**THE UNIVERSITY OF KENT**

**Faculty of Humanities**

School of European Culture and Languages

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| **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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found by following the links provided or in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **MA in Roman History and Archaeology (Rome)** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for the management of the programme**
 | School of European Culture and Languages |
| 1. **Teaching Site**
 | Canterbury and Rome |
| 1. **Programme accredited by:**
 | University of Kent |
| 1. **Final Award**
 | MA (with a PDip fallback award) |
| 1. **Programme**
 | Roman History and Archaeology |
| 1. **UCAS code (or other code)**
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| 1. **Relevant QAA subject benchmarking group/s**
 | Classics and Ancient History plus Archaeology (BA Benchmarks used for guidance and enhanced for Masters level) |
| 1. **Date of production/revision**
 | July 2012 |
| 1. **Applicable cohort/s**
 | 2013  |

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| 1. **Educational Aims of the Programme**
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| The programme aims and outcomes have references to the subject benchmarking statement for Subjects Classics (SBC) available at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Classics.pdf> and Archaeology (SBA) available at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/archaeology.pdf>The programme aims to:  |
| 1. Provide research training in the subject area of Roman History and Archaeology (SBC 2.5; SBA 2.3-2.4).
2. Expand students’ depth of knowledge of key subject areas in Roman History and Archaeology (SBC 2.5; SBA 2.10-12), including on-site knowledge in Rome.
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| 1. Provide a programme that is taught both in Canterbury and in Rome to allow students to gain first hand experience of the study of ancient Rome (including on-site visits).
2. Attract outstanding students, irrespective of race, background, gender or physical disability from both within the UK, and EU, and also from overseas (SBC 2.10, 2.14-18).
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| 1. Develop new areas of postgraduate teaching in response to the advance of scholarship (SBC 2.7, 2.8, 2.9; SBA 2.1-2.2).
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| 1. Provide the students with skills to equip them for a further career either for doctoral research in Roman History and Archaeology or in employment with through the use of these transferable skills (SBC 3.2, 4.7; SBA 4.3).
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| 1. Develop the students' competence in applying skills to analysis of a diverse body of ancient evidence (SBC 2.6, 3.5, 3.6; SBA 3.1-3.2).
 |
| 1. Develop the critical and analytical powers of the student in relation to the ancient material (SBC 3.5, 3.6; SBA 3.1-3.2).
 |
| 1. Provide the student with the skills to adapt and respond positively to change (SBC 2.6-2.9; SBA 4.3).
 |
| 1. Develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for graduate employment (SBC 2.5, 3.5, 4.7, 4.8; SBA 3.1-3.2).
 |
| 1. Enhance the development of the students' interpersonal skills (SBC 3.7; SBA 4.3).
 |
| 1. Provide the student with opportunities for shared multidisciplinary learning with religious studies and philosophy (SBC 2.5; SBA 2.10-12).
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| 1. Assist the student to develop the skills required for both autonomous practice and team-working (SBC 3.5, 4.4; SBA 3.1-3.2).
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| 1. **Programme Outcomes**
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| The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. |
| **Knowledge and Understanding** **A. Knowledge and understanding of:** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
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| 1. A complex range of disciplines, cultural relationships and varied geographical regions and, specifically, to that of Rome. ((SBC 3.2, 3.5; SBA 4.1-4.2))
 | **Teaching/learning**Lead lectures; tutor-led tutorials; student and tutor led seminars, language classes (SBC 4.8; SBA 5.6-5.8).**Assessment**Coursework; written seen/unseen examinations; dissertation (SBC 4.11-14; SBA 5.9-11). |
| 1. The research skills associated with the use of ancient evidence to produce historical and archaeological narratives and analyses that engage with the most recent development in research in Roman History and Archaeology with a focus on the city of Rome. (SBC 2.5-9, 3.2; SBA 4.2-4.3)
 |
| 1. To come to terms with philosophical issues by thinkers of very different cultural and linguistic assumptions from our own. (SBC 2.5, 3.2; SBA 2.11-12, 4.2-4.3)
 |
| 1. To understand the nature of the societies and political systems of antiquity with an emphasis on Rome. (SBC 2.5, 3.2; SBA 4.2)
 |
| 1. Be familiar with an appropriate and diverse range of primary materials: material culture, epigraphy, papyrology, literature, visual material, and history. (SBC 2.5, 3.2, 3.5; SBA 4.2)
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| 1. A broad knowledge developed within a coherent framework of complementary subjects, including archaeology, religion, history and on-site study in Rome (SBC 3.2; SBA 4.3).
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| **Skills and Other Attributes** |
| **B. Intellectual (thinking) skills:** |
| 1. Apply the skills needed for academic study and enquiry. (SBC 3.5; SBA 3.1-3.2)
 | **Teaching/learning**Lead lectures; tutor-led seminars; self-directed learning the use of research-based teaching materials and methods (SBC 5.5-5.7; SBA 5.7).**Assessment**Written exam papers; coursework (essay and seminar presentations and group work); dissertation/report (SBC 4.14; SBA 5.10-11). |
| 1. Evaluate research and a variety of types of information and evidence critically and to apply this skill to the existing standing structures in Rome. (SBC 3.5; SBA 4.2)
 |
| 1. Synthesise information critically from a number of sources in order to gain a coherent understanding of theory and practice, including the application of this knowledge on site in Rome. (SBC 3.6; SBA 4.3)
 |
| 1. Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge, including to the site of Rome. (SBC 3.6; SBA 4.3)
 |
| 1. Utilise problem solving skills. (SBC 3.6; SBA 4.3)
 |
| 1. Analyse, evaluate and interpret the evidence underpinning archaeological historical, linguistic and literary evidence critically. (SBC 3.6; SBA 4.3)
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| **C. Subject-specific skills:** |
| 1. Have an understanding of another culture, whether focused on its archaeology, history, literature, thought, art and religion, or its history and political and social organisation, or its material culture; demonstrate a critical engagement with it; develop an informed sense of the similarities and differences between it and our own culture. (SBC 3.2; SBA 4.2)
 | **Teaching/learning**Seminars; self-directed learning and site/musuem visits in Rome (SBC 4.4; SBA 5.6-5.7).**Assessment**Coursework (essay and seminar group work), dissertation/report (SBC 4.14; SBA 5.9-11). |
| 1. Have a broad knowledge, developed within a coherent framework, of complementary subjects, drawn from such fields as archaeology, history, art, literature, linguistics, language, and philosophy, or theme-based topics which cross the boundaries between them (eg religion, gender studies), and periods. (SBC 3.2; SBA 4.2)
 |
| 1. Be familiar with an appropriate and diverse range of primary materials, eg archaeological and historical texts, art objects, and inscriptions. (SBC 3.2; SBA 4.2)
 |
| 1. Command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (eg in archaeology), philosophical argument and analysis (SBC 3.2; SBA 4.2).
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| **D. Transferable skills:**  |
| 1. Communicate effectively with a wide range of individuals using a variety of means. (SBC 3.5-3.6; SBA 4.3)
 | **Teaching/learning**Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate.Examples of strategies include: lead lectures; tutor-led seminars; self-directed learning and the use of research-based teaching materials and methods SBC 4.4; SBA 5.6-5.8). |
| 1. Evaluate his/her own academic performance. (SBC 3.5; SBA 4.3**)**
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| 1. Manage change effectively and respond to changing demands. (SBC 3.7; SBA 4.3**).**
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| 1. Take responsibility for personal and professional learning and development (Personal Development Planning [SBC 3.5; SBA 4.3]).
 |
| 1. Manage time, prioritise workloads and recognise and manage personal emotions and stress. (SBC 3.7; SBA 4.3**)**
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| 1. Understand career opportunities and challenges ahead and begin to plan a career path (SBA 4.3).
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| 1. Information management skills, eg IT skills (SBC 3.7; SBA 4.3).
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| 1. **Programme structures and requirements, levels, modules, credits and awards**
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| The MA Roman History and Archaeology (Rome) builds on the existing modules on the Roman History and Archaeology MA that will become core modules to provide the students with research skills in the first term(CL805, CL898, CL900), as well as option modules to be taught in Canterbury in term 1. This initial period of research training will be followed by three months in Rome (in the Spring) term, during which the student will take the Kent core module and be able to choose from modules offered by the American University in Rome (AUR) to final year students on their 4 year BA programmes. The Kent core module in Rome provides the most distinctive (M level) element of the MA underpinned by a) directed reading to gain knowledge followed by b) two days of site visits, followed by c) seminar on the topic. Teaching on this module will be provided by AUR staff, who have considerable experience of the provision of this type of teaching that involves the sites and museums of Rome, and staff from Kent will make 3 visits to Rome in the Spring Term to teach for 3 separate weeks. These visits will include the first week the students spend in Rome to ensure effective liaison on the teaching of the module and orientation of the students. There would be 2 further visits that will include both teaching of the specialism of staff members as well as an SSLC, liaison with AUR staff, and other matters to ensure that the student experience in Rome is of a comparable standard to that of students studying in Canterbury.The programme is studied over one year full-time or over two years part-time. The programme is divided into study blocks called modules. Each 30-credit module represents 300 hours of student learning, endeavor and assessment, including no less than 22 hours direct teaching. All students must take the core modules. There is a list of optional modules. A selection of these optional modules will be offered in each year. The optional modules include a module in the ancient languages at an appropriate level for the individual student. Students may choose to learn a language at the appropriate level in this programme. All students must take modules amounting to 180 credits, making up their choices from the list of optional modules. Core modules must be passed before students can be considered to have completed the programme. Core modules may not be compensated or condoned. Up to 30 credits of the optional modules may be compensated or condoned. The coursework modules for stage 1 are arranged over 2 x 12-week terms. Students who successfully complete the progression board for stage 1 may proceed to the dissertation which is taken over the 6-week Summer term and the Summer vacation. The dissertation module accounts for 60 credits out of the total of 180. The dissertation will be on a topic that is agreed with a member of the teaching team and will be a maximum of 15000 words long. Students who successfully complete stage 1 but do not complete stage 2 will be eligible for the award of a postgraduate Diploma.The structure of the programme and the modules which make it up, their levels, credits and the terms in which they are taught, are shown below. Details of each module can be found at <http://www.kent.ac.uk/studying/modulecatalogue/> |
| **Code** | **Title** | **Level** | **Credits** | **Term/s** |
| ***Required Modules*** |
| CL900 | Research Skills in Ancient History: Understanding the City in Antiquity  | **M** | **30** | **1** |
| CL805  | Contemporary Archaeology: Theories, Methods and Substantive Issues | **M** | **30** | **1** |
| CLXXX | Rome: The Imperial City | **M** | **30** | **2** |
| CL897 | Dissertation | **M** | **60** | **3** |
| ***Optional Modules*** |
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| **One option to be taken from modules provided by the American University in Rome in Term 2, the list below is indicative of a range of modules that are available (not all options listed below will be available in any one year).**  |
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| AH 300 | Roman Imperial Art and Architecture | **H** | **30** | **2** |
| ARC450 | Archaeology Internship | **H** | **30** | **2** |
| ARC306 | Mediterranean Landscapes | **H** | **30** | **2** |
| ARC402 | Being Human | **H** | **30** | **2** |
| CLHS307 | From Old Rome to New Rome: Late Antiquity to Modernity | **H** | **30** | **2** |

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| 1. **Work-Based Learning**

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students |
| * There is no work-based learning programme relevant to this degree.
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| 1. **Support for Students and Their Learning**
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| Particular consideration has been given to the support of students, when they are based in Rome. (i) Students will have access to all the support that other students at the American University in Rome have access to: academic advice, counselling, student support office and so on (that is subject to vigorous QA scrutiny within the institution external scrutinised by Middle States Commission on Higher Education http://www.msche.org/publications/CHX06060320124919.pdf. (ii) In addition, Staff from Kent will visit to teach for 3 separate weeks over the period in which students are based in Rome. Staff will use this time to provide additional student support, hold Student-Staff Liaison Meetings, and provide advice on preparation of dissertations (CL997) and other matters, including applications for PhD funding.(iii) American University in Rome has a working library for the delivery of undergraduate modules on the ancient Rome. This resource will be enhanced through the provision of ebooks, on-line access to JSTOR and other key electronic resources associated with the Templeman Library, plus CLA copies of key works to be included in moodle page for this module. It is anticipated that additional e-books will be purchased. In Rome, these Kent graduate students have (like other graduate students) access to specialised libraries close to AUR run by foreign institutes, including those of the Norwegian Institute and the Finnish Institute – both specialise in the study of ancient Rome. In addition, close by to AUR is the library of ICCROM (the International Centre for the Study of Preservation and Restoration of Cultural Property). In the centre of Rome is the Biblioteca di Archeologia e della Storia dell’Arte (Palazzo Venezia) that is underused and is close to many of the sites visited during the module. There is in addition access to the British School at Rome’s library that is located just to the north of the *centro storico*. This combination libraries causes the students to be well-resourced. (iv) There are within the locality of the American Academy in Rome a number of foreign institutes specialising in the study of the ancient city: the American Academy, the Norwegian Institute, and the Finnish Institute have regular lectures and conferences. In addition, to the north of the *centro storico*: the British School, the Swedish Institute, the Danish Institute, the Dutch Institute and the Belgium Institute hold similar events; as do the German Archaeological Institute and the French School. These are open to our students and provide opportunities for them to integrate into the foreign academic community in Rome (lectures are often presented in English – particularly in Scandinavian, Dutch, British and American institutions). * Induction programme, involving advice to students on module choices, opportunities to meet staff and fellow graduate students and welcome to School of European Cultures and Languages in week 0 of the Autumn Term. Orientation programme in Rome by AUR staff and a member of staff from Kent to ensure that students become settled quickly into the learning environment and complete necessary paperwork to study in Italy (permesso di soggiorno etc).
* School and Departmental inductions
* Handbooks, both programme and module-related
* Library/skills package
* Student/staff ratio: 15 students with contributions from up to 6 staff members
* Learning resources: some purchases of key e-books will be necessary, but no more so than for the support of other programmes.
* On-going Personal Academic support system providing advice on module choice and programme structure, academic difficulties, progression routes and individual progress.
* Central support services, including a learning resources centre, a medical centre, a Students' Union (including its Advice and Information Service), a Careers Advisory Service, Counselling Service and Disability Support Unit.
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| 1. **Entry Profile**
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| **Entry Route**: For fuller information, please refer to the University prospectus.The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| * **Minimum requirements:**
 | * Students will be required to hold a degree of Bachelor in a relevant discipline with a grade of 2:1 or its equivalent at least at this or any other university.
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| **What does this programme have to offer?** |
| * An excellent grounding in research skills associated with the study of the history of the ancient world. The experience of studying ancient Rome on-site in the eternal city and to develop applied knowledge of academic research in a European Capital. The unique opportunity of studying both in Canterbury (UK) and in Rome. A better understanding of the relevance of Roman History and Archaeology to the presentation of the sites of Rome within the tourist industry.
* The opportunity to study social history and archaeology of Rome within a friendly and dynamic department.
* The development of a broad range of skills that are highly sought after by employers and which open up a wide range of careers to graduates in the academic, journalistic and literary fields.
* Excellent preparation for further research towards a degree of MPhil or PhD.
 |
| **Personal Profile** |
| * An interest in the Ancient World, its history, archaeology and culture.
* A desire to further develop the skills necessary for independent research.
* A willingness to engage in informed academic debate about interpretation of ancient texts and other forms of evidence, such as visual images and material culture.
* Suitable levels of literacy, IT skills related to the field and capacity for independent work.
* A willingness to acquire research skills for the study of Roman History and Archaeology.
* A desire to study in both Canterbury and Rome.
* A commitment to develop the skills required for rigorous and exacting scholarship.
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| 1. **Methods for evaluating and enhancing the quality and standards of teaching and learning**
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| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| The MA as a whole will be evaluated by standard Kent practices. This includes the M level module in Rome. The optional H level module comes under AUR quality assurance practices that includes periodic review, student evaluations and so on. Their QA is accredited via the Middle States Commission on Higher Education as part of Standard 14 Educational offerings (http://www.msche.org/publications/CHX06060320124919.pdf)  * *Student module evaluations*
* Student representatives
* *Annual monitoring reports*
* *External examiners' reports*
* *Periodic programme review*
* *External accreditation*
* *Annual staff appraisal*
* *Peer observation*
 |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * *Staff/Student Liaison Committee (SSLC)*
* *School Graduate Studies Committee*
* *Faculty Graduate Studies Committee*
* *Graduate Studies Board*
* *Board of Examiners*
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| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * *Student evaluations*
* *Staff/Student Liaison Committee*
* *Student representation on other committees*
* Postgraduate student surveys
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| **Staff development priorities include:** |
| * *Minimum expected qualification for appointment*
* *PGCHE requirements*
* *Staff appraisal scheme*
* *Staff development courses*
* *Programme team meetings*
* *Research seminars*
* *Conferences*
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| 1. **Indicators of quality and standards**
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| * The Periodic Programme Review of 2011 for the Taught Programmes of Classical & Archaeological Studies confirmed the high quality of the department’s programmes, their appropriate standard, and the general satisfaction of its reviewers with the operation of the programmes.
* The External Examiner reports for the MA in Archaeology and Transmanche Archaeology have pointed to the quality of the programme as a whole that has been established by the Department of Classical and Archaeological Studies.
* In 2011, the external examiner for reported on the attainment of students on our first taught MA in the area of Classics. He singled out the level of achievement of the students in this first cohort.
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| The following reference points were used in creating these specifications: |
| * Benchmarking statement*/s* for Subject Allied to Classics and Ancient History (Including Byzantine Studies and Modern Greek)
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| * The University Plan and Learning and Teaching Strategy
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| * Staff research
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Programme Specification Template

Annex 3

Ray Laurence

August 2012