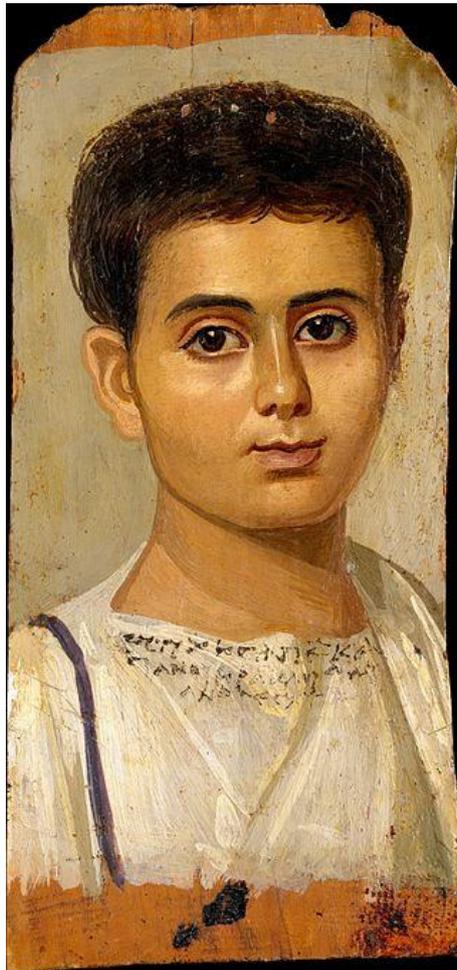


Department of Classics and Ancient History
University of Warwick

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 2020/21

Taught MA Coordinator and Programme Convenor: 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 Visual and Material Culture students will be with Prof. Zahra Newby and Dr Eris Williams Reed in week 1 on **Thursday 8th October, 10am-12pm**, in Room S2.81 (Social Sciences Building). 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>

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

The first sessions for the optional modules are as follows:

- **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 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 a core 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 p.7. Titles for all assessed work must be formally approved by the designated contact by the date stated here.

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

(various module tutors, convenor Dr Eris Williams Reed)

On Thursdays 10am-12pm (Room S2.81) with sessions as detailed on the website and, pending current UK government advice, a museum visit in Term 2:

<http://www2.warwick.ac.uk/fac/arts/classics/postgrads/modules/core/>

2-hour seminar every week in Term 1

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):

Classical Epigraphy CX900-30 (convenor Dr Eris Williams Reed)

On Tuesdays 1-3pm (Room S0.13):

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

Term 1: 2-hour seminar in Weeks 2, 3, 4 and 5

Term 2: 2-hour seminar in even weeks

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

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

On Tuesdays 1-3pm (Room S0.13):

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

Term 1: 2-hour seminar in Weeks 7, 8, 9 and 10

Term 2: 2-hour seminar in odd weeks

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.

MA in Visual and Material Culture of Ancient Rome:**Core + option + language**

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

Dates: as on BSR website

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. £2,200 for a shared 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.

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)

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. Where possible, you are advised to pre-book travel as early as possible in order to secure cheap travel (e.g. via thetrainline.com). An allowance of up to £50 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 2021). Any additional costs are payable by students themselves.

See also above for details of the additional costs for students on the Rome MA.

1.4. Essay Deadlines

Module	Title to be approved by	Deadline for title approval	Submission deadline (12 noon)
Core	EWR	25.11.20	25.01.21
Epigraphy	EWR	08.03.21	03.05.21
Numismatics	SF-K	10.03.21	17.05.21
Art	ZN	15.03.21	10.05.21
Language Dossier	EWR/ZN	17.03.21	09.06.21
Dissertation	EWR/ZN/SF-K	16.06.21	06.09.21

- Core Module: 5,000 word essay Monday 25 January 2021, 12noon
- Epigraphy: 5,000 word essay Monday 3 May 2021, 12 noon
- Numismatics: 5,000 word essay Monday 17 May 2021, 12 noon
- Art: 5,000 word essay Monday 10 May 2021, 12 noon
- Language Dossier Monday 9 June 2021, 12 noon
- Dissertation Monday 6 September 2021, 12 noon

BSR Course: Essay deadline – provided by the BSR

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/>

2. 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 **Monday 9 June 2021, 12 noon**. The contents of your dossier must first be approved by Dr Eris Williams Reed and Prof. Zahra Newby by **Wednesday 17 March 2021, 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 i.d. number.

2.3. What the dossier should contain: Ancient Greek/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.

2.4. 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):

1. **A formal letter written in Italian** 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;
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 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 catalogue entry (**written in Italian**) 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**) 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 Dr Eris Williams Reed.
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.

3. 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 Eris Williams Reed and Prof. Suzanne Frey-Kupper 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 (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.

4. 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. 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.

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 but do not need to provide a hard copy.

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.

5. 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) (each worth 15% of total mark)*
- 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)

*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%. The overall mark for this module is worth 15% of the total mark for the MA.

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/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.

5.3. 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.

5.4. 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/

5.5. 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 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.

5.6. 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)

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%.

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 Visual and Material Evidence + 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/>

5.7. 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

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

Mitigating Circumstances: University of Warwick policy:

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 AND to the Senior Tutor, Professor Suzanne Frey-Kupper, 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 – James Davidson
 Director of Education – David Fearn
 Taught MA Coordinator – Eris Williams Reed
 Mitigating Circumstances Officer – 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

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 AND to the Senior Tutor, Professor Suzanne Frey-Kupper, 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 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

Mitigating Circumstance

A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments. 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.

Evidence MUST include:

- (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
- (ii) Must be written at the time of the deterioration* AND
- (iii) Must attest to evidenced impact on the student.

Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.

- (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
- (ii) Must be recorded at the time* of the serious illness, accident or trauma AND
- (iii) Must attest to evidenced impact on the student.

Death of someone close to you.

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.

- (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
- (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
- (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.

6. Departmental Student Prize

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

7. 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/>

Appendix

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.