	PROGRAMME SPECIFICATION	Newcastle University

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Classics
5	UCAS/Programme Code	Q800
6	Programme Accreditation	--
7	QAA Subject Benchmark(s)	Classics
8	FHEQ Level	6
9	Last updated	17 September 2012

10   Programme Aims

1. To recruit students who have a high potential to benefit from the degree programme.
2. To enable students to develop knowledge of and insight into the classical world.
3. To promote the study of the classical languages and to provide the opportunity to pursue and apply that study.
4 To provide the opportunity to study the material culture of the ancient world.
5 To foster students' intellectual and core skills and thus:
- to equip them for further, independent intellectual and personal development
- to enhance their employability

6 To foster attitudes in students such that they can approach cultures, societies and viewpoints other than their own with open-mindedness, analytical enquiry and sympathetic understanding.
7 To provide a supportive learning environment.
8 To provide a programme:
- in which teaching is informed by research, both existing research in the discipline and on-going research by members of staff;
- which meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Classics degrees;
- which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

11   Learning Outcomes

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

Knowledge and Understanding

On completing the programme students should have:
A1 a broad knowledge of, and insight into, the classical world;
A2 a thorough knowledge, of and insight into, the specific aspects of the classical world on which they have specialised;
A3 a knowledge of the ways in which the ancient Greeks and Romans conceptualised, and represented, their world in literary texts;
A4 a knowledge of a diverse range of texts from the classical world.

Teaching and Learning Methods

The primary method of imparting knowledge and understanding is through lectures supported by handbooks and/or lecture handouts and recommended reading. Knowledge and understanding are further developed by interactive sessions within lectures, classes, seminars and discussion and assignments, whether assessed or unassessed.

Assessment Strategy

In order to assess the students' attainment in the objectives of the Classics programme, a combination of types of assessment is employed:
- Examinations are used to assess retention of essential knowledge and grasp of a range of issues in the module. For language work, examinations frequently include passages for translation, interpretation and analysis, and in some cases require comment on unseen material comparable to that studied in class or privately, to test students' ability to apply the techniques learnt in the module to novel but similar problems.
- Submitted assignments are used to assess students' understanding of and skills in collecting relevant information and evidence for themselves.
- Independent Study Projects assess understanding and skills similar to those assessed in submitted assignments, but also enable students to demonstrate knowledge and understanding which goes beyond that of other modules either qualitatively or quantitatively or both.

Intellectual Skills

On completing the programme students should:
B1 have developed awareness of a range of different methodologies for approaching the subject, and the independence of judgement required critically to analyse various methodologies.
B2 have the ability to approach the study of the classical world from a range of perspectives, including those of its material, philosophical and literary culture.
B3 have developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity, supported by the study of both classical languages.
B4 have acquired, on the basis of a thorough training in the Greek and Latin languages, skills in reading and translating texts;
B5 have had the opportunity to explore the significance of the Classical tradition in western civilisation.
B6 developed skills of comprehension, analysis and interpretation of texts written in Latin and Greek (studied principally in the original language, but also in translation), and the ability to relate such texts to their literary and historical context.

Teaching and Learning Methods

B1 and B3 are demonstrated and promoted in lectures, classes and seminars.
B2 is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.
B4 and B6 are promoted in lectures, classes, seminars and assignments, particularly in the dedicated language modules.
B5 is promoted in dedicated modules.

Assessment Strategy

The assessment methods employed are the same as those under (A):
- Examinations assess B1-5.
- Submitted assignments in particular assess B2, B4 and B6.
- Independent Study Projects in particular assess B1-4.

Practical Skills

On completing the programme students should have:
C1 acquired a range of applied intellectual skills, including skills of identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought
C2 developed an awareness of a range of different possible methodologies for approaching the subject, and of the independence of judgment required critically to analyse various methodologies.
C3 developed skills of comprehension, analysis and interpretation of texts written in Latin and Greek (studied principally in the original language, but also in translation), and the ability to relate such texts to their literary and historical context.

Teaching and Learning Methods

C1-2 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students also enhance their learning, skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments. C3 is promoted by all of these activities.

Assessment Strategy

The assessment methods employed are the same as those under (A) and (B):
• Examinations assess C1-3.
• Submitted assignments in particular assess C3.
• Independent Study Projects in particular assess C1-2.

Transferable/Key Skills

On completing the programme students should have acquired skills of:
D1 written communication
D2 interpersonal communication
D3 oral presentation
D4 problem-solving
D5 organisation & time management
D6 initiative
D7 use of information technology (word processing, information tools)
D8 flexibility in applying skills learnt to new material and in different contexts.

Teaching and Learning Methods

Key aspects of skills D1 and D4-7 are introduced to students through induction sessions, supported by the Student Handbooks.
D1 is promoted in all three stages by lecture handouts and through feedback on written assignments.
D2 is promoted by all types of interactive learning.
D3 is promoted by all seminars.
D4. Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.
D5 is promoted by class preparation and the assignment work-load; it is particularly developed by the independent study modules.
D6 is promoted by all modules involving an assessed assignment, and particularly by independent study projects.
D7 is promoted through the requirement for all submitted assignments to be word-processed. Certain modules include assessed elements which encourage use of the internet and of on-line technology (esp. Blackboard and bibliographical databases)).
D8 is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches learned elsewhere in their degree to passages, topics etc. not explicitly covered.

Assessment Strategy

The assessment methods employed are the same as those under (A), (B) and (C):
- Examinations in particular assess D1, D4, D5 and D8.
- Submitted assignments in particular assess D1, D4-8.
- Independent Study Projects in particular assess D1, D4-8.

D2 and D3 are introduced and practised in many modules, but are not currently assessed.

12   Programme Curriculum, Structure and Features
Basic structure of the programme

The degree in Classics is designed to focus specifically on developing skills in reading Latin and Greek and in interpretation and appreciation of texts written in those languages. The degree thus has a strong literary and linguistic emphasis. At least two-thirds of a student's modules in each Stage require working in the original languages. The compulsory reading and translation modules provide a clear element of progression in the degree programme. The remaining third, however, may be chosen from a range of options including ancient history, material culture and thought (incl. philosophy), as well as further literary options to be studied either in the original or in translation. The 'literature in translation' modules often have a wider focus, including e.g. study of the classical tradition.

Stage 1 provides the essential underpinning for the Honours stages. It is designed to build a firm foundation in the linguistic knowledge and other skills required for dealing with classical texts, while including opportunities for students to begin to explore the diversity of the field. The programme comprises:
- 40 compulsory credits of language-based modules in each of Greek and Latin, at a level appropriate to the students' qualifications and abilities. Depending on the level, some of these modules involve studying set literary texts.
- The remaining 40 credits are then selected from further options from the Ancient Culture and Ancient History menu or (with the approval of the Degree Programme Director) from te History or Archaeology menu.

In Stage 2, students take 40 credits' worth each of Greek and Latin modules, one level higher than that taken in Stage 1. These maintain and hone the students' language skills, while training them to apply these more and more for themselves.
For their remaining 40 credits, they have freedom to choose from the whole available range of options from the Ancient History (CAH) and the Greek and Roman Culture (CAC) modules (with the proviso that they may not take any Greek & Roman Culture module which substantially duplicates material covered in the original language); in these, there is increasing emphasis on independent study. With the approval of the Degree Programme Director (meant to monitor, generally, appropriateness to the programme and, specifically, coherence of a student's "package"), they may also choose appropriate Stage 2 Archaeology and History modules.

In Stage 3, students take 40 credits' worth each of Greek and Latin modules, one level higher than that taken in Stage 2. These maintain and hone the students' language skills, while training them to apply these more for themselves.
For their remaining 40 credits, they have freedom to choose from the whole available range of options from the Ancient History (CAH) and the Greek and Roman Culture (CAC) modules (with the proviso that they may not take any Greek & Roman Culture module which substantially duplicates material covered in the original language); in these, there is increasing emphasis on independent study. With the approval of the Degree Programme Director (meant to monitor, generally, appropriateness to the programme and, specifically, coherence of a student's "package"), they may also choose appropriate Stage-3 Archaeology and History modules.

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

- Breadth and diversity of offerings.
- Beginners' and Intermediate language teaching that employ the distinctive "Greek/Latin in Action" approach, teaching students through the use of translations to analyse linguistic and literary features of texts in the original.
- Strong links between teaching and research.

Programme regulations (link to on-line version)

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

13   Criteria for admission

Entry qualifications

A-Level Subjects and Grades: AAB-ABB, any combination, any subject, except General Studies (no Latin or Greek required)

Scottish Qualifications

AAABB-AABBB at Higher Grade. Combinations of Highers and Advanced Highers accepted.

International Baccalaureate

A minimum of 35 points including three subjects grade 5 or above at Higher Level.

Irish Leaving Certificate

A1A1A1B1B-A1A1B1B1B at Higher Level.

Access Qualifications

Level 3 units in Classics or Historical Studies are desirable. At least 30 level 3 credits at Distinction and in addition at least 15 level 3 credits at a minimum of Merit.

BTEC Level 5 HND

Applicants will be considered on an individual basis.

BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)

Applicants will be considered on an individual basis.

Cambridge Pre-U

D3,D3,M2-D3,M2,M2 in Principal Subjects.

Admissions policy/selection tools
Offers are made on the basis of the UCAS form. All those to whom offers are made are invited to an Open Day. Attendance is not compulsory.

Non-standard Entry Requirements
Non-standard entrants are encouraged to contact the School and will normally be interviewed.

Additional Requirements
none

Level of English Language capability
IELTS 6.5 (or equivalent)

14   Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15	**Methods for evaluating and improving the quality and standards of teaching and learning**

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Learning, Teaching and Student Experience Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 40%

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

Weighting of stages
The marks from **Stages 2 and 3** *[AND 4?]* will contribute to the final classification of the degree
The weighting of marks contributing to the degree for **Stages ??? is** *ADD RATIO*

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Learning, Teaching and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
  i. See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

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In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/undergraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
CAG1001	Optional		1, 4	1, 3	1, 2, 4-6, 8
CAG1002	Optional		1, 4	1, 3	1, 2, 4-6, 8
CAG1011	Optional	1, 3	1, 4, 6	1, 3	1, 2, 4-6, 8
CAG1012	Optional	2, 3	1, 2, 4, 6	1, 3	1, 2, 4-6, 8
CAG2001	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CAG2002	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CAG3001	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CAG3002	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CLA1001	Optional		1,4	1, 3	1, 2, 4-6, 8
CLA1002	Optional		1,4	1, 3	1, 2, 4-6, 8
CLA1011	Optional	1, 3	1, 4, 6	1, 3	1, 2, 4-6, 8
CLA1012	Optional	2, 3	1, 2, 4, 6	1, 3	1, 2, 4-6, 8
CLA2001	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CLA2002	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CLA3001	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CLA3002	Optional	1-3	1, 2, 5, 6	1-3	1, 2, 4-8
CAC1012	Optional	1	1, 2	1, 2	1, 2, 4, 6
CAC1013	Optional	1	1, 2	1, 2	1, 2, 4, 6
CAC1014	Optional	1	1, 2	1, 2	1, 2, 4, 6
CAC1015	Optional	1	1, 2	1, 2	1, 2, 4, 6
CAC2001	Optional	1-4	1-3, 6	1-3	1, 2, 4-8
CAC2045	Optional	2-4	1-4	1, 2	1, 2, 4
CAC2046	Optional	2-4	1-4	1, 2	1-4, 6
CAC2050	Optional	2-4	1-4	1, 2	1, 6, 8
CAC2052	Optional	2-4	1-5	1, 2	1-4, 8
CAC2057	Optional	1-4	1-3, 6	1-3	1-4, 6, 8
CAC3003	Optional	2	1, 2, 5	1-3	1, 4-8
CAC3099	Optional	2	1, 2, 5	1-3	1, 4-8
CAC3044	Optional	2-4	1-4	1, 2	1, 2, 4-6
CAC3045	Optional	2-4	1-4	1, 2	1, 2, 4
CAC3046	Optional	2-4	1-4	1, 2	1-4, 6
CAC3050	Optional	2-4	1-4	1, 2	1, 6, 8
CAC3052	Optional	2-4	1-5	1, 2	1-4, 8
CAC3057	Optional	1-4	1-3, 6	1-3	1-4, 6, 8
CAH1012	Optional	2-4	1-3	1-3	1, 2, 4-8
CAH1013	Optional	2-4	1-3	1-3	1, 2, 4-8
CAH2006	Optional	2-4	1-3	1-3	1, 2, 4-8
CAH2007	Optional	2-4	1-3	1-3	1, 2, 4-8
CAH20??:tbc	Optional				
CAH3009	Optional	2-4	1-3	1, 2	1, 2, 4-6, 8
CAH3030	Optional	2	1, 3	1, 2	1, 2, 4-8
CAH3033	Optional	2-4	1-3	1, 2	1, 2, 4-8
CAH30??:tbc	Optional				