School of History, Classics & Archaeology

MA Classics and Ancient History

Degree Programme Handbook
2019 – 2020
## Contents

**SECTION A: INTRODUCTORY INFORMATION** ......................................................... 4
1 Welcome Message ......................................................................................... 4
2 Summary of Programme Commitments .......................................................... 5
3 Key Dates ........................................................................................................ 5
4 University Timetables .................................................................................. 6
5 The Student Charter ..................................................................................... 6
6 Attendance ...................................................................................................... 7
7 Student Self Service Portal (S3P) ................................................................. 8

**SECTION B: DEGREE PROGRAMME & MODULE INFORMATION:** ..................... 8
1 Overview and Important Definitions ................................................................. 8
2 Degree Programme Aims, Specifications and Regulations ............................ 9
3 Modules and Module Choice ....................................................................... 12
4 Teaching and Contact Hours ...................................................................... 12
5 Graduate Skills Framework ......................................................................... 12

**SECTION C: STUDENT SUPPORT** ................................................................... 13
1 Personal Tutoring ......................................................................................... 13
2 Other Sources of Support in Your School ...................................................... 14
3 Student Services (King’s Gate) .................................................................. 15
4 Student Advice Centre ................................................................................ 15

**SECTION D: WHAT TO DO IF THINGS GO WRONG** ...................................... 16
1 If You Are Ill or Away from the University for Personal Reasons ................ 16
2 Personal Extenuating Circumstances ............................................................. 16
3 Change of Circumstances (Transfer, Suspend Studies or Withdraw) .......... 18
4 Complaints and Appeals ............................................................................. 18

**SECTION E: ASSESSMENT AND FEEDBACK** .................................................. 20
1 Coursework Submission .............................................................................. 20
2 Turnitin and Plagiarism .............................................................................. 21
3 Late Submission of Assessed Work ............................................................... 23
4 Examinations .............................................................................................. 23
5 Feedback on Assignments and Examinations ............................................. 24
6 Marking Criteria ......................................................................................... 24
7 Marking and Moderation Processes ............................................................ 26
8 How Assessment Affects Your Progress .................................................... 26
9 Assessment Irregularities and Disciplinary Procedures ............................. 26

**SECTION F: STUDENT REPRESENTATION AND FEEDBACK** ......................... 27
1 Overview ...................................................................................................... 27
2 Module and Stage Evaluations .................................................................. 28
3 National Surveys ........................................................................................ 28
4 Student Representation on Committees ....................................................... 28
5 Postgraduate Forum (PGF) ......................................................................... 29

**SECTION G: ENSURING THE QUALITY OF YOUR DEGREE** ......................... 30
1 Mechanisms for Ensuring the Quality of Your Degree ............................... 30

**SECTION H: RESOURCES** ............................................................................. 31
1 Tools for Study and Revisions ..................................................................... 31
2 University Library ........................................................................................ 31
3 Writing Development Centre ..................................................................... 33
4 INTO Newcastle In-Sessional English ......................................................... 34
5 Computing Facilities .................................................................................. 34
6 Careers Service .......................................................................................... 34
MA Classics and Ancient History Handbook 2019 - 2020

7 School Specific Resources (including funding for research) ........................................35
8 Health and Safety ........................................................................................................35
9 Additional Contact Information ....................................................................................37
APPENDIX A ......................................................................................................................40
Style Guide .......................................................................................................................40
APPENDIX B ......................................................................................................................44
   Explanation of the School-wide marking policy for written work, 2017/18 ............44
APPENDIX C ......................................................................................................................45
   Study Abroad Exchanges ..............................................................................................45
SECTION A: INTRODUCTORY INFORMATION

1 Welcome Message

A very warm welcome to the MA in Classics and Ancient History.

This Handbook is designed to provide you with all the information that you will need concerning your Degree Programme together with some useful information about Postgraduate life in the School of History, Classics & Archaeology. It also introduces members of staff in the Classics and Ancient History Section.

As a postgraduate student, you have joined a community of over 100 full and part-time students in the School of History, Classics & Archaeology at Newcastle – whose interests range across Classics, Ancient History, History, and Archaeology. Much of the stimulus to academic research comes from informal discussions you may have with fellow postgraduates and academic staff, whether during the working day or at the wide variety of school events that take place throughout the year. You will be sent weekly updates advertising forthcoming postgraduate events, which you are strongly encouraged to attend, including the Postgraduate Forum and its highly successful annual Conference, together with social events open to all postgraduate students in the School of History, Classics & Archaeology such as the Public Lecture Series which brings distinguished scholars and broadcasters to Newcastle. For these and for other matters, please check your university email on a daily basis in order to ensure that you don’t miss out!

As a member of our research community you have the opportunity to participate (i.e. attend) the Classics and Ancient History Seminars at which leading academics from both the UK and abroad present papers relating to their current research on a roughly weekly basis during term-time. It is an important part of your intellectual development to learn about a wide range of research areas and time periods as well as following your specialist interests. Learning how to both formulate and ask questions - regardless of whether you are familiar with the material/period - is itself a core skill. Much like other School Research Seminars, which you are warmly encouraged to attend, the Classics and Ancient History Seminars are also a valuable opportunity for you to meet and engage with senior academics in a friendly and relaxed setting. Wine/non-alcoholic alternatives are usually available both prior to and after the paper during the Q&A session that follows, and you have the option of attending a dinner with the speaker afterwards too.

I wish you all the very best for your time with us and look forward to working with you over the coming weeks and months.

Dr John Holton

0191 208 3132 john.holton@ncl.ac.uk
2 Summary of Programme Commitments

Average number of contact hours for this stage / programme: page 12

Mode of delivery: Page 11

Normal notice period for changes to the timetable, including rescheduled classes: Page 6

Normal notice period for changes to the curriculum or assessment: Page 23

Normal deadline for feedback on submitted work (coursework): Page 23

Normal deadline for feedback on examinations: Page 23

Assessment methods and criteria: Page 24

Academic guidance and support: Page 13

3 Key Dates

Semester and Term Dates:

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Monday 23 September 2019</th>
<th>Friday 13 December 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term</td>
<td>Monday 6 January 2020</td>
<td>Friday 27 March 2020</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 27 April 2020</td>
<td>Friday 12 June 2020</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 23 September 2019</td>
<td>Friday 24 January 2020</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 27 January 2020</td>
<td>Friday 12 June 2020</td>
</tr>
</tbody>
</table>

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 as a 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.

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.
4 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.

5 The Student Charter

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 https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/

The Statement of the Taught Postgraduate Offer provides additional explanation about what the University offers postgraduate taught students, our philosophy and commitment. The statement is available here: http://internal.ncl.ac.uk/ltds/assets/internal-documents/2017-08-01_NU_taught_postgraduate_offer.pdf (note you must be logged on to read this).

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

### 7 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/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/)

You can log on here: [https://s3p.ncl.ac.uk/login/index.aspx](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.**

### SECTION B: DEGREE PROGRAMME & MODULE INFORMATION:

#### 1 Overview and Important Definitions

This section provides information specific to your degree programme. It is important that 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 (with the exception of those undertaking the module HCA8000, for whom it will be 190 credits – see below, ‘The structure of your degree’). 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/

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/

2 Degree Programme Aims, Specifications and Regulations

Most of the information about the programme will be available in the programme specification. A digest of this information useful to students should be provided to ensure that the following areas are covered (in addition to a cross reference to the complete programme specification available on the web – these can be found at the web site:

Programme aims:

1 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of Classics and Ancient History;
2 To provide a programme which is responsive to the research training requirements of the AHRC;
3 To provide a programme where the focus is on advanced study and training, where students are expected to gain the research skills and knowledge to enable them to progress to academic research in Classics and Ancient History at PhD level, or to enter the workplace in a variety of professions, where high levels of skill such as literacy, research and project management are required;
4 To expose students to the active research culture of the Classics and Ancient History section but also the School of History, Classics and Archaeology more broadly (particularly via the pathway-specific specialisms CAC8009 and CAC8011), including structured opportunities for student participation in that culture;
5 To provide access to Higher Education to students from a variety of educational backgrounds, and to provide a bridge to further postgraduate qualifications;
6 To provide a programme that meets the requirements of a Master’s level qualification as defined by the Framework for Higher Education Qualifications;
7. To provide a programme that conforms to University policies and to QAA codes of practice.
8. To enable students to develop skills and knowledge in a specific field of Classical
research through providing specialized pathways (Classics or Ancient History, as detailed in the Degree Programme Regulations) designed to support student practice in these fields.

**Learning Outcomes**
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas (see Programme Specification for full list of outcomes).

These outcomes build on those typically expected of graduates from undergraduate programmes in Classics and Ancient History (QAA Subject Benchmark Statement, Classics and Ancient History, 2014), though they remain open to and cognate with those from related fields and equivalent degrees.

The national subject benchmarks can be found at:
[https://www.qaa.ac.uk/quality-code/subject-benchmark-statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)

**The structure of your degree**
Details of the delivery, the timetables, etc., will be given at the start of Semester 1.

All students taking the MA in Classics and Ancient History must take 180 credits.

One year full time or two years part time.

180 credit programme (or 190 if taking HCA8000 – see below), with two pathways:

Compulsory modules for both pathways:
- CAC8000: Research Skills and Dissertation Training (20 credits)
- CAC8110: Ancient Cultures in Context (20 credits)
- CAC8090: Dissertation (60 credits)

Compulsory modules for Ancient History pathway:
- CAC8011: The Writing of History (20 credits)
- 20 credits of language modules

Compulsory modules for Classics pathway:
- CAC8009: Performance and Text (20 credits)
- 40 credits of language modules

Optional modules for both pathways:
- CAC8106/8107: Independent Research Project 1/2
- CAH8016: Graduate Seminar in Greek Archaeology
- Plus a range of ARA-coded options (offered by Archaeology)
- Plus other modules, subject to availability

NB. That the 10-credit School-wide module HCA8000 (Independent Study with Language) will also be undertaken by students enrolling in 40 credits of language modules at lower than FHEQ Level 7; in such circumstances, the total number of completed credits for the programme will be 190.

**Regulations**
You are responsible for making yourself familiar with the official University and Faculty regulations; see: [http://www.ncl.ac.uk/regulations/docs/](http://www.ncl.ac.uk/regulations/docs/).
The most up-to-date version of the Degree Programme Regulations can be found on the following link:
Mode of delivery:
The programme is normally delivered in ‘full time’ mode and fits within the University’s standard pattern of terms and semesters.

Normal notice period for changes to the curriculum or assessment:
Changes after you register for the academic year are rare and are generally unavoidable. Wherever possible at least a month’s notice will be provided.

Compulsory modules for ALL

- CAC8000 Research Skills and Development
- CAC8110 Ancient Cultures in Context
- CAC8090 Dissertation

Compulsory language module or modules

You take one of the following modules or combination of modules, depending on your choice of Greek or Latin and your level in that language on entry.

- CAG1001 Beginners Greek in Action 1
  CAG1002 Beginners Greek in Action 2
- CLA1001 Beginners Latin in Action 1
  CLA1002 Beginners Latin in Action 2
- CAG1011 Intermediate Greek Language and Literature 1
  CAG1012 Intermediate Greek Language and Literature 2
- CLA1011 Intermediate Latin Language and Literature 1
  CLA1012 Intermediate Latin Language and Literature 2
- CAG2001 Level 2 Greek: Interpretation of Texts
  CAG3002 Level 2/3 Greek: Special Study Stage 3
- CLA2001 Level 2 Latin: Interpretation of Texts
  CLA3002 Level 2/3 Latin: Special Study Stage 3
- CAG3001 Level 3 Greek: Interpretation of Texts
  CAG3002 Level 2/3 Greek: Special Study Stage 3
- CLA3001 Level 3 Latin: Interpretation of Texts
  CLA3002 Level 2/3 Latin: Special Study Stage 3
- CAG8002 MA Greek: Special Study
- CLA8002 MA Latin: Special Study

Compulsory modules for Classics ‘Pathway’ students

- CAC8009 Performance and Text
Compulsory modules for Ancient History ‘Pathway’ students

- CAC8011 The Writing of History

Optional modules

You take optional modules to the value of 20 credits.

- CAH8016 Graduate Seminar in Greek Archaeology
- CAC8106 Independent Research Project 1
- CAC8107 Independent Research Project 2

Plus a range of modules from archaeology, as detailed in Degree Programme Regulations.

3 Modules and Module Choice

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 https://www.ncl.ac.uk/module-catalogue/modules.php). 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 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.

4 Teaching and 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), but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

Most of the teaching for the MA in Classics and Ancient History will take place in small groups, or individually. You will be given specific details by your module leaders, and a tour of the School, as part of your induction.

5 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/).

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/) and in information about your modules in the module catalogue (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.

SECTION 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), 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 at least twice during Semester 1 of your first year and then at least once a semester after that. 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're unhappy for any reason (e.g., if you have a male personal tutor and would feel more comfortable with a female one). You don't have to give any reasons for changing your tutor. Your School will be able to explain the procedures for changing your tutor.

For postgraduate taught students, the ePortfolio system will record the offer of a meeting by your personal tutor. All tutor meetings with taught students will be recorded through ePortfolio (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). The record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take 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 personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can't help you if you don't 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 will 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 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 he/she may point you in the direction of other people in the School.

The **Degree Programme Director (DPD)** is responsible for the structure, content and standards of your degree programme. His/her 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. He/she also acts 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 focuses on supporting students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

**Degree Programme Director & Personal Tutor**

The DPD is Dr John Holton. He will provide advice on research and training, and advise you regarding extensions or the application for an extension to the deadline for dissertation submission. He is also a source of advice on dissertations, though briefings and workshops on the dissertation will also take place at three points throughout the year.

**Postgraduate Support Officer**

Your first point of contact for any queries relating to administrative matters is the School Office, 0191 20 87844/86609 or the Postgraduate Support Officer, Mrs. Sandra Fletcher, School office (First floor, Armstrong Building, main campus): 0191 20 87844, sandra.fletcher@newcastle.ac.uk.

**Members of Academic Staff 2019-20:**

- Dr Simon Corcoran (on leave Semester 1)
- Dr David Creese (on leave all year)
- Dr Matthew Haysom
- Dr John Holton
- Dr Stephanie Holton
- Dr Micaela Langellotti (on leave Semester 1)
- Dr Franco Luciani (Semester 1 only)
- Dr Ivan Matijasic
- Dr Don Miller (on leave all year)
- Dr Susanna Phillippo
- Dr Thomas Rütten
- Prof. Federico Santangelo (on leave all year)
- Dr Joseph Skinner
- Dr Rowland Smith
- Dr Claire Stocks (on leave Semester 1)
- Dr Athanassios Vergados
- Dr Sally Waite
- Dr Anke Walter
- Prof. Jakob Wisse

Most staff members have offices on the first or second floor of the Armstrong Building. For biographies of academic staff, please see the following link: [http://www.ncl.ac.uk/hca/staff/](http://www.ncl.ac.uk/hca/staff/)
The Programme Director for Research Degrees in Classics and Ancient History is Dr Matthew Haysom (matthew.haysom@ncl.ac.uk). The PGR director may be consulted about any aspect of postgraduate study in Classics, such as any interest you may have in subsequent research (MLitt, MPhil or PhD).

Module Leaders
Module Leaders are in charge of delivering the academic content of each module: they are the first person to contact if you have any problems or queries about a specific module.

Director of Excellence in Learning & Teaching (DELT)
The Director of Excellence in Learning & Teaching (DELT), for the School of History, Classics & Archaeology is Dr James Gerrard (james.gerrard@ncl.ac.uk), who also chairs the main administrative committees for postgraduate taught degrees in the School.

Senior Tutor
The Senior Tutor for PGT Programmes is Dr Joe Lawson (joseph.lawson@ncl.ac.uk).

Head of School
The Head of School is Professor Helen Berry (helen.berry@ncl.ac.uk).

3 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 Customer Services Advisers 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 (if reading electronically, you will need to cut and paste this URL into your browser)

There are a number of services available; the key services are explained here

4 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
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: https://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.

SECTION D: WHAT TO DO IF THINGS GO WRONG

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 obtain 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 as 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 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.

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 carefully read 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/) 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, make an appropriate adjustment. 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)
- 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.
viii. Holidays, house moves, sporting or other social commitments.
xi. Known employment or financial responsibilities.

x. 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/

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 Director 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, a member of staff or another student within the University. The procedure applies to all formal 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.

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.
1 Coursework Submission

Two copies of each piece of work should be submitted to the Submission work slots which are located outside room 1.04, 1st Floor Armstrong Building by 12 noon on the day specified by the module leader. You must fill out and attach a cover sheet which you will find outside room 1.04, in the Library space, 1st Floor Armstrong Building. Submit your work for plagiarism. You must also submit your assignment through Turnitin by 12 (noon).

Never write your name on any piece of work that you hand in since all work is marked anonymously - but DO type your student number on your work. Please make sure you paginate your written work (i.e. add page numbers, preferably at the foot of each page).

All work is fully doubled marked with the exception of some of the research training modules, in these cases the Postgraduate Support Officer will select a sample for moderation following first marking.

The School appoints External Examiners who scrutinize our marking procedure, and ensure that our marking policies are adhered to. Scripts are marked and returned within 20 working days. You will receive one copy back of your work with feedback and final mark. The other copy will be retained by the School Office.

You are advised to discuss your work with your module leader before writing a piece of assessed work. You will receive detailed written feedback on your work, and if you would like further feedback after the return of scripts please speak to your module leader.

Guideline on how to use Turnitin will be available from the School Office.

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 (e.g., through Blackboard, NESS, or in hard copy). Before submitting, make sure that you know exactly how to submit and if you need to submit multiple copies – this is especially important if you are taking modules in different Schools!

Changes in coursework submission deadlines maybe made once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change. All module deadlines will be published in the relevant module handbook and will appear on Blackboard in the School of History, Classics & Archaeology Community section. A list of deadlines will also be displayed in the lobby area outside the School teaching rooms.

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

Word Count

The word count for essays and dissertations varies depending on the module, so you should consult the specific Essential Module Information form or 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.
Please keep within + or – 5% of your word limit: you will be penalised if you go over by more than 5%. Your title page should include the word count. Work that falls short by more than 5% may be considered short measure by examiners.

For dissertations the word count also excludes the prefatory material: title page, table of contents, acknowledgements page (optional) and abbreviations list (optional). Calculating and verifying the word count: the word count should be conducted on the main body of the text, excluding prefatory material and bibliography.

**Dissertations**

Dissertations – Submitting Sample of Work for Reading in Advance of Submission: Please note that it is School policy that dissertation supervisors for PGT programmes should read no more than 25% of the dissertation in advance of submission.

Dissertation Submission - Your dissertation word limit is 14,000 and the deadline will be 12 (noon) Friday 28th August 2020. You will have to submit two hard copies (spiral bound or similar) and you must also submit through Turnitin.

**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 source.

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.

**What is plagiarism?**

Academic writing involves a number of conventions that you as a student must learn to adopt and follow as early as possible in your degree course. The single most important convention is the acknowledgement of all sources of information that you use in assessments, especially coursework. You only have to look at an academic book or journal article to see that references and a bibliography are always included; if they are not, you can be confident that you are not reading an academic work.

The word ‘plagiarism’ is simply a technical term for using other people’s work without giving them credit. Whether it is done accidentally or deceitfully is not relevant because in either case it breaks the convention explained in the previous paragraph. When plagiarism is detected it will be punished, at the very minimum by low marks that reflect the fact that you have not presented a piece of work that is entirely your own. It can also lead to disciplinary action. Remember that you will probably want your tutor to write a reference for you when you are looking for a job. Many employers use standard reference forms including the question: ‘Have you ever had occasion to doubt the honesty or integrity of the applicant?’ Clearly, if you have submitted coursework that includes unattributed quotations or facts that lack references, the answer will have to be
'yes'.

**Definitions of plagiarism**

Plagiarize (or plagiarise): ‘1 take and use (the thoughts, writings, inventions etc. of another person) as one’s own. 2 pass off the thoughts etc. of (another person) as one’s own’

*Concise Oxford Dictionary 1990*

...the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in examination scripts as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another’s work.

Newcastle University, Procedure for Assessment Irregularities: Introduction 2.

Plagiarism is using the work of others without acknowledging your source of information or inspiration. ... Even if you change words or sentences you have "borrowed" or put them in a different order, the results are still plagiarism. Plagiarism is treated very seriously, and plagiarised work is usually disqualified.


Copying another person’s work, if it were the work of another student, would be cheating and would obviously be unacceptable. Similarly, taking extract from books or other published work and then presenting the words as your own is plagiarism (stealing thoughts) and this too is unacceptable.

*Barrass R, Study! 2002: 112*

What are the implications?

The most effective way of avoiding suspicions of plagiarism is to make full use of the well-established conventions for referencing your written work (instructions are given in a separate section of this handbook).

- give each idea or piece of evidence drawn from a published source a precise reference (author, year: page number, with full details of the source in your bibliography)
- enclose short quotations in inverted commas and place longer ones into indented paragraphs; in both cases follow them with precise references (for example see the definitions quoted above)
- when using documents downloaded from the Internet or scanned into electronic form, print them out and summarise the information you need in your own words: NEVER paste electronic text into your work and then attempt to modify it.

If you reference your work thoroughly, it will be much easier for whoever is marking it to see that you are capable of using a range of sources and evaluating them. It is permissible to use phrases such as ‘My own conclusion is’ or even ‘I think’ to draw attention to your own original ideas as long as you support them with clearly documented
arguments and evidence. You will normally gain high marks for producing work that shows an ability to evaluate information and draw conclusions from it (see marking criteria explained elsewhere in this handbook).

3 Late Submission of Assessed Work

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 and 50 for postgraduate programmes). 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.

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 NUI has confirmed a University-wide computer failure).

4 Examinations

University exam period dates are available on the Exams & Awards web pages (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 your 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

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
5 Feedback on Assignments and Examinations

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, 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.
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.

6 Marking Criteria

The marking Criteria used as part of this programme follow that typical in the British Higher Education System and use both percentage marks and classes. Please study the marking criteria carefully both when preparing your submissions and when reviewing your work alongside the markers’ comments.

You will notice that a mark of above 50% is required for a pass at master’s level. A Merit of between 60% and 69% is a very worthy score. A mark of above 70% is awarded a Distinction; this is considered to be a very high mark. It is relatively rare, but not altogether uncommon, at MA level for candidates to produce publishable work ‘worthy of dissemination’; this would receive mark of over 80%.

It should be noted by students particularly from overseas (e.g. USA and Canada) that the marks you receive may be substantially lower than those you have become used to in your home country. Please keep the marking criteria for this programme in mind when reviewing feedback on your work. If you have any questions please speak to your Module Leader or the Degree Programme Director.
<table>
<thead>
<tr>
<th>Standards / Mark</th>
<th>0-34</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Very Bad fail</td>
<td>Bad Fail</td>
<td>Fail</td>
<td>Reasonable</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>Gaining knowledge &amp; skills</td>
<td>Range of material studied</td>
<td>Little or no recommended materials</td>
<td>Very narrow range of recommended materials</td>
<td>Narrow range of recommended materials</td>
<td>Reasonable range of recommended materials</td>
<td>Wide range of recommended materials</td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
<td>Highly inaccurate</td>
<td>Considerable elements of inaccurate material</td>
<td>Some accurate material</td>
<td>Reasonable accuracy</td>
<td>Good level of accuracy</td>
</tr>
<tr>
<td></td>
<td>Technical competence</td>
<td>Little or none</td>
<td>Basic, in a small number of simple areas</td>
<td>Basic, in some areas</td>
<td>Reasonable level</td>
<td>Good level</td>
</tr>
<tr>
<td>Rationalisation</td>
<td>Relevance of material used</td>
<td>Material irrelevant</td>
<td>Little relevant material</td>
<td>Some relevant material</td>
<td>Largely relevant</td>
<td>Directly relevant</td>
</tr>
<tr>
<td></td>
<td>Use of evidence</td>
<td>None or very little</td>
<td>Limited use</td>
<td>Limited range of appropriate evidence</td>
<td>Reasonable range of appropriate evidence</td>
<td>Wide range of appropriate evidence</td>
</tr>
<tr>
<td></td>
<td>Quality of argument</td>
<td>None or very weak</td>
<td>Incomplete or patchy</td>
<td>Basic</td>
<td>Simple but effective</td>
<td>Reasonably complex</td>
</tr>
<tr>
<td></td>
<td>Organisation and structure</td>
<td>Weak or lacking</td>
<td>Inappropriate or incomplete</td>
<td>Simple but appropriate</td>
<td>Appropriate</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Critical analysis</td>
<td>None</td>
<td>None</td>
<td>Largely descriptive, v. little critical comment</td>
<td>Small amount of simple critical analysis</td>
<td>Some good critical analysis</td>
</tr>
<tr>
<td></td>
<td>Independent and original thought in pulling disparate ideas into a coherent whole</td>
<td>Unable to marshal ideas and establish linkages</td>
<td>Limited ability to marshal ideas; no ability to establish linkages</td>
<td>Basic ability to marshal ideas; few linkages</td>
<td>Reasonable ability to marshal ideas; some linkages</td>
<td>Good ability to marshal ideas; a few original linkages</td>
</tr>
<tr>
<td>Care taken in presentation</td>
<td>Very poor</td>
<td>Insufficient care taken</td>
<td>Some care</td>
<td>Reasonable care taken</td>
<td>High level of care</td>
<td>Excellent care taken</td>
</tr>
<tr>
<td>Care taken in acknowledgement of sources</td>
<td>Very poor</td>
<td>Insufficient care taken</td>
<td>Some care</td>
<td>Reasonable care taken</td>
<td>High level of care</td>
<td>Excellent care taken</td>
</tr>
<tr>
<td>Appropriateness of communication for designated audience</td>
<td>Takes no account of audience</td>
<td>Takes little account of audience</td>
<td>Takes some account of audience</td>
<td>Takes reasonable account of audience</td>
<td>Takes good account of audience</td>
<td>Carefully designed to meet needs of audience</td>
</tr>
<tr>
<td>Application of technical skill</td>
<td>Very little</td>
<td>Weak</td>
<td>Basic level</td>
<td>Reasonable</td>
<td>Good</td>
<td>High level</td>
</tr>
<tr>
<td>Fluency and clarity of expression</td>
<td>Unclear and lacking in fluency</td>
<td>Largely unclear and lacking in fluency</td>
<td>Clear in some places, but lacking fluency</td>
<td>Clearly expressed in some places with some fluent elements</td>
<td>Majority of work clearly expressed in fluent language</td>
<td>All clearly expressed in fluent language</td>
</tr>
<tr>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
<td>Worthy of dissemination</td>
</tr>
</tbody>
</table>
7 Marking and Moderation Processes

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 Examiner 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:
http://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 examinations. Re-sit exams are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year.

9 Assessment Irregularities and Disciplinary Procedures

Faculty Education Committee Agreed

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 University’s code of conduct. More information is available here: http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm. This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, criminal offences, etc.)

SECTION 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’s important that you take surveys and opportunities seriously and give your honest opinion. It is also important that you provide specific examples of what’s 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, considering the issues or successes rather than 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/you saidwedid/).
2 Module and Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation for each module you take. These evaluations are used to find out about your experiences, assess the positive features of a module, and identify anything that could be improved in the future. You will be asked questions about the structure and content of the module as well as about the lecturers and/or tutors involved. Module evaluations will be tailored by the School so that they are appropriate for the specific module.

It’s 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 (don’t say anything offensive about a person involved on the module). It also helps if you suggest solutions – we will take these seriously!

You will receive a link to the module evaluations through email, and you can then complete the survey online and anonymously. You will find links to your module 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 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 national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey.

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 eLearning students. 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.

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 studentssurveys@ncl.ac.uk.

4 Student Representation on Committees
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 Voice Committee (SVC)** on their behalf.
- The SVC 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/](https://www.nusu.co.uk/yourvoice/reps/)

**Postgraduate Board of Studies**
The Postgraduate Board of Studies is the formal decision-making body in the School that deliberates upon all matters relating to the History postgraduate degree programmes, monitors quality of teaching and skills training, and reviews student progress and results. All staff involved in PG teaching are members of the Board. Student representatives from the Student-Staff Committee also sit on this Board, and represent the views of full-and part-time students from all PG degree programmes. It usually meets at least once per semester.

**Student Voice Committee**
The PG SVC exists to foster and improve communication between staff and postgraduate students in the School, and to raise matters of mutual concern, with the aim of improving the quality of our teaching and learning, and the environment in which it is conducted. This includes degree programmes, facilities, and types of teaching. It meets regularly during the academic year, and the minutes are emailed to all Postgraduate students once finalised. This Committee also reports to the Board of Studies. Representatives’ names and contact details are also displayed on the Postgraduate noticeboard in the main School reception area, and you are encouraged to raise with them any matters that you wish to have represented at this Committee. You are also encouraged to consider serving on the Student-Staff Committee, in order to maintain good representation of students’ views and foster the best communication between staff and students. Student reps are elected annually – one person will be needed to represent Classics & Ancient History. Details can be obtained from the Postgraduate Support Officer on how to apply.

**5 Postgraduate Forum (PGF)**

The purpose of PGF is to provide a means for postgraduates in the School to publish their research. Work submitted for publication is published in an electronic journal that is issued annually. The e-journal aims to provide postgraduates with the unique opportunity to publicise their work to the wider academic and public communities. We believe that exciting new research deserves an audience, and we aim to provide the stage. The PGF also holds an annual conference to afford students the opportunity to promote their work. The aim is to provide the chance for postgraduates to gain experience of giving papers at
a conference, while doing so in a supportive and sympathetic audience. We hope that this will
give researchers the opportunity to open their research to a wider community as well as
providing public speaking experience and the chance to meet fellow postgraduates from across
the north east. The conference concludes with a wine reception and a social evening.
The Postgraduate Forum is an Oxford Journals-sponsored member of the Association of
Learned and Professional Society Publishers (ALPSP): The Postgraduate Forum, School of
History, Classics and Archaeology, Newcastle University, Newcastle NE1 7RU,
https://www.societies.ncl.ac.uk/pgfnewcastle/

SECTION G: 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 Schools are asked to comment on
what went well and what could be improved (and to provide evidence) regarding
programmes. Schools are also required to develop an action plan that lists new projects and
activities to improve a 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. More for information,

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 in their expert judgement that 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.

External Examiners:
Classics: Dr Lyndsay Coo, University of Bristol
Ancient History: Dr Shaun Tougher, University of Cardiff
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).

**SECTION H: RESOURCES**

1 **Tools for Study and Revisions**

**Blackboard:**

Information on your modules is also available on Blackboard which all students are able to log on to using their University username and password. Some lecturers will use Blackboard to a greater extent than others, but you can expect to find, as a minimum, for each module, contact details for the lecturers teaching the module and the module outline (the module’s Handbook/Essential Module Information/Module Outline Form – some or all of these documents). In some cases there will be teaching materials or reading for the module or links to these documents. Blackboard is available at [https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp](https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp)

**ePortfolio:**

You are able to make use of the ePortfolio tool to record, reflect and evidence the skills, knowledge and abilities which you develop during your time at Newcastle University. By using ePortfolio you will give yourself a definite advantage when it comes to applying for jobs or further study. This electronic tool enables you to collate your thoughts, plans and achievements and build on them for the future. You can also use this to record your personal tutorial meetings. This facility is secure and private; only you have access to the information contained here, unless you make it available to others. The only exception to this is the information you provide to your Personal Tutor, which is available to you both and no one else.

To start using ePortfolio, or to learn more about it, please log onto Blackboard where you will find more information and simple instructions to follow. Alternatively, you can log into ePortfolio via [https://portfolio.ncl.ac.uk/](https://portfolio.ncl.ac.uk/)

2 **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), 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/) 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 consultancies 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

The Arts Faculty Liaison Librarian is Ms. Lucy Keating (lucy.keating@ncl.ac.uk, x 87656), who is available to assist you with any specialist enquiries you may have, particularly at the end of your programme when you are working on your dissertation. You may acquire (on loan) books that the Robinson library does not hold through an inter-library loan facility. The Student Text Collection within the library places on short-term loan those books that are in high demand.

**Robinson Library Special Collections and Archives**

Newcastle University Library supports the University’s mission in terms of providing information resources and services in a user-focused environment. The Special Collections department accomplishes this by collecting, preserving, promoting and facilitating access to often rare or unique primary source material and historic secondary texts in order to support the teaching and research needs of undergraduate and postgraduate students, academic staff and researchers outside the academic community. It seeks recognition of the regional, national and international significance of important collections and its activities include collection development, exhibitions and outreach services.

The Robinson library has a special collection of rare and valuable archive materials that can be consulted by students: see www.ncl.ac.uk/library/specialcollections

The printed and manuscript sources housed here are particularly useful to postgraduate students working on dissertations. You will be introduced to these collections as part of the Research Skills and Dissertation Training module in semester 1.

The Librarian, Dr Melanie Wood, will be pleased to discuss any ideas or questions you may have about your research on this degree programme.

Please see the Special Collections web pages for further information and guides to
As a postgraduate student at Newcastle, you will have access to books and periodicals in the libraries of the Universities of Durham and Northumbria, but you do not have borrowing rights. Photocopying is available for general use at these libraries. You should be aware that Newcastle and Northumbria University libraries have complementary purchasing policies – this means especially that you may find periodicals at the other library when you cannot find what you are looking for in one. Durham University library has exceptionally strong collections in Medieval and Modern history, with an extensive range of journals in hard copy and a strong local history collection at Palace Green Library. All of these library catalogues may be accessed through the Newcastle University Library Homepage: http://www.ncl.ac.uk/library/

See also the web link to the library of the Literary and Philosophical Society of Newcastle, http://www.litandphil.org.uk. Founded in 1793, the Lit and Phil is a unique local resource, with over 150,000 books and a wonderful reading room. The website contains details of how to join, with special rates for students. Local record offices and Newcastle City Library are also of particular use and importance to postgraduate students: your tutors will advise you further on other useful venues for research both locally and nationally.

3 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 don’t ‘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/

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 Computing Facilities

The Postgraduate PC Cluster room is located on the first floor of the Armstrong Building, room 1.39D. Access to the computer cluster is by your student card. Please see the School office regarding access. Please note that Teaching Assistants also have access to this cluster. This facility is maintained by NUIT information and any problems should be reported to the NUIT as soon as possible. http://www.ncl.ac.uk/itservice/support/

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 often 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 NUIT 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://services.ncl.ac.uk/itservice/core-services/softwaredeals/student/

6 Careers Service

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)

7 School Specific Resources (including funding for research)

**PGT Funding:**
There is a small amount of funding available to PGT and MLitt students to cover such things as research related travel and accommodation expenses (e.g. trips to archives and conferences), as well as dissertation binding. This is offered on a first come, first serve basis (i.e. students are not allocated a set sum of money), and subject to the approval of the Director of Excellence, Learning & Teaching (DELT). In order to submit a request, please e-mail the DELT, Dr James Gerrard ([james.gerrard@ncl.ac.uk](mailto:james.gerrard@ncl.ac.uk)).

**Photocopying/printing:**
School photocopier/printer is available for the use of postgraduate students, in the Postgraduate PC Cluster room – please be aware that photocopying and printing are run at considerable cost to the School and so please use these facilities in moderation.

**Inter Library Loan Vouchers (ILL)**
You have an allowance of free inter library loan vouchers. You are entitled to 15 for full time students and 8 for part time students. The vouchers are available from the School Office.

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](http://www.ncl.ac.uk/healthandsafety) (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](http://www.ncl.ac.uk/healthandsafety) 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
9 Additional Contact Information

Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated to the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faith’s and none and to making the University a place of religious tolerance and respect.

Location: Ground Floor, Agriculture Building
Telephone: 0191 208 86341 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 9-5)
Telephone: 0191 208 5999
Email: it.servicedesk@ncl.ac.uk
Website: http://www.ncl.ac.uk/itservice/

International Study
The International Study link below 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.

Website: http://www.ncl.ac.uk/international/

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

Location: Old Library Building
Telephone: 0191 208 7490
Email: language.resource@ncl.ac.uk
Website: 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/
Students’ Union

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

Relevant links in the handbook:

Section A: Introductory Information:
http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/
- Key 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/
- Student Charter and Offer: http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/charter/
- 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/

Section B: Degree Programme and Module Information:
http://www.ncl.ac.uk/ltds/governance/modules/dph/degreeprogramme/

Section C: Student Support:
http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/
- Personal Tutoring: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/personaltutoring/
- Peer Mentoring: http://www.ncl.ac.uk/ltds/governance/modules/dph/studentsupport/peermentoring/
  Services (King’s Gate): 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/

- Section D: What to do if things go wrong: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/
- Illness and PECs: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/illnessandpec/
- Change of Circumstances: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/circumstances/
- Complaints and Appeals: http://www.ncl.ac.uk/ltds/governance/modules/dph/ifthingsgowrong/complaintsandappeals/
Section E: Assessment and Feedback:
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/
- Exams: http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/exams/
- 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/marking/moderation/
- Assessment Irregularities/Disciplinary Procedures: 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/
- Module 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/
- Student Representation: 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/

Section H: Resources: http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/
APPENDIX A

Style Guide

Careless errors in presentation can become very significant if a piece of work is adjudged to be borderline between two classes. They are also always avoidable.

The following general guidelines are useful when preparing and submitting written work towards your postgraduate degree in Classics and Ancient History. Please remember that in the interests of fairness, the principle of anonymity is practiced in marking.

1. Type on one side only of good quality paper.
2. You should submit word-processed essays (1.5 or double spaced).
3. Left justify only (do not Right justify, unless for quotes).
4. Prefer Times New Roman font, size 12. Do not use more than one font or font size throughout.
5. Use consecutively numbered footnotes indicated in the main body of the text by Arabic numerals referring to a footnote that should feature at the bottom of the page.
6. There should be a margin at least 1\(\frac{1}{4}\) inches at the left for comments.
7. Number your pages clearly.
8. Staple your essay together. Avoid plastic sleeves or binding.
9. You must hand in TWO copies, one of which will be returned to you.
10. Fill-in the top sheet with the following information:
   - your name,
   - your matriculation number;
   - the module name;
   - the module code;
   - the essay question;
   - the tutor’s name.

Paragraphs

1. Paragraphs are there to let the reader see the stages in the development of an argument. If they are too long the clarity of your argument is blurred; if they are too short it appears disjointed.
2. It is not necessary to break your essay up into numbered sections or sub-headings.

Punctuation and style

1. Correct spelling is essential - use a spellchecker or dictionary.
2. Full stops indicate the end of a sentence; commas (and less frequently colons and semicolons) mark off its parts. Avoid over-use of: -dashes - exclamation marks! and (brackets).
3. When used to indicate possession an apostrophe goes before the ‘s’ at the end of a singular word (Charlemagne’s) and after the ‘s’ when the word is plural (heretics’). Exceptions are irregular plurals (women’s). Words already ending in’s’ are perfectly regular, although they may look odd (St. James’s).
4. Foreign expressions and words should be put in italics when no English equivalent exists: *parlement, esprit de corps*, and so on.

5. English equivalent for Latin idioms should be preferred: 'and so on' for *et cetera*, 'for example' for *exempli gratia*, 'that is' for *id est*. Avoid contractions when possible except if found in a quote.

‘Its’ and ‘It’s’

1. The possessive of ‘it’ is ‘its’. ‘It’s’ is a contraction of ‘it is’. Contractions such as ‘it’s’ for it is ‘don’t’ for ‘do not’ denote an oral style and should be avoided except if used within a quotation.

2. Avoid rhetorical questions, e.g. ‘What was the emperor to do ext?’

3. Avoid generalisations; avoid slang or colloquialisms.

4. If you want to personalise your argument, prefer ‘one’ to ‘I’. Rather than using phrases such as ‘It is my opinion...’ or ‘I do not believe that ...’ prefer ‘one can argue that ...’ and ‘it can inferred that ...’.

5. Try to avoid using the passive voice such as "Feelings ran high and troops were dispatched to quell disturbances." Using the active voice demands that your sentences have subjects active verbs and objects: *who* did *what* to *whom*:

   "Miners were angered by the working conditions of women and children and went on strike. The Home Secretary ordered General Wallis to dispatch two regiments of infantry and one of cavalry." Try and keep one clause per sentence (avoid long running sentences with separate clauses) for the sake of clarity.

Quotations

1. Use quotations to indicate clearly that you are quoting a primary or secondary source. If the quote is more than 50 characters long, then it should feature as a separate indented and left and right justified paragraph (double-spaced).

2. If the quote is less than 50 words long use quotation marks ’ ’ and exclude any punctuation unless it is a complete in which case the full stop should precede the closing quotation mark.

3. The quotation should immediately be followed by a footnote reference (that should feature only *after* a full stop or the closing quotation mark *not* commas or other punctuation marks) referencing the source of the quote at the bottom of the page (see ‘footnotes’ below).

   Long quotes:
   - At this point, King James I argued:
     That the manifold abuses of this vile custom of tobacco taking, may the better be espied; it is fit that first you enter into confederation both of the first original thereof and likewise of the reason of the first entry thereof into this country; for certainly as such customs that have their first infiltration either from a godly, necessary, or honourable ground ...

   Short quotes:
   - At this point, King James I argued: ‘smoking is hateful to the nose, harmful to the brain, and dangerous to the lungs’.

4. Spelling and conventions of the original text should be kept as much as possible.

5. Do not use too many quotations and keep them as brief as possible. They are not a substitute for your own ideas.
6. Quotations should be contained within single inverted commas; if there is a quotation within a quotation, put it in double inverted commas.

7. All book titles and non-English words should be in italics.

Footnotes

8. Do not use footnotes to make additional points: if you have a valid point to make, then it should be in the body of the essay, if it does not belong in the body of the text then you can omit it altogether.

9. The best position for your footnotes is at the bottom of the page where your numbered references appear. If this is not possible they should appear at the end of your essay, as endnotes, before your bibliography.

10. The footnote should clearly identify who or what is being cited, the title of the source and the page or line number where the information or quotation can be found. The precise means by which scholars communicate this information can vary considerably, however, the underlying principles of transparency and consistency remain the same. It will normally be appropriate for you to follow the referencing conventions of the subject area in which you are working i.e. Ancient History or Classics. For an idea of ‘standard practice’ in these disciplines you should consult the style guides issued by major subject journals such as the *Journal of Hellenic Studies* or the *Journal of Roman Studies*, for Ancient History, or *The Classical Quarterly* or *Classical Philology* for Classics. If in doubt, use the conventions below.

11. The first time a source is cited in footnotes, the full reference should be given, if cited more than once, a short form is used (see examples below):

12. Published secondary sources: the full name of the Author, *Title in italics* (publication place: publisher, and date in brackets) volume number where applicable, page numbers referred to preceded by ‘p.’ for one page and ‘pp.’ for more than one page.


Repeated reference Author’s surname, Short title in italics, page(s) consulted:

- Cohn, *Pursuit of the Millennium*, I, p. 13

Published primary sources: give the author's name first, then the Title in italics or underlined, then the editor's name the date in brackets, volume number where applicable and page numbers.


Repeated reference:


Journal articles: Author, ‘title of article between inverted commas’; Journal in italics, volume number (date), page number(s), page(s) cited.


Repeated reference:

Edited books: Author, ‘title of essay between inverted commas’ in editor’s name, ed.,

Book Title in italics (date) page number(s), page(s) cited.

Repeated reference:

13. Avoid ‘Ibid.’ in consecutive repeated quotes. If you refer to the same book within the same page, just conflate the two references in the one footnote.

Bibliography
1. The bibliography should list all the books, articles, etc. you read when preparing your essay: do not list anything in the reading list that you have not read.
2. It should be placed at the very end of your essay, after any footnote references (if you have placed them at the end of the essay, rather than at the bottom of each page) following the same conventions as footnotes *except* that the bibliography should list works consulted alphabetically listed by authors’ surnames, followed by their initial(s):


APPENDIX B

Explanation of the School-wide marking policy for written work, 2019/20

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.
APPENDIX C

Study Abroad Exchanges

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</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Cyprus</td>
<td>Cyprus</td>
</tr>
<tr>
<td>Charles University 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>
</tr>
<tr>
<td>University of Bologna</td>
<td>Italy</td>
</tr>
<tr>
<td>University of Salento</td>
<td>Italy</td>
</tr>
<tr>
<td>University of Leiden</td>
<td>Netherlands</td>
</tr>
<tr>
<td>University of Ljubljana</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Carlos III University, Madrid</td>
<td>Spain</td>
</tr>
<tr>
<td>Södertörns University</td>
<td>Sweden</td>
</tr>
<tr>
<td>Koç University (Istanbul)</td>
<td>Turkey</td>
</tr>
</tbody>
</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 – 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</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Adelaide</td>
<td>Australia</td>
</tr>
<tr>
<td>Monash University</td>
<td>Australia</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Australia</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Australia</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Canada</td>
</tr>
<tr>
<td>McGill University</td>
<td>Canada</td>
</tr>
<tr>
<td>Concordia University</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Canada</td>
</tr>
<tr>
<td>Pontifical Catholic University of Chile</td>
<td>Chile</td>
</tr>
<tr>
<td>University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>National University of Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>Nanyang Technological University Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>Seoul National University</td>
<td>South Korea</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>USA</td>
</tr>
<tr>
<td>Indiana University - Purdue University Indianapolis</td>
<td>USA</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>USA</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>USA</td>
</tr>
<tr>
<td>St. Cloud State University</td>
<td>USA</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>USA</td>
</tr>
</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.

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