



UNIVERSITY OF
LEICESTER

Programme Specification (Undergraduate)
FOR ENTRY YEAR: 2020/21 (ignite)
Date amended: 22 June 2020

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

BA Ancient History and History V110

BA Ancient History and History with a Year Abroad*

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

*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 or Part-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

Part Time*:

The normal period of registration is 4 years part-time

The maximum period of registration is 7 years part-time

Year Abroad:

The normal period of registration is 4 years full-time

The maximum period of registration is 6 years full-time

5. Typical entry requirements:

ABB at A-level; International Baccalaureate, pass diploma with 28-30 points

6. Accreditation of Prior Learning:

Direct entry to level 2 is possible, based on level 1 qualifications in a relevant subject or subjects, or equivalent qualifications or experience, and with the approval of the School of Archaeology & Ancient History.

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 Ancient History and later periods of History
- enable students to demonstrate a variety of approaches to understanding the past as used by historians of the ancient world (principally Greece and Rome, but not excluding other ancient cultures of the Mediterranean and western Asia) and of later periods of History
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and later periods of History
- 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 Ancient History and History 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 Classics and Ancient History \(2014\)](#)
- [QAA Benchmarking Statement for History \(2014\)](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- [University of Leicester Learning and Teaching Strategy 2016-2020](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports (March 2014)
- National Student Survey
- First Destinations Data
- Graduate Survey
- External Examiners' reports

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical knowledge.	Online 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; contributions to discussions; oral presentations; problem-based exercises.

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 knowledge.	Online lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises	Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Tutorials, seminars, independent research, field work and practical classes, team problem solving exercises	
(iii) Critical analysis of key issues		
Compare and analyse the histories of different societies and cultures in the past	Online lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.
Analyse historical processes through the assessment of continuity and change over extended time spans	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
Reflect critically on the nature of ancient history and history as disciplines	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
(iv) Clear and concise presentation of material		
Present historiographical problems and arguments in a variety of written and oral formats.	Online lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations), project work, seminar presentations, contributions to discussions.
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain historiographical arguments, formulating appropriate questions and utilising evidence	Online 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
Read, analyse, and reflect critically and contextually upon historical texts and other source materials	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 historical writing	Independent research; individual supervisions	Independent research projects, dissertations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of historical 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 historiographical arguments in a variety of literary forms	Seminars, tutorials, team problem-solving exercises, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions
Demonstrate clarity, fluency and coherence in written expression of historical issues		
(iii) Information technology		
Use IT effectively to support historical studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme, computer practical classes, independent research	Essays, independent research projects, computer-based exercises, problem-based exercises; effective use of VLE.
(iv) Numeracy		
Analyse historical data using statistical and graphical techniques	Seminars, online lectures, IT practical classes	Independent research projects, computer-based exercises, problem-based exercises
(v) Team working		
Be able to work collaboratively to explore historiographical issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving projects and exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project reports
(vi) Problem solving		
Address historiographical problems in depth using primary source materials and advanced secondary literature	Tutorials, seminars, team problem-solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historiographical problems. Reflect upon own learning and achievements and plan for personal, educational and career development.	All of the above, particularly independent research Tutorials, career development programmes, resource based learning, personal development planning programme.	All of the above, particularly first year dedicated academic and transferable skills training; second year group project work; curriculum vitae; personal tutor meetings; the dissertation.

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

11. Scheme of Assessment

The programme complies with 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 School participates 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 this degree 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 heritage careers; and many enter graduate employment soon after graduation.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme can be found [here](#). The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

BA ANCIENT HISTORY AND HISTORY

FIRST YEAR MODULES

SEMESTER 1

Core Modules		Credits
AH1009	Approaching Ancient Evidence (Roman)	(15)
AH1011	Introduction to Roman History	(15)
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
AH1008	Approaching Ancient Evidence (Greek)	(15)
AH1010	Introduction to Greek History	(15)
30 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	American History since 1877	(15)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(15)
		Semester Total
		60

SECOND YEAR MODULES

SEMESTER 1

Core Modules		Credits
AH2012	Sources, Methods and Theory for Ancient History	(15)

Optional Modules

15 credits of approved Ancient History options AND		15
30 credits of History modules		30
Ancient History		
AH2022	Classical and Hellenistic Greek States	(15)
AH2037	The Ancient Near East	(15)

AH2041	Roman Religion	(15)
AH2046	Political Animals	(15)
AR2046	Archaeology of the Roman Empire	(15)

History.

Students should take ONE History Varieties module from the following list:

HS2232	Religious History	(15)
HS2237	All Bourgeois now? Class in History	(15)
HS2236	Histories of Violence	(15)

And ONE option from the following list:

AM2016	Americas Plural: Latin America and the United States	(15)
HS2307	Madness, Monarchy and Politics in Georgian Britain	(15)
HS2302	Blood, Position and Power: The Nobility of Later Mediaeval England, 1066-1485	(15)
HS2331	Modern Ireland	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839-1989	(15)
HS2362	Living with Dictatorship: European Societies 1918-41	(15)
HS2328	Jack The Ripper	(15)

Semester Total 60

SEMESTER 2

		Credits
Optional Modules		
	30 credits of Ancient History options AND	30
	EITHER 30 credits of History options OR HS 2500*	30
	Ancient History	
AH2027	The Latin World: Ancient, Medieval and Modern	(15)
AH2023	The Roman Principate	(15)
AH2044	Greek History in 40 Lives	(15)
AR2043	The Medieval Mediterranean World	(15)
	History	
HS2500	Becoming the Historical Researcher	(30)

Students taking 30 credits of HS options should take ONE History Varieties module from the following list:

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

And ONE option from the following list:

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	A 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)
HS2349	Stormtroopers: Arrow Cross and Iron Guard	(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 Ancient History

Students must take AH 3056 and AH3057 and may take ***EITHER*** a History Special Subject from the list below (HS 37XX) ***AND*** two option modules from the list of those available in Ancient History and History (at least one of which must be in Ancient History) ***OR*** Five option modules in Ancient History and History (three in semester 1, two in semester 2).

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

YEAR LONG MODULES

History Special Subjects:

HS3768	The British Antislavery Movement, 1787-1833	(45)
HS3772	The Age of Bede and Alcuin: Anglo-Saxon Northumbria and Mercia in	(45)

	the 7th and 8th Centuries	
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
AH3056	Dissertation (Ancient History) I	(15)

Optional Modules

	Ancient History	30/45
AH3060	Households and Domesticity in the Roman World	(15)
AH3079	Textiles, Dress and Identity in the Roman World	(15)
AH3082	Great Greek Monuments	(15)
AR3012	Early Christian Europe	(15)
AR3054	Warfare and Violence in Antiquity	(15)

History

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 Society	(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)

Semester Total 60

SEMESTER 2

Core Modules		Credits
AH3057	Dissertation (Ancient History) II	(30)

Optional Modules

	Ancient History	
AH3015	Sparta	(15)
AH3062	Greek and Roman Art	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3070	Archaeology/Ancient History in Education	(15)

History		
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815-1914	(15)
HS3680	Women in American Society from Civil War to First World War	(15)
HS3691	Indigenous Peoples of the Americas, c.1350-1650	(15)
HS3696	The Medieval Natural World	(15)
HS3681	Clothing and Fashion in Historical Perspective: Case Studies of Modern European History in Transnational Context	(15)
HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	(15)
		Semester Total
		60

B. For students taking a dissertation in History

Students must take HS3501 and five option modules in Ancient History and History (three in semester 1, two in semester 2).

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

YEAR LONG MODULES

History Dissertation

HS3501	History Dissertation	45
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SEMESTER 1

Optional Modules	Credits
45	
Ancient History	
AH3060	Households and Domesticity in the Roman World (15)
AH3079	Textiles, Dress and Identity in the Roman World (15)
AH3082	Greek History through Monuments (15)
AR3012	Early Christian Europe (15)
AR3054	Warfare and Violence in Antiquity (15)
History	
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 Society (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)
Semester Total	
45	

SEMESTER 2

Optional Modules		Credits
Ancient History		30
AH3015	Sparta	(15)
AH3062	Greek and Roman Art	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3070	Archaeology/Ancient History in Education	(15)
History		
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815-1914	(15)
HS3680	Women in American Society from Civil War to First World War	(15)
HS3691	Indigenous Peoples of the Americas, c.1350-1650	(15)
HS3696	The Medieval Natural World	(15)
HS3681	Clothing and Fashion in Historical Perspective: Case Studies of Modern European History in Transnational Context	(15)
HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	(15)
Semester Total		30

BA ANCIENT HISTORY AND HISTORY WITH A YEAR ABROAD

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. 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.¹

FIRST, SECOND AND FOURTH YEAR MODULES

The regulations for first, second and final year modules are as for the three-year programme (above).

THIRD YEAR MODULES

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to

120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. 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.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. 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.

Appendix 2: Module specifications

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

Programme specification appendix 3										
Skills matrix: BA Ancient History & History V110										
Date amended: 24 th May 2017										
Programme learning outcomes	AH1008–9 Language tools: Greek/ Latin	AH1010–11 Introduction to Greek/ Roman history	HS Core Level 1 modules	HS Varieties & Special Subject modules	AH2012 Sources & methods	AH options level 2	HS options level 2	Dissertation	AH options level 3	HS options level 3
(a) Discipline specific knowledge and competencies										
(vi) Other discipline specific competencies										
Design, research and present a sustained and independently conceived piece of ancient historical and/or historical writing								X	X	X
(b) Transferable skills										
(i) Oral communication										
Demonstrate clarity, fluency and coherence in oral expression of ancient historical/historical issues	X	X			X	X	X	X	X	X
Participate effectively in group discussions	X	X	X	X	X	X	X	X	X	X
(ii) Written communication										
Develop and sustain ancient historical/historical arguments in a variety of literary forms	X	X	X	X	X	X	X	X	X	X
Demonstrate clarity, fluency and coherence in written expression of ancient historical/historical issues	X	X	X	X	X	X	X	X	X	X
(iii) Information technology										
Use IT to effectively support historical studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence	X	X	X	X	X	X	X	X	X	X
(iv) Numeracy										
Analyse ancient historical/historical data using statistical and graphical techniques	X		X		X		X	X		

(v) Team working										
Be able to work collaboratively jointly to explore ancient historical/historical issues and arguments and to recognise the value of working closely with others	X	X	X		X	X	X		X	X
(vi) Problem solving										
Address ancient historical/historiographical problems in depth using contemporary text and material sources and advanced secondary literature	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 new information	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 ancient historical/historical problems					X	X	X	X	X	X
Reflect upon own learning and achievements and plan for personal, education and career development					X	X	X	X	X	X