

1. Programme Title(s) and UCAS code(s):

BA History and Archaeology VV14

BA History and Archaeology with a Year Abroad*

*Students may only enter these degree programmes by transferring at the end of year 1

2. Awarding body or institution:

University of Leicester

3. a) Mode of study: Full-time

b) Type of study: Campus-based (ignite blended learning)

4. Registration periods:

The normal period of registration is three years

The maximum period of registration is five years

Year Abroad variant:

The normal period of registration is four years

The maximum period of registration is six years

5. Typical entry requirements:

ABB at A2 level. International Baccalaureate – Pass Diploma with 32 points including at least one subject with 6 points at higher level.

6. Accreditation of Prior Learning:

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

7. Programme aims:

The programme aims to

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History, and of the School of History, Politics and International Relations;
 - provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding of the full chronological and geographical range of their two complementary disciplines;
- develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in History and Archaeology;

- enable students to demonstrate a variety of approaches to understanding past societies as used by historians and archaeologists;
- enable students to develop and demonstrate a range of skills necessary for the study of History and Archaeology;
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition, the Year Abroad aims to:

- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in History and Archaeology through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

8. Reference points used to inform the programme specification:

- [QAA Benchmarking Statement for Archaeology \(2014\)](#)
- [QAA Benchmarking Statement for History \(2014\)](#)
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<i>(i) Mastery of an appropriate body of knowledge</i>		
Demonstrate mastery of an appropriate body of historical and archaeological knowledge	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes. Participation in level 2 and 3 fieldwork and completion of fieldwork reports.
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	Tutorials, seminars, independent research, computer practical classes, team problem solving exercises	
Demonstrate comprehension of and practice in a variety of archaeological practical techniques	Fieldwork, survey and excavation experience	
(iii) Critical analysis of key issues		
Compare and analyse the histories of different societies and cultures	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays; short-answer and essay-based examinations; seminar presentations; posters; independent research projects; contributions to discussions; problem-based exercises.
Analyse past human societies through the assessment of continuity and change over extended time spans	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	
Reflect critically on the nature and theoretical basis of History and Archaeology as disciplines	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
(iv) Clear and concise presentation of material		
Present historical and archaeological problems and arguments in a variety of written and oral formats	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Writing tasks (including examinations); seminar presentations; contributions to discussions; dissertations; reports; posters

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historical and archaeological arguments, formulating appropriate questions and utilising evidence	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays; essay-based examinations, seminar presentations; independent research projects; contributions to discussions; problem-based exercises; dissertations; research proposal; reflective learning journal
Read, analyse, and reflect critically on historical texts and archaeological source materials and their contexts, and on the variety of such sources	Tutorials, seminars, directed reading, independent research, computer- aided learning, computer practical classes, team problem solving exercises	
(vi) Other discipline specific competencies		
Design, research, and present a sustained and independently conceived piece of writing about an historical or archaeological problem	Independent research	Independent research projects; dissertations; fieldwork reports
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency, and coherence in oral expression of historical and archaeological Issues	Seminars, tutorials, team problem solving exercises	Seminar presentations; contributions to discussions; summative and formative oral presentations
Participate effectively in group discussions	Seminars, tutorials, team problem solving exercises	
(ii) Written communication		
Develop and sustain historical and archaeological arguments in a variety of literary forms	Seminars, tutorials, team problem solving exercises	Essays; essay-based examinations; seminar presentations; independent research projects (including group projects); posters; contributions to discussions; dissertations
Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues	Seminars, tutorials, independent research	
(iii) Information technology		
Use IT effectively to support their historical and archaeological studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme; Arts Faculty IT training programme; computer practical classes; independent research; skills workshops	Coursework; independent research projects; computer-based exercises; problem-based exercises; effective use of VLE.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iv) Numeracy		
Consider the uses of numerical data in historical and archaeological analysis	Seminars, lectures, IT practical classes; fieldwork exercises	Research projects; computer-based exercises (databases and spreadsheets); problem-based exercises; fieldwork reports
(v) Team working		
Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving exercises, field school, excavation training	Seminar presentations; contributions to discussions; contributions to team problem solving exercises; fieldwork reports
(vi) Problem solving		
Address historical and archaeological problems in depth using contemporary text and material sources and advanced secondary literature	Tutorials, seminars, team problem-solving exercises	Essays; independent research projects; computer-based exercises; problem-based exercises; research proposal; dissertation
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretation	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises	Essays; independent research projects; computer-based exercises; posters; problem-based exercises; research proposal; dissertations
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems.	All of the above, particularly independent research	All of the above, particularly first year dedicated academic and transferable skills training; first and second year group project work; curriculum vitae; personal tutor meetings; the dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development	Tutorials, career development programmes, resource based learning, personal development planning programme	Portfolio, curriculum vitae

10. Progression points:

This programme will follow the standard progression rules, as set out by Senate Regulation 5: regulations governing undergraduate programmes of study:

<http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates>

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#)

12. Special features:

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the programme have the option of a Year Abroad. The Schools of History and Archaeology and Ancient History participate in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

13. Indications of programme quality

The School of Archaeology & Ancient History's research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction. The School of History is one of the largest groups of historians in the UK. It is rated excellent for teaching by TQA and its research is regularly classed as 'world-leading' and 'internationally excellent'.

Graduates of our programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take Master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation.

External Examiners' reports consistently praise the quality of work produced by students on this degree programme.

14. External Examiners

The details of the External Examiner(s) for this programme can be found here (<https://www2.le.ac.uk/offices/sas2/assessments/external/current-undergraduate>).

The most recent External Examiners' reports can be found [here](#)

BA HISTORY AND ARCHAEOLOGY

FIRST YEAR MODULES

SEMESTER 1

Core Modules		Credits
AR1004	Introduction to World Archaeology BC	(15)
AR1007	Archaeology: The Essentials	(15)
AR1012	Thinking Through Things	(15)
Optional Modules		
15 credits of approved History modules		
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	(15)
HS1002	The Shock of the Modern	(15)
		Semester Total 60

SEMESTER 2

Core Modules		Credits
AR1005	Introduction to World Archaeology AD	(15)
45 credits of approved History options		
HS1012	Connections and Cultures in a Changing World, 1750 to the present	(15)
HS1013	Great Britain: The State We're In	(15)
AM1004	US History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
		Semester Total 60

SECOND YEAR MODULES

SEMESTER 1

Core Modules		Credits
HS2401	Perceiving the Past	(15)
AR2044	Fieldwork I	(15)

Optional Modules

Students should take ONE Archaeology option and ***EITHER*** ONE History Varieties option ***OR*** ONE History option.

NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary

History Varieties (indicative list):		Credits
HS2232	Religious History	(15)
HS2236	Histories of Violence	(15)
HS2237	All Bourgeois Now? Class in History	(15)

History Options (indicative list):

AM2016	Americas Plural	(15)
HS2302	Blood, Position and Power: The Nobility of Later Medieval England, 1066–1485	(15)
HS2307	Madness, Monarchy and Politics in Georgian Britain	(15)
HS2328	Jack the Ripper: Crime, Popular Culture and Policing in Victorian Times	(15)
HS2331	Modern Ireland, 1939-1975	(15)
HS2346	Slavery, the Civil War and Reconstruction in the United States	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839–1989	(15)
HS2362	Living with Dictatorship: European Societies 1918-41	(15)

Archaeology options:

AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2034	Living in Towns: Medieval and post-medieval archaeology	(15)
AR2046	Archaeology of the Roman Empire	(15)

Semester Total 60**SEMESTER 2**

Core Modules		Credits
HS2500	The Historian's Craft	(15)
AR2029	Theory and Archaeology	(15)

Optional Modules (45)

15 credits of Archaeology options **AND EITHER** HS2500* **OR** 30 credits of History options including ONE Varieties module **AND** ONE option

EITHER:

HS2500	Becoming the Historical Researcher	(30)
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OR:**one 'Varieties' module:**

HS2231	Gender History	(15)
HS2234	Race and Ethnicity	(15)
HS2238	Global Cities	(15)

AND one history option:

HS2027	The Latin World: Ancient, Medieval and Modern	(15)
HS2311	Domestic Revolutions: Women, Men and the Family in American History	(15)
HS2314	Imperialism and Decolonisation	(15)
HS2329	World Connected: Welfare, Economy and Government since 1945	(15)
HS2359	From Beer to Fraternity: Alcohol, Society and Culture in North America	(15)
HS2360	History in the Classroom	(15)
HS2367	Holy Wars in Sacred Lands: Conflict and Coexistence during the Crusades	(15)
HS2802	Heritage Field Project	(15)

15 credits of approved Archaeology options:

AR2036	Heritage Skills	(15)
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AR2031	Artefact Analysis	(15)
AR2043	The Medieval Mediterranean World	(15)

Semester Total 60

Note: *Students intending to choose a dissertation in History in Year 3 must take HS2500 Becoming the Historical Researcher in semester 2, and passing this is a prerequisite for continuing to Year 3.

THIRD YEAR MODULES

A. For students taking a dissertation in Archaeology

Students must take AR 3044, AR3059 and AR 3060 and may take EITHER:

A History Special Subject from the list below (HS 37XX) **AND** one 15 credit option module from the list of those available in Archaeology and History **OR** four option modules in Archaeology and History (30 credits in semester 1, 30 credits in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary

YEAR LONG MODULES (INDICATIVE LIST)

HS3768	The British Antislavery Movement, 1787-1833	(45)
HS3769	The Holocaust: Genocide in Europe	(45)
HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	(45)
HS3772	The Age of Bede and Alcuin: Anglo-Saxon Northumbria and Mercia in the 7th and 8th Centuries	(45)
HS3773	Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015?	(45)
HS3776	How Soon is Now? A Social History of Urban England, 1945-1985	(45)
HS3777	The Presidency of Franklin D. Roosevelt	(45)
HS3778	Church, State and Belief in Soviet Russia, 1941-1991	(45)

SEMESTER 1

Core Modules	Credits	30
AR3059	Archaeology Dissertation: Part 1	(15)
AR3044	Fieldwork II	(15)

Optional Modules

History Options (indicative list):

HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth Century Crisis in England? Politics and Society 1297–1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15)

HS3694	Diasporas and Migrations in the Modern World	(15)
HS3808	Gender, Crime and Deviance in Eighteenth-Century Britain	(15)
Archaeology Options:		
AR3054	Warfare and Violence in Antiquity	(15)
AH3060	Households and Domesticity in the Ancient World	(15)
AR3012	Early Christian Europe	(15)
AR3088	Archaeology of Islamic Societies	(15)
AR3090	South Asian Archaeology and Heritage	(15)
Semester Total		60

SEMESTER 2

Core Modules

AR3060	Archaeology Dissertation: Part 2	(30)
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Optional Modules

History options (indicative list):

HS3691	Indigenous Peoples of the Americas, c. 1350–1650	(15)
HS3696	The Medieval Natural World	(15)
HS3699	From Empire to Nation: Modern South Asia, c. 1857–1947	(15)
HS3680	Women in American Society from Civil War to First World War	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815–1914	(15)
HS3681	Clothing and Fashion in Historical Perspective: Case Studies of Modern European Fashion in Transnational Context	(15)
HS3620	What Difference Did the War Make? British Society and the Great War	(15)

Archaeology options:

AH3062	Greek and Roman Art	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3087	Plants and People	(15)
AR3089	Power and Difference in the Past	(15)
Semester Total		60

B. For students taking a dissertation in History

Students must take HS3510, AR3044 and 60 credits of option modules in Archaeology and History (30 credits in semester 1, 30 credits in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary

YEAR LONG MODULES

HS3510	History Dissertation	(45)
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SEMESTER 1

Core		15
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AR3044	Fieldwork II	(15)
Options		30
	History Options (indicative list):	
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth Century Crisis in England? Politics and Society 1297–1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15)
HS3694	Diasporas and Migrations in the Modern World	(15)
HS3808	Gender, Crime and Deviance in Eighteenth-Century Britain	(15)
	Archaeology Options:	
AR3054	Warfare and Violence in Antiquity	(15)
AH3060	Households and Domesticity in the Ancient World	(15)
AR3012	Early Christian Europe	(15)
AR3017	Archaeozoology	(30)
AR3088	Archaeology of Islamic Societies	(15)
AR3090	South Asian Archaeology and Heritage	(15)
	Semester Total	45

SEMESTER 2

Options		30
	History Options (indicative list):	
HS3691	Indigenous Peoples of the Americas, c. 1350–1650	(15)
HS3696	The Medieval Natural World	(15)
HS3699	From Empire to Nation: Modern South Asia, c. 1857–1947	(15)
HS3680	Women in American Society from Civil War to First World War	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815–1914	(15)
HS3681	Clothing and Fashion in Historical Perspective: Case Studies of Modern European Fashion in Transnational Context	(15)
HS3620	What Difference Did the War Make? British Society and the Great War	(15)
	Archaeology Options:	
AH3062	Greek and Roman Art	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AR3087	Plants and People	(15)
AR3089	Power and Difference in the Past	(15)
	Semester Total	30

INTERNATIONAL NETWORK OF UNIVERSITY EXCHANGE

Joint degree students may study abroad at one of the following partner institutions for one semester, taking modules equivalent to those the students would have taken at Leicester, ensuring appropriate academic progression. The following are the approved partner institutions: Flinders University, Australia, La Trobe University, Australia and James Madison University, Virginia, USA. Students should contact the School of History for further information.

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

For students wishing to follow the History programme:

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Degrees will be classified using the same scheme as for three-year programmes.

To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Develop and sustain historical and archaeological arguments in a variety of literary forms	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(iii) Information technology																	
Use IT effectively to support their historical and archaeological studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(iv) Numeracy																	
Consider the uses of numerical data in historical and archaeological analysis		X			x		x		x	x		x	x				x
(v) Team working																	
Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others	x		x	x	x	x	x	x	x	x	x					x	x
(vi) Problem solving																	
Address historical and archaeological problems in depth using contemporary text and material sources and advanced secondary literature	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(vii) Information handling																	
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(viii) Skills for lifelong learning																	
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems					x						x	x	x	x	x		x
Reflect upon own learning and achievements and plan for personal, educational and career development	X					x			x		x					x	x