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A: Introductory Information

1. Welcome from the Head of the School of History, Classics and Archaeology

Welcome to the School of History, Classics and Archaeology. We hope that your time here will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience in the School as rewarding as possible. Take time in Welcome Week to read through this guide and keep it for future reference. It sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff should you need help or information. Your contacts are your Personal Tutor, the Senior Tutor, the Degree Programme Director (DPD) for your particular degree programme, your lecturers and the administrative staff in the School Office. There is always plenty of help available.

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Professor Helen Berry, Head of School

2. Summary of programme commitments

The University’s Student Charter, explained more below, requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbook.

<table>
<thead>
<tr>
<th>Summary of Q800 Programme Commitments</th>
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</thead>
<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
</tr>
<tr>
<td>Mode of delivery:</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
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<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
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<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
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</tbody>
</table>
## Summary of Q810 Programme Commitments

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Page Reference</th>
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</thead>
<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
<td>Please see section B3 Contact Hours on page 12.</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Please see section I: 9 on page 61.</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Please see section A6 University Timetables on page 8.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Please see section D1 Coursework Submission on page 21.</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Assessment methods and criteria:</td>
<td>Please see section B2 Module and Module Selection on page 11 and section E6 Marking Criteria on page 24.</td>
</tr>
<tr>
<td>Academic guidance and support:</td>
<td>Please see sections B &amp; C across pages 11-17.</td>
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</table>

## Summary of QQ83 Programme Commitments

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Page Reference</th>
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<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
<td>Please see section B3 Contact Hours on page 12.</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Please see section I: 11 on page 65.</td>
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<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Please see section A6 University Timetables on page 8.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Please see section D1 Coursework Submission on page 21.</td>
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<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Assessment methods and criteria:</td>
<td>Please see section B2 Module and Module Selection on page 11 and section E6 Marking Criteria on page 24.</td>
</tr>
<tr>
<td>Academic guidance and support:</td>
<td>Please see sections B &amp; C across pages 11-17.</td>
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</table>

**Summary of V110 Programme Commitments**

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<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
<td>Please see section B3 Contact Hours on page 12.</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Please see section I: 8 on page 58.</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Please see section A6 University Timetables on page 8.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Please see section D1 Coursework Submission on page 21.</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Please see section E5 Feedback on Assignments on page 24.</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
3. The School

The School is part of the Faculty of Humanities and Social Sciences (HASS). It is located in the Armstrong Building, the main Victorian red-brick building in the centre of the campus. The School Office is on the 1st floor off the main staircase. This is where you should come with any general enquiries and it is where you will collect corrected assignments.

To the right of the School Office are some of the main teaching rooms. Rooms 1.03 – 1.05 are seminar rooms and room 1.06 is a lecture room. Classes and lectures, however, may be held elsewhere in the Armstrong Building or in nearby buildings across the central campus. Outside the teaching rooms is a large lobby area. This is where you post completed assignments. It is also where the names of student representatives are displayed along with notices of general interest, including results. In the corridor leading away from the lobby are staff offices and seminar rooms and more staff offices are immediately above this corridor on the 2nd floor.

The Armstrong Building has been completely refurbished in recent years, but some work may continue, although it is hoped that noise or significant changes to the function of rooms should be minimal.

The School comprises of three main disciplines: History, Classics, and Archaeology. In addition we run joint programmes with the School of English and with Politics. The School also participates in the Faculty’s Combined Honours Programme. The School is also home to the North East England History Institute (NEEHI), shared with all the other North-East Universities (http://www.neehi.co.uk/).

For detailed information on all History, Classics and Archaeology staff please visit the following website: http://www.ncl.ac.uk/hca/staff/

A list of staff and their interests specific to your Degree Programme can be found on page 36 of this handbook.

4. The Academic Year

2018 – 2019 Semester and Term Dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
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<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 23 September</td>
<td>Friday 13 December</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 6 January</td>
<td>Friday 27 March</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 27 April</td>
<td>Friday 12 June</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 23 September</td>
<td>Friday 24 January</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 27 January</td>
<td>Friday 12 June</td>
</tr>
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Undergraduate:
The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Semester 1 includes 1 week of induction and registration, 12 teaching weeks, and 2 examination weeks; Semester 2 includes 12 teaching weeks and 3 examination weeks. You are expected to be in attendance during every term and for all teaching and examination weeks during the semesters.
Postgraduate:
The postgraduate academic year is organised within the general framework of three terms/two semesters, with a dissertation undertaken wholly or in part during the period June to August.

Examination dates: Most examinations are scheduled at the end of Semester 1 (January) or Semester 2 (May/June). Please note that if you do not pass at the first attempt, or if you defer any of your exams (e.g. due to illness), you may be required to take any resits or deferred examinations during the August period, for which you are expected to be available.

2019/20 Exam Dates:
- Semester One: Monday 13 January 2020 to Friday 24 January 2020 (including Saturday 18 January)
- Semester Two: Monday 18 May 2020 to Friday 5 June 2020 (including Saturday 23 and Saturday 30 May)
- Resits: Monday 17 August 2020 to Friday 28 August 2020 (including Saturday 22 August)

You must ensure that you are available during all term time periods and examination periods.

5. Induction Timetable

A full programme of induction takes place during the first week of the academic year.

If you are a Stage One student this will include essential information about the University, the HASS Faculty, your degree, the School and studying, and introductions to the library and University computer facilities.

If you are entering Stage Two you will have an introduction to the structure of the curriculum, as well as careers information.

If you are a Stage Three student there will be vital information about the structure of the curriculum, the dissertation (which is compulsory in three of our four degrees), and careers.

During this week, you will have the opportunity to see your personal tutor, meet your student mentor, senior tutor and other staff.

A full induction programme can be found at: http://www.ncl.ac.uk/hca/students/induction/#overview

6. University Timetables

Once registered on your programme, you can access a personalised timetable using the University app (www.ncl.ac.uk/itservice/mobile) which also has information on moving around campus, managing your Library and print accounts and finding places for private study. You can also view module, programme and individual timetables on the student timetables website (www.ncl.ac.uk timetable) where there is a guide for on how to understand your timetable (www.ncl.ac.uk/ timetable/StudentTimetableGuide.pdf) and links to maps of the teaching campus.

If your degree programme has an optional component, your personal or stage tutors will advise you on the best module options to suit your particular academic interests.

Contact hours and the amount of self-directed study can differ between subjects, but you should expect to attend classes on most days and between the hours of 9am and 6.30pm Monday to Thursday and 9am and 5.30pm on Fridays. Wednesday afternoons 1.30pm onwards are kept free for sports, volunteering and participatory activities.

Please note that timetables can change during the year, especially at the beginning of each semester – so please check the website and your app regularly.
Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all the aspects of teaching. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake and which make calls upon their time. The Student Charter (https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter) clarifies exactly what you can expect from the University during your time on campus. In summary, you can expect the University and School to:

- Provide a modern curriculum and high standards of teaching
- Provide relevant information about the degree programme and individual modules
- Provide opportunities for you to develop graduate and research skills
- Provide access to an excellent library and IT facilities
- Work with you to listen to student feedback and shape the University experience
- Publish clear information on programme costs, payment options and any additional costs
- Provide clear deadlines for assignments and timeframes in which you will receive feedback
- Notify you in advance of any planned changes to the curriculum and timetable
- Provide academic and personal support, through the personal tutoring system and professional support services
- Ensure that all assessments are relevant and well-matched to each stage of your study.

As a University student, you must take responsibility for your own approach to studying and learning. The emphasis in class time will be on providing information and ideas, but you are expected to make the best use of the information that is presented to you. This requires regular attendance at all sessions in your timetable and submission of all assignments by the due dates. It also requires considerable study outside formal contact hours. In particular, the Student Charter clarifies exactly what is expected of all students.

In summary, you are expected to:

- Attend and participate in all timetabled activities
- Familiarise yourself with all information provided by the University and follow recognised procedures
- Take responsibility for your own learning and devote the necessary time in private study to understand and learn the material
- Submit all work on time and collect your feedback when it is returned
- Seek help if you are encountering any difficulties and tell your personal tutor of any health or personal problems that could affect your work
- Work with your student representatives to ensure that you make staff aware of any problems or things working well in the School
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. The University expects students to conduct themselves in a reasonable and appropriate manner at all times, both on and off campus, to foster mutual respect and understanding. This includes:

- Behaving and communicating in ways that are unlikely to offend others.
- Complying with all reasonable requests from staff
- Being considerate to neighbours, especially in relation to noise levels and rubbish
- Acting within the law.

To register at the University, you must accept the following declaration as part of the online registration process. ‘I hereby promise to conform to the discipline of the University and to all statutes, regulations and rules in force for the time being in so far as they concern me’. The Student Discipline procedure can be accessed via the following link.
The Newcastle Offer provides additional explanation about what the University offers undergraduate students for their fees and explains how the University delivers on its promises. More information on the Newcastle Offer is available here:

http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/ (note you must be logged on to read this).

8. Attendance

The University wishes to support all students to the completion of a programme of study and we know that good attendance plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to UK Visa and Immigration, any student who is not attending regularly.

Attendance at classes is monitored to help us to identify, contact and support at an early stage any student whose attendance record gives us cause for concern. On some degree programmes most or all classes are monitored, and in others just a proportion. We use the SMART card scanners located throughout campus to record attendance and your attendance at timetabled classes is recorded whenever you are asked to scan your SMART card. Different degree programmes record attendance at different types of classes and your programme’s policy on which types of classes it monitors should be made clear to you at induction.

If you are unable to attend for any reason, you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa.

A significant number of absences could mean that your School may consider that you are not making 'satisfactory progress' and action may be taken under the University General Regulations that could result in termination of your programme of study. International students should note that persistent and unauthorised/unexplained absence, even for compassionate and compelling reasons, may be communicated to UK Visas and Immigration which could result in your UK visa being curtailed.

See http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/ for more information on University attendance requirements.

9. Student Self Service Portal (S3P)

S3P is your Student Self Service Portal, use this system if you want to;

- Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes).
- Confirm module choices for the next academic year
- Report an absence to your School.
- Submit a Personal Extenuating Circumstance (PEC) form

Further detail is available here: http://www.ncl.ac.uk/students/progress/student-resources/s3p/

You can log on here: https://s3p.ncl.ac.uk/login/index.aspx
Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.

### B. Degree Programme and Module Information

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<thead>
<tr>
<th>1. Degree Programme Aims, Specifications and Regulations</th>
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<tbody>
<tr>
<td>This section provides information specific to your degree programme. It is important you that have an understanding of the programme as a whole and how each module and stage contributes to it.</td>
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**Key Definitions:**

- **Module** – an element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.

- **Compulsory modules** – modules that you must take in order to fulfil the requirements of the Degree Programme

- **Core modules** – those modules which you must PASS to be allowed to proceed

- **Optional modules** – those which you choose to take because they suit your interests and career aspirations

- **Aims** – each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.

- **Learning outcomes** – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.

- **Degree programme regulations** – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: [http://www.ncl.ac.uk/regulations/docs/](http://www.ncl.ac.uk/regulations/docs/)

- **Degree programme specifications** – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: [http://www.ncl.ac.uk/regulations/programme/](http://www.ncl.ac.uk/regulations/programme/)

Further details about the Classics programmes can be found in section I.2 and I.3.2 and I.3.3 also I.8-1.11.

<table>
<thead>
<tr>
<th>2. Module and Module Choices</th>
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<tbody>
<tr>
<td>The Degree Programme Regulations for your programme explain which modules are compulsory, core, and/or optional on your degree programme. You can look up information on each module in the Module Catalogue (<a href="http://www.ncl.ac.uk/module-catalogue/">http://www.ncl.ac.uk/module-catalogue/</a>). This module page will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, completing coursework, doing background reading, and revising for your exams. The</td>
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module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus.

Stage 1 students complete module selection in Induction Week, and all students will be provided with information to help you select your optional modules. Before submitting your selections, you should meet with your personal tutor to ensure that they are appropriate and that they fit with the Degree Programme Regulations.

The Module Catalogue is rolled forward to the next academic year in March of each year. All continuing students (except for final year students) use S3P to register for your next stage around Easter each year. The S3P system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme to the value of the credits for the stage of your programme.

### 3. Contact Hours

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching ([http://www.ncl.ac.uk/ltds/assets/documents/res-contacthours-mofs.pdf](http://www.ncl.ac.uk/ltds/assets/documents/res-contacthours-mofs.pdf)), but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

The average numbers of contact hours is about 9 hours per week in Stages One and Two (plus tutorials, general meetings etc.). In Stage Three, when most students will be spending time researching a dissertation, the average contact time is about 7 hours per week.

In some modules there may be field trips and/or field work, although these are not typical of our programmes. Students taking language courses, either in Classical Languages or as an outside option in the School of Modern Languages will probably have more than the average number of hours, perhaps 1 or 2 hours extra per week.

### 4. Graduate Skills Framework

Your University programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development through a set of graduate attributes. You will have opportunity to develop these through various aspects of your university experience and through your programme. The University maps these attributes according to the Graduate Framework ([www.ncl.ac.uk/careers/graduateframework/](http://www.ncl.ac.uk/careers/graduateframework/)).

Your programme will be clearly linked to a series of graduate attributes, some of which will be present in learning and teaching activities and some of which will be assessed. You will be able to identify these attributes by looking at the skills outcomes noted in the Programme Specification for your programme ([https://www.ncl.ac.uk/regulations/programme/2019-2020/](https://www.ncl.ac.uk/regulations/programme/2019-2020/)) and in information about your modules in the module catalogue ([http://www.ncl.ac.uk/module-catalogue/modules.php](http://www.ncl.ac.uk/module-catalogue/modules.php)). Identifying the attributes that have been linked to your programme and experience will help you to recognise those which you can mention in interviews and on your CV.

### 5. Additional Costs

There are currently no modules with compulsory field-trips or other core elements requiring additional expenditure. There is a visit to Athens associated with CAH3005 (“City of Athens”), but this is optional and is not a formal part of the module or its assessment. You can expect to buy a couple of books for each module. Specific guidance regarding essential or recommended texts will be provided by Module Leaders. However, there will always be some availability of relevant materials via the library services, whether in hard-copy or electronically. See further under section
6. Study Abroad Exchanges

NOTE: Given the current uncertainty over when and how the United Kingdom will leave the European Union, the effect upon Study Abroad is also uncertain, although it is hoped that extensive opportunities may be maintained. The information below, therefore, may be superseded by events.

The School of History, Classics, and Archaeology participates in the European Union student exchange scheme (SOCRATES/ERASMUS). It offers invaluable opportunities to anybody who wants to learn more about another country, experience a different culture, and improve their knowledge or understanding of another language. It will help you to see both your degree and your career options from a different angle, and more often than not, it will be a positive advantage in career terms. Above all, living abroad is a unique experience, and one not to be missed if you have the opportunity. At present there are exchanges with the following continental universities:

<table>
<thead>
<tr>
<th>University Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Cyprus</td>
<td>Cyprus</td>
</tr>
<tr>
<td>University of Prague</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>University of Turku</td>
<td>Finland</td>
</tr>
<tr>
<td>University of Paris-Diderot (Paris 7)</td>
<td>France</td>
</tr>
<tr>
<td>University Paul-Valery Montpellier III</td>
<td>France</td>
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<td>University of Bologna</td>
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<td>University of Ljubljana</td>
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<tr>
<td>Carlos III University, Madrid</td>
<td>Spain</td>
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<tr>
<td>Södertörns University</td>
<td>Sweden</td>
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<tr>
<td>Koç University (Istanbul)</td>
<td>Turkey</td>
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</table>

The scheme is supported by a grant, which should cover the cost of a return trip to your exchange university, and will contribute something towards the living abroad.

Enquiries should be directed to the ERASMUS Coordinator, Dr Katie East (Katherine.east@ncl.ac.uk). Places will be allocated on a first come first served basis but bear in mind that to study in Europe you will be expected to have a satisfactory knowledge of the language. Some of our partner institutions, however, particularly those in Northern and Central Europe, offer a number of their courses in English, so fluency in a language is not always necessary. It will very much depend on where you choose to study.

Current exchange opportunities are also available in the following non-EU countries:

<table>
<thead>
<tr>
<th>University Name</th>
<th>Country</th>
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<tbody>
<tr>
<td>University of Adelaide</td>
<td>Australia</td>
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<tr>
<td>Monash University</td>
<td>Australia</td>
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<tr>
<td>University of South Wales</td>
<td>Australia</td>
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<tr>
<td>Pontificial Catholic University of Rio Grande do Sul</td>
<td>Brazil</td>
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<tr>
<td>McGill University</td>
<td>Canada</td>
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<tr>
<td>Concordia University</td>
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<tr>
<td>University of Calgary</td>
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<td>University of Ottawa</td>
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<tr>
<td>University of Waterloo</td>
<td>Canada</td>
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<tr>
<td>Hong Kong Polytechnic</td>
<td>Hong Kong</td>
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<tr>
<td>City of University of Hong Kong</td>
<td>Hong Kong</td>
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</tbody>
</table>
Unlike the ERASMUS exchange programme non-EU programmes are entirely self-financing. You will need to continue to pay tuition fees to Newcastle University whilst studying abroad however this does not affect your right to apply for (or receive) a student loan. Please note that the University of Illinois at Urbana-Champaign charges an administration fee to all students, be they home, or study-abroad.

Note that most of these exchanges are for one semester, usually in Stage 2, and the results for courses taken abroad will contribute to a student’s final degree classification. It is also possible to consider a full year abroad, but as an intercalating year, as with a work-placement. In that case, although it is necessary to pass the course of study taken abroad, the results will not contribute directly to the final degree.

For further information please contact the School Exchange Coordinator Katherine East (katherine.east@ncl.ac.uk) or look on the International Office Webpage: http://www.ncl.ac.uk/international/exchange/ or contact them by e-mailing studyabroad@ncl.ac.uk.

7. Incoming Erasmus, Exchange and Study Abroad Students

Courses

In the School of History, Classics and Archaeology (HCA), we offer a wide selection of courses to incoming Erasmus, Loyola, study-abroad and exchange students. Advanced language modules in Classics are year-long courses, while most other modules are only one-semester long. Semester-long modules taught in the School are normally worth 20 credits (= 10 ECTS credits), although different options may be available. It is also possible to take ONE module outside of the School each semester. A list of available modules can be found at: http://www.ncl.ac.uk/international/studyabroad/module/

Please note that restrictions apply to Erasmus students as follows: Stage 3 modules can be made available ONLY with the agreement of the Head of Subject AND of the Module Leader. This option must be discussed in person at the beginning of your exchange period. Also, several stage 2 modules are capped to a maximum of 5 Erasmus students and places are allocated on a first-come, first-served basis. None of these restrictions apply to Loyola, exchange, or study-abroad students. Finally, note that CAC2001, CAH2208, CAH2009 and CLA2099 are NOT open to any incoming student.

Module choice

Modules can be chosen during the first two weeks of each semester. Once you’ve made up your mind you must fill in and submit a Module Selection Form online at https://www.ncl.ac.uk/hca/students/modules/#choosingmodules. It is your responsibility to check that there are no timetable clashes between the modules you have chosen. The timetable can be found at: http://www.ncl.ac.uk/timetable/
Assessment

All Erasmus students at Newcastle University are expected to do the same assessment as students registered for a degree unless they have compelling reasons not to do so. If this is the case, they are offered the alternative of writing one 3,000 word essay to be handed in by 12.00 p.m. of the Friday of the first week of the assessment period. This will replace all assessment work required of other students on the module. In order to take up this option, students need to discuss it with the Study Abroad Co-ordinator and their module leader, having checked with their home university that the new assessment will be accepted by them. The Study Abroad Co-ordinator will have the final say on such issues.

Study-abroad, non-Erasmus exchange and Loyola students spending semester 1 only are required to finish their assessment while in Newcastle. This will require the provision of an alternative assessment before the end of teaching week 12. The alternative form of assessment for all semester 1 non-EU study abroad students will be two 1,500 word essays in addition to the other coursework assessment. The essays should be set so as to assure full coverage of the course content.

Study-abroad, exchange proper and Loyola students spending the whole academic year or semester 2 are required to complete the standard assessment as set out in the MOF under all circumstances.

Plagiarism and cheating

All assessed work at HCA is electronically checked for plagiarism (i.e. whether or not you have acknowledged the sources of your information, or have submitted the same assignment twice under different titles). This is done using a computer program called Turnitin. You are required to submit your assignments electronically through Blackboard for automatic processing with Turnitin. Instructions on how to use Blackboard are available from the School Office; they will also be sent to your University email account.

Failing an exam

Not unlike domestic students, you will be given the opportunity to re-sit the exams you may happen to fail. Please make sure you discuss how to do this with the School Exchange Coordinator before you leave Newcastle, or by telephone/email if you have already returned to your home country.

Grades

In British universities, grading is based on a percentage system where 0% is the worst possible mark and 100% is the top score. A pass is placed at 40%, while a first is placed at 70% or over. Please check your Degree Programme Handbook for marking criteria. When you have completed your period of study at Newcastle, your home university will be given a transcript stating the courses that you have taken here and the Newcastle grades awarded. Transcripts will normally be available in July.

Credits

It is your responsibility to check with your home university if they give credits for the modules you take at Newcastle. Not unlike home students, international students normally take three 20 credit modules per semester in order to obtain 60 Newcastle credits (= 30 ECTS credits), but different crediting systems may apply to non-EU students. Further information concerning credit transfer and grade equivalence can be found at: http://www.ncl.ac.uk/mobility/newcastle/study-abroad/credit-transfer/

Learning agreement

Erasmus students ought to fill in their Learning Agreement once they have decided which modules they will take at Newcastle. It is the student’s responsibility to have the Learning Agreement signed by the School Exchange Coordinator and the Institutional Coordinator before they leave Newcastle.

Sorting problems

The School Exchange Coordinator and Institutional Coordinator will be happy to assist you in sorting any academic and personal problem you may experience while staying at Newcastle. The university also offers a free and confidential counselling service open to all students. Further information can be found at: http://www.ncl.ac.uk/students/wellbeing

School Office and International Office
The School Office is located on the 1st floor of the Armstrong Building. It is open Monday to Friday 8.45am to 4pm.

The International Office is located in King’s Gate. Students will normally be seen by appointment.

**Heads of Subjects and other useful contacts**

History: Dr Felix Schulz ([felix.schulz@newcastle.ac.uk](mailto:felix.schulz@newcastle.ac.uk))

Classics: Dr Rowland Smith ([rowland.smith@ncl.ac.uk](mailto:rowland.smith@ncl.ac.uk))

Archaeology: Dr Mark Jackson ([m.p.c.jackson@ncl.ac.uk](mailto:m.p.c.jackson@ncl.ac.uk))

School Exchange Coordinator: Katherine East ([katherine.east@ncl.ac.uk](mailto:katherine.east@ncl.ac.uk))

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**C. Student Support**

**1. Personal Tutoring**

When you arrive at University, will you be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career.

The role of a personal tutor, as described in the Framework for Personal Tutoring [https://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

At a bare minimum, you should see your personal tutor once during Semester 1 of your first year and then after that your tutor will offer you a meeting at least once a semester. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

It is possible to change your personal tutor if you are unhappy for any reason. You do not have to give any reasons for changing your tutor. However, you cannot expect to be transferred on request to a specific member of staff. Your School will be able to explain the procedures for changing your tutor.

For undergraduate students, all tutor meetings will be recorded through the ePortfolio system (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). A record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also make notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you’re making with the help of your personal tutor. You can be assured that the meeting record on ePortfolio is strictly confidential, and only those people who attended the meeting (and possibly the Senior Tutor) will be able to see your notes. The first meeting in stage 1, semester 1 is compulsory.

If you undertake a placement as part of your undergraduate study at Newcastle, personal tutoring still applies, and you should still be contacted by your tutor or perhaps a placement lead within the School.

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor cannot help you if you do not show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you well enough to write them. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.
2. Peer Mentoring

All new undergraduate students will be assigned a peer mentor who will have made contact with you prior to starting University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.

Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about budgeting, sport facilities, the library, taking lecture notes, accommodation etc.

Your peer mentor will set up a social media network (using tools such as Facebook or Yammer) to help support this process so remember look out for information from them. You will also receive a Mentee Handbook to explain the benefits of the scheme, expectations and support available.

The University has a policy that explains peer mentoring schemes (http://www.ncl.ac.uk/tds/assets/documents/qsh-peerment-principles.pdf).

3. Other Sources of Support in your School

Your personal tutor should always be your first point of contact if you have questions or concerns, but they may point you in the direction of other people in the School or elsewhere.

The Degree Programme Director (DPD) is responsible for the structure, content and standards of your degree programme. Their role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

The Senior Tutor acts as a coordinator between the School and central University services. They also act as a second point of contact if your personal tutor is absent from the University and may provide support for you and your tutor if any complicated issues arise. The Senior Tutor supports students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

4. Student Services (King’s Gate)

King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:

- Monday and Tuesday – 9 a.m. to 5 p.m.
- Wednesday – 10 a.m. to 5 p.m.
- Thursday and Friday – 9 a.m. to 5 p.m.

When you arrive at King’s Gate, you should go first to the Interaction Team (I-Team) on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below.

Both drop-in and pre-booked appointments are available. More information is available here: https://my.ncl.ac.uk/students/kingsgate (you will need to cut and paste this URL into your browser)

5. Student Advice Centre

The Student Advice Centre is a service of the Students’ Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the
representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: [www.nusu.co.uk/sac](http://www.nusu.co.uk/sac).

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: [http://www.nusu.co.uk/support/sac/openingtimes/](http://www.nusu.co.uk/support/sac/openingtimes/).

During term-time, you may drop in for a brief session with one of the advisers, but for complex or serious problems (requiring more than 20 minutes to discuss), you should make an appointment.

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members’ welfare.

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### D. Circumstances affecting your studies

#### 1. If you are ill or away from the University for personal reasons

If you are ill at any point while at University, you should inform your personal tutor as soon as possible. If you are absent for more than three working days (Monday through Friday), you must complete a Student Notice of Absence form from S3P. These are submitted electronically through S3P and are received by the school office. It is your responsibility to inform the individual Lecturers/Seminar Group Leaders of the classes you have missed or are going to miss. Please also notify your Personal Tutor. If you are absent for more than seven working days, you must obtain a medical certificate from your doctor and send it to the School office as well.

The Student Notice of Absence form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

If you believe that your absence has affected your academic performance in an assessment (coursework or exam) or prevented you from attending a required session, you should inform your personal tutor. You should also fill in a Personal Extenuating Circumstances (PEC) form via S3P to explain how your illness as affected your studies. If you are reluctant for any details to be known, even to your tutor, because they are sensitive, then you can provide a confidential letter and information in a sealed envelope for the Chair of the School PEC committee.

More information about sickness and absence procedure is available here: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm).

#### 2. Personal extenuating Circumstances

Students who believe that their study or ability to complete assessments is being adversely affected by unforeseen and unavoidable personal extenuating circumstances should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed school deadline, so that appropriate adjustments can be considered. Students are advised to read carefully the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at [http://www.ncl.ac.uk/students/progress/student-resources/help/](http://www.ncl.ac.uk/students/progress/student-resources/help/) before submitting a PEC application.

Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or other member of staff. Tutors may be able to advise how to phrase the application or whether alternate sources of help may apply. Also, tutors may be able to provide a statement of support, which will be taken in to account when a case is considered.

The PEC form enables the School to consider each case on its merits and, if possible, to make an appropriate
possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work;
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a deferral of the assessment to a later normal occasion;
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat tuition in residence;
- permission to proceed to the next Stage carrying fails;
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)

And, for all students except those starting or restarting undergraduate stage 1 programmes during the 2019/20 Academic Year, where there is a positive assessment of the impact of medical or other mitigating circumstances by the Personal Extenuating Circumstances Committee (Conventions 13 and 14).

- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

NB - personal extenuating circumstances cannot result in existing marks being changed.

It is the student’s responsibility to report any significant personal or extenuating circumstances that had a substantial impact on their performance in their studies or in their assessments/examinations immediately and in advance of an assessment deadline or by the school published deadline for consideration by a Personal Extenuating Circumstances Committee (PECC) or Board of Examiners (BoE).

It is the student’s responsibility to provide evidence to back up their PEC application. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor, letter from an employer etc. It is recognised that this can be difficult, but a request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment.

Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

i. Instances where an appropriate adjustment has already been made.
ii. Retrospective report of illness or other extenuating circumstances, without good reason.
iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Recommendation (SSR).
iv. Transport problems, excepting those where it can be shown that adequate time had been allowed.
v. Unspecified anxiety or examination stress
vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence.
vii. Distress relating to family pet.
ix. Known employment or financial responsibilities.
ix. Problems with personal computers, printers or other technology.
xi. Where the circumstances could have been avoided, particularly due to poor time management.

The PEC Procedures and Submission Guidance are available at
http://www.ncl.ac.uk/students/progress/student-resources/help/
Submission Guidance - http://www.ncl.ac.uk/students/progress/student-resources/help/
3. Change of Circumstances (Transfer, Suspend Studies or Withdraw)

Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options. You can also seek confidential advice from Student Wellbeing: (http://www.ncl.ac.uk/students/wellbeing/about/student/) or the Student Advice Centre (https://www.nusu.co.uk/support/sac/).

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Directors of both programmes.

Permission to make these changes often depends upon approval from the Degree Programme Director.

More information on the relevant procedures and the forms you may need to fill in is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change. Your personal tutor should be able to help you complete these forms if necessary.

4. Complaints and Appeals

The Student Complaints and Resolution Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service or a member of staff within the University. The procedure applies to all complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from Student Progress Service:
https://www.ncl.ac.uk/students/progress/Regulations/Procedures/complaints.htm

A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. The complaints procedure has a three-stage process. You are expected to try to resolve your complaint informally with the individual or service concerned under Level 1 of the procedure before a formal complaint under Level 2 is submitted. If you remain unhappy after receipt of your Level 1 outcome or you consider your complaint is still not resolved, you can submit a complaint under Level 2 of the complaints procedure by submitting the Complaints Form and supporting evidence to casework@ncl.ac.uk.

If you want to complain about another student at the University you should contact the Casework Team by emailing casework@ncl.ac.uk. The email should contain a full explanation as to the nature of the concern, with supporting evidence. Student Progress Service may invite you to a meeting as part of the investigation. The allegation will normally be investigated under the University's Disciplinary Procedure (https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/).

The Student Academic Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here:
https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm

Academic Queries and Appeals may only be made on the following grounds:

a) Grounds for academic appeal following Board of Examiners Decisions:

- Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware
- Procedural irregularity on the part of the examiners
- Bias or prejudice on the part of an examiner or examiners.
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.
b) Grounds for academic appeal following PEC Committee Decisions:

- Procedural irregularity or other error on the part of the PEC Committee
- Bias or prejudice on the part of the PEC Committee.
- That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

c) Grounds for academic appeal following an Unsatisfactory Progress Decision:

- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

d) Grounds for academic appeal following a DPD Request Decision:

- Evidence which was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Note: An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme. Appeals can be contacted at HCAappeals@ncl.ac.uk.

You are expected to make every effort to raise your assessment/progress query, in writing, with the School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

E. Assessment and Feedback

1. Coursework Submission

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

Across the University, Schools and module leaders ask students to submit their coursework in a variety of ways (i.e., through Blackboard, NESS, or in hard copy). Before submitting, make sure that you know exactly how to submit and whether you need to submit multiple copies – this is especially important if you are taking modules in different Schools!

All module deadlines will be published in the relevant module handbook and will appear on Blackboard in the School of History, Classics and Archaeology Community section. A list of deadlines will also be displayed in the lobby area outside the School teaching rooms. The Degree Programme Director has authority to vary coursework deadlines if deemed necessary for the effective delivery of the programme.

The deadline for submitting work is **12pm (midday)** on the deadline date specified in the module handbook. Please complete an assignment submission form, attach it to your work and place it in the drop box outside of the School Office. You must **also** submit your assignment through Turnitin by 12pm (midday). This is the default submission process. Currently for a minority of modules, **only** electronic
submission (via Turnitin) is required, but this will be made clear in the relevant module handbook.

**Assignment Submission Forms**

It is very important that you complete the submission form carefully. The submission form consists of several layers of carbon copies so that the Office can keep a record of your submission, so that the work can be marked anonymously, and so that you can easily obtain feedback on your work. If you complete the assignment submission form inaccurately or leave gaps, then some of these things will not happen. Please note that the submission form includes a declaration that the work being submitted is your own work.

Assignments must be submitted in hard copy AND through Turnitin to be deemed as fully submitted, unless for a module with electronic submission only. Assignments are not given to the marker if they have not been fully submitted.

**Please note all students must submit ONE hard copy of each assessment, unless otherwise stated in the module handbook.**

These rules apply to work submitted for resits in the vacation as well as to work submitted in term time. If you have to do resits, make sure that you obtain the forms in good time.

Submitted work and/or resit work will NOT be accepted via email, fax, or post. Any work submitted after 12pm will be marked as late.

Different Schools have different submission rules. Therefore, if you are taking a module outside of the School please check with the relevant School Office for submission guidance.

If you wish to request an extension to the deadline for your submitted work, or to request any other adjustment to the assessment for the module, complete a PEC form. PEC stands for Personal and Extenuating Circumstances. Please note that extensions will only normally be granted in the following situations:

- Debilitating personal illness supported by a medical certificate
- Serious illness or death of a close relative
- Participation in a University-approved scheme for which strict guidelines for extensions/extra time will be issued
- In the case of part-time or work-based students, unplanned and unavoidable work commitments

Students are allowed to ‘self-certify’ illness for up to seven days. If you claim illness of longer than seven days you MUST provide a medical note.

PEC forms are to be completed online via the Student Self-Service Portal (S3P) http://www.ncl.ac.uk/students/progress/student-resources/s3p/.

For further information regarding the PEC form please see section D2 page 18.

If you have any queries please contact the School Office Manager, 0191 208 6614

Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines for a module once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change.

More information about University policies on coursework submission and the return of feedback is available here: https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf

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2. **Turnitin and Plagiarism**

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments will be submitted to an electronic text matching software system (directly, by you, or by a member of staff). Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your work and those other sources will be highlighted. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other sources.

When you submit your assignments, you will be told how you need to submit to ensure they are checked
There are some file restrictions and file size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment.

The University takes plagiarism and academic conduct very seriously, and you are expected to know how to reference other sources correctly.

### 3. Late Submission of Assessed Work

The deadline is the last moment that your work will be accepted. This means that you may submit your work early. The deadline for submitting work into the assignment drop box outside the School Office is **12pm (midday)** on the day outlined in the module handbook.

Work which is submitted after the deadline will be deemed as a late submission unless an extension has been granted.

The University has a set policy for late submissions, so you should be careful to submit all assessments well in advance of the deadline. If work is submitted within 7 calendar days of the deadline, it will be capped at the pass mark (40 for undergraduate programmes). Should the seventh day be a Bank Holiday when the Office is closed, the hard-copy may be submitted by 12pm on the first available day thereafter, but the Turnitin copy must still be submitted within the 7 days. If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero.

There are two circumstances in which late work will always receive a zero: if your piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), or if you are submitting work for a re-sit assessment (unless it is counted as a first attempt).

There may be pieces of coursework for which no late work is allowed. You will receive prior notification in these instances.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form; there is more information on this form earlier in the handbook. Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless NUIT has confirmed a University-wide computer failure).

The School is committed to helping all students fulfil their potential. If you believe you have a condition that might affect you academic performance, we strongly recommend that you contact Student Wellbeing Services ([http://www.ncl.ac.uk/students/wellbeing/about/student/](http://www.ncl.ac.uk/students/wellbeing/about/student/)) to have your needs assessed.

If you think these circumstances affect you then please ask your personal tutor or the Senior Tutor for advice.

### 4. Examinations

University exam period dates are available on the Exams & Awards web pages ([https://www.ncl.ac.uk/exams/exam-dates/](https://www.ncl.ac.uk/exams/exam-dates/)). Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable around 8-10 weeks in advance, so that you can check there are no clashes between your modules. A final exam timetable is then published around 6-8 weeks before the exam period. It is your responsibility to check the dates, times and locations of you exams carefully on your timetable.

Prior to your exams you must also read and understand the Exam Rules and Guidance. This provides instructions for what to do before, during and after the exam and details what you can and cannot take into an exam: [http://www.ncl.ac.uk/exams/rules](http://www.ncl.ac.uk/exams/rules)

The University has a calculator policy for examinations. Students can only use calculators from the Casio FX-83, Casio FX-85 and Casio FX-115 ranges. No other model of calculator is permitted.
When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website (https://www.ncl.ac.uk/exams/past-papers). Sample papers should be provided by the lecturer for new courses.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing Service as soon as possible (http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm).

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office: (https://www.ncl.ac.uk/exams/overseas/)

5. Feedback and Assignments

You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (i.e. normally four weeks, not including Bank Holidays or University closure days). Exam feedback must be returned 20 working days (i.e. normally four weeks) from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

You will receive feedback in a variety of ways: written on your work, marked up on an electronic copy, printed on a separate sheet, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments and thinking about how you can improve in future assessments. If you have any queries about your feedback, you should arrange to see the relevant Module leader or lecturer, or your personal tutor.

Feedback on exams may be given in the form of general feedback to the entire cohort. This feedback may include, for example, information on what made good answers and poor answers on the exam, statistical information to show you how you are doing compared to the rest of the cohort, and/or feedback on exam strategies. You do have the right to request individual feedback, and students who are re-sitting exams should contact module leaders for feedback at least four weeks before the re-sit exam.

You should receive feedback on all examinations within 20-working days of the date of the examination but the type of feedback will vary according to the module and member of staff. In some cases you will receive a photocopy of the back page of the exam script with comments and marks for each of the questions. Otherwise lecturers will provide typed feedback either in hard copy or by e-mail. If you have a query about your examination performance you should arrange to see the Module Leader or your Personal tutor.

6. Marking Criteria

The School of History, Classics and Archaeology, in conjunction with a number of other schools (such as English and Law), has decided to request an exemption from the general marking policy of the University in order to continue longstanding practices. We took this decision since the ability clearly to convey ideas, concepts and arguments in written form is central to the practices of history, classics, ancient history, and archaeology. Therefore, an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax, punctuation, and spelling rules, is fundamental to the intended learning outcomes, cognitive, and key skills of your degree. Submitted work tests these skills and the feedback that you will receive is intended to help you to develop your writing skills. Moreover, correct clear prose is integral to conveying your ideas effectively. We will continue to take into account correct use of the English language when marking written work, as we consider improving your writing as one of our central
purposes and a cornerstone in your life skills and future employability.

In the school we employ the following descriptive marking criteria:

<table>
<thead>
<tr>
<th>First Class Honours, 70%-100%</th>
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<tr>
<td>A First Class/Excellent performance is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding, interpretation and evaluation.</td>
</tr>
<tr>
<td><strong>Outstanding:</strong> professional standard (80% - 100%). It will be rare for a mark to be awarded within this range, but it should certainly be achievable for individual components of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work which uses an ambitious range of material and displays very high levels of accuracy and technical competence together with the ability to draw on relevant material from outside the module. Such work will be characterised by the skilful and confident use of a wide range of well-chosen evidence; sophisticated and cogent argumentation; a coherent structure; sophisticated, perceptive and deep understanding of complex concepts; independent critical analysis and a measure of creativity; independent and original thought and synthesis; excellent care taken in presentation and acknowledgement of sources. The assignment will be carefully designed to meet the needs of the audience; outstanding in terms of the level of technical skill applied; clearly expressed in fluent and elegant language and worthy of dissemination.</td>
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<tr>
<td><strong>Excellent:</strong> (70% - 79%). Work judged to be excellent will demonstrate a very high level of accuracy together with evidence of the student having studied material beyond that recommended for the module. A high level of technical competence will be demonstrated together with the ability to draw on relevant material from outside the module. A wide range of appropriate evidence skilfully employed in support of an argument that is both complex and coherently structured. Such work will demonstrate an excellent deep understanding of complex concepts; skilled critical analysis and the ability to pull different ideas together effectively and establish original linkages. The standard of presentation and acknowledgement of sources will be excellent; The assignment will be carefully designed to meet the needs of the audience; a high level of technical skill will be applied and the majority of work will be clearly expressed in fluent language.</td>
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<th>Upper Second Class Honours, 60%-69%</th>
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<td>A Second Class, First Division/Very Good performance is one that demonstrates evidence of having studied a wide range of recommended materials; a good level of accuracy and technical competence, employing material which is directly relevant to the question. A wide range of appropriate evidence will be used in support of a reasonably complex argument. The assignment will possess a good structure as well as demonstrating a good understanding of a majority of complex concepts. Some good critical analysis will be present together with a good ability to both marshal ideas and form a few original linkages. A high level of care will be taken in presentation and in acknowledgement of sources. As a piece of verbal communication the assignment will take good account of audience and demonstrate a good level of technical skill. The majority of work will be clearly expressed in fluent language.</td>
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<th>Lower Second Class Honours, 50%-59%</th>
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<tr>
<td>A Second Class, Second Division/Good performance is one that relies substantially on course material only and demonstrates breadth of knowledge but lacking depth. Evidence of having studied a reasonable range of recommended materials with reasonable accuracy. Such work will demonstrate a reasonable level of technical competence in its treatment of material which is largely relevant to the question. A reasonable range of appropriate evidence used in support of a simple, effective and appropriately-structured argument. Understanding of some complex concepts will be shown. A small amount of simple critical analysis will be in evidence together with a reasonable ability to marshal ideas/establish linkages. A reasonable level of care will be taken in presentation and in the acknowledgement of sources. Communication will take reasonable account of audience. A reasonable level of technical skill will be in evidence. Clarity of expression will be achieved in some places with some fluent elements.</td>
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### Third Class Honours, 40% - 49%

A Third Class/Basic performance is one that demonstrates that a student has achieved the minimum level of performance to indicate that they have broadly achieved the intended learning outcomes but only to a basic standard. There will be evidence of your having studied a narrow range of materials. Some accurate material will be present. The work will demonstrate basic technical competence in some areas, some relevant material will be employed but the range will be limited. Basic argumentation will employ a simple but appropriate structure demonstrating that basic concepts have been understood. The work will be largely descriptive with very little critical comment. Only a basic ability to marshal ideas/form a few linkages will be demonstrated. Some care will be taken in presentation and in the acknowledgement of sources. Communication will take some account of audience. A basic level of technical skill will be applied. Work will be clear in some places but lacking fluency.

### Fail, 0% - 39%

A Fail/Failing performance may be further classified as:

**Marginal (compensatable) fail:** (35% - 39%) Work of this standard will be based on a very narrow range of materials and contain considerable inaccuracies. Basic technical competence will be demonstrated in a small number of simple areas. Little relevant material will be used and the use of evidence will be limited overall. Argumentation will be incomplete or patchy. The structure will be inappropriate or incomplete. Limited understanding of basic concepts will be shown with no critical analysis and limited/no ability to either marshal ideas or establish linkages. Insufficient care taken in presentation and in acknowledgement of sources. Communication will take little account of audience. The level of technical skill will be weak overall. Writing will be largely unclear and lacking in fluency.

A compensatable pass mark for an individual project suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

**Bad fail:** (0% - 34%) Little or no evidence of having studied recommended materials; highly inaccurate; little or no technical competence will be shown. The material used will be irrelevant. Evidence will be either lacking or entirely absent. Argument and structure will be either lacking or entirely absent. Understanding and critical analysis will be either lacking or entirely absent. An inability to marshal ideas and establish linkages will be demonstrated. Very poor presentation and acknowledgement of sources. Communication will take no account of audience. Very little technical skill will be in evidence unclear and lacking in fluency.

For a tabular overview of the marking criteria see Appendix A, page 74.

### 7. Marking and Moderation Process

You should have absolute confidence that the marks you receive are fair and consistent across markers. All assessments that are worth a significant part of your final mark are reviewed in advance so that the instructions are clear and the questions are reasonable for a student at your level.

Depending on the assignment, your work may also be moderated. This means that a second marker will look at the mark and feedback given by the first marker and ensure that it is fair and accurate. Several different processes for moderation may be used the School, including sampling (looking at a sample of pieces of work across grade boundaries) and second marking (where a second marker looks at every piece of work).

All marks that are returned to you are provisional and subject to review and potential moderation prior to the final Board of Examiners meeting. Each taught programme of study (undergraduate and postgraduate) has a Board of Examiners (BoE) which is responsible for decisions about the outcomes of assessment of students on the programme. The BoE has a substantial degree of discretion. This means that it may award a degree classification higher than that determined by the marks alone. This can be due to medical or special personal circumstances and this is one of the reasons why it is important to submit PECs. The Board may also, in certain circumstances, deem individual students to have passed particular modules in which they
have obtained a fail mark.

The University has a policy on Moderation processes, available here: https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf

8. How Assessment affects your progress

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations. The simplest way to proceed from one stage to another is to pass all credits in a given stage. Should you fail any number of modules, you are allowed the opportunity to re-sit these modules. Re-sit exams are normally held and re-sit assignments submitted in late August, although students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year. Students are allowed one re-sit attempt. If you satisfy the examiners with your performance on the re-sit, you will have a pass mark (40 for undergraduate, 50 for postgraduate) recorded for that module.

9. Assessment Irregularities and Disciplinary Procedures

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to), the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. It is also possible to plagiarise yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously
- Procurement of assessment material i.e. contract cheating/custom essay writing
- Dishonesty

The University's assessment irregularity procedure can be found in full here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others' work. The Academic Skills Kit (https://internal.ncl.ac.uk/ask/) provides a range of resources which may help with academic writing. There is also information on appropriate style and referencing guides here: http://libguides.ncl.ac.uk/referencing.

You can expect to receive a briefing on academic conduct and the referencing guidelines that you are expected to follow. You are in turn expected to do the following:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice
- Avoid plagiarism.

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the
10. Recognition of Prior Learning and Credit Transfer

The University acknowledges that some students will start their time at Newcastle with prior experience – either of studying at other universities or from work. We want to recognise students’ past work appropriately and so you may be able to apply for Recognition of Prior Learning (if you have credits from a non-UK university or relevant experience) or credit transfer (credits from a UK university).

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification. If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

If you successfully apply for RPL or credit transfer, you could gain permission to study modules outside the degree programme regulations or additional optional modules, with DPD approval, up to a full credit load. If you do so, these modules will count toward your final degree classification.

More information about RPL and credit transfer will be available from your School, including information on how to apply and whom you should contact if you have questions. The University policy is available here: http://www.ncl.ac.uk/ltds/assets/documents/qsh-ct-rpl-pol.pdf

F. Student Representation and Feedback

1. overview

The University values your opinion very highly. We want to know when things are going well and when you think things can be improved. There are a number of ways that you can provide feedback, including stage evaluations (surveys), student participation on committees and through your programme or School student representatives. It is important that you take surveys and other feedback opportunities seriously and give your honest opinion. It is also important that you provide specific examples of what is going well or not so well, as this helps us know what we need to respond to, do more of etc. You should always be respectful in the comments that you provide, focussing on the substantive issues and making constructive suggestions, or even pointing out what worked well, rather than making personalized criticism of individuals.

Student representation is a key part of how the University engages with students. The Student Representation Policy (jointly owned by the University and the Students’ Union) aims to ensure that every student is represented in institutional decision-making processes and that every student can contribute to the enhancement of their programme and learning experience.

Further information regarding Student-Staff Committees and Student Representation roles can be found via the following link https://www.ncl.ac.uk/ltds/student/representation/. There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the ‘You Said - We Did’ website (https://internal.ncl.ac.uk/yousaidwedid/).

The University explanation of how it works in partnership with students is available in the Policy on Student Representation: http://www.ncl.ac.uk/ltds/assets/documents/qsh-studentrep-pol.pdf.

2. Module and Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation. These evaluations are used to find out about your experiences, assess the positive features of your programme, and identify anything that could be improved in the future. You will be asked questions about aspects
of your experience including library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc.

It is important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (do not say anything offensive about a person involved on the module or programme). It also helps if you suggest solutions – we will take these seriously.

You will receive a link to evaluations through email and you can then complete the survey online, anonymously. You will find links to your evaluations in the ‘My EvaSys' panel in Blackboard (on the My Institution page) – these links only appear when there is an evaluation open and ready for you to complete it.

You will also be given opportunity to provide feedback on your modules at the end of the semester. It is intended that in 2019/20 this will be combined with the stage evaluations we mention above. You may also be given opportunity during the module delivery to offer feedback. Please look out for these opportunities.

More information about evaluations is available here https://internal.ncl.ac.uk/yousaidwedid/surveys/

3. National Surveys

The University participates in the three big national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey.

National Student Survey (NSS) - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the undergraduate student educational experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys which is designed for students who meet the basic NSS requirement, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), or are non-UK based eLearners. Newcastle University International Singapore (NUIS) is surveyed by SIT under the Joint Degree Programme. The NSS excludes incoming and exchange students. See https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/ for more information.

Postgraduate Taught Experience Survey (PTES) - The PTES explores postgraduate taught student educational experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international postgraduate taught students studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearners. The PTES excludes students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students. Also see https://www.heacademy.ac.uk/institutions/surveys/postgraduate-taught-experience-survey.

This survey is similar to the NSS, but for postgraduate taught students.

Postgraduate Research Experience Survey (PRES) – The PRES gathers information about the experience of research students, focusing on students’ experiences of supervision, resources, research community, progress and assessment, and skills and professional development. It also considers students’ motivations for taking their programme. The PRES runs every odd ending year e.g., 2017, 2019, typically in the Spring (mid-March to mid-June). It includes all full-time and part-time UK, EU, and international postgraduate research students. See (https://www.heacademy.ac.uk/institutions/surveys/postgraduate-research-experience-survey). This is similar to the NSS, but for postgraduate research students.
For more information about our student opinion surveys go to http://www.ncl.ac.uk/ltds/student/opinion/; also, see how the University has listened to previous feedback by going to: https://internal.ncl.ac.uk/yousaidwedid/. Official invitations from the University asking you to participate in national surveys will be sent to you from studentsurveys@ncl.ac.uk.

### 4. Academic Student Representation

You will have an opportunity to elect Academic Student Reps within your School and you may wish to put yourself forward to be a Rep yourself! Academic Student Reps are a crucial link between students and staff as they find out what other students are thinking and work with University staff to help improve the student experience.

There are four different Academic Student Rep roles at Newcastle University.

- **Course Reps** are elected by their peers and will attend their **Student-Staff Committee (SSC)** on their behalf.
- The SSC is led by a **Student Chair** and usually has a **Student Secretary**. All students are able to contribute to their SSC’s agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary are also asked to attend the **Board of Studies**, which oversees teaching activities in the School.
- **School Reps** are appointed by the Students’ Union to represent their School at the **Faculty Education Committee (FEC)**. They will gather student opinion from across your School by working with the Student Chairs and Student Secretaries of your SSCs and will present any key student topics at FEC. They will also feedback to SSCs any new key initiatives from the University and Faculty that will affect students across the School.

The Students’ Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes. More information about all the student representation roles is available on the Students’ Union website: https://www.nusu.co.uk/yourvoice/reps/

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### F. Ensuring the quality of your degree

#### 1. Mechanisms for ensuring the quality of your degree

The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards. The key mechanisms are described below:

**Annual Monitoring and Review (AMR)** – Every year programmes are asked to comment on what went well and what could be improved (and to provide evidence). Each programme is also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year and at University level to identify effective practice to share or issues to address. See the University policy for more information: http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf.

**Learning and Teaching Review (LTR)** – Approximately every six years each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. For more information, see: http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf. The most recent LTR for the Classics section was successfully conducted in November 2018.
External Examining – Each programme will have at least one external examiner, someone who works at a different University or in industry. The function of external examiners is to assist the University by providing assurance that in their expert judgement the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University’s standards and on student achievement in relation to those standards
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

For further information, see: [http://www.ncl.ac.uk/ltds/governance/examiners/](http://www.ncl.ac.uk/ltds/governance/examiners/).

You should not contact external examiners directly, but you may be asked to meet with them when they come to visit the University. You can also engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student-Staff Committee, and Faculty Education Committees.

You can engage directly with LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.

Changes to your programme – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see [https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf).

G. Resources

1. University Library

The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late.

The libraries house over 0.8 million books, subscribe to over 42,000 journals and provide access to more than 1.8 million ebooks. Library Search (libsearch.ncl.ac.uk) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Philip Robinson Library also houses the Special Collections ([www.ncl.ac.uk/library/specialcollections](http://www.ncl.ac.uk/library/specialcollections)), which are made up of rare and historic books, manuscripts, maps and illustrations.

The Library’s Subject Guides ([http://www.ncl.ac.uk/library/subject-support/](http://www.ncl.ac.uk/library/subject-support/)) bring together tailored, subject-specific information, resources and databases and are the best place to start your exploration of the Library’s resources for your specific discipline.

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 820 computers. Wi-Fi is also available so you can use your own devices or borrow one via the Laptop Loan Scheme.
The library’s online study space monitor (http://www.ncl.ac.uk/library/about/study-space-availability) is a good way of checking availability.

Library Staff are available at service desks to help you find the information you need. They also offer one to one consultations to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.

If you have any questions or need any help ask a member of Library staff or contact them via Library Help (libhelp.ncl.ac.uk) – they are there to support you through your course. For further information on Library services see www.ncl.ac.uk/library

Other Libraries

The library of the Great North Museum: Hancock is open to student readers, although its hours are restricted (1-4pm Monday-Thursday, 10am-1pm Friday). Its holdings are included in the university library catalogue. https://greatnorthmuseum.org.uk/collections/library-and-archives

As a student of this university, you may also consult books and periodicals in the libraries of the Universities of Durham and Northumbria University, but you cannot borrow any item.

You could also join Newcastle Central Library, off Northumberland St. Its holdings are particularly good for local and regional history.

Finally, there is the Library of the Literary and Philosophical Society of Newcastle upon Tyne, but rising costs have seen the student subscription climb to £55 per year. http://www.litandphil.org.uk/join-the-library/

Reading Lists

Module leaders will supply reading lists for their modules. The material will be found principally in the Philip Robinson Library, which holds multiple hard copies of and/or on-line access to the most heavily used books. You should aim to supplement module reading lists. No reading list can ever be exhaustive, and many lecturers will identify for you journals or other resources which specialise in their subject area. You should use electronic and online databases to find other relevant material. Online reading lists are available for some modules via their Blackboard sites. https://www.ncl.ac.uk/library/services/reading-lists/

You should expect to buy a few books, at least, for each module you take. The University bookshop (Blackwell’s) aims to stock copies of set books used on University courses, and also sells second-hand copies from previous years. They also offer a price-matching service. Many set books can also be bought at Waterstones and/or ordered online very easily. The Philip Robinson library website has links to many online bookshops, as well as to electronic journals, bibliographic databases and its own catalogues. Second-hand books can be found on http://www.abebooks.co.uk/

Printing and Photocopying

All cluster rooms have black and white A4 printers; larger rooms also have colour and A3 printers. Photocopying is available in the University Libraries.

You can buy credits online at http://www.ncl.ac.uk/itservice/clusters/printing/ or buy a cash voucher from the Philip Robinson Library main counter. You will be provided with one credit account for copying and printing. This facility is available to you by using your smartcard identification.

For further details regarding this service please see http://www.ncl.ac.uk/itservice/clusters/photocopying/.

Further information regarding facilities within the School of History, Classics and Archaeology can be found in section I:1.2 page 42.

2. Writing Development Centre

The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors offers advice and guidance on academic skills including:

- Understanding assignment questions and marking criteria
• Critical thinking, critiquing and reviewing literature
• Planning and structuring writing (incl. paragraphing)
• Academic writing style (incl. fundamentals of grammar)
• Avoiding plagiarism
• Managing time, work and writing (incl. writers block and procrastination)
• Exams and Revision (excluding take-home exam papers, except in general terms)
• Presentations and posters

Our approach is developmental – we do not ‘check’, proofread or correct work for you, but we do help you understand the expectations of university study and develop effective strategies which will suit your subject and stage, and your own study preferences. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer one to one tutorials based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred on your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of online resources on academic skills and writing.

The Writing Development Centre is based on Level 2 of the Philip Robinson Library. To find out more of book an appointment please see our website https://www.ncl.ac.uk/library/subject-support/wdc/

3. Academic Skills Kit (ASK)

The Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website. Provision includes information literacy, revision strategies, academic writing, time management and maths and statistics. It signposts specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.

Please visit www.ncl.ac.uk/ask.

4. INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on:
• The University English Language Assessment (UELA)
• Free academic English language classes for Newcastle students whose first language is not English
• One-to-one English language tutorials (where you can meet with a teacher for 25 minutes to discuss specific problems)

The In-Sessional language programme can provide both non-credit-bearing support and credit-bearing modules. Your School will be able to tell you if you need to take a credit-bearing module.

More information about the In-Sessional programme is available from the INTO website: http://www.ncl.ac.uk/students/insessional/about/insessional.htm.

5. Maths Aid

Maths Aid is a drop-in centre providing a free and confidential service to all students of Newcastle University on all aspects of mathematics and statistics including:
• mastering mathematical methods
• revising for exams with a quantitative element
• understanding statistical tests
• using SPSS - Statistical Package for the Social Sciences
• practising graduate numerical skills tests

More information is available from the website: https://internal.ncl.ac.uk/ask/where-to-go/mathes-aid where you can make an appointment.

6. Computing Facilities

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will usually prepare and submit coursework electronically. There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus: http://m.ncl.ac.uk/

If you have any questions about computing facilities or software, including email and printing, please check the NUIIT information available to students: http://www.ncl.ac.uk/itservice/studentitservices/.

Make sure you have a look at the software deals available to you as a student: https://www.ncl.ac.uk/itservice/software/softwaredeals/student/

Blackboard

Although the principal means by which the university delivers its teaching is through formal lectures, seminars and practical classes, all lecturers make use of a teaching and learning support system called Blackboard that operates across the university computer network as a “virtual classroom”. Blackboard is an example of a “Virtual Learning Environment” (VLE) that will enable you to access module web pages maintained by lecturers. The teaching and learning materials contained in these web pages will support the lecture and practical class material, but lecturers will also use the Blackboard pages to update you on specific module related matters, for example, details of practical classes and assessments. You should therefore consult Blackboard regularly throughout your studies, and log in with your Newcastle University username and password (https://blackboard.ncl.ac.uk).

Note: Year 1 students, your username and password will be made available to you during induction week. ‘My Institution’ is the first page you will see. It will contain sections for announcements, tasks and other tools, and a list of modules (called “courses” in Blackboard) in which you are enrolled.

You can enter your modules by clicking on the ‘Courses’ tab in the browser window, or by clicking on the module name on your ‘My Institution’ page.

When you have finished your session, please do not forget to logout! Use the Logout tab at the top of the browser window.

What do I do if:

Q. I have forgotten my username and/or password?
A. Get in touch with the University helpline. Email - helpline@ncl.ac.uk.

Q. I don’t seem to be registered for some of my modules?
A. Your Blackboard account will only show modules for which you are registered and which are active on Blackboard. If a module is missing you should ask the School Office for assistance.

For further information and assistance regarding the use of Blackboard you should click the Student Resources tab on the Blackboard front page, https://blackboard.ncl.ac.uk/
7. Careers

The Careers Service is situated in King’s Gate, Level 1.

Opening hours: Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday 10:00 – 5:00
Term time drop-in sessions: Monday – Friday 11:00-16:30

Whether you’re seeking a graduate career, doing further study, or starting a business, the Careers Service can help you realise your potential. We provide careers advice and support while you're studying, and for three years after you graduate. You can drop in to speak to us during the week, or visit our website [http://www.ncl.ac.uk/careers/](http://www.ncl.ac.uk/careers/) to start your career planning journey.

We can help you to:

- plan your career - [https://www.ncl.ac.uk/careers/planning/](https://www.ncl.ac.uk/careers/planning/)
- market your skills and experience in CVs and job applications and LinkedIn profiles - [https://www.ncl.ac.uk/careers/applications/](https://www.ncl.ac.uk/careers/applications/)
- build up your contacts and networks - [https://www.ncl.ac.uk/careers/makingcontacts/](https://www.ncl.ac.uk/careers/makingcontacts/)
- develop enterprise skills or start a business
- find placements, internships or work experience - [https://www.ncl.ac.uk/careers/workexperience/](https://www.ncl.ac.uk/careers/workexperience/)
- find jobs and postgraduate courses

If you’d like to work for yourself, START UP can help you to develop opportunities, explore ideas, work freelance or start your own business. We offer help at every stage, from pre-idea to launch and beyond. [www.ncl.ac.uk/careers/startup](http://www.ncl.ac.uk/careers/startup)

8. Health and Safety

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation.

The University has a Health and Safety policy as does each School or Institute. These provide important information on how health and safety is managed and consist of three sections:

- **Statement of Intent** - a commitment to protect the health and safety of all staff and students signed by the Head of Unit
- **Responsibilities** - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors
- **Arrangements** - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety. It will include reference to University management standards, guidance and any local arrangements. For example it will tell you about the arrangements for health and safety training, risk assessments and traveling abroad. Students are encouraged to dip in and out of this part of the policy as needed.

The Health and Safety policy is an important document and students should make sure they have or know where to find a copy of their School or Institutes policy.

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. In addition each School and Institute has a School Safety Officer (SSO) who is an invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy. In addition there may be other School or Institute staff who hold important health and safety roles relating to specialist subjects including:

- Biological Safety Supervisor;
• Radiation protection supervisor;
• Fire marshal and fire wardens;
• First aiders;
• Display screen equipment assessors.

The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for students. The precise format and number of safety courses will be decided by each Faculty. Students are expected to attend health and safety training and may not be allowed to carry out certain high risk work activities until they have been trained.

Things sometimes go wrong whilst studying. Any accidents or near misses must be reported as soon as possible to the staff member in charge of the session/area and also to your School office. We will not blame individuals, please do not try to hide mistakes or cover up when things go wrong. We want you to report accidents and near misses so that we can all learn from our mistakes and take steps to make sure they do not happen again.

In the case of discovering a fire:

• Sound the fire alarm
• Leave the building by the nearest available exit
• Ring 999 and then security on 0191 208 6666

For other emergencies please contact the staff member in charge of the area or the Security team 24 hours a day on 86666 or for non-emergencies on 0191 208 6817 or security@ncl.ac.uk. If you see any physical defects on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk.

H. Additional University Contact Information

Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

Location: Ground floor, Agriculture Building
Telephone: 0191 208 6341
Email: chaplaincy@ncl.ac.uk
Website: http://www.ncl.ac.uk/students/chaplaincy/

Newcastle University IT Service (NUIT) – The University’s Central Computing Service
NUIT provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students)

Location of IT Service Desk: Old Library cluster (Monday to Friday 9am - 5pm)
Telephone: 0191 208 5999
Email: itservicedesk@ncl.ac.uk
Website: http://www.ncl.ac.uk/itservice/
### International Office
The International Office provides information and advice on:
- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding

It also provides an orientation welcome programme and airport collection service.

**Location:** King’s Gate  
**Telephone:** 0191 208 3333  
**Website:** [http://www.ncl.ac.uk/international/](http://www.ncl.ac.uk/international/)

### Language Resource Centre
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practice of over 50 foreign languages and is available to all students and staff of the University.

**Location:** Old Library Building  
**Opening hours:** Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)  
Sat: Closed (apart from 25 April – 30 May, 10am – 4pm)  
**Telephone:** 0191 208 7490  
**Email:** language.resource@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/langcen/](http://www.ncl.ac.uk/langcen/)

### Nightline
Nightline is the confidential listening and information service run for students by students.

**Telephone:** 0191 261 2905 (8 p.m. to 8 a.m.)  
**Website:** [https://www.nusu.co.uk/support/nightline/](https://www.nusu.co.uk/support/nightline/)

### Students’ Union
**Location:** Students’ Union, King’s Walk  
**Telephone:** 0191 239 3900  
**Email:** student.union@ncl.ac.uk  
**Website:** [http://www.nusu.co.uk/](http://www.nusu.co.uk/)

## I. Subject Specific Information

### 1. General Information

#### 1.1. Members of Staff

<table>
<thead>
<tr>
<th>Academic Staff primarily responsible for the degrees in Classical subjects:</th>
<th>Name</th>
<th>Tel. Ext.</th>
<th>E-mail address if known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Dr Simon Corcoran</td>
<td>82227</td>
<td><a href="mailto:simon.corcoran@ncl.ac.uk">simon.corcoran@ncl.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr John Holton</td>
<td>83132</td>
<td><a href="mailto:john.holton@ncl.ac.uk">john.holton@ncl.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Micaela Langellotti</td>
<td>85241</td>
<td><a href="mailto:micaela.langellotti@ncl.ac.uk">micaela.langellotti@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

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I. Subject Specific Information

1. General Information

1.1. Members of Staff

Head of the Classics and Ancient History section: Dr Rowland Smith

Academic Staff primarily responsible for the degrees in Classical subjects:

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</tr>
<tr>
<td>Dr Micaela Langellotti</td>
<td>85241</td>
<td><a href="mailto:micaela.langellotti@ncl.ac.uk">micaela.langellotti@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>
Dr Franco Luciani 85241 franco.luciani@ncl.ac.uk
Dr Ivan Matijašić 82203 ivan.matijasic@ncl.ac.uk
Dr Don Miller 87970 don.miller@ncl.ac.uk
Prof. Federico Santangelo 87978 federico.santangelo@ncl.ac.uk
Dr Joseph Skinner 88996 joseph.skinner@newcastle.ac.uk
Dr Rowland B.E. Smith 85057 rowland.smith@ncl.ac.uk

Dr David Creese 86473 david.creese@ncl.ac.uk
Dr Katie East 84451 katherine.east@ncl.ac.uk
Dr Stephanie Holton 86473 stephanie.holton@ncl.ac.uk
Dr Susanna Phillippo 85723 susanna.phillippo@ncl.ac.uk
Dr Thomas Rütten 83547 thomas.rutten@ncl.ac.uk
Dr Claire Stocks 87971 claire.stocks@ncl.ac.uk
Dr Janet Watson 85598 j.watson@ncl.ac.uk
Prof. Jaap Wisse 87974 jakob.wisse@ncl.ac.uk
Dr Athanassios Vergados 82225 athanassios.vergados@ncl.ac.uk

Greek and Latin

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Dr David Creese 86473 david.creese@ncl.ac.uk
Dr Katie East 84451 katherine.east@ncl.ac.uk
Dr Stephanie Holton 86473 stephanie.holton@ncl.ac.uk
Dr Susanna Phillippo 85723 susanna.phillippo@ncl.ac.uk
Dr Thomas Rütten 83547 thomas.rutten@ncl.ac.uk
Dr Claire Stocks 87971 claire.stocks@ncl.ac.uk
Dr Janet Watson 85598 j.watson@ncl.ac.uk
Prof. Jaap Wisse 87974 jakob.wisse@ncl.ac.uk
Dr Athanassios Vergados 82225 athanassios.vergados@ncl.ac.uk

Greek Archaeology

Dr Matthew Haysom 82224 matthew.haysom@ncl.ac.uk
Dr Sally Waite 85330 sally.waite@ncl.ac.uk

Addressing members of staff Students are not always sure how to address a member of staff, in person or in writing. The play-safe rule is to address them by their (correct) professional title (‘Professor Wisse’, ‘Dr Phillippo’ etc.). Staff will usually make clear if/when they wish to be on first-name terms with students.

Leave Usually as part of the University’s requirement that they conduct research as well as teach, permanent members of staff are sometimes absent on leave for part, or all, of any academic year. In 2019/2020 Dr Creese, Dr Miller and Professor Santangelo will be on leave for the whole year. Dr Corcoran, Dr Langellotti, and Dr Stocks will be on research leave during Semester 1.

Staff Profiles in Classics and Ancient History

Mr Alan Beale was Head of Classics at Central Newcastle High School and an Academic Tutor in the NE Centre for Lifelong Learning. He has been director of the JACT Greek and Latin Summer School since its inception. His main interests are Latin poetry, Greek drama and Greek athletics. He is the author of Greek Athletics and the Olympics (CUP Texts and Contexts series). For the last seven years he has been teaching Latin in the Newcastle Classics Department.

Dr Simon Corcoran (on leave Semester 1) is Lecturer in Ancient History and Degree Programme Director for Classics and Ancient History undergraduate courses (Semester 2). His principal research interest is in Roman legal history across both antiquity and the early Middle Ages, on which he has published widely, especially as part of his work for the Volterra Roman law projects at University College London (1999-2015). He completed his doctorate at Oxford University on the emperor Diocletian and the era of the tetrarchs in 1992, which was subsequently published as the prize-winning The Empire of the Tetrarchs (Clarendon Press, 1996). He has a particular interest in manuscripts and the transmission of ancient texts, and was trained in palaeography at both the University of Liverpool and King’s College London. He was involved in the identification of parchment fragments of the otherwise lost Roman legal work, the Gregorian Code, in 2010, on which he is currently writing a book in collaboration with his project colleague, Benet Salway. He also has
an interest in Greek and Latin epigraphy, and the history of slavery in Antiquity. He currently serves on the council of the Society for the Promotion of Roman Studies and on the editorial board of the journal *L’Antiquité Tardive*.

**Dr David Creese** (on leave all year 2019/20) is Lecturer in Classics. His research interests centre around the ways in which music was involved in ancient Greek intellectual life and literary culture: instruments and their place in the development of Greek musical science; music and Graeco-Roman society; musical learning and cultural memory; and the reception of ancient Greek musical theory in later ages. His recent publications include *The Monochord in Ancient Greek Harmonic Science* (Cambridge, 2010). He was a founding member of the executive committee of MOISA: *International Society for the Study of Greek and Roman Music and its Cultural Heritage*, and serves on the editorial board of the journal *Greek and Roman Musical Studies*.

**Dr Katherine East** is a Lecturer in History, having been a Leverhulme Early Career Fellow with the School of History, Classics and Archaeology at Newcastle University from 2015 to 2018. She completed her PhD at Royal Holloway in 2013, having pursued a BA in Ancient and Modern History at St Hugh’s College, Oxford University, and MLitt in Ancient History at St Andrews University. Katie’s research centres on the intellectual history of Enlightenment England, particularly the legacy of ancient Rome in the formation of radical political and religious ideas, bringing together the history of scholarship and the history of ideas to provide a more comprehensive view of the intellectual culture of early modern England. These research interests are reflected in her monograph *The Radicalization of Cicero: John Toland and Strategic Editing in the Early Enlightenment* (New York: Palgrave Macmillan, 2017).

**Dr Matthew Haysom** is Lecturer in Ancient History and Archaeology. His research interests are in Bronze Age, Iron Age and Archaic Greece. He is particularly interested in the archaeology of religion and the archaeology of Crete. He has worked on a variety of excavations in Greece and Cyprus and was the Curator of Knossos before taking up his post in Newcastle. He is editor (together with J. Wallensten) of *Current Approaches to Greek Religion*. He is currently finishing a monograph on *The Archaeology of Religion on Minoan Crete* and is editing a volume (with M. Mili and J. Wallensten) on *The Stuff of the Gods: The Material Aspects of Religion in Ancient Greece*.

**Dr John Holton** is Lecturer in Ancient History and Degree Programme Director for Classics and Ancient History post-graduate taught programmes. His primary teaching and research interests are in late Classical and Hellenistic history - particularly Alexander the Great, the Hellenistic kingdoms, and the Hellenistic *polis* - and centre around an integration of textual and material evidence. He is currently completing a monograph entitled *Kingship and Royal Self-Representation in the Early Hellenistic World*, which examines the emergence of the institution of kingship in the decades after the death of Alexander. Beyond this he is also interested in Greek historiography, particularly the historians Polybius and Diodorus Siculus, and indeed in various other related aspects of Hellenistic culture.

**Dr Stephanie Holton** is a Teaching Fellow in Classics & Classical Studies. Her teaching and research explore the interactions between Greek literature, philosophy and medicine. She is particularly interested in the Presocratic and Hippocratic writers, and their investigations into psychology, cosmology, and various ‘supernatural’ phenomena. She is currently finishing her first monograph, *Sleep and Dreams in Early Greek Thought*, based on her 2018 doctoral thesis. Beyond this, she also works on classical reception in science-fiction (esp. Philip K Dick) and Northern Irish literature (C.S. Lewis, Brian Friel, Seamus Heaney).

**Dr Micaela Langellotti** (on leave Semester 1) is Lecturer in Ancient History. Her research interests are the social and economic history of the Roman Empire, with a particular focus on Egypt in the first three centuries AD, and Greek papyrology. Her publications include the book Village life in Roman Egypt. Tebtunis in the first century AD (Oxford University Press, 2020), a book on pastoralism in Roman Egypt (L’allevamento di pecore e capre nell’Egitto romano: aspetti economici e sociali, Edipuglia, 2012), and the forthcoming volume, co-edited with D. Rathbone, Village institutions in Egypt from the Roman to the early Arab period (Oxford University Press).

**Dr Franco Luciani** is Temporary Lecturer in Ancient History. He was awarded his PhD in 2011 at Ca’ Foscari University of Venice. Before joining Newcastle University, he held several postdoctoral positions in Italy and
Switzerland. His primary areas of expertise are Roman history and Latin epigraphy. As a researcher, he mainly works on aspects of Roman social history, such as slavery and non-elite groups, as well as on the administration of Italy and Italian cities during the Empire. He is currently completing a monograph entitled *People's Slaves. A Political and Social History of Roman Public Slavery*, which examines the development of the use of public slaves both in Rome and the Western municipalities from the Middle Republic to Late Antiquity.

**Dr Ivan Matijašić** is Postdoctoral Research Fellow (Research Excellence Academy) in Classics and Ancient History. He completed his PhD in Classics at the Scuola Normale Superiore in Pisa in 2015, having pursued an MA and a BA in Ancient History at Ca’ Foscari University of Venice. His research interests centre on ancient Greek historiography and geography, Late Antiquity and Greek epigraphy. His research project at Newcastle focuses on the renewed interest for ancient Greek geographical texts, their transcription, preservation, and the study of their content in the age of the emperor Justinian I (527-565), as well as on the significance of ancient geography to sixth-century literary and legal production. His publications include several articles as well as the monograph *Shaping the Canons of Ancient Greek Historiography* (De Gruyter, 2018). He is currently completing a monograph on the late-Hellenistic Greek grammarian Timachidas of Rhodes for Brill and is working on another monograph entitled *Ancient Greek Geographers in the Age of Justinian*. He is also preparing a forthcoming edited volume on Homer & Herodotus.

**Dr Don Miller** (on leave all year 2019/2020) is Lecturer in Greek and Roman History. His teaching and research interests encompass both Greek and Roman history, and Greek and Roman art and archaeology. He is particularly interested in the topography and monuments of ancient Rome and Athens, more specifically the relationship between collective memory and urban space, and the impact this had on the formation of civic identity. He is currently writing a monograph exploring how prominent public spaces in Athens (e.g. the Acropolis, Agora, Kerameikos) gradually developed over time into locales for public display and repositories for collective memory, and moreover the corresponding role that collective memory - with its inherent power to preserve and persuade - played in fashioning communal perceptions of civic identity.

**Dr Susanna Phillippo** is Senior Lecturer in Classics. Her teaching and research interests include Greek tragedy, Homeric epic and classical influence on European literature and culture, a field in which she has published several articles, a major book in 2013 on Greek influence in French 17th-century tragedy, and a 2003 book on the French dramatist Jean Racine’s reading and use of Euripides. She also has a special interest in Greek and Latin language teaching at beginners’ level, in which she has pioneered new approaches with the help of teaching development grants from the Higher Education Academy.

**Dr Thomas Rütten** is Reader in the History of Medicine based both in Classics and in History. He is a licensed physician (1986), holds a PhD in the History of Medicine (1991) and a *habilitation* in the Theory and History of Medicine (1994) from the University of Münster. He is the author of *Demokrit: lachender Philosoph und sanguinischer Melancholiker* (Leiden: Brill 1992) and *Geschichten vom Hippokratischen Eid* (Wiesbaden: Harrassowitz 2007), the editor of a range of collective volumes and the author of numerous articles on the history of ancient, early modern and modern medicine, medical humanities and medical ethics. He also serves on the Editorial Board of the journal *Early Science and Medicine* and translates fiction from English into German for various German publishing houses.


**Dr Joseph Skinner** is Lecturer in Ancient Greek History and Degree Programme Director for the undergraduate courses (Semester 1), and Deputy Degree Programme Director (Semester 2. His teaching and research interests encompass the history of Archaic and Classical Greece, relations between Greeks and Achaemenid Persia and the nature and origins of both Greek identity and early ethnographic thought. His publications include *The Invention of Greek Ethnography: From Homer to Herodotus* (OUP, 2012) and
Ancient Ethnography: New Approaches (co-ed., Bloomsbury Academic 2013). He is involved in fieldwork on the Greek island of Naxos (The Apalirou Environs Project) and the ancient city of Olynthos in the Chalkidiki (The Olynthos Project) as well as working on a co-edited volume on nineteenth century receptions of Herodotus.

Dr Rowland Smith is Lecturer in Ancient History and Head of Classics and Ancient History. His teaching and research interests include the cultural and social history of late Roman antiquity, especially 'pagan' religious discourse and practice, early Christianity and the 'Christianization' of the Roman Empire, the Emperor Julian, and the late-imperial Court; his publications include Julian’s Gods (1995).

Dr Claire Stocks (on leave Semester 1) is Lecturer in Classics. Her primary research interests are Latin literature, especially post-Augustan epic, and Reception Studies (especially film). In particular, her research focuses on Flavian epic and its connection to other Flavian texts and Flavian Culture. As part of this work she co-runs a Flavian Culture network which aims to collaborate with other scholars working on the Flavian period (including historians, art historians, archaeologists, and numismatists). She has published several articles on Augustan Literature and post-Augustan epic, and a book entitled The Roman Hannibal: Remembering the Enemy in Silius Italicus’ Punica (Liverpool, 2014). She has also co-edited the book Horace’s Epodes: Context, Intertexts, and Reception (Oxford, 2016). Other projects include working with Computer Science and the Vindolanda Trust to design an ancient murder-mystery game, and working as co-curator for an exhibition on the emperor Domitian in Leiden (2020) and Rome (2021).

Dr Sally Waite is Lecturer in Greek Art and Archaeology. She has worked extensively with the Shefton Collection of Greek and Etruscan Archaeology in the Great North Museum and has recently completed a cataloguing project funded by the Pilgrim Trust. Her research is primarily on Attic red-figure pottery and she has a particular interest in the history of collecting. She has published on the Kent Collection: Acquiring Antiquity: Greek and Cypriot Pottery from the Harrogate Collection (Harrogate, 2014) and is joint editor, with John Boardman and Andrew Parkin, of On the Fascination of Objects: Greek and Etruscan Art in the Shefton Collection (oxbow 2015). She is co-editor of Shoes, Slippers and Sandals: Feet and Footwear in Classical Antiquity (Routledge 2018).

Dr Anke Walter is a Lecturer in Classics. Her primary research interests are the construction of time in ancient literature, stories of origin, and ancient (especially Latin) epic poetry. She wrote her PhD on storytelling in Flavian epic ("Erzählen und Gesang im flavischen Epos", Berlin 2014). Her ‘Habilitation’ on “Time in Ancient Stories of Origin” will be published by Oxford University Press next year. Anke has co-edited a conference volume on the narrative structures of stories of origin and published a number of articles. Currently, she is preparing a research project on festive days and annual holidays in Latin literature.

Dr Janet Watson teaches Classical Greek for the School of History, Classics and Archaeology, and is course director of the Reading Classical Greek programme for the Institute of Continuing Education, Cambridge University. Her research interests are in Homeric epic and oral tradition; she is editor of Speaking Volumes: Orality and Literacy in the Greek and Roman World (Brill, 2001) and Homer Odyssey VI & VII (Bristol Classical Press, 2002).

Professor Jakob Wisse is Professor of Latin Language and Literature. His research and teaching interests include ancient historiography and ancient (especially Ciceronian) rhetoric and oratory. Apart from articles, he has published four books, including two co-authored volumes of the standard commentary on Cicero’s most important theoretical work, De oratore, and (together with James M. May) a translation of the same work: Cicero, On the Ideal Orator (De oratore) (Oxford University Press 2001). He is now working with Dr Federico Santangelo on a commentary on Sallust’s War with Jugurtha.

Dr Athanassios Vergados is Reader in Greek and Postgraduate Director at HCA. He received his first degree in Classics at the University of Athens and pursued postgraduate studies at the University of Virginia, where he was awarded his PhD in 2007. Before joining Newcastle University he taught in the USA and in Germany. His research interests include ancient Greek poetry (esp. hymnic and didactic), ancient etymology and linguistics, and papyrology, on all of which he has published widely.
1.2. Facilities for Students on Classical Programmes

The Philip Robinson Library ([http://www.ncl.ac.uk/library/](http://www.ncl.ac.uk/library/))

Your principal port of call will be the University's Philip Robinson Library. Apart from its book and periodical holdings, the library also possesses extensive word-processing, photocopying, and CD-ROM facilities. Further, and more detailed, information is available from the library's staff. Periodicals (journals) are generally confined to the library, although many can be accessed electronically via the library catalogue. The maximum loan-period for books is now 20 weeks (unless recalled). Additional copies of key texts for all modules are to be found in the Student Text Collection, which may only be borrowed for 4 hours or overnight. Online reading lists are available for many modules via Blackboard.

Other Libraries

As a student of this university, you may also consult books and periodicals in the libraries of the Universities of Durham and Northumbria, but you cannot borrow any item. You could also join Newcastle Central Library, off Northumberland St. Its holdings are particularly good for local and regional history. Finally, there is the Library of the Literary and Philosophical Society of Newcastle upon Tyne ([http://www.litandphil.org.uk](http://www.litandphil.org.uk)). Student membership might seem a bit steep at £55.00 but this is a fantastic place to work.

The Great North Museum ([www.greatnorthmuseum.org](http://www.greatnorthmuseum.org))

The Great North Museum brings together the collections (and library resources) of three museums formerly located on and around the campus: the Hancock Museum, the Museum of Antiquities, and the Shefton Museum of Greek Art and Archaeology. The Great North Museum also houses an important research collection, which includes the former Cowen Library. This has a good stock of classical texts and an excellent section on classical archaeology, along with other (mainly history-related) classics books. These holdings are included in the university library catalogue.

Student Common Room

There is a student common on the second floor of the Armstrong Building. It has vending machines, tea making facilities and space to work and chat. It’s a really useful space to use if you need to take a break or work in a small group on a presentation.

Newcastle Classics social media

The Newcastle Classics page hosts various social media giving information on news and events via Twitter ([https://twitter.com/ClassicsNCL](http://twitter.com/ClassicsNCL)) and Facebook ([https://www.facebook.com/ClassicsNCL](https://www.facebook.com/ClassicsNCL)). There is also Polaris, the official blog of the School ([https://clahnewcastle.wordpress.com/](https://clahnewcastle.wordpress.com/)).

The Heritage City website

This unique resource was designed to help students to find dissertation topics based in and around Newcastle, and to work with heritage experts beyond the University. It can be accessed at [http://research.ncl.ac.uk/heritagecity/](http://research.ncl.ac.uk/heritagecity/)

Exploring Classical & Historical Northumbria

A programme of trips is organized each year, which aims to explore the classical and historical heritage of the North-East. It includes not just obvious Roman sites (e.g. Hadrian’s Wall, Corbridge), but also the classical tradition in architecture (e.g. Belsay Hall), and indeed all aspects of the history and heritage of the region. For further information, contact Dr Susanna Phillippo: susanna.phillippo@ncl.ac.uk.

Student Society: The Newcastle University Classics Society (or Societas Classicorum Aelipontana) organises a variety of social and cultural activities, such as evening lectures, an annual ball, and even trips abroad. Look out for their Facebook page: [https://www.facebook.com/newcastleuniversityclassics/](https://www.facebook.com/newcastleuniversityclassics/) and feel free to get involved!

1.3. Erasmus Exchange Programme

The Classics programmes have Erasmus links with the University of Bologna. Bologna is the oldest European university, situated in a city of outstanding beauty and historical interest, and with a large student population.
Each year, we aim to send at least two students to spend a semester in Bologna and receive two from Italy. Preference may be given to students reading Classics, but other students willing to do some Latin in Bologna will be welcome. The language of instruction is Italian, but Bologna provides intensive language classes before formal teaching begins.

Any student now in their first year and wishing to find out more should approach his/her tutor and/or the School’s Erasmus coordinator Katherine East as soon as possible. See further above, section B:6, page 13, also for other possibilities.

2. Overview and Important Definitions

This section provides information specific to your degree programme. It is important you have an understanding of the programme as a whole and how each module and stage contributes to it.

Key Definitions:

Module – an element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal undergraduate academic year is 120 credits, and the normal postgraduate year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.

Compulsory modules – modules that you must take in order to fulfil the requirements of the Degree Programme

Core modules – those modules which you must PASS to be allowed to proceed

Optional modules – those which you choose to take because they suit your interests and career aspirations

Aims – each programme will have a set of aims that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.

Learning outcomes – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules will also have specific skills outcomes and knowledge outcomes that specific what you will learn and what skills you will develop on each module.

Degree programme regulations – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

Degree programme specifications – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here:


3. Degree Programmes

3.1. Head of Section, Degree Programme Directors (DPD’s)

The head of the Classics and Ancient History section is Dr Rowland Smith

The section offers, or contributes to, 5 distinct degree programmes, and each has its own Director (DPD):

Ancient History: Dr Joseph Skinner (Semester 1); Dr Simon Corcoran (Semester 2)

Classical Studies: Dr Joseph Skinner (Semester 1); Dr Simon Corcoran (Semester 2)

Classics: Dr Joseph Skinner (Semester 1); Dr Simon Corcoran (Semester 2)
3.2. Classics and Ancient History Programmes: shared aims and objectives

The official descriptions of our degree programmes are the so-called ‘programme specifications’; they can be consulted at http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

All our degree programmes share a number of aims and objectives. They are given here for your information. See the next section for the specific objectives of your own degree programme.

a. Our aims (that is, general goals that we do our best to meet) are the following:
   b. to recruit students who have a high potential to benefit from the degree programmes;
   c. to provide students with the opportunity to develop knowledge of and insight into the classical world;
   d. to provide the opportunity to pursue and apply the study of the classical languages;
   e. to provide the opportunity to study the material culture of the ancient world;
   f. to foster students’ intellectual and core skills and thus:
      ▪ to equip them for further, independent intellectual and personal development,
      ▪ to enhance their employability;
   g. 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;
   h. to provide a supportive learning environment;
   i. to offer students a learning experience informed by active research.

Objectives describe the knowledge and skills that students will have, and the opportunities they will have had, at the end of their studies. In our section, all undergraduate students, on successful completion of their programmes, will have acquired:

a. a broad knowledge of and insight into the classical world;
   b. a thorough knowledge of and insight into certain specific aspects of the classical world on which they have specialised;
   c. a range of intellectual skills, including skills in identifying and solving problems, qualities of logical, critical, analytical and evaluative thought, and skills in testing out ideas against a range of evidence;
   d. a range of core skills, including skills of oral and written communication;
   e. flexibility in applying skills learnt to new material and in different contexts.

They will also have had the opportunity:

f. to develop an awareness of a range of different possible methodologies for approaching their subject, and the independence of judgement required critically to analyse various methodologies;
   g. to approach study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture;
   h. to develop an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity, supported by study of at least one of the classical languages.

3.3. Aims and Objectives of each Degree Programme as a whole

Ancient History (V110)

Aims: ‘Ancient History’ in this University means the study of ancient Greek and Roman history and of neighbouring civilisations roughly from the eighth century BC to the seventh century AD. Within this very long time stretch, we concentrate on introducing you to some of the most important periods, and on looking in more detail at particular topics and problems. From the start you will be introduced to the actual evidence, and encouraged to make up your own mind.

Over the three years of your Programme, there is a clear development in what is offered and in what you are expected to do. In the beginning, the emphasis will be on breadth, and on acquiring the basic knowledge and
skills for understanding and analysing ancient history. At Stages 2 & 3 emphasis will gradually shift to more in-depth treatment, and also, especially in the Portfolio modules, to developing your abilities to investigate specific topics independently. You will also have increasing opportunities to pursue the subjects that you find more interesting.

At Stage 1 there are four compulsory modules. Two of these, ‘West Meets East: Greek History and Society 776-200 BC’ (CAH1012) and ‘The Roman world from Romulus to Heraclius: history and culture from 753 BC to AD 641’ (CAH1014), are intended to serve as an introduction to the broad sweep of Greek and Roman history, to raise a particular set of linked issues, and to incorporate opportunities to go into added depth on particular topics and in the study of individual items of ancient evidence. The other two modules introduce students to relevant literary and cultural issues.

In addition, at Stage 1 you have the opportunity to take other options from available modules in Classical Literature and Culture (or, with the approval of the Degree Programme Director, in Archaeology and History). Language modules in ancient Greek and Latin are also among the options – do give serious thought to having a go at one (or both). They can be taken at whatever level is appropriate to the individual student’s previous experience, including of course Beginners’ level. The latter aim at least to release you from total dependence on translation, and to enable you, to some extent, to see not only what the ancient authors wrote, but also how they wrote about themselves and their own world.

At Stage 2 two compulsory modules examine key periods of Greek and Roman history in more depth: ‘Hellenistic Empires from Alexander to Cleopatra’ (CAH2006) and ‘Caesar’s Gift: Rome under the Emperors’ (CAH2007). A further compulsory module, ‘Issues in Ancient History’ (CAH2208), explores skills and methods for researching ancient history, and leads students on to their research Portfolio. The Portfolio comprises two compulsory modules (on each in Stages 2 and 3) of independent study under supervision. In the first module (CAH2009), students research and write up commentaries on historical texts and other types of evidence. The Portfolio module at Stage 3 (CAH3000) is a 40 credit module and requires students to write a Dissertation on a subject of their own choice in Greek and/or Roman history. Students choose in addition another 4 taught modules, usually from Ancient Culture, Ancient History, or from the language modules.

Objectives: The degree programme in Ancient History has the following objectives, in addition to those shared by all our programmes (see I: 3: 2, page 44):

On successful completion of their studies, students will have acquired:

- an understanding of methodologies for the study of ancient history, and of the availability, quality and variety of evidence;
- an awareness of the nature of historical writing and thought in the ancient world itself.

They will also have:

- acquired a knowledge of the development of modern historical scholarship on Ancient History and its significance within western civilisation;
- had the opportunity to acquire a basic knowledge of the Latin and Greek languages;
- completed a programme of historical project work promoting the independent development of scholarly skills and interests.

Classical Studies (Q810)

Aims: ‘Classical Studies’ at Newcastle places emphasis on a broad and diverse approach to the ancient world. It offers the opportunity to study many different areas of Greek and Roman culture – not just history or literature, but a combination of the two, as well as art, archaeology, philosophy and history of medicine. This breadth should enable you to make connections between different disciplines, and to choose those aspects that interest you most for further exploration.

Stage 1 of your programme is introductory. You will take two compulsory modules, in Greek Literature and Roman Literature respectively (CAC1013, CAC1014). For your other four modules you can choose from options in language, literature, ancient history, art and philosophy. While we pride ourselves on our language teaching and strongly encourage you to try one or both of the ancient languages, all students are given some linguistic awareness and the language modules are not compulsory.
At Stages 2 and 3, you have greater freedom in choosing your modules, though you will be encouraged to make sure that your subjects make up a coherent (and interesting) whole. Although you need to choose a number of language and literature modules, you may also explore history, art, archaeology, philosophy or the history of medicine. Increasing emphasis will be placed on developing your abilities to pursue a subject independently; guidance will of course be given to help you with this. In Stage 2 this guidance takes the form of the compulsory module ‘Researching the Classics’ (CAC2001), which will prepare you for your independent-study module in Stage 3. At Stage 3, you will take the 40-credit Dissertation module (CAC3000). It will give you the opportunity to explore for yourself topics of personal interest.

Objectives: This programme has the following objectives (in addition to those (see I: 3: 2, page 44):

- On successful completion of their studies, students will have:
  - acquired a knowledge of the ways in which the ancients thought about and presented their world in literary texts and material culture;
  - acquired skills in interpreting texts and aspects of material culture;
  - had the opportunity to explore the significance of the Classical tradition in western civilisation.

They will also have acquired:

- a knowledge of a diverse range of aspects of and disciplines concerned with the classical world, and
  - had the opportunity to specialise in areas of particular interest
- the ability to see connections between various aspects of and approaches to the classical world;
- a basic knowledge of the Latin and Greek languages, and received guidance on how to use that knowledge.

Classics (Q800)

Aims: The Classics degree programme focuses on understanding and interpreting what the Greeks and Romans wrote about their world in their own words, while setting this in the context of broader study of the ancient world. Thorough study of Greek and Latin language, and training in skills of literary comprehension and analysis, provide the foundation for reading and exploring classical texts and relating them to their literary and historical context. At the same time, you will have opportunities to pursue areas of individual interest both in the literary field and beyond, in history, philosophy, material culture etc., and to explore the impact of the classical world on Western culture.

The three years of your programme aim to equip and encourage you to read and study texts with an increasing degree of independence, while providing you with the necessary training and support. To begin with, you follow a fairly strictly defined programme, in order to build a firm foundation in the linguistic knowledge and other skills required for dealing with classical texts. At Stages 2&3 a compulsory translation component maintains and hones your language skills while training you to apply these more and more for yourselves. Otherwise, the emphasis in these later stages is on choosing your own programme to suit your own interests and abilities, on pursuing the individual aspects selected in greater depth, and on developing your ability to investigate these aspects independently.

At Stage 1, there are 40 compulsory credits of language-based modules in each of Greek and Latin, at a level appropriate to your qualifications and abilities. Except at Beginners’ level, these modules involve studying set literary texts, as well as language work and unseen translation. For the remaining 40 credits you can choose, from within the Classics and Ancient History programme, modules in ancient history, literature, art or philosophy, or, from with the Archaeology and History programmes, modules which may be deemed appropriate to your degree (to be determined by your tutor and DPD).

At Stages 2 and 3 you take 40 credits’ worth each of Greek and Latin modules, but there is increasing emphasis on independent study. There are prescribed 40-credit courses in both languages, depending on the level at which you studied them in Stage 1. Intermediate courses, following on from beginners’ level, provide training in language skills and introduce full literary texts; Level-2 courses involve one component focusing on literary study of texts in the original Greek or Latin, and another component which combines further training in translation with a programme of texts set for independent (though supported) reading. You then have a free choice amongst a range of options from the Ancient History and Greek and Roman Culture modules on offer.
At Stage 3 you take compulsory translation and literature modules at either Level 2 or Level 3; Level-3 modules involve more complex set texts and more advanced passages for translation. Thereafter, as before, there is free choice from the range of modules offered, with the additional opportunity to pursue personal interests independently in 40-credit Dissertation module.

**Objectives:** The Classics programme has the following objectives (in addition to those listed at I: 3: 2, page 44):

On successful completion of their studies, students will have:

- a. acquired a knowledge of the ways in which the ancients thought about and presented their world in literary texts and material culture;
- b. developed, on the basis of a thorough training in the Greek and Latin languages, skills in reading and translating texts;
- c. developed their skills of comprehension, analysis and interpretation of texts written in Greek and Latin (studied principally in the original language, but also in translation), and the ability to relate such texts to their literary and historical context;
- d. had the opportunity to study a diverse range of texts from and disciplines concerned with the classical world, and to specialise in areas of particular interest;
- e. had the opportunity to explore the significance of the Classical tradition in western civilisation.

**Classical Studies and English (QQ83)**

See section I: 11, page 62.

**4. Assessment**

**4.1. Marking Scales; Assessment Criteria**

For the general marking criteria used in the School of History, Classics and Archaeology see above, section E: 6, page 24 and Appendix A, page 74. These criteria apply to all modes of assessment in Classical programmes whether by examination or by assessed written work, but they are intended as a general guide: requirements for different subjects will of course differ (the teaching in the individual modules will generally be a good guide on such issues). More specific guidance on language modules is given below in section I: 4: 2, page 47.

At Stage One, your overall result for the year will be a simple pass/fail, but each individual piece of work or assessment will normally be given a percentage mark, which will give you a more detailed idea of the progress you are making.

Your results at Stages Two and Three count towards your overall Honours degree result; the weighting of Stage Three modules is twice that of Stage Two modules.

**4.2. Language work; approach and assessment**

**How do you go about learning Ancient Languages?**

Greek and Latin are fun to learn as long as you keep on top of them, and do not let them get on top of you. Most students find the courses enjoyable and enlightening. The **early stages are vital**, since language learning is progressive: the things you learn early in the year become the tools you use later on. So it is essential that you do what is required at the beginning. If you have difficulties in the early stages (lots of people do) **make sure to signal this to the lecturer or module leader**. If you do not, these simple difficulties will lead to more complex problems later on. **Repetition** is part of the secret of language-learning. Intense blitzes once a fortnight may work for some things, but **they will never, ever work at all** for language learning. A regular and consistent effort at learning the work you are set from the start is the best and only way to develop. Lecturers and tutors will be happy to encourage and give you all the help you need.

The short answer to the question ‘How do you go about learning ancient languages?’ is ‘Don’t put off until tomorrow what you can do today’. This isn’t always an easy prescription to heed (esp. in the flurry of your first term), but if you do heed it, you will succeed.
Classification for language work such as translations

Although the methods for marking translation and other language work may vary, the results (in terms of total marks awarded) are basically consistent, and the following scale is broadly valid for all language work at all stages. The actual descriptions given are based on an approach which marks a piece of translation on its overall qualities, an approach which tends to be favoured particularly in the more advanced stages of a language course (i.e. especially at Stages Two and Three).

NB1: Markers will be looking for evidence that you recognise and understand the linguistic forms and constructions used. So make sure that your answer clearly demonstrates your knowledge of these things, even if you have difficulty understanding the whole of a passage or sentence.

NB2: Never work on the basis of a broad paraphrase, or of a standard translation learnt by heart.

I: First Class (70%+)

a) For unseen translation: a response showing that the student has clearly grasped the sense of the whole passage, and showing an accurate overall comprehension of linguistic constructions and vocabulary. How far above 70 the mark goes will be determined by the presence or absence of errors of number, tense etc., and in the case of Beginners’ language modules by a calibration procedure in marking (see note below at close of this section)

b) For exam translation from a set text: A response which both accurately represents the overall sense of the passage and demonstrates that the student has fully understood the linguistic constructions and vocabulary. How far above 70 the mark goes will be determined by the presence or absence of errors of number, tense etc., and in the case of Beginners’ language modules by a calibration procedure in marking (see note below at close of this section)

Presenting a loose paraphrase of a set text passage in an exam is not sufficient and will be marked down.

II i: Upper Second (60-69%) — A response showing good comprehension of the passage as a whole, and a generally solid grasp of linguistic constructions and vocabulary, but with a few significant linguistic errors and/or one or two material misunderstandings which would be significant, but not fatal to a good general grasp.

II ii: Lower Second (50-59%) — A response where there may be a significant number of linguistic errors but which shows a grasp of the majority of essential forms and constructions and a reasonable level of vocabulary knowledge; the answer should show an understanding of the general gist of the passage, even if marred by some serious misunderstanding.

III: Third (40-49%) — A response which shows a basic grasp of some essential constructions and vocabulary but with a significant number of linguistic errors including misidentification of some basic forms and constructions; the answer should show an understanding of the general gist of at least some of the passage, but may not give the reader an overall grasp of the general thrust of the passage.

Fail: (<40%) — Any translation which reveals a widespread misunderstanding of the passage and/or a serious lack of comprehension of linguistic structures on a large scale will receive a failing mark.

A Note on Calibration of marks in beginners’ language modules

The marking criteria set out in the Degree Programme Handbook explain the way the University’s common marking scale is applied to assessments in Classics and Ancient History. In beginners’ level Latin and Greek modules, a significant proportion of the assessment is necessarily devoted to testing your memorisation and recall of vocabulary and grammatical forms, as these are the essential building-blocks of your comprehension of the language. Assessment questions of this type will typically yield answers that can only be marked as correct or incorrect. It is possible for students who put in the necessary effort to answer a very high percentage of such questions correctly, while those who do not keep up their memorisation work consistently throughout the year usually do poorly.
A consequence of this is that the raw scores resulting from the highest and lowest achievement in memorised elements of these modules do not align with the marking scale as articulated in the Degree Programme Handbooks. The University’s moderation and scaling policy (http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf) therefore allows for ‘the regular and systematic numerical adjustment of marks’ in order ‘to ensure that they map onto the University marking scale’ (§8d). This is called ‘calibration’, and we use it in all of the beginners’ language modules in Classics.

Calibration is done by means of a systematic, uniformly applied mathematical operation designed to yield fair marks. Here’s how it will be applied to your work in this module:

1. When you submit an assignment or sit an exam (a ‘component’ of the module assessment), for any questions whose answers can only be marked as correct or incorrect, the marker first tallies up the proportion of correct answers. These are added together (along with marks for any other elements in the assessment that correspond directly to the marking criteria, such as extended unseen translations) to give the raw score for that component.

2. Raw component scores below 15, and between 40 and 70, remain unchanged. They now become the component marks, which the marker returns on your script or feedback and the School Office records on your student record.

3. Raw component scores above 70 are calibrated by halving the part by which the raw score exceeds 70: e.g. 80 becomes 75; 100 becomes 85). This calibrated score now becomes the component mark, which the marker returns on your script or feedback and the School Office records on your student record.

4. Raw component scores between 15 and 40 are calibrated by halving the difference between the raw score and 40 (the pass mark for undergraduate modules): e.g. 20 becomes 30; 30 becomes 35). This calibrated score now becomes the component mark, which the marker returns on your script or feedback and the School Office records on your student record.

5. Raw component scores below 15 will not be calibrated. Students need to demonstrate at least a minimum level of effort and application to benefit from calibration.

6. Your final module mark is calculated by combining the component marks (calibrated if necessary) according to the proportions indicated in the EMI (Essential Module Information) under ‘Assessment Weighting’.

4.3. Submission of assessed work; late submission

You must stick to the rules for submission: see above, section E: 1-E: 3, pages 21-23.

You must also submit your work by the deadline specified by the lecturer and/or in the module material. If you have a ‘good cause’ for late submission, you can be given an extension. This is, however, not for the module leader to decide: you must fill in a PEC-form (Personal and Extenuating Circumstances) via the S3P system. See section D: 2, page 18.

4.4. Exams

If a module involves an exam, the lecturer will usually give you some guidance on what to expect, and sometimes even provide practice questions. But you will not be given model answers: markers will be looking for signs of understanding, not reproduction.

Past exam papers are available at: www.ncl.ac.uk/exam.papers

4.5. Resit arrangements; what to do if you fail any of your modules

A fail is a mark below 40 (that is, 39 or lower). You should realise that:

- in Classics-modules (CAH, CLA, CAG, CAC-coded modules), it is your overall module-mark that counts; so if you fail one part but the overall module-mark is 40 or higher, you have passed the module. The same rules apply to modules in History and in Archaeology.
• all marks are **provisional** until the Board of Examiners has met and has confirmed them. This meeting takes place sometime after the May/June exam period, usually near the end of June. You **will not know for certain**, therefore, what your marks are, and whether you must resit/resubmit any exam/work, until after that meeting. You will be notified as soon as possible.

You must resit **all your failed modules unless**:
- your fails are not lower than 35, and
- the total number of credits of your failed modules is 40 or lower, and
- your overall Stage average (taking account of the credit weighting of each module) is 40 or over.

If **all these conditions** apply, you have passed your stage and you will not have to resit anything; in **all other cases**, you must resit **all** your failed modules.

If you need to resit a module, the following tells you **what parts to resit/resubmit**. It applies to **all** **Classics-modules** (CAH, CLA, CAG, CAC-coded modules).

- If the module has only one piece of assessment, you of course resit/resubmit that.
- If the module has more than one piece of assessment, you resit/resubmit **those pieces that you have failed** (that is, the pieces for which your mark is **lower than 40**). For instance, if there is an exam and two essays, and you have failed the exam and the first essay, you must resit the exam and resubmit the first essay, but not the second one.
- **Re-submitting course-work**: in all modules this means submitting a totally new piece, not resubmitting a re-worked version of the original piece of work.
- Note that you cannot resit an exam or resubmit an assignment, for which you achieved a pass mark, in order to improve your mark.

**Note carefully**:
- If you must resit/resubmit a piece of assessment, your original mark, if lower than 40, will **not** count. Therefore, if you must take a resit-exam, but do not turn up, your resit-mark for that will be zero; and if you must resubmit a piece of coursework, but do not do so, the resit-mark for that piece will be zero.
- If you must resit/resubmit a piece of assessment and pass, then you will be told your ‘actual’ mark, but for most purposes the module mark will be recorded as 40.
- Number of resits permitted:
  - Students will normally only have one resit attempt. Note that this means that you **only have two opportunities**, the normal exam and one resit. The latter will normally be taken in the August following the failure.

The full University examination regulations are at: [http://www.ncl.ac.uk/regulations/docs/2019/](http://www.ncl.ac.uk/regulations/docs/2019/)

5. **Writing Essays: some practical tips**

Read through the handout on ‘Using secondary literature’, available on the School website, under the tab ‘For Current Students’.

It will be useful also to keep the following specific, practical points in view:

(a) Read your essay through (many people do not). It will help you eliminate obvious howlers: e.g., sentences without verbs, spelling errors, omitted words etc.
It is a good idea to stop at the end of each paragraph and ask yourself: “how does this paragraph contribute to answering the specific question set?” If you cannot see a clear answer to this, then you need to amend what you have written (sometimes to miss it out altogether!).

Remember that evidence in favour of an argument can only come from primary sources (original texts, material evidence, or similar). Do not cite another (secondary) writer’s assertion or opinion as if it were in itself evidence. Of course, you can (and often should) use such an assertion as part of your discussion, but you must then also examine the evidence on which their opinion is based.

Try to write clear and fairly short sentences. Too often, long and tangled sentences contain long and tangled thoughts. There is a high risk that the reader will not grasp the point you are trying to make.

Use simple words instead of more complicated ones.

Be careful with apostrophes and punctuation. Do not use a comma where a full stop would be better. Do not use contractions in academic writing. Thus, use do not rather than don’t and could not rather than couldn’t. Make sure you would not write a sentence like this:

“The Minotaur’s eaten it’s hostages.”

Make a special point of spelling Greek and Roman proper names and technical terms correctly. If you are doubtful how to spell them, look them up or ask someone who knows. ‘Euripides’ and ‘Gorgias’ for instance are often misspelled. It may affect your marks, and it gives a very bad impression if you get things like this wrong. Where alternative versions are available (e.g. Neaira/Neaera, Kleon/Cleon), choose one form and use it consistently. If ‘autocorrect’ is enabled in your word-processing programme, be careful to check lest it changes correctly-spelled Greek and Latin names and terms without you realizing.

It is a good idea to get into the habit of stopping to check back over spelling etc. in each paragraph as you write it. Most people end up cutting it a bit fine with deadlines at least from time to time, and this tip should help you eliminate the worst errors if you end up not having time to check thoroughly at the end. Doing this should also help you to check, and if necessary improve, the clarity of your line of argument.

Give clear and precise references to the secondary literature you have used; in this way, it is easy to avoid the charge of plagiarism. For the correct way to give references see the Style Guide below (section 6, page 56).

You should read carefully the module literature that you are given, to check the number of words required and the word count/limit:

**Word Count**

The word count for essays and dissertations varies depending on the module, so you should consult the specific Essential Module Information (EMI) form or Module Handbook for precise information on this. However, for each specified word count, the same guidelines as to how to calculate the word count apply: the word count includes footnotes, but excludes the bibliography.

You must keep within + or – 5% of your specified word limit: you will be penalised if you go over or under the word count by more than 5%.


6. **Style Guide: presentation, bibliography and references**

It is important to present your work in a professional manner. You may be penalised if you don’t. And proper referencing of secondary sources helps you to avoid the suspicion of plagiarism.
6.1. General

Presentation:
- word processed
- use A4 paper
- paginate your work
- specify the assessment title at the head of the first sheet
- leave margins of at least three centimetres on both sides
- indent first line of new paragraphs three spaces
- double-space your text
- use 12 point Times Roman font
- put your student number (but not name!) on each sheet (easiest using the ‘header’ function in your word-processing programme)

Quotations:
Never use italics for quotations: they must be marked by inverted commas or by indentation, but not by both:
- Short quotations go in inverted commas: ‘...’.
- Lengthy quotations should be indented on both sides, as follows:
They should also be single-spaced, and lose their inverted commas. They may be in a smaller font to the body of the text, and must be footnoted.

Punctuation:
The rules governing punctuation are not especially hard to remember, and it is mostly as easy to get them right as it is to get them wrong. For instance, a very common weakness – not only in students’ essays – is the failure to distinguish between ‘... it’s...’ (with an apostrophe) and ‘... its...’ (without an apostrophe), yet the rule could not be easier: only write ‘... it’s...’ (with an apostrophe) when you can substitute ‘it is’ (and in academic writing, such contractions are best avoided!). Again, ‘however’ is not a connective. For instance, ‘Alcibiades warned the Athenian fleet of the danger, however, he was ignored.’ is incorrect. There should be two sentences: ‘Alcibiades warned the Athenian fleet of the danger. However, he was ignored.’

Poor punctuation not only spoils the effect of an otherwise good essay; it can sometimes actually obscure the meaning of what you wish to convey. Take the following sentence:

The Communists say Fascists will destroy the peace of Europe.

Without changing any of the words, it is possible to make this sentence mean two different things by different punctuation:

The Communists, say Fascists, will destroy the peace of Europe.
The Communists say, "Fascists will destroy the peace of Europe".

Abbreviations:
These should be avoided in written work. It takes very little longer to write ‘for example’ rather than ‘e.g.’, or ‘that is’ rather than ‘i.e.’, while ‘etc.’ is sloppy. For regnal numbers, ‘Artaxerxes II’ or ‘Cleopatra VII’ is correct, rather than ‘Artaxerxes the Second’ or ‘Cleopatra the Seventh’.

6.2. Citing ancient authors

General points:
- All references to primary classical texts should always be under the original (classical) author’s name first (not the translator’s or the editor’s).
- Titles of classical works: always in italics!
References to primary texts

- References to primary texts in the course of your work should simply give classical author’s name and title of work plus information identifying the precise section/lines of the work referred to.

NB1: Make sure to use an edition that enables you to give these section/lines as precisely as possible.¹

NB2: Never refer only to page numbers from the edition/translation you are using; in fact you do not usually need to include these at all.

Thus, e.g.:

- Tacitus, *Annals* 13.39.2 [i.e. Book 13, chapter 39, section 2] or Tacitus, *Annals* 13.39: not all translations will give you section numbers here but you should always make sure you are using an edition that gives you at least the chapter divisions (though see footnote 1, above).

- Homer, *Iliad* 22.131-135 [i.e. Book 22, lines 131 to 135]

- Euripides, *Trojan Women* 346-370 [i.e. lines 346 to 370 of the play]

- Horace, *Odes* 3.2.1-4 [i.e. *Odes* Book 3, poem 2, lines 1 to 4]

With a few ancient authors, who only produced one extant work, it is allowable to use just the author’s name plus precise reference: thus:

- Thucydides 6.15.1 (or Thucydides 6.15)

- Herodotus 2.2.3 (or Herodotus 2.2)

- The first time you refer to the particular text in your work, you may (but need not) include full details in a footnote of the translation/edition used, in the same format as you give this in the bibliography:

  - “ [...] sun in its rising” (Homer, *Iliad* 22.131–135)¹

  ¹ All quotations from this text are from Homer, *The Iliad*, trans. R. Lattimore (Chicago/London: University of Chicago Press, 1951).

Or, if you put the reference itself in a footnote:

- “ [...] sun in its rising”¹


Or you can just put the following:

- “ [...] sun in its rising” (Homer, *Iliad* 22.131–135)¹

  ¹ All quotations from this [and other classical texts] are from the translation[s]/edition[s] listed in the bibliography.

Bibliography entries for primary texts

¹ There are some (very rare!) exceptions. Some translations specified as set texts for particular modules, particularly where poetry is set out as prose (e.g. Aristophanes, some versions of Homer or Virgil), make it difficult always to give exact line numbers. If you can’t check with e.g. a parallel Greek/Latin and English version (which usually allows you to match up the line numbers more closely), the convention is to include “c.” for “circa” (=‘approximately’) before the line numbers, e.g. Virgil, *Aeneid* 2 c.11–14.

Similarly, sometimes the specified set edition of a prose text may not give more than book divisions; in that case give book no. and page no. from the edition you are using.
Your bibliography entry needs to include both of the following:

- classical author’s name and title of work
- full details of the particular translation and/or edition used:
  - name of translator
  - full title of the particular translation/edition as this appears on book’s title page. As with all book titles, use italics!
  - publication details: either place of publication, or publisher, or both; date of publication

**Format:**

**A** If the translation/edition comprises only the work referred to, there are two possible formats:


or:


(i) is the better format to use if you will be using material from the introduction and/or notes by the translator/editor; any such material can (and of course should!) then be referenced under the translator’s (or editor’s) name.

**B** If you are using a translation (e.g. of a play) from an edition involving a collection of works, the format is as follows:


Note variations, if: (ii) the translation is revised from an earlier version, or (iii) different works in the collected edition are translated by different people.

**Abbreviations**

1. The accepted abbreviation for “translated by” is “trans.”; for “edited by”, “ed.” or (if there is more than one editor) “eds” (you will also meet “edd.”).

2. **Do not** invent your own abbreviations for authors and titles of classical texts. There are accepted conventions for these; you can find them under the ‘Authors and Books’ section near the start of the *Oxford Classical Dictionary* (4th edition, eds. S. Hornblower, A. Spawforth, E. Eidinow; Oxford 2012; also
in the 3rd edition). Usually these comprise the first syllable of name or title, normally ending with a consonant; thus:

- Hom. Od. = Homer, The Odyssey
- Tac. Ann. = Tacitus, Annals
- Ar. Wasps = Aristophanes, Wasps

There are some exceptions, however: e.g. the accepted abbreviation for Herodotus is “Hdt.”; for Aristotle, “Arist.” If you are not sure what the proper abbreviation is and there is no opportunity to look it up or ask, the safe bet is to use the full name/title.

### 6.3. Bibliography

#### General points

- A bibliography should list everything you have used in preparing the piece of work. (But make sure that you in fact use what you have read, and that you show this by engaging with it in your argument, and by giving references in footnotes.)
- It may be appropriate to divide your bibliography into two sections, one for ancient evidence (often called primary sources) and another for modern scholarship (often called secondary material).
- Unless the source has been read in its entirety, the sections which have been read should be indicated, by page numbers or chapter numbers (e.g., ‘pp. 123-205’, or ‘chapters 5, 9’).
- Your sources should be listed in alphabetical order, by surname of author.

#### Format of entries in the bibliography

The various subjects in the School of History, Classics and Archaeology have different expectations regarding the presentation of written work: some prefer the Chicago Manual of Style (foot- or end-notes) others the Harvard Style (reference in text, standard in Archaeology). If in doubt, ask the module leader concerned. For all Classics and Ancient History modules, you must use the following system. You should follow this system exactly, using italics, brackets () and quotation marks ‘‘’, and giving dates and numbers, exactly when and as indicated in the examples. If you fail to reference your work properly you may find that marks are deducted.

**NB1:** The following is presented in a number of different categories because their formats in a bibliography differ. Do not divide up your bibliography by these categories.

**NB2:** Note that in a bibliography, the author’s last name comes first.

**NB3:** Italics are used for a reason: they correspond to titles in library catalogues.

**a)** For books: name and initials of the author, followed by title of the book (in italics or underlined), place and date of publication, volume number if the work is in more than one volume. E.g.:


Often, the publisher is added, e.g.:


For edited books:


**NB1:** Mention the edition number (only) if the later edition differs from the original (as is the case with the *Oxford Classical Dictionary*)

**NB2:** For articles/chapters in edited books, refer to the authors of the articles/chapters (not the editors of the volume): see (c) below for format.
b) For journal-articles: author, title in quotation marks, name of journal (in italics or underlined), volume number and year, page references. E.g.:


Many journals have standard abbreviations (e.g. JRS for Journal of Roman Studies, CQ for Classical Quarterly). For these look in the introduction of the Oxford Classical Dictionary (fourth edition, 2012) or in the front of hard-copies of L’Année Philologique.

c) Articles/chapters in edited books: as (b), with the relevant book instead of the journal; don’t forget to add page-numbers. E.g.:


d) For electronic versions of printed materials, still produce the full publication details as above. However, add the DOI or other reference. DO NOT simply give a web-address.

NB If you copy and paste the citation provided by an electronic journal for an article, make sure you edit it into a format consistent with the rest of your bibliography.

e) Be very careful in citing materials direct from the internet. The general rule is “DO NOT”, unless directed to them by your lecturers, since you will not yet be in a position to assess their quality. If an item is simply a version of a conventional scholarly book or article, give the full normal publication details. If it is an on-line scholarly resource, it should still have a title, and perhaps author(s) and dates. Indeed, such a site will usually advise of the correct format for citing it. Do not simply give a web-address.

6.4. References to secondary literature (footnotes/endnotes)

General points

- **Footnotes** or **endnotes** must be used to reference your work, to identify quotations and to indicate what sources you are depending on;
- Correct referencing helps you avoid suspicions of plagiarism
- Note-numbers in your text should be in brackets or superscript, and go outside the punctuation.

Format of the references

The format is basically the same as that for the bibliography (see 6c above), except that (1) you must not repeat full references every time you cite a work (see (b) below); (2) you must provide precise page-references – remember that references are meant to help your reader find a quotation!; (3) you do not invert first and last name of the author.

a) Books and articles that are cited for the first time: references as in the bibliography, with added precise page-references. E.g.:


b) Subsequent references are made by abbreviated title. E.g.

Syme, Roman Revolution, 445-446.

‘Ibid.’ (meaning ‘in the same place’, that is, ‘the same reference’) can also be used, but only for immediately consecutive references in footnotes. And instead of the abbreviated reference ‘Syme, Roman Revolution’ you can use ‘Syme, op. cit.’ (op. cit. = ‘work already cited’). But these abbreviations are often ambiguous and unhelpful and it is often better to avoid them.

7. Books: Primary and secondary reading

How to find and use books and other reading material

Finding the reading material: Some of the books you can be expected to buy. A lecturer will not insist you buy a book unless it is available, reasonably affordable and indispensable for your study. We ask Blackwell’s to order in a limited number of the prescribed titles each year. Other books will be available either in the regular collection of the Philip Robinson Library or in the Student Texts Collection (STC, also located in the Philip Robinson Library).

Familiarise yourself with the Classics and Ancient History shelves in the Philip Robinson Library! Although electronic resources are more prevalent than ever before, remember that not everything is available digitally and limiting yourself to electronic material only is not wise.

If a book you need is out of the library, you can have it recalled. For some modules, if you cannot get hold of the specific items you are set, you can use the title and author search on the computer catalogue. You may find something just as good as, or – sometimes – something more useful than the book you were set. Never give up if you cannot find all the things you wanted to read. See below.

In certain modules, however, specific reading is required for various assignments or seminar preparation. There should not normally be any problems with finding copies of such ‘prescribed’ material, which may well be available electronically via the library or on Blackboard, but contact the module leader for help immediately if you experience any difficulties.

Using the reading material: As with newspapers and politicians, do not believe everything you are told. The reading is not there to be believed unconditionally, but to help you shape your own views on a subject. For this reason, it is important that you should form your own opinion and picture of a subject before you start doing detailed reading on it. If, for example, you have to discuss a poem for a seminar or essay, read it for yourself first. Sometimes your own impressions will have to be adapted or even abandoned, but quite often you will find that the prescribed reading will only enhance and sharpen your own ideas; and sometimes what you read will simply be wrong. In short: prescribed reading (like lectures) can never replace your own thinking.

7.1. Book Acquisition

Libraries:
Your first port of call for books will probably be the main University library (the Philip Robinson Library). Apart from the shelved collections, there is a Student Text Collection (STC), to the left of the main desk, which often has several copies of popular texts; essential reading that you cannot be expected to buy will often be found there. STC items can only be borrowed for very short periods of time. The library catalogue will indicate if items are in other libraries on campus, such as the Law Library, and also includes the Cowen library at the Great North Museum. The catalogue will also show holdings in the Research Reserve, from which items can be called up, or in Special Collections. If a book is out on loan, you can recall it.

The University of Northumbria Library is nearby, and although you cannot normally borrow from there, you should be able to consult their books. Similarly, if you find yourself in Durham, you may be able to use (but not borrow from) Durham University Library, at Stockton Road, Durham.
You are strongly advised to join the **Newcastle Central Library**, which has substantial reference collections, a good holding of major literary texts, and an Inter-Library Loan facility. Local branch libraries (Fenham, Heaton, West Jesmond, etc.) are also well worth joining. If you plan to go home during the vacations, you should also join your local main and/or branch libraries. The **Literary and Philosophical Society** of Newcastle upon Tyne (commonly known as the 'Lit and Phil'), at the bottom of Westgate Road, near the Central Station, has a useful library, and is a good place to work, although this is a private library and therefore charges an annual subscription (currently £55 for students).

The JISC Library Hub Discover ([https://discover.libraryhub.jisc.ac.uk/](https://discover.libraryhub.jisc.ac.uk/)) is a union catalogue of almost all UK academic libraries, and it is useful, especially for research modules, for finding relevant material. It is possible to request material via inter-library loan at a modest cost.

**New Books:**

The official University bookseller is Blackwell’s (just above Haymarket). This is where you will find prescribed and recommended books. They also offer price-matching of books, and have a fast ordering service for books not in stock. Waterstones (near the Monument) also have good holdings. You will probably also consider using amazon.co.uk. If you are ever told that a particular book (especially a prescribed text) is unavailable, always inform the relevant module leader as soon as possible. They can tell you if your informant was mistaken, or can advise you on alternatives.

When it comes to buying new books, it is important to determine your priorities. You are usually expected to own your own copies of ‘set texts’, particularly for literature-based modules. Remember that it is important that you buy the particular edition or translation prescribed. Otherwise, bibliographies can help, pointing out what is most important, available in paperback, etc. However, bibliographies often include far too many books to buy. If you are perplexed, ask the module leader, or your tutor, for advice.

**Other Ideas:**

You should try to cultivate a "book-search" mentality. You will probably start on-line, but, if using amazon.co.uk or abebooks.co.uk, be careful to check that you are ordering the correct edition. Be warned, also, that print-on-demand versions of older books, other than from reputable publishers, may be very poor quality, including frequent missing or illegible pages. Otherwise, consider whether friends, family members, fellow-students, etc. have a text you can borrow. Have you checked all the libraries and second-hand sources? Can you arrange with fellow-students and tutorial group members to share texts? Don't be selfish with texts, e.g. holding on to library books for weeks when you are not using them. If everyone is prepared to give and take, the business of text acquisition becomes very much easier. You should be aware that not everything is available electronically, and you should not limit yourself to such resources alone, however convenient they may be.

Do consult your Module Leader or your personal tutor if you have a problem with book acquisition (even if it is only to say ‘I can’t afford this book’). Apart from any other considerations, staff should be made aware of problems which exist, so that they can plan tutorials, modules and booklists in a more ‘user-friendly’ way.

The School would welcome your views on the subject of book acquisition, and would like to hear of any problems you experience.

**Addresses:**

- Durham University Library, Stockton Road, Durham, 0191 334 3042
- Literary & Philosophical Society, 23 Westgate Road NE1 1SE, 0191 232 0192
- Newcastle Central Library, Princess Square, 0191 277 4100
- University of Northumbria Library, Sandyford Road, 0191 232 6002

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### 8. Honours in Ancient History (V110)

#### Stage One

**General Information**
Ancient History in this University means the history of the Greek and Roman world and that of its neighbours, especially the ancient Persians, roughly from the 8th century BC to the 7th century AD. No previous knowledge of ancient history is required. All teaching is in translation. No knowledge of ancient Greek or Latin is required. Of course, some knowledge of either or both is always an advantage in Ancient History, since most of the original ancient texts are in one or other language; teaching of either or both languages is available to students in the degree, especially in Stage One.

The study of Ancient History has two great advantages as an intellectual discipline. The first is that because there is comparatively little evidence, it is often possible, even for beginners, to look at most of the key evidence on a particular subject. Obviously lack of or limited knowledge of Greek and Latin imposes limitations, but students are now very well served by translations and source-books, and can go most of the way towards making up their own minds about the Greeks and Romans.

At the same time, because there is often so little evidence, we have to make the most of every scrap, and the evidence we use ranges all the way from scientific to purely literary or artistic. Thus the student learns not merely how to balance one piece of evidence against another, but how to balance one kind of evidence against another.

The subject requires an exercise in imagination too. As we are used to thinking of Greeks and Romans as the pioneers of so much in European civilisation, we tend to forget that they are not only far removed in time, but also in many ways remote in attitude and behaviour. We have to try to assess them in their own terms, and not assume that but for technological backwardness they were very much like ourselves.

That said, aspects of the Greek and Roman world (such as democracy, or family-life) can often be best appreciated in their uniqueness through comparison and contrast with other places and times in history. There may also be similarities, and these can sometimes be explored usefully through the work of scholars in different but related disciplines, in ways which promote understanding of the ancients.

In Stage One we require Ancient History students to take four compulsory modules. Two introduce the broad sweep of Greek and Roman History. The other two aim to explore cultural and literary topics and contexts that relate to the historical study of these periods.

The first year of the degree lays the foundations for thinking about, and analysing, the Greek and Roman past. It is meant to prepare you for the more advanced work which you start to undertake in Stages Two and Three. This includes independent study for the Portfolio modules.

Stage One Objectives

When you have successfully completed Stage One, you should have acquired:

- a basic knowledge of the two periods covered by the modules on ‘West meets East: Greek History and Society 776-200 BC’ and ‘The Roman world from Romulus to Heraclius: history and culture from 753 BC to AD 641’ (CAH1012 and 1014);
- some understanding of how modern scholars have approached the study of Ancient History;
- begun to develop a habit of testing ideas against the actual evidence;
- begun to be able to apply the skills you have learnt to new material;
- developed and practised skills of written communication;
- developed and practised skills of interpersonal/oral communication and presentation (through discussion/seminar groups provided).

Stage One Degree Structure

Stage One Ancient History students must take a total of 120 credits (normally 60 in each semester; depending on module choice, 70 in one semester and 50 in the other is also allowed). Of these, four modules (80 credits in total) are compulsory (CAH1012, CAH1014, CAC1013 and CAC1014), the others can be chosen from a menu of options.
For details, and the available modules, see the regulations at:

Stage Two Objectives
When you have successfully completed stage two, you should have:
broadened your knowledge of the ancient world;
acquired in-depth knowledge of and insight into a number of specific historical periods and issues;
developed your understanding of how modern scholars have approached the study of Ancient History;
acquired an awareness of the nature of historical writing and thought in the ancient world itself;
and should have further developed and practised:
the ability to test ideas against the actual evidence, and the habit of doing so;
the ability to apply the skills you have learnt to new material;
your skills of written, interpersonal and oral communication and presentation;
and should have begun:
to be able to study topics independently and to reach your own judgement about them;
to develop the skill to identify and solve (esp. historical) problems.

Stage Two Degree Structure
Stage Two Ancient History students must take a total of 120 credits (normally 60 in each semester;
depending on module choice, 70 in one semester and 50 in the other is also allowed). Of these, four
modules (60 credits in total) are compulsory (CAH2006, CAH2007, CAH2208 and CAH2009); the remaining
ones can be chosen from a menu of options.

NB. Marks given at Stage 2 carry forward to Stage 3, and count towards your degree.
For details, and the available modules, see the regulations at:

Stage Three Objectives
When you have successfully completed Stage Three, you should have reached the general objectives of the
Ancient History programme (see Section I: 3: 3 page 44).
At Stage 3 in particular, you should have acquired:

further in-depth knowledge of and insight into a number of specific historical issues;
further understanding of how modern scholars have approached the study of Ancient History;
more insight into the nature of historical writing and thought in the ancient world itself;
also, especially through the completion of the Portfolio modules, you should have further developed and
practised:
the ability to study topics independently and to reach your own judgement about them;
the ability to test ideas against the actual evidence;
your skills at identifying and solving (esp. historical) problems;
the ability to apply the skills you have learnt to new material;
your skills of written, interpersonal and oral communication and presentation.

Stage Three Degree Structure
Stage 3 Ancient History students must take a total of 120 credits (normally 60 in each semester; depending on module choice, 70 in one semester and 50 in the other is also allowed). Of these, one 40-credit module (CAH3000 Portfolio II: Dissertation) is compulsory, the others can be chosen from a menu of options.

For details, and the available modules, see the regulations at:

Assessment: Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4: 5 page 49.

9. Honours in Classical Studies (Q810)

Stage One

General Information

Classical Studies places an emphasis on a broad approach to the ancient world. It offers an opportunity to study many different areas of Greek and Roman culture - not only history or literature but also a combination of the two, as well as art, archaeology, philosophy and history of medicine. This reflects some of the most stimulating intellectual developments in recent classical scholarship, in which the traditional barriers between areas of study - such as history, archaeology, or history of ideas - are breaking down, to open up new interdisciplinary approaches to ancient society. A degree in Classical Studies gives students the option to study Greek and Latin language, at whatever level is appropriate (and the opportunity to continue to study the languages in more depth, if wished), but it places more emphasis on non-linguistic skills: interpreting information, assessing evidence of a wide variety of types, using comparative evidence, and applying and modifying literary and historical theories. The degree will also give insight into how classical culture has shaped our own, and how our responses to the ancient world have changed radically.

Classical Studies is an interdisciplinary subject. In addition to developing a knowledge and appreciation of the history and literature of the Greek and Roman world, students will find themselves absorbing a variety of approaches from many other disciplines. Depending on modules studied, these can include elements of archaeology, art history, ancient or world history, gender studies, anthropology, geography, philosophy, politics, history of science and medicine, history of religion and mythology, and indeed others. Most modules focus on a specific theme - ancient medicine, for instance, or Cicero's speeches, the art and archaeology of Greek cities and sanctuaries, ancient slavery, or Roman Egypt- but use a wide range of approaches to explore this theme and the issues surrounding it. It is impossible for a single three-year degree programme to introduce every aspect of the culture of the Greek and Roman world. What this degree aims to do is provide a broad understanding of the key areas of ancient culture - the history, literature and material culture of the ancient world - and give students the opportunity to explore the aspects that interest them most in greater depth, while acquiring techniques and skills which can be applied in many other contexts. The opportunity, in any one year, to take up to two modules in History, Archaeology, or indeed in other subject areas adds to the attractiveness of this degree.

Stage One Objectives

When you have successfully completed your first year, you should have acquired:

- a basic introduction to a range of topics drawn from language, literature, history (both ancient history and world history), art and philosophy;
- an awareness of some key issues in the study of the ancient world;
- begun to develop a habit of closely studying and analysing individual texts and/or artefacts;
- begun to be able to apply the skills you learnt to new material;
- developed and practised skills of written communication;
- developed and practised skills of interpersonal/oral communication and presentation (through discussion/seminar groups provided).

Stage One Degree Structure

The Classical Studies degree offers a variety of modules in Greek & Roman Culture, and in Ancient History, with the opportunity of studying the Greek and Latin languages. There are two compulsory modules
(CAC1013 and CAC1014) to make sure that you build a solid knowledge of the literature of Greece and Rome; the menu of optional modules is designed to provide as much flexibility as possible.

Stage 1 Classical Studies students must take a total of 120 credits (normally 60 in each semester; depending on module choice, 70 in one semester and 50 in the other is also allowed).

For details, and the available modules, see the regulations at: http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

Stage Two Objectives
When you have successfully completed stage 2, you should have:

- broadened your knowledge of the ancient world;
- acquired in-depth knowledge of & insight into a number of specific issues/subjects of your choice;
- developed some awareness of the existence of different methodologies for approaching the ancient world, and of the ways in which these are connected;

and should have had the opportunity:

- to explore the significance of the Classical tradition in western civilisation;
- to study aspects of certain topics independently;

also, you should have further developed and practised:

- the ability to study closely and analyse individual texts and/or artefacts, and the habit of doing so;
- the ability to apply the skills you have learnt to new material ;
- your skills of written, interpersonal and oral communication and presentation;

and should have begun:

- to be able to reach your own judgement about topics you have studied;
- to develop the skill to identify and solving problems.

Stage Two Degree Structure
Stage Two Classical Studies students must take a total of 120 credits (normally divided between the semesters either 50 to 70 or 70 to 50 depending on module choice). Of these, the 20-credit module (10 in each semester) 'Researching the Classics' (CAC2001) is compulsory, since it is training for the Stage 3 dissertation. The others can be chosen from a menu of options.

**NB.** Marks given at Stage 2 carry forward to Stage 3, and count towards your degree.

For details, and the available modules, see the regulations at: http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

Stage Three Objectives
When you have successfully completed Stage 3, you should have reached the general objectives of the Classical Studies programme (see Section I: 3: 3, page 45). At Stage 3 in particular you should have acquired:

- further in-depth knowledge of and insight into a number of specific issues and/or subjects of your choice, and an awareness of the ways in which these are connected;
- more awareness of the existence of different methodologies for approaching the ancient world, and of the ways in which these are connected;

also, you should have had the opportunity to:

- explore the significance of the Classical tradition in western civilisation;
- further develop and practise your ability to study topics independently and to reach your own judgement about them;

and you should have further developed and practised:

- your ability to study closely and to analyse individual texts and/or artefacts;
- your ability to reach your own judgement about topics you have studied;
• your skills at identifying and solving problems;
• the ability to apply the skills you have learnt to new material;
• your skills of written, interpersonal and oral communication and presentation.

Stage Three Degree Structure
Stage Three Classical Studies students must take a total of **120 credits** (normally **60** in each semester; depending on module choice, **70** in one semester and **50** in the other is also allowed). Of these, a 40-credit Dissertation module (CAC3000) is **compulsory**, the others can be chosen from a menu of options.

For details, and the available modules, see the regulations at:

Assessment: Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4: 5, page 49.
• acquired skills of comprehension, analysis and interpretation of texts written in Greek and Latin, and the ability to relate such texts to their literary and historical context;
• broadened your knowledge of the ancient world;
• acquired in-depth knowledge of and insight into a number of specific issues and/or subjects;

and should have had the opportunity:
• to explore the significance of the Classical tradition in western civilisation;
• to study aspects of certain topics independently;

also, you should have further developed and practised:
• the ability to study closely and to analyse individual texts, and the habit of doing so;
• the ability to apply the skills you have learnt to new material;
• your skills of written, interpersonal and oral communication and presentation;

and should have begun:
• to be able to reach your own judgement about topics you have studied;
• to develop the skill to identify and solving problems.

Stage Two Degree Structure
At Stage Two students take modules to a total credit value of 120 (normally 60 in each semester; depending on module choice, 70 in one semester and 50 in the other is also allowed). Students must take compulsory modules to a credit value of 40 in Greek as well as 40 in Latin, at one level above the level taken at Stage 1. Note that, if you wish to do the large research dissertation (CAC3000) at Stage 3, you must take CAC2001 at Stage 2.

NB. Marks given at Stage 2 carry forward to Stage 3, and count towards your degree.

For details, and the available modules, see the regulations at: http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

Stage Three Objectives
When you have successfully completed Stage 3, you should of course have reached the general objectives of your programme (see Section I: 3: 3, page 47). At Stage 3 in particular, you should have acquired:

• enhanced knowledge of the Greek and Latin languages;
• further skills in reading, translating and interpreting texts written in Greek and Latin, and an enhanced ability to apply these skills to texts studied independently;
• further skills of comprehension, analysis and interpretation of texts written in Greek and Latin, and the ability to relate such texts to their literary and historical context;
• further in-depth knowledge of and insight into a number of specific issues and/or subjects of your choice;

also, you should have had the opportunity to:
• explore the significance of the Classical tradition in western civilisation;
• further develop and practise your ability to study topics independently and to reach your own judgement about them;

and you should have further developed and practised:
• your ability to study closely and to analyse individual texts and/or artefacts;
• your ability to reach your own judgement about topics you have studied;
• your skills at identifying and solving problems;
• the ability to apply the skills you have learnt to new material;
• your skills of written, interpersonal and oral communication and presentation.

Stage Three Degree Structure
At Stage Three students take modules to a total credit value of 120 (normally 60 in each semester; depending on module choice, 70 in one semester and 50 in the other is also allowed). Students must take
compulsory modules to a credit value of 40 in Greek as well as 40 in Latin, at one level above the level taken at Stage 2. The remaining credits may be taken from any suitable Stage 3 Classical Studies and Ancient History modules. There is a special Classics independent study module (CAC3020; 20 credits), for students wishing to do what is essentially a mini research dissertation. However, students may choose to do the large dissertation module (CAC3000; 40 credits), although only if they have previously taken CAC2001 at Stage 2.

For details, and the available modules, see the regulations at:

Assessment: Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4: 5, page 49.

11. Honours in Classical Studies and English (QQ83)

This section gives you more specific information about this degree programme, to supplement the more general information about the Classics programmes and modules elsewhere in this handbook.

Note that the general information contained in this handbook refers to procedures in Classics or in the School of History, Classics and Archaeology as a whole. There may be different procedures, and slightly different regulations, for modules taken in English, so make sure you secure a copy of the English handbook too.

11.1. Staff Contacts

The Degree Programme Director for Honours in Classical Studies & English is Dr Joseph Skinner (joseph.skinner@ncl.ac.uk) in Semester 1; and Dr Simon Corcoran (simon.corcoran@ncl.ac.uk) in Semester 2. However, for most day-to-day issues, the programme contacts are Dr Susanna Phillippo and Dr Claire Stocks (the latter on leave Semester 1).

The main English contact for the degree is Dr Emily Murphy (emily.murphy@ncl.ac.uk). Other key figures in the School of English are the Degree Programme Director for English Literature, who is Dr Lucy Pearson (lucy.pearson@ncl.ac.uk) [Semester 1]; and Hannah Durkin (hannah.durkin@ncl.ac.uk) [Semester 2]. There may also be times when you wish to contact the head of School in English: this is Dr James Annesley (james.annesley@ncl.ac.uk).

Other Classics DPDs with whom you may have dealings are as follows:

- Classical Studies, Classics Corcoran (Semester 2) Dr Joseph Skinner (Semester 1); Dr Simon Corcoran (Semester 2)
- Ancient History Dr Joseph Skinner (Semester 1); Dr Simon Corcoran (Semester 2)
- Head of the Classics/Ancient History section Dr Rowland Smith

For other English staff details, please see the separate English Handbook (available from the School of English secretary) or the School of English website.

11.2. Student-Staff Committee

QQ83 students are represented on the Classics Student-Staff Committee. If you wish to serve on it, please contact the DPD, who is the staff facilitator for the committee. There is also a separate SSC for the School of English, through which you may raise issues to do specifically with English modules (and for which you may also, if you wish, stand as a student member!). See English handbook for details.

11.3. Feedback from Students

Besides the Student/Staff Committee, there are other mechanisms for making your opinions known about your degree programme as a whole and about individual modules.
• The mechanisms in Classics (Student Staff Committee, Board of Studies and Student Questionnaires) are outlined above, in section F, page 28.
• For issues specifically to do with the operation of your Classical Studies and English degree, contact Dr Skinner (Semester 1) or Dr Corcoran (Semester 2).

11.4. Classics and English Facilities

In addition to the Classics facilities described above (I: 1: 2, page 42), the School of English also has a range of facilities (library, societies etc.), including:

• Student Common Room (Percy Building, 1st floor);
• a networked PC computer cluster;
• audio-visual study facilities;
• an extensive range of videos available to students on film/TV modules (some held in the Philip Robinson library, some in the Percy building), and of audio tapes relating to poetry modules;
• EngSoc (the Literary Society).

Please see English handbook for full details.

11.5. Your timetable

Your main access to timetable information is by accessing your own individual timetable via the university website: URL http://www.ncl.ac.uk/timetable - follow the link 'Information for Students'. This site also provides a guide to deciphering the timetable (it can look a bit complicated at first!).

11.6. Aims and Objectives of the Degree Programme as a whole

Classical Studies and English has the following aims:

a to enable students to develop knowledge of and insight into the classical world, and the influence which that world has had on western culture;
b to enable students to develop knowledge of and insight into a wide range of literature written in English;
c to promote students' insight into and ability to analyse the interrelationships between literature written in English (and, optionally, other aspects of western culture) and the literature and other cultural products of the classical world;
d to foster students' intellectual and core skills and thus:
• to equip them for further, independent intellectual and personal development;
• to enhance their employability;
e to encourage students to approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding;
f to provide a programme:
• in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
• which promotes the study of the classical languages and provides the opportunity to pursue and apply that study.

The B.A. with Joint Honours degree in Classical Studies and English is meant for students whose interests range from the language and literature of Ancient Greece and Rome to literature written in English from the earliest times to the present day. These interests may range very widely indeed, as there are well over sixty different modules to choose from these degree programmes. In Classics, these include not only modules on Latin and Greek literature, whether studied in translation or in the original language, but also courses on ancient history, philosophy and material culture, as well as options exploring the influence of the Classical world in modern literature and culture. In English, there are modules not only on English literature of all kinds and from all periods, but also on American and post-colonial literature, on film, and on English language and linguistics. Students with prior experience of Latin or Greek can take the same language-based
options as those taking the Classics degree; those interested in starting either language can also take up Latin or Greek at beginners’ level.

The degree also makes sure that you explore the close relationship between the two parts of the programme, by requiring you to take the English module ‘Transformations’ in Stage One, exploring the influence of classical and biblical texts in English literature; and by asking you to write two individually supervised ‘Special Studies’ (one in your second and one in your third year [a dissertation]) on an aspect of classical influence in English literature.

The main aim of this degree, then, is to encourage you to read as widely as possible in English Literature and Classics — and related areas — but always with a view to the interrelationships between these two fields. In both sides of the degree, after the preparatory first-year stage, you will be expected to follow your own lead in the choice of modules which will not only be interesting and instructive in themselves, but also sharpen your powers of analysis and, where possible, comparison.

**Objectives/Learning Outcomes**

The degree programme in Classical Studies and English has the following objectives, in addition to those of Classics as a whole:

On successful completion of their studies, students will have:

a. acquired a knowledge of the ways in which the ancients, and English writers of various periods, thought about and presented their world in literary texts;

b. acquired a particular knowledge of aspects and periods of English literary studies in which classical influence is most apparent;

c. developed their skills of comprehension, analysis and interpretation of:
   - texts by classical authors and by authors writing in English and
   - aspects of visual culture (e.g. film, classical art and architecture);

d. developed the ability to relate such texts to their literary and historical context;

e. learned to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures, and developed skills and interpretative tools involved in assessing the influence of one culture upon another;

f. had the opportunity to study a diverse range both:
   - of texts from and disciplines concerned with the classical world; and
   - of genres and forms of discourse in the field of English literary studies, especially those in which classical influence is apparent,
   - and to specialise in areas of particular interest.

g. had the opportunity to explore the significance of the Classical tradition in western civilisation.

### 11.7. Aims and Objectives for each stage of your degree

**NB:** For the overall aims and objectives of the degree programme see section I: 11.6, page 66.

**Stage One Objectives**

When you have successfully completed Stage One, you should have

- if taking options in Greek or Latin: developed or further developed knowledge of the Greek or Latin language;
- if taking options in Greek or Latin: acquired skills in reading, translating and interpreting texts written in Greek or Latin;
- acquired skills of comprehension, analysis and interpretation of texts by classical authors and by authors writing in English, and the ability to relate such texts to their literary and historical context;
- broadened your knowledge of the ancient world and of English literature;
- begun to develop the habit of closely studying and analysing individual texts;
- begun to be able to apply the skills you have learnt to new material;
- developed and practised your skills of written and interpersonal/oral communication and presentation (through discussion/seminar groups provided);
and should have had the opportunity:

- to begin to explore the significance of the Classical tradition in western civilisation, and the relationship between classical and English literature.

Stage Two Objectives

When you have successfully completed stage two, you should have:

- **if taking options in Greek or Latin:** developed or further developed knowledge of the Greek or Latin language;
- **if taking options in Greek or Latin:** acquired skills in reading, translating and interpreting texts written in Greek or Latin;
- developed some awareness of the existence of different methodologies for approaching the ancient world, and of the ways in which these are connected;
- further broadened your knowledge of the ancient world and of English literature;
- acquired in-depth knowledge of and insight into a number of specific issues and/or subjects of your choice;
- begun to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures, and developed skills and interpretative tools involved in assessing the influence of one culture upon another;

also, you should have further developed and practised

- skills of comprehension, analysis and interpretation of texts by classical authors and by authors writing in English, and the ability to relate such texts to their literary and historical context;
- the ability to study closely and to analyse individual texts and/or artefacts, and the habit of doing so;
- the ability to apply the skills you have learnt to new material;
- your skills of written, interpersonal and oral communication and presentation;

and should have begun

- to be able to reach your own judgement about topics you have studied;
- to develop the skill to identify and solve problems.

Stage Three Objectives

When you have successfully completed stage three, you should of course have reached the general objectives of your programme (see I: 11: 6, page 67). In Stage Three in particular, you should have acquired:

- **if taking options in Greek or Latin:** developed or further developed knowledge of the Greek or Latin language;
- **if taking options in Greek or Latin:** acquired skills in reading, translating and interpreting texts written in Greek or Latin;
- more awareness of the existence of different methodologies for approaching the ancient world, and of the ways in which these are connected;
- further in-depth knowledge of and insight into a number of specific issues and/or subjects of your choice, and an awareness of the ways in which these are connected;

also, you should have further developed and practised

- skills of comprehension, analysis and interpretation of texts by classical authors and by authors writing in English, and the ability to relate such texts to their literary and historical context;
- the ability to study closely and to analyse individual texts and/or artefacts, and the habit of doing so;
- the ability to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures, and the skills and interpretative tools involved in assessing the influence of one culture upon another;
- the ability to apply the skills you have learnt to new material;
- your skills of written, interpersonal and oral communication and presentation;
- your skills in identifying and solving problems;
11.8. What are we expected to do at Stage One?

In Stage One many of the modules you will take are compulsory (SEL1003, SEL1004 and SEL1023); this is to ensure that you have a firm foundation to work from, and can make informed choices about your options, in Stages Two and Three (where you will have a much freer choice).

In addition to your formal modules, there will be three or four meetings with the Degree Programme Director and/or another relevant member of the teaching staff (currently either Dr Phillippo or Dr Stocks) across the year, arranged specifically for students on the Classics and English joint degree programme. You will be notified of a provisional time for these when we meet in Induction week, and the time will then be finalised with you via email once your tutorial group arrangements with English are fixed.

The purpose of these sessions, besides giving you the chance to meet together and discuss progress in your studies generally, is to get you thinking specifically about the links between Classical and English literature and culture, and to provide training and practice in some of the techniques involved in comparative literary analysis, in preparation for the Special Studies (dissertations) you will be writing in this field in Stages Two and Three. These sessions will centre on discussion of a particular work in the field of English literary studies which shows influence from the classical world, usually with reference to specific excerpts to provide a starting-point and focus for discussion.

For those taking module CAC1014 (Tragedy, Comedy and History), the assignment by which this module is assessed will include an option involving relating the set texts to modern English adaptations; the special sessions for your degree will provide valuable extra guidance if you choose this option (as you are strongly encouraged to do!).

Stage 1 Degree Structure

As in all stages, in Stage 1 students must take a total of 120 credits, while no more than 70 credits may be taken in any one semester.

For details, and the available modules, see the regulations at: http://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php

Assessment: Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4: 5, page 49.

11.9. What are we expected to do at Stage Two?

Welcome back!

Stage Two represents both a deepening and a broadening of your studies, with more emphasis on learning to work on your own, especially in the ‘Special Study’. You will be trying out the skills and approaches that you will need in the final year.

It is not too early to think about plans for what to do after graduating. You will have the opportunity to discuss career plans in your regular meetings with your personal tutor, and it may also be a good idea to look at the website of the University Careers Service: http://www.ncl.ac.uk/careers/

The most distinctive component of your Stage Two course is the 20-credit compulsory Special Study module ‘on an aspect of classical influence in English literature’ (CLA2099). This (and a further such study which you will do at Stage 3) has two aims: generally, to give you the opportunity to develop skills in researching and writing about a topic independently; more specifically, to help you focus on the close relationship between the two parts of your degree programme. See further below, under ‘Independent Study’ (Section I: 11.12).

In English, you then take between 40 and 60 credits (i.e. 2 or 3 modules) from the list of modules available. This may include a module with creative writing. In Classics, you choose from modules covering literature, philosophy, material culture, history, linguistic topics and ‘interdisciplinary’ topics such as historiography or
study of the classical tradition. You may also choose to begin study of Latin or Greek at beginners’ level, or to continue such study by taking more advanced options in either language.

**Independent Study: The Special Study etc.**

In Stage Two, you will be expected to do more independent study than in Stage One. This is most obvious in the Special Study assignment; but many other modules will also require you to pursue some topics independently. In your final year (Stage Three), this independent element will increase further.

What does ‘independent study’ imply? It certainly does not imply that you will have to do without any guidance (see below), but it does mean that you will gradually learn to work without detailed instructions, to find your own way in the secondary literature, and to form your own independent judgement.

To make sure that you do not feel ‘lost’, and that you keep going in the right direction, the following help is available:

**Modules, general**

In many Stage Two modules you will be required to research topics for yourself, in order to give seminar presentations and/or write essays whether assessed or unassessed. When giving out topics for seminars and written work, lecturers will normally provide clear instructions and guidelines (often in the form of a handout); always note and read these carefully, and ask the lecturer if there is anything which you are not sure about. You can call on the module leader for brief advice on specific points or general approach, although you should not expect anything like a private tutorial!

Sometimes, where seminar presentations are part of a module, they are designed to ‘feed in’ to a later piece of submitted work, and lecturers will aim to provide oral or written feedback on your seminar which should be helpful in completing the module’s assessed assignment.

**Special Study on an aspect of Classical influence in English literature (CLA2099)**

For details see the module handbook.

See, further, guidelines elsewhere in this handbook

- on essay/dissertation-writing: sections I: 5 and I: 6, pages 50-56;
- outside help and supervision: below section I: 11.12, page 72.

**Stage Two Degree Structure**

Stage Two students must take a total of **120** credits with **at least 40** in English Literature and **at least 40** in Classics (not counting the compulsory CLA2099); **no more than 70** credits may be taken in any one semester.

For details, and the available modules, see the regulations at:


**Assessment:** Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4.5, page 49.

**11.10. What are we expected to do at Stage Three?**

**Welcome back!**

Stage Three represents a further deepening of your studies, with even more emphasis on learning to work on your own, especially in the ‘Special Study’. You will be further developing the skills and approaches that you began to learn in Stages One and Three; Stage Three also allows you the greatest freedom of choice in your modules, as by now you should have a clear idea of your particular interests and strengths.

You will also want to continue to think about plans for what to do after graduating. You will of course have the opportunity to discuss career plans in your regular meetings with your personal tutor, and in Induction week there is a careers event run by the University Careers Service. It will also be useful to look at their website:

http://www.ncl.ac.uk/careers/
The most distinctive component of your Stage Three course is the 40-credit compulsory Special Study module (CLA3090) ‘on an aspect of classical influence in English literature’. Like the similar module which you took in Stage Two, this aims, generally, to give you the opportunity to pursue a topic of personal interest independently; and more specifically, to help you focus on the close relationship between the two parts of your degree programme. In your Stage Three Special Study, you are expected to apply the appropriate skills and approaches at a more advanced level than in Stage Two, and to show a higher degree of independence in your choice of topic and in planning your work. See further below, under ‘Independent Study’.

Otherwise, in English you take 40 credits, chosen freely from a range of periods and genres. If you have taken a creative writing module in Stage 2, you may work towards a dossier of your own work at Stage 3. In Classics, you again choose 40 credits from the range of modules available, with the option of beginning or continuing study of one of the classical languages.

**Independent Study: The Special Study etc.**

In Stage Three, you will be expected to do still more independent study than in Stage Two. This is most obvious in the Special Study assignment; but many other modules will also require you to pursue some topics independently. You are expected to develop further your skills of independent comparative study in the Stage Three Special Study on the Classics-English link, and have the further opportunity independently to pursue your own interests in other independent study modules.

What does ‘independent study’ imply? It certainly does not imply that you will have to do without any guidance (see below), but it does mean that you will gradually learn to work without detailed instructions, to find your own way in the secondary literature, and to form your own independent judgement.

To make sure that you do not feel ‘lost’, and that you keep going in the right direction, the following help is available:

**Modules, general**

In many Stage Three modules you will be required to research topics for yourself, in order to give seminar presentations and/or write essays whether assessed or unassessed. When giving out topics for seminars and written work, lecturers will normally provide clear instructions and guidelines (often in the form of a handout); always note and read these carefully, and ask the lecturer if there is anything which you are not sure about. You can call on the module leader for brief advice on specific points or general approach, although you should not expect anything like a private tutorial!

Sometimes, where seminar presentations are part of a module, they are designed to ‘feed in’ to a later piece of submitted work, and lecturers will aim to provide oral or written feedback on your seminar which should be helpful in completing the module’s assessed assignment.

**Special Study on an aspect of Classical influence in English literature (CLA3090)**

For details see the module handbook.

See, further, guidelines elsewhere in this handbook

- on essay/dissertation-writing: sections I: 5 and I: 6, pages 50-56;
- outside help and supervision: below section I: 11.12, page 72.

**Stage Three Degree Structure**

As in Stage Three, you must take a total of **120**: module CLA3090, the Special Study, plus **40 credits** in English Literature and **40 credits** in Classics, with **no more than 70 credits** per semester.

For details, and the available modules, see the regulations at:

[http://www.ncl.ac.uk/regulations/docs/2019/](http://www.ncl.ac.uk/regulations/docs/2019/)

**Assessment**: Assessment details can be found in the Module Catalogue; for the rules about passing your stage, see above section I: 4.5, page 49.
11.11. Assessment

The relevant sections of this Handbook give details of the overall procedure for your degree programme, which follows the School of History, Classics and Archaeology rather than the English pattern (in so far as there are differences): see above, sections I: 4, page 47.

However, at the level of individual modules, rules about e.g. submission deadlines and ‘handing-in’ arrangements may be different for modules taken in English, and you should check the rules laid out in the English handbook for these. If in any doubt, consult the School of English secretary or the module leader.

In general, remember that English-coded modules (SEL) must be submitted to the School of English Office and follow their procedures; Classics-coded modules (CAC, CAH, CLA, CAG; likewise any HIS or ARA modules you may take) must be submitted to the Office of the School of History, Classics and Archaeology, and follow their procedures.

11.12. Issues regarding written work and Independent Study Modules

Handing in drafts for Independent Study modules

It is important to take advantage of feedback mechanisms that are offered, and to take full account of any guidance and criticism to improve your work. Your supervisor provides general help and advice about content, structure and presentation of your work, but is not an editor or proof-reader.

For the Classics/English Special Studies (CLA2099 and CLA3090), you should not expect feedback on a complete draft. You may ask both your Classics and your English supervisors to comment on a sample section (or sections) of your work, not to exceed half (CLA2099) or one-third (CLA3090) of your final essay in total. The feedback they give on this is likely to yield several general points that you can and should apply elsewhere in your work, as well as covering the specific material included in the section submitted. There is also the opportunity for at least one joint feedback session with both your Classics & English supervisors during your dissertation.

Always make sure you take account of the feedback given on your essay plan especially as regards structure and organisation; you should discuss any changes you plan to make to this (and to content) with your supervisor to make sure you remain on the right track.

In terms of timing, the best way of submitting drafts will partly depend on your subject and on your supervisor (different staff members have different constraints on their time), but you must not, for instance, suddenly present the whole piece of work very near the deadline; also note that your supervisor will not necessarily be able to read work over the Christmas or Easter vacation. It is therefore very important that you agree clear arrangements with your supervisor at an early stage, to ensure that s/he can in fact give you the required support and read your material.

In this case as well as in others, supervisors have clear instructions regarding the nature of the help they are allowed to give. They may discuss with students the choice of topic and the general planning and structure of the work, and make suggestions for reading. They may discuss the argument, structure and presentation of a draft and make suggestions for improvement. They may answer any reasonable questions regarding either substance or presentation, and draw attention to weaknesses or errors, but they must not be expected either to prescribe a particular approach or to provide detailed proofreading; the final responsibility for both the content and the quality of presentation lies with the candidate. Supervisors will not normally ask you to bring back a draft for comment a second time, and you should not do this unless asked to (e.g. if there has been a complete change of topic or approach since the first draft, or a substantial new section has been added).

Length

For the dissertation (CLA3090) the word limit is 13,000. The word count for essays and assignments in other modules varies, so you should consult the specific Essential Module Information or Module Handbook for precise information. However, for each specified word count, the same guidelines as to how to calculate the word count apply: the word count includes footnotes, but excludes the bibliography.
For all Classics-coded modules (CAC, CAH, CLA, CAG), including dissertation modules, you must keep within + or – 5% of your specified word limit: you will be penalised if you go over or under the word count by more than 5%. For all modules within the School of English the equivalent is + or – 10%. In cases of doubt, always consult the Module Leader.

11.13. Essay and Dissertation Writing

Read the tips in I:5 pages 50-51 and see also the Style Guide in section I:6 pages 51-57.

12. Classics and Ancient History Prizes

If you do particularly well during your degree, either in your written work, in examinations, or both, you may win a prize. These are awarded at the end of each academic year. Here are those currently on offer:

- Junior Johnson Prize £300
- Hellenic Society Studentship – Professor Trevor Saunders Prize £100.00
- Classics 1st Year Student Prize £20.00
- Shipley Prize £200.00
- Senior Johnson Prize £300.00
- The Gertrude Bell Prize £100.00
## Appendices

### A. Marking Criteria

| UNDERGRADUATE GENERIC CRITERIA 1: GAINING KNOWLEDGE & SKILLS |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Mark                        | 0-34            | 35-39           | 40-49           | 50-59           | 60-69           | 70-79           | 80-100          |
| Class                       | Bad Fail        | Marginal Fail   | Third Class     | Lower Second    | Upper Second    | First           | Outstanding First |
| Evidence of range of material studied | Little or no evidence of having studied recommended materials | Evidence of having studied a very narrow range of materials. | Evidence of having studied a narrow range of materials. | Evidence of having studied a reasonable range of recommended materials | Evidence of having studied a wide range of recommended materials | Evidence of having studied material beyond that recommended for the module | Ambitious in range of material used. |
| Accuracy                    | Highly inaccurate | Considerable elements of inaccurate material | Some accurate material | Reasonable level of accuracy shown | Good level of accuracy shown | Showing a very high level of accuracy | Showing a very high level of accuracy |
| Technical Competence        | Little or no technical competence demonstrated | Basic technical competence in a small number of simple areas | Demonstrating basic technical competence in some areas | Demonstrating a reasonable level of technical competence | Demonstrating a good level of technical competence | Demonstrating a high level of technical competence | Demonstrating a very high level of technical competence |

| UNDERGRADUATE GENERIC CRITERIA 2: RATIONALISATION |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Mark                        | 0-34            | 35-39           | 40-49           | 50-59           | 60-69           | 70-79           | 80-100          |
| Class                       | Bad Fail        | Marginal Fail   | Third Class     | Lower Second    | Upper Second    | First           | Outstanding First |
| Relevance of material used  | Material used is irrelevant | Little relevant material used | Some relevant material used | Largely uses relevant material | Material used is directly relevant | Able to draw on relevant material from outside the module | Able to draw on relevant material from outside the module |
| Use of evidence             | No or very little evidence used | Limited use of evidence | Limited range of appropriate evidence used | Reasonable range of appropriate evidence used | Wide range of appropriate evidence used | Wide range of well-chosen evidence skilfully used. | Wide range of well-chosen evidence skilfully and confidently used. |
| Quality of argument         | No or very weak argument | Incomplete or patchy argument | Basic argument | Simple but effective argument | Reasonably complex argument | Complex arguments | Sophisticated and cogent argument |
| Organisation and structure  | Structure is weak or lacking | Uses an inappropriate or incomplete structure | Uses a simple but appropriate structure | Uses an appropriate structure | Uses a good structure | Coherently structured | Coherently structured |
| Showing understanding       | No or very little understanding shown | Limited understanding of basic concepts shown | Understanding of basic concepts shown | Understanding of some complex concepts shown | Good understanding of a majority of complex concepts shown | Excellent deep understanding of complex concepts shown | Sophisticated, perceptive and deep understanding of complex concepts shown |
NOTE: All students are expected to communicate their answers clearly, in good English and in exams written legibly.
### B. Relevant Links

**Overview:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/](http://www.ncl.ac.uk/ltds/governance/modules/dph/)

#### Section A:
- **Introductory Information:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/)
- **Key Dates:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/dates/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/dates/)
- **University Timetables:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/timetable/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/timetable/)
- **Student Charter and Offer:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/)
- **Attendance:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/attendance/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/attendance/)
- **Student Self-Service Portal (S3P):** [http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/s3p/](http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/s3p/)

#### Section B:
- **Degree Programme and Module Information:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/](http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/)

#### Section C:
- **Student Support:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/)
- **Personal Tutoring:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/)
- **Peer Mentoring:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/)
- **Student Services (King’s Gate):** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/studentservices/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/studentservices/)
- **Student Advice Centre:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/advicecentre/](http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/advicecentre/)

#### Section D:
- **What to do if things go wrong:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/)
- **Illness and PECs:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/pec/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/pec/)
- **Change of Circumstances:** [http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/)
- **Complaints and Appeals:**
Section E:

- Assessment and Feedback: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/)
- Coursework Submission/Late Submission: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/submission](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/submission)
- Exams: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/exams](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/exams)
- Feedback: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/feedback](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/feedback)
- Marking and Moderation: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/markingmoderation](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/markingmoderation)
- Assessment Irregularities/Disciplinary Procedures: [http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities](http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities)

Section F:

- Student Representation and Feedback: [http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/](http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/)
- Module Evaluations: [http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/](http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/)
- External Surveys: [http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/externalsurveys/](http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/externalsurveys/)
- Student Representation: [http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/studentrepresentation/](http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/studentrepresentation/)

Section G:

- Ensuring the Quality of Your Degree: [http://www.ncl.ac.uk/ltds/governance/modules/dph/ensuringquality/](http://www.ncl.ac.uk/ltds/governance/modules/dph/ensuringquality/)

Section H:

- [http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/R](http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/R)