

**PROGRAMME SPECIFICATION
(Undergraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Classics Classics (with Placement Year)
5	UCAS/Programme Code	Q800 1468U
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Classics
8	FHEQ Level	Level 6
9	Last updated	July 2021

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 complies with prevailing University policies and meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement and codes of practice for Classics degrees;
 - which fully meets the criteria for a level 6 award laid down in the QAA's National FHEQ.

For students on the Placement Year programme:

- 1 Provide students with the experience of seeking and securing a position with an employer.
- 2 Facilitate independent self-management and proactive interaction in a non-university setting.
- 3 Provide a period of practical work experience that will benefit current academic study and longer term career plans.
- 4 Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

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.

For students on the Placement Year programme:

- A5. Apply personal and professional development strategies to prioritise, plan and manage their own skills development and learning.
- A6. Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.
- A7. Demonstrate an understanding of a work environment, how it functions and their contribution to it.
- A8. Relate their work based learning to other areas of personal development, including academic performance.

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 have:

- B1. developed awareness of a range of different methodologies for approaching the subject, and the independence of judgement required critically to analyse various methodologies.
- B2. 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. 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. 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.

For students on the Placement Year programme:

- D9. Reflect on and manage own learning and development within the workplace.
- D10. Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
- D11. Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

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

Duration: 3 years
 Stages: 3
 Number of credits per stage: 120

Students can opt to take part in a careers placement year in-between Stage 2 and 3. These students transfer to programme code 1468U and complete one compulsory module worth 120 credit. This module does not contribute to their overall degree classification but students must pass in order to continue to Stage 3 on the 1468U code.

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)

[Q800 1468 programme regulations 2021/2022](#)

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports

N/A

Additional mechanisms

N/A

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

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

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

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

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.