PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MA
4	**Programme Title**	Classics and Ancient History
5	**Programme Code**	4035 F/P
6	**Programme Accreditation**	--
7	**QAA Subject Benchmark(s)**	--
8	**FHEQ Level**	7
9	**Last updated**	May 2013

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 and Ancient History;
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 and Ancient History 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 full access to the research strengths of the staff within the Classics and Ancient History 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: Ancient Philosophy, Science, Medicine and Music; Ancient Rhetoric and Historiography; Ancient Concepts of Divinity; and the Reception and Recreation of Ancient Texts, and in the history of the ancient world, including Greece, Rome and Roman provinces, Judaea and the Near East from the classical to the late antique period.

Knowledge and Understanding

On completing the programme students should:

A1   have acquired advanced knowledge and understanding of one or more themes in Classics or Ancient History
A2   have acquired knowledge and understanding of a range of methodologies for interpreting the evidence for one or more themes in Classics or Ancient History
A3   have acquired a knowledge and understanding of a range of theoretical and analytical approaches used by Classicists or Ancient Historians

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

Teaching and Learning Methods

The primary methods of imparting knowledge and understanding (A1-5) are (small-group) lectures, group seminars, language classes, individual tutorials, and self-directed learning.
A2 – 3 are the primary concern of the Research Skills module (CAC8000) and of the 'Approaches to Research' modules (CAC8009, CAC8010, CAH8019, CAH8020); a further broadening to historical or archaeological methods and approaches is achieved by means of the optional module (CAH8016, ARA8172, ARA8128).
A4 is imparted by work for the Dissertation module, for which the 'Approaches' modules are training and preparation.
A5 is taught in language classes at a level appropriate to the student's level at arrival, which can range from Beginners', through Intermediate, to advanced.

Assessment Strategy

A1-3 are assessed through one extended written essay (4000 words) worth 90% of the final mark, for each of the 'Approaches to Research' modules. Twice in the Semester (weeks 6 and 11) students are required to present their preliminary findings to a seminar for discussion and peer-review (see further below) and to revise their work in the light of the discussion before submitting it as the final essay. The second of these presentations will be assessed and will be worth 10% of the final mark. This is an important formative process. and submissions for the skills module CAC8000; are assessed in the Dissertation.
A4 is assessed by means of the dedicated dissertation module (CAC8090).
Language knowledge and skills (A5) are assessed by examination (with numerous formative tests as preparation), and by written submissions where these knowledge and skills are applied to specific texts.

Intellectual Skills

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 or Ancient History;
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 analytical skills at a high level in the field of their chosen themes in Classics or Ancient History;
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;
B6 display (depending on entry level) a basic or more advanced knowledge of Latin or Ancient Greek or both, and an understanding of how to use that knowledge in the exploration of other areas of Classics or Ancient History.

Teaching and Learning Methods

B1-5 are imparted in lectures, seminars and tutorials
B6 is imparted especially in the dedicated language modules, but also in the two Approaches to Classics Research modules

Assessment Strategy

B1-5 are assessed summatively in the written papers for the' Approaches to Research' modules, and in the submissions for the 'Skills' module. 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.
B6 is assessed by examination (with numerous formative tests as preparation), and by written submissions where these knowledge and skills are applied to specific texts.

Practical Skills

On completing the programme students should be able to:

C1   demonstrate the ability to carry out independent research on unexplored fields of classics or ancient history, testing new theories against the existing evidence of the ancient material;
C2   gather and use information from a range of types of sources effectively, for instance by reconstructing the original form and meaning of fragmentary literary and documentary sources, and providing an appropriate historical contextualization of ancient monuments and artefacts;
C3   evaluate, analyse, and interpret evidence, most specifically textual evidence, by identifying the sources, origin and addressees/audience of a literary, documentary or visual text;
C4   present the result of independent work in a written form to a scholarly accurate standard.

Teaching and Learning Methods

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). The seminar process will help the students develop their papers for final submission. Some group activity forms part of the programme e.g. 2-3 students give a joint discussion paper in the Approaches to Ancient History modules. In addition, where appropriate students are encouraged to work on artefacts and use the facilities of the new Great North Museum and can do so formally by means of the Greek archaeology option in Semester 2.

Assessment Strategy

C1-4 are assessed by the written papers for the Approaches to Classics/Approaches to Ancient History Research modules and for the Skills module, and by the Dissertation in which students are expected to demonstrate all these skills to a high level. Student presentations in formative seminars (which will be formally assessed in week 11 with a mark worth 10% of the final mark) will provide opportunities for formative feedback from staff and peers. The lack of formal assessment in the first seminar meeting in week 6 aims to make all students feel freer to participate in the seminar discussion, whatever their background knowledge, and this freedom is aimed at inclusiveness by respecting student's diversity.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate ideas and argument effectively in writing
D2 Present ideas and argue cases effectively in oral communication and in discussion and debate
D3 plan and organise work effectively
D4 be computer literate and be able to make effective use of on-line resources for Classics and Ancient History

Teaching and Learning Methods
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

Assessment Strategy
D1 is assessed by the written papers for the Approaches to Classics/ Approaches to Ancient History 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 for the Approaches modules as well as for the Skills module, and by the Dissertation

12   Programme Curriculum, Structure and Features
Basic structure of the programme
The four Research Approaches a. introduce students to the methods and problems of approaching the designated theme via the main categories of both evidence and approach, and b. have built into them training via teaching delivered by the staff, which is then practised by both non-assessed methods (two unassessed presentations in seminar format, with feedback) and by submitted work (two assessed essays, plus two assessed presentations). This structure is designed to provide the platform on which students build both their selection of dissertation topic and proceed to apply their learned skills to the writing itself of the dissertation.
In the first semester, students take the first 20-credits Approaches to Classics/Approaches to Ancient History Research module (CAC8009 or CAH8019), in which they are taught topics from the four Classics themes (Ancient Philosophy, Science, Medicine and Music; Ancient Rhetoric and Historiography; Ancient Concepts of Divinity; and the Reception and Recreation of Ancient Texts) and from the Ancient History research themes, which reflect the distinctive research interests and publications of the lecturers; the first half of the Skills module (CAC8000), which prepares them for the submitted work in the other modules and especially for the Dissertation; and 20 credits of Latin or Ancient Greek.
In the second semester, they take the second 20-credits Approaches to Classics/ Approaches to Ancient History Research module (CAC8010 or CAH8020), the other half of the Skills module, an optional module in Greek, Byzantine or Roman Archaeology (CAH8016, ARA8172 or ARA8128), and continue their language study.
The summer is spent in writing the Dissertation; planning, structure and (partial) bibliography for this have already been drawn up as part of the Skills module. (Candidates are normally expected to pass the taught modules before proceeding to the Dissertation.)
Key features of the programme (including what makes the programme distinctive)
Training in a wide range of research techniques, delivered by specialist in their field
Themed study, reflecting the distinctive research interests and publications of the Newcastle Classics and Ancient History staff.
Study of a Classical language taught by dedicated staff. For students at beginners' and intermediate level, the language modules employ the distinctive "Greek/Latin in Action" approach, teaching students through the use of translations to analyse linguistic and literary features of texts in the original.
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 (or international equivalent), 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 Degree Programme Director 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 Classical world and show that they are capable of benefiting from the programme.

Additional Requirements

None

Level of English Language capability
IELTS 6.5, with a minimum of 7.0 in writing (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 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.

Accreditation reports
n/a

Additional mechanisms
n/a

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16   Regulation of assessment

Pass mark
The pass mark is 50%, except in those language modules which are completely identical to Undergraduate modules (and are taught und the Undergraduate code), where it is 40%.

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.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely (with the exception of UG language modules: above):

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

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

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

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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	**CAC8009-10** CAH8019
A2	**CAC8000 CAC8009-10** CAH8020 CAH8016, ARA8172, ARA 8128 CAH8019
A3	**CAC8000 CAC8009-10** CAH8020 CAH8016, ARA8172, ARA8128 CAH8019
A4	**CAC8090 CAC8009-10**
A5	Greek: CAC8097; CAG1011, 1012; CAG2001, 3001, 3002 Latin: CAC8098; CLA1011, 1012; CLA2001, 3001, 3002
B1	**CAC8000, CAC8009-10** CAH8020 CAH8016 **CAC8090** ARA8172, ARA8128
B2	**CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** language modules
B3	**CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
B4	**CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
B5	**CAC8009-10** CAH8020 CAH8016 **CAC8090** CAH8019
B6	Greek: CAC8097; CAG1011, 1012; CAG2001, 3001, 3002 Latin: CAC8098; CLA1011, 1012; CLA2001, 3001, 3002 **CAC8009-10**
C1	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
C2	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
C3	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019, language modules
C4	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
D1	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
D2	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019
D3	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019, language modules
D4	**CAC8000 CAC8009-10** CAH8020 CAH8016 ARA8172, ARA8128 **CAC8090** CAH8019