



*Promoting higher quality*

**The Quality Assurance Agency  
for Higher Education**

## **Subject Review Report**

March 2001 Q301/2001

King's College London  
Classics and Ancient History

## Reviewing the Quality of Education

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education (HE) in England and Northern Ireland from 1 October 1997 under the terms of a contract with the Higher Education Funding Council for England (HEFCE).

The purposes of subject review are: to ensure that the public funding provided is supporting education of an acceptable quality, to provide public information on that education through the publication of reports such as this one, and to provide information and insights to encourage improvements in education.

The main features of the subject review method are:

### Review against Aims and Objectives

The HE sector in England and Northern Ireland is diverse. The HEFCE funds education in over 140 institutions of HE and 75 further education (FE) colleges. These institutions vary greatly in size, subject provision, history and statement of purpose. Each has autonomy to determine its institutional mission, and its specific aims and objectives at subject level.

Subject review is carried out in relation to the subject aims and objectives set by each provider. It measures the extent to which each subject provider is successful in achieving its aims and objectives.

Readers should be cautious in making comparisons of subject providers solely on the basis of subject review outcomes. Comparisons between providers with substantively different aims and objectives would have little validity.

### Review of the Student Learning Experience and Student Achievement

Subject review examines the wide range of influences that shape the learning experiences and achievements of students. It covers the full breadth of teaching and learning activities, including: direct observation of classroom/seminar/workshop/ laboratory situations, the methods of reviewing students' work, students' work and achievements, the curriculum, staff and staff development, the application of resources (library, information technology, equipment), and student support and guidance. This range of activities is captured within a core set of six aspects of provision, each of which is graded on a four-point scale (1 to 4), in ascending order of merit.

The aspects of provision are:

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement.

### Peer Review

Reviewers are academic and professional peers in the subject. Most are members of the academic staff of UK HE institutions. Others are drawn from industry, commerce, private practice and the professions.

### Combination of Internal and External Processes

The review method has two main processes:

- Preparation by the subject provider of a self-assessment in the subject, based on the provider's own aims and objectives, and set out in the structure provided by the core set of aspects of provision.
- A three-day review visit carried out by a team of reviewers. The review team grades each of the aspects of provision to make a graded profile of the provision, and derives from that profile an overall judgement. Provided that each aspect is graded 2 or better, the quality of the education is approved.

### Published Reports

In addition to individual review reports, the QAA will publish subject overview reports at the conclusion of reviews in a subject. The subject overview reports are distributed widely to schools and FE colleges, public libraries and careers services. Both the review reports and the subject overview reports are available in hard copy and are also on the world-wide web (see back cover for details).

## Introduction

1. This Report presents the findings of a review in March 2001 of the quality of education in classics and ancient history provided by King's College London.
2. King's College London is one of the founding colleges of the University of London and was established by Royal Charter in 1829. King's was among the first institutions to provide education for women and to offer evening classes, and was a pioneer of modular degrees. The College is structured in 10 Schools and currently operates from five main teaching sites in central London. In 2000-01, there are 10,873 full-time and 1,291 part-time undergraduate students and 2,998 taught postgraduate students, of whom 1,491 are studying part-time.
3. Classics and ancient history programmes are provided by two autonomous departments: the Department of Classics and the Department of Byzantine and Modern Greek Studies. Two of the 32 full-time equivalent academic staff hold appointments in both departments. The Departments are part of the School of Humanities that has the largest enrolment of the College's schools. Currently, 239 undergraduates and 44 taught postgraduate students are registered on programmes within this review.
4. The following provision forms the basis of the review:
  - BA Hons Classics
  - BA Hons Ancient History
  - BA Hons Classical Studies
  - BA Hons Classical Archaeology
  - BA Hons Modern Greek Studies
  - BA Hons Modern Greek and Byzantine Studies
  - BA Hons Modern Greek with Applied Computing
  - BA Hons Modern Greek with English
  - BA Hons Combined Studies (Latin with English; Greek with English; Classical Studies with English; Classical Studies with Applied Computing; Classical, Byzantine and Modern Greek Studies; War Studies and Classical Studies; Classical Studies and French; German and Classical Studies; Hispanic and Classical Studies; Classical Studies and Portuguese; French and Modern Greek; German and Modern Greek; Hispanic Studies and Modern Greek; Modern Greek and Portuguese; War Studies and Modern Greek)
  - Diploma in Classical Studies
  - MA Classics (Field i: Language, Literature and Thought; Field ii: Classical Archaeology)
  - MA Ancient History
  - MA Late Antique and Byzantine Studies
  - MA Modern Greek Studies.
5. The statistical data in this Introduction are provided by the institution itself. The aims and objectives are presented overleaf. These also are provided by the institution.

## The Aims and Objectives for Classics and Ancient History

### Preface

While the intellectual fields in which the Departments teach are largely concentrated on the Mediterranean and adjacent areas, from prehistory to the present day, the Departments cover between them an unusually wide range, not only chronologically, but in terms of disciplines and approaches. It is, however, possible to state in vigorous terms the key intellectual aims common to the Departments across all programmes of study, before proceeding to examine the objectives in rather more detail.

### Aims

The Departments have the following aims for all students pursuing taught programmes, whether at BA, Postgraduate Diploma, or MA level:

- the making of a close acquaintance, on the basis of primary sources, with a culture or cultures (whether these be ancient, medieval, or of the more recent past) other than their own;
- exposure to language learning for all students;
- (for all undergraduates) a familiarity, at some level, with at least two of the disciplines which go to make up the combination represented by Classics/Byzantine Studies/Modern Greek Studies respectively;
- (for all taught postgraduates) the ability to conduct independent research on an advanced topic in the form of a dissertation;
- experience of the rigours and rewards of intellectual enquiry.

### Objectives

The core aims set out above generate the following objectives for undergraduate programmes/groups of programmes.

*BA Classics, Classical Studies, Ancient History, Classical Archaeology*

Students who graduate with a BA in one of these programmes are expected to possess:

- a basic understanding (for Classics, a more developed understanding), tested by examination, of a complex inflected language;
- an understanding of the framework of Greek and Roman history and cultures;
- the ability to assess various expressions of those cultures, whether on the basis of literary constructs or physical evidence;

- the ability to gain access to data using a variety of sources and methods;
- an appreciation of the importance of interdisciplinary investigation for the understanding of cultural manifestations;
- a critical familiarity with several topics in depth, in the light of current interpretations and on the basis of independent work;
- the ability to communicate that knowledge critically, clearly and fluently.

*BA Modern Greek Studies (and single honours combinations), BA Modern Greek in Combined Studies*

Students graduating with a BA in one of these programmes are expected to possess:

- first-degree-level competence, by national standards, in written and spoken modern Greek;
- a broad understanding of the culture of the Greek-speaking world in modern times and of the pressures which have formed it;
- the ability to gain access to data using a variety of sources and methods;
- a familiarity with two (for combined studies students one) of the following disciplines: history (medieval and/or modern), linguistics, literary study;
- first-hand knowledge of the country of study and of its university system;
- the ability to communicate their knowledge critically, clearly and fluently.

*Diploma in Classical Studies*

(The College is introducing new regulations for Postgraduate Diplomas for the 2001 entry.)

Students graduating from this programme are expected to possess:

- the requirements for pursuing an MA in a classical subject should they so wish;
- an acquaintance with a range of the sources and approaches detailed for the BA above;
- basic competence in Latin and/or Greek;
- the ability to present the results of independent research.

*MA programmes*

The following objectives are generic to all the Unit's MA programmes:

- independence of judgement and scholarly initiative to a point significantly beyond BA level;

- a familiarity with current research in the relevant field or fields, and the ability to distinguish critically between different approaches;
- an ability to employ relevant research methods, and the information technology (IT) skills necessary to exploit computer-based resources;
- the capacity to present the fruits of independent scholarly enquiry in the form of a dissertation.

#### Programme-specific objectives

##### *MA Classics*

##### *i) Classical Language, Literature and Thought*

Graduates are expected to possess the following:

- advanced competence in translating Latin and/or Greek texts;
- an understanding of the range of approaches to the understanding and interpretation of complex texts, including familiarity with the principles of philology, literary theory, and philosophical enquiry;
- in-depth knowledge, on the basis of primary sources, of up to three topics chosen from the fields of Greek and Latin language, linguistics, literature, thought and tradition.

##### *ii) Classical Archaeology*

Graduates are expected to possess the following:

- advanced competence in handling material and textual evidence, including first-hand experience of site and museum collections;
- in-depth knowledge of up to three topics chosen from the fields of Greek and Roman art and archaeology, with constant recourse to primary sources;
- understanding of the contribution of other disciplines (for example, natural sciences) to archaeological research.

##### *MA Ancient History*

Graduates are expected to possess the following:

- advanced competence in handling primary source materials of all kinds, including an appropriate understanding of ancient Greek or Latin;
- an understanding of a range of methodologies available for solving problems in the study of the past, including familiarity with qualitative and quantitative methods of analysing a wide range of data;
- in-depth knowledge of up to two topics chosen from the fields of Greek and Roman history, with direct study of the primary sources;

- understanding of the relationship between ancient history and other disciplines (for example, archaeology) and of approaches to historiography.

##### *MA Late Antique and Byzantine Studies*

Graduates are expected to possess the following:

- a competence in ancient or medieval Latin or Greek at an appropriate level;
- basic competence in the reading of manuscripts, either in Greek or in Latin;
- the ability to employ computer-based research methods;
- an understanding of a range of methodologies available for solving problems in the study of the past;
- in-depth knowledge of two topics in the field of Byzantine Studies.

##### *MA Modern Greek Studies*

Graduates are expected to possess the following:

- an advanced competence in the translation and analysis of modern Greek texts;
- in-depth knowledge of at least two major topics chosen from the fields of modern Greek literature, history or linguistics, or any combination of them, with constant recourse to primary sources.

## Summary of the Review

6. The graded profile in paragraph 7 indicates the extent to which the student learning experience and achievement demonstrate that the aims and objectives set by the subject provider are being met. The tests and the criteria applied by the reviewers are these:

### Aspects of provision

1. Curriculum Design, Content and Organisation
2. Teaching, Learning and Assessment
3. Student Progression and Achievement
4. Student Support and Guidance
5. Learning Resources
6. Quality Management and Enhancement.

### Tests to be applied

To what extent do the student learning experience and student achievement, within this aspect of provision, contribute to meeting the objectives set by the subject provider?

Do the objectives set, and the level of attainment of those objectives, allow the aims set by the subject provider to be met?

### Scale points

**1**  
The aims and/or objectives set by the subject provider are not met; there are major shortcomings that must be rectified.

**2**  
This aspect makes an acceptable contribution to the attainment of the stated objectives, but significant improvement could be made.

The aims set by the subject provider are broadly met.

**3**  
This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement.

The aims set by the subject provider are substantially met.

**4**  
This aspect makes a full contribution to the attainment of the stated objectives.

The aims set by the subject provider are met.

7. The grades awarded as a result of the review are:

Aspects of provision	Grade
Curriculum Design, Content and Organisation	4
Teaching, Learning and Assessment	4
Student Progression and Achievement	4
Student Support and Guidance	4
Learning Resources	4
Quality Management and Enhancement	4

8. The quality of education in classics and ancient history at King's College London is **approved**.

## The Quality of Education

### Curriculum Design, Content and Organisation

9. The programmes under review offer a wide range of specialised and more general courses. There is evidence of a thoughtful and committed attitude to interdisciplinary and multidisciplinary aspects that are clearly written into many of the curricula. The reviewers noted the continuing strength of the provision in areas such as palaeography and manuscripts, where the national skills base is shrinking. There is also an important commitment to the provision of Greek and Latin language of all periods.

10. Laudable flexibility and student choice is built into the structure of MA and BA programmes that are available in full or part-time mode for the MAs and full-time for the BAs. A wide range of options is offered in alternate years that matches the needs of the intellectually able student profile. The modular system provides breadth and appropriate depth across the curricula.

11. At undergraduate level, the Department of Classics offers core courses in each of the first two years, while the Department of Byzantine and Modern Greek Studies (BMGS) programmes are based on a common set of introductory first-year courses. The curricula for Ancient History and Classical Archeology have clear progression from the first to second year. In other programmes, while there are elements of intellectual progression from the first-year core courses Languages and Literature (Classics), and Myths of Greece and Rome (Classical Studies), to Views of Antiquity in the second year, coherence and progression are largely ensured through academic advice rather than curricular structures.

12. Appropriate levels of breadth, depth and student choice are provided in the MA programmes. The Department of Classics contributes fully to the intercollegiate MA programmes of the University of London, which mix dedicated MA courses with undergraduate option modules available in the various colleges. The MA Modern Greek Studies is provided entirely by BMGS. The MA Late Antique and Byzantine Studies also includes co-operation with other colleges of the University.

13. Most areas of the provision foster critical and analytical skills that are relevant to employment and further study. Both current and former students spoke with impressive conviction of the spirit of critical enquiry that was developed during their studies. The dissertation requirement in all MAs and most undergraduate programmes offers students a chance to apply those skills

to a major topic of their own choosing. Subject-specific knowledge, language skills and research skills are developed in all areas of the curricula. Careful attention is paid to palaeography and other textual skills, as well as the challenging range of texts and periods studied.

14. The reviewers were impressed with the innovative and challenging research-led courses provided across the provision. In many cases, these have been driven by the arrival of new members of staff. Students are exposed to, and often clearly stimulated by, new ideas of genuine sophistication and seriousness. In classics, the framework for these innovations was a radical reform of the curriculum in 1997 that sought to address changes in the educational background and linguistic attainments of entrants. The curricula are up to date and clearly informed by staff research.

15. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Curriculum Design, Content and Organisation:  
Grade 4.

### Teaching, Learning and Assessment

16. The strategy for teaching, learning and assessment is based on five principles: variety in the delivery of teaching; the importance of active student participation in all courses; linguistic competence tested by examination; use of primary sources and diversity of assessment. This strategy supports the aims to make a close acquaintance with other cultures on the basis of primary sources and to expose all students to language learning. Learning outcomes are expressed in terms of subject-specific skills and student engagement with a defined body of knowledge. The Departments may wish to consider the benefit that students might derive from more explicitly stated learning outcomes and module aims.

17. The reviewers observed nine teaching and learning sessions, covering all levels and a sample of programmes. Most sessions were well taught and some provided an impressive learning environment. The best sessions demonstrated stimulating presentation of specialist knowledge, although some might have benefited from greater student participation.

18. Students generally spoke warmly of the quality of teaching. They found sessions particularly stimulating when they were based on a research interest of the lecturer. Teaching clearly promotes knowledge and understanding, analytical and subject-specific skills. The core courses in classics highlight important skills, such as seminar presentations and coursework in preparation for the dissertation. Language modules are often taught to

all three years, and many courses deliver teaching to second and third-year students together, in order to allow flexibility and choice for the small numbers of students involved.

19. There are a variety of active learning modes, for example, student presentations in all core courses in classics and in all MAs, discussion groups, close interaction in language classes, debates and groups for handling artefacts. Smaller classes in BMGS allow a high level of student participation.

20. Students reported that assessment procedures were clear to them, as were the reasons for grades given in assessed work. The grading of language work outside tests was less clear. Assessment descriptors are available to staff and external examiners for the purpose of marking and moderation, although these are not provided for students. Assessment of coursework is formative as well as summative and, in classics, core courses prepare students for the compulsory dissertation. Formative assessment is effective in developing critical and analytical skills. All assessed essays and examinations are double-marked internally and sent to external examiners who, for the most part, praise the process of assessment. Feedback to students on their written work is often good, though not uniformly so.

21. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Teaching, Learning and Assessment:  
Grade 4.

### **Student Progression and Achievement**

22. Overall, there is a strong demand for the provision from academically able students. In 2000-01, 76 undergraduate students and 35 postgraduates entered the programmes. At BA level, the ratio of applicants to places across the provision is 5.7:1, while at postgraduate level it is 2.7:1. Most undergraduates (94.7 per cent) have GCE A-Levels, with an average points score of 22.9. The male:female percentage ratio is 33:67, and 5 per cent of entrants are mature students. At MA level, 49 per cent of students are male. In 2000-01, 40 per cent of postgraduate entrants came from the European Union or overseas.

23. Progression and completion rates are appropriate, with 86 per cent of BA students progressing from year one to year two over the past three years. Withdrawals amounted to 12 per cent and a further 2 per cent transferred out. There was only one failure between 1996 to 1998. In the same period, an average 78 per cent completed their degree on schedule, with around 5 per cent still to complete through interruption

of their studies. The reviewers are satisfied that withdrawals are normally for personal or financial reasons. Among postgraduates, an average of 81 per cent completed in the last three years, and a further 7 per cent are on course to complete. Withdrawals and transfers amounted to 12 per cent.

24. Student achievements in final examinations are impressive. In 1999-2000, 57 per cent of completing undergraduates gained an Upper Second class honours degree or better, with no Third class or failures recorded.

25. The samples of student work reviewed at both BA and MA levels showed an appropriate range of achievement. The best MA work scrutinised was excellent, but some work at the lower end of achievement was unsophisticated and less theoretically informed. At BA level there was extensive evidence of knowledge and understanding, and of the development of subject-specific skills. Third-year dissertations clearly allowed the best students to shine at the culmination of their training in presenting independently researched work. The level of achievement is appropriate to the stated objectives. External examiners generally praise the quality of student work.

26. Among those who graduated in 1999, 97 per cent of known destinations progressed to employment or further study. Former students attested to the critical and analytical skills which they had acquired, and their relevance to subsequent career development.

27. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Progression and Achievement:  
Grade 4.

### **Student Support and Guidance**

28. Students in the Departments are supported by a well-developed departmental tutorial system and by a network of college provision. Current students spoke of the efficiency and accessibility of tutors and central support services that include medical, counselling, accommodation, financial, welfare and careers advice. Students' main sources of written information are the detailed departmental handbooks.

29. Admission procedures are carefully carried out; particular care is taken, wherever possible, to interview applicants from outside the UK and to offer advice to mature and non-traditional applicants. A well thought-out programme of induction is provided for new students to inform them of departmental procedures and expectations, central services, study-skills and welfare support. For classics students, induction continues well into the first term.

30. Academic guidance and tutorial support are provided by personal tutors. Each student is assigned a personal tutor who continues, wherever possible, to act as such for the whole period of the programme. In addition to individual tutorial sessions, there are useful and well-attended year group meetings of students and tutors. Cover is provided for staff research and other absences, and handover arrangements work well. New tutors are supported by a staff mentor, by departmental tutors' meetings and guidance notes, and by a handbook for tutors provided by the College student counselling service.

31. Tutorial meetings are held usually twice a term. These are informed by reports from course teachers, and ensure that student progress is effectively monitored. Prolonged absences and failure to produce work are closely monitored with appropriate follow-up procedures in place. Disciplinary and, notably, commendatory systems work well. The Department of Classics has a senior tutor to oversee arrangements.

32. BMGS students who spend a year abroad are given advice in preparation for the year, and are supported appropriately while abroad. This support includes a visit from a member of staff. Students who had been abroad spoke extremely highly of the level and frequency of support they received from their year-abroad tutor.

33. Liaison between the Departments and the careers service is good. There is input from the service at induction and students are encouraged from an early stage in their studies to use the service. Take-up of opportunities is moderate.

34. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Support and Guidance:  
Grade 4.

### **Learning Resources**

35. The Departments' learning resources strategies have been well thought through. The resource implications of new modules and programmes are considered during the programme approval process. Departmental library representatives consult academic colleagues to determine purchasing policy, while departmental and library monitoring alerts staff to student demand and needs, which are attended to when resources permit.

36. The Departments provide students with library, computing and cultural resources which fully support their aims and objectives. The main Humanities library is open 63 hours each week during term time. In addition to the departmental and college libraries, students may

use London's international book and museum collections. Some of these are within the College or the Departments themselves, while others are easily accessible. Undergraduate and postgraduate study in many areas of the curricula is informed by the collections and staff expertise of the British Museum.

37. Liaison between library and academic staff is effective and library induction and support is well organised. Advice is also available through on-line help-desks. Students reported library staff to be helpful and approachable.

38. Study space, computer workstation provision and access to library holdings will be further enhanced in the near future by the move to an integrated Humanities library in Chancery Lane. This will provide an increased number of study spaces, access to special collections that are kept at other sites at present, and an improved ratio of students to computer workstations of 8:1.

39. Students have good access to computers on the Strand Campus. BMGS students also have access to a small departmental computer room, while classics students have access to a small departmental research room. Postgraduate classics students may arrange to use a small Humanities computing room with image manipulation and textual and epigraphical databases. Facilities at the Institute of Classical Studies are also available. Access to the University of London intranet, to email and internet services, gateways to classics and ancient history research, have been recently improved by the provision of off-site passwords. Students on the Modern Greek Studies Year Abroad programme participate in innovative uses of IT, such as the internet-based, computer-assisted language course. This has task-based projects that are designed to ensure continuity and coherence of learning while abroad.

40. Students receive a handbook outlining basic procedures and induction, and workshop sessions and on-line tuition are freely available. An appropriate level of technical support and advice is available through a help-desk, telephone and the internet.

41. Teaching accommodation is adequate for teaching and learning activities. BMGS has a student common room as a forum for informal student gatherings or after-class discussion, but space is not available in the Department of Classics. A notable compensating resource valued by students is the annual University of London Festival of Greek Drama, where students perform in a Greek play.

42. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Learning Resources:  
Grade 4.

## Quality Management and Enhancement

43. Quality management mechanisms are in place at subject level and centrally through the College Teaching Committee, the Standing Committee, and the Academic Board. The College administers a rolling programme of internal programme reviews. Classics was reviewed in February 1999 and BMGS in December 2000 and the reviewers acknowledge the high praise which both Departments earned for their activities across the whole academic and pastoral range.

44. It is clear that both Departments meet regularly to monitor academic issues and the progress of students. The curriculum reforms of 1997 (Classics) and 1997-98 (BMGS) are testimony to a serious and successful engagement with important issues of educational strategy. In the present situation, the activities of a classics teaching committee are now conducted by two teaching review groups. The ancient history and classical archaeology teaching group is already playing an important role in strategic thinking about course design and quality enhancement.

45. External examiners' views are sought and generally acted on in a timely manner. Most MA external examiners' reports are considered at the intercollegiate level, rather than within the Departments under review. The reviewers noted modifications introduced as a result of external examiners' comments, such as the elimination of a potential overlap between a written paper and the dissertation.

46. Students' views are sought through module questionnaires, representation on staff-student liaison/exchange committees, and through informal discussion with tutors. Student attendance at formal meetings is not, however, regular. Postgraduates are not represented on the classics staff-student exchange committee, but appeared generally satisfied that their views could be aired. Current students were unaware of the impact of their views, despite the fact that relevant minutes are placed on noticeboards. The reviewers were provided with examples of action taken as a result of student views, such as the wish to broaden student participation in formal teaching situations. The reviewers are satisfied that the mechanisms are in place, but disappointed that students appeared to have limited interest in their proper functioning.

47. The principal mechanism for staff development and the dissemination of best practice is the annual appraisal meeting, when the results of student questionnaires are considered and action plans agreed. Team teaching in classics also contributes to the dissemination of best teaching practice and the ongoing development of staff.

However, established, permanent members of staff in both Departments have been slow to take up staff development opportunities offered centrally. The College does not require peer observation of teaching.

48. There is a comprehensive induction for new members of staff, following recent reforms. Such induction assumes particular importance in classics, which has seen a recent influx of new probationary and contract staff. Steps are also underway to improve induction and training for new tutors and part-time staff, particularly language teachers. The classics staff handbook is impressive and a valuable resource for all members of staff.

49. Although the reviewers recognise the difficulty of writing a self-assessment document for a large number of programmes across two autonomous departments, they were disappointed by the imprecisions, ambiguities and limited critical self-reflection which characterised the document.

50. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Quality Management and Enhancement:  
Grade 4.

## Conclusions

51. The quality of education in classics and ancient history at King's College London is approved. All aspects make a full contribution to the attainment of the stated objectives and the aims are met. The reviewers come to this conclusion, based upon the review visit together with an analysis of the self-assessment and additional data provided.

52. The positive features of the education in classics and ancient history in relation to the aspects of provision include the following:

- a. The commitment to the provision of Greek and Latin language of all periods (paragraph 9).
- b. The continuing strength in more traditional areas, such as manuscripts and palaeography (paragraphs 9; 13).
- c. The innovative and challenging research-led courses (paragraph 14).
- d. The principles that guide the teaching strategy and the use of formative assessment to develop critical and analytical skills (paragraphs 16; 20).
- e. Well-qualified entrants attain appropriate levels of skills and knowledge and achieve good degree results (paragraphs 22; 24 to 26).

- f. The formal and informal academic guidance and tutorial support provided at college level and by approachable, accessible subject staff (paragraphs 28 to 30; 32; 33).
- g. The effective procedures for monitoring and supporting student progression (paragraph 31).
- h. Library and information technology provision appropriately supports the curriculum and its delivery (paragraphs 35; 36; 39).
- i. Quality management mechanisms are in place and implemented at subject and college level (paragraphs 43; 44).