# Programme Specification

## Programme Specification Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

<table>
<thead>
<tr>
<th>1. Title of programme:</th>
<th>Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Programme Code:</td>
<td>SAMA</td>
</tr>
<tr>
<td>3. Entry Award(s):</td>
<td></td>
</tr>
<tr>
<td>☒ MA</td>
<td>180</td>
</tr>
<tr>
<td>☐ MSc</td>
<td></td>
</tr>
<tr>
<td>☐ PGDip</td>
<td></td>
</tr>
<tr>
<td>☐ PGCert</td>
<td></td>
</tr>
<tr>
<td>☐ PG Award</td>
<td></td>
</tr>
<tr>
<td>☐ DPS</td>
<td></td>
</tr>
<tr>
<td>☐ CPS</td>
<td></td>
</tr>
<tr>
<td>☐ Other (please specify below):</td>
<td></td>
</tr>
</tbody>
</table>

| 4. Exit Awards:       |             |
| ☒ PGDip               | 120         |
| ☒ PGCert              | 60          |
| ☒ PG Award            | 30          |
| ☐ CPS                 |             |

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or
if it is to have a different name from the entry qualification you must indicate this below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>Date of first intake:</strong> September 1992</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Frequency of intake:</strong> Annually, in September</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Duration and mode of study:</strong> Full-time, 1 year; Part-time, 2 years</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Applicable framework:</strong> University Framework for Postgraduate Modular Provision</td>
</tr>
</tbody>
</table>

**Framework exemption required:**
- ☒ No (please go to section 9)
- ☐ Yes (please provide a brief summary below)

**Date exemption approved by AQSC:** N/A

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.</td>
<td><strong>Applicable Ordinance:</strong> Ordinance 52(A) (general ordinance for modular Master's degrees, postgraduate diplomas and postgraduate certificates)</td>
</tr>
</tbody>
</table>

**New/revised Ordinance required:**
- ☒ No (please go to section 10)
- ☐ Yes (please provide a brief summary below)

**Date new/revised Ordinance approved by Council:** N/A

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td><strong>Faculty:</strong> Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td>11:</td>
<td><strong>Level 2 School/Institute:</strong> School of Histories, Languages and Cultures</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Level 1 unit:</strong> Department of Archaeology, Classics and Egyptology</td>
</tr>
<tr>
<td>13.</td>
<td><strong>Campus:</strong> Main</td>
</tr>
<tr>
<td>14.</td>
<td><strong>Other contributors from UoL:</strong> N/A</td>
</tr>
<tr>
<td>15:</td>
<td><strong>Teaching other than at UoL:</strong> N/A</td>
</tr>
<tr>
<td>16:</td>
<td><strong>Director of Studies:</strong> Dr Matthew Ponting</td>
</tr>
</tbody>
</table>
17: **Board of Studies:**

School of Histories, Languages and Cultures (Academic Quality and Standard Sub-Committee)

18: **Board of Examiners:**

School of Histories, Languages and Cultures

19. **External Examiner(s):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr William Davies</td>
<td>University of Southampton</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Dr Jonathan Coulston</td>
<td>University of St Andrews</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Professor Lloyd Llewellyn-Jones</td>
<td>University of Edinburgh</td>
<td>Chair of Ancient Greek and Iranian Studies</td>
</tr>
</tbody>
</table>

20. **Professional, Statutory or Regulatory body:**

N/A

21: **QAA Subject benchmark Statements(s):**

N/A

22. **Other reference points:**

N/A

23. **Fees:**

Standard home/EU and international rates for postgraduate taught programmes

24. **Additional costs to the student:**

Reasonable costs associated with printing and text books

25: **AQSC approval:**

N/A

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**Part B: Programme Aims & Objectives**

26. **Aims of the Programme**

The MA Archaeology postgraduate degree at the University of Liverpool is designed for students who have an interest in archaeology as a means to investigate the past, and as a study of the major developments in human societies from the origins of humans to the florescence of the great civilisations. It aims to provide students with the opportunity to study a variety of practical archaeological techniques, develop an in-depth knowledge of one/two or more geographical areas or periods and also enables students to develop a number of transferable skills. The programme provides excellent preparation for a research degree but it is also intended to answer the needs of students who wish to master certain archaeological skills and expertise as a means to building a career in this field or even to enhance their employability skills for other types of career.
## Programme Specification PG

### No. Aim:

1. to provide a further level of experience in the methods and practice of archaeology, at both practical and theoretical level

2. to provide training in scholarship, in the field and/or in the laboratory

3. to enable students to engage independently and critically with a significant body of data

4. to facilitate the development of student ability to communicate orally and in written work, and to enable students to evaluate critically the work and research of others.

5. to promote self-initiative and to encourage students to produce original research.

6. to provide a strong foundation upon which further research at the doctoral level can be undertaken.

7. to nurture student abilities in solving specific problems and in discursive writing

8. to facilitate the acquisition of key skills and work/learning-habits which are as relevant to non-academic employment as to further academic study

9. to enhance transferable skills in computing and IT and, thereby to enhance employment prospects.

10. to promote a sense of the importance of archaeology and the past to our cultural heritage

### 27. Learning Outcomes

#### No. Learning outcomes – Master’s degree

By the end of the degree programme students should have developed:

1. In-depth knowledge and critical understanding of the nature and development of past and contemporary cultures

2. A detailed set of the subject-specific skills of archaeological analysis and interpretation, ranging from methodological issues of assessing partial data from past societies to the analysis and interpretation of specific monuments/sites and their modern published records.

3. demonstrate broad comparative knowledge of the archaeology of selected geographical regions and chronological periods.

4. demonstrate a good understanding of the principles and methods by which archaeological data are acquired and analysed and the problems associated with these processes.

5. evaluate the variety of approaches to the understanding, constructing and interpreting the past.
6. design, research and present a sustained piece of archaeological writing.

7. The ability to apply and demonstrate a good understanding of theoretical concepts within archaeology.

8. an enhanced ability to
   • reason critically
   • identify and solve problems
   • analyse and evaluate information of varying quality
   • formulate and test hypotheses
   • make an autonomous and reasoned synthesis of diverse and sometimes incomplete material
   • respond constructively to critical feedback.

---

**Learning Outcomes**

**No.**

**Learning outcomes – Postgraduate Diploma**

1. A good knowledge and some critical understanding of the nature and development of past and contemporary cultures

2. Broad grasp of subject-specific skills of archaeological analysis and interpretation.

3. demonstrate comparative knowledge of the archaeology of selected geographical regions and chronological periods.

4. demonstrate an solid understanding of the principles and methods by which archaeological data are acquired and analysed and the problems associated with these processes.

5. evaluate the variety of approaches to the understanding and interpreting the past.

6. design, research and present a sustained piece of archaeological writing.

7. Good grasp of theoretical concepts.

8. an ability to
   • reason critically
   • identify and solve problems
   • analyse and evaluate information of varying quality
   • formulate and test hypotheses
   • make an autonomous and reasoned synthesis of diverse and sometimes incomplete material
   • respond constructively to critical feedback.

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**Learning Outcomes**

**No.**

**Learning outcomes – Postgraduate Certificate**

1. A general knowledge and critical understanding of the nature and development of past and contemporary cultures
### Programme Specification PG

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A basic knowledge and understanding of the nature and development of past and contemporary cultures</td>
</tr>
<tr>
<td>2</td>
<td>Some grasp of the subject-specific skills related to analysis of archaeological materials and its interpretation, ranging from methodological issues of assessing partial data from past societies to the analysis and interpretation of specific monuments/sites/artefacts and their modern published records.</td>
</tr>
<tr>
<td>3</td>
<td>demonstrate a broad comparative knowledge of the archaeology of selected geographical regions and chronological periods.</td>
</tr>
<tr>
<td>4</td>
<td>demonstrate some understanding of the principles and methods by which archaeological data are acquired and analysed and the problems associated with these processes. This should include a use-level understanding of the analytical techniques available.</td>
</tr>
<tr>
<td>5</td>
<td>evaluate the variety of approaches to the understanding, constructing and interpreting the past.</td>
</tr>
<tr>
<td>6</td>
<td>design, research and present a sustained piece of archaeological writing.</td>
</tr>
</tbody>
</table>
7 some appreciation of theoretical concepts within archaeology.

8 an well-developed ability to:
• reason critically
• identify and solve problems
• analyse and evaluate information of varying quality
• formulate and test hypotheses
• make an autonomous and reasoned synthesis of diverse and sometimes incomplete material
• respond constructively to critical feedback.

27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All modules</td>
<td>Coursework: essay/project</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ALGY600, ALGY601, ALGY731, ALGY691, ALGY737</td>
<td>Coursework: essay/project</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ALGY656, ALGY676, ALGY689, ALGY698, ALGY634, ALGY678, ALGY688</td>
<td>Coursework: Essay/project</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>All modules</td>
<td>Coursework: Essay/project</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>All modules</td>
<td>Coursework: Essay/project</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ALGY600, ALGY731</td>
<td>Coursework: dissertation and essay</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>All modules</td>
<td>Coursework: essay</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>All modules</td>
<td>Coursework: essay</td>
<td></td>
</tr>
</tbody>
</table>

28. Skills and Other Attributes

<table>
<thead>
<tr>
<th>Skills and attributes:</th>
</tr>
</thead>
</table>
| 1 | Through lectures, practical classes, seminars, projects, tutorials and self-reliant learning, as appropriate:
  o comprehend methodological, theoretical and practical aspects of the relevant disciplines of archaeology.
  o develop their knowledge in their chosen specialities
  o acquire a breadth of knowledge in the relevant disciplines. |
2 Through study for dissertations and projects, develop independent learning and relevant research skills, including a critical approach to learning processes and knowledge.

3 Develop the capacity to express their own ideas in writing, to summarise the arguments of others, and to distinguish between the two.

4 Have the opportunity to acquire skills in practical archaeology/laboratory methods through individual modules provided within the Programme and as appropriate through periods of relevant field experience.

5 Acquire a range of skills in IT, time-management, and communication, as appropriate to their discipline.

6 Acquire the ability to engage in constructive discussion in group situations and group work skills (e.g. through seminars).

7 Planning and development of an independent research project.

8 Enhanced understanding of other cultures.

9 Demonstrate an ability to work and discuss with others; group work.

<table>
<thead>
<tr>
<th>28a. Mapping of skills and other attributes:</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and other attributes No.</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>2</td>
<td>ALGY600 ALGY737 ALGY740 ALGY762</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>3</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>4</td>
<td>ALGY600 ALGY737 ALGY740 ALGY762</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>5</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>6</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>7</td>
<td>ALGY600 ALGY737 ALGY740 ALGY762</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>8</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
<tr>
<td>9</td>
<td>All modules</td>
<td>Learning/research/employability</td>
<td>Summative assessment(s)</td>
</tr>
</tbody>
</table>
29. **Career opportunities:**

Career opportunities come in two primary forms:

**Opportunities for further qualifications or employment within the field of Archaeology:**
The SAMA Archaeology degree provides a comprehensive and balanced postgraduate level training in Archaeology. The degree is designed to provide a strong platform from which to progress to further research at PhD level that is supported and supervised by the members of staff in Archaeology, Classics and Egyptology. Alternatively, the MA programme equips our students to move to study at other Universities.

Career opportunities in Archaeology exist in a number of sectors including University and Museums, local government (posts in planning and archaeology) and in private professional archaeological companies engaged in archaeological work in advance of and in response to development. The Masters in Archaeology provide students with professional skills that are attractive to employers in all of these sectors.

**General Graduate employment opportunities:**
Masters students are well equipped for a wide variety of jobs in private or public sector employment – in finance, journalism, law, the police, Civil Service, retail management, environmental consultancy, teaching etc – but private sector employment also includes jobs in tourism and heritage management where high-level knowledge of archaeology and cultural heritage is a specific advantage.

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**Part C: Entrance Requirements**

30. **Academic Requirements:**

For entry into the SAMA Archaeology programme, it is expected that most applicants will have either a good second class (2.1 level) or a first class degree in archaeology or a cognate subject. Alternatively, an applicant may have a degree in another subject and appropriate postgraduate experience and employment. Graduates of non-UK universities will have to have achieved comparable results. All cases will be judged individually on the basis of information provided on the standard university application form plus academic references.

All applications are considered on their individual merit. At the time of application, discussion either in person or via email will turn to a possible research topic in order to match a student to a possible dissertation supervisor and to aid in choice of taught modules.

English language requirements: students who are non-native speakers of English will be required to have achieved IELTS score 6.5, or TOEFL iBT 88 or above with minimum scores in components as follows: Listening and Writing 21, Reading – 22, Speaking 23. Students with minimum scores will be strongly advised to undertake further English study, it is possible to
come and study at Liverpool on the University’s summer academic English programmes.

31. **Work experience:**

   N/A

32. **Other requirements:**

   N/A

### Part D: Programme Structure

33. **Programme Structure:**

   **FULL-TIME PATHWAY**

   **Semester 1**
   
   ALGY601 - Research Skills for ACE (30 credits) *(required)*
   
   30 credits of optional modules

   **Optional modules**
   
   ALGY656 – Research Themes in the Neolithic of Europe and the Near East (15 credits)
   ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)
   ALGY689 – Regionalism in the Archaic Greek World (15 credits)
   ALGY691 – Professional Skills for the Archaeologist (15 credits)
   ALGY698 – Roman Frontier Systems: from the Late Republic to the end of the fourth century (15 credits)
   ALGY737 – Artefacts and Analysis (15 credits)

   **Semester 2**
   
   ALGY731 - Special Subject (15 credits) *(required)*
   
   45 credits of optional modules

   **Optional modules**
   
   ALGY634 – Themes in Archaeology of Roman Britain (15 credits)
   ALGY678 – Issues in Egyptian Foreign Relations (15 credits)
   ALGY688 – Economies and Exchange in the Ancient Near East (15 credits)
   ALGY735 – Greek and Roman Material Culture (15 credits)
   ALGY740 – Pyrotechnology: evolution or revolution? (15 credits)
   ALGY762 – Human Osteology (15 credits)
   ALGY764 – Becoming modern (15 credits)

   **Summer vacation**
   
   ALGY600 - Dissertation (60 credits) *(required)*

   **PART-TIME PATHWAY**

   **YEAR 1**
Semester 1
ALGY601 - Research Skills for ACE (30 credits) (required)

Semester 2
ALGY731 - Special Subject (15 credits) (required)
15 credits of optional modules

Optional modules
ALGY678 – Issues in Egyptian Foreign Relations (15 credits)
ALGY688 – Economies and Exchange in the Ancient Near East (15 credits)
ALGY735 – Greek and Roman Material Culture (15 credits)
ALGY740 – Pyrotechnology: evolution or revolution? (15 credits)
ALGY762 – Human Osteology (15 credits)
ALGY764 – Becoming modern (15 credits)

Year 2

Semester 1
30 credits of optional modules

Optional modules
ALGY656 – Research Themes in the Neolithic of Europe and the Near East (15 credits)
ALGY676 – Issues in Egyptian Settlement Archaeology (15 credits)
ALGY689 – Regionalism in the Archaic Greek World (15 credits)
ALGY691 – Professional Skills for the Archaeologist (15 credits)
ALGY698 – Roman Frontier Systems: from the Late Republic to the end of the fourth century
ALGY737 – Artefacts and Analysis (15 credits)

Semester 2
30 credits of optional modules

Optional modules
ALGY634 – Themes in Archaeology of Roman Britain (15 credits)
ALGY678 – Issues in Egyptian Foreign Relations (15 credits)
ALGY688 – Economies and Exchange in the Ancient Near East (15 credits)
ALGY735 – Greek and Roman Material Culture (15 credits)
ALGY740 – Pyrotechnology: evolution or revolution? (15 credits)
ALGY762 – Human Osteology (15 credits)
ALGY764 – Becoming modern (15 credits)

Summer vacation
ALGY600 - Dissertation (60 credits) (required)

34. Industrial placement/work placement/year abroad:
N/A
35. **Liaison between the Level 2 Schools/Institutes involved:**

   N/A

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**Part E: Learning, Teaching and Assessment Strategies**

36. **Learning, Teaching and Assessment Strategies:**

Teaching and learning strategies for the programme reflect the importance of:

- the specific learning outcomes for individual modules within the programme;
- the level and the contribution of the learning outcomes for the module related to the learning outcomes of the programme as a whole.

The teaching and learning strategies are characterised by a diversity which the staff view as an important contribution to the promotion of the development of key aspects of knowledge and understanding and skills acquisition (see section Aims 2-3 above).

- Taught modules: delivery is typically by small group seminars and perhaps a limited number of lectures. Some modules include a proportion of practical work. Independent study is fostered by progressively more demanding essay-work and specified preparation for tutorials or seminars, including a range of increasingly advanced bibliography to be explored and consulted. Feedback is given on all submitted work (formative and summative), with a view to the student's reflective engagement with key issues of archaeology, improved self-awareness and motivation to make progress for future exercises of the same sort, and towards the assessment activities. Assessment is normally by essay, portfolios of practical work but may also include examinations in some modules.

- A research skills module, ALGY 601, based around a select number of teaching sessions on subjects such as library and scholarly research, careers talks by members of Archaeology, Classics and Egyptology, and IT, also requires students to develop research skills through the production of work that is assessed and which includes a presentation of their dissertation research topic before members of staff and student audience.

- MA dissertation: preparation over the length of the programme, and delivery and execution in the final four months, are by one-to-one supervisions with a research-active member of staff, who oversees independent research on an approved topic devised by the student with guidance. Independent study includes locating and absorbing information using bibliographic techniques. Students may also design experiments, carry out analyses of a body of data or perform GIS studies. Assessment is by the finished dissertation, which is assessed for the quality of the research, the handling of the scholarship, engagement with an issue, organisation and effective presentation.

Assessment strategies reflect the same importance of the role of the individual module and the level of its learning outcomes as positioned within the broader degree programme; they similarly reflect the diversity of the teaching and learning strategies and the concomitant learning outcomes.
36a. Learning, Teaching and Assessment methods:

- Seminars, independent study, practical work
- Essays, dissertation

37. Assessment information for students:

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University’s expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

A. **Content and Intellectual Ability**

**Marks in the range of 70-100 (Distinction level)**

**Written examinations (language modules only)**

Candidates will have demonstrated a comprehensive understanding of the whole range of material selected for the test that is clearly based on extensive reading. There will be a high level of accuracy in linguistic understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, well structured, directly relevant and logical, and very well informed; where the opportunity arises, there will be a degree of flair or originality in
interpretative response.

Projects and essays
Command of primary data and the relevant scholarly literature will be such as to enable the candidate to develop and express a thoroughly autonomous view of the material and problems under discussion. The work will contain evidence of good critical analysis and/or an original contribution. In relevant cases there will be evidence of very good constructive response to feedback.

Dissertations
The dissertation will display very good research and sound methodology and demonstrate that the candidate has read widely and achieved a thoroughly autonomous grasp on the subject. Conclusions will be well argued and justified. Unavoidable defects or incomplete conclusions will be recognised by the candidate and explained satisfactorily. The candidate will display complete command of the conventions of scholarly presentation. The very best work may be of publishable quality.

Marks in the range of 60-69

Written examinations (language modules only)
Candidates must demonstrate a sound understanding of material selected for the test and provide evidence of general reading. There will be a good level of accuracy in linguistic understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, competently structured, generally relevant and logical, and well informed; where an opportunity for interpretative response arises, candidates must demonstrate a competent level of critical evaluation.

Projects and essays
The candidate will have achieved a reasonably independent grasp of the material and problems under discussion and there will be evidence of efficient and competent use of primary data and scholarly literature. In relevant cases there will be evidence of good constructive response to feedback.

Dissertations
Arguments will be sound, of a reasonable depth, relevant and well presented in an appropriate context, but although the candidate will display some independence of control over the subject matter, flair or originality are likely to be limited. The candidate will display a good command of the conventions of scholarly presentation.

Marks in the range of 50-59

Written examinations (language modules only)
Candidates will demonstrate an adequate understanding of material selected for the test but this is likely to be largely based on teaching inputs. There will be an adequate level of accuracy in linguistic understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers will be clear, relevant and logical, but there may be faults in structure, development and information; where an opportunity for interpretative response arises, candidates will demonstrate only a rather basic level of critical evaluation.

Projects and essays
The candidate’s treatment of primary data, though basically sound, will be
underdeveloped, and the impact of scholarly literature will only be modest. In relevant cases there will be evidence of adequate constructive response to feedback.

**Dissertations**
The work will display evidence of some reading, but the methodology and criticism are likely to be under-developed, and there will be little independence of understanding. The candidate will display an adequate command of the conventions of scholarly presentation.

**Marks in the range of 40-49 (Compensatable Fail: taught modules only)**
Marks award in this range indicate that the candidate has narrowly failed to achieve the standards required for the Degree, but this failure may be compensatable by better levels of achievement in other components of their studies.

**Written examinations (language modules only)**
Candidates will demonstrate a limited understanding of material selected for the test with little or no extension beyond teaching inputs. There will be a significant degree of inaccuracy in linguistic understanding of seen and unseen material. In other than purely linguistic (translation; grammatical recognition) contexts, answers are liable to be muddled, ill structured, sometimes irrelevant, and marred by error and omission; where an opportunity for interpretative response arises, candidates will demonstrate little capacity for critical evaluation.

**Projects and essays**
The candidate will show some understanding of the topic but the range of primary data used will be very limited and its treatment basic and unimaginative, and the impact of scholarly literature will be negligible. In relevant cases response to feedback will be poor.

**Dissertations**
The work will contain evidence of only limited reading and is unlikely to demonstrate any depth of knowledge. Arguments and discussion will derivative and lacking in analytical or critical strength. The candidate will display a weak sense of what is relevant or important and a poor command of the conventions of scholarly presentation.

**Marks below 39**

**All outputs**
Candidates will be unable to demonstrate adequate knowledge and understanding of the subject area (whether primary data and scholarly literature) or to sustain arguments. Significant errors and omissions will be present. Work is likely to be unstructured, ill presented and poorly directed at the question or task set. In relevant cases there will be little or no sign of response to feedback.

**B. Formal Presentation**

Within the grade boundaries defined in Section A, determination of the precise mark to be awarded will also be affected by questions of presentation, including e.g. appropriate use of word-processing and (if relevant) other IT
functions, reader-friendly layout of text and notes, professional referencing of ancient sources and modern bibliography, good use of illustrations (where needed).

38. **Student representation and feedback:**

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation.

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

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**Part F: Status of Professional, Statutory or Regulatory Body Accreditation**

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

N/A

**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The programme’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy.

Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for
any processes to ensure equality can be put into place.

The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

### ANNEX 1

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
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