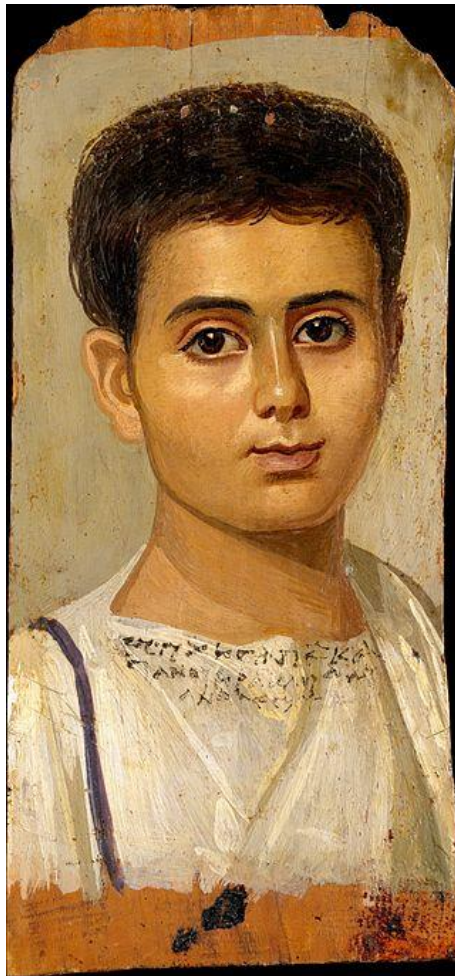


Department of Classics and Ancient History
University of Warwick

Taught MA in Ancient Visual and Material Culture

Taught MA in Visual and Material Culture of Ancient Rome

Taught MA in Visual and Material Culture of Ancient Greece



Painted mummy cover of a young boy, identified by the inscription as 'Eutyches, freedman of Kasanios';
c. AD 100-150, encaustic on wood; New York, Metropolitan Museum of Art, Acc. no. 18.9.2
(Wikicommons)

Handbook 2024/25

Taught MA Coordinator and Programme Convenor: Prof Suzanne Frey-Kupper

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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.

- **Wed. 2nd Oct. 11am-1pm (FAB2.23 Antiquities Room):** Making the most of the MA in Ancient Visual and Material Culture (SFK). This meeting will introduce you to the MA Programme in more detail
- **Wed. 2nd Oct. 1-2pm:** Welcome party, Classics Department

If you have any queries before or after these meetings, please feel free to email Suzanne Frey-Kupper (S.Frey-Kupper@warwick.ac.uk) for further information.

The first sessions for the optional modules are as follows:

- **Numismatics: Thursdays, 1-3pm 3.00-15.00 (starts in week 1 and is run in odd numbered weeks over both terms);** Location: FAB2.23 (Antiquities Room).
- **Art of the Ancient World: Tuesdays 10am-12noon, in Term 2.**

The first sessions for language modules will take place in week 1 in Classics for Greek & Latin modules (starting Tuesday), and in SMLC for modern languages. 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 Visual and Material Culture: Course outline

1.1. Outline

These taught MA courses provide an overview of the scope of the visual and material culture of the ancient world, the ways in which it might be studied, and the questions that can be asked of it. The core module gives students an awareness of historiography and methodological issues affecting the study of the material culture of the ancient world as well as inviting them to consider the ways in which its study can contribute to our picture of antiquity. Optional modules allow students to develop their interests in particular aspects of the subject (art, epigraphy, numismatics, or an approved external option) in more depth, while the language component provides the linguistic skills necessary to conduct further research. 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 on tabula. Titles for all assessed work must be formally approved by the designated contact by the date stated here.

Except for language the format of teaching is Seminars in which each student gives a Powerpoint Presentation of ca. 15 min., followed by 15 min of discussion based on the general bibliography all students are expected to engage with. There is a break halfway through the two-hour Seminar.

The presentations are based on topics and bibliography the students get a week before the seminar. Tutors are happy to tailor topics to the interest of the students who in turn are welcome to expand their research beyond the core bibliography. The students are expected to work independently although the tutors are happy to offer support.

Core Module – 'Approaching Ancient Visual and Material Culture' CX901-30

(various module tutors, convenor Prof. Suzanne Frey-Kupper)

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

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

2 optional modules chosen from the following (Students on Rome and Greece strands take one of these as an option and the other as an insurance module):

Ancient Numismatics CX902-30 (Prof. Suzanne Frey-Kupper):

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

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

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

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

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

Classical Epigraphy CX900-30 (convenor Prof. Alison Cooley)

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

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

(in 2024/25 not run due to low number of uptake)

MA in Visual and Material Culture of Ancient Rome:

Core + option + language (usually Italian unless you have prior knowledge)

BSR Postgraduate City of Rome Course: **CX910-30**

Dates: April-May 2025

Application deadline as on BSR website

The course fees are paid by Warwick via fee transfer system. However, you are responsible for paying for your own travel to Rome and for accommodation expenses. Accommodation is provided by the British School at Rome at approx. 2,500 euros for a shared room and 3,000 euros for a single room for room and full board (weekdays only: no dinner is provided on Saturday nor lunch on Sunday) and for the 8-week course. Some bursaries are available.

Students on the Rome strand of the MA should be aware that the Department is not able to guarantee a space on the BSR course. Yet, once the students have accepted a place they are committed to attend the course in Rome. Students also need to ensure they choose the right module on their module choices (for module codes see above) from the start. Should you be unsuccessful in gaining a place you would take a second optional module at Warwick and graduate with the Taught MA in Ancient Visual and Material Culture.

MA in Visual and Material Culture of Ancient Greece:

Core + option + language

BSA Postgraduate Course: **CX909-30**

Dates: as on BSA website

Application deadline as on BSA website

The course fees are paid by Warwick via fee transfer system and includes accommodation at the BSA. However, you are responsible for paying for your own travel to Greece. Some bursaries are available. For this module you attend the BSA course and then write your assessed essay on your return to the UK.

Students on the Greece strand of the MA should be aware that the Department is not able to guarantee a space on the BSA course. Yet, once the students have accepted a place they are committed to attend the course in Greece. Students also need to ensure they choose the right module on their module choices (for module codes see above) from the start. Should you be unsuccessful in gaining a place you would take a second optional module at Warwick and graduate with the Taught MA in Ancient Visual and Material Culture.

Language Modules:

Greek or Latin at appropriate level, or Italian:

Usually 3 hours per week

Assessed by examination + a language dossier (except for Advanced Ancient Language)

For detailed information regarding the content and aim of the dossiers see:

Masters Language training: CX911-30

Latin or Greek language according to levels: classes will be run alongside Undergraduate levels i.e. for Greek: Beginners (Greek Language), Intermediate (Greek Language and Literature); Advanced (Greek Literary Texts)

For Latin: Beginners (Latin Language), Intermediate (Latin Language and Literature);

Advanced (Latin Literary Texts or MAT level ancient language when available and at the right level)

Students are asked to check their level with the module tutors.

Advanced Ancient Language CX908-30

As confirmed with tutors.

Beginners/intermediate/advanced as confirmed with Italian Dept

Initial test tbc

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. Field trips and Course Costs

As part of the teaching on these degrees there will be field trips arranged to nearby museums. For the core module trip to the British Museum in Term 1, a free coach will be provided from campus. For other trips, you are advised to pre-book travel as early as possible in order to secure cheap travel (e.g. via thetrainline.com). You will also find it cheaper to buy a 'split ticket' for travel to Oxford (splitting the fare at Banbury). An allowance of up to £75 per student is available to support travel costs incurred: you will need to present original receipts and complete a claim form in the Dept office within 2 months of the travel in order to claim this (no later than June 2025). Any additional costs are payable by students themselves.

See also above for details of the additional costs for students on the Rome/Greece MAs.

1.4. Essay Deadlines

Module	Title to be approved by	Deadline for title approval	Submission deadline (12 noon)
Core	SFK	04.12.24	10.01.25
Numismatics	SFK	07.03.25	21.03.25
Art	ZN	14.03.25	04.04.25
BSR City of Rome		tbc BSR	tbc BSR
Language Dossier	SFK	11.03.25	06.06.25
Dissertation	SFK/ZN/AC/PG/TVA	13.06.25	05.09.25

For essay deadlines see also modules on Moodle and Tabula assessments page

For advice on the format of the Language Dossier, 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/>

Language Dossier

2.1. Aim

The aim of the language dossier is to show that you can apply the linguistic skills you have acquired to the study of ancient visual and material culture. It is worth 50% of the final mark for the language module (the examination/assessment completed for the taught module makes up the other 50%) and is due in by **Friday 6 July 2025, 12 noon**. The contents of your dossier must first be approved by Prof Suzanne Frey-Kupper by **Tuesday 11 March 2025, 12 noon**. The Advanced Language module does not require a language dossier; all other language options do.

2.2. Cover page

As on other written work, but please specify also which level the dossier relates to. Please do not put your name on the dossier, only your student ID number.

2.3. What the dossier should contain: Ancient Greek or Latin:

THREE passages in the language you have been learning together **with your own translation AND commentary** setting them in the context of the course and considering them as literary texts (as appropriate). The total length of each commentary will be min. 500 words to max. 750 words. Transcriptions, translations, footnotes and bibliography are not included in the word count. The texts chosen should be properly researched, and consideration should be given to other views of their interpretation, fully supported by footnote references and bibliography.

Some examples of suitable material are given below. It will be best to try to achieve a cross-section of different types of evidence. If you think of other possible examples, do ask to see if they are suitable.

1. An inscription

You should include the following:

1. edition(s) consulted - both online and printed
2. majuscule transcription
3. minuscule transcription, showing how abbreviations should be expanded
4. your own translation
5. short commentary (500-750 words): this may consider its text (have readings of it changed over time/ how secure is the transcription/ are there alternative ways to expand abbreviations?); it must set it into context, explaining where it was found or is likely to have been set up, discussion of how to date it, and its relevance to the study of ancient material culture (how typical/atypical is it; does it show regional characteristics?). Comments could consider its dimensions and physical appearance (if possible, include a photograph/ drawing of the inscription to help with this); topographical context; historical significance (social - cultural - political - economic); linguistic features (including discussion of onomastics). Not every inscription will result in a commentary covering all of these points; this list is simply to offer guidance as to the sort of questions you may like to address.

2. An object where text and image are combined,

You should include the following:

1. Your own transcription. For inscriptions and coins, you should offer majuscule and minuscule transcriptions, showing how abbreviations should be expanded
2. Your own translation.
3. Commentary (500-750 words) appraising the effect of this combination of text and image (e.g. a coin with legend, a funerary or votive relief, a statue dedication).

3. A passage from an ancient author which gives an account of an artist, statue, monument or site (eg from Vitruvius, Pliny *NH*, Pausanias)

You should include the following:

1. supply the original text, checking you've copied it accurately, stating which edition you have used

2. your own translation
3. commentary (500-750 words), drawing out the important elements of the passage and commenting on any difficulties in translating terms. Consult scholarly commentaries in order to help you consider literary context, style, historical context. Include brief account of the author's date, context etc.

Your choice of passages will depend on your levels of attainment in the language: beginners may select simple inscriptions, coins, or short combinations of text and image; those studying at higher levels should choose more complex/longer passages and discuss their problems of translation and interpretation more.

In brief, this exercise involves you selecting gobbets of the sort you might find on an exam paper, and writing an account of them. **Full references and bibliography** are required.

Examples of dossier selections

Latin Language:

- Martial *Epigram* 12.54; *CIL* VIII 2583; Cicero *De oratore* 1.61.260-61
- *RIC* 1² 358; *RGDA* 1-3; Pliny *NH* 34.57-58

Latin Language & Literature:

- *CIL* XII.218 funerary inscription; *CIL* XI 8769 ash chest; Pliny the Younger, Letter 9.19
- Cicero, *ad Fam.* 7.23.2; *CIL* VI 896 (both inscriptions on Pantheon); *CIL* XIII, 8648, epitaph of Caelius

Greek Language & Literature:

- Kroisos Kouros *IG* I³ 1240; paragraph of Philostratus; part of Aphrodisias archive wall.

1.5. What the dossier should contain: Modern Languages:

The aim of this dossier is to consolidate the transferrable skills that you have developed in learning Italian within the context of simulated 'real-life' situations that you might encounter in the course of your research & future career.

Marking criteria are available at the bottom of the following webpage:

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

(see also Appendix at the bottom of this document).

The word count for the different components of the language dossier is +/- 10% as for any other written work.

Language dossier should include for modern languages (Italian or German):

1. A formal letter written in Italian or German introducing yourself to a museum curator or superintendent of an archaeological site or area (along with correct address of museum/archaeological site available on the web). The letter should

outline your motivations for wishing to visit this museum or site, e.g. explain what your research interests are and what the specific research purpose of the visit is; identify which particular material/site you wish to see and why; and (if relevant) request to photograph the material for research purposes. Please provide a list of inventory numbers for the objects you would like to study or, if unknown, provide a list of relevant publications (suggested word count: 200 words for beginners in Italian; 500 words for intermediate and advanced in Italian. List of inventory numbers/publications is excluded from the word count).

Aims:

You are expected to demonstrate your ability to

1. Write a formal letter in grammatically correct Italian or German;
2. Formulate your arguments in a clear, articulate and convincing way;
3. Describe your research interests and scope of visit in a clear and concise way.

Tips:

1. Be brief and concise.
2. Do not write an unnecessarily long letter.
3. You will be practising letter-writing skills in the Italian or German module you are taking. You are strongly encouraged to use the relevant components of the Italian module (i.e. specific classes on letter writing, non-assessed homework on relevant topics, etc.) to acquire and improve the skills required to write a formal letter.

2. **A critical analysis (in English)** of a museum label (written in Italian or German) OR catalogue entry (**written in Italian or German**) for an object you have studied (suggested word count: approx. 200 words for the Italian text; 500 words for the critical analysis). This should include a transcription of the label/catalogue entry, an illustration of the object, an English translation of the label/entry, and a critical review of the label/catalogue entry discussing its significance (e.g. format, expression, audience, aspects the label/entry does or does not cover, and why) and context (e.g. if part of an exhibition). Please add (if relevant) footnotes and bibliography (not included in the word count). Please include a photograph/ copy of the museum label under discussion in your dossier.

Learning outcomes:

You are expected to demonstrate your ability to

1. Provide a clear, grammatically correct English translation of a short Italian text;
2. Engage critically with catalogue entries/museum labels by identifying any issues and contextualizing the material studied.
3. **A critical review (in English)** of a scholarly article (**written in Italian or German**) relevant to visual and material culture (word count: between 800-1,000 words). Outline the content of the article in your review, its major findings, how this contributes to the subject more widely, and (if relevant) identify any significant issue or gap in the article (aspects the article might miss out or overemphasize, methodological problems). Please give full bibliographic reference and web link/PDF file for the article and add footnotes and bibliography (not included in the word count).

Learning outcomes:

You are expected to demonstrate your ability to

1. Provide a clear and concise summary, in English, of an Italian scholarly article, covering all relevant aspects;
2. Evaluate critically the arguments of the article;
3. Set the findings of the article in a wider scholarly context.

Tips:

1. You are free to be creative with the choice of material, but you are strongly encouraged to discuss your choice with Prof Suzanne Frey-Kupper.
2. Make sure you choose material that can be easily summarized and with a clear line of argument;
3. In the past, students have based their critical review on EITHER a fully developed academic article relevant to their dissertation topic; OR a substantial entry from the *Enciclopedia dell'Arte Antica* or the *Enciclopedia Treccani (Arti visive)*; OR the scholarly section of the website of an Italian museum.

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

**Friday 5th Sept 2025, 12 noon
(to be uploaded on Tabula)**

3.3. Format

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

Departmental **cover-sheet for your essay**

- 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 (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.

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 of 5 marks per day (even if it is only 2 minutes past the deadline).

For details of how to submit work electronically please visit

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

Tabula will only accept particular file types, and we need to be able to open your work to mark it. So for essays or written work please submit your assignment as either .doc, .docx, .rtf, or .pdf. If you try to submit a file with a different extension, Tabula may not accept the file, or we may not be able to open the file in order to mark it. It is your responsibility to ensure you upload the correct file, in the correct form.

There is a limit of 20MB of size for submission of files. If you are using a lot of pictures and your file is larger than 20MB, save your file as a pdf, and then reduce the resolution. The hard copy of the essay will allow you to submit images of better quality.

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.

For advice on presentation and referencing, please see the Classics Style guide:

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

(under righthand resources)

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.

Students absent from the University on a course in the BSR at the time of a deadline must submit their essays electronically.

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

5.1. 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)
- Language 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%) OR Advanced Ancient Language – two examinations, in spring and summer (equally weighted)
- One 15,000-20,000 word dissertation (worth 60 CATS, so twice as much as the other assessments)

*In the MA in the Visual and Material Culture of Ancient Rome, the module taken in Rome is assessed as follows: class participation 5%, seminar presentation 5%, essay 90%.

*In the MA in the Visual and Material Culture of Ancient, the module taken at the BSA is assessed through marks given for class participation and seminar presentation (worth 10% of total module) awarded by the BSA tutor, and a 5,000 word essay (90%), which is marked at Warwick.

In addition to the overall Rules for Award, outlined below (5.5), the following modules MUST be passed for the award of a Masters' degree:

Degree	Core modules which must be passed
Ancient Visual and Material Culture	CX901 Core 'Approaching Ancient Visual and Material Culture' *CX907 Dissertation
Visual and Material Culture of Ancient Rome	CX901 Core 'Approaching Ancient Visual and Material Culture' *CX907 Dissertation
Visual and Material Culture of Ancient Greece	CX901 Core 'Approaching Ancient Visual and Material Culture' *CX907 Dissertation

*Students who pass the required credit including modules above, but fail the Dissertation may be eligible for a PG diploma, certificate or award as outlined in 5.5

5.2. 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
Assessments administered by the BSR or the BSA

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/fac/arts/classics/intranets/students/mitigatingcircumstances/>

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 should be made on Tabula through the ‘mitigating circumstances’ tab and will be sent for approval to Suzanne Frey-Kupper (MAT convenor) and Zahra Newby (Senior Tutor)**. 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.

See further [Dept pages on Mitigating Circumstances and Reasonable Adjustment](#).

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.

5.3. Academic Misconduct

Academic misconduct, **defined as ‘the attempt to gain an unfair advantage’** 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.

To avoid any confusion however you should take special care with four things:

- **Cite the sources you are using;**
- **Use quotation marks for the words you are quoting directly;**
- **Do not self-plagiarise – i.e. repeat material between essays;**
- **Be EXTREMELY careful in your use of AI/Chatbots as sources for research (see below).**

5.3.1 Avoiding academic misconduct

All written work produced for assessment must be entirely original. 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 academic misconduct. **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 always 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.

All students are required to complete the [Moodle on Avoiding Plagiarism](#) by the end of Term 1.

Academic Misconduct and Use of Artificial Intelligence (AI) generative language tools

Artificial Intelligence (AI), particularly AI-based generative language tools such as **ChatGPT**, has had a lot of media attention in recent months. The University recognises that AI is here to stay and may be relevant for your assessments. This guidance will help you to understand when it is appropriate (or not) to use AI.

A good simple rule to follow is that you MUST NOT use generative AI tools (e.g., ChatGPT) to create content which is presented as your own work. You MAY use non-generative tools, such as a spelling-checker or basic grammar-checker. The most important thing to remember is that you must be able to demonstrate intellectual ownership of your work. If you have further questions, you can speak with your Personal Tutor or module convenor.

You are not permitted is unacknowledged use of AI-generated content within submitted coursework, as this constitutes plagiarism and is a university-level academic offence. There are tell-tale signs of AI-use that markers will be on the look-out for.

The Classics department's current position is that the use of AI is permitted in a limited number of situations, and it MUST always be used in a responsible and open manner. Where AI has been used, the reason for its use MUST be stated, any output MUST be clearly identified in the submission, and you MUST be able to demonstrate intellectual ownership of the work.

For instance, it is possible to use AI to help you understand complex concepts by explaining them to you in simpler terms. Similarly, AI may help in preparing for an

assessment, e.g., creating essay plans to help organise your thoughts – although it's likely that your own structure will be better!

While translating source material is permitted (if properly referenced), using AI to rewrite or translate text that you have drafted is NOT permitted as this is prohibited by the University's Proofreading Policy

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/. It is important that you develop your own 'academic voice', and markers would much prefer to read imperfect English in your 'voice' than perfect English written by someone (or something) else.

Of course, AI should NOT be used to create content which is presented as your own work – this is plagiarism.

A generative AI use-declaration is part of the coursework coversheets.

In addition, if a generative AI has been used in the process of completing an assessment, you MUST clearly state within your submission:

- WHY you used a generative AI;
- WHAT it was used for;
- WHICH AI and what prompts were used;

Appropriate use of AI will not result in any penalty, but your marker may comment on your use of it.

A failure to disclose the use of AI, or the use of a misleading description of its use, may have significant consequences for your studies and may be prejudicial in any later Academic Misconduct investigations should they arise. As a result, you are advised to keep good records such as screengrabs of any interactions you have with generative AI, in case you are requested to explain further how and why it was used.

For more university-level guidance on use of AI in the course of your studies, see <https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/artificial-intelligence>

5.3.2 Procedure for Investigating Suspected Cases of Cheating

5.3.3.1 A distinction should be made between poor academic practice and academic misconduct. Poor academic practice typically (but not exclusively) occurs when the referencing is inadequate, but not in a way which suggests an attempt to gain an unfair advantage. 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.

5.3.2.2 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 under 5.8.2.1 determined by the Module Leader.

5.3.3.3 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 ACP. 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.

5.3.3.4 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.

5.3.3.5 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.

5.3.3.6 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 Academic Integrity Committee (AIC). 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 Academic Integrity Committee (AIC), 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 Academic Integrity Committee (AIC) is invoked.

5.3.3.7 Penalties available to the Department are as follows:

(i) A reduction in mark for the piece of work in which the academic misconduct 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.

5.3.3.8 Cheating to be referred to the Academic Integrity Committee

If the Departmental investigation concludes that a more severe penalty should be imposed than the Department is permitted to give under University regulations, the case

should be referred to an Academic Integrity Committee (AIC). This is a University level committee. The following are examples of cases that should normally be referred:

- (i) Allegations relating to an assessment that contributed to the previous approval of an award to the student;
- (ii) Allegations relating to contract cheating;
- (iii) Where the penalty or penalties imposed would potentially result in the student being ineligible to qualify for the award for which they are registered, irrespective of whether this is a consequence of one or several allegations of academic misconduct;
- (iv) Complex allegations of collusion between students, such as where the number of students involved or the complexity of the learning activity make a resolution at University level desirable;
- (v) Cases of repeat offences that cannot be adequately resolved by an ACP;
- (vi) Where an ACP considers a sanction adequate that only an AIC can impose;
- (vii) In other situations where there is an institutional interest in a resolution of the allegation at AIC level.

5.3.3.9 Retrospective checking

Where a final decision of cheating is declared, the Department is entitled to check the student's other assignments for similar offences. If further instances are identified and proven, this may result in the application of penalties retrospectively. Repeat cases will normally be referred to an AIC, which may impose a more severe penalty than the Department has done.

For full details, see

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheatinginauniversitytest

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.

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/ for full details.

4.4. Marking and Marking Descriptors

All work submitted for modules in Warwick is double-marked internally. The BSR essay is first-marked by the BSR course director + then 2nd marked internally. Supervisors will not act as the first marker of a dissertation, though they may act as second marker. 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. The bibliography is extensive and normally in more than one language.

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.

0-44 (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.

4.5. Examination Procedures

NB These procedures are based on the University's assessment conventions. In the event of discrepancy the University conventions take precedence and can be found here: <https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/#PGT>

- An interim examination board will be held in June to review performance on the taught element of the course. Any student who has failed a module overall has the right to remedy failure. The language module will be deemed to have been passed if the final overall mark is 50 or over; there is no requirement to pass each individual element of assessment. This board will determine whether students are able 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.
- 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.

Students who obtain a mark of 30 or less in 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 (unless actions are taken in relation to mitigating circumstances under the Board of Examiners' Discretion).

Where postgraduate taught students have failed the first attempt of a taught module, dissertation or similar piece of independent project work as a result of penalties for late submission, the student should receive a fail for the assessment. In light of the fail mark, departments will have the discretion to either require:

- a. The student to undertake a new assessment, dissertation or project and the mark awarded to be capped at 50; *OR*
 - b. In instances where it is impractical for the department to allow the student to undertake a new assessment, the student will not be permitted an opportunity to resubmit their work, but a capped overall module mark of 50% will be awarded at the next meeting of the Board of Examiners.
- 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 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.

The various elements of the MA are weighted as follows:

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

For those students taking the MA in the Visual and Material Culture of Ancient Rome, the marks given by the BSR are weighted accordingly: class participation 5%, seminar presentation 5%, essay 90%.

For those students taking the MA in the Visual and Material Culture of Ancient Greece, the marks for the BSA module are weighted accordingly: participation 10%, essay 90%.

For students entering from 2023-24, the following rules for award apply:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward>

Postgraduate Taught Degree Classification

1) For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with Distinction	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with Merit	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG Award	50.0% - 59.9%
Fail	49.9% and below

2) For a Postgraduate Taught award, or any associated exit qualifications, to be provisionally classified in the class indicated by the award classification average a student must meet the requirements set out below:

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7) 40% (FHEQ 6)	7	40
PG Award	20	20	50%	7	20
<p>*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of failed module(s)</p> <p>**The award of Postgraduate Diploma may be made where a student has obtained 90 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of failed module(s).</p> <p>***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.</p>					

Borderline Criteria

Where a postgraduate taught student's overall award classification average is within 2.0 percentage points of the borderline to the Distinction and Merit category, the student must be promoted if 50% or more of the weighted credits counting towards the classification are above the class boundary and this should also include the compulsory dissertation.

Irrespective of the award classification average attained by a student, and subject to the provisions of section 7 of the 'Rules for Award' (Board of Examiners' Discretion, see 5.6 below), no student may receive an award with merit or distinction if the student has not received the minimum pass mark for any module.

Mitigating Circumstances / Board of Examiners' Discretion

- Where there is evidence of serious medical or personal problems disclosed to, and discussed by the relevant departmental Mitigating Circumstances Panel, that panel may make recommendations to the relevant Board of Examiners as to the extent to which these circumstances should be taken into account, as set out in the [Mitigating Circumstances Policy and Guidance](#).
- The Board of Examiners must not amend module or component marks as a result of accepted mitigating circumstances claims. However, under [certain circumstances](#) the board of Examiners is permitted to recalculate a module mark. A recalculation must only be based on the elements of the assessment which were not affected by mitigating circumstances.
- Any discretionary consideration should be clearly minuted by the Board of Examiners

More information on examining, including the procedure and grounds for appeals can be found at [Appeals \(warwick.ac.uk\)](#)

Key Documents:

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

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

Mitigating Circumstances: Guide for Students:

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

Mitigating Circumstances Officer (PGT):

Mrs Susan Doughty

Mitigating Circumstances Panel membership (for PGT students):

Head of Department: Prof David Fearn

Senior Tutor (Chair): Prof Zahra Newby

Director of Graduate Studies and PGT Exams Secretary: Prof Caroline Petit

MAT Course-coordinator: Prof Suzanne Frey-Kupper

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 documentation in support of any claims in relation to circumstances that may have affected Summer-term exam performance or PG language dossier is **Wednesday 11th June 2025**, 12 noon.

The deadline for final submission of documentation in support of any claims in relation to circumstances that may have affected the dissertation will be confirmed over the summer vacation.

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.

Prizes The Final Exam Board, with the input of the External Examiner, will award prizes as following: Departmental Prize for the Best Overall MA, and the Sara Elizabeth Jennings Prize for best Dissertation.

5. 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 Zahra Newby (Senior Tutor), David Fearn (Head of Department) or Alison Cooley (Deputy Head).

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, Emmanuela Bakola, 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.

Appendix I**MAT Language Dossier Marking Criteria****Modern language**

[Fail]

0-30

- Into the modern language - the student fails to communicate with the reader successfully in the chosen language. The overall sense is lost in a mass of syntactical and vocabulary errors.
- Translating from the modern language – the student fails to understand what (s)he has translated. Large portions of the translation/summary make no sense or misrepresent the original text. Use of English is seriously flawed.

31-49

- Into the modern language – the student’s use of language is full of errors and struggles to be understood.
- Translating from the modern language – the student has only a very limited understanding of what has been translated. Use of English is poor.

[Pass]

50-59

- Into the modern language – the student can communicate the basic message, but has significant gaps in understanding how to use syntax and vocabulary, and not always successful in choosing the appropriate linguistic register.
- Translating from the modern language – the student has understood the main outlines of what has been read, but may not appreciate all the details. Use of English may have some minor flaws. Commentary will show in general terms the relevance of the passage for the study of visual and material culture.

[Merit]

60-69

- Into the modern language – the student demonstrates ability to communicate effectively in modern foreign language, choosing appropriate forms of address. There may be some minor grammatical slips or inappropriate choice of vocabulary.
- Translating from the modern language – the student has understood the vast majority of the text, but may have missed some minor details. Sound use of English. The commentary shows a good grasp of the relevance of the passage of the study of visual and material culture.

[Distinction]

70-79

- Into the modern language – the student demonstrates ability to communicate effectively in modern foreign language, in accurate and clearly expressed language. Shows an awareness of formal protocols of the medium and addressee. Makes a clear and persuasive case for the request being made.
- Translating from the modern language – has grasped both details and essentials of the text being translated. Excellent English. The commentary will reveal the ability to critique the passage's relevance to ancient visual and material culture, and will show an awareness of its scholarly context.

80-100

- Into the modern language- student presents a fluent, idiomatic text.
- Translating from the modern language – student offers a flawless account. Excellent English. The commentary will make sophisticated and original observations about the passage's relevance to ancient visual and material culture, and will locate fully in its scholarly context.

Ancient language

[Fail]

0-30

- Translation shows serious weaknesses. No evidence that student has understood the original language in the text. Commentary contains little content of value; poorly structured and unpersuasive arguments and reasoning. Comments are demonstrably inaccurate. Makes no relevant comment on text's significance to visual and material culture. Poorly written and rambling. Misunderstands linguistic features and/ or historical context. Lacks necessary scholarly apparatus (footnotes/ bibliography).

31-49

- Translation shows serious weaknesses in linguistic understanding. Commentary is limited to general comments. Structure of arguments and their cogency show signs of confusion or are short of detailed and clear reasoning. General comments on visual and material culture, but unrelated to the text. Engages superficially with a small range of secondary scholarship. Scholarly apparatus weak. Use of English lacks clarity and accuracy.

[Pass]

50-59

- Translation is too derivative from a published version, not demonstrating the student's own understanding of how the syntax is working. Is aware of a range of scholarship, but analysis mainly summarises the reading rather than advancing own views. Little use of comparanda to illustrate the source's relevance for the study of visual and material culture.

[Merit]

60-69

- Translation is sound, but with some minor errors in syntax or vocabulary. Detailed knowledge of historical and literary context. Some use of comparanda. Some awareness of interpretative problems; makes sensible and well-referenced comments on the source's relevance for the study of visual and material culture. Some good comment on linguistic details of passage. Written clearly and accurately.

[Distinction]

70-79

- Accurate translation by student. Commentary demonstrates critical engagement with existing translations. Offers alternative translations/ interpretations, with supporting materials and comparanda. Analysis offers interesting and original observations on literary style and context and upon historical context. Illuminates issues of visual and material culture. Clear, insightful, methodologically aware, and convincing. Detailed knowledge of historical and literary context. Perceptive use of comparanda. Good and detailed analysis of language used in the passage. Written clearly and accurately. Engages critically with a broad range of secondary bibliography.

80-100

- Accurate translation of publishable quality by student showing good sense of linguistic nuances in the text. Commentary demonstrates critical engagement with existing translations. Offers alternative translations/ interpretations, with supporting materials and comparanda. Analysis offers interesting and original observations on literary style and context and upon historical context; insightful, methodologically aware, and convincing. Pertinent and original insights on the relation between linguistic detail and contextual and thematic analysis. High level of insight into source's significance to visual and material culture. Perceptive and extensive use of comparanda to discuss distinctiveness of this text. Acute appreciation of interpretative problems in dealing with this source. Written in flawless, clear English. Engages critically with a broad range of secondary bibliography.

Appendix II: Marking criteria BSR Taught Course.

a) For essays:

Distinction 70-100

The candidate's work will be authoritative, show full understanding of all the issues with originality in analysis; the full range of sources will be appropriately used, and the work will be well presented.

Bibliography in more than one language will be expected, and a careful and successful combination of on-site observation with ancient sources and secondary material.

90-100 (A++) Strikingly insightful, displaying for example: publishable quality, outstanding research potential, highest originality and independent thought, outstanding ability to make informed judgements, highest professional standards of writing and presentation.

80-89 (A+) Insightful, displays for example excellent research potential, very high originality, possibly of publishable quality, professional standards of writing and presentation.

70-79 (A) Excellent; displays for example high levels of originality, accuracy, evidence of the potential to undertake research, the ability to analyse primary sources critically, very good standards of writing and presentation.

60-69

The candidate's work will be independent, will show critical evaluation of full range of theories with some evidence of originality. Complex work and concepts will be presented, and key texts used effectively. The argument should be concise and explicit.

Bibliography in more than one language will be expected, and a careful and successful combination of on-site observation with ancient sources and secondary material.

The expectation would be that the work shows the capacity to work at least at Masters dissertation level.

65-69 (B+) Approaching excellence in some areas, evidence of the potential to undertake research,

60-64 (B) Well developed relevant argument, good degree of accuracy and technical competence

50-59

The candidate's work will show some capacity to reflect critically but with no significant evidence of originality. A sound knowledge of primary and secondary sources will be expected, and some indication of work in more than one language. The argument will be developed but lacking in fluency.

The expectation would be that the work does not by itself show the capacity to work at least at Masters dissertation level.

C (50-59) (55-59) approaching merit, sound degree of competency but incomplete with some inaccuracies

(50-54) broadly satisfactory, narrow argument, contains inaccuracies.

Fail 40-49

The candidate's work will show the barest knowledge and understanding, no successful engagement with either the on-site observation of material or primary and secondary literature. Such a grade will normally only be given where there is sufficient indication of a combination of documented factors which have interfered with the candidate's otherwise acceptable performance, and will only be given after consultation with the home University.

Fail 0-39

Where a candidate has not engaged with the work of the course and has failed to produce work of an adequate standard, with fundamental mistakes, no engagement with onsite observation and poor presentation, the British School at Rome will award a grade of 0.

b) For presentations:

Distinction 70-100

The candidate's work will be authoritative, show full understanding of all the issues with originality in analysis; the full range of sources will be appropriately used, and the work will be well presented. The independent research is at an advanced stage, but does not need to be concluded. They present in an engaging manner, making excellent use of relevant visual material (e.g. through a PowerPoint presentation or equivalent). Full use is made of the allotted time and is not exceeded. The candidate engages effectively with questions from other participants.

60-69

The candidate's work will be independent, will show critical evaluation of full range of theories with some evidence of originality. Complex work and concepts will be presented, and key texts used effectively. The argument should be concise and explicit. A considerable amount of independent research has been carried out at this stage. They present in a clear manner, making good use of relevant visual material (e.g. through a PowerPoint presentation or equivalent). The presentation is not significantly over or under the allotted time. The candidate engages with questions from other participants.

50-59

The candidate's work will show some capacity to reflect critically but with no significant evidence of originality. A sound knowledge of primary and secondary sources will be expected, and some indication of work in more than one language. The argument will be developed but lacking in fluency. A limited amount of independent research has been carried out at this stage.

The presentation is comprehensible, but suffers from issues such as digression and irrelevance. Visual material is included (e.g. through a PowerPoint presentation or equivalent), but is minimal, inaccurate or irrelevant. The presentation is significantly over or under the allotted time. The candidate provides limited responses to questions from other participants.

Fail 40-49

The candidate's work will show the barest knowledge and understanding, no successful engagement with either the on-site observation of material or primary and secondary literature. Such a grade will normally only be given where there is sufficient indication of a combination of documented factors which have interfered with the candidate's otherwise acceptable performance, and will only be given after consultation with the home University. Little independent research has been carried out at this stage. The presentation is inaudible or incomprehensible, lacking structure, and make no use of relevant visual material. The candidate fails to take account of the time allotted. They do not engage with questions from other participants.

Fail 0-39

Where a candidate has not engaged with the work of the course and has failed to produce work of an adequate standard, with fundamental mistakes, no engagement with onsite observation and poor presentation, the British School at Rome will award a grade of 0. No independent research has been carried out at this stage. The presentation is incoherent or undelivered, with no use of visual material. The candidates disregards the time allotted; they fail to not answer questions from other participants.

Appendix III : University Information

1. Community

At Warwick, we believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity status.

We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact.

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment.

We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, [equality and diversity](#), and mutual respect and consideration for the rights, safety and dignity of all.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community. Take a look at the following to help you understand what this means for you:

[Our values](#), the principles that set out expectations of how we behave as a University community, both as individuals and as an institution.

[Equal Opportunities Statement](#), setting the value we place on maintaining an inclusive environment where all can contribute and reach their full potential.

[Dignity at Warwick](#), setting out the policy that outlines unacceptable behaviours and the process on reporting and dealing with inappropriate behaviour.

[University Strategy](#), which sets our vision as a world-class university and our values.

[Warwick Student Community Statement](#), which sets out aims for the University as well as for students.

[University Calendar](#), the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour.

[Student Rights and Responsibilities](#), which provides quick and easy links to University regulations, policies and guidelines that govern what a student

2. For all students:

a. Feedback and Complaints

We want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. As part of this, we have a Student Feedback and Complaints Resolution Pathway and actively encourage feedback on all aspects of the student experience.

While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear procedure which you can use to make a complaint (<http://warwick.ac.uk/studentfeedbackandcomplaints/>).

b. Health, Safety and Wellbeing Policy Statement:

<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>

c. Smoking Policy:

<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy>

d. Anti Bribery Policy:

<https://warwick.ac.uk/services/gov/university-policies/antibribery/>

e. Attendance and Study

i. Regulation 36; Regulations Governing Student Registration, Attendance and Progress: <http://warwick.ac.uk/regulation36>

ii. Policy on Recording Lectures:

<http://warwick.ac.uk/quality/recordinglectures/>

iii. Regulation 31; Regulations governing the use of University Computing Facilities: <http://warwick.ac.uk/regulation31>

f. Recommended IT Device Specifications

During the 2021/22 academic year and beyond, students will need a personal computing device. As a result we have produced central guidance on the recommended specification for any device students use to undertake their academic work.

We have good quality IT workspaces and computing labs on campus, but due to the potential for ongoing social distancing or periods of self-isolation, we are advising all students during the 2021/22 academic year to have a personal computing device.

We recommend a laptop for portability, as they may need it on campus, in residences and at home during term time and holidays, and devices must support [Microsoft Office Pro Plus](#) (or equivalent), [Microsoft Teams](#) and [Moodle](#).

To participate in the learning and assessment for their particular course activities, students may need a different device specification. Departments will provide additional information to their students if required.

We are stressing to students that it is not essential to buy a new device to study at Warwick – a reliable laptop that is less than three years old is likely to be sufficient. For older laptops, we advise students to check their specification (going to System > Settings).

To find out more and read the full recommended technical specification for student devices, [please visit our website](#).

g. Assessment:

- i. University assessment strategies:
<http://warwick.ac.uk/quality/projects/assessmentreviewprogram/me/assessmentstrategiesproject>
- ii. Policy on the Timing of the Provision of Feedback to Students on Assessed Work:
<http://warwick.ac.uk/quality/categories/examinations/assessmentstrat/assessment/timeliness>
- iii. Moderation guidance:
<http://warwick.ac.uk/quality/categories/examinations/moderation>
- iv. Regulation 10; Examination Regulations:
<http://warwick.ac.uk/regulation10>
- v. Regulation 11; Academic Integrity:
<http://warwick.ac.uk/regulation11>
- vi. Regulation 23; Student Disciplinary Offences:
<http://warwick.ac.uk/calendar/section2/regulations/disciplinary/>

i) Regulations for Postgraduate Taught Students

https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg37pgt_pt1/