

CLASSICS AND ANCIENT HISTORY
PROGRAMME HANDBOOK 2012–2013
SCHOOL OF ARTS, LANGUAGES AND CULTURES
FACULTY OF HUMANITIES
UNIVERSITY OF MANCHESTER

This book is the property of _____

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**THE UNIVERSITY OF MANCHESTER
SCHOOL OF ARTS, LANGUAGES AND CULTURES**

STAFF AND STUDENT RESPONSIBILITIES

The School of Arts, Languages and Cultures strives to provide an excellent student experience. **You can expect us to:**

- Treat all students respectfully and equally and never use inappropriate or offensive language or behaviour
- Ensure that the times of lectures, seminars, and consultation hours are clearly stated and that any changes are advertised in advance
- Provide you with a student handbook containing all University and programme-related regulations, policies and procedures. This information outlines the support available to assist you in your studies. You will be notified of any updated information through your student email account
- Provide you with details of your academic adviser during Welcome Week and ensure that you have regular opportunities to meet with them through your academic career
- Monitor your attendance at timetabled classes and contact you if this falls below programme expectations outlined in your student handbook
- Provide you with clear guidance on the submission of assessed work and draw your attention to the University policy on academic malpractice
- Provide you with useful feedback on assessed coursework within the timeframe outlined in your student handbook
- Discuss your exam performance with you if you make a request to do so
- Continue to monitor and encourage feedback on our performance and respond in a fair, timely and transparent manner to concerns or complaints
- Adhere to all University policies and procedures and help you to achieve your full potential

We acknowledge that an excellent student experience can only be achieved in partnership with you, our students. **To help us deliver this you are expected to:**

- Treat our staff and fellow students respectfully and equally and never use inappropriate or offensive language or behaviour
- Ensure that you have received your student handbook and make yourself familiar with the contents and any updated material sent to you
- Adhere to all University policies and procedures, and follow any advice we give you to help you in your studies, and check your university email account daily during term time
- Ensure that you meet with your academic adviser as stipulated in the student handbook
- Take an active part in your learning, and in extra-curricular activities in your Department
- Arrive fully prepared at the scheduled times for programme related activities and meetings; and inform us in advance if for any reason you are going to be late or are unable to attend
- Treat your studies like a full-time job, devoting 40 hours per week to them for each of the 30 weeks of the academic sessions (that is, 200 hours per 20 credit unit)
- Hand in pieces of assessment on time and turn up to examinations promptly
- Ensure that you follow School guidelines on submitting assessed work and adhere to the University policy on academic malpractice
- Inform us as soon as possible of any problems, special needs or any circumstances that may affect your studies or progress
- Report any concerns or complaints that you have in relation to your experience as a student to your academic advisor or programme director in the first instance
- Make your views known through your student representative (or by becoming one yourself)

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Guide to handbook

This booklet is your Programme Handbook. The Handbook contains department and programme specific information (including staff details, degree-programme structure and regulations, aims and objectives of your degree programme, course details, teaching arrangements, outlines of communications within the School and Department, work and attendance requirements etc).

It will be assumed that you have read and understood the contents of your Programme Handbook.

Please talk to your Academic Adviser or Programme Administrator if anything is not clear to you.

Part 1 presents information about your department and programme which will help orient you in your first few weeks at Manchester. It also gives details of key contacts and sources which you can turn to for further advice.

Part 2 gives more detail on the Faculty of Humanities, the School of Arts, Languages and Cultures, and your programme.

Part 3 contains additional documents relevant to your programme of study.

An electronic version of this handbook is available on the School of Arts, Languages and Cultures (SALC) undergraduate intranet:

www.alc.manchester.ac.uk/studentintranet

The online version of the Programme Handbook is to be regarded as the definitive version.

The SALC undergraduate intranet, combined with the Classics and Ancient History web pages at <http://www.alc.manchester.ac.uk/subjects/classicsancienthistory/>, contain most of the important information you will need to know during your time studying at The University of Manchester.

PART 1 GETTING STARTED

1 Introduction to Classics and Ancient History

1.1 Welcome note from the Head of Department

Dear Student

Welcome to Classics and Ancient History in the University of Manchester! We are one of the biggest and most dynamic Classics and Ancient History departments in the UK, staffed by lecturers who are committed to teaching of the highest quality, and who are also widely respected as established or emerging researchers in their own fields of academic study. We admit around 100 students each year, run a range of degree programmes, and across the three years of a degree programme, offer access to over 70 course units on the ancient Greek and Roman world. Our course units cover the full range of disciplines in the ancient world including language, literature, culture, history, archaeology, art, philosophy, religion, law, papyrology and epigraphy. In time we range from the second millennium B.C. to the fifth century A.D. and beyond.

This handbook is your guide to your academic study at Manchester, and provides answers to a broad range of questions, from arrangements for exams to the research interests of members of staff. Please take time to read it.

With every best wish for success and enjoyment at Manchester

Dr Polly Low
Head of Department

1.2 Key Department contacts and responsibilities

Head of Department for Classics and Ancient History department: Dr Polly Low (Room S2.11, Samuel Alexander Building; tel. 0161 275 3115; email: polly.low@manchester.ac.uk).

The Head of Department is responsible to the Head of Division for academic staff and the staffing of academic activities within her department. Dr Low is available during her consultation hours to see any student who wishes to discuss academic or personal matters.

Programme Director for Classics and Ancient History: Dr Andrew Fear (Room W2.11, Samuel Alexander Building; tel. 0161 275 3122; email: andrew.fear@manchester.ac.uk).

The Programme Director's role is to ensure the smooth running of the degree programme, for which he is responsible, and the welfare, conduct and progress of students on it. This involves overseeing the student course evaluation process, considering changes and improvements to the courses offered and ensuring adherence to the guidelines set out in the University's Academic Standards Code of Practice. Dr Fear will be pleased to meet with any student on the programme to discuss relevant academic or personal issues during his office hours, which are posted on his room door, or on request.

Assessment Co-ordinator for Classics and Ancient History: Professor Stephen Todd (Room S2.15, Samuel Alexander Building; tel. 0161 275 3120; email stephen.todd@manchester.ac.uk).

The Assessment Co-ordinator is responsible for examinations and assessment of courses taught within Classics and Ancient History.

Co-ordinator of Staff Student Liaison Committee and Peer Mentor organiser: Dr Peter Liddel (Room S2.4b Samuel Alexander Building; email: peter.liddel@manchester.ac.uk). On Peer Mentoring, see below, 9.1.3; on the Staff-Student Liaison Committee, see 16.3.

1.3 Other teaching and research staff within Classics and Ancient History

Dr Philippa Bather, Lecturer in Classics and Ancient History (Room S2.13, Samuel Alexander Building – semester 1 only; tel. 0161 275 3029; email: philippa.bather@manchester.ac.uk).

Latin poetry with particular reference to Roman verse satire and Roman love elegy

Dr Mary A. Beagon, Reader in Ancient History (Room S2.0, Samuel Alexander Building; tel. 0161 275 3091; e-mail: mary.a.beagon@manchester.ac.uk).

Cultural and intellectual history of the late Roman Republic and early Empire

Professor Kate Cooper, Professor of Ancient History (Room S2.12, Samuel Alexander Building – on research leave during 2012/13; tel. 0161 275 3598; email: kate.cooper@manchester.ac.uk).

Gender roles and ideals in religious communities and religious conflict in late antiquity and the early Middle Ages

Dr Andy Fear, Lecturer in Ancient History (Room W2.11 Samuel Alexander Building; tel. 0161 275 3122; email: andrew.fear@manchester.ac.uk).

Roman and Visigothic Spain; early Christianity

Professor Roy K. Gibson, Professor of Latin (Room S2.4 Samuel Alexander Building; tel. 0161 275 3030; email: roy.gibson@manchester.ac.uk).

Roman love elegy and didactic literature (especially Ovid), Pliny the Younger

Dr Emma Griffiths, Lecturer in Classics (Room S2.17 Samuel Alexander Building; tel. 0161 275 3109; email: emma.m.griffiths@manchester.ac.uk).

Greek Drama (especially tragedy); Greek literature; ancient childhood; comparative mythology; ancient concepts of time

Professor David R. Langslow, Professor of Classics (Room S2.1b Samuel Alexander Building; tel. 0161 275 3028; email: david.langslow@manchester.ac.uk).

Latin and Greek languages and linguistics; classical and Indo-European comparative philology

Dr Peter Liddel, Senior Lecturer in Ancient History (Room S2.4b Samuel Alexander Building; tel. 0161 275 3083; email: peter.liddel@manchester.ac.uk).

Social and political history of Classical and Hellenistic Greece; Attic oratory; ancient and modern historiography; Greek inscriptions

Dr Polly Low, Senior Lecturer in Ancient History (Room S2.11 Samuel Alexander Building; tel. 0161 275 3115; email: polly.low@manchester.ac.uk).

Greek political history, particularly theories and ideologies of interstate relations, war and the commemoration of war, epigraphy and monumentality

Dr Roberta Mazza, Lecturer in Ancient History (Room S2.4a Samuel Alexander Building; tel. 0161 275 3398; email: roberta.mazza@manchester.ac.uk).

History of Egypt in the Graeco-Roman period, the rise of Christianity, papyrology

Dr Ruth Morello, Lecturer in Classics (Room S2.13 Samuel Alexander Building – on leave during semester 1; tel. 0161 275 3029; email: maria-ruth.morello@manchester.ac.uk).

Latin prose literature; Roman historians, historiography, and imperial ideology, with special reference to Livy; Virgil

Dr Andrew Morrison, Senior Lecturer in Classics (Room S2.16 Samuel Alexander Building – on leave during semester 2; tel. 0161 275 3024; e-mail: andrew.morrison@manchester.ac.uk).

Greek literature, especially Archaic and Hellenistic poetry; ancient literary criticism; ancient philosophy; Horace

Professor Tim Parkin, Professor of Ancient History (Room S2.24 Samuel Alexander Building – on research leave during semester 2; tel. 0161 275 3099; email: tim.parkin@manchester.ac.uk).

Roman social history; Roman family and life course; Roman law; early principate

Professor Peter Pormann, Professor of Classics and Graeco-Arabic Studies (Room A107 Samuel Alexander Building; tel: 0161 275 2712; email: peter.pormann@manchester.ac.uk).

Ancient Medical writings, the Graeco-Arabic tradition

Professor Alison Sharrock, Professor of Classics (Room S2.10 Samuel Alexander Building; tel. 0161 275 3088; email: alison.sharrock@manchester.ac.uk).

Latin poetry and literary theory

Professor Stephen Todd, Professor of Ancient History (Room S2.15 Samuel Alexander Building; tel. 0161 275 3120; email: stephen.todd@manchester.ac.uk).

Greek social and legal history; Attic orators, esp. Lysias

1.4 Teaching and research staff in associated departments

ARCHAEOLOGY

<http://www.arts.manchester.ac.uk/subjectareas/archaeology/>

Dr Ina Berg Aegean Bronze Age archaeology

Professor Stuart Campbell Archaeology of the ancient Near and Middle East

HISTORY

<http://www.arts.manchester.ac.uk/subjectareas/history/>

Professor Paul Fouracre Early medieval European history, especially France, Germany and England in the period AD 500-1000

ART HISTORY & VISUAL STUDIES

<http://www.arts.manchester.ac.uk/subjectareas/arthistoryvisualstudies/>

Dr Emma Loosley Late Antique and Byzantine Art and Architecture, esp. ecclesiastical

MANCHESTER MUSEUM

<http://www.museum.man.ac.uk/>

Professor John Prag Art and archaeology of the ancient Mediterranean; reconstructing ancient faces; the analysis of Greek pottery; myths in Greek art

Dr Kay Prag Prehistoric archaeology and ethnoarchaeology of Palestine, esp. Jerusalem, and the ancient Near East

Dr Bryan Sitch Roman History

Dr Keith Sugden Ancient numismatics, esp. Greek and Roman coins in Britain

THE UNIVERSITY OF MANCHESTER LIBRARY

<http://www.library.manchester.ac.uk/>

Dr Paul Holder Latin Epigraphy; the Roman imperial army

MIDDLE EASTERN STUDIES

<http://www.llc.manchester.ac.uk/subjectareas/MiddleEasternStudies/>

Professor John Healey Late antiquity in the Near East; West Semitic epigraphy, especially Ugaritic and Aramaic

Dr Alex Samely Rabbinic literature, Jewish bible interpretation, and Hebrew manuscripts

PHILOSOPHY

<http://www.socialsciences.man.ac.uk/philosophy/>

RELIGIONS & THEOLOGY

<http://www.arts.manchester.ac.uk/subjectareas/religionstheology/>

Professor George Brooke New Testament Greek; the Dead Sea Scrolls

Dr Adrian Curtis Religious texts from Ras Shamra/Ugarit and the study of the Hebrew Bible; the Book of Psalms

Dr Todd Klutz	Linguistic style, situation, and culture in early Christian literature (especially Luke-Acts); ancient demonology, exorcism, and apotropaic theory and practice
Dr Peter Oakes	Aspects of first-century society; the Roman colony of Philippi; the Apostle Paul
Dr Jacqueline Suthren Hirst	Indian religions, especially issues of interpretation; religious education; gender issues

1.5 Key administrative contacts

The administration for your degree programme is provided by the School's Teaching and Learning Office. Your main contact for all enquiries relating to your degree programme is your Programme Administrator.

The **Undergraduate Programmes Administrator** for Classics and Ancient History is **Andrew Nicholls** (Room A19 Samuel Alexander Building; tel. 0161 275 3148; andrew.nicholls@manchester.ac.uk)

The Teaching and Learning Reception is in Room A6, Samuel Alexander Building.

1.6 Department addresses

Classics and Ancient History is one of the departments that make up the School of Arts, Languages and Cultures.

Address: Classics and Ancient History
School of Arts, Languages and Cultures
Samuel Alexander Building
University of Manchester
Oxford Road
Manchester, M13 9PL

Web Address: <http://www.arts.manchester.ac.uk/subjectareas/classicsancienthistory/>

2 Getting Advice

Your first point of call for advice should be your Handbook or the Undergraduate Student Intranet:

<http://www.alc.manchester.ac.uk/studentintranet/>

These should give you details of the most appropriate source of help: for example, on the provision of computer facilities, or on the variety of support services available to you; on the regulations regarding assessment or the submission of assessed coursework or to whom to address a concern or complaint. If the answer is not provided within your handbook or on the intranet pages, consult your Academic Adviser, Programme Director, the Student Support and Guidance Office (Room A15, Samuel Alexander Building) or the Programme Administrator for your department. You can also contact your Peer Mentor or Student Representative – whoever you feel is the most appropriate source of help. If they cannot help you, they will be able to put you in touch with someone who can.

General information regarding the range of services provided for students by the University can be found at:

2.1 Contacting Academic Staff

Members of the academic staff operate a system of consultation hours, setting aside two hours per week when they are always available to see students. If the times posted are not possible for you, you are encouraged to make an appointment, either directly with the member of staff (preferably by email) or through the Teaching and Learning Reception (if you use this method you will have to provide a phone number and email address).

Staff will post their office hours on their office doors.

2.2 Academic Advisers

All students are allocated an Academic Adviser, who is responsible for giving academic and personal guidance. Academic Advisers meet their tutees individually twice in the semester of their first year and once a semester thereafter. Academic Advisers may be consulted outside these times, either during office hours or by appointment. Students may change their Academic Adviser, if necessary, after confidential consultation with the Head of Department or Programme Director. For further information on School and University support arrangements, including Academic Advising, see *Support Arrangements* section below.

3 Level 1 timetable

CLAH10011 – *Constructing Archaic Greek History*

Lectures – Semester 1: Monday, 10.00 – 11.00; Wednesday, 12.00 – 13.00

CLAH10101 – *The Odyssey*

Lectures – Semester 1: Monday, 15.00 – 16.00; Thursday, 12.00 – 13.00

CLAH10012 – *Catullus*

Lectures – Semester 2: Monday, 15.00 – 16.00; Thursday, 12.00 – 13.00

CLAH10022 – *Republic to Empire: Introduction to Roman History, Society and Culture*

Lectures – Semester 2: Monday, 10.00-11.00; Wednesday, 12.00-13.00

CLAH10230 – *Introduction to Ancient History*

Lecture – Semester 1 & Semester 2: Monday, 12.00 – 13.00

CLAH20151 – *Intensive Greek 1*

Plenary Session – Semester 1: Monday, 14.00 – 15.00

CLAH30162 – *Intensive Greek 2*

Plenary Session – Semester 2: Monday, 14.00 – 15.00

CLAH20171 – *Intensive Latin 1*

Plenary Session – Semester 1: Monday, 11.00 – 12.00

CLAH30182 – *Intensive Latin 2*

Plenary Session – Semester 2: Monday, 11.00 – 12.00

CLAH30110 – *Advanced Latin 1*

Plenary Session – Semester 1 & Semester 2: Wednesday, 10.00 – 11.00

CLAH30120 – Advanced *Greek 2*

Plenary Session – Semester 1 & Semester 2: Monday, 14.00 – 15.00

Please note that it is compulsory for students to attend all scheduled lecture sessions for any given unit. Also all course units have compulsory seminar elements that students are required to attend. Details of seminar times will be made available at a later date.

4 Level 1 course units

CLAH10011 - *Constructing Archaic Greek History*

This course-unit introduces students, especially those beginning the study of ancient history, to the politics, society and economy of the Greek world and its relations with neighbouring peoples in the archaic period (800-478 BC). As well as giving a self-contained introduction to the subject, the course also provides a basis for further study in more advanced courses in Greek history at Levels 2 and 3. The principal themes of the course are: the emergence and character of the leading Greek city-states and their geographical spread throughout the Mediterranean world; the rise of powerful non-Greek neighbours, especially Persia, during the sixth century; and the interaction between them, culminating in the Persian Wars. Particular attention will be paid to the nature of our evidence for the period: we will study the first work of western historiography, the *Histories* of Herodotus; we will also investigate the potential and problems of using other sorts of archaeological, documentary, and literary evidence to write the history of this period.

CLAH10101 – *The Odyssey*

The *Odyssey* is one of the earliest and greatest works of Western literature. It tells of the struggles of one of the heroes of the *Iliad*, Odysseus, to achieve his *nostos* or 'return home', and once home his struggles to re-establish himself as a father, husband and leader on Ithaca. This course unit focuses closely on familiarising students with the intricacies of this complex text and understanding how it functions as a work of literature. It also examines relevant aspects of the poem's composition and context, such as its relationship to oral poetry, the centrally important idea of hospitality, and the nature of heroism in the poem. All students read and study the *Odyssey* in its entirety in translation. Students taking the course in Greek will read extracts from books 6, 7 and 8, and cover proportionally less material overall.

CLAH10012 – *Catullus*

What did it mean to be young, rich, leisured - but perhaps talented or ambitious - in first century B.C.E. Rome? In this introductory course you will learn to recognise, and come to a critical understanding of, the conflicting demands placed upon young Romans of love, leisure, literature, duty and personal ambition as they appear in the poems of Catullus. You will also become familiar with some of the literary characteristics of various types of ancient poetry (e.g. lyric, epigram, iambic, 'epyllion'), and be given the opportunity to acquire or refine basic essay and 'commentary' skills.

CLAH10022 – *Republic to Empire: Introduction to Roman History, Society and Culture*

This unit gives an introduction to the Middle and Late Roman republican periods. Beginning with Punic Wars it surveys the gradual expansion of the Roman world, changes in Roman society, and the collapse of its political structures.

CLAH10230 – *Introduction to Ancient History*

This course aims to introduce students to the sources and skills which are indispensable to modern historians of the ancient Greek and Roman worlds. It aims to provide students with a sound basis for the systematic study of the history of the ancient Greek and Roman worlds. It aims to foster critical awareness in the reading and interpretation of historical texts.

CLAH20151 – *Intensive Greek 1*

This course is designed for student with no previous knowledge of Greek. Those who have studied Greek up to and including GCSE, however, may take it as beginners.

CLAH30162 – *Intensive Greek 2*

This course continues from Intensive Greek 1.

CLAH20171 – *Intensive Latin 1*

This course is designed for student with no previous knowledge of Latin. Those who have studied Latin up to and including GCSE, however, may take it as beginners.

CLAH30182 – *Intensive Latin 2*

This course continues from Intensive Latin 1.

CLAH30110 – *Advanced Latin 1*

This course-unit takes you on from CLAH 30182 to the next level. It involves (a) the accurate translation and linguistic comprehension of one prose set text; (b) practice in unprepared translation from Latin into English and from English into Latin.

CLAH30120 – *Advanced Greek 2*

This course-unit takes you on from CLAH 30162 to the next level. It involves (a) consolidation of Greek Grammar and syntax, (b) building of an enhanced vocabulary (c) the accurate translation and linguistic comprehension of one set text. (d) practice in unprepared translation of continuous passages from Greek into English and of sentences from English to Greek.

5 Making the most of Classics and Ancient History at Manchester

Studying Classics and Ancient History at Manchester gives you the opportunity to learn Greek and Latin, to engage critically with ancient texts, and to analyse historical issues. You are required to attend lectures and to participate in seminars, and we hope also that you will independently take the opportunity to discuss your subjects with your lecturers and tutors. However, much of your time will be spent preparing (by reading ancient texts and modern scholarship). Your lecturers and tutors will offer you guidance on what (and how!) to read, but what follows offers some guidance on some of the resources available to you:

Libraries and Books

You should make the most of resources like The University of Manchester Library. **The High Demand Collection (HDC)** contains several of the modern books and articles required for seminars and essays. Items held in the High Demand Collection can be borrowed for periods ranging from a few hours to two days (beware of *large* fines for overdue items from the HDC).

Classics and Ancient History has its own common space and library in Samuel Alexander Room S 2.1a, with a collection of dictionaries, ancient texts and secondary scholarship. All Classics and Ancient History students are encouraged to make use of this collection.

Specifically, you might be particularly interested in:

Ancient texts and commentaries The libraries possess holdings of all the ancient texts you require, in both the original and translation. Many texts are published together with commentaries, which offer explanations of difficult passages or discussions of points of interest.

The Loeb Classical Library collection contains many of the ancient texts (in both the original Greek and Latin, with facing English translation) you will need to consult. The LCL texts are small-sized volumes (in green covers for authors who wrote in Greek, red for Latin) shelved in a set and arranged alphabetically according to name of author.

Journals Many of the items on your reading list are not books but articles in scholarly periodicals or journals. As well as the paper copies held in the Library, you can also access many of these journals electronically from any computer in the University, or from your own computer (if you live in a University residence or have a university password).

The **Oxford Classical Dictionary** (available in hard copy as well as online) is more an encyclopaedia than a dictionary, and can be a very good starting point for researching any classical subject. It is almost always preferable to **Wikipedia**, which you should use with **extreme caution** (and ideally not at all).

eBooks A smaller but increasing number of books are also available online. You will be able to find these via the library catalogue. You should be particularly aware of the electronic versions of **The Cambridge Ancient History** (which provides detailed narrative and analysis of all of Greek and Roman history; be sure to use the more recent edition) and of the **Cambridge Companions** (to Archaic Greece, Herodotus, the Roman republic, and many other things).

Digitised readings The Library has created digital versions of some key readings for some course-units.

Internet Resources Links to particularly relevant internet resources can be found on the **Blackboard** pages for particular course units. A more general index to electronic resources can be found at:

<http://www.arts.manchester.ac.uk/subjectareas/classicsancienthistory/resources/webresources/>

The **Perseus website** is an excellent internet resource for both ancient texts and ancient history, with links to maps and relevant ancient texts:

<http://www.perseus.tufts.edu>

PART 2 DETAILED FACULTY, SCHOOL AND PROGRAMME INFORMATION

6 The Faculty of Humanities

As Dean of the Faculty of Humanities, I would like to extend a warm welcome to all students in The University of Manchester. The Faculty of Humanities is one of four faculties in the University and consists of six Schools. We offer an unprecedented range of innovative programmes at undergraduate and graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and environment and development.

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and also from being part of a large, diverse and international student community.

Within the Faculty we are committed to providing a student experience of the highest standard. During this year we will be asking you how effective we are in meeting your needs and fulfilling your aspirations. I urge you to participate in this conversation, and use every opportunity to let us know how we can improve the quality of education we provide.

Keith Brown
Vice-President and Dean, Faculty of Humanities

6.1 What is the Faculty of Humanities and how is it run?

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans all of whom hold a particular portfolio, and these are listed below:

Dean and Vice-President	Professor Keith Brown
Associate Deans	
Research	Professor Colette Fagan
Postgraduate Education	Professor Maja Zehfuss
Teaching, Learning & Students	Dr Chris Davies
External	Professor James Thompson
Assistant Associate Dean	
Teaching, Learning and Students	Professor Matthew Jefferies

6.2 What can the Faculty do for you?

The work of the Faculty involves co-ordinating and developing activities to respond effectively to institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries to help make your experience at Manchester the best it can.

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers) and as a student you can feed into this process via the Faculty's Staff / Student Liaison Group (SSLG) which meets a minimum of 3 times a year. These meetings provide

a forum for students, who are elected as Student Representatives within their School / discipline, to:

- discuss overarching issues of concern with members of staff from different areas of the University in an open manner
- engage constructively with staff to identify those areas where there is scope for improvement, bringing forward ideas and suggestions
- identify and share good practice
- respond to items brought forward by members of staff

Further information about the SSLG can be found at:

<http://www.humanities.manchester.ac.uk/humnet/stuserv/ugandpqtstudents/studentrepresentation/facultyugpqtstaffstudentliaisongroupsslg/>

The Faculty also occasionally holds consultation groups with students to find out what is being done well across the Faculty and what you feel could be done to improve your experience as a student.

The focus of your involvement as a student is likely however to be the disciplinary grouping, i.e. the School within which your studies are based, or in the case of students on interdisciplinary programmes, the office which is responsible for administering your programme. You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office, e.g. breach of regulations, appeals or disciplinary matters. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The Faculty has a role in considering issues, such as an academic appeal or complaint, which cannot be resolved with an appropriate member of staff in your School.

Sometimes disciplinary action is required when students are in breach of The University's General Regulation XVII (Conduct and Discipline of Students), the most common breach is when students commit academic malpractice e.g. plagiarism, collusion or other forms of cheating. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty.

The relevant Regulations / Policies and forms can be found at the link below:

<http://documents.manchester.ac.uk/studentrelatedlist.aspx>

The completed forms should be submitted to Mr Damien Tolan, Appeals, Complaints & Malpractice Coordinator, Faculty of Humanities, Room G4, Devonshire House, University of Manchester, Oxford Road, Manchester M13 9PL (telephone 0161 306 1105, email: damien.tolan@manchester.ac.uk)

6.3 Examination timetable

The examination schedule has been produced using dedicated software for which the overarching factor is the production of a timetable with no, or as few as possible student clashes. Whilst attempts are made to ensure that you have a spread of examination dates throughout the examination period, in many cases this is not possible given the institutional constraints on the numbers of examination venues that are available, the number of examinations that are scheduled to take place and the options available to students on any particular programme of study. You should expect therefore to have

examinations on two or more consecutive days and, potentially, have more than one examination within a single day.

6.4 Turnitin

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University.

Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

6.5 IT Services within the Faculty of Humanities

Students at the University of Manchester enjoy access to a wide range of high quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 900+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as the Humanities ICT Office; ITSservices; and The University of Manchester Library:

<http://ict.humanities.manchester.ac.uk/>
<http://www.itservices.manchester.ac.uk/>
<http://www.library.manchester.ac.uk/>

In addition to cluster computers wireless networking is being installed across campus enabling students with wireless equipped laptops to access IS services on campus. Full details of the services offered, including a list of available locations, can be found at: <http://www.itservices.manchester.ac.uk/wireless/>.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at The University of Manchester Library and the Joule Library. Details of opening hours and other contact details can be found at: <http://www.itservices.manchester.ac.uk/contacts/>.

Undergraduate and postgraduate taught students have access to a variety of online resources and courses, see the training overview: <http://www.humanities.manchester.ac.uk/ictsupport/training/>.

6.6 The University Language Centre

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern language element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

Language courses Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. Currently there are 20 languages offered, ranging from the main international languages to a number of less widely taught languages:

- French (+Scientific and Business)
- Spanish
- German
- Japanese
- Arabic
- Mandarin Chinese
- Italian
- Portuguese
- Persian
- Irish Gaelic
- Greek
- Polish
- Dutch
- Russian
- Urdu/Hindi
- Turkish
- Hebrew
- Catalan
- British Sign language
- Korean

For more information on the full range of languages and levels that are available, please consult the University Language Centre website via the link given below.

English Language Programmes and Advice – If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre. International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge. Timetabled inessional courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life sciences, Medical and Human Sciences, Business-related disciplines, Humanities. Please refer to the Academic Support Programmes section of the ULC webpage via the link given below.

Face to Face – This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. For more information, please enquire at the ULC reception.

Tandem Programme – This programme is similar to Face to Face, but is more formal and provides credits which count towards your University degree. It is fully monitored, assessed and supported via practical workshops. For more information please refer to the Foreign Languages section via the link given below.

Open Learning Facilities – The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, video, DVD and CD-ROM formats

- Materials in some 70 languages
- A suite of TV/VCR presenters fed by a range of satellite and terrestrial channels
- A suite of dedicated multimedia PCs for computer aided language learning.
- Support and advice for learners from expert staff and through on-line resources

A full guide to the University Language Centre's courses, services and its language learning resources is available at: <http://www.ulc.manchester.ac.uk>.

6.7 Student Services Centre

The Student Services Centre can offer all sorts of help and advice about tuition fee assessments or payments, Council Tax, examinations, graduation ceremonies and all sorts of documents:

<http://www.studentnet.manchester.ac.uk/crucial-guide/ssc-contact-details/>

The Centre is located on Burlington Street (campus map reference 57: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>) and is open Monday to Friday, 10am to 4pm. Tel: +44(0)161 275 5000 or email ssc@manchester.ac.uk

6.8 Study Abroad Office

Studying abroad is an excellent opportunity to see the world, experience new cultures and study at one of Manchester's world-class partner institutions. Within the School of Arts, Languages and Cultures, students have the opportunity to study abroad in either the first or second semester of their second year. The application process begins in semester 1 of your first year, so make sure that you attend the necessary meetings if you wish to participate in the Study Abroad programme. For more information, see:

<http://www.manchester.ac.uk/undergraduate/courses/studyabroad/>

The School of Arts, Languages and Cultures has established strong links with the National University of Singapore, and students are particularly encouraged to consider studying there (the medium of instruction is English):

<http://www.fas.nus.edu.sg/home/index.htm>

6.9 Careers Service

As a current student you may access all the services provided by the Careers Service who can help you with:

- exploring your career options and ideas
- looking for part-time or vacation work
- finding out about specific jobs and sectors
- starting your own business
- developing and improving the skills employers are looking for
- finding graduate jobs, internships
- applications and interviews

You don't have to wait until the final year of your studies to make use of the opportunities / advice available to you via the Careers Service.

The Careers Service is located in Crawford House, Booth Street East (campus map reference 31: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>)

Careers information and appointment line: 0161 275 2829; other enquiries: 0161 275 2828; email: careers@manchester.ac.uk

6.10 The University of Manchester Alumni Association

Definition: *alumni, plural of alumnus (male), alumnae, plural of alumna (female)*
Noun: *A graduate or former student of a particular school, college, or university.*

The University of Manchester Alumni Association is the main point of contact for the University's global network of over 250,000 former students. It gives you the opportunity to continue your lifelong connection with us after you complete your studies here. We want you to remain an active part of The University of Manchester community. We also don't want you to miss out on all of the advantages of being a Manchester alumnus/na; we offer exclusive discounts, benefits and services which are redeemable with your alumni card which you will receive after graduation. You will continue to gain first hand access to cutting edge research through *Your Manchester Insights* events - an exciting lecture series designed to showcase the excellence, relevance and topicality of research going on at the University. This includes the biggest alumni event of the year; the prestigious Cockcroft Rutherford lecture – exclusive and free to alumni. The 2012 lecture was delivered by Professor Brian Cox and attracted over 1200 alumni back to campus.

At Manchester we work hard to employ the talent of our vast alumni base to improve the student experience and enhance our teaching programmes. For example, Humanities graduate Janette Faherty (BA Politics and Modern History 1971), the CEO of Avanta Enterprises, returned to campus recently to give a talk to students on 'Women, Leadership and Entrepreneurship'. There have also been talks and mentoring sessions with Managing Director of Morgan Stanley, David Buckley (BSc Electrical and Electronic Engineering 1984) and Sir Terry Leahy (BSc Management Science 1977) former Chief Executive of Tesco plc.

When you graduate from Manchester you will be joining an illustrious group of professionals from every sector. We have trained highly successful performing artists such as Benedict Cumberbatch (BBC's *Sherlock Holmes* and The National Theatre's *Frankenstein*) and Ed Simmons and Tom Rowland (The Chemical Brothers); writers such as Ian King (Business Editor of *The Times*), Sam Bain and Jesse Armstrong (television writers of *Peep Show* and *Freshmeat*); architects such as Sir Norman Foster, broadcasters such as Anna Ford; and politicians such as Chuka Umunna (Shadow Secretary for Business and Skills), George Maxwell Richards (President of Trinidad and Tobago) and Jennifer Vel (the youngest member of the Seychelles National Assembly).

You automatically become a member of the Alumni Association on graduation, but to get the full benefit of being a part of the Alumni Association you should register with our online alumni community 'Your Manchester Online' www.manchester.ac.uk/yourmanchester and provide your email address to receive regular updates and invitations from us.

7 General SALC information

7.1 School information

Your department is part of the School of Arts, Languages and Cultures. SALC brings together within a structure an exceptionally diverse and successful concentration of teachers and researchers with the aim and ambition of positioning the Arts at the core of the University's mission and at the forefront of its international reputation. The School is single-minded in its vision to provide a global beacon for the study of the Arts and Languages. The School's outlook and performance, like its staff and student body, is both

international and internationally recognised. Attracting the best research and teaching talent, it aims to set the agenda both in terms of its research and the educational environment it can offer. The School's objective is to give students a learning and teaching experience of the highest quality where they are taught and guided by inspiring academics, making its graduates highly sought after by employers. It has a strong commitment to social responsibility and public engagement and seeks to create and develop knowledge that makes a difference both to those researching and studying in the School and in the wider world. Staff are engaged in a broad field of scholarship in arts, languages, and cultures and are committed to inter- and multi-disciplinarity at all levels of study and research.

The new School comprises seventeen different disciplinary areas: Archaeology, Art History & Visual Studies, Classics & Ancient History, Drama, East Asian Studies, English & American Studies, French Studies, German Studies, Linguistics & English Language, History, Italian Studies, Middle Eastern Studies, Music, Religions & Theology, Russian & East European Studies, Spanish, Portuguese & Latin American Studies, and Translation & Intercultural Studies, plus the University Language Centre. It provides teaching to over 6,500 undergraduates and postgraduates, and the School employs around 350 academic staff, more than a dozen postdoctoral research fellows, and a large cohort of teaching assistants, all supported by around 100 professional support services staff.

Research and teaching in the School are supported by rich resources within the University, in the collections of the The University of Manchester Library, the Race Relations Archive, the Manchester Museum and the Whitworth Art Gallery, as well as in other distinguished Manchester archives and museums. The School also has its own cultural assets such as The Martin Harris Centre for Music and Drama and The Confucius Institute and we will maximize our use of these to the full. Outside the University, we already have excellent links with a range of cultural partners such as Cornerhouse, The Royal Exchange, Contact and Library theatres, The Hallé Orchestra, the Instituto Cervantes, the Alliance Française, and the Società Dante Alighieri.

7.2 Key School staff

Head of School: Professor Jeremy Gregory (Room A3 Samuel Alexander Building; tel. 0161 306 1242; email: jeremy.gregory@manchester.ac.uk).

The Head of School has ultimate responsibility for all aspects of academic activity within the School. Professor Gregory has an open hour from 11.00 – 12.00 every Tuesday for any student wishing to see him about any academic matter. Students should contact Fiona Cooper (fiona.cooper@manchester.ac.uk) in the School Office if they wish to make an appointment.

Director of Undergraduate Education: Dr James Garratt (Room SU.05 Martin Harris Centre, tel. 0161 275 4988; email: james.e.garratt@manchester.ac.uk).

The Director of Undergraduate Education is responsible to the Head of School for maintaining the academic standards of each of the School's degree programmes. Dr Garratt will normally be available during his office hours of Monday 2.00–3.00 and Wednesday 12.00–1.00 to see any student who wishes to discuss academic or personal matters. To see Dr Garratt at another time please contact Teaching and Learning Reception (salc-reception@manchester.ac.uk) to make an appointment.

The **Teaching and Learning Manager** is Elizabeth Nolan (Room S3.20, Samuel Alexander Building; tel. 0161 275 4494; email elizabeth.nolan@manchester.ac.uk).

The **Programmes Manager** is Fiona Fraser (Room A20, Samuel Alexander Building; tel. 0161 275 3316; email fiona.fraser@manchester.ac.uk).

The **Assessment Manager** is Morag Guilfoyle (Samuel Alexander Building; tel. 0161 275 3316; email morag.guilfoyle@manchester.ac.uk).

The **Student Support and Guidance Manager** is Sara Latham (Room A17, Samuel Alexander Building; tel. 0161 275 8056; email sara.latham@manchester.ac.uk).

The **Timetabling Manager** is Louise Stewart (Samuel Alexander Building; tel. 0161 275 8980; email louise.stewart@manchester.ac.uk).

7.3 Communications within the School of Arts, Languages and Cultures

Information is communicated to students normally by means of email, the undergraduate intranet, Blackboard and via notice boards. Please note the following:

Email messages initiated by staff in the School (both academic and administrative) will be sent to your University email address. All messages sent to you via email distribution lists will include your University email address.

You are required to check your University email account on a regular basis. If you wish to set up auto-forwarding arrangements to a private email account, you may do so; but it is your responsibility to ensure, one way or another, that you read with minimal delay all messages sent to your University email address. **Failure to read messages delivered to your University email account will not be accepted as a legitimate excuse if you fail to act on information that has been sent to you.**

You may send messages to staff from your private email address, but if you send a message from your private account, you must also check your University email account for any replies to your message. All emails to staff should be written as formal, professional correspondence, opening with 'Dear _____' and using paragraphs and standard grammar.

Important Note: If you send a message from a private email address, you should be aware that, due to the increasing problems of spam and viruses, a member of staff may sometimes have legitimate cause for suspicion about your message, and may therefore be obliged to delete it without opening it. This is especially likely to apply if your name and the subject matter of your message are not clearly identified in the email address and header. **In all such cases any failures of communication are your own responsibility.**

It is essential that information is kept up to date – both from us to you and from you to us. It is *absolutely vital* that you check the undergraduate intranet and noticeboards regularly; that you check your email regularly; that you tell your Programme Administrator of *any* change in your recorded details.

7.4 Changes to your information (change of course, address/phone number, etc)

Any change of course details must be completed online via the Self-Service System, making sure that you carefully check that any changes meet your programme regulations. If you are unsure you should ask your Programme Administrator or your Academic Adviser or Programme Director. If the School (and consequently the University) record of your degree programme or courses is wrong, this can lead to problems at Examination times and with student loan applications. **Please note that no changes to courses will be possible after the second week of teaching in each semester.** You will also be able to

change address/phone number details on Self-Service yourself, or in person at the Teaching and Learning Reception. It is essential that you keep contact information up to date, as often essential information is sent to you by post.

7.5 Absence during the semester

You are not permitted to absent yourself during the semester, except in special circumstances, when you should apply for permission to your Academic Adviser. If you are unable to return after vacation, you should explain the circumstances in writing and in advance either to your Academic Adviser or to the Head of Department, and notify your Programme Administrator.

7.6 Dates of Semesters 2012–2013

First semester

Attendance: 17 September – 14 December 2012
14 January – 27 January 2013

Second semester

Attendance: 28 January – 22 March 2013
15 April – 7 June 2013

7.7 Reading week

The School operates a reading week in Semester 1: 29 October – 2 November 2012

Some departments may run teaching sessions during this period. You are expected to remain studying in Manchester and take full advantage of the library and other learning facilities during reading week.

7.8 Health and safety

All students must familiarise themselves with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. Similarly, all students are required to familiarise themselves with the Health and Safety at Work regulations, extracts of which are posted in all School buildings. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in commonly used areas. The Head of School is responsible for Health and Safety within the School.

7.9 Certification of illness and absence from the University

It is a requirement of your registration with the University of Manchester that you register with a local General Practitioner. A list of GP practices can be obtained from the Student Health Centre (campus map no 38: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>), any University hall of residence or a local pharmacy. According to guidance issued by the General Medical Council, it would not be regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.

You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health. You should also consult your GP if illness keeps you absent from the University for more than 7 days including a weekend. If you do consult a GP and they consider that you are not fit for attendance at the University, then you should obtain a note

from the doctor to that effect or ask them to complete Part III of the University form “Certification of Student Ill Health” copies of which are available at local GP surgeries, and online at http://www.cs.manchester.ac.uk/student-services/certification_ill_health.pdf.

You should hand this certificate to the Teaching and Learning Reception at the earliest opportunity.

If your condition is not sufficiently serious to cause you to seek medical help, then the University will not require you to supply a doctor’s medical certificate unless you are absent from the University due to illness for more than 7 days. You must however contact the Teaching and Learning Reception soon as possible and “self-certify” your illness (that is complete and sign the “Certification of Student Ill Health” form to state that you have been ill), as soon as you are able to do so. You should do this if your illness means you are absent from the University for any period up to 7 days or if you are able to attend the University but your illness is affecting your studies.

8 Learning resources

8.1 Libraries

With more than 4 million printed books and manuscripts, over 41,000 electronic journals and 500,000 electronic books, as well as several hundred databases, The University of Manchester Library is one of the best-resourced academic libraries in the country.

The University of Manchester Library, located on Burlington Street, off Oxford Road (<http://www.manchester.ac.uk/aboutus/travel/maps/az/>, campus map reference 55), is the principal resource for most student work. You should note particularly the existence of the short-loan collection, which will be used by lecturers especially for core texts relating to courses and essays. Be sure to go on the tour during Induction Week and get a printed guide.

The Alan Gilbert Learning Commons offers a variety of flexible individual and group study facilities as well as provide access to computers, scanning and printing facilities.

<http://www.library.manchester.ac.uk/aboutus/projects/aglc/>

In addition to the main sites, there are a number of specialist libraries located across the campus: <http://www.library.manchester.ac.uk/aboutus/locationsandopeninghours/>

Classics and Ancient History has its own common space and library in Room S 2.1a, with a collection of dictionaries, ancient texts and secondary scholarship. All Classics and Ancient History students are encouraged to make use of this collection.

9 Support arrangements

9.1 Support within Classics and Ancient History

9.1.1 Academic Adviser

A member of staff will be appointed as your Academic Adviser and will normally act in this capacity for the whole three years. Your Academic Adviser is concerned with your general welfare, and is available to give you help and advice on all matters, whether academic or personal. You are strongly encouraged to meet regularly with your Academic Adviser during their weekly consultation hours, and to attend any other meetings or activities scheduled by your Adviser. If you cannot make the scheduled consultation hours then you should contact your Adviser to arrange another suitable time.

Students will have a meeting with their Academic Adviser in Welcome Week and at least three other meetings in their first year, and two scheduled meetings in each subsequent year of study. The following table outlines the timings and functions of the Level 1 meetings:

Semester 1	
Welcome Week	You will be invited to meet informally with your Academic Adviser, either individually or in a small group, to chat about your experiences and expectations of the university so far. Your Adviser will provide practical academic information for you and you should think about any questions you have about your academic programme.
By Week 5	Your Academic Adviser will invite you to a meeting to discuss your progress so far and any problems you might have experienced during your first weeks at University.
Week 10 or 11	This meeting will be an opportunity for you to discuss the semester 1 online PDP questionnaire you will have completed and to share your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines.
Semester 2	
By Week 8 or 9	This meeting will be an opportunity for you to discuss the semester 2 online PDP questionnaire you will have completed and to share your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines, and your options choices for Level 2.

You should feel free to consult your Academic Adviser about anything that concerns you, including personal, domestic, medical, financial or legal problems. He or she will be able to put you in touch with expert professional help if you should need it; but you may rest assured that, except in formal academic matters, all communications with your Academic Adviser are privileged, and that anything you say to him or her is strictly confidential and will not be divulged to anyone else without your express permission. In academic matters your Academic Adviser will normally refer to your Programme Director. **It is essential that you keep your Academic Adviser informed of your progress and of any circumstances which may affect your work during the year or your performance in examinations**, as he or she may be able to help you resolve your problems or to act as your 'advocate', should this unfortunately prove necessary.

Students are able to request a change of Academic Adviser at any time. If you are experiencing problems with your Academic Adviser, you should contact the Senior Academic Advisor within your Department, or your Programme Director or Head of Subject.

In principle, your Academic Adviser is always prepared to supply written references for applications for jobs, further study etc. As well as your academic performance, your contribution to broader departmental activities may be taken into account when your tutor writes your reference. You should always approach your Academic Adviser in advance before putting his/her name forward. This is partly in order that we do not infringe the provisions of the Data Protection Act by unwittingly releasing information to unauthorized parties, and partly because there may be circumstances in which your tutor is not best placed to act as referee.

Further information can be found in the SALC document 'Academic Advisement: A Guide for Students' www.alc.manchester.ac.uk/studentintranet

9.1.2 Personal Development Plan

It is important that you regularly review your skills and learning, including any problems or difficulties, throughout your university career so that you can begin to set yourself goals, focus on your skills and reflect on your learning.

To aid you in this activity, the School has developed an online Personal Development Plan (PDP) which you can use to review your progress. The PDP will be used to facilitate discussion with your Academic Advisor during your first term at university, with the aim of helping students:

- become more effective, independent and confident self-directed learners;
- understand how they are learning and relate their learning to a wider context;
- improve their general skills for study and career management;
- articulate personal goals and evaluate progress towards their achievement;
- encourage a positive attitude to learning throughout life.

You can find more information on Personal Development Plans at:

http://www.humanities.manchester.ac.uk/studyskills/progress/career_planning/PDP.html

PDPs will also be used in your second and third year, focusing in particular on enhancing your skills and employability.

9.1.3 Student (Peer) Mentors

Classics and Ancient History operates a Peer Mentor programme. The mentors – Level 2 and 3 students on your programme – are available to give advice on courses, academic life in Manchester, and essential information to help you settle in to both student life and Manchester. You will get an opportunity to meet the mentors during registration week. Look out for information on the mentors' notice board throughout the year, and remember to check your university email account for details of social events and days out.

9.2 School Support Services

The SALC Student Support and Guidance Team offer assistance to you during your studies, helping you make the most of your time at the School and University. We can work with you to address any difficulties you have during your studies, whether financial, personal or academic, and where we are unable to help you we can signpost you to other support services around the University and the city.

If you experience any problems, don't keep them to yourself – contact us and we can talk through your options with you.

We are based in A15, Samuel Alexander Building. We offer drop-in sessions and an appointment service throughout the year. Please check out our web page or notice board for details of times, as our availability may change throughout the academic year.

Website

www.alc.manchester.ac.uk/studentintranet

Notice board

A6, Samuel Alexander Building

Email

General – salc-studentsupport@manchester.ac.uk

Sara Latham, Student Support and Guidance Manager – sara.latham@manchester.ac.uk

Telephone

General Student Support Enquiries – 0161 275 3116

Sara Latham, Student Support and Guidance Manager – 0161 275 2056

9.3 University Support Services

Sometimes, you just want to talk to somebody completely detached from the School, and it is most important that you seek assistance wherever you feel it is most appropriate. Details of some of the University's support services are given below and may also be accessed through the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/>

9.3.1 University Student Guidance Service

The Student Guidance Service is a student-centred service open to all Undergraduates and Postgraduates, from all departments across the whole University. We offer confidential advice on any academic matter, from information regarding course transfers, for example, to referrals for study skills courses, or guidance in Appeals procedures or advice on complex issues where a student's work is being affected in any way.

For further information visit the Student Guidance Service website at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/sqs/>

9.3.2 Study Skills website

The Faculty of Humanities has a Study Skills Website where you will find sources of information, hints and tips and practical activities to help you develop your study skills and become a better learner.

You'll also find advice about how to prepare for lectures, tutorials and seminars; how to deal with exam stress; organising yourself; and on personal development and career planning. See <http://www.humanities.manchester.ac.uk/studyskills/>

9.3.3 University Counselling Service

The Counselling Service is available for all students at the University of Manchester, whether undergraduate, postgraduate or research students. It is free and consists of a team of professional counsellors. The service provides confidential counselling for anyone who wants help with personal problems affecting their work or well-being.

For further information visit the Counselling Service website at:

<http://www.studentnet.manchester.ac.uk/counselling/>

9.3.4 University Disability Support Office

The University has a Disability Support Office (DSO), whose aim is to assist students, both prospective and current, to identify their needs whilst studying at the University. They then enable students to actually access the practical support. In addition to this they also:

- a) Deal with enquiries from prospective students with regard to all aspects of their disability-related support whilst at the university
- b) Assist students with applications to their funding body (e.g. LEA, NHS, GSCC) for Disabled Students' Allowance and undertake assessments of their support needs
- c) Liaise with other members of staff in the university (e.g. lecturers, exams officers) to ensure that they can facilitate the needs of disabled students

- d) Operate an Equipment Loan scheme for students
- e) Assist students to organise personal helpers and support workers
- f) Undertake dyslexia screenings for students who think they may have dyslexia
- g) Advise on external sources of financial support and assistance and help with application to these funds
- h) Prepare and distribute disability-related information and deliver appropriate staff/student training

For further information visit the Disability Support Office website at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/disabled-students/>

The School has a Disability Support Coordinator within the Student Support Office, who co-ordinates support arrangements for all Teaching and Learning students. Please contact the Student Support Office to discuss any of your support needs.

9.3.5 Students Union Advice Centre

The Students Union has advisers who can help with any matter ranging from finances to housing and beyond. On the South Campus, the Advice Centre is on the first floor in the Student Union Building, and is open Monday to Friday, 9.30 am to 4.30 pm, term time and vacation. There is no need to make an appointment:

<http://manchesterstudentsunion.com/top-navigation/advice-service/advice-service-home>

9.3.6 University Careers Service

The University Careers Service can help you to find part-time work during your time at the University, to prepare your CV and applications for full time work after graduation, and to research job opportunities. In addition the Service runs several job fairs across Manchester throughout the year. The service runs monthly drop in sessions where students from Arts, Histories and Cultures can speak to advisors without a prior appointment (see the Undergraduate Intranet for further information and session dates), and also runs specially designed on-line noticeboards for different departments within the School.

For further information visit the Careers Service website:

<http://www.careers.manchester.ac.uk/>

9.3.7 University support for mature students

The Burlington Society is the University society for mature and postgraduate students. They have their own facilities in the Burlington Rooms, next to The University of Manchester Library. Facilities include a bar, common room (quiet, non-smoking, with free tea and coffee facilities for members), and a vegetarian cafe. The Society organises events and activities on Thursday and Friday evenings during term time. In addition there are smaller groups for theatre and film visits, music, football, squash and others. The Plus 21 Group is an informal network of mature students across the University, which meets once a week at lunchtime in the Burlington Rooms, as well as holding occasional evening events. New members are welcome. Visit the Burlington Rooms website for more information: <http://www.burlington.manchester.ac.uk/>

For further information on support for mature students, see:

<http://www.manchester.ac.uk/undergraduate/maturestudents/guide/>

9.3.8 University Support for international students

The International Society is a busy centre for international students based in the Greater Manchester area. It is located on Oxford Road (see map of campus). Manchester has more students from abroad than anywhere else in Britain, other than London, and International Society members come from all over the world. In fact, there were students from more than 130 different countries last year - so it's a good place to make friends and contacts during your stay here.

For further information visit the International Society website at:
<http://www.internationalsociety.org.uk/>

10 Programmes of Study

10.1 Programmes within this handbook

Full programme specifications are available on the SALC undergraduate intranet.

10.2 Programmes within the Classics and Ancient History department

Single Honours: Ancient History, Classical Studies, Classics (Greek and Latin: Course 1), Classics (Greek and Latin: Course 2), Greek (Course 1), Greek (Course 2), Latin (Course 1), Latin (Course 2).

Joint Honours: Classics and Ancient History, Latin/Greek and a Modern Language/Linguistics/English (Course 1 and 2)

10.3 New Regulations for Undergraduate Degree Awards

New Regulations for undergraduate degrees at the University of Manchester came into operation in September 2012. A copy of the Regulations is included in Appendix A of this Handbook, together with a Student Guide to them. These and other related documents are available online at: <http://www.tlso.manchester.ac.uk/degree-regulations/>

10.4 Programme Aims and Learning Outcomes

Classics and Ancient History seeks to meet Aims and Learning Outcomes at different levels, from the very broad (helping the University to fulfil its Mission Statement) to the very specific (the intended Learning Outcomes of individual course-units). There follows a brief statement of (1) our Aims with regard to the University's Mission Statement; (2) our general Aims and Learning Outcomes at degree-programme level (with some Learning Outcomes objectives relating to specific programmes); and (3) our Aims and Learning Outcomes for each year of your time with us. Roughly speaking, **Aims** describe in relatively general terms what our degree programmes are designed to achieve; **Learning Outcomes** specify more particularly what you will have achieved on successful completion of the given course-unit, year, or degree programme. (The intended learning outcomes of each course-unit are summarized in the introductory material accompanying each course unit)

The University and CLAH's Mission Statement

The University of Manchester is committed to providing a high-quality, research-led learning environment which encourages wide participation in Higher Education and which, by fostering students' academic, intellectual, personal, and career-related transferable skills, benefits not only its students but the academic community and society at large. In

order to play its part in helping the University to fulfil its Mission Statement, Classics and Ancient History **aims** to:

- ua. 1** offer academically coherent, challenging and up-to-date programmes of study in ways which encourage students to develop as independent, self-reliant learners;
- ua. 2** offer programmes centred on research-led teaching, as far as this is practicable and consistent with other aims;
- ua. 3** offer progressive programmes that will inspire some of its undergraduate students to return to do postgraduate work, and so help to sustain and develop a vibrant research and graduate community in the University;
- ua. 4** offer in and through our programmes the basic skills necessary to enable our students to follow a variety of professional careers, or to begin postgraduate research and study;
- ua. 5** foster the personal, intellectual and career-related transferable skills of our students so that both they and society at large benefit from their experience;
- ua. 6** encourage wider participation in Higher Education, on the one hand by raising awareness and expectations among pupils in local and regional schools, and on the other by stimulating lifelong learning through graduate programmes;
- ua. 7** thrive as a broad-based department, offering a wide spectrum of subjects within classics and ancient history, and committed to excellence in teaching and research.

Degree-programme Aims and Learning Outcomes

Within the above framework are embedded the following Aims and Learning Outcomes. The **general aims** of our degree programmes are:

- ga. 1** to produce graduates well trained in the study of classical antiquity through BA degree programmes that are balanced and coherent, and that combine breadth with detailed attention to a range of aspects of classical civilization
- ga. 2** to offer undergraduates a progressive language-course in Latin or Greek language, starting from elementary, intermediate, or advanced level, consolidating any existing knowledge of the language(s), and developing particularly reading knowledge but also some active competence and/or other language-based and language-related skills
- ga. 3** to produce graduates with a set of transferable cognitive skills that equip them either for a range of types of employment or for further study or research, whether in classics and ancient history or in other fields
- ga. 4** to offer a supportive environment, with effective pastoral and academic support, to foster the learning and personal development of our students
- ga. 5** to harness our high-quality learning resources to provide and support stimulating course-units appropriate to the degree programmes
- ga. 6** to use the expertise of our staff to provide research-led teaching, and to promote in general a close and fruitful two-way relationship between teaching and research
- ga. 7** to monitor, review, update, and enhance our provision regularly to ensure that it meets appropriate academic standards.

The **general learning outcomes** of our degree programmes are such that, on successful completion of their degree programme, students will have developed

- glo. 1** the ability to demonstrate knowledge and understanding of a range of topics studied in Greek and Roman literature, culture, or history, including more specialized knowledge and understanding of one or more topics within the discipline
- glo. 2** the ability to perform close textual analysis, to evaluate critically both primary evidence and secondary literature, and to bring to bear broader interpretive approaches on Greek/Roman literature, history, and/or other subjects
- glo. 3** (*optional for Ancient History*) knowledge of the history, conventions, and characteristics of certain key Greek/Roman literary genres in both poetry and prose, including appreciation of the importance of literary relations within, respectively, Greek and Roman literature and of those between Roman and Greek literature, and an understanding of relations between Greek/Roman literature and society
- glo. 4** (*optional for Joint Honours, except Classics & Ancient History*) familiarity with at least one period of Greek or Roman history and with relevant aspects of the political, social, or cultural context, an understanding of the methods and principles of source-criticism, and the ability to assess and evaluate critically rival modern interpretations in the light of primary evidence
- glo. 5** a number of key transferable skills including the ability to use written communication skills and basic word-processing skills to produce written assignments of various sorts on topics involving various critical skills; the ability to give oral presentations; the ability to recall information from memory, and organize and deploy it effectively under pressure; and the ability to take responsibility for their own learning and development and to organize individual time and effort effectively
- glo. 6** (*optional for Joint Honours, except Classics & Ancient History*) the ability to produce a thesis based on independent research on an approved topic.

Some of our **Learning Outcomes** relate specifically to particular degree programmes. Students on successful completion of the degree programmes specified below will in addition have:

BA in Classical Studies

- glo. 7** the ability to demonstrate knowledge and understanding of one or more classics-related academic disciplines

BA in Ancient History; BA in Classics & Ancient History

- glo. 8** an extensive knowledge and understanding of Greek and Roman history and society, based on the systematic and critical interpretation of primary evidence

Any BA programme involving compulsory language-work

- glo. 9** acquired or consolidated (*depending on level of attainment at entry*) and developed both a reading knowledge of and some active competence in Greek and/or Latin as appropriate

Aims and Learning Outcomes Year by Year

The Aims and Learning Outcomes for each year are as follows:

First-year Aims:

- a1. 1 to provide students with a sound basis for the systematic advanced study of the classical world;
- a1. 2 to encourage students to begin, or continue, to study Latin and/or Greek;
- a1. 3 to foster a basic critical awareness in the reading and interpretation of ancient texts, literary and/or historical;
- a1. 4 to introduce students to the methods of scholarly presentation and to consolidate and foster skills of written and oral expression.

First-year Learning Outcomes:

On successful completion of the first year, students will

- lo1. 1 be able to demonstrate, in tutorial discussion and written work, practical and transferable skills of oral and written expression and presentation;
- lo1. 2 be able to demonstrate, in tutorial discussion and written work, a basic critical awareness of the difficulties encountered in the reading and interpreting of a classical text, literary and/or historical;
- lo1. 3 be able to demonstrate a broad and balanced knowledge and understanding of a range of classical texts, themes and concepts, literary and/or historical.

Second-year Aims:

- a2. 1 to enable students to broaden and deepen their knowledge of the classical world;
- a2. 2 to develop further the skills, intellectual, practical, and transferable, acquired during the previous year;
- a2. 3 to encourage students to continue, or begin, to study Latin and/or Greek.

Second-year Learning Outcomes:

On successful completion of the second year, students will

- lo2. 1 be able to demonstrate the capacity to apply the skills, intellectual, practical, and transferable, learnt in the first year and developed through the second year;
- lo2. 2 be able to demonstrate the capacity to read with enhanced critical understanding across a broader and more advanced range of ancient texts, literary and/or historical.

Third-year Aims:

- a3. 1 to enable students further to deepen their knowledge of chosen aspects of the classical world;
- a3. 2 to develop further the skills, intellectual, practical, and transferable, acquired during the previous two years;

a3. 3 to encourage students to continue, or begin, to study Latin and/or Greek.

Third-year Learning Outcomes:

On successful completion of the third year, students will

- lo3. 1** have acquired a thorough understanding of and a sound ability to apply to chosen areas the subject-specific and transferable skills developed over the preceding two years;
- lo3. 2** be able to demonstrate in the appropriate form specialist knowledge in the chosen areas;
- lo3. 3** (*optional for Joint Honours, except Classics & Ancient History*) have developed the skills necessary to produce a thesis on an approved topic of his/her own devising, independently argued, professionally presented and based on the study of primary sources as well as published scholarship.

10.5 Programme structure

The three-year degree is divided into three levels. At each level of your degree you are required to earn 120 credits. Most course units are worth 20 credits each. **Please note** that a 20 credit course is assumed by the School (and accordingly assessed by the department) to require 200 hours of your work (including contact hours, private study, preparation of written work and writing of examinations). Within each academic year a student may normally follow courses totalling not more than 70 units in any one semester. This regulation is to ensure that in any one academic year you do not overburden yourself by doing a disproportionate amount of work within a single semester. Each course is assigned to a particular 'Level', each Level corresponding in effect to a year of the degree programme. As a rule, unless there is a specific exception stated, you must take courses as follows:

In year 1	Level 1 (or higher)
In year 2	Level 2 (or higher)
In year 3	Level 3 or 2/3

This is to ensure that progression is built into your course, in other words that you progress from a relatively elementary level in year 1, through intermediate in year 2, to advanced in year 3. For more specific information on the aims and objectives of each level of attainment please see the course unit descriptor. Course unit descriptors of current courses offered at all levels can be found on the Faculty course unit database:

<http://courses.humanities.manchester.ac.uk/undergraduate/>

Please note that the selection of course units available changes from year to year – what is displayed here may not necessarily be what is on offer when you reach years 2 or 3.

Most degree programmes offer students the opportunity to participate in exchange programmes and study abroad for a semester or a year. Please see Section 6.8 above, and speak to your Programme Director for more information.

10.6 Programme overviews and regulations

BA (Hons) Ancient History

Level 1

<p><u>3 compulsory courses:</u></p> <p>CLAH10230 Introduction to Ancient History</p> <p>1 Greek History: CLAH10011 Constructing Archaic Greek History</p> <p>1 Roman History: CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits in total) CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH30110 Advanced Latin 1 (pre-requisite: A-level Latin) CLAH30120 Advanced Greek 1 (pre-requisite: A-level Greek) CLAH10012 Catullus CLAH10101 The Odyssey</p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p> <p>All Level 1 History units (except for restricted core courses)</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p>	<p>60 credits</p>

BA (Hons) ANCIENT HISTORY

Level 2

<p><u>3 compulsory courses:</u></p> <p>CLAH20390 Ancient History Long Essay</p> <p>1 Greek History: CLAH20062 Politics and Society in Classical Greece</p> <p>1 Roman History: CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden Age</p> <p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits in total) CLAH20151 / 30162 Intensive Greek 1 and 2 (40 credits in total) CLAH30110 Advanced Latin 1 (pre-requisite: A-level Latin or CLAH30182) CLAH30120 Advanced Greek 1 (pre-requisite: A-level Greek or CLAH30162) CLAH30210 Advanced Latin 2 CLAH30220 Advanced Greek 2 CLAH20130 Through Cicero’s Eyes CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean ARGY20932 European Pre-History AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>All History Units at Level 1/2 (except for restricted core courses) Only 20 credits may be chosen from Level 1 courses</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities</p>	<p>60 credits</p> <p>60 credits</p>
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BA (Hons) ANCIENT HISTORY

Level 3

<u>Compulsory</u>	40 credits
CLAH 30030 Dissertation	
<u>2 courses in Greek/Roman history chosen from:</u>	40 credits
CLAH 30052 Athens and Attica CLAH 30882 The Roman Army CLAH 30991 Slavery in the Ancient Greek World CLAH 31251 World of Rome CLAH 30130 Through Cicero's Eyes	
<u>2 optional CLAH or CLAH-approved courses:</u>	40 credits
Or 2 of the courses not chosen above	
CLAH20171 / 30182 Intensive Latin I & II (40 credits in total) CLAH20151 / 30162 Intensive Greek I & II (40 credits in total) CLAH30110 Advanced Latin 1 (pre-requisite: A-level Latin or CLAH30182) CLAH30120 Advanced Greek 1 (pre-requisite: A-level Greek or CLAH30162) CLAH30210 Advanced Latin 2 CLAH30220 Advanced Greek 2 CLAH30072 Greek Comedy CLAH30102 Greek Historiography CLAH31041 Greek Epic CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH20081 Horace CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes	
ARGY30221 The Emergence Of Civilisation: Palaces, Peak Sanctuaries and Politics in Minoan Crete ARGY30912 Traditions and Transitions: Complex Societies in the Near East 7,000 – 3,000 BC MEST30641 The Middle East In Late Antiquity RELT30961 Theology and Ethics of Paul RELT31122 The Material Culture of Early Christianity SAHC30010 The Birth of 'Western' Medicine: from Antiquity to the Renaissance	
All History Units at Level 2/3 (except for restricted core courses) Only 20 credits may be chosen from Level 2 courses	

BA (Hons) CLASSICAL STUDIES
Level 1

<p><u>3 compulsory courses:</u></p> <p>1 Latin Literature: CLAH10012 Catullus 1 Greek Literature: CLAH10101 The Odyssey</p> <p>1 Greek or Roman History, chosen from: CLAH10011 Constructing Archaic Greek History CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20171 / 30182 Intensive Latin I & II (40 credits in total) CLAH20151 / 30162 Intensive Greek I & II (40 credits in total) CLAH30110 Advanced Latin 1 (pre-requisite: A-level Latin) CLAH10011 Constructing Archaic Greek History CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture CLAH30120 Advanced Greek 1 (pre-requisite: A-level Greek)</p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities</p>	<p>60 credits</p>

**BA (Hons) CLASSICAL STUDIES
Level 2**

<p><u>2 compulsory courses:</u></p> <p>1 Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic</p> <p>1 Latin Literature chosen from: CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p>	<p>40 credits</p>
<p><u>4 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits in total) CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH20130 Through Cicero's Eyes CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace CLAH20051 The Roman Empire 31 BC – AD 235: Rome's Golden Age CLAH20062 Politics and Society in Classical Greece CLAH30110 Advanced Latin 1 CLAH30210 Advanced Latin 2 CLAH30120 Advanced Greek 1 CLAH30220 Advanced Greek 2</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>80 credits</p>

BA (Hons) CLASSICS (GREEK & LATIN)

Level 1

Course 1: For candidates with both Greek and Latin A-Level (or equivalent) at entrance

<p><u>5 compulsory courses:</u></p> <p>1 Latin Language: CLAH30110 Advanced Latin 1 1 Greek Language: CLAH30120 Advanced Greek 1 1 Latin Literature: CLAH10012 Catullus 1 Greek Literature: CLAH10101 The Odyssey</p> <p>1 Greek/Roman History chosen from: CLAH10011 Constructing Archaic Greek History CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture</p> <p><u>1 optional CLAH or CLAH-approved course:</u></p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History CLAH10011 Constructing Archaic Greek History CLAH10022 From Republic to Empire ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p>	<p>80 credits</p> <p>20 credits</p> <p>20 credits</p>
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**BA (Hons) CLASSICS (GREEK & LATIN)
Level 1**

Course 2: For candidates without an A-Level in either Latin or Greek

<p><u>5/6 compulsory courses:</u></p> <p>2 Latin language: CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits) 2 Greek Language: CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits)</p> <p>NB If you have an A level in Latin or Greek, you must choose CLAH 30110 Advanced Latin 1 or CLAH 30210 Advanced Greek 1 instead of the Intensive course-unit. You must then choose an optional 20 credits from the lists below.</p> <p>Students with GCSE in Latin or Greek (but not A level) are required to take Intensive 1 and 2</p> <p>1 Latin literature: CLAH10012 Catullus (20 credits) 1 Greek literature: CLAH10101 The Odyssey (20 credits)</p>	<p>120/100 credits</p>
<p><u>1 optional CLAH or CLAH-approved course:</u></p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History CLAH10011 Constructing Archaic Greek History CLAH10022 From Republic to Empire ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p>	<p>20 credits</p>

BA (Hons) CLASSICS (GREEK & LATIN)
Level 2

Course 1

<p><u>4 compulsory courses:</u></p>	<p>60 credits</p>
<p>1 Latin Language: CLAH30210 Advanced Latin 2 1 Greek Language: CLAH30220 Advanced Greek 2</p>	
<p>1 Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic</p>	
<p>1 Latin Literature chosen from: CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p>	<p>20 credits</p>
<p><u>2 optional CLAH or CLAH-approved courses:</u></p>	<p>40 credits</p>
<p>CLAH20051 The Roman Empire 31 BC – AD 235: Rome's Golden Age CLAH20062 Politics and Society in Classical Greece CLAH20130 Through Cicero's Eyes CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p>	
<p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p>	
<p>Only 20 credits may be chosen from Level 1 courses</p>	

**BA (Hons) CLASSICS (GREEK & LATIN)
Level 2**

Course 2

<p><u>4 compulsory courses:</u></p> <p>1 Latin language chosen from: CLAH30110 Advanced Latin 1 CLAH30210 Advanced Latin 2</p> <p>1 Greek Language chosen from: CLAH30120 Advanced Greek 1 CLAH30220 Advanced Greek 2</p> <p>1 Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic</p> <p>1 Latin Literature chosen from: CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p>	<p>80 credits</p>
<p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden Age CLAH20062 Politics and Society in Classical Greece CLAH20130 Through Cicero’s Eyes CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>40 credits</p>

BA (Hons) CLASSICS (GREEK & LATIN)
Level 3

Course 1

<p><u>3 compulsory courses:</u></p> <p>CLAH30030 Dissertation</p> <p>1 Latin Language: CLAH30310 Advanced Latin 3 1 Greek Language: CLAH30320 Advanced Greek 3</p> <p>1 Greek Literature chosen from: CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic</p> <p>1 Latin Literature chosen from: CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH20081 Horace</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>80 credits</p> <p>20 credits</p> <p>20 credits</p>
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**BA (Hons) CLASSICS & ANCIENT HISTORY
Level 1**

<p><u>4 compulsory courses:</u></p> <p>1 Latin Literature: CLAH10012 Catullus</p> <p>1 Greek Literature: CLAH10101 The Odyssey</p> <p>1 Greek History: CLAH10011 Constructing Archaic Greek History</p> <p>1 Roman History: CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture</p>	<p>80 credits</p>
<p><u>Plus 1 Latin or Greek language:</u></p> <p>CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits) CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits) CLAH30110 Advanced Latin 1 (20 credits) CLAH30120 Advanced Greek (20 credits)</p> <p>NB If you have an A level in Latin or Greek, you must choose CLAH 30110 Advanced Latin 1 or CLAH 30210 Advanced Greek 1 instead of the Intensive course-unit.</p> <p>Students with GCSE in Latin or Greek (but not A level) are required to take Intensive 1 and 2</p>	<p>20/40 credits</p>
<p><u>1 optional CLAH-approved course:</u></p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities</p>	<p>20 credits</p>

**BA (Hons) CLASSICS & ANCIENT HISTORY
Level 2**

<p><u>4 compulsory courses:</u></p> <p>1 Latin or Greek Language chosen from: CLAH30110 Advanced Latin 1 CLAH30120 Advanced Greek 1 CLAH30210 Advanced Latin 2 CLAH30220 Advanced Greek 2</p> <p>NB students are expected to continue the language selected for study at Level 1</p> <p>1 Latin or Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p> <p>1 Roman or Greek History chosen from: CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden Age CLAH20062 Politics and Society in Classical Greece CLAH20130 Through Cicero’s Eyes</p> <p>1 further course in Latin/Greek Literature or Roman/Greek History as listed above</p>	<p>80 credits</p>
<p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>40 credits</p>

**BA (Hons) CLASSICS & ANCIENT HISTORY
Level 3**

<p><u>Compulsory:</u></p> <p>CLAH30030 Dissertation</p> <p>1 Latin or Greek Language chosen from: CLAH30210 Advanced Latin 2 CLAH30220 Advanced Greek 2 CLAH30310 Advanced Latin 3 CLAH30320 Advanced Greek 3</p> <p>1 Latin or Greek Literature chosen from: CLAH30072 Greek Comedy CLAH31041 Greek Epic CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH30081 Horace</p> <p>2 Roman or Greek History chosen from: CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes CLAH30102 Greek Historiography SAHC30010 The Birth of 'Western' Medicine: from Antiquity to the Renaissance</p> <p>NB. If you wish to take both languages you should only choose 1 History option.</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>40 credits</p> <p>20 credits</p> <p>20 credits</p> <p>20 credits</p>
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**BA (Hons) GREEK
Level 1**

Course 1: For candidates with Greek A-Level (or equivalent) at entrance

<p><u>5 compulsory courses:</u></p> <p>1 Latin Language: CLAH30120 Advanced Greek 1</p> <p>1 Latin Literature: CLAH10101 The Odyssey</p> <p>1 Roman History: CLAH10011 Constructing Archaic Greek Literature</p> <p>2 Latin Literature and Latin Language chosen from: CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits in total) CLAH30110 Advanced Latin 1 CLAH10012 Catullus</p>	<p>100 credits</p>
<p><u>1 optional CLAH or CLAH-approved course:</u></p> <p>CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture, 218 BC – 31 BC</p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p>	<p>20 credits</p>

**BA (Hons) GREEK
Level 1**

Course 2: For students who do not have Latin A-Level at entrance

<p><u>4/5 compulsory courses:</u></p> <p>1/2 Greek Language: CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits)</p> <p>If you have an A level in Greek, you must choose CLAH 30120 Advanced Greek 1 instead of the Intensive course-unit. You must then choose an optional 20 credits from the lists below. Students with GCSE in Latin or Greek (but not A level) are required to take Intensive 1 and 2</p> <p>1 Greek Literature: CLAH10101 The Odyssey</p> <p>1 Greek History: CLAH10011 Constructing Archaic Greek Literature</p> <p>1 Latin Literature or Language chosen from: CLAH10012 Catullus CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits)</p>	<p>80/100 credits</p>
<p><u>1/2 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH10012 Catullus CLAH10011 Constructing Archaic Greek History, 800-478 BC ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p>	<p>20/40 credits</p>

**BA (Hons) GREEK
Level 2**

Course 1: For candidates with Greek A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>1 Greek Language: CLAH30220 Advanced Greek 2</p> <p>1 Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic</p> <p>1 Greek History: CLAH20062 Politics and Society in Classical Greece</p> <p><u>or</u> one of the literature courses not chosen above</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits in total) CLAH30110 Advanced Latin 1 CLAH30120 Advanced Latin 2 CLAH20051 The Roman Empire 31BC – AD235: Rome’s Golden Age CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace CLAH20130 Through Cicero’s Eyes</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean ARGY20932 European Pre-History AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>60 credits</p>

**BA (Hons) GREEK
Level 2**

Course 2: For candidates without Greek A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>1 Greek Language: CLAH30120 Advanced Greek 1</p> <p>1 Greek Literature chosen from: CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic</p> <p>1 Greek History: CLAH20062 Politics and Society in Classical Greece</p> <p><u>or</u> one of the literature courses not chosen above</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH30120 Advanced Greek 1 CLAH30220 Advanced Greek 2 CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20062 Politics and Society in Classical Greece CLAH20051 The Roman Empire 31BC – AD235: Rome’s Golden Age CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace CLAH20130 Through Cicero’s Eyes</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean ARGY20932 European Pre-History AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>60 credits</p>

**BA (Hons) GREEK
Level 3**

Course 1: For candidates with Greek A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>CLAH30030 Dissertation</p>	<p>40 credits</p>
<p>1 Latin Language:</p> <p>CLAH30320 Advanced Greek 3</p>	<p>20 credits</p>
<p>1 Greek Literature chosen from:</p> <p>CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic</p>	<p>20 credits</p>
<p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>NB including literature courses listed above</p> <p>CLAH30120 Advanced Greek 1 CLAH30220 Advanced Greek 2 CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH20081 Horace</p> <p>ARGY30221 Emergence of Civilisation: Palaces, Peak Sanctuaries and Politics in Minoan Crete ARGY30912 Traditions and Translations: Complex Societies in the Near East 7,000 – 3,000 BC MEST30641 The Middle East In Late Antiquity RELT30961 Theology and Ethics of Paul RELT31122 The Material Culture of Early Christianity SAHC30010 The Birth of 'Western' Medicine: from Antiquity to the Renaissance</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>40 credits</p>

**BA (Hons) GREEK
Level 3**

Course 2: For candidates without Greek A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>CLAH30030 Dissertation</p> <p>1 Greek Language: CLAH30220 Advanced Greek 2</p> <p>1 Greek Literature chosen from: CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic</p> <p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH30120 Advanced Greek I CLAH30220 Advanced Greek II CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH30081 Horace</p> <p>ARGY30221 Emergence of Civilisation: Palaces, Peak Sanctuaries and Politics in Minoan Crete ARGY30912 Traditions and Transitions: Complex Societies in the Near East 7,000 – 3,000BC MEST30641 The Middle East In Late Antiquity RELT30961 Theology and Ethics of Paul RELT31122 The Material Culture of Early Christianity SAHC30010 The Birth of 'Western' Medicine</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>40 credits</p> <p>20 credits</p> <p>20 credits</p> <p>40 credits</p>
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**BA (Hons) LATIN
Level 1**

Course 1: For candidates with Latin A-Level (or equivalent) at entrance

<p><u>5 compulsory courses:</u></p> <p>1 Latin Language: CLAH30110 Advanced Latin 1</p> <p>1 Latin Literature: CLAH10012 Catullus</p> <p>1 Roman History: CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture, 218 BC – 31 BC</p> <p>2 Greek Literature and Greek Language chosen from: CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH30120 Advanced Greek 1 CLAH10101 The Odyssey</p>	<p>100 credits</p>
<p><u>1 optional CLAH or CLAH-approved course:</u></p> <p>CLAH10011 Constructing Archaic Greek History</p> <p>ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p>	<p>20 credits</p>

**BA (Hons) LATIN
Level 1**

Course 2: For students who do not have Latin A-Level at entrance

<p><u>4/5 compulsory courses:</u></p> <p>1/2 Latin Language: CLAH20171 / 30182 Intensive Latin 1 & 2 (40 credits)</p> <p>If you have an A level in Latin, you must choose CLAH 30110 Advanced Latin 1 instead of the Intensive course-unit. You must then choose an optional 20 credits from the lists below. Students with GCSE in Latin or Greek (but not A level) are required to take Intensive 1 and 2</p> <p>1 Latin Literature: CLAH10012 Catullus</p> <p>1 Roman History: CLAH10022 From Republic to Empire: Introduction to Roman History, Society and Culture, 218 BC – 31 BC</p> <p>1 Greek Literature or Language chosen from: CLAH10101 The Odyssey CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits)</p>	<p>80/100 credits</p>
<p><u>1/2 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH10011 Constructing Archaic Greek History, 800-478 BC ARGY10121 Introduction to European Archaeology ARGY10131 Introduction to World Archaeology AHVS10211 Introduction to Art History AHVS10212 Frameworks for Art History ENGL10051 Mapping the Medieval HIST10691 The Making of Europe, 400 – 1500 MEST10811 The Middle East Before Islam: An Introduction PHIL10021 Introduction to Philosophy: Values We Live By PHIL10622 Introduction to Philosophy: Discovering Reality RELT10051 The Rise of Christianity RELT10120 New Testament Greek RELT10092 New Testament: Text and Context RELT10101 The World of the Ancient Israelites RELT10140 Biblical Hebrew SAHC10112 The Medieval World: An Introduction SAHC10122 Living and Dying in the Ancient World</p>	<p>20/40 credits</p>

**BA (Hons) LATIN
Level 2**

Course 1: For candidates with Latin A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>1 Latin Language: CLAH30210 Advanced Latin 2</p> <p>1 Latin Literature chosen from: CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p> <p>1 Roman History chosen from: CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden age CLAH20130 Through Cicero’s Eyes</p> <p><u>or</u> one of the literature courses not chosen above</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH30210 Advanced Greek 1 CLAH30220 Advanced Greek 2 CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden Age CLAH20062 Politics and Society in Classical Greece CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20130 Through Cicero’s Eyes</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean ARGY20932 European Pre-History AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>60 credits</p>

**BA (Hons) LATIN
Level 2**

Course 2: For candidates without Latin A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>1 Latin Language: CLAH30110 Advanced Latin 1</p> <p>1 Latin Literature chosen from: CLAH20291 Sex, Death and the Meaning of Life CLAH21262 Ovid CLAH20081 Horace</p> <p>1 Roman History: CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden age</p> <p><u>or</u> one of the literature courses not chosen above</p>	<p>60 credits</p>
<p><u>3 optional CLAH or CLAH-approved courses:</u></p> <p>CLAH20151 / 30162 Intensive Greek 1 & 2 (40 credits in total) CLAH30210 Advanced Greek 1 CLAH30220 Advanced Greek 2 CLAH20291 Sex, Death and the Meaning of Life CLAH20062 Politics and Society in Classical Greece CLAH21262 Ovid CLAH20081 Horace CLAH20051 The Roman Empire 31 BC – AD 235: Rome’s Golden Age CLAH20102 Greek Historiography CLAH20072 Greek Comedy CLAH21041 Greek Epic CLAH20130 Through Cicero’s Eyes</p> <p>ARGY20041 Roman Britain ARGY20942 Changing Worlds in the Near East and East Mediterranean ARGY20932 European Pre-History AHVS20251 Greek Art and the City State AHVS21101 Before the Black Death: The Golden Age of Siena 1260-1348 HIST21142 From Catastrophe to Crusade HIST20182 The Making of the Modern Mind RELT20361 Myth: Conceptions and Understandings of Religion RELT20412 New Approaches to the Study of Religion RELT20292 Religion and Conflict RELT20551 Gnosticism in Antiquity RELT20150 New Testament in Greek 2 RELT20170 Biblical Hebrew Texts I RELT20232 The Body and Society: Christianity in the West, 300-1500</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 1 courses</p>	<p>60 credits</p>

**BA (Hons) LATIN
Level 3**

Course 1: For candidates with Latin A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>CLAH30030 Dissertation</p> <p>1 Latin Language: CLAH30310 Advanced Latin 3</p> <p>1 Latin Literature chosen from: CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH20081 Horace</p> <p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>NB including literature courses listed above CLAH30120 Advanced Greek 1 CLAH30220 Advanced Greek 2 CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH20081 Horace</p> <p>ARGY30221 Emergence of Civilisation: Palaces, Peak Sanctuaries and Politics in Minoan Crete ARGY30912 Traditions and Transitions: Complex Societies in the Near East 7,000 – 3,000BC MEST30641 The Middle East In Late Antiquity RELT30961 Theology and Ethics of Paul RELT31122 The Material Culture of Early Christianity SAHC30010 The Birth of 'Western' Medicine: from Antiquity to the Renaissance</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>40 credits</p> <p>20 credits</p> <p>20 credits</p> <p>40 credits</p>
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BA (Hons) LATIN
Level 3

Course 2: For candidates without Latin A-Level (or equivalent) at entrance

<p><u>3 compulsory courses:</u></p> <p>CLAH30030 Dissertation</p> <p>1 Latin Language: CLAH30210 Advanced Latin 2</p> <p>1 Latin Literature chosen from: CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH30081 Horace</p> <p><u>2 optional CLAH or CLAH-approved courses:</u></p> <p>NB including literature courses listed above CLAH30102 Greek Historiography CLAH30072 Greek Comedy CLAH31041 Greek Epic CLAH30052 Athens and Attica CLAH30882 The Roman Army CLAH30991 Slavery in the Ancient Greek World CLAH31251 World of Rome CLAH30130 Through Cicero's Eyes CLAH30291 Sex, Death and the Meaning of Life CLAH31262 Ovid CLAH30081 Horace</p> <p>ARGY30221 Emergence of Civilisation: Palaces, Peak Sanctuaries and Politics in Minoan Crete ARGY30912 Traditions and Transitions: Complex Societies in the Near East 7,000 – 3,000BC MEST30641 The Middle East In Late Antiquity RELT30961 Theology and Ethics of Paul RELT31122 The Material Culture of Early Christianity SAHC30010 The Birth of 'Western' Medicine: from Antiquity to the Renaissance</p> <p>Alternatively, 20 credits may be selected, with the approval of the programme director, from other course units available within the Faculty of Humanities.</p> <p>Only 20 credits may be chosen from Level 2 courses</p>	<p>40 credits</p> <p>20 credits</p> <p>20 credits</p> <p>40 credits</p>
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JOINT HONOURS: Latin/Greek & a Modern Language/Linguistics/English
Course 1: for candidates with A-level Latin or Greek (as appropriate) or similar at entrance

Level 1

Compulsory 1 Greek/Latin language 1 Greek/Latin Literature	40 credits
3 course units in Modern Language/Linguistics/English	60 credits
1 unit in Greek/Latin (as second language) language or literature	20 credits

Level 2

Compulsory 1 Greek/Latin Language 1 Greek/Latin Literature	40 credits
2 course units in Modern Language/Linguistics/English	40 credits
Optional 2 courses chosen from CLAH, the CLAH-approved list or joint department	40 credits

Level 3

1 Greek/Latin Language 1 Greek/Latin Literature	40 credits
2 course units in Modern Language/Linguistics/English	40 credits
Optional either: CLAH30030 Dissertation in Classics or two further units from: Greek/Latin literature or from joint department	40 credits

JOINT HONOURS: Latin/Greek & a Modern Language/Linguistics/English

Course 2: for candidates without A-level Latin or Greek (as appropriate) or similar at entrance

Level 1

Compulsory 1/2 Greek/Latin Language* 1 Greek/Latin Literature	40/60 credits
3 course units in Modern Language/Linguistics/English	60 credits
* Students with GCSE in Latin or Greek (but not A level) are required to take Intensive 1 and 2	

Level 2

Compulsory 1 Greek/Latin Language 1 Greek/Latin Literature	40 credits
2 course units in Modern Language/Linguistics/English	40 credits
Optional: 2 courses chosen from 1 CLAH or joint department	20 credits

Level 3

1 Greek/Latin Language 1 Greek/Latin Literature	40 credits
2 course units in Modern Language/Linguistics/English	40 credits
Optional either: CLAH30030 Dissertation in Classics or two further units from: Latin literature, English, Greek Literature	40 credits

11 Teaching, Learning and Progression

11.1 Registration

Registration takes place at the start of each academic year. For most students this will involve going through a series of processes online, to confirm personal details and to complete financial registration with the University. Returning students will be written to by the end of August in each year, to inform them of arrangements for registration for the coming session.

11.2 Induction

In addition to registering with the Department and University, during the first week of the academic year all level 1 students will participate in Welcome Week activities, which will include an introductory meeting within the Department, an opportunity to meet with your Academic Adviser, attend academic events and meet with students from your own year and from other years on your degree programme.

If at any stage you are feeling at all uncertain or lost, please speak to someone – your Academic Adviser or Peer Mentor, or Programme Administrator.

11.3 Course/Programme Changes

11.3.1 Changing courses

Please note that a change of course unit will not normally be approved later than the end of the **second teaching week** of the semester in which the unit is taught. This includes changing from a semester 1 to a semester 2 course. If you are experiencing real problems with an optional course you should discuss the situation with your Academic Adviser as soon as possible. If you do wish to change a course you are enrolled for, you should follow this procedure:

- a) Consult with your Programme Director and obtain his/her approval.
- b) Check that you can take the course you wish to substitute. (Do your programme regulations allow it? Is the course full? Can you meet any pre-requisite? Is there a timetable clash?). If you are unsure of programme regulations, please check with your Programme Administrator.
- c) Complete the change of course via Self-Service, or request the change at the Teaching and Learning Reception.
- d) If the course you are leaving is in a different Department, inform the administration office for that Department.

11.3.2 Changing to another degree programme

If, for whatever reason, you are considering changing to another degree programme, you should first consult your Academic Adviser and/or Programme Director.

The formal procedure for changing degree course is as follows:

Check with your Local Education Authority, or with the University's Awards and Examinations Office (see Student Services Centre website <http://www.campus.manchester.ac.uk/ssc/>), that the proposed change is acceptable.

Consult the admissions officer for the programme you wish to join; if successful, you should obtain written confirmation that you can be accepted onto the new programme.

Inform the Teaching and Learning Reception of the change.

11.3.3 Changes to Programme Handbooks

While every effort is made to ensure that course and programme details are correct at the time of publication, changes are sometimes unavoidable (as a result, for instance, of changes in staffing arrangements or in Faculty/University regulations, or of factual errors which occasionally slip past even the best proof-reader). Changes to course details or programmes of study are normally subject to validation by the School's Undergraduate Committee. If a change needs to be made to information published in this Handbook, you will be notified in one or more of the following ways:

- a) by a posting on the undergraduate intranet:
www.alc.manchester.ac.uk/studentintranet
- b) by a notice on your Year Noticeboard: this message may be complete in itself, if the change is a simple factual one (such as a semester date, a title, code or director of a course, for instance); or it may refer you to a more substantial document which will be available for you to collect
- c) by a document put out for you to collect which replaces a section or sections in the published Handbook: you will be emailed about such documents
- d) by email or via Blackboard: this will happen if a change has to be made to a central part of a course for which you are enrolled (for instance, the class time, or the teaching or assessment method). Departments are normally required to seek your agreement to any proposed change of this sort; where, however, the change is unavoidable, it will offer you the option of transferring to another course

11.4 Teaching Contact Time in SALC

11.4.1 Contact Time

Undergraduate students in SALC take on average three course units per semester of 20 credits each. Students can expect 3 hours of formal teaching contact time per week with academic staff, in lectures, seminars, workshops or the equivalent, for each 20 credit course unit.

- a) UG students have a minimum of 30 hours (normally 33 hours) of timetabled lectures, seminars, tutorials, or equivalent per 20 credit unit
- b) for each 10 credit unit, UG students have a minimum of 15 hours (normally 17 hours) of timetabled lectures, seminars, tutorials, or equivalent
- c) each 20 credit course unit includes the opportunity for an average or the equivalent of one additional contact hour per week (half an hour for each 10 credit unit). This may be offered as a designated weekly consultation hour, or made use of more flexibly (e.g. 4 hours of individual essay consultation; 4 hours of individual essay feedback; and 3 hours of revision/exam preparation). These additional hours are intended to support and consolidate the teaching provided in lectures and seminars, rather than to cover new material

d) course units are also supported through a range of other kinds of formal or informal contact. Examples include:

- visits to local art gallery (e.g. FREN 20270)
- visits to local museums (e.g. SALC 21112)
- workshops with outside speakers (e.g. music journalist for FREN 30002)
- one-off sessions to tie in with news events (e.g. coverage of the French elections for FREN 30252)
- film screenings (e.g. DRAM 31042)
- rehearsals (e.g. MUSC 20630)
- field work (e.g. ARGY 10502)
- master classes (e.g. MUSC 30600)

NB: These will sometimes be offered at programme, discipline, or School level, rather than be attached to a particular course unit

This combination of scheduled contact, flexible consultation hours, and additional activities ensures that SALC meets – and in many cases exceeds – the requirement that all students spend 25% of their time in formal or informal contact, as specified in the Minimum Requirements for Contact Hours in the Faculty of Humanities (April 2012).

Within SALC, students taking three 20 credit units per semester can therefore expect to have a minimum of 12 contact hours per week (9 scheduled hours plus 3 flexible hours available for consultation), that is, 240 hours per year. The following exceptions apply:

- a) Level 3 dissertations, and some other units involving one-to-one supervision and centring on guided independent learning, may offer fewer contact hours than a standard unit
- b) for students completing a period of residence abroad, or on placements, the minimum applies only to their time spent studying in Manchester

11.4.2 Credit Rating and Work Time

Course units are normally credit-rated at 20 credits per course unit. One credit stands for 10 hours of work time (which includes formal and informal contact time as well as directed and independent study time). So in a 20 credit course we expect 200 hours of work time across the semester. This can normally be broken down as follows:

A 20 credit unit equates to 200 hours of learning

- 40 hours teaching contact (30 hours of class contact plus 10 hours of additional contact through consultation hours, feedback sessions, field trips and so on)
- 40 hours background reading and research
- 60 hours independent preparation for classes (including studying seminar texts, preparing formative assignments, reviewing lecture notes, and reflecting on learning)
- 60 hours assessment (actual assessment time plus preparation)

A 10-credit unit equates to 100 notional hours of learning:

- 20 hours teaching contact (15 hours of class contact plus 5 hours of additional contact)
- 20 hours background reading and research
- 30 hours preparation for classes
- 30 hours assessment (actual assessment time plus preparation)

It should be emphasised that independent study time is an extremely important aspect of student learning in the Arts and Humanities disciplines, and contributes greatly to the educational experience. It involves directed reading and other exercises, working on essays, projects and presentations and revising for exams. Students may be working independently or in groups (building team-working skills), making use of a variety of resources including libraries, archives, practice rooms, galleries, or historic sites.

In one semester a student takes 60 credits, which means that 600 hours of work time are expected per semester including teaching weeks, examination time, and pre-semester reading.

11.5 Blackboard

Blackboard is a web-based system that complements and builds upon traditional learning methods used at The University of Manchester. By using the Blackboard system you can view course materials and learning resources, including multimedia, for any units that you are taking that have a Blackboard module. The software also provides tools for communicating and collaborating with your lecturer or other students about the course using discussions, chat or email.

This will allow you to participate in a number of interactive tasks which you can do at a time and place of your convenience, providing a degree of flexibility to your studying. You can complete, and electronically submit, coursework in Blackboard as well as monitoring your progress using quizzes and assignments that teaching staff have set for you. It is also possible to check your grades for Blackboard activities online. Information for students on Blackboard is available at: <http://www.studentnet.manchester.ac.uk/blackboard/>.

A Blackboard student guide is available at:

http://www.studentnet.manchester.ac.uk/blackboard/getting_started/blackboard_student_guide/

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. You can access Blackboard through My Manchester <http://www.studentnet.manchester.ac.uk/>. To ensure that you have access to all of your courses within Blackboard, **you must be correctly enrolled on them through the Student Records system**. Once enrolled, your courses should appear in Blackboard within 24 hours.

If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

11.6 My Manchester (Student Portal)

My Manchester brings all your online services together in one place. From your portal you can access the student self-service system which will allow you to view your timetable, select course units and access your grades for assessed work. My Manchester also allows you to access other services including Blackboard, your University library account and enables you to order replacement swipe cards.

You can login into your portal via the StudentNet webpage:

<http://www.studentnet.manchester.ac.uk/>

For further information on using the portal and all other aspects of university life please see the Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/>

11.7 Work and Attendance

These guidelines have been developed as part of the University's commitment to provide a supported learning environment in which students are encouraged to develop knowledge, understanding and the range of skills and attributes expected of a Manchester Graduate. The guidelines aim to encourage active participation in all learning activities through regular attendance.

The guidelines must be read together with:

[Regulation XX: Work and Attendance of Students](#)
[Guidelines on monitoring student attendance and engagement with their programmes of study](#)
[Policy on Personalised Learning](#)

Please note: you are expected to devote **40 hours a week to your studies** for each of the 30 weeks of the academic session (from September to June) in order to earn your 120 credits for each year. You should be spending about 200 hours on each 20 credit course unit.

This means that you should be spending:

SEVEN HOURS PER WEEK ON EACH YEAR-LONG 20-CREDIT COURSE UNIT

FOURTEEN HOURS PER WEEK ON EACH SEMESTER-LONG 20-CREDIT COURSE UNIT

All students at the University of Manchester are expected to be independent learners and as such are active participants in their own learning experiences and must take responsibility for achieving their learning outcomes and reaching their potential. Regular attendance increases engagement with the programme, will help to improve academic achievement and can facilitate the development of core skills such as teamwork and professional communication.

The University believes that by monitoring student attendance we are able to provide support and guidance to those students who, as a consequence of their non-attendance are identified as struggling with motivation and commitment to their studies.

Students are required to be in attendance throughout the academic year, including Reading Week in Semester 1 and both periods of revision and assessment. If you are prevented by illness, accident or other circumstance beyond your control from attending any tutorial class, you should notify your class tutor (through your Programme Administrator, if need be) and, as soon as you are able to, make the appropriate effort to obtain instructions from your tutor for the next meeting. In the case of absence due to ill-health during the teaching period lasting more than seven calendar days, or of any ill-health or accident during the examination period, a medical certificate must be obtained and sent to the relevant office as soon as is practicable. Students resuming attendance after more than a week's absence should call in to inform the office on their return.

Outside special circumstances, such as illness or accident, students must request permission to absent themselves for exceptional reasons only. Permission for absence may only be granted by the Head of Department or the Programme Director, and will normally only be given on compassionate grounds. If you need to be absent from class for

anything other than health reasons you must apply for such permission in the first instance through your Academic Adviser, who will liaise with your Programme Director or Head of Subject as necessary.

Within SALC, student attendance is monitored throughout the year and we will expect you to complete the attendance sheet when it is used in a class. We expect students to attend all classes, and the Course Unit Director or class convenor may directly contact students who have been missing classes. Our formal disciplinary procedures will normally begin when students meet a trigger point of 25% or more absences at certain points through the semester.

If you are taking a course taught by another Department or School within the University, you are required to make yourself aware of and comply with the Department or School's regulations for attendance on that course.

11.8 Important Attendance Information for International Students

Tier 4 Visa Attendance Monitoring Census

The University operates attendance monitoring census points within the academic year in order to confirm the attendance of students holding a Tier 4 Student Visa. This is to ensure the University meets the UKBA statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

If you are a Tier 4 visa holder, you must attend these attendance monitoring census points, in addition to complying with the School's own programme attendance requirements.

When are the census points?

In the 2012/13 academic year, the attendance monitoring census points will be during the following periods:

1st -15th October 2012*
17th -31st January
16th -30th April 2013

Please note:

- If you are a new student, registration is your first point to confirm your attendance at the University and you will not be required to attend a further census point in October 2012.
- Postgraduate taught and research students will also have an additional attendance monitoring census point in the period **17-31 July 2013**
- You will receive an e-mail from the School to confirm when and where you should attend to have your attendance confirmed. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.

What if a Tier 4 student cannot attend a census point?

If you cannot attend in person due to a valid reason which includes: illness; placement; field studies; on year abroad; research work; or any other reason connected to your

programme of study, you must email the School [*insert School e-mail address*] to inform us of your absence and your inability to attend in person. In the case of illness, you must provide a copy of a medical certificate. If you are in this position you should report in person to the School as soon as possible after you return to campus.

Students who are recorded as interrupting their studies are not expected to attend during their period of interruption.

What happens if a student does not attend a census point?

The School must be able to confirm your presence to the UKBA by the end of each census point in the academic year. If you do not attend a census point when required by your School and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the UKBA and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student must leave the UK within 60 days

Further information

For more information on Tier 4 visas:

www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact pbs@manchester.ac.uk

11.9 Consequences of Unsatisfactory Work and Attendance

You should be aware that the University has the power to exclude any student who fails to observe work and attendance regulations; see the University Regulation XX Work and Attendance of Students at:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1895>

Academic tutors keep records of students’ attendance at all classes. If you are absent from a class without satisfactory explanation this will be recorded in your student record on the Student System.

If for any reason you are unable to attend classes and/or submit written work on time, it is important that you discuss the situation with your Academic Adviser, please see further note above.

Unexplained (or unsatisfactorily explained) failure to attend classes, to hand in assessed written work, or deliver oral presentations will result in you being reported to your Academic Adviser or Programme Director, who may begin the formal disciplinary procedure which can lead to your exclusion from University examinations and thus from your degree course.

Students whose attendance is cause for concern will be written to and given a chance to explain their absences, with referral to the Student Support and Guidance Office or central support services as required.

Students who do not respond to initial warnings about their attendance will enter the formal disciplinary procedures. Following receipt of an official warning, if attendance does not improve, a final letter will be sent informing the student of the refusal of a Certificate of

Satisfactory Work and Attendance. S/he will then not be permitted to take the relevant examination(s).

Level 1 and 2 students will also be given the opportunity to attend a hearing before a decision is made as to whether to send a final letter informing them of the refusal of a Certificate of Satisfactory Work and Attendance. At this hearing the student will be given the opportunity to explain their absences with a panel made up of academic and professional support staff, including staff from the Student Support and Guidance Service. Following the hearing with the student, the panel will decide from the information available, whether to send a final letter informing the student of the refusal of a Certificate of Satisfactory Work and Attendance.

Please note: No student shall be refused permission to enter for his or her examination, or to have his or her coursework assessed, on the grounds of unsatisfactory work or attendance unless he or she has been sent an early warning letter. However, failure to receive a warning letter as a result of not updating your registered address(es) in the administration office will be regarded as your own responsibility and will not be accepted as an excuse.

Your right of appeal against a decision to refuse you permission to take examinations or submit yourself for assessment, or against exclusion due to academic failure, is set out in [Regulation XIX, Academic Appeals](#).

11.10 Interruptions to Study/Repeating Year

In an exceptional situation a student may be allowed to interrupt or retake a year of their studies. This would usually only be permitted when mitigating circumstances (see *Section 12*) prevent a student completing the year or from passing their assessment. **A year of study cannot be repeated purely in order to improve performance.** Where mitigating circumstances have affected a student's performance, the School would expect to be kept fully informed and therefore be able to give appropriate advice. Such circumstances could be discussed with an Academic Adviser, the Programme Director, Head of Department or Student Support and Guidance Office staff. Information given in confidence to a member of staff will not be disclosed to other members of staff, however, information that is provided with a student's permission to disclose can be used to support an application to interrupt or repeat the year.

If, after discussing your situation, you wish to apply for an interruption or to repeat the year you should put your request in writing to the Student Support and Guidance Office.

During your period of interruption **you will not be a registered student of the University** and your right to be on University premises will be that of a member of the public. You may not undertake work on University premises as you are not covered by our insurance agreements. **You should also note that you will lose onsite IT and student library access; however, you can retain remote email access to your student email account. You do need to ensure, however, that, if necessary, you save work and provide alternative contact email details to your School.**

More information about the implications of interrupting your studies can be found on the Crucial Guide website at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/interruption/>.

11.11 Withdrawing from your programme

If you are considering withdrawing from the programme, speak to your Academic Adviser, Programme Director and/or the Student Support Office staff immediately. They may be able to present an alternative perspective on your situation, and will certainly be able to offer advice on how to proceed.

You are also strongly advised to read the information available on the Crucial Guide website to help you in your decision-making:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/withdrawal/>

If, for whatever reason, you firmly decide to withdraw from the programme, inform the Student Support Office as soon as possible. The School is required to notify both the Student Records Office and the Awards & Examinations Office of your withdrawal from your course and of your last date of attendance. We will ask you to state, in writing, the fact of your withdrawal and the reasons affecting your decision.

12 Mitigating circumstances

12.1 What are Mitigating circumstances?

Mitigating Circumstances are personal or medical Circumstances which are unforeseeable and unpreventable that could have a significant adverse effect on your academic performance. You should only submit a Mitigating Circumstances application if you consider it serious enough, and the timing critical, to have affected your performance in your assessed work and examinations.

Please refer to the full University Policy on Mitigating Circumstances available at: <http://documents.manchester.ac.uk/display.aspx?DocID=4271>

For complete guidance on the Mitigating Circumstances process in the School, please contact salc-studentsupport@manchester.ac.uk or go to the student intranet at

www.alc.manchester.ac.uk/studentintranet

How do I submit a Mitigating Circumstances application?

You will need to submit a Mitigating Circumstances application using the online form available on the Student Intranet www.alc.manchester.ac.uk/studentintranet and medical or other supporting evidence can be submitted either in hardcopy to the Teaching and Learning Reception, A6, Samuel Alexander Building, or in some cases it is appropriate for electronic copies to be submitted to salc-studentsupport@manchester.ac.uk.

Do I need to submit supporting evidence?

Yes. All Mitigating Circumstances applications must be supported by independent third-party evidence. Please see the section at the end of this advice sheet for more information.

When should I submit an application?

You should submit your Mitigating Circumstances application before the submission deadline or examination.

You are responsible for submitting your Mitigating Circumstances application on time, and if you submit your application after the submission or examination date then you should include an explanation to explain why the application was late.

What happens next?

All Mitigating Circumstances applications will be considered at the Mitigating Circumstances Committees, which meet regularly throughout the semester.

How will my application be considered?

The Mitigating Circumstances Committees will assess whether to accept or reject your application based on the information and supporting evidence you have provided. Please note, the Committee may decide that they do not have enough information from you and so the decision will be held as pending and we will contact you by email or letter to ask for further information.

If my application is accepted how will mitigation be applied?

Mitigation can be applied in the following ways:

In the case of handing in coursework late:

Any coursework submitted after the submission deadline will be subject to mark deduction in accordance with the late submission policy of the course unit owning School. If you have valid Mitigating Circumstances to explain the late submission and the committee accept that your Circumstances warranted the length of time you took to submit the work, then it will be recommendation of the Committee that your full marks are reinstated.

Please note that in the case of handing in work late, you should request a reasonable amount of extra time in accordance with your Circumstances and which can be supported by your third party evidence. As an example, if you were ill for 7 days, and unable to work, then the Committee would expect you to take no more than an extra 7 days, from the submission date, to complete your work.

In the case of your performance being affected:

If you submitted / sat the piece of assessment or exam on time, but you feel that your performance was affected by your Circumstances, then the Mitigating Circumstances Committee will recommend to the Final Examinations Board that this will be taken into consideration when they review your marks at the Final Examination Board, which meets in June.

The Board of Examiners will consider the full run of marks for a year and determine whether your performance in the affected unit as a whole has shown to have been adversely affected by your Mitigating Circumstances. Therefore mitigation can only be applied if your mark for the affected unit is adversely and significantly out of line with unaffected units.

Mitigation will not result in the changing of any marks. Instead, mitigation may result in some marks being disregarded and the assessment being excused because it was adversely affected. You may also be given a mark for a whole unit based on your performance in the parts that were not adversely affected, or you may be asked to submit / sit the affected assessment again. The way in which mitigation is applied will depend on the amount of assessment completed which was affected by Mitigating Circumstances.

In the case of you being unable to sit your exam or submit the work:

If you have been unable to submit / sit a piece of assessment it will be the recommendation of the Committee to the Board of Examiners that you will be given another opportunity to submit / sit the piece of work and this will be classed as a first-sitting.

In the case of an exam, this will normally be re-scheduled for the August examination period. If you are a final year student we will try where possible to reschedule this to the May/June examination period so that you can graduate with your cohort; however, this may not be possible.

In the case of a non-submission, you will be issued with a new submission date which will be set by the Mitigating Circumstances Committee and will be dependent on the seriousness of the Circumstances you have presented. If you are a final year student we will try to give you the option of submitting by a date so that you can graduate with your cohort.

How will I find out the result of my application?

You will be notified of the outcome of your application by email, following the Mitigating Circumstances Committees.

All marks are provisional until the Final Examinations Board. If the Committee have recommended to the Board of Examiners that mitigation should be considered then you will be notified of the outcome of the board's decision by email following the Exam Board.

13 Assessment

13.1 Methods of Assessment

By the end of the degree programme, each student will have experienced a variety of formative and summative assessment methods, which will have developed and tested different skills in written or oral communication. Formative assessment (which may award the student a notional mark and/or offer detailed feedback on the student's progress) is often used in Level 1 courses; however, only the marks awarded in summative assessment count towards the student's final mark. Formative assessment (whether informally or formally assessed) may, in some course-units, be written up into a final version that is then summatively assessed.

The following are some types of the types of summative assessment that are used in the School of Arts, Languages and Cultures:

- a) written examination
- b) assessed essay
- c) dissertation
- d) oral/group presentations
- e) web CT
- f) portfolio
- g) class tests

On certain course-units, students' performance may be assessed solely by means of an invigilated formal **examination** in an examination room (in January and/or May/June).

More usually, however, marks for **assessed essays** (or other assessed work) submitted in the course of the year (and not done under examination conditions) are added to the

examination result and contribute a certain percentage to the overall mark for the course-unit. These essays or other pieces of work should be completed as directed by the lecturer or tutor concerned. You should check most carefully the instructions and deadlines issued in each course unit you are taking, especially as the requirements will probably vary from unit to unit.

A number of course units also use **oral presentation** as a method of assessment. Students are required to give one or more short talks to tutors and students on a selected topic relevant to the course. The marks awarded for the presentation contribute a certain percentage to the overall mark and may be combined with one or more other methods of assessment. In their final year, students on most degree programmes are **required** to submit a **Dissertation, Long Essay or equivalent**.

The particular method(s) of assessment used in each course can be found in the **Course Unit database**: <http://courses.humanities.manchester.ac.uk/undergraduate/>

In order to satisfy the Board of Examiners, you must gain the necessary 120 units at each Level by passing all course units taken. You will normally be expected to have achieved a pass mark (40 or above) in each course unit. If by the beginning of the subsequent year you have not achieved sufficient units you may take up to 20 units from the previous Level's courses. You will not be allowed to proceed if you need to make up more than 20 units from the previous Level. See the Student Guide to the Degree Regulations (Appendix A) and the section on Compensation in the Degree Regulations (Appendix B).

All assessed work within the School of Arts, Languages and Cultures, whether by written examination, essay or project, is set and marked by the Board of Examiners, which includes all full-time members of the academic staff. Candidates' examination scripts and assessed coursework are marked according to the *Grade Descriptors for Written Work* given below. All examination papers, scripts, coursework and marks are open to the scrutiny and approval of external examiners, who are senior members of relevant Departments in other universities.

13.2 Assessment Criteria

Listed below are the School of Arts, Languages and Cultures Grade Descriptors for Written Work:

**SCHOOL OF ARTS, LANGUAGES AND CULTURES
GRADE DESCRIPTORS FOR WRITTEN WORK**

Grade Descriptors	Exceptional First Class (90.0-100)	Excellent First Class (80.0-89.9)	First Class (70.0-79.9)	Upper Second Class 2.1 (60.0-69.9)	Lower Second Class 2.2 (50.0-59.9)	Third Class (40.0-49.9)	Compensatable Fail (30.0-39.9)	Fail (16.0-29.9)	Poor Fail (0.1-15.9)	Zero (0)
<p>Structure and Argument</p> <p><i>How the argument is introduced, developed and concluded</i></p>	<p>Outstanding with respect to cogency of argument, exhibiting exceptional analytical and critical skills.</p> <p>Exceptional work of the highest quality. Likely to be of publishable quality.</p>	<p>Excellent in terms of structure and clarity of argument,</p> <p>Excellent analytical and critical skills, with high level of accuracy and relevance.</p> <p>Exemplary range and aptness of exemplification.</p>	<p>Introduction lucidly sets out issues and methodology.</p> <p>The candidate's argument is proposed clearly and developed systematically.</p> <p>Conclusion expresses the candidate's own independent judgement in a mature way.</p>	<p>Introduction sets out problem(s) and method of approach systematically.</p> <p>Different arguments presented clearly.</p> <p>Concludes with a synthesis that is not just a summary and which shows some independence of view.</p>	<p>An attempted argument, even if it does not always flow smoothly, with a conclusion which summarises the position argued and shows some critical awareness of relevant issues.</p> <p>Not always clearly structured.</p>	<p>A discussion of relevant points in some order.</p> <p>Deals with some of the issues but treats them superficially; too descriptive.</p> <p>Does not answer the question directly, or come to a justifiable conclusion.</p>	<p>Inadequate structure.</p> <p>Argument difficult to follow and/or mostly irrelevant.</p>	<p>Argument confused and ineffective, and/or virtually impossible to follow.</p> <p>Totally/almost totally irrelevant.</p>	<p>Poor and extremely inadequate work.</p> <p>Argument virtually impossible to follow and/or totally/almost totally irrelevant.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>
<p>Knowledge and Understanding</p> <p><i>How the student grasps the relevant issues and concepts</i></p>	<p>Outstanding work that is thoroughly independent, original and insightful.</p> <p>Exceptional understanding of all issues with all aspects covered.</p>	<p>Exemplary accuracy and originality, demonstrating a comprehensive knowledge.</p> <p>Very clear understanding of the issues with all aspects covered.</p>	<p>Deep and detailed knowledge and understanding, with sophisticated use of concepts.</p> <p>Shows wide-ranging awareness of context and an independent approach to the issues.</p> <p>Makes interesting and/or original connections, and independent judgements.</p>	<p>Good knowledge and understanding with accurate and well-contextualized use of concepts/technical terms.</p> <p>Shows awareness of the implications of issues raised.</p> <p>Shows some independent judgement.</p>	<p>Work shows general knowledge and understanding.</p> <p>Relevant issues are discussed and concepts/technical terms are used, but not always appropriately.</p>	<p>The work shows some knowledge of the subject, but the candidate has not identified the key issues and/or has handled material inaccurately.</p>	<p>Only isolated instances of attempts to engage with the topic and/or of limited appropriate knowledge.</p>	<p>No serious attempt to engage with the topic or evidence of appropriate knowledge.</p>	<p>No attempt to engage with the topic or evidence of appropriate knowledge or understanding.</p> <p>The work is also seriously deficient in quantity. In some cases, no real effort has been made to provide an answer.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>

<p>Use of Sources</p> <p><i>How critically and accurately the student handles the sources</i></p>	<p>Exceptionally impressive response to primary/secondary sources.</p>	<p>Impressive evidence of critical engagement with primary/secondary sources.</p>	<p>Wide-ranging and insightful use of primary/secondary sources, at least some of which are located by the candidate.</p> <p>Excellent range and depth of reference to primary sources.</p> <p>Engages critically with evidence in secondary sources.</p>	<p>Critical use of sources, showing ability to make comparisons between different secondary interpretations, to quote aptly and to reference accurately.</p> <p>Good range and depth of reference to primary sources and to relevant critical and background material.</p>	<p>Use of and reference to several sources, though summarizing rather than analysing.</p> <p>Based largely on secondary sources and class notes.</p> <p>Shows adequate reading but little originality.</p>	<p>Limited use of sources with inconsistent referencing.</p>	<p>Work below the standard for an Honours degree. Inaccurate handling of sources.</p>	<p>Deficient or no use of sources. No examples given or not deployed effectively.</p>	<p>No evidence of appropriate use of sources.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>
<p>Style and Presentation</p> <p><i>Use of grammar, punctuation and academic conventions (e.g. footnotes, bibliography)</i></p>	<p>Exceptionally well presented and clear using all academic conventions appropriately.</p>	<p>Excellent presentation and style using academic conventions appropriately.</p>	<p>Excellent standard of work.</p> <p>Efficiently and lucidly written.</p> <p>Excellent presentation, expression and bibliography.</p> <p>Carefully presented with judicious use of academic conventions.</p>	<p>Accurate and lucid expression.</p> <p>Good standard of written English.</p> <p>Clear and correct presentation with very few errors of form or style.</p> <p>Footnotes and bibliography follow appropriate conventions as detailed in course unit descriptions and handbooks.</p>	<p>Moderately good standard, though room for improvement in matters of stylistic expression and/or grammar and punctuation.</p> <p>Some capacity to present work with appropriate references and, in coursework, a bibliography.</p>	<p>Needs to be improved in most respects. Writing is unsophisticated.</p> <p>A basic knowledge of grammar, syntax, spelling and punctuation.</p> <p>Weakened by inappropriate or inaccurate language.</p>	<p>Poor use of language with less than basic knowledge of grammar, syntax, spelling and punctuation.</p> <p>Inappropriate use of academic conventions, often with limited or no use of footnotes or bibliography.</p>	<p>Deficient and in style and presentation.</p> <p>Muddled and poorly written.</p>	<p>Highly deficient and weak in style and presentation.</p> <p>Only a few short sentences have been written.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>

13.3 Plagiarism and other forms of Academic Malpractice

[NB: Plagiarism and other forms of academic malpractice are covered by the University's *Regulation XVII: Conduct and Discipline of Students* (see separate section below).]

Definition of academic malpractice

Academic malpractice is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship or research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University.

As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. At the very least a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of units), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve results that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

To assist you, here are a few important dos and don'ts:

Do get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

Don't construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own

work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest... that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

Do attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source unless it is your personal idea or it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

Do make sure that all the modern works upon which you draw are cited in your bibliography, and that your references give a complete record of the sources you have used. Be particularly careful with **secondary quotation**: that is, when quoting material from a book or article you have not read via another text.

- Where possible, quotations in your coursework should be taken directly from the original source. In cases where the original text is not available to you, it is normally acceptable to use material from it which is quoted in a secondary source. Using quotations without acknowledging their origin is a form of plagiarism. Make sure when using secondary quotations, therefore, that your footnotes refer both to the original text and the source you have used, e.g.

Lucien Lévy-Bruhl, *Les fonctions mentales dans les sociétés inférieures* (Paris, 1910), 30, as quoted in Steven Lukes, *Moral Relativism* (London, 2008), 7.

As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, consult your programme handbook or ask your tutor or the course coordinator for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.

So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but it could also include a close paraphrase of their words, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

Remember: no matter what pressure you may be under to complete an assignment, you should never succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook,

and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

Collusion is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification before submitting any assignment.

Fabrication or falsification of results. For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of fabrication or falsification of results.

Finally: If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem. You are the one who loses.

More information on how to avoid plagiarism can be found via the Faculty of Humanities study skills website:

http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

The School reserves the right to submit any work handed in by students for assessment to electronic systems for detecting plagiarism or other forms of academic malpractice. This includes the JISC plagiarism detection service (TurnitinUK).

13.4 Assessed Work

13.4.1 Submission of assessed work

Submission deadlines are distributed over a number of weeks in each semester and measures are taken to try to avoid students having multiple simultaneous deadlines.

However, it is not always possible to avoid simultaneous deadlines and it is your responsibility to ensure that you manage your time effectively and spread your workload evenly over the semester rather than leaving everything to the few days before a piece of work is submitted.

Your course tutor will inform you of the deadline for submission of a piece of assessed work. When submitting the piece of assessed work, a number of rules apply. If you fail to follow them properly, your work may have to be resubmitted, in which case a penalty for late submission may apply.

- a) To enable anonymous marking, your coursework must not have your name on it (though you will put your name on the sealed section of the cover sheet).
- b) To avoid the risk of material being lost, your coursework should carry a header on each page, which should include your **student registration number** (found on your library card) and the **code and name of the course**.
- c) Since a copy of your coursework has to be kept for the examiners' meeting, you must submit two copies: it is also recommended that you keep a copy for yourself in case of loss.
- d) Fill in the cover sheet supplied by the Teaching and Learning Reception and attach this to both pieces of coursework.
- e) Submit the work to the Teaching and Learning Reception. You will be given a receipt as proof of submission. You must keep this receipt safe – if work is misplaced you may be asked to produce this receipt at a later date.
- f) You may submit assessed work to the office between 9.00 am and 5.00 pm. If you miss the 5.00 pm deadline, the School has a coursework submission box outside room A6 in the Samuel Alexander Building, where you may post coursework after the School Reception has closed. You may submit work to this box until the building closes (approximately 8.00 pm Monday to Thursday). Work submitted to the box before the building closes on the day the work is due in will not be marked late.

As the time of closure may vary, students should not rely on being able to enter the building after Reception has closed. The use of the late submission box, therefore, is at students' own risk.

- g) Coursework may be returned by the Course Unit Director or through the Teaching and Learning Reception. Work that has not been collected by a given date will be destroyed. Students will be notified of the date in writing. Second copies of student work will be retained for a year following Graduation and then destroyed.

13.4.2 Word length

All Departments have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment.
THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the top right-hand side of the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

13.4.3 Penalties for late submission

Late Submission

In common with the other Schools in the Faculty of Humanities, SALC operates a 'sliding scale' system of penalties for coursework submitted late. Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends)**

This penalty also applies to long essays and dissertations/theses.

Late work will be logged by the Programme Administrator, and students can expect to receive feedback on it in the normal way.

Mitigation

When coursework is submitted after the deadline, or where a candidate is aware in advance that the deadline will not be met, then a Notification of Mitigating Circumstances form explaining the reasons for the late submission, together with supporting documentary evidence (e.g. medical or self certification, counselling or police reports) as appropriate, must be submitted via the online form www.alc.manchester.ac.uk/studentintranet. Members of the School Mitigating Circumstances Committee, will discuss with Assessment Coordinators, as necessary, to adjudicate on whether the penalties for late submission that would otherwise apply should be waived. The decisions will be communicated to the School Boards of Examiners and marks will be amended accordingly.

13.5 Examinations

The University has a policy on examinations designed to ensure '*that students do not obtain unfair advantage for themselves or cause unfair advantage to other students*'.

The Policy can be found in Section D of the Assessment Framework at:

http://www.campus.manchester.ac.uk/medialibrary/tlao/MAP09/assessment_framework.pdf

13.5.1 Timing of examinations

You will be entered for examinations on the basis of courses you were enrolled for at Registration, or which you subsequently have changed on the Self Service function of Campus Solutions. It is essential that you are registered for the correct course units, otherwise you will not be entered for the correct exams.

Examination timetable information is available via My Manchester and is also available at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/timetable/>

13.5.2 Missing examinations

University policy on re-sitting exams states that students are not likely to be offered a re-sit opportunity if they have not attempted the first sitting of that examination. This means that you cannot decide simply not to attend on the basis that you will be able to take examination again later. More information on this can be found in Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/missing-examinations/>

It is entirely your responsibility to check that your examination entry details (i.e. the course title(s) and code(s)) are correct. It is also your responsibility to ensure that you are in the right room at the right time for the right examination, and that you receive the correct question paper (check the paper code). **Absence from an examination, except under mitigating circumstances, is counted as a failure in that examination.** Misreading of your timetable is not accepted as a satisfactory explanation for absence from an examination. If you miss an examination through misreading the timetable, you must report immediately to the Teaching and Learning Reception or your Programme Administrator.

13.5.3 Examination papers

Examination paper rubrics give you information about the structure of your exam paper (how many questions you must answer, whether the paper is divided into sections, etc) and you should pay particular attention to this. Course tutors will normally discuss the nature and the structure of the exam paper with you in class.

Copies of previous years' examination papers are held in the Short Loan Collection of The University of Manchester Library) or published on the web: <http://www.library.manchester.ac.uk/searchresources/exampapers/>

13.5.4 Moderation, anonymity and external examiners

Examination scripts remain anonymous to markers. Anonymous marking also applies to all written work which contributes to your end of year results or your degree result. In addition, candidates' identities remain concealed during meetings of the Examination Boards that decide the award of qualifications. It should however be noted that the marking of oral presentations, group work and performances (where applicable) is by definition not anonymous.

All examination scripts, pieces of assessed work and theses are also made available to the External Examiners, who review a sample of scripts to ensure that standards are maintained and that marking is consistent. External Examiners are requested to advise in particular on first class marks, on borderlines between classifications and between passing and failing marks. Discrepancies between markers are also referred to the External Examiners.

13.5.5 Re-sit Arrangements

Where a course unit is assessed both by examination and by coursework, a student who passes the examination but fails the coursework may be permitted to submit fresh coursework in lieu of failed coursework by the start of the August/September examination re-sit period or may be required to take an examination in lieu of resubmission of coursework. Where a course unit is assessed by coursework alone, such a student may be permitted to submit fresh coursework or required to take an examination instead. All decisions regarding re-sit requirements will be made by the relevant Examination Board and Course Unit Director. First attempt candidates sitting in the re-sit period will be assessed on the same basis as the original assessment, including both examination and coursework where appropriate.

You should be aware that the University charges an **administration fee** to all re-sit candidates. (At the time of publication this was a flat fee of £75.) NB: this does not apply to candidates who are sitting an exam during the August/September period as a **first sit**.

If a student has failed a course (whether by failing the exam or the coursework element, or both), under certain circumstances s/he may be permitted a re-sit opportunity. However, if an Examination Board has documented evidence that a) a student's work or attendance or both have been unsatisfactory, and b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment. If a student was not able to sit the exam due to illness, s/he may be allowed to take the exam in August/September but it will count as a first sitting.

Students are normally permitted to re-sit a limited number of failed courses on no more than one occasion (for limitations and exceptions see below). The opportunity to pass a re-sit is given in order to allow the student to proceed into the following year. The re-sit is designed **only** to restore missing credits so that you may proceed towards the degree, and does not affect the marks recorded for you.

(N.B. in the paragraphs below Part-Time Students are understood as progressing from "first year" to "second year" and from "second year" to "third year" when they have amassed 120 and 240 units respectively. We refer to "years" rather than "levels" here to make clear that it is the status of the student, and not the year-level of the course, that is in question.)

Refer to the Undergraduate Degree Regulations (Additional Document B) for details of re-sit opportunities in each year of your degree programme.

It is important to understand that Boards of Examiners have the right to refuse an individual student a re-sit opportunity in **any** year of study if there has been a formal warning of unsatisfactory work and/or attendance. Re-sits may also be refused at the discretion of the Board of Examiners if the student has absented herself or himself without valid special circumstances.

All students are required to make themselves available for re-sit examinations. Holiday or other arrangements will not be accepted as an excuse for missing re-sit exams.

13.5.6 Recording and use of Examinations Results

Where a candidate fails a course but achieves a pass either by compensation arrangements or by re-sitting and passing the examination:

- a) For the purpose of carrying forward marks and for the classification of the degree or other qualification, the mark used should be the original fail mark agreed by the examiners;
- b) For the purpose of transcripts issued by the University for external use, any compensated marks will be recorded with a C suffix. Re-sit examinations will be recorded with a R suffix, provided that the course has been passed on re-sit and regardless of the actual marks achieved.

13.6 Feedback

What is feedback?

Feedback is information which enables you to improve your skills. As such, it is a crucial part of the learning process, and is central to the academic relationship between tutor and student. As general principles, the School requires that written feedback should be legible, that it should give students the chance to improve their work, and that it should be provided in a timely manner.

Seven principles of good feedback practice have been identified:

- Facilitates the development of self-assessment (reflection) in learning
- Encourages teacher and peer dialogue around learning
- Helps clarify what good performance is (goals, criteria, expected standards)
- Provides opportunities to close the gap between current and desired performances
- Delivers high-quality information to students about their learning
- Encourages positive motivational beliefs and self-esteem
- Provides information to teachers that can be used to help shape teaching

Charles Juwah, Debra Macfarlane-Dick, Bob Matthew, David Nichol, David Ross and Brenda Smith, *Enhancing Student Learning through Effective Formative Feedback* (Higher Education Academy, 2004)

Academic staff in SALC aim to provide feedback which is:

- Prompt (where there is further assessment to be completed for a course unit, feedback will be provided to students no later than 15 working days after the submission date and before the completion of the next assessment)
- Related to the learning outcomes of the assignment
- Individualised to the assignment
- Oriented towards improving future performance

What means do Departments in SALC use to provide feedback?

Feedback can be provided in a number of different ways. In SALC these may include:

- Written comments on coursework assessments, including essays, and on SALC feedback sheets
- Advice given during and following discussion in seminars; this advice can be spoken or via email or other electronic means
- Advice given on a one-to-one basis during your course tutor's or Academic Adviser's office hours
- Feedback on examinations

The School's feedback forms are designed to enable tutors to give students feedback on both assessed, non-assessed coursework and examinations. As you will have noted above, all assessed coursework must be submitted in duplicate; one

copy is returned to you with feedback. A provisional mark and comments on assessed coursework are written on the *Feedback for Written Work* form, one copy of which is returned to you attached to your copy of the marked essay. Marking of assessed coursework is carried out under conditions of anonymity, and your identity is not known until after the provisional mark has been recorded.

You may collect a copy of the *Feedback for Written Work* form and essay from your Programme Administrator once it has been released by the marker. Some tutors may distribute this work within the tutorial/seminar. Following examinations, an exam feedback form can be collected from your Programme Administrator. Examination scripts are not returned to students.

In addition, some Departments will use a *Feedback for Presentations* mark sheet in order to give you feedback for oral presentations where these form a part of the assessment for a course. Your feedback will include an indicative mark. You should note that any mark given to you at this stage is provisional: it may go up or down during the moderation process.

Feedback on dissertations and other 40cr submissions is provided following the Examination Boards in June.

When is feedback given?

Feedback can be given at a number of points during your course unit, or degree programme, for example:

- As general advice given in class when discussing essay or presentation strategies;
- As part of an on-going discussion about research and writing (for example, during supervision meetings in preparation for an undergraduate dissertation);
- As oral or written comments after you have submitted a coursework essay/given a class presentation.

What is the difference between formative and summative feedback?

Formative feedback is feedback which you can use in order to help improve your performance in future assignments. Feedback that is purely formative does not carry a mark that counts towards your final module mark.

Summative feedback is feedback given at the end of a period of study, for example, at the end of a level 3 dissertation or level 2 long essay.

During the course of your degree you will find that feedback can be both formative and summative. This means that the mark you are given for the piece of work submitted counts towards your final module mark and that the comments you are given can help you to improve your performance in future assignments across a number of modules.

What happens if I want more feedback?

If, after you have received feedback on your work, you would like more information then you should contact your course tutor or Academic Adviser. Course unit tutors will

- be available during two consultation hours per week during semester (these hours must be clearly advertised on the course tutor's office door)
- make alternative arrangements to see students who are unable to make use of these consultation hours

- respond to student email queries within 3 working days

The SALC policy on Feedback can be found at:

<http://courses.humanities.manchester.ac.uk/undergraduate/>

13.7 Undergraduate Regulations

Refer to the Undergraduate Degree Regulations, Appendix B. Also see the ‘Student Introduction to the Degree Regulations’ at Appendix A.

13.7.1 Degree Classification

For degree classification purposes the weighting for year 2 (level 2) is 33% and for year 3 (level 3) 67%.

13.7.2 Compensation Arrangements

The compensation arrangements described in the Degree Regulations (Additional Document B, Section E) and the Student Introduction to the Degree Regulations (Additional Document A) are applied at the discretion of the Examination Boards. They are conditional on satisfactory attendance and coursework submission.

13.8 Long Essay and Dissertation Arrangements

Level Three Dissertation

In their final year, all students of Classics and Ancient History (except those on some Joint Honours degree programmes, for whom it is encouraged but optional, but including those doing the BA in Classics and Ancient History) are required to submit a dissertation of **at least 10,000 words and not more than 12,000 words** (excluding bibliography, but including footnotes). This dissertation is worth **40 credits** (and is thus equivalent to two units; your thesis mark therefore counts for 25% of your final degree result). You are expected to spend **400 hours** of independent study in working for your thesis: that is **13-14 hours work each week for 30 weeks**. Your examiners will assess your work with this in mind.

You may choose to base your dissertation on courses taken in your first, second, or third year but, in principle, the thesis may be on any Greek or Roman/Latin topic you can show you have thought through seriously and in depth.

You are encouraged to approach any member of staff to discuss possible topics for your dissertation. If you already have an idea of the area in which you want to work, then contact the appropriate member of staff directly. If you are at all uncertain, you are advised to discuss your choice of topic with your Academic Advisor or one of your lecturers.

You will be assigned a suitable supervisor for your topic.

If you wish to be supervised by a lecturer outside the Department of Classics and Ancient History (e.g. in Religions & Theology), you must first consult the Course-Convenor for Dissertations and Long Essays, Dr Philippa Bather (during semester 1; Dr Roberta Mazza in Semester 2). Please note that staff outside Classics and Ancient History will normally (as a condition of agreeing to supervise your thesis) require you to follow the local rules for supervision, standards of presentation, marking procedures, etc. set by the “host” Department; you will also normally be expected to change your registration from the CLAH

dissertation (CLAH30030) to the dissertation of the relevant subject-area (e.g. HIST30970 for the History Dissertation).

Please note: most Departments within SAHC offer a 40-credit dissertation. However, Middle Eastern Studies and Philosophy offer **20 credit dissertations**. If you are supervised by a member of either of these Departments under their rules, then your dissertation will be worth only 20 units and not 40 – unless the supervisor is willing to supervise you under CIAH rules for CLAH30030 (our 40-unit thesis) rather than for their own subject-area's 20 unit thesis. However, your supervisor is under no obligation to supervise you for CLAH30030, and may offer you only the 20-unit option standard in his/her own Department. If you take the latter option, then you **MUST** register for another 20-unit course in accordance with the regulations of your degree programme. **Consult the Programme Director for further advice.**

Once your supervisor and general topic have been confirmed, you should arrange a meeting (or meetings) with your supervisor to discuss suitable areas, more specific topics, secondary literature and title. Before your supervisor can approve your topic and title, you will need to show that it is appropriate to the skills and knowledge that you have acquired and developed in the first two years of your degree programme.

The following must be submitted to your supervisor by the last teaching day before Christmas:

- final, confirmed title
- 1000-word summary or a sample section of a chapter
- structure (chapter/paragraph headings) for entire thesis
- bibliography (which may be added to later)

You may count on your supervisor(s) for **four hours** of face-to-face supervision (which may mean (e.g.) eight half-hour meetings). As the thesis tests skills of independent work and research, the supervisor will read and comment only on the summary (see above), one chapter, an outline of the whole, and your bibliography. Dates and times of supervision contact should be arranged directly with your supervisor. You should aim to give your supervisor your chapter and outline, etc. for comment by **the date specified by the convener of Long Essays and Dissertations.**

In the thesis, you are expected to show that you have made thoughtful and discriminating use of a wide range of relevant primary and secondary sources (ancient evidence, and modern books and articles). Since a professional standard of presentation is one of the criteria against which your thesis will be assessed, it is essential that you understand and apply consistently the "Guidelines on the Presentation of Written Work" contained in Appendix B below. Bear in mind that you must observe the word-limit (10-12,000 words). The marking criteria for 'Structure and Argument' and 'Knowledge and Understanding', against which your thesis will be judged, require the examiners to penalise work which is excessively long or excessively short. You should also note the advice on plagiarism (section 13.3).

The dissertation must be typed or word-processed and securely bound. The text should be double-spaced with wide margins on A4 paper. The deadline for the submission of theses will be publicised by the Dissertation Convenor.

Level Two Long Essay

All second year students registered for the BA in Ancient History are required to write a **Long Essay** of 5,000-7,000 words. The essay is worth **20 credits**, and you are expected to spend **200 hours** of independent study in working for it: that is **6-7 hours work each week for 30 weeks**. Your examiners will assess your work with this in mind.

You may choose to base your essay on courses taken in your first or second year, but, in principle, the essay may be on any Greek or Roman historical topic. You are encouraged to approach any member of staff to discuss possible topics. If you already have an idea of the area in which you want to work, then contact the appropriate member of staff directly. If you are at all uncertain, you are advised to discuss your choice of topic with your Academic Advisor or one of your lecturers.

You will be assigned a suitable supervisor for your topic.

You may count on your supervisor for **two hours** of face-to-face supervision (which may mean (e.g.) four half-hour meetings). Your supervisor may not read a complete draft of your essay, but can read and comment on an outline/essay plan, and on your bibliography. Dates and times of supervision contact should be arranged directly with your supervisor.

The Long Essay must be typed or word-processed. The text should be double-spaced with wide margins on A4 paper. The deadline for the submission of Long Essays will be publicised by the Long Essay Convenor.

Allocation of supervisor and confirmation of topic

Full details of the procedure of allocating Dissertation and Long Essay supervisors to students will be advertised at the start of the semester. **It is essential that you pay attention to these announcements and attend any briefing meetings which are organised.**

You will be assigned a suitable supervisor for your Thesis or Long Essay, based on the information which you provide us about the subject you want to work on. **Please note** that staff are able to supervise only a limited number of theses and that we cannot guarantee that you will be able to work with your first choice of supervisor. But the sooner you start to think about your dissertation topic and supervisor, the greater the likelihood that you will be able to work on the subject and with the supervisor of your choice.

It is the **responsibility of the student** to seek guidance from his or her Academic Advisor concerning an appropriate choice of topic. It is the **responsibility of the tutor/supervisor** to advise on the feasibility of the topic, and to give advice on reading. The student is responsible for completing the project on the basis of advice given and must submit the completed project by the due deadline. The normal penalties for late or non-submission of coursework apply (see section 13.4.3 above for details).

The title of the Dissertation or Long Essay must be recorded on the official form issued to each student and must be confirmed by the supervisor of the Thesis or Long Essay. The deadlines for students to submit their final titles **will be specified by the convener of Long Essays and Dissertations.**

Any subsequent modification in the Department and/or title must be recorded in a written statement, and must also be confirmed by the supervisor.

Any student not complying with this procedure (that is, not submitting a title by the specified deadline, and/or not agreeing on any subsequent modification) will be in clear

breach of his/her contract with the School; in such circumstances a zero mark may well be awarded by the Board of Examiners; the Board of Examiners might also refuse the student permission to resubmit the Long Essay or Dissertation.

13.9 Prizes and Awards

Full details of University prizes and awards may be found in the booklet *University Awards* available from the Awards & Examinations Office in the Student Services Centre. Classics and Ancient History is fortunate in having available a good number of prizes, bursaries and other awards tied to academic work in classical subjects. The following list is not exhaustive.

Students are encouraged to apply to the British School at Rome and the British School at Athens. These courses often provide some help with costs.

(a) Classical and Alexander Hope Kyd Prizes

Two prizes will be awarded on the results of the core first year courses in literature and history. The value of the prizes will be £50 first prize and £30 second prize.

(b) Percy Dorrington Prize

A prize of £45 will be awarded for performance in the core 2nd year courses in literature and history. This prize may be awarded for the best all-round performance, or for an outstanding individual essay or examination.

(c) Conway Memorial Prize

This prize is awarded for the best essays or dissertations on Vergil. The value of the prizes will be £65 first prize and £35 second prize.

(d) Sarah E. Marshland Prize

A prize of £50 will be awarded to a woman for outstanding performance in Latin language papers sat in the first or second year.

(e) Lorna Ruff Prize

A prize of £15 will be awarded to a student for performance in Intensive Greek.

(f) TBL Webster Prize

One award may be made to a student who has produced an outstanding performance in any year.

14 Academic Appeals

The University has an academic appeals procedure, full details of which can be found in Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/>.

An academic appeal is the process that you must go through in order to have the decision of a board of examiners, or a progress committee, or a graduate committee or equivalent body which affects your academic status or progress reconsidered. Appeals can only be made on certain grounds and so you must be able to show that **AT LEAST ONE** of the following apply:

- That you can bring forward evidence to show that your performance may have been adversely affected by circumstances that you did not make the relevant board/committee aware of before the decision was made AND that you can explain why it was that you did not let anyone know about these circumstances prior to the board/committee meeting
- That you can show that there has been a significant administrative or procedural irregularity which means that the decision might have been different if this irregularity had not taken place
- That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners
- That your supervision or training in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the extent that your performance was seriously affected.

You cannot make an appeal on the basis of querying academic judgement or professional competence.

You can only appeal on your own behalf. If you want a representative, e.g. a parent, to appeal for you, you must send a letter with your appeal explaining that you have given them permission to act for you.

The University encourages students to try to settle the issue with their School in the first instance and only when this process has been concluded to proceed to a formal appeal if necessary. **Make sure that you fully understand the process by which degree results are calculated before making an appeal. See in particular Appendix 1 of the Undergraduate Degree Regulations (Additional Document B).**

Prior to taking a final decision as to whether to request a review or not, a student is advised to contact his or her Academic Adviser or the Programme Director or the School's Director of Undergraduate Education informally to attempt to resolve the issue at School level.

If, after trying to resolve the issue informally in the School, students are unsatisfied they may submit a formal appeal in writing with supporting evidence to Mr Damien Tolan, Appeals, Complaints & Malpractice Coordinator, Faculty of Humanities, Room G4, Devonshire House, University of Manchester, Oxford Road, Manchester M13 9PL (telephone 0161 306 1105, email damien.tolan@manchester.ac.uk) within twenty working days of the publication of the student's examination results or decision to be appealed. Students can contact the Students' Union for assistance in drafting an appeal. For further information on submitting a formal appeal and the support available to you from the University, and to obtain the relevant form visit the Crucial Guide information on Academic Appeals via the link above.

15 Study Skills

While every effort is made by teaching staff to deliver their courses effectively, and to encourage active learning, the quality and success of the learning experience ultimately depends on a corresponding commitment on the part of students. Studying at university requires a high degree of responsibility for your own learning. If you are to benefit from the unique experience of university study, acquiring not only specialist knowledge but also the capacities for critical, analytical thought and clear expression, then you personally, and your peers collectively, must contribute to the creation of an active learning environment. This entails:

- a) preparing adequately for lectures, seminars and tutorials, whether by reading alone or by organising ideas for group discussion;
- b) participating actively as appropriate, by engaging in discussion, asking questions, or giving oral presentations;
- c) following up the class in independent study (reading, making notes, rationally organising your material).

Think in terms of skill acquisition and your intellectual development, not just in terms of amassing and then reproducing information, and remember: even if assessment is usually based on individual achievement, the best way to maximise learning resources and to prepare for life after university is by learning to work collaboratively.

The Faculty of Humanities has recently launched a Study Skills website, which offers practical advice about how to prepare for study at university, and to improve your skills whilst studying. The website can be found at:

<http://www.humanities.manchester.ac.uk/studyskills/>

16 Student Feedback and Representation

16.1 Course/Programme Evaluation

The University runs a centrally coordinated survey (Unit Evaluation Questionnaire, or UEQ) for all UG course units taken by full-time students at the University of Manchester. The results of the survey are used to feed into the planning and resource allocation systems of the University, and to facilitate trend analysis, and are published, at a general level, to the University. Detailed results on each individual course will be transmitted to Schools and used to inform quality assurance. Towards the end of every semester you will be asked to complete a UEQ for each course you have taken. Results of these surveys are posted onto the Undergraduate Intranet.

In addition, the University runs an online Student Satisfaction Survey, which covers all aspects of your study in Manchester, from accommodation to library facilities and quality of teaching. You will be informed of this survey by email.

16.2 Committee Structure and Student Representation

In common with other schools, the School of Arts, Languages and Cultures is governed through a combination of bodies representing schools, staff and students. There is a School Board, which is held at least twice a year on which staff from all areas of the School, academic and support staff, are represented. The School Board is consultative and involves a broad range of staff. The School's Policy and Resources Committee consists of the Head of School, Head of School Administration, Directors, Managers and Heads of Divisions and assists the Head of School on issues of policy and resourcing. The School also has an Advisory Group comprising the Head of School, School Directors and the Head of School Administration, which meets regularly.

16.3 Undergraduate Committee Structure

The **Undergraduate Programmes Committee** consists of the Director of Undergraduate Education, Programme Directors and the Teaching and Learning Management Team. Student representatives are invited and encouraged to sit on this Committee.

The **Assessment Committee** discusses policy relating to examinations and assessed coursework. Student representatives are invited to sit on this Committee.

In addition, each Department has a **Teaching and Learning Subcommittee** which discusses undergraduate and postgraduate taught matters relating to that Department.

Each Department also has a **Staff-Student Liaison Committee**. This is a consultative body, which deals with both academic and non-academic matters relevant to each Department. These have student representatives from each undergraduate year elected early in the first semester and have an unrestricted remit. Student members represent their year and are expected to be proactive in bringing ideas and problems to the notice of the committee.

Student representatives in each Department have a noticeboard and often areas on the School undergraduate intranet. If you have a problem or view you wish to air on any aspect of subject provision, you can contact your year group's Student Representative, who will put your issue, if appropriate, on the agenda of the next SSC meeting. Student representatives are also invited to attend the **School Staff-Student Consultative Committee**, which is chaired by the Head of School and meets four times per year.

If you wish to become a student representative, please contact Dr Peter Liddel S2.4b (peter.liddel@manchester.ac.uk).

17 Complaints

The University has a complaints procedure, full details of which can be found in Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/personal-life/academic-problems/complaints/>.

Minor problems concerning your degree programme should be brought to the attention of your Academic Adviser, Course Unit Director or Programme Administrator at the earliest opportunity. However complaints should normally be reported to the Programme Director or Head of Department. The nature and outcome of any complaint will be recorded by the Programme Director and made available for the annual programme review.

If you are dissatisfied with your Department's response to a complaint, you should write to the School's Director of Undergraduate Education.

18 Conduct and Discipline

The University defines misconduct as: 'the improper interference, in the broadest sense, with the proper functioning or activities of the University or of those who work or study in the University or action which otherwise damages the University or its reputation'.

The University's *Regulation XVII: Conduct and Discipline of Students* covers behaviour, actions and academic malpractice/ plagiarism.

If you find yourself the subject of a disciplinary procedure you are strongly advised to take advice from either the Students Union or the Academic Advisory Service (see above).

More information and a link to Regulation XVII can be found on the Crucial Guide website at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/conduct-and-discipline/>.

PART 3 ADDITIONAL DOCUMENTS

Document A – An introduction to Undergraduate Degree Regulations for Students (September 2012)

Undergraduate degrees at the University of Manchester are based on the National Framework for Higher Education Qualifications (FHEQ). This framework requires students to achieve credit at every level of the award. For a standard undergraduate programme this will normally mean passing 120 credits in each of your three years of study.

The University sets standards relating to your performance on every unit but also on your progression from one year to the next. Your programme and course unit specifications will set out the requirements for passing the credit on individual units; however, the University requires that you pass all 120 credits in order to progress to the next year of an undergraduate degree programme.

What happens if I fail some units?

First of all don't panic, but the first thing to do is sit down with your academic adviser or Programme Director who will take you through your options. **The regulations require you to pass a minimum 40 credits at the first attempt in each year, including any compulsory units specified by your School.** If you don't manage this the Exam Board will make a decision on whether you will be permitted to repeat the year. **Remember, you will have no more than one opportunity to repeat a year during your time as an undergraduate student, and that opportunity is subject to conditions being met.**

If you pass a minimum 40 credits but have failed to meet the expected standard in up to 80 of the remaining credits, you will normally be able to have one more try at the assessment. This is known as a 'referred assessment' (or a 're-sit') and these assessments will normally take place over the summer period. This will all happen in good time for the examination board to make decisions on your progression for next year's enrolment. The pass mark for undergraduate degrees is 40%. **Referred assessments (re-sits) will be capped in principle at 30% and this is the mark that will be shown on a transcript of results, as 30R.** It is this mark that will be used to calculate your final degree classification. **Remember you may be able to re-sit up to 80 credits, per year.**

If you manage to achieve the minimum pass of 40 credits and only just fail some of your units, there may be a possibility of the examination board compensating this failed credit (that is, allowing you to progress without taking re-sits). For undergraduate units this means if your mark was between 30–39% the examination board is able to compensate up to a maximum of 40 credits, per year. Your transcript of results will show the actual mark achieved (38C) and this will be used to calculate your final degree classification.

What happens if I fail my re-sits?

Upon taking the referred assessment, if you fail to achieve 120 credits the examination board will make a decision with regards your progression. The possible options available may include carrying forward a maximum of 20 credits into a subsequent year (you will have to have passed 100 credits) in order to retake these units in attendance, repeating the year or be awarded an exit award once you've exhausted all the opportunities to retrieve failed assessment.

Referrals (re-sits) may also be compensated; so if you manage to achieve a mark at re-sit of between 30–39%, this may be compensated providing you haven't already used your quota of 40 compensatable credits per year. The Examination Board makes this decision. **Compensated referrals (re-sits) will be capped at 30%R** and this is the mark that will show on your transcript of results and be used to calculate your final degree classification.

What if I fail Units in my final year?

Unfortunately compensation does not apply in the final year and you will not be able to take referred assessments (re-sits). However, you may be eligible for 'special' compensation of up to 60 credits in your final year. But it is important to remember that a penalty may be applied and your classification reduced to below that which would have been awarded had you passed everything.

How is my degree calculated?

To be considered for a Bachelors degree with honours a student must have achieved 120 credits in each year of a three year programme, totalling 360 credits. Don't worry if you have had a referral or compensation as these still count towards your credit total. Bachelors degree classification will be decided using weighted total points for three-year degrees using the following weightings **Year 1 0.0, Year 2 0.33, Year 3 0.67**

When and how are decisions made about my results and my Progression?

There are normally three available assessment opportunities: January, May/June and August/September within each academic year. It is expected that all your attempts at referral assessment will take place in the same academic year in which the assessment was first taken.

After each assessment period there is an 'Examination Board'. Members of the Examination Board normally include your course unit tutors, programme directors and an external examiner from another university. It is the job of the Exam Board to anonymously review all the results and make decisions on the awarding of credit, who can re-sit exams, who has to repeat the year and who can progress to the next year. It is also the job of the Examination Board to decide who cannot continue and may leave the University with an exit award.

Some students will narrowly miss the threshold for a degree classification and so we look at their pattern of marks (Mark Distribution) and may look at their examined work (Mark Review). Some programmes include a viva voce (oral examination) as part of Mark Review. Your programme does/ does not include of Viva Voce, (if programme contains Viva option, provide details).

What do I do if I disagree with the Exam Board's decision?

The University has clear and fair procedures which set out the course of action should you wish to appeal against an Examination Board decision or make a complaint. **You should study these procedures and the degree regulations carefully before making an appeal or complaint.** The procedures can be found at:

<http://documents.manchester.ac.uk/display.aspx?DocID=1872>

In the first instance, we would urge you to contact the School Support and Guidance Office, who will be able to talk you through the decision-making process.

Document B – Undergraduate Degree Regulations (September 2012)

Undergraduate Degree Regulations (including Integrated Masters)

Context

The Undergraduate and Postgraduate Taught Degree Regulations were approved by Senate on the 2 May 2012 and implemented for all new students from September 2012. All students commencing their studies from September 2012 will be subject to the 2012 degree regulations.

Progressing students will use the degree regulations version current when they commenced their studies.

Students may not self select the degree regulations under which their work is assessed.

- A. Credit and Award Framework
- B. Title of Taught Awards
- C. Accreditation of Prior and Experiential Learning (AP(E)L)
- D. Assessment and Progression
- E. Compensation
- F. Reassessment
- G. Carrying forward failed credit on Undergraduate Programmes
- H. Repeating the Year
- I. Exit Awards
- J. Final Year of an Undergraduate (including Integrated Masters) programme
- K. Classification of Integrated Masters Programmes
- L. Classification in Bachelors Programmes
- M. Examination Board Arrangements

Appendix A – Undergraduate Classification Scheme

Appendix B – Glossary of terms

REGULATIONS

A. Credit and Award Framework

1. All awards of the University of Manchester will be given on the basis of the accumulation of credit as mapped out in table 1. This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

Table 1: Credit and Award framework:

Name of Award	Minimum credit for the award	ECTS	Minimum credits at the level of qualification required for an award	ECTS	FHEQ level
Integrated Masters Degree	480	240	120	60	7
Bachelors Degree with honours	480	240	180	90	6
Bachelors Degree with honours	360	180	90	45	6
Ordinary Bachelors Degree	300	150	60	30	6
Diplomas of Higher Education (DipHE)	240	120	90	45	5
Certificate of Higher Education (CertHE)	120	60	90	45	4

*Note 1: The table refers to the levels as defined in the FHEQ. Level 7 of the FHEQ relates to a Masters, while **levels 4, 5 and 6 correspond to years 1, 2 and 3 of an undergraduate degree.***

Note 2: One ECTs (European Credit Transfer System) is equivalent to two UK credits.

Note 3: The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1.
3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at <http://www.manchester.ac.uk/medialibrary/governance/generalregulations.pdf>

C. Accreditation of Prior Learning - AP(E)L

5. A maximum of 120 credits of a three year Bachelors degree, and 240 credits for four year Bachelors degree can be considered for AP(E)L. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.
6. AP(E)L may be used in exceptional circumstances for entry into Level 6 (or 7 of an Integrated Masters). However, a case must be made to and approved by the Faculty.
7. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance in University of Manchester also satisfies the award requirements in table 1 and at least half of the credits have been awarded by the University of Manchester.
8. Schools can stipulate when AP(E)L is not allowed due to Professional Body requirements.

D. Assessment and Progression

9. Undergraduate students must pass a minimum of 40 credits on the first attempt at each level, including any compulsory units, specified by the School, in order to progress. When a student fails to do this they will have failed the level (see section on repeating the year or exit awards).
10. Undergraduate students progress on the basis of credit accumulation in accordance with the programme requirements. Students can progress once they have achieved enough credit as specified in the programme handbook at each level of their programme.
11. Where a student has failed more than the required credits on the first attempt or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options at its discretion:
 - Withdraw the student and award an Exit Award if criteria are met in accordance with table 1.
 - Permit the student to retake the year (see section on repeating the year)
 - Permit the student to carry over up to 20 credits (see section on carrying over credit) in exceptional circumstances, as defined by an examination board
 - Consider reassessment, where there is approved and verified mitigation.

12. The progression rules, D9 to D11 apply to progression to and from any year of study, regardless of level, except when progressing to the final year (level 7) of an integrated masters degree (see D14).

13. Schools may have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs). However, should students fail to meet PSRB standards, but have succeeded in achieving University standards then a 'non professional' alternative award may be awarded by an Examination Board (see I41).

14. Students progressing to the final year (level 7) of an integrated masters must achieve an average of at least a lower second classification in order to progress.

E. Compensation

15. The compensation zone is defined by the Standard Unit Marking Scheme.

16. A maximum of 40 credits, per level, can be compensated at Level 4 and 5 of an undergraduate programme.

17. Compensated units will keep the original mark and this is used in the weighted average for the calculation of the final classification/ award.

18. Referred assessment is compensatable.

19. Schools can specify when a unit is not compensatable or when PSRB rules take precedent.

F. Reassessment

20. Where the overall unit mark is below the compensation zone or the maximum amount of compensation has been exceeded, reassessment may be taken unless in the final year (or level 6) of a Bachelors degree (see section E) or the final years of an integrated masters (level 6 or 7). This is known as a 'Referral' and the referred assessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The referred assessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

21. If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse referred assessment. See ordinances/regulation XX - Work and Attendance of Students.

22. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded. The examination board will decide which referred assessment should be taken, to achieve the credit to enable them to progress.

23. An Examination Board may allow a student one attempt, per unit, at referred assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment as a result of mitigating circumstances are known as 'Deferrals', are considered a first attempt and no cap is applied.

24. When a student fails to achieve the required credit after referred assessment, the Exam Board may decide to allow them to take the whole course unit again, on one further occasion, in attendance (see section H), subject to teaching capacity not being exceeded. This only applies to level 4 or 5.

25. Undergraduate students can be offered referrals in up to 80 credits, per level, except level 6 and 7 (see F28 for exceptions relating to PSRBs). The authority to decide which units are retaken rests with the Examination Board.

26. Referrals are capped at the lowest compensatable mark (30%) and this is recorded on the transcript.

27. If a student fails a referred assessment that was previously in the compensated zone, the first mark stands and the student has failed to achieve the required credit (see section G on carrying forward failed credit).

28. Students cannot be referred in order to improve their marks at level 6 or 7. However, for students on programmes accredited by a PSRB, the following applies:

- A student who fulfils the requirements for the award of a degree may seek to be reassessed in some units in the final year in order to achieve higher marks required by a relevant professional, statutory or regulatory body. However, the marks originally obtained will be used to determine the class of degree awarded to the student.

G. Carrying forward failed credit on undergraduate programmes

29. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing and in cases of mitigating circumstances. The student should re-sit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

30. Credit for compulsory units cannot be carried over to subsequent levels.

31. Whole units must be repeated in attendance, with assessment taken in full and marks are capped to the lowest compensatable mark.

32. Students can only have one attempt at regaining credit carried over to a subsequent year/ level. If they fail to regain the credit, they will be considered for an exit award.

33. Optional units can be substituted but a replacement unit should not be considered a first sitting and there will be no further opportunities to regain the credit if the unit is failed after assessment/ reassessment.

34. Students should be advised by the Examination Board that if they fail the credit then they may not qualify for an Honours degree. Because 'carrying' extra units imposes a significant additional burden on the student, the Examination Board should give permission only where it judges that, in the light of previous results, the student is likely to be able to cope adequately.

H. Repeating the Level

35. Examination Boards are permitted to make a decision on academic grounds when deciding whether or not a student is academically suitable to repeat a level of study. This outcome of this decision is also subject to teaching capacity not being exceeded.

36. An undergraduate can normally only repeat the level on one occasion during the whole programme, at level 4 or 5 subject to teaching capacity not being exceeded. Exceptions may be permitted in cases of mitigating circumstances.

37. Fees are payable when levels are repeated as a result of a failure, without approved and verified mitigating circumstances.

38. A student who is repeating a level cannot carry over credit from the level that is repeated.

39. Schools may seek approval for alternative arrangements where professional body requirements take precedence. Professional Bodies might stipulate extra conditions or may not allow students to repeat any part of the programme.

I. Exit Awards

40. Once a student has exhausted all the opportunities to retrieve failed assessment they will be given an exit award in accordance with table 1, subject to the accrual of the appropriate number of credits, as defined in the Programme Specification.

41. All programmes must have approved exit awards.

42. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 and as defined in the Programme Specification.

J. Final year of an undergraduate (including integrated masters) programme

43. There will be no reassessment in the final year (level 6 or 7) unless it is a PSRB requirement (F32), in which case the originally obtained marks will be used to determine the class of degree awarded to such a student.

44. In order to qualify for an award, students must meet the credit criteria as stated in the credit and award framework (See: Table 1) and passed assessment as specified in the Unit/ Programme Specifications.

45. In year three (level 6) of a four year Integrated Masters programme, reassessment can be considered at the discretion of the Examination Board and based on the academic standing of the student and/or mitigating circumstances.

46. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 40 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 80 credits at the level of the award.

47. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award. However, there is a penalty applied due to the failure of 60 credits and the student will have the

classification reduced to the classification below that which would have been awarded on the bases of the weighted average for the programme.

48. When considering classifications for a third class degree, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award.

49. Where 'special' compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.

50. Where up to 20 credits have been carried over from level 5 to level 6, this credit may be considered under the 'special compensation' regulations providing the maximum allowable has not been exceeded. This also applies to credit carried over from level 6 to level 7 of an Integrated Masters (see section G).

51. Ordinary Degrees can only be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to ordinary degrees.

K. Classification of Integrated Masters programmes

52. Integrated Masters classifications will be decided using weighted total points for four year degrees. Schools can choose to implement either of the following options: **1 to Y4 (L4 to L7 FHEQ) using weights of 0.0 (L4), 0.2 (L5), 0.4 (L6) and 0.4 (L7);** or **1 to Y4 (L4 to L7 FHEQ) using weights of 0.06 (L4), 0.19 (L5), 0.375 (L6) and 0.375 (L7);** unless there are alternative requirements for external accreditation, (see Appendix A for boundaries for classification and boundary zone demarcation).

53. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

L. Classification in Bachelors programmes

54. To be considered for a Bachelors Degree a student must have achieved the requisite minimum credits listed in table 1 in accordance with the unit marking scheme and grade descriptors. Students who have not achieved the minimum credit requirement for an honours degree will be awarded an ordinary degree in accordance with table 1.

55. Bachelors degree classification will be decided using weighted total points for three year degrees. Schools can choose to implement either of the following options: **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6)** or **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.1 (L4), 0.3 (L5), and 0.6 (L6).**

56. Four year Bachelors programmes, including a year studying abroad or in Industrial Placement will be classified using L55 as a guide. Programme Handbooks must specify how/ if the year abroad/ on placement is assessed and credit weighted.

57. Four year taught Bachelors programmes will be will be classified using L55 as a guide. Programme Handbooks must specify how the programme is weighted.

58. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

M. Examination Board Arrangements

59. There are normally three available assessment opportunities; January, May/ June and Aug/ September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted.

60. There must be an opportunity after every assessment period for a chaired forum to make decisions regarding student's attainment on completed units.

61. Examination Boards will take place at the end of each academic year or at points in the calendar where decisions are required with regards to progression, overseen by an External Examiner.

Appendix A Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1 of the Undergraduate Degree Regulations'. Table 1 has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

The Undergraduate Degree Classification Scheme is based upon weighted average using a 0-100 mark range calculated to one decimal place, where marks for individual course units are recorded as whole numbers.

Weightings

Bachelors degree classification will be decided using a weighted average for three year degrees (see L55). These weightings will also be used as a guide for four year Bachelors programmes and those which also include with a study abroad year or placement; unless there are alternative requirements for external accreditation by a PSRB.

Integrated masters programmes will be classified using the weightings in K52; unless there are alternative requirements for external accreditation by a PSRB;

Stage 1: Classification Thresholds and Boundaries

(a) Bachelor degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted average falls below a classification threshold.

Table A1

Bachelors degree classification and boundary zone using weighted average with mark range 0-100:

Bachelors Degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Third class	40.0	37.0 to 39.9

Consideration of bachelor degree students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be considered for the higher award as long as the following are satisfied (see also notes on AP(E)L).

- 2/3 of the credits at level 6 are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfil this criteria and award the students a first class degree).

(b) Integrated Masters degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted total average falls below a classification threshold.

Table A2

Integrated Masters degree classification and boundary zone using weighted average with 0-100 mark range

Integrated Masters classification-based on 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Fail	Below 49.9	

Consideration of integrated masters students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be considered for the higher award as long as the following are satisfied (see also notes on AP(E)L),

- 75 credits out of 120 in the final year (level 7) are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 75 out of 120 credits must be at 70% or higher to fulfill this criteria and award the student a first class degree).

Stage 2: Mark Review and use of Viva Voce

If a student is in the boundary zone of the average mark and does not satisfy the additional criteria, Schools will apply a further stage of 'Mark Review', overseen by an External Examiner. The process of 'Mark Review' should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of 'Mark Review' has taken place and the results considered to be inconclusive. However, this option must be applied

consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

In addition, Schools must prepare all students for vivas by offering them similar experiences and opportunities to gain the necessary skills within the assessment of the programme. Further advice on the use of vivas in Mark Review' can be found in the 'Guidance and Glossary: Taught Degree Regulations'.

n.b. the Faculty of Humanities does not make use of vivas

Appendix B Additional notes

These notes are taken from the Guide to the Taught Degree Regulations (June 2012): <http://documents.manchester.ac.uk/display.aspx?DocID=13144>

Recording of results

The recording of results is based upon course unit final mark calculated as a whole number; whereas weighted degree averages for the determination of classification are calculated to one decimal place (see appendix A in the PGT and UG regulations).

A student's final results after graduation will not indicate any special circumstances, but will have annotated course unit marks which have been compensated (c) and/or subject to referral (r). Undergraduate students marks will be reported by the Higher Education Achievement Report (HEAR).

Accreditation of prior learning

While we wish to acknowledge prior learning it is a principle that at least half of the programme should be assessed at the University of Manchester, for UG programmes, unless (see C6) exceptional circumstances apply.

The time limit on the period between prior learning and award is normally five years, but may be extended to take account of part-time study. The principle is that prior learning is relevant and current to the award.

Compensation

Compensation of failed course units is a measure to reduce the need for referral assessment where the student has demonstrated academic ability through passing at least two thirds i.e. 80 credits at levels 4 and 5. In the final year a different process applies and is referred to as 'Special Compensation' (see section J). Compensation for undergraduates applies to marks between 30 and 39 (see appendix A of the UG Degree Regulations and Table A in this guide). Please see the following example:

An example of end of year compensation and referral decisions for a 120 credit undergraduate programme

Course unit	credit	mark%	(P pass, C compensatable pass, R uncompensatable fail)
A	20	55	P
B	20	38	C
C	20	60	P
D	20	40	P
E	10	70	P
F	10	65	P
G	10	25	R
H	10	35	C

In this example the student has passed 80 credits, they have gained a compensatable pass in course unit B and course unit H but have failed course unit G. The student would normally be compensated in course units B and H, to a total of 30 credits, which is within the maximum allowable of 40 credits, (assuming the compensated course units are not compulsory and that additional accreditation rules do not apply: if there are such additional requirements e.g. for professional degree programmes they will be explained in the programme handbook).

The student in this case has failed course unit G and will have to re-sit this examination known as a referral. If the mark gained after the re-sit examination is 45% the student will have gained sufficient credits i.e. 120 to progress to the next year of study. The mark recorded for this student in course unit G will be 30 as this is the maximum allowable for a referral when the first sitting mark was an uncompensatable fail.

Reassessment

Reassessment is available for undergraduate course units with marks below compensation i.e. 29 or less; or where more than 40 credits are in the compensation zone. Note that reassessment is not available for improving marks.

In order to record student achievement rather than failure the uncompensatable fail mark can be replaced in final degree classification with the mark gained in referral to a maximum of the lower limit of compensation, which is 30%. This will show on a student's transcript as 30R. The reason for capping a referral mark is not to disadvantage students who have already been compensated hence not allowed to re-sit such courses for a higher mark.

An example of end of year compensation and referral decisions for a 120 credit undergraduate programme

Course unit	credit	mark%	(P pass, C compensatable pass, R uncompensatable fail)
A	20	30	C
B	20	38	C
C	20	60	P
D	20	40	P
E	10	70	P
F	10	65	P
G	10	25	R
H	10	35	C

In this example the student has passed 60 credits, they have gained a compensatable pass in course unit A, B and H but have an uncompensatable fail in course unit G (assuming the compensated course units are not compulsory and that additional accreditation rules do not apply: if there are such additional requirements e.g. for professional degree programmes they will be explained in the programme handbook).

As the student has compensatable fails of more than 40 credits, in this case 50 credits, they cannot all be compensated. In these circumstances the regulations require the Examination Board to make the decision which course unit (s) should be compensated fails and which are uncompensatable fails. The reason for this is that the composition of the assessment might need to be taken into account, also the course unit credits along with the need to pass compulsory courses.

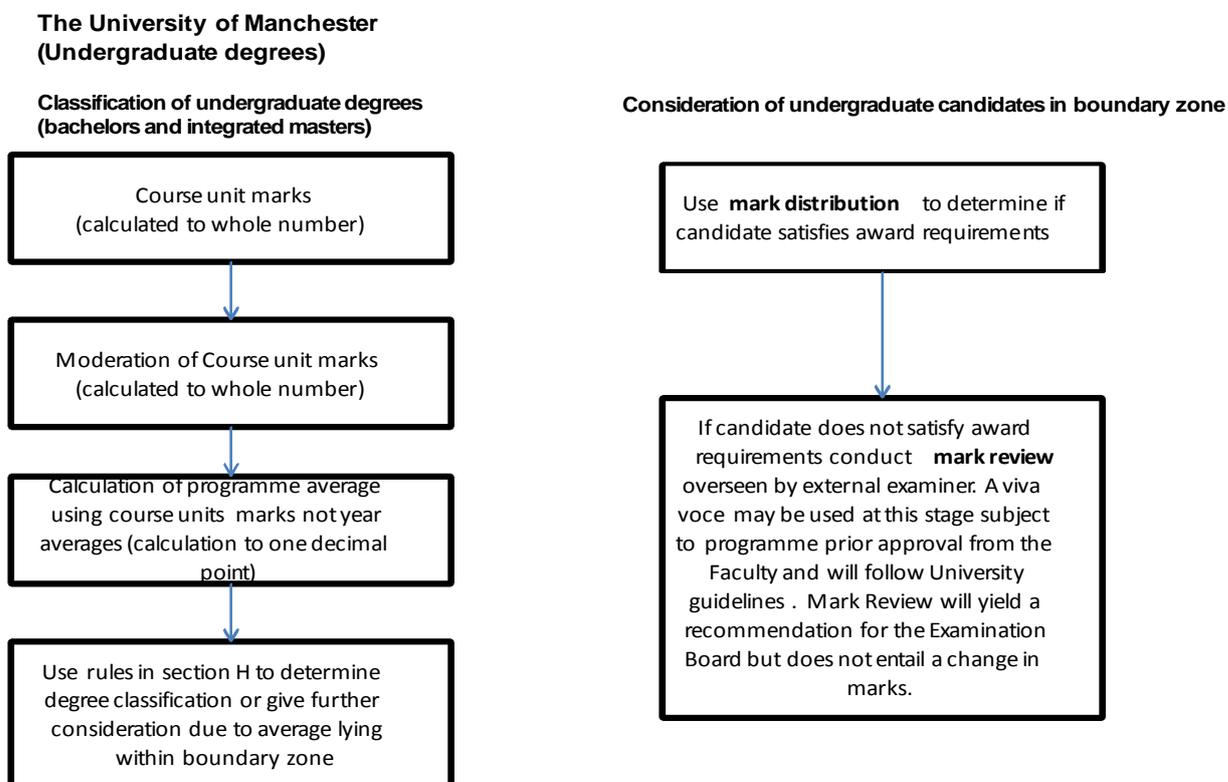
In this example let us assume the Examination Board concludes the 10 credit course H should not be compensated, the two 20 credit course units A and B are compensated and the student will re-sit course units G and H.

Repeating the year

This is a decision for the School and the Examination Board, and is not a right.

Undergraduate degree classification

The figure below presents the steps for calculation of programme average, determination of classification, consideration of students in the boundary zone through mark distribution followed by mark review:



Mark distribution, i.e. pattern of final year assessment, is conducted before mark review and those students who gain a higher classification based on their mark distribution are not then subject to mark review. Mark review is based upon inspection of a final year student's work to determine whether there are any academic grounds for the award of a higher degree. Note that **this does not involve changing marks** and that External Examiners should support this process (e.g. through advice on standards: they are not expected to act as a 'third examiner'). This holistic approach is to ensure that every consideration has been given to marginal candidates. Mark review will make recommendation to the Examination Board, which will take the decision on degree classification.

Undergraduate unit marking scheme

Mark (class) descriptor	Mark range (whole numbers)
First Class	70 to 100
Upper Second	60 to 69
Lower Second	50 to 59
Third	40 to 49

Compensatable fail	30 to 39
Uncompensatable fail	Less than 30

Appendix C

Glossary

'Academic grounds'	Decisions made on 'academic grounds' are taken using a 'holistic perspective' of a student's overall academic performance.
'Academic standing'	Relates to a student's overall level of academic achievement.
Academic Year	Normally, a 12 month period, beginning and ending in September (UG) & October (PGT), in which programmes are taught and assessed.
Accreditation	Used in reference to programmes with professional accreditation by a independent Professional, Statutory and Regulatory Body (PSRB). (see also AP(E)L)
AP(E)L	Accreditation of Prior (or Experiential) Learning: The identification, assessment and formal acknowledgment of leaning and achievement that occurred prior to entry to a programme, but may not be in the context of formal education or training.
Assessment/ Reassessment	Process by which a judgment can be made as to whether a standard of attainment has been achieved, when judged against the intended learning outcomes.
Award	The degree, certificate or diploma which is conferred following the successful completion of a defined programme of study.
Bachelors degree with honours	An undergraduate award, awarded following the successful completion of 360 credits, 90 of which must be at FHEQ level 6. The University also has bachelor degrees with 480 credits, 180 of which must be at FHEQ level 6.
'Borderline' students/ cases/ classifications	Used to describe those students who fall in the defined boundaries, between classifications and could be considered for the higher classification.
Boundary Zone/ Boundary/ Boundaries	The defined area, between classifications where a student falling into the 'zone' may be considered for the higher award if they meet the criteria defined in Appendix A of the UG and PGT taught regulations.
Cap, capped, capping	Course unit marks that have been limited in some way, usually due to referred assessment being taken and passed or as a penalty for academic misconduct.
'Carry over'/'Carry forward'/'Carried over'	Undergraduate students are permitted to carry over up to 20 credits in exceptional circumstances, as defined by an exam board. This applies to FHEQ levels 4 & 5 only and is subject to teaching capacity not being exceeded.
Classification	The process by which it is decided what award should be conferred on a student who has successfully completed the defined programme. For bachelor honours degrees the classifications are 'first', 'upper second', 'lower second' & 'third' (nb no third class classification for integrated masters. There is no classification for an ordinary degree, or for the award of diploma or certificate in HE.
Certificate of Higher Education	An undergraduate award of 120 credits, at FHEQ level 4, usually as an exit award or as an award for continuing professional development.
Compensation, Compensated	Where students have failed to achieve the required standard to pass a unit, but have shown enough ability and they are within the compensation zone. The mark can be compensated for credit only. The original mark will stand. (see Special Compensation).
Compensated Credit/ Pass	Credit or a pass achieved as a result of compensation.
Compensation	The zone in which marks fall for them to be considered for

Zone	compensation.
Compulsory Course Units	Units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory units are not compensatable.
Core Course	Curricula can identify course units that are optional which are distinct from those that must be studied and are called 'core courses'. Core courses need not be compulsory course units (which must be passed, see above).
Course Unit	A self-contained unit of study on a particular topic, with defined level and credit values, aims and intended learning outcomes, mode(s) of delivery, defined assessment and possibly pre- or co-requisites.
Course Unit Mark	A numerical designation (0-100%), recorded as whole numbers, which is awarded to a student on completion of a course unit, which reflects the achievement of the defined intended learning outcomes.
Course Unit Marking Scheme	The University approved marking scheme is between 1-100% and specifies pass/ fail and compensatable marks.
Course Unit Specification	The approved course unit description. Includes details on credits, level, intended learning outcomes and types of assessment.
Credit	A measure of units or programmes of study according to a value of students work required. One credit corresponds to a notional 10 hours of student workload.
Deferral	A second attempt at summative assessment, which will be considered a first attempt, without penalty as a result of approved mitigating circumstances.
Diploma of Higher Education	An undergraduate award of 240 credits, at FHEQ level 5, usually as an exit award or an award for continuing professional development.
European Credit Transfer System (ECT)	1 ECT = 2 UK credits and is the European system for accommodating credit transfer.
Examination Board	A chaired forum, with School and External representation, which ensures the standards of the marking and awards in accordance with institutional policy and regulation.
Exit Award	An award of the institution which is given when a student fails to meet the intended learning outcomes of the programme, thereby not accumulating enough credit.
External Examiner	Academic from a peer University who is paid a fee for undertaking moderation duties as outlined in University guidance on External Examining.
Fail	A student does not meet the Intended learning outcomes of a unit or programme of study and is therefore not awarded the credit or an award of the University.
FHEQ	Framework for Higher Education Qualifications, assigns levels on the basis of achievement of outcomes and attainment, rather than the year of study.
Integrated Masters Degree	An undergraduate award of 480 credits, of which 120 must be at FHEQ level 7.
In attendance	When studying in attendance, it is expected that students will attend lectures, undertake assessment and pay full fees.
Intended Learning Outcomes	At programme and unit level, set out in Programme and Unit Specifications.
Level	Describes the intellectual demands of units and programmes of study. A unit will be assigned a level, corresponding to Table 1 (taken from the FHEQ). Levels 4,5 & 6 correspond to the typical demands of successive years of a Bachelors degree; or level 7 to the

	typical demands of a Masters Degree programme. Levels 4,5 & 6 correspond to the years of a 'traditional' 3 year undergraduate degree programme.
Mark	A numerical designation (0-100%), recorded as whole numbers, which is awarded to a student on completion of a unit, which reflects the achievement of the defined intended learning outcomes.
Mark Distribution	The process by which students in the boundary of a classification, who have met the requirements, as stated in the degree regulations are considered for the next classification. <i>Note: marks do not change, just the classification.</i>
Mark Review	The process by which students in the boundary of a classification, who have not met the requirements for 'mark distribution', are considered for the next classification based on the review of marks, overseen by an External Examiner. <i>Note: marks do not change, just the classification.</i>
Masters Degree	Normally an award of 180 credits, 150 of which must be at FHEQ level 7.
Mitigating Circumstances	Unanticipated circumstances relating to the student's achievement in any particular assessment. The process is set out in University guidance on applying for and approving mitigating circumstances.
Minimum credit for the award (see table 1)	To receive an award, students must have achieved the minimum required credit, at the level of the award in accordance with Table 1 in the Degree Regulations.
Non-professional award	This describes an award for a professionally accredited programme, where a student has gained enough credit for University award but has not met the professional requirements of the programmes accreditation.
Optional units	Free choice units, or electives.
Ordinary Bachelors Degree	An undergraduate award of 300 credits (see Table 1: Credit and Award Framework).
Pass	Has achieved the intended learning outcomes at unit level and has been awarded the credit, without compensation. Also used to classify Masters degrees with a weighted average of less than 60%.
Postgraduate Certificate	Postgraduate (exit) award of 60 credits, 40 of which are at the level of the award (FHEQ 7).
Postgraduate Certificate in Education (PGCE)	Postgraduate award of 60 credits, 40 of which are at the level of the award (FHEQ 7).
Postgraduate Diploma	Postgraduate (exit) award of 120 credits, 90 of which are at the level of the award (FHEQ 7).
Pre-requisite course units	Pre-requisite course units are defined within programme specifications, and are units that must be passed prior to taking subsequent units further on in programme. Pre-requisite units contain essential knowledge required for the study of subsequent course units (see compulsory course units).
Programme	A cognate programme/ or course of study, made up of approved units (compulsory or optional) with agreed intended learning outcomes, the details of which are contained with the programme specification and Student Handbook, which define modes of delivery and agreed assessment methods. UG programmes are 'usually' 120 credits at FHEQ level 4,5 & 6. A masters programme is 'usually' 180 credits at FHEQ level 7.
Programme	The definitive, approved programme details.

Specification	
Progression/ Progress	For undergraduate students this refers to the transition between FHEQ levels 4 to 5 & 5 to 6. The term can also be used to describe the process by which postgraduate students are able to reach appropriate attainment levels in 'taught' elements Masters programmes in order to commence 'research' elements.
Professional, Statutory and Regulatory Body (PSRBs)	External Bodies which accredit Professional programmes, who may require stricter rules and regulations in order to meet professional/ clinical standards.
Profile	Relates to the attainment of a student over the period of their registration. A 'profile' might also include AP(E)L as well as compensated marks, which show an overall 'picture' of a student's performance.
Referral (see also reassessment)	A second attempt at summative assessment, with penalty, as a result of the failing the first attempt.
Registration	The process by which an individual becomes a student of the University.
Rescind	To hand back an award of the University in order to receive a higher award.
Special compensation	Special compensation is given at FHEQ level 6, for up to 40 credits or at FHEQ level 7 of an integrated Masters only. Special compensation is for credit only, the student must have passed at least 80 credits at the level of the award and have achieved pass average overall. The original unit marks are used to calculate the degree classification.
Taught Credits (PGT only)	Credit achieved as a result of successful completion of 'taught' units on PGT programmes are specified in programme handbooks. This is to enable programmes to formally distinguish between delivered teaching and independent research, where this exists.
Viva	An oral examination (not used in the Faculty of Humanities).
Weighted Average	The weighted average of a programme of study, calculated to 1 decimal place.

Document C – CIAH Guidelines on Written Work

It is *vital* that you take the instructions below seriously, as standard of presentation is one of the criteria for assessment of all pieces of written work, whether a first-year undergraduate essay or a Ph.D. thesis. Furthermore, beyond University, the ability to present material in a clear, readable and internally consistent way is a basic skill expected and valued by employers.

There are many alternative sets of conventions for presentation, and one example, notable for its clarity and economy, is described in detail below. You may use either this one or another that you prefer. The Golden Rule is: **FIND A SYSTEM THAT SUITS YOU, AND STICK TO IT!** And, whatever set of conventions you decide to use, **BE CONSISTENT, AND ATTEND ESPECIALLY TO USE OF PUNCTUATION, SPACES, PARENTHESES AND ITALICS.**

GENERAL CONVENTIONS:

Bibliography I

You should have at the end of your piece of work a **bibliography** listing all the items of modern scholarly literature referred to in your text or notes. Items should be listed alphabetically by author's surname. There is no need to list works of ancient literature (e.g. Homer or Vergil) in your bibliography. (For references to ancient authors, see below.)

Bibliographical entries for books, essays in edited collections, and journal articles follow distinct conventions. *In each, note in particular the use of punctuation, spaces and parentheses. Always put a space after a punctuation mark.* For **books**, give author's surname and initials, date of publication in parentheses, *title in italics*, and place of publication, e.g.:

Langslow, D. R. (2000). *Medical Latin in the Roman Empire*. Oxford

For **essays in edited collections**, give author's surname and initials, date of publication in parentheses, the title of the article in quotation marks, the name(s) and initials of the editor(s) followed by "(ed(s).)", *the title of the book in italics*, the place of publication (in parentheses), and finally the page numbers, e.g.:

Sharrock, A. R. (2002). "An A-musing Tale: Gender, Genre, and Ovid's Battles with Inspiration in the *Metamorphoses*", in E. Spentzou and D.P. Fowler (eds.), *Cultivating the Muse: Power, Desire, and Inspiration in the Ancient World* (Oxford), 207-27

For **journal articles**, give author's surname and initials, the year of the journal, the title of the article in quotation marks, *the (abbreviated) title of the journal in italics*, the number of the journal, and the page numbers, e.g.:

Gibson, R. K. (1999). "Aeneas as *hospes* in Vergil, *Aeneid* 1 and 4", *CQ* 49: 184-202

Note that titles of journals are often abbreviated in bibliographies, e.g. *Classical Quarterly* is shortened in the above example to *CQ*. You should *either* write out the name of the journal in full in your bibliography, *or* abbreviate it according to the system outlined in the opening pages of any recent number of *L'Année philologique* (held among the Humanities Periodicals in The University of Manchester Library, which are shelved alphabetically).

Bibliography II: References and Quotations

If you use an argument from a book or article, this should always be acknowledged. Acknowledgement is made by referring to your source (which you include in your bibliography), and such references should be placed EITHER inside parentheses in your main text OR in a footnote or endnote. Do not give full bibliographical details each time you make such a reference. It is enough to give the name of the author and date of publication, e.g.:

In the text: (see Langslow (2000))

In a note: See Langslow (2000).

If you wish to refer only to a certain number of pages within the book or article, give the author, date of publication in parentheses, and the page reference, e.g.:

In the text: (see Gibson (1999) 186-88)

or (see Gibson (1999) 186 ff.)

In a note: See Gibson (1999) 186-88.

or See Gibson (1999) 186 ff.

Avoid constant **quotation** from the same work. This isn't the same as plagiarism, provided the quotations were properly attributed, but it will make your essay too derivative.) Instead, try to summarise **briefly** the views of the author whose work you are discussing, and make this the basis for your own critical discussion.

If you do quote from a modern author, enclose the quotation in quotation marks. Whether summarising or quoting, give the author, date of publication in parentheses, and page reference (in parentheses in your text or in a note, as preferred), as indicated above. *Failure to give proper acknowledgement of a source that you have used may be deemed to constitute plagiarism.* For further information on this important issue, see **8.3** above.

Secondary quotation (quoting material from a book or article you have not read via another text). Where possible, quotations in your coursework should be taken directly from the original source. In cases where the original text is not available to you, it is normally acceptable to use material from it which is quoted in a secondary source. Using quotations without acknowledging their origin is a form of plagiarism. Be sure when using secondary quotations that your footnotes refer to both the original text and the source you have used, e.g.

Lucien Lévy-Bruhl, *Les fonctions mentales dans les sociétés inférieures* (Paris, 1910), 30, as quoted in Hansen (1987) 7.

Your bibliography should include only those texts which you have consulted directly.

Acknowledgement of Ancient Sources

Ancient sources should always be acknowledged, either in a parenthesis in your text or in a footnote.

Again, under normal circumstances, avoid constant lengthy quotation from Greek and Roman authors, whether in the original language or in English. For short **quotations from texts** in the original Latin or Greek, use quotation marks (and, for poetry and inscriptions/papyri, diagonal or vertical slashes to indicate line divisions), with the reference to the source following the closing quotation mark. For example, the opening lines of Vergil's *Aeneid* would appear in your main text as: "arma virumque cano, Troiae qui primus ab oris / Italiam fato profugus Laviniaque venit / litora" (Vergil, *Aeneid* 1. 1-3, or V. A. 1. 1-3).

For quotations from original texts translated into English, again use quotation marks (and line divisions if the translation has them), with the reference to the source following the final quotation mark. The opening lines of the *Aeneid* (from a translation without line division) would appear in your main text thus: "I sing of arms and the man, fated to be an exile, who long since left the land of Troy and came to Italy to the shores of Lanuvium" (Vergil, *Aeneid* 1. 1-3, , or V. A. 1. 1-3 [or 1.1 ff.]

If the quotation is longer than about two lines (whether from a modern or ancient source), you should *indent* it in your text without using quotation marks, and follow it with the reference in parentheses or in a note.

As you see from the Vergil example above, **references to ancient sources** take the form: author's name, *title of work in italics*, followed by the book and chapter/line reference, e.g. Tacitus, *Annals* 3. 71. This system applies also to simple references (i.e. without quotations), as in e.g.: "... as we learn at the very outset (V. A. 1. 1-3), Aeneas is an exile,".

If the reference is part of a sentence in your main text, write it out in full, as in e.g.: "... as we saw earlier in Vergil, *Aeneid* 1. 1-3 and Tacitus, *Annals* 3. 71"; otherwise (i.e. if it is in parentheses or in a note), it is usual to abbreviate it (e.g. V. A. 1. 1-3; Tac. *Ann.* 3. 71). *Note the punctuation in both.* The **standard abbreviations** of Greek authors and texts are listed in the opening pages of Liddell, Scott and Jones, *A Greek-English Lexicon*; for Latin authors and texts, they are listed in the *Oxford Latin Dictionary*, or in the Index (*editio altera*) to the *Thesaurus Linguae Latinae* (copies of each of these volumes are available in The University of Manchester Library and in the Classics library).

Finally, note that **individual foreign words and short phrases (except in Greek letters)**, may be italicised without quotation marks, especially when you are referring to the word as a word, as in e.g.: "... Latin *cerno* is cognate with Greek κ ρ ί ν ε".

Word Processors

If you produce work on a computer, always remember SAVE AND BACK UP, SAVE AND BACK UP, SAVE AND BACK UP! When you are working, save your work at least every ten minutes, and make at least two back-up copies of anything you would miss if it were lost. Try not to have to learn the hard way the importance of this lesson! Individual computer failure is not accepted as an excuse for late or partial submission of any piece of work. In addition, especially for revision purposes, it is advisable to keep notes and previous drafts of submitted work.

FURTHER GUIDELINES FOR DIFFERENT TYPES OF WRITTEN WORK

If in doubt about the conventions appropriate to a specific piece of work, always consult your tutor or supervisor. Note, however, the following:

Undergraduate essays

You should submit **two copies of the essay** by the stated deadline. Note that most tutors require that their essays be word-processed or typed. Essays submitted in course-units taught by another subject-area (e.g. Art History) should conform to the rules and standards of presentation required by that subject-area.

Final-year undergraduate Thesis

The thesis must be typed or word-processed and securely bound (slide binders or plastic coil binders are fine: you must just make sure that all the pages stay firmly together!).

The text should be on A4 paper, and **double-spaced**. All pages should be consecutively numbered.

Your thesis should comprise the following, and in this order:

- a title page
- (optional) a list of abbreviations
- a table of contents
- the main text, with footnotes or endnotes
- a bibliography of the books and articles that you have cited:

depending on the nature of your topic, it may be appropriate for you to include a separate section within the bibliography indicating which translation you have used for each of the ancient texts that you discuss

The title page should give the full title of the thesis, your student registration number (**not** your name, so that your thesis will be anonymous at least to the second marker), the year and a statement that “This thesis is submitted in accordance with the regulations for the Part II Examination in the Honours School of [*enter your Degree Programme here*], University of Manchester”. If you need a list of abbreviations (e.g. of the titles of periodicals or collections of inscriptions or papyri), you should place this immediately before the table of contents.

Note that theses supervised by staff in other subject-areas (e.g. Art History) may be required to conform to the rules and standards of presentation prescribed by that subject-area.

GUIDELINES FOR WRITING ASSESSED ESSAYS

PREPARATION

THE TITLE

Pay close attention to the precise wording of the question.

Constantly ask yourself as you draft your essay whether what you are saying is relevant. The whole essay should focus on the issue to be discussed.

Do not keep repeating the wording of the title in the body of the essay, especially in such forms as “Thus we can see that... was indeed the ...”

Be critical and analytical: Most essays require analysis and discussion of all the relevant issues raised by a question. This is usually indicated in the wording of the title which will say “Discuss”, “Analyse”, “Explain”, “Account for”, “Evaluate”, “Compare and contrast”, etc.

Make sure your treatment conforms to what is asked for and does not become mere description or a listing of facts.

Even when the title is decided by you, the essay must still be critical and analytical and you should reflect this in your wording.

Irrelevance: Make sure that you do not introduce material which is extraneous to the topic. Irrelevancy reveals a superficial reading of the title as well as leading to the suspicion that you are padding out your essay because you are unaware of what is required.

If in doubt about whether to include something, do so, but re-read the material in question carefully at the final draft stage and ask yourself if it is still relevant to the essay in its final form.

Be careful not to make major issues out of minor points.

The single point of view: Be careful not to answer from a single point of view. Most issues require discussion **from a variety of angles**. Do not limit the number of angles when all are relevant. One of the worst types of essay results from providing arguments which agree with the title and omit all contrary evidence.

SHAPE AND DIRECTION

The principal structural feature of an essay is likely to be your argument which should reveal a sense of direction. To advance and support an argument it will often be necessary to describe or state facts (and sometimes opinions). However, description must contribute to debate. Description without a sense of priorities makes for a shapeless essay. Constantly ask yourself whether you have made clear the direction of your argument.

Most essays expect you to be able to present ideas and arguments succinctly and this is why word limits are given.

PLANNING

The Initial Plan: It is advisable to plan the whole essay in note form first, writing out in note form each point you intend to make.

Revise the order of your main points until you have got the most illuminating and persuasive sequence for them.

The Draft Version: You may feel you do not have time, but try to make time to compose a provisional but complete draft by filling out your main points.

Make additions and corrections to it.

Remove obscurity and padding.

Use clearer terms, where necessary, to convey your meaning.

STRUCTURING

Paragraphs:

1. It may be necessary to clarify and define issues in the first paragraph. In cases where the title is decided by you and you find difficulty in making a sufficiently precise formulation of the area to be covered, you may need to define the scope of the essay in the first paragraph. This will prevent you raising false expectations.
2. Each paragraph should centre on an issue and progress coherently. **It is often useful to start a paragraph with the main point.**
3. Each new paragraph must be recognisable as a logical next step in advancing an argument.

General:

1. In a short essay of around 1500 words you do not have space for a long introduction. At most one paragraph or half a page should be used as introduction before engaging the detailed issues raised by the question.
2. It is important to have a sense of balance in the essay. All the main points should not be left to the end after spending two or more pages leading up to them. It is usually preferable to begin the essay (after the introductory paragraph) with your strongest point or most important information so that the main features are dealt with first.
3. Your conclusion should draw together the threads of your argument and present your overall point of view. It should not be merely your introduction written in the past tense.

STYLE

Vigour: A lively style is important. If you can use fewer words without being imprecise your thinking will probably appear more lucid and stimulating. Don't forget that you are meant to be interesting as well as critically informed and perceptive.

Clarity: Don't compress an idea and the supporting evidence into the same sentence.

It is a good idea to leave an essay for a few days and then re-read it before submission. By doing so you are more likely to notice where you are obscure or imprecise. This implies aiming to finish the essay several days before the date of submission.

Precision: It is important to be as precise as possible given the evidence you have. Verify the dates of your sources and of material events, and make sure that you know which sources are most appropriate for you to use in each case. If the question asks you, for example, to draw upon evidence from Augustan writers, you should not base your discussion upon extended quotation from, e.g. Polybius. Vagueness about dates implies that you are not sure when something happened or cannot be bothered to check.

Exaggeration: Don't make exaggerated claims: "No one could deny that...".

Maintain a control of your style and do not indulge in purple passages, exaggerated personal sentiments or "over the top" statements.

Generalisations: Unqualified statements tend to suppress distinctions and implicitly deny exceptions. The broader the generalisation the less likely you are to be accurate.

Technical terms: If you feel obliged to use a technical expression in the original language it may be necessary to provide a simple explanation at its first use. This makes clear to the reader that you know what it means and if there is any ambiguity you will also be showing the reader the way you interpret it and thus make for clearer understanding.

The personal element: Do not abuse the first person in your writing. Where personal experience plays a part in your essay make sure you integrate your personal findings or opinions where they are most relevant.

Conversational style: Beware of using a colloquial style in essays. The kind of informal register used in speech is often not suitable in a formal essay. **Beware of rhetorical questions in particular.**

Questions properly used, however, can help to give an essay a sense of direction.

SOURCES

Primary: Your primary sources will be many and varied, and might include art works, buildings, objects, literary texts, inscriptions or documentary papyri. They will often need careful explanation and contextualisation.

Secondary: These are works which you consult to illuminate the area of study. They contain other people's opinions and their formulation of the important issues concerning the topic of study.

In non-literary essays especially, but also in literary ones, the author may express personal prejudice without making this clear. Be on a constant lookout for the prejudice or bias of the text you are using as a source.

Do not merely repeat another author's viewpoint. It is your opinions he tutor is interested in. If you entirely agree with someone else's argument, express that argument in your own words in order to demonstrate that you understand the point being made.

REFERENCES AND QUOTATIONS

Always back up assertions with evidence, but beware of long quotations. They give the impression of padding out the essay and of an author afraid of putting forward her/his own arguments or ideas.

Do not make long quotes from secondary works which could be more effectively summarised in your own words. You should quote verbatim only when the quotation adds something lost in a paraphrase.

USE OF SOURCES AND THE AVOIDANCE OF PLAGIARISM

Since few of us are original geniuses, much of what we say, especially on historical subjects, will have its origins in other people's insights. The difficult aspect of essay writing is how to use other people's ideas and perceptions without being dishonest.

One of the most effective ways of discussing an issue is to weigh up the ideas and interpretations of other scholars against one another, pointing out what you feel to be the weak and strong points of their arguments. Where you deal with a topic on which there are wide divergences of opinion this type of approach will be all the more applicable.

It is in the way you weave different ideas together to produce a coherent, convincing argument that you reveal your ability rather than in your accumulation of thoughts.

Ideas taken from other people should always be acknowledged. It is not sufficient just to list all of the books you have used at the end of the essay; you must admit to the sources of ideas as you use them.

PRESENTATION

PRELIMINARIES AND FORMALITIES

You are required to word-process your essay. A well-presented and easily readable copy of your essay is an indication of how much you want your work to be taken seriously.

QUOTATIONS

Quote **accurately**, taking special care with accents.

For short quotations (less than 60 words or less than two complete lines of verse) enclose in single inverted commas and run on from the main text.

For long quotations drop a line and inset, omitting quotation marks. **Do not italicise long quotations**

Use double inverted commas for a quotation within a quotation.

SOURCES

The Final Bibliography: Essays should include a list of works consulted set out alphabetically on a separate sheet at the end. This should contain full details of modern works cited, including, where known, place of publication, name of publisher and date of publication. A final bibliography should list all sources used and cited.

PUNCTUATION: THE BASICS

Punctuation is an art, not a science, and a sentence can often be punctuated correctly in more than one way. It may also vary according to style; formal academic prose, for instance, might make more use of colons, semicolons, and brackets and less of full stops, commas, and dashes than conversational or journalistic prose. But there are some conventions you will need to follow if you are to write clear and elegant English.

1. The Uses of Punctuation

In earlier periods of English, punctuation was often used rhetorically – that is, to represent the rhythms of the speaking voice. The main function of modern English punctuation, however, is logical; it is used to make clear the grammatical structure of the sentence, linking or separating groups of ideas and distinguishing what is important in the sentence from what is subordinate. It can also be used to break up a long sentence into more manageable units, but this may only be done where a logical break occurs; Jane Austen's sentence "No one who had ever seen Catherine Morland in her infancy, would ever have supposed her born to be a heroine" would now lose its comma, since there is no logical break between subject and verb (compare: "No one would have supposed...").

2. The Main Stops and Their Functions

The full stop, exclamation mark, and question mark are used to mark off separate sentences. Within the sentence, the colon (:) and semicolon (;) are stronger marks of division than the comma, brackets, and the dash. Properly used, the stops can be a very effective method of marking off the divisions and subdivisions of your argument; misused, they can make it barely intelligible, as in this example:

"Donne starts the poem by poking fun at the Petrarchan convention; the belief that one's mistress's scorn could make one physically ill, he carries this one step further..."

(Here the comma and semicolon should change places.)

2.1 The full stop: Use it to separate sentences. Be careful not to use it to separate parts of the same sentence, as in this letter to the Southampton Advertiser:

"[Mr Smith] is too much concerned with verbs, adverbs, commas and full stops. Many of the local teachers I have heard of don't know much about them either. If the final results of their teaching means anything."

(Here the full stop before "if" (which introduces a subordinate clause) should be a comma.)

2.2 The exclamation mark: Considered rather vulgar in academic prose. Avoid.

2.3 The question mark: Use only for direct questions: "What is happening?" but "He asked what was happening."

2.4 The colon: A rather formal stop, to be used sparingly. Its main uses are:

1. To introduce lists:

"The following features characterise the landscape of Milton's Hell: rocks, caves, lakes, fens, bogs, dens, and shades of death."

2. To explain or enlarge on what has been said in the earlier part of the sentence:

“Spenser inherited the Platonic and Christian dualism: heaven was set over against earth, being against becoming, eternity against time.”

(This use is often equivalent to a verbal pointer like “that is” or “namely”.)

Commas are sometimes used to mark off subordinate clauses; it is difficult to lay down hard-and-fast rules here, but one distinction which must be noted is that between defining and non-defining relative clauses:

- i) Defining: “The verse which concludes the poem is longer than the others” (the clause could not be dropped without affecting the main sense; no comma).
- ii) Non-defining: “The third verse, which concludes the poem, is longer than the others” (the clause could be dropped without affecting the main sense; commas).

Note the misuse of commas in the following example:

“The appointment of a priest, who is a supporter of homosexual equality, to a senior post on the Church of England Board of Education has upset some clergymen” (Telegraph).

(The clergymen are upset not because a priest has been appointed, but because he is a priest who supports homosexual equality; the clause is essential to the main sense and should not be marked off by commas.)

2.5 The dash: a relatively informal stop. Used mainly to indicate a parenthesis rather more emphatically than the comma. Use dashes sparingly. Commas, colons or parentheses are appropriate alternatives.

2.6 Brackets: Round brackets indicate a parenthesis slightly more emphatically than the comma and more formally than the dash:

“But for the event of my introduction to you (which, let me again say, I trust not to be superficially coincident with foreshadowing needs, but providentially related thereto as stages towards the completion of life’s plan) I should presumably have gone on to the last without any attempt to lighten my solitariness by a matrimonial union.”

Square brackets are not an affected alternative to round brackets but the normal way of indicating your own interpolations in quoted material:

“Now, as some of you know, I come from a city notorious for its bars and nightclubs featuring topless dancers ... I have not personally patronised these places, but I am told on the authority of no less a person than your host at this conference, my old friend Philip Swallow, who has patronised them [here several members of the audience turned in their seats to stare and grin at Philip Swallow, who blushed to the roots of his silver-grey hair] that the girls take off all their clothes before they commence dancing in front of the customers.”

3. The Apostrophe

An endangered species. The apostrophe is used for two main purposes: to indicate (a) the possessive of nouns (e.g. John’s book, the boy’s hat) and (b) the omission of letters in contractions (don’t, can’t, it’s).

Noun possessive: if you are at all shaky on this, memorise the rules summarised in the diagram below:

	SINGULAR	PLURAL
	The boy	The boys
POSSESSIVE	The boy's hat	The boys' hat

CAUTION: Be particularly careful to distinguish between it's (a contraction) and its (a possessive noun). The possessive form has no apostrophe:

"The dog sat in its basket" (here "its" is possessive and has no apostrophe)

BUT

"It's a long way to Tipperary" (here "it's" is a contracted form of "it is" and needs an apostrophe)