MRes City of Rome (full-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	1 years
Date of specification:	17/Aug/2017
Programme Director:	Dr Matthew Nicholls
Programme Advisor:	Prof Annalisa Marzano
Board of Studies:	Classics

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 ancient 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 most students spend two months in Rome itself. The provision is multidisciplinary, combining literary, historical, architectural, epigraphic, artistic, and archaeological approaches. Independent study is promoted and teaching is geared towards the individual development of students, especially through the supervised dissertation. Students are also required to take a course in Italian or Latin.

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 Rome' (30 credits) which runs throughout the first two terms. This course prepares them for the techniques necessary for the study of the city of Rome. Students also take a module either of Italian or Latin at an appropriate level (20 credits). If the student has already proficiency in Latin and Italian, by special permission, Ancient Greek or another relevant modern language may be studied instead for credit. Language modules run throughout the first two terms. Most students spend two months at the British School at Rome completing an intensive course entitled City of Rome (30 credits), which involves seminars and lectures as well as site and museum visits (A separate application to the BSR is required for this module and additional costs apply for accommodation and food; the programme director assists students in making the application during the course of the Autumn term). Alternatively, students may take a Special Options module in Reading, which involves the study of two options. To complete the degree a 20,000-word dissertation is required (90 credits).

Compulsory modules

Mod Code	Module title	Credits	Level
CLMRM	Research Methods	10	7
CLMAR	Approaches to Rome	30	7
CLMDIS	Dissertation	90	7

Optional Modules

Mod Code	Module Title	Credits	Level
CLMBSR	City of Rome	30	7
CLMSO	Special Options	30	7

Language modules
One 20-credit module to be chosen from

Mod Code	Module Title	Credits	Level

LA1PI1	Italian 1	20	4
LA1PI2	Italian 2	20	5
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

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

Part-time or modular arrangements
This programme may be taken over two years (part-time study).

Summary of Teaching and Assessment
All the modules are delivered through small group teaching. For the dissertation, students are advised by a supervisor on an individual basis. The Research Methods module is assessed through a short written assignment. The Approaches to Rome module is assessed through a book review, an oral presentation and one 4,000-word essay. The British School's City of Rome is assessed by a combination of course participation, presentation and long essay. Language modules are assessed by a combination of written assignments and examinations (including, in the case of Italian, an oral 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 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 Certificate
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 a good 2:1 in a relevant discipline) 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 consultation with the course 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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: http://student.reading.ac.uk/essentials.

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 the MRes students.

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

Programme Outcomes

<div align="center">

Knowledge and Understanding

</div>

A. Knowledge and understanding of:

- of the history, architecture and art of Ancient 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 and/or palaeographic skills

Teaching/learning methods and strategies

Knowledge and understanding are gained through instruction and discussion in a classroom setting; visits as appropriate to museums or galleries; 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; through participation, where appropriate, in the British School of Rome postgraduate course and through the dissertation

<div align="center">

Skills and other attributes

</div>

B. Intellectual skills - *able to:*

- engage in analytical and evaluative discussion of a range of texts and sources
- estimate the relevance of specific arguments and interpretations

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.

- 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

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.

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

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
- 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/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.