

Department of Classics and Ancient History  
University of Warwick

## Taught MA in Ancient Literature and Thought



**Handbook 2020/21**

**Programme Convenors: Dr David Fearn and Prof. Victoria Rimell**

**Taught MA Coordinator: Dr Eris Williams Reed**

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## Welcome to the Department of Classics and Ancient History!

This handbook is designed to introduce you to the teaching and assessment methods you will experience during your Taught MA programme: please read it in conjunction with the overall Handbook for Postgraduate Students, which sets out in more detail the Department's Provision for Postgraduate students, including details regarding skills training, personal development, careers advice, libraries, student support and SSLC, as well as University information.

### Induction Activities

All induction activities will appear in your online welcome week timetable, including joining instructions and links for online events.

- **Wednesday 30th September, 9-10am:** Introduction to postgraduate studies with Dr Caroline Petit (Director of Graduate Studies) and Dr Eris Williams Reed (Taught MA Coordinator) | **Online** via Microsoft Teams
- **Thursday 1st October, 10-11am:** Introduction to the Library with Dr Christopher Vernon (Academic Support Librarian) | **Online** via Microsoft Teams
- **Thursday 1st October, 2-4pm:** Introduction to student support with Prof. Zahra Newby (Head of Department) and Dr David Fearn (Director of Education) | **In-person** in Room OC0.01 (Oculus Building)

**The first taught session for all Ancient Literature and Thought students** will be with Prof. Victoria Rimell and Dr David Fearn in week 1 on **Thursday 8th October, 10am-12pm**, for the core module Approaching Ancient Texts, in Room B2.03 (second floor of ZEEMAN building: see campus map if in doubt!). This meeting will introduce you to the MA Programme in more detail – please see the module webpage for more information about advance preparation:

<https://warwick.ac.uk/fac/arts/classics/intranets/postgrads/modules/core>

<https://warwick.ac.uk/fac/arts/classics/intranets/postgrads/modules/ancienttexts>

If you have any queries before or after these meetings, please feel free to email Eris Williams Reed ([eris.williams-reed@warwick.ac.uk](mailto:eris.williams-reed@warwick.ac.uk)) for further information.

The first sessions for the optional core and optional modules are as follows:

- **Roman Literature and Thought:** week 2, Monday 12 October, 12-2pm, H0.03
- **Greek Literature and Thought:** week 7, Tuesday Tuesday 17 November, H2.45
- **Classical Epigraphy:** Week 2, Tuesday 13 October, 1-3pm, in Room S0.13
- **Ancient Numismatics:** Week 7, Tuesday 20 October, 1-3pm, in Room S0.13
- **Art of the Ancient World:** Term 2, weeks/times/rooms TBC

**The first sessions for language modules will take place in week 1.** To find details of dates/times, please consult your online timetable and contact the convenor for each module if necessary.

## 1. Taught MA in Ancient Literature and Thought: Course outline

### 1.1. Outline

Students on the MA course in Ancient Literature and Thought will learn to read a wide range of Greek and Latin texts in the original language, and develop nuanced understanding of the range of methodologies and critical approaches to the study of these texts within their historical, cultural and political contexts. The MA is designed to offer rigorous training in the close reading of texts and of Greco-Roman culture, and to build linguistic skills in Greek and Latin, but students also have the flexibility to pursue related interests both within the field of Classics and beyond: optional modules include Classical Epigraphy and Art of the Ancient World, plus a range of modules also offered to Warwick MA students in Renaissance Studies, English and Comparative Literature, and Philosophy. The MA builds advanced subject-specific skills in independent research, and in oral and written communication. Students learn to craft extended, complex and coherent scholarly arguments, and develop the ability to engage in scholarly debate and to mediate between critical positions. These advanced skills in research, analysis and communication increase employability across a wide range of graduate careers. The 15,000-20,000-word dissertation provides the opportunity to deploy these skills in the context of a research project based on individual interests.

### 1.2. Organization

There are four taught elements, each worth 30 CATS points. as well as a 15,000-20,000-word dissertation (60 CATS). Deadlines for all assessed work can be found below. Titles for all assessed work must be formally approved by the designated contact by the date stated in the table below.

#### Core Module – 'Approaching Ancient Texts' CX901-30

(convenors, Dr David Fearn and Prof. Victoria Rimell)

On Thursdays 10am-12pm (Room B2.03) with sessions as detailed on the website:

<https://warwick.ac.uk/fac/arts/classics/intranets/postgrads/modules/ancienttexts>

2-hour seminar every week in Term 1

Assessment: 5,000-word essay on a topic of your choice.

#### Roman Literature and Thought CX900-30

(convenors Dr Elena Giusti and Prof. Victoria Rimell)

On Mondays, 12-2pm (Room H0.03) with sessions as detailed on the website:

<https://warwick.ac.uk/fac/arts/classics/intranets/postgrads/modules/romanlit>

2-hour seminar in even-numbered weeks in Terms 1 and 2

Assessment: 5,000-word essay on a topic of your choice.

#### Greek Literature and Thought CX902-30:

(convenor Dr David Fearn)

On Tuesdays 10am-12pm (Room S0.13) with sessions as detailed on the website:

<https://warwick.ac.uk/fac/arts/classics/intranets/postgrads/modules/greeklit>

2-hour seminar in weeks 7, 8, 9 and 10 of Term 1, and weeks 1, 2, 3, 5, 7 9 of Term 2

Assessment: 5,000-word essay on a topic of your choice.

**Art of the Ancient World CX903-30 (Prof. Zahra Newby)**

Days, times, and rooms to be confirmed.

<https://www2.warwick.ac.uk/fac/arts/classics/postgrads/modules/art/>

2-hour seminar every week in term 2

Assessment: 5,000-word essay on a topic chosen in consultation with the lecturer responsible.

**Advanced Ancient Language CX908-30**

As confirmed with tutors.

**Dissertation of 15,000-20,000 words (CX907-60)**

The topic for this will be finalised during term 2 in conjunction with your supervisor.

**1.3. Course Costs**

Minimal course costs (purchase of set texts for Roman Literature and Thought and Greek Literature and Thought).

**1.4. Essay Deadlines**

<b>Module</b>	<b>Title to be approved by</b>	<b>Deadline for title approval</b>	<b>Submission deadline (12 noon)</b>
<b>Core</b>	<b>VR/DF</b>	<b>25.11.20</b>	<b>25.01.21</b>
<b>Roman Literature and Thought</b>	<b>VR/EG</b>	<b>08.03.21</b>	<b>03.05.21</b>
<b>Greek Literature and Thought</b>	<b>DF</b>	<b>10.03.21</b>	<b>17.05.21</b>
<b>Art</b>	<b>ZN</b>	<b>15.03.21</b>	<b>10.05.21</b>
<b>Dissertation</b>	<b>VR/DF</b>	<b>16.06.21</b>	<b>06.09.21</b>

For advice on the texts suitable for the Advanced Language Assessment, see also:

<https://warwick.ac.uk/fac/arts/classics/postgrads/modules/language/>

For advice on presentation of the dissertation see

<https://warwick.ac.uk/fac/arts/classics/postgrads/modules/dissertation/>

## 2. Dissertation: Guidelines

### 3.1. Word count

The dissertation should be between 15,000 and 20,000 words, including footnotes but excluding bibliography and any appendices (see below re appendices). Penalties will be imposed for work less than 14,000 and more than 21,000 words, as outlined in PG handbook (a deduction of 3% from mark per 1,000 words over/under the word-limit).

### 3.2 Deadline

**Monday 6 Sept. 2020, 12 noon**  
**(to be uploaded on Tabula and submitted in hard copy)**

(to be approved by Dr David Fearn and Prof. Victoria Rimell by **Wednesday 16 June, 12 noon**)

### 3.3. Format

The dissertation should consist of the following, in this order:

- title page along the following model (font size & layout as you prefer)

*Title of Thesis*

*Student number ONLY*

*Thesis submitted as part of the requirements for the Taught MA in Ancient Visual  
and Material Culture*

*Department of Classics and Ancient History*

*University of Warwick*

*Date*

*Word Count*

- table of contents (page refs for list of illustrations, intro, chapters, bibl, any appendices)
- list of figures (if necessary, including brief description, museum inv no. and source of illustration)
- introduction
- chapters
- appendices (if included, see below)
- bibliography
- illustrations: numbered as fig. 1 etc. These can either be placed in a section at the end of the thesis, or integrated into the text. Remember to give a brief caption.

Notes: it is preferable to present these as footnotes, though end notes at the end of chapter can be used if necessary. Use them primarily for references to ancient and modern works. Ensure that you are consistent in use of either name/date, name/title system of referencing. For further info see pg handbook.

**Binding:** The thesis should be either soft bound or spiral bound.

### **3.4. Appendices**

For most theses appendices should not be included. Only include an appendix if you have produced a catalogue as part of the dissertation, or have extensive amounts of primary material (ancient texts, manuscripts, catalogue of inscriptions) which are not otherwise easily accessible.

Please note that it is **compulsory to upload all written work on Tabula** including the dissertation.

### 3. Submission of Assessed Work

**'All assessed work must be submitted electronically via Tabula before the deadline.** Late penalties will apply if you submit after the deadline has passed. For the **Dissertation** you must also submit a hard copy – soft or spiral bound – to the Departmental Office before the deadline (along with a completed cover sheet and your Tabula submission receipt).

**For details of how to submit work electronically please visit**

<http://www2.warwick.ac.uk/fac/arts/classics/students/esubmission/>

Tabula will ONLY accept the following file types: .doc, .docx, .odt, .wpd, .ps, .html, .hwp, .rtf, .txt, .pdf, .ppt, .pptx, .ppsx, .pps, .xls, xlsx. **If you try and submit a file with a different extension Tabula will not accept the file.** There is a limit of 20MB of size for submission of files.

**You must include the Departmental cover-sheet for your essay:**

<https://warwick.ac.uk/fac/arts/classics/postgrads/modules/>

- Student i.d. number
- Module Code & Name
- Title of Essay
- Word count
- Proof-reading and plagiarism statements
- Yellow sticker PDF (if applicable)

Please retain a copy of the Tabula e-submission receipt in case of dispute. **Do not forget to check that you are submitting the correct version of your essay/dissertation,** complete with footnotes & bibliography.

Anonymity of marking is an adopted principle of the University for both assessed essays and examinations, so **DO NOT put your name** on your work.

You can expect to receive feedback within 20 working days electronically via Tabula. You will also be invited to attend a feedback tutorial with the module tutor.



## 4. Assessment

### 4.1 Components

Assessment of the Taught MA consists of the following:

- Three 5,000-word essays, one each for the core and two optional modules, submitted in the spring or summer terms (deadlines listed in course booklet) (each worth 15% of total mark)\*

Please note: assessment for optional modules in The Centre for Renaissance Study, and the Departments of English and Comparative Literary Studies, and Philosophy, may differ.

- Languages tests held in Terms 1 and 2 + examination held in main examination session in May or June , the timing and frequency of tests will depend on the particular language studied (worth 50% of module mark) , plus a dossier of material relating to your chosen language (50%): the total overall mark for the module is worth 15% of the whole MA. OR Advanced Ancient Language – two examinations, in spring and summer (equally weighted, together worth 15% of total mark)
- One 15,000-20,000 word dissertation (worth 40% of total mark)

#### 4.2. Extensions:

In addition to the information given below, the University has also introduced a new **self-certification policy**. This will allow an automatic 5 working day extension for eligible assessed work without the need for evidence.

This policy was introduced to ensure the equity of treatment of all students in obtaining a short extension for submission of assessed work when minor illness, family emergency, caring responsibilities or other personal circumstances necessitate a request for an extension for eligible assessed work; and to provide clarity of process to ensure that a student is able to demonstrate their full potential without being adversely affected by circumstances beyond their control.

You can self-certify twice within the same academic year. One self-certification request covers all the assessments that fall within the self-certification period (a self-certification period is a maximum of 5 consecutive working days). For extension requests of more than 5 days, please follow the guidelines set out below.

Assessed work that is eligible for self-certification:

All three essays submitted for the core and optional modules  
Language dossier  
Dissertation

Assessed work that is **not** eligible for self-certification:

Language examinations taken in any department

If you are taking a module outside the Department of Classics and Ancient History, please check with the relevant department whether a particular piece of assessed work is or is not eligible for self-certification.

Students who wish to make use of the self-certification policy are advised to notify their personal tutor before indicating their wish to do so on Tabula.

Further information on the self-certification policy:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/mitigating-circumstances-covid-19/student-faqs/>

Outside the scope of the self-certification policy, applications for an extension of the essay-deadline are only allowed in **exceptional circumstances** – such as well-documented medical reasons/ family bereavement. **Independent documentation is required** in order to secure an extension. Predictable problems with time management as a result of deadline bunching or other commitments, and social problems with housemates are not usually admissible. **Any such application can only be made to the Senior Tutor, Professor Suzanne Frey-Kupper, well before the deadline**; she is handling the extensions for both UG and PG students. Problems with e.g. printers/computers,

getting hold of books, bunching-up of essay-deadlines are not considered acceptable excuses. Nor is involvement in an extracurricular activity, whether sport, drama, or music. Students who wish to apply for an extension should support their case with independent documentation (e.g. GP medical note, Student Support report).

**Retrospective deadlines cannot usually be granted.** When an extension is granted, students must check that the extension is recorded on Tabula. Only in very exceptional circumstances will an extension be allowed beyond one week.

Please note that Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services <https://warwick.ac.uk/services/disability/howwecanhelp> or Mental Health and Wellbeing <https://warwick.ac.uk/services/supportservices> and request an appointment to discuss their support requirements.

**Please see further the section on Mitigations, 5.13.**

#### Penalties for Lateness:

When an extension has not been granted, a penalty of 5 per cent per day will be imposed for the late submission of assessed work, including the dissertation.

#### Word-limits:

All work must conform to the published word-limits and a word-count must be included on each piece of assessed work. Word limits include text and footnotes, but exclude bibliography. Any piece of work which is over the word-limit by more than 10% will be penalised by the deduction of 3 marks for each 10% outside this margin (ie 3 marks for work 10-20% over the word limit, 6 marks for work 20-30% over, etc.) The dissertation should be between 15,000 and 20,000 words. Penalties will be imposed for work that is less than 14,000 or more than 21,000 words.

### 4.3. Cheating and Plagiarism

Plagiarism, defined as ‘the attempt to pass off someone else’s work as one’s own’ is a variety of cheating or fraud. It is taken very seriously by the University. Students who are caught can suffer penalties which are extremely detrimental to their careers. If in doubt about what constitutes plagiarism, please consult the online tutorial at <https://moodle.warwick.ac.uk/course/view.php?id=32063>. In particular, you are reminded that purchasing essays and presenting them as your own work is a serious offence, breaching the University’s regulation 11 (<http://warwick.ac.uk/regulation11>) and might also breach Regulation 23, governing Student Disciplinary Offences.

Unintentional plagiarism is also taken very seriously.

To avoid any confusion, you should take special care with two things:

- Cite the sources you are using
- Use quotation marks for the words you are quoting directly

#### Avoiding plagiarism

**All written work produced for assessment must be entirely yours.** All assessed work is subjected to analysis by Turnitin plagiarism detection software. Your work will often use material covered in lectures and seminars, but your work must demonstrably be your

own representation of that material. You **must not quote from other people's work word-for-word without acknowledging this by use of 'quotation-marks'**. If you present someone else's thoughts without acknowledging them, or copy their words, or present someone else's work as your own, then you will have committed plagiarism. **You must not copy bibliographical information from another source if you have not read the works referred to on it for yourself.** It is poor practice to scatter quotations from other scholars throughout your essay; you should attempt to rephrase what other people have said in your own words, and then also include a reference to the source of your ideas in a footnote. When taking notes from journals and books, make sure that you indicate clearly in your notes, using quotation marks, if you're copying directly word-for-word. This will ensure that you do not inadvertently reproduce someone else's words in your essay. **Best practice is to paraphrase and analyse as you read and make notes so that your notes do not simply copy out chunks of other people's work.** You should also avoid referring to what a lecturer has said without finding out for yourself on what his/her ideas are based. You may cite primary sources on handouts.

Good study technique, writing style, and correct referencing of quotations will help you to avoid unintentional plagiarism. If you follow these simple rules you will be safe:

- Always take down a detailed reference for each text that you read and take notes from.
- While copying quotations, make sure you clearly mark them as quotations in your working notes.
- Gather and use your own examples whenever you want to support a particular view.
- Ensure that all quotations are surrounded by quotation marks.

Ensure that your references can be used to locate the original source text.

We advise all students to undertake the Library's PlagiarWise tutorial: <https://moodle.warwick.ac.uk/course/view.php?id=32063>

### Penalties for Plagiarism

A distinction should be made between poor academic practice and cheating. Poor academic practice typically (but not exclusively) occurs when the referencing is inadequate, but not in a way which suggests an attempt to deceive the marker. For example, a reference is given to identify the source of a passage; the passage is in fact directly quoted but no quotation marks are used. Judgements about poor academic practice are academic judgements against which there is no appeal. There is no penalty for poor academic practice: marks are not deducted - they are simply not earned under the marking criteria. Marks reflecting poor academic practice may have a significant impact, and since there is no appeal, Module Leaders should consider alternative outcomes:

- (i) Produce a mark reflecting the academic worth of the work.
- (ii) Instruct the student to re-submit the piece of work with correct referencing to be marked normally with or without a cap.
- (iii) Instruct the student to submit a new piece of work to be marked normally with or without a cap.

Any decision involving re-submission should comply with general Departmental policies governing the re-submission of work.

When a marker has concerns about a piece of assessment, and is clear that the case is one of poor academic practice, he or she should mark it accordingly. If the mark produced is likely to have a significant impact, or if the marker is unclear whether the case is one of poor academic practice, the assessment should be passed to the Module Leader (if the marker is not the Module Leader). If the Module Leader is clear that the case is one of poor academic practice, or that there is no case to answer, the assessment is returned to the marker to provide an outcome determined by the Module Leader.

If the Module Leader is unclear whether the case is one of poor academic practice, or if the Module Leader believes cheating has occurred, the matter should be referred to the Academic Conduct Panel. The Panel may decide on the basis of the submitted material that the assessment exhibits poor academic practice; or that there is no case to answer, in this instance the assessment is returned to the Module Leader to provide the appropriate outcome.

If the Academic Conduct Panel considers there is evidence of poor academic practice, or that cheating has occurred, the Panel should ask the student to make a statement.

If after the student's statement the Academic Conduct Panel decides that the case is one of poor academic practice, or that there is no case to answer, the assessment is returned to the Module Leader to provide the appropriate outcome.

If the Academic Conduct Panel decides that there is evidence of cheating, it should refer the matter to the Head of Department. If there is evidence of a serious case of cheating, the Head of Department may refer the case to an Investigating Committee of the Senate. If the Head of Department uses powers under the Regulation to determine whether or not an offence has occurred, the Head of Department should provide the student with a reasonable opportunity to make representations on his or her own behalf, before determining whether an offence has occurred. In the event that it is determined that an offence has occurred, the Head of Department shall determine the penalty. The student shall be informed of the outcome. The student is also informed that he or she has a right to appeal to an Investigating Committee of the Senate, in accordance with the Regulation, against the decision. If the student accepts the penalty, the matter ends and the outcome is reported to the Examination Board. If the student appeals, the procedure relating to an Investigating Committee of the Senate is invoked.

Penalties available to the Department are as follows:

- (i) A reduction in mark for the piece of work in which the plagiarism has occurred (with or without the opportunity to resubmit or undertake a further assessment). The mark may be reduced up to the zero limit.
- (ii) Re-submission of the original work with revised referencing, for a capped mark;
- (iii) Re-submission of a new piece of work for a reduced or capped mark.

Any decision involving re-submission should comply with general Departmental policies governing the re-submission of work.

#### 4.4. University Proof-Reading Policy

**The essay cover sheet includes this declaration which you must complete:**

"I have used a proof-reader, paid or unpaid, to support the submission of this assignment" **YES/NO**

The University expects all proof-readers to comply with its policy in this area. By ticking 'yes', you confirm that the proof-reader was made aware of and has complied with the University's proofreading policy"

If a student chooses to engage with a proof-reader, the University considers this exercise to be part of the learning experience. Proof-reading should initially be undertaken by students themselves – the identification of one's own errors and inconsistencies is a valuable learning experience. Third-party proof-readers are not expected actively to amend existing, or create new, content in draft work; instead they should support the student by identifying errors and/or making suggestions relating to – but not creating – content. The University considers the role of the proof-reader is more akin to that of a mentor rather than a content producer or editor of the work.

Disabled students whose disability means that they may need proof-reading support that would exceed the limitations set out in this policy should liaise with their Personal tutor and the Wellbeing Support. Regardless of the form in which further support is provided, the content of the work submitted for assessment should be exclusively the student's.

For full details, please see

[http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v\\_proofreading/](http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

#### 4.5. Marking and Marking Descriptors

All work submitted for modules in Warwick is double-marked internally. Supervisors will not act as the first marker of a dissertation, though they may act as second marker when necessary. All assessed essays will be moderated by an external examiner. He/she will also third-mark all dissertations.

##### Marking Descriptors for Taught MA work

All marks will be given on a 0-100 scale. The minimum pass mark is 50%. A mark of 70 or above indicates work of a distinction standard.

**80+ (Distinction):** Work which, over and above possessing all the qualities of the 70-79 mark range, indicates a fruitful new approach to the material studied, represents an advance in scholarship or is judged by the examiners to be of a standard publishable in a peer-reviewed publication.

**70-79: (Distinction):** Methodologically sophisticated, intelligently argued, with some evidence of genuine originality in analysis or approach. Impressive command of the critical/historiographical/theoretical field, and an ability to situate the topic within it, and to modify or challenge received interpretations where appropriate. Excellent deployment of a substantial body of primary material/texts to advance the argument. Well structured, very well written, with proper referencing and extensive bibliography.

**60-69:** Well organised and effectively argued, analytical in approach, showing a sound grasp of the critical/historiographical/theoretical field. Demonstrates an ability to draw upon a fairly substantial body of primary material, and to relate this in an illuminating way to the issues under discussion. Generally well written, with a clear sequence of arguments, and satisfactory referencing and bibliography.

**50-59:** A lower level of attainment than work marked in the range 60-69, but demonstrating some awareness of the general critical/historiographical/theoretical field. Mainly descriptive and narrative, rather than analytical, in approach. An overall grasp of the subject matter, with, perhaps, a few areas of confusion or gaps in factual or conceptual understanding of the material. Demonstrates an ability to draw upon a reasonable range of primary material, and relate it accurately to the issues under discussion. Clearly written, with adequate referencing and bibliography.

**45-49: (Fail/Diploma):** This work is inadequate for an MA award, but may be acceptable for a Postgraduate Diploma. Significant elements of confusion in the framing and execution of the response to the question. Simple, coherent and solid answers, but mainly descriptive or narrative in approach. Relevant, but not extensive deployment of primary material in relation to the issues under discussion. Occasional tendency to derivativeness either by paraphrase or direct quotation of secondary sources. Some attempt to meet requirements for referencing and bibliography.

**0-45: (Fail):** Work inadequate for an MA or Diploma award. Poorly argued, written and presented. Conceptual confusion throughout, and demonstrates no knowledge of the critical/historiographical/theoretical field. Failure to address the issues raised by the question, derivative, very insubstantial or very poor or limited deployment of primary material.

#### **4.6. Examination Procedures**

NB These procedures are based on the University's PGT examination conventions. In the event of discrepancy the University conventions take precedence and can be found here: <http://www.warwick.ac.uk/regulation37>.

- An interim examination board will be held in June to review performance on the taught element of the course. Any student who has failed up to two elements of the taught course will be advised of the fact, and will be allowed to resubmit their work (or to retake a language examination). Any student who has failed more than two elements of the taught provision will usually be told that they will not be permitted to proceed to the dissertation. All other students will be allowed to proceed to the dissertation. (Note that this is formal permission to proceed. Students will have already begun their dissertation research several months previously). Students will be notified of the results of this meeting in July.
- Students should normally be allowed one opportunity to remedy failure in initial assessment in modules that equate to no more than one half of the total credits awarded in the taught element of the course (ie 60 CATS, or two modules). Only one re-examination will be permitted for each module. Where a student has failed to reach the minimum pass mark for a module which contains more than one element of assessment the student shall normally be required to be re-examined only in the element of the

assessment which has not met the minimum pass mark, noting that the appropriate method of reassessment should be determined by the Board of Examiners.

- The maximum pass mark which may be awarded for a module on re-examination is 50, irrespective of the mark which has been given for another element of the assessment in that module.
- Where the failure on an initial assessment in a taught module or dissertation is the result of penalties for late submission, the student should normally not be allowed to revise or resubmit the same assessment in order to remedy that failure but should be required to undertake a new assessment or dissertation. Where it is impracticable for the department to allow the student to undertake a new assessment or dissertation that has failed as a result of penalties for late submission, the initial failure should be allowed to stand and the matter referred to the Board of Examiners for their consideration of all the circumstances relevant to the case.
- Where a failure results from a finding of cheating under University regulations, it should be for the Head of Department or his/her authorised deputy, the University Investigating Committee or the Board of Examiners to determine whether the student should be allowed to remedy that failure.
- The final examination board will be convened in November. Students obtaining a mark of 30 or less on the dissertation will only be permitted to submit a re-worked submission for examination against different learning outcomes, the achievement of which would enable them to be considered for the award of a Postgraduate Diploma. Students obtaining a mark between 30 and 50 will be given advice on how to rewrite their dissertation for resubmission and re-examination: a resubmitted dissertation will be capped at a maximum of 50 marks. Students will be advised of the results of the examination board by the MA convenor via email after the board has taken place, and pass lists will also be posted outside the Department Office.
- Where there is evidence of serious medical or personal problems disclosed to, and discussed by, the relevant departmental Special Cases Committee, that committee may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account in offering to the student an opportunity to be examined as a first attempt or offered a further opportunity for re-examination. Any discretionary consideration should be clearly minuted by Examination Boards. The Examination Board should not amend a module mark or the mark for any element of assessment as a result of special circumstances being taken into account except that where there are a number of elements to the assessment, the Examination Board may recalculate a module mark based on the elements of the assessment which have attained a pass mark and which were not affected by the special circumstances.

The various elements of the MA are weighted as follows:

- Core Module 15% (30 CATS)
- Option Module 15% (30 CATS)
- Option Module 15% (30 CATS)
- Language Module 15% (examination = 50%, dossier = 50%; Advanced Language = 100% examination) (30 CATS)
- Dissertation 40% (60 CATS)



The award of an MA will normally be made on successful completion of 150 credits at M-level, providing that a mark of at least 40 is obtained in the failed module, and provided that the two Core modules (Approaching Ancient Texts + Roman Literature and Thought/Greek Literature and Thought/Language module) have both been passed. Students will be permitted to resubmit failed work for up to two taught modules and the dissertation. In the event of a student failing the language element of the course the examiners may permit the student to resit the exam. Marks in beginners' Greek and Latin modules will be scaled using the Department's established scale. In the language modules comprising more than one element of assessment, students will be awarded a pass in the module if they attain an average mark, weighted according to the percentage of the individual elements of the assessment, which is not lower than 50. The classification system for the award of merit and distinction is based on averaging. A fail mark for a module may not be condoned and a module may not be passed by compensation. Where all course work has been passed, but the Dissertation has been awarded a Fail mark, the Examination Board may ask a candidate to resubmit the Dissertation, by a deadline to be determined by the Board.

- A pass with distinction will normally be awarded if a student attains an Award Average (weighted according to the credit rating of the modules within the award) of 70.0 or above.
- A pass with merit will normally be awarded if a student attains an Award Average (weighted according to the credit rating of the modules within the award) of between 60.0 and 69.9, including a mark of 60 or above on the dissertation.
- Irrespective of the award average attained by a student, no student may receive an award with merit or distinction if the student has not received the minimum pass mark for any module.
- A postgraduate diploma will normally be awarded to a student who has passed modules worth at least 90 CATS, with no module mark below 40 for the remaining 30 credits. The awards of Merit or Distinction will be made where the overall average meets the criteria outlined above.
- A postgraduate certificate will normally be awarded to a student who has passed modules worth 60 CATS. The awards of Merit or Distinction will be made where the overall average meets the criteria outlined above.

Where there is evidence of serious medical or personal problems disclosed to and discussed by the relevant departmental Special Cases Committee that committee may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account. Any discretionary consideration should be clearly minuted by Examination Boards.

More information on examining, including the procedure for appeals can be found at <https://warwick.ac.uk/services/academicoffice/examinations/students/postgraduate/>

#### **4.7. Mitigating Circumstances and Reasonable Adjustment**

NB: The new Mitigating Circumstances and Reasonable Adjustments Policy applies to all registered students undertaking undergraduate and postgraduate taught programmes from the beginning of the 2018/19 academic year.

### **What are Mitigating Circumstances?**

During the course of study, you may experience exceptional unforeseen short-term circumstances which are outside your control and might have a detrimental effect on your studies. Please find a definition of possible short-term circumstances classified as mitigating circumstances here: appendix A (see link below). Please note that this list is not exhaustive. The purpose of mitigating circumstances is to inform exam boards about the circumstances in your life which may have affected your studies to allow them to take this into account when making decisions about your assessment, progression and degree classification. Mitigating circumstances cannot result in the change of marks for specific pieces of assessed coursework, exams, or modules. Equally, a successful mitigating circumstance case does not excuse you from assessment in any of your modules, and mitigating circumstances cannot be used to allow you resit assessment in order to improve your marks.

#### **Mitigating circumstances are defined as:**

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of crime, family difficulties and financial hardship);
- Situations with negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

### **What is Reasonable Adjustment?**

- Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the reasonable adjustments policy.
- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact [Disability Services](#) or [Mental Health and Wellbeing](#) and request an appointment to discuss their support requirements.
- A reasonable adjustment may be unique to the individual and could include special examination arrangements, delayed deadlines but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.

- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the [Disability Services website](#). Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstance Policy.
- However a significant deterioration of a chronic condition or disability already reported and covered by reasonable adjustments, is classed as a mitigating circumstance. In which case, students should apply via the Mitigating Circumstances Form below.
- In addition, if you have an official recommendation from Disabilities that reasonable adjustment for your condition includes considering flexible deadlines for essays you should apply for these in advance of the deadline (see also above **5.2. Extensions**), using the Mitigating Circumstances below (if applying via Reasonable Adjustment further evidence of your condition is not required).

### **Applying for mitigating circumstances**

If you are interested in applying for mitigating circumstances you should, in the first instance, contact your Personal Tutor. They will be able to provide advice and support with your mitigating circumstances. It is important to contact your Personal Tutor as early as possible to ensure that appropriate support is put in place. Additionally, you may wish to consult Wellbeing Services, Support Services, the Dean of Students Office, or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration under mitigating circumstances, you should consider seeking support from the central university support services.

### **Key Documents:**

The Department's link to Mitigating Circumstances and Reasonable Adjustment:

<https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/>

There you will find a link to

### **Appendix A**

on Evidence required for Mitigating Circumstances Claims:

[https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mit\\_circs\\_appendix\\_a.pdf](https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mit_circs_appendix_a.pdf)

And links to:

[Mitigating Circumstances Form](#)

As well as

### **Additional Information:**

Mitigating Circumstances: Guide for Students:

[https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mc\\_guidance\\_for\\_students\\_final\\_300718.docx.pdf](https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mc_guidance_for_students_final_300718.docx.pdf)

Mitigating Circumstances: University of Warwick policy:

[https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mc\\_policy\\_final\\_180718.pdf](https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances/mc_policy_final_180718.pdf)

**For advice on processes to follow in 2020-21, please see the Dept webpages:**

<https://warwick.ac.uk/fac/arts/classics/students/mitigatingcircumstances>

A list of relevant evidence relating to claim type is provided in **appendix A (see link above)**. Joint Honours students **MUST** make their mitigating circumstances request to their home Department, unless it is an extension request for an individual piece of work which will have to be made to the Department owning the module.

**If you decide to move forward with a mitigating circumstances application, you will be asked to submit a mitigating circumstances form (see link above).**

**This should then be submitted to your departmental Mitigating Circumstances Officers via email to [classics@warwick.ac.uk](mailto:classics@warwick.ac.uk) AND to the Senior Tutor, Professor Suzanne Frey-Kupper, [s.frey-kupper@warwick.ac.uk](mailto:s.frey-kupper@warwick.ac.uk)**

**Deadlines for submission of this form, for your mitigating circumstances to be taken into account by the Mitigating Circumstances Panel in June, are laid out below.**

**When applying via Mitigating Circumstances in relation to specific deadlines for individual assessment deadlines, see below for the procedure and regulations.**

A list of relevant evidence relating to claim type is provided here **appendix A (see link above)**. Joint Honours students **MUST** make their mitigating circumstances request to their home Department, unless it is an extension request for an individual piece of work which will have to be made to the Department owning the module.

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked “strictly confidential and for the attention of the Chair of the Mitigating Circumstances Panel only”. The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) in each Department and/or Faculty without divulging the details of the sensitive nature of the information. Subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is **ONLY** permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission **AND NOT** the details of the circumstances or any evidence or how it was assessed.

**Mitigating Circumstances Officers:**

Mrs Susan Doughty for TMA students

**Mitigating Circumstances Panel membership (for PGT students):**

Head of Department – Prof. Zahra Newby  
 Senior Tutor (Chair) – Prof. Suzanne Frey-Kupper  
 Exams Officer – Prof. James Davidson  
 Director of Education – Dr David Fearn  
 Taught MA Coordinator – Dr Eris Williams Reed  
 Mitigating Circumstances Officer – Mrs Susan Doughty

**Deadlines**

Any material you wish to be considered at the June mitigating circumstances board must be uploaded to the on-line portal

(<https://tabula.warwick.ac.uk/profiles/view/me/personalcircs>) by the following dates:

The deadline for final submission of any outstanding documentation to support requests for mitigation for essays is: **Thursday 13 May 2021 (T3, Week 3):**

The deadline for final submission of documentation in support of any claims in relation to circumstances that may have affected Summer-term exam performance or PG language dossier is **Wednesday 16 June 2021 (T3, Week 8).**

**The deadline for final submission of documentation in support of any claims in relation to circumstances that may have affected the dissertation is Wednesday 6 October 2021**

Please submit all documentation to the Department office, or via [classics@warwick.ac.uk](mailto:classics@warwick.ac.uk)

If you do not submit outstanding documentation by these deadlines, then it may not be possible for mitigating circumstances to be considered in the end-of-year assessment process

You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, the University does expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

**Special Exam Conditions**

At some point during the year you will receive a message from the Dept Programmes Officer about special arrangements or extra time for examinations. Failure to reply within the time period specified will mean that any such special circumstances will not

be taken into consideration. If for any reason you require special exam conditions/ extra time, it is essential that you request these **by the end of the AUTUMN TERM** via the Disabilities Office, and inform the Dept of this.

**NB: if you are taking Latin Language and Greek Language, please alert the module convenor if you need extra time or other allowances by the end of WEEK 2 of the AUTUMN TERM.**

### **Mitigating Circumstances and Assessed Essay/Coursework deadlines**

Applications for an extension of a specific essay /assessment deadline also fall under the Mitigating Circumstances and Reasonable Adjustment regulations, and can only be granted under the circumstances set out in **appendix A (see link above)**. Independent documentation is required in order to secure an extension.

NB: Predictable problems with time management as a result of deadline bunching or other commitments, and social problems with housemates are not usually admissible. Problems with e.g. printers/computers, getting hold of books, bunching-up of essay-deadlines are not considered acceptable excuses. Nor is involvement in an extracurricular activity, whether sport, drama, or music.

Please note also that long-term chronic conditions and/or disabilities are not automatic reasons for extensions, and should not be claimed as Mitigating Circumstances, but rather dealt with through the process of reasonable adjustment, unless there has been a significant deterioration in the chronic condition or disability. If you have an official recommendation from Disabilities that reasonable adjustment (RA) for your condition includes considering flexible deadlines for essays you should apply for these in advance of the deadline, using the Mitigating Circumstances Form above (if applying via RA further evidence of your condition is not required).

**Students who wish to apply need to complete the Mitigating Circumstances Form (see above) and submit it the Department's Mitigating Circumstances Officers via email to [classics@warwick.ac.uk](mailto:classics@warwick.ac.uk) AND to the Senior Tutor, Professor Suzanne Frey-Kupper, [s.frey-kupper@warwick.ac.uk](mailto:s.frey-kupper@warwick.ac.uk)**

**The form has to be submitted at least one full working day before assessment deadline (this means by 12 noon on Friday for a 12 noon deadline on Monday), with response (granting/refusing) usually given within one working day and within a maximum of 3 working days. Forms submitted less than one full working day before the deadline cannot usually be considered. A request for mitigation which is approved after the deadline has passed can include the waiving of lateness penalties. Essays which are submitted on time, but where it is subsequently deemed that the circumstance would have qualified for an extension will be discussed at the Mitigating Circumstances Panel in June.**

**Evidence to support the case must be submitted with the Mitigating Circumstances Form, or as soon as possible thereafter, in person to the Department office or via email**

to [classics@warwick.ac.uk](mailto:classics@warwick.ac.uk) All extensions granted will be conditional on receipt of evidence.

When an extension is granted, students must check that the extension is recorded on Tabula. Only in very exceptional circumstances will an extension be allowed beyond one week.

**Table: Circumstances normally eligible for consideration and evidence required**

<p><b>Mitigating Circumstance</b>  <b>A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments.</b> Where this permanent condition has already been adequately adjusted for through Special Examination arrangements or other reasonable adjustments only the deterioration counts as a Mitigating Circumstance.</p>	<p>Evidence MUST include:</p> <ul style="list-style-type: none"> <li>(i) Letter from health professional, or Disability Services, or Mental Health and Well Being on official, headed paper (or have an official stamp) confirming deterioration with dates AND</li> <li>(ii) Must be written at the time of the deterioration* AND</li> <li>(iii) Must attest to evidenced impact on the student.</li> </ul>
<p><b>Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.</b></p>	<ul style="list-style-type: none"> <li>(i) Letter from an appropriately qualified health professional (e.g. medical doctor, nurse) on official, headed paper or have an official stamp confirming illness with dates AND</li> <li>(ii) Must be recorded at the time* of the serious illness, accident or trauma AND</li> <li>(iii) Must attest to evidenced impact on the student.</li> </ul>
<p><b>Death of someone close to you.</b>            Bereavement at assessment time or in preparation for it earlier in the academic year (not normally more than 6 months after the event). 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, if it can be demonstrated that the relationship was close.</p>	<ul style="list-style-type: none"> <li>(i) If relationship is close and death occurred within the last six months, copy of the death certificate or order of funeral service in case of a death certificate not being available. OR</li> <li>(ii) If death occurred more than six months ago, evidence of impact on ability to do the assessment; such as from a doctor or counsellor or Students' Union Advice Centre. OR</li> <li>(iii) If relationship is not close and regardless of time of death, evidence of impact on your ability to do the assessment, such as from doctor or counsellor or Students' Union Advice Centre.</li> </ul>

## 5. Departmental Student Prize

The Final Exam Board, with the input of the External Examiner, will award a prize to the Best Overall MA Student.

## 6. Pastoral Care and Welfare

### 7.1 Personal tutoring system

Your Personal Tutor is an academic member of staff who is assigned to you by your Department. They are your first point of contact for discussing your academic progress and development, and for seeking guidance around Departmental and University regulations and policies, and development opportunities. Personal Tutors can also signpost and refer you to central student support services (disability services, counselling services, and mental health and wellbeing). They will also talk through your Personal Development Plan with you and help you plan for your career progression.

In cases where you feel that the nature of a problem is such that you need to discuss it with someone other than your Personal Tutor, please approach the member of staff you feel most comfortable with, or Suzanne Frey Kupper (Senior Tutor), Zahra Newby (Head of Department) or David Fearn (Deputy Head).

Over the course of your studies, you will probably find that your Personal Tutor has research leave. In such an event, you will be allocated a new Personal Tutor.

*For further details visit:*

<https://warwick.ac.uk/fac/arts/classics/students/guidance/personaltutors/>

#### 7.1.1 Academic references

Please give your Personal Tutor or other member of academic staff plenty of time before a deadline in order for them to be able to write you a meaningful reference. It is courteous if you first ask a tutor for permission to name him/her on an application form (this applies equally once you've left too). It is in your interests to send a copy of your application form and a copy of your c.v. to your referee, and preferably to meet to discuss the position you are applying for. This way, your chances of obtaining a detailed letter of support are markedly increased.

#### 7.2 University Student Support

The University offers a wide range of specialist support services, including wellbeing, mental health and counselling.

<https://warwick.ac.uk/services/wellbeing>

Other sources of help for students include the SSLC, Students' Union, University Senior Tutor and the Chaplains. If you need support, please do reach out for help.

#### 7.3 Disabilities

Students who have or suspect they have a disability are urged to discuss this with their Personal Tutor and with the Department Disabilities Coordinator, Professor Suzanne Frey-Kupper, so that appropriate measures can be taken to minimise their effect upon academic performance. Once you have seen an advisor in Disabilities Support, please



give permission to him or her to pass on to the Dept relevant information that will allow us to offer you appropriate support. See also <http://www2.warwick.ac.uk/services/tutors/disability>.

This broad term covers hearing and visual impairments, mental health difficulties, Specific Learning Differences such as dyslexia, mobility impairments, Autistic Spectrum Disorders and 'unseen' disabilities such as asthma, epilepsy and diabetes and other chronic health conditions.

Each year, we have students joining us who have been diagnosed as having dyslexia while at school, and have been allowed extra time. Extra time is also available in university exams, but you will need to arrange to have a new assessment. The university also has a system of yellow stickers so your dyslexia can be taken into account in written work. **Students with diagnosed dyslexia are responsible for obtaining yellow stickers from Disabilities Services and for affixing them to assessed essays in PDF form and exam scripts.**

With the higher demands of study at university level, and the amount of reading that is required for a humanities degree, it is not unusual for students to suspect that you may have previously undiagnosed dyslexia. If you suspect you may have dyslexia, or need to arrange a fresh assessment please consult Disabilities <https://warwick.ac.uk/services/disability/howwecanhelp/screening/>