

**MRes in The Classical Tradition (full-time)  
For students entering in 2015/6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	12 months
Date of specification:	21/Aug/2015
Programme Director:	Prof Barbara Goff
Programme Advisor:	Dr Katherine Harloe
Board of Studies:	Classics
Accreditation:	N/A

**Summary of programme aims**

The programme aims to provide graduate students with a thorough grounding in contemporary approaches to key aspects of the interpretation and reception of Classical culture, both ancient and modern, and to equip them with the tools for further research by developing their critical and conceptual understanding. The provision is multidisciplinary, combining literary, historical, artistic and archaeological approaches. A wide choice of pathways is possible to allow students to follow their individual preferences in terms both of disciplinary approach and of period. Independent study is promoted and teaching is geared towards the individual development of students both in the teaching of specialist modules and through the supervised dissertation. Students are also expected to take a course in an ancient or 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 (10 credits) which covers key skills in a series of workshops; attendance at the Departmental weekly research seminars is also part of Research Methods. All students also take 'Approaches to the Classical Tradition' (30 credits), which runs in the first term, and which provides both a historical overview and a theoretical grounding via a series of in-depth case studies. Students also take a language module (20 credits), studying Ancient Greek or Latin in the Department at an appropriate level or alternatively a modern language offered through the IWLP. Language modules run throughout the first two terms. In the second term of the academic year, students take a Special Options module (30 credits), which involves the study of two options. To complete the degree a 20,000-word dissertation (90 credits) is required.

**Compulsory modules**

<i>Module Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
CLMRM	Research Methods	10	7
CLMACT	Approaches to the Classical Tradition	30	7
CLMSO	Special Options	30	7
CLMDIS	Dissertation	90	7

**Language modules**

One 20 credit module to be chosen from

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
CL1L1	Latin 1	20	4
CL2L2	Latin 2	20	5
CL2L3	Latin 3	20	5
CL3L4	Latin 4	20	6
CL3L5	Latin 5	20	6
CL3L6	Latin 6	20	6
CL1G1	Ancient Greek 1	20	4

CL2G2	Ancient Greek 2	20	5
CL2G3	Ancient Greek 3	20	5
CL3G4	Ancient Greek 4	20	6
CL3G5	Ancient Greek 5	20	6
CL3G6	Ancient Greek 6	20	6

One option may be replaced by a module from another MA programme at the discretion of the Programme Director.

### **Part-time or modular arrangements**

This programme may be taken over two years.

### **Progression requirements**

N/A

### **Summary of Teaching and Assessment**

All the modules are delivered through small group teaching. For the Dissertation, students work with a Supervisor on an individual basis. The Research Methods module is assessed through a short written assignment. The Approaches to the Classical Tradition module is assessed through a book review, an oral or web presentation, and one 4,000 word essay. The Special Options module is assessed by two 4,000 word essays, one per option. Language modules are assessed by a combination of written assignments and examination.

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

Mark	Interpretation
70 - 100%	Distinction
60 - 69%	Merit
50 - 59%	Good standard (Pass)
Failing categories	
40 - 49%	Work below threshold standard
0 - 39%	Unsatisfactory Work

#### **For Masters Degrees**

To pass the Masters, the students must gain an average mark of 50 or more overall and have no mark below 40 in Approaches and 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 not exceed 55 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 eligible for a Merit.

#### **For Postgraduate Diplomas**

To pass the Postgraduate Diploma students must gain an average mark of 50 or more over 120 credits. 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 not exceed 55 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 Certificates**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more over 60 credits. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

### **Admission requirements**

Entrants to this programme must have a good BA degree (normally of at least II.1 standard) or an equivalent qualification.

Overseas students are also required to fulfil the University standards of English language proficiency.

**Admissions Tutor:** The Director of Postgraduate Taught Programmes in collaboration with the programme director.

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

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

The Department has 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 Departmental research seminars, which include regular contributions from international guest speakers. The Department has its own reference library and a postgraduate room with a variety of electronic resources for the use of MRes students.

### **Career prospects**

This course equips students for further research, typically of a doctoral level. At the same time, this degree will enhance the prospects of graduates in the diverse fields which Classicists are well-equipped to enter: administration, management, the civil service, law, accounting, publishing, museum work, teaching, etc.

### **Opportunities for study abroad or for placements**

The Department has several Erasmus Agreement with universities in other European countries which allows postgraduate student mobility in the Summer, for the exclusive purpose of researching/writing the MA dissertation when the topic justifies such mobility. Because of the University system in allocating Erasmus funds, students considering this option should have decided on their dissertation topic and on the planned mobility already in autumn term.

### **Programme Outcomes**

#### **Knowledge and Understanding**

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

- a broad spectrum of interpretations of classical culture 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 and/or palaeographic skills

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

Knowledge and understanding are gained through instruction and discussion in a classroom setting; visits to museums, galleries or theatres; through informal activities such as attendance at Department 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

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

Intellectual skills are developed through formal

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

### C. Practical skills - *able to:*

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

### 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
- present material orally in a clear, effective and persuasive manner
- act autonomously in planning, timing and implementing tasks
- work constructively and adaptably with others
- display the independent learning ability required for continuing professional development

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/or critical commentaries, long essays and a dissertation.

### **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.

### **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 course 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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**