

## **MA in The City of Rome** **For students entering in 2005**

Awarding Institution: The University of Reading  
Teaching Institution: The University of Reading  
Relevant QAA subject benchmarking group(s): Classics and Ancient History, Archaeology  
Faculty of Arts and Humanities Programme length: 12 Months  
Date of specification: August 2005  
Programme Director: Dr Ray Laurence  
Programme Adviser:  
Board of Studies: Centre for Roman Studies  
Accreditation: Not appropriate

### **Summary of programme aims**

The programme aims to provide graduate students with a thorough grounding in contemporary approaches to key aspects of the study of the city of Rome, and to equip them with the tools for further research, including doctoral study, by developing their critical and conceptual understanding. In order to do this most effectively, all students spend two months in Rome itself. The provision is multidisciplinary, combining literary, historical, artistic and archaeological approaches. Students are also required to take a module in Italian or, if they can demonstrate proficiency in Italian to an advanced level, in an ancient or other relevant modern language, at an appropriate level including beginners.

### **Transferable skills**

In addition to providing a grounding for further research, the programme aims to enhance students' personal and interpersonal skills, in particular, to promote the exercise of initiative and personal responsibility; to develop the ability to make decisions and to communicate effectively as both communicator and recipient; and to encourage the faculty of independent learning with a view to adaptability in employment, continuing professional development and life-enhancement. Students will also develop skills in the critical analysis of diverse evidence, and be able to think comparatively and cross-culturally.

### **Programme content**

All students take a Research Methods module which covers key skills in an intensive week of workshops. Students spend the first two terms in acquiring techniques for research in this field, in order to make the most of the time available in Rome. This includes a module in the Italian language for those who are not already proficient at this to an advanced level, necessary not only for communicating in Italy, but also for reading excavation reports and other material in Italian; otherwise students take another ancient or modern language relevant to the programme. Independent study is promoted and teaching is geared towards the individual development of students both in the taught modules and through the supervised 20,000-word dissertation.

### **Compulsory modules**

Mod Code	Module Title	Credits	Level
CLMRMW	Research Methods	10	M
CLMAPP	Approaches to Rome	30	M

CLMBSR	City of Rome	30	M
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Language modules: one of

Mod Code	Module Title	Credits	Level
LA1PI1	IWLP Italian level 1	20	C
LA1PI2	IWLP Italian level 2	20	C
IT1001	Advanced Italian Language	20	C
CL1BL2	Beginners Latin	20	C
CL1BG2	Beginners Greek	20	C
CL2IL	Intermediate Latin 2	20	I
CL3IL	Intermediate Latin 3	20	H
CL2IG	Intermediate Greek 2	20	I
CL3IG	Intermediate Greek 3	20	H
CL2AL	Advanced Latin 2	20	I
CL3AL	Advanced Latin 3	20	H
CL2AG	Advanced Greek 2	20	I
CL3AG	Advanced Greek 3	20	H
LA1PG1	IWLP German level 1	20	C
LA1PF1	IWLP French level 1	20	C

### Dissertation

Mod Code	Module Title	Credits	Level
CLMDCR	Dissertation	90	M

### Part-time/Modular arrangements

This programme is not suitable for part-time or modular arrangements. A student who does not take the *City of Rome* module and does not proceed to the *Dissertation*, but has satisfied the examiners in 60 credits including *Research Methods*, Italian or another relevant language, and *Approaches to Rome*, may be awarded a Certificate.

### Progression Requirements

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

### For Masters Degrees

To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.\*

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be awarded a Merit.

### ***For Postgraduate Diplomas***

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.\*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded a Merit.

### **For Postgraduate Certificate**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.\*

\*The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied himself or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

### **Summary of teaching and assessment**

*Research Methods*, *Approaches to Rome*, the *City of Rome*, and language modules are all delivered through small group teaching. The *Research Methods* module is assessed through a short written assignment. *Approaches to Rome* is assessed through one critique, a minor essay and a major essay. The *City of Rome* is assessed through seminar presentation, class participation including site talks, and written assignment. Language modules are assessed by a combination of written assignments and examination. Students work with a dissertation supervisor on an individual basis from the beginning of the programme, and have dedicated dissertation workshops and make an oral presentation.

### **Admission requirements**

Entrants to this programme must have a good BA degree (normally of at least 2.1 standard), or an equivalent qualification, in a relevant discipline which includes some basic knowledge of the ancient world. Overseas students are also required to fulfil the University standards of English language proficiency.

**Admissions Tutor:** Programme Director

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and

houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. The University Library has a good working collection in both Roman archaeology and history, and students will also be able to make use of specialist facilities offered by major research libraries in London and Oxford, only 30 minutes away by train. There are language laboratory facilities for those taking modules offered by the Institution-wide Language Programme.

In addition, the Centre has access to the specialist resources of both the Archaeology and Classics Departments, including Autocad, CD-ROM and Internet, while the University Computer Services provides further facilities. Both Departments have a strong research record and a thriving community of postgraduate students. Discussion and interchange of ideas among staff and postgraduate students is fostered through the research seminars in both Departments, which include regular contributions from international guest speakers. The Classics Department has its own specialised library and a 'Resource Room' with a variety of electronic resources for the use of postgraduates, while the Archaeology Department occupies a purpose-built structure with further shared facilities, including computer laboratories and space for Masters' students to work in the Department. The British School at Rome also offers adequate computer support. More importantly, there is ample opportunity in Rome to use the unique libraries of the British School and other institutions. Student guidance and welfare support is provided by the Programme Director, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

### **Career prospects**

This programme equips students for further research, and a very high proportion of its students have undertaken doctoral degrees. Other students have gone on to work for institutions such as the British School at Rome and English Heritage, in museums, and with art collections. At the same time, when taken as an opportunity for further study, this degree will enhance the prospects of graduates in those diverse fields which classicists and archaeologists are well-equipped to enter: administration, management, the civil service, law, accounting, publishing, and teaching.

### **Educational aims of the programme**

The programme aims to provide graduate students with a thorough grounding in contemporary approaches to key aspects of the study of the city of Rome, by developing their critical and conceptual understanding through a multidisciplinary study combining literary, historical, artistic and archaeological approaches. In order to do this most effectively, all students spend two months in Rome itself, and are also required to take a module in Italian or an ancient language, at an appropriate level including beginners. The programme further aims to develop a systematic approach to the acquisition of knowledge together with a critical awareness of current issues of debate and the ability to evaluate and develop appropriate conceptual frameworks. In addition it aims to prepare them for study at MPhil and PhD level by equipping them with the tools necessary for further independent research.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### *Knowledge and Understanding*

#### **A. Knowledge and understanding of:**

- ▶ a broad spectrum of interpretations of the city of Rome approached through selected aspects and topics
- ▶ specific areas and topics of the student's choice, researched in depth
- ▶ key issues of contemporary debate and scholarly enquiry
- ▶ a range of current critical approaches and methodologies
- ▶ a range of research techniques drawn from different areas at a theoretical and a practical level of application
- ▶ specific linguistic skills

#### **Teaching/learning methods and strategies**

Knowledge and understanding are gained through instruction and discussion in a classroom setting; through intensive exposure to the monuments of ancient Rome and associated seminars in Rome; through informal activities such as attendance at lecture and seminar series or at conferences and colloquia in Reading and outside; through guided independent reading, enquiry and research; and through the assessed elements of the programme – essays, presentations and the dissertation.

#### *Assessment*

Knowledge and understanding are assessed through a range of written assignments; through language tests and examinations; through individual presentations; and through the dissertation.

### *Skills and other attributes*

#### **B. Intellectual skills – able:**

- ▶ to engage in analytical and evaluative discussion of a range of primary sources
- ▶ to estimate the relevance of specific arguments and interpretations
- ▶ to discriminate between opposing theories and interpretations
- ▶ to formulate and present judgements, both orally and in written form, on the basis of evidence and argument
- ▶ to follow original lines of thought and investigation and propose new hypotheses as appropriate

#### **Teaching/learning methods and strategies**

Intellectual skills are developed through formal teaching, participation in informal activities, independent research, presentations, and the writing of essays and a dissertation.

#### *Assessment*

Intellectual skills are assessed informally through discussion and formally through a range of written assignments, including short essays and critical commentaries, long essays and a dissertation.

**C. Practical skills – able:**

- ▶ to gather, organise and deploy evidence and information, and make judgements in the absence of complete data
- ▶ to deal with complex issues systematically and creatively, showing critical judgement and applying appropriate methodologies
- ▶ to communicate conclusions effectively in oral and written form to specialist and non-specialist audiences
- ▶ to have effective bibliographical and library research skills
- ▶ to handle material evidence and visual data effectively
- ▶ to demonstrate self-direction and originality in tackling and solving problems

**Teaching/learning methods and strategies**

Practical skills are developed through participation in formal and informal activities, independent research, presentations, and the writing of essays and a dissertation.

*Assessment*

Practical skills are assessed through a range of written assignments, including short essays and/or critical commentaries, long essays and a dissertation, and through participation in a range of formal and informal activities.

**D. Transferable skills – able:**

- ▶ to present material in a written form, with discrimination and lucidity in the use of language, professional referencing and clear layout
- ▶ to present material orally in a clear, effective and persuasive manner
- ▶ to act autonomously in planning, timing and implementing tasks
- ▶ to work constructively and adaptably with others
- ▶ to display the independent learning ability required for continuing professional development

**Teaching/learning methods and strategies**

Transferable skills are acquired through participation in seminars, attendance at lectures and seminars with internal and external speakers, and applied in self-study and the writing of assignments

*Assessment*

Transferable skills are assessed through all the assessment processes built into the programme. Oral communication is assessed in the presentation. Planning skills are an intrinsic part of the delivery of long essays to time throughout the programme and of the development and production of one extended piece of work, the Dissertation.

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.

