1. Programme title(s) and code(s):
   BA Ancient History and Archaeology (VV41)
   BA Ancient History and Archaeology with a Year Abroad^*
   Ancient History and Archaeology Certificate*
   Ancient History and Archaeology Diploma*

   Notes
   * An award marked with an asterisk is only available as an exit award and is not available for students to register onto.
   ^ Students may only enter this programme by approved transfer at the end of Year 1.

   a) **HECOS Code**

<table>
<thead>
<tr>
<th>HECOS Code</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100299</td>
<td>50</td>
</tr>
<tr>
<td>100298</td>
<td>50</td>
</tr>
</tbody>
</table>

   b) **UCAS Code (where required)**

   VV41

2. Awarding body or institution:
   University of Leicester

3. a) Mode of study
   Full-time

   b) Type of study
   Campus-based

4. Registration periods:
   BA Ancient History and Archaeology
   The normal period of registration is 3 years
   The maximum period of registration 5 years

   BA Ancient History and Archaeology with a Year Abroad
   The normal period of registration is 4 years
   The maximum period of registration 6 years

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
- 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 Archaeology
- 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 by archaeologists
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and Archaeology, including elementary skills in Latin and Ancient Greek
- 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 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
- 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

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).
### a) Discipline specific knowledge and competencies

#### i) Mastery of an appropriate body of knowledge

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises</td>
</tr>
</tbody>
</table>

#### ii) Understanding and application of key concepts and techniques

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.</td>
</tr>
<tr>
<td>Demonstrate a variety of approaches to understanding, constructing and interpreting the past</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.</td>
</tr>
<tr>
<td>Demonstrate comprehension of and practice in a variety of archaeological practical techniques</td>
<td>Field school, survey and excavation experience, study tour experience</td>
<td>Participation in level 2 and 3 fieldwork and completion of fieldwork reports.</td>
</tr>
</tbody>
</table>

#### iii) Critical analysis of key issues

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and analyse the histories of different societies and cultures in the past, especially in the classical world</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</td>
</tr>
<tr>
<td>Analyse historical and archaeological processes through the assessment of continuity and change over extended time spans</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</td>
</tr>
</tbody>
</table>
### Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect critically on the nature of ancient history and archaeology as disciplines</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises</td>
<td>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</td>
</tr>
</tbody>
</table>

iv) Clear and concise presentation of material

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present ancient historical and archaeological problems and arguments in a variety of written and oral formats</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises</td>
<td>Writing tasks (including examinations), project work, seminar presentations, contributions to discussions</td>
</tr>
</tbody>
</table>

v) Critical appraisal of evidence with appropriate insight

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and sustain historical and archaeological arguments, formulating appropriate questions and utilising evidence</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</td>
</tr>
<tr>
<td>Read, analyse, and reflect critically and contextually upon a wide range of source materials including both texts and material culture</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</td>
</tr>
</tbody>
</table>

vi) Other discipline specific competencies

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, research and present a sustained and independently conceived piece of historical and/or archaeological writing.</td>
<td>Independent research; individual tuition</td>
<td>Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.</td>
</tr>
</tbody>
</table>
### Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks.</td>
<td>Hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials</td>
<td>Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.</td>
</tr>
</tbody>
</table>

#### b) Transferable skills

**i) Oral communication**

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate clarity, fluency and coherence in oral expression of historical and archaeological issues</td>
<td>Seminars, tutorials, team problem solving exercises</td>
<td>Seminar presentations, project presentations, contributions to discussions</td>
</tr>
<tr>
<td>Participate effectively in group discussions</td>
<td>Seminars, tutorials, team problem solving exercises</td>
<td>Seminar presentations, project presentations, contributions to discussions</td>
</tr>
</tbody>
</table>

**ii) Written communication**

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and sustain historical and archaeological arguments in a variety of literary forms</td>
<td>Seminars, tutorials, team problem solving exercises</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions</td>
</tr>
<tr>
<td>Demonstrate clarity, fluency and coherence in written expression of ancient historical and archaeological issues</td>
<td>Seminars, tutorials, independent research</td>
<td>Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions</td>
</tr>
</tbody>
</table>

**iii) Information technology**

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use IT effectively to support ancient historical and archaeological studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence</td>
<td>Induction programme, computer practical classes, independent research</td>
<td>Coursework; independent research projects; computer-based exercises; problem-based exercises; wikis; effective use of VLE.</td>
</tr>
</tbody>
</table>
iv) Numeracy

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse ancient historical and archaeological data using statistical and graphical techniques</td>
<td>Seminars, lectures, IT practical classes; fieldwork exercises</td>
<td>Independent research projects, computer-based exercises, problem-based exercises; fieldwork reports.</td>
</tr>
</tbody>
</table>

v) Team working

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others</td>
<td>Tutorials, seminars, team problem-solving exercises, field school, excavation training.</td>
<td>Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project and fieldwork reports.</td>
</tr>
</tbody>
</table>

vi) Problem solving

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address ancient historical and archaeological problems in depth using primary source materials and advanced secondary literature</td>
<td>Tutorials, seminars, team problem-solving projects and exercises; field school and excavation training</td>
<td>Essays, independent research projects, computer-based exercises, problem-based exercises, fieldwork project reports</td>
</tr>
</tbody>
</table>

vii) Information handling

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and deploy evidence and data to find, retrieve, sort and exchange new information</td>
<td>Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving projects and exercises</td>
<td>Essays, independent research projects, computer-based exercises, problem-based exercises</td>
</tr>
</tbody>
</table>

viii) Skills for lifelong learning

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical and archaeological problems</td>
<td>All of the above, particularly independent research</td>
<td>All of the above, particularly the dissertation and the second year group project</td>
</tr>
<tr>
<td>Reflect upon own learning and achievements and plan for personal, educational and career development</td>
<td>Tutorials, career development programmes, resource based learning, personal development planning programme</td>
<td>Portfolio, curriculum vitae</td>
</tr>
</tbody>
</table>
10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

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

a) Course transfers

The course transfers process is set out here on the University’s web pages.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

12. Special features

- This programme features a practical element attached to a first year core module, consisting of two museum visits.
- It also offers students the opportunity to take up a work placement in a school through an optional module in the third year.
- Students 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. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners’ reports for this programme can be found at exampapers@Leicester [log-in required]
Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BA Ancient History and Archaeology

Level 4/Year 1 2021/22

Credit breakdown

<table>
<thead>
<tr>
<th>Status</th>
<th>Year long</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>n/a</td>
<td>60 credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Optional</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

120 credits in total

Core modules

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>AH1008</td>
<td>Approaching Ancient Evidence (Greek)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 1</td>
<td>AH1010</td>
<td>Introduction to Greek History</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 1</td>
<td>AR1004</td>
<td>Introduction to World Archaeology BC</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 1</td>
<td>AR1007</td>
<td>Archaeology: the Essentials</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AH1009</td>
<td>Approaching Ancient Evidence (Roman)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AH1011</td>
<td>Introduction to Roman History</td>
<td>15 credits</td>
</tr>
<tr>
<td>Delivery period</td>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AR1005</td>
<td>Introduction to World Archaeology AD</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AR1013</td>
<td>Debates in Contemporary Archaeological Research</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

**Notes**
- N/A

**Level 5/Year 2 2022/23**

Credit breakdown

<table>
<thead>
<tr>
<th>Status</th>
<th>Year long</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>n/a</td>
<td>30 credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>Optional</td>
<td>n/a</td>
<td>30 credits</td>
<td>45 credits</td>
</tr>
</tbody>
</table>

120 credits in total

**Core modules**

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>AH2012</td>
<td>Sources, Methods and Theory for Ancient History</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 1</td>
<td>AR2044</td>
<td>Fieldwork I</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AR2029</td>
<td>Theory and Archaeology</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

**Notes**
- Students must take 15 credits of approved Ancient History (AH) options and 15 credits of approved Archaeology (AR) options in Semester One: 30 credits of options in total
- Students must take 30 credits of approved Ancient History (AH) options and 15 credits of approved Archaeology (AR) options in Semester Two: 45 credits of options in total

**Option modules**

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>AH2023</td>
<td>The Age of Augustus</td>
<td>15 credits</td>
</tr>
<tr>
<td>Delivery period</td>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Semester 1</td>
<td>AH2037</td>
<td>The Ancient Near East</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR2008</td>
<td>Environmental Archaeology</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR2032</td>
<td>Neolithic, Bronze and Iron Age Britain and Ireland</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR2034</td>
<td>Living in Towns: Medieval and Post-Medieval Archaeology</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR2046</td>
<td>Archaeology of the Roman Empire</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AH2022</td>
<td>Classical and Hellenistic Greek States</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AH2027</td>
<td>Latin in the Ancient, Medieval and Modern World</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AH2041</td>
<td>Roman Religion</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AH2047</td>
<td>Introduction to Graeco-Roman Medicine</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AR2028</td>
<td>Archaeological Survey &amp; Geomatics</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AR2031</td>
<td>Artefact Analysis</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AR2036</td>
<td>Heritage Skills</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AR2043</td>
<td>The Medieval Mediterranean World</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

Notes
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year Final 2023/24
Credit breakdown

<table>
<thead>
<tr>
<th>Status</th>
<th>Year long</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>n/a</td>
<td>30 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Optional</td>
<td>n/a</td>
<td>30 credits</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

120 credits in total

Page 10 of 14
### Core modules

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>AR3044</td>
<td>Fieldwork II</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 1</td>
<td>AR3059</td>
<td>Dissertation I</td>
<td>15 credits</td>
</tr>
<tr>
<td>Sem 2</td>
<td>AR3060</td>
<td>Dissertation II</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

**Notes**
Students must take 30 credits of approved Ancient History/Archaeology options in Semester One, and 30 credits of approved Ancient History/Archaeology options in Semester Two.

### Option modules

<table>
<thead>
<tr>
<th>Delivery period</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>AH3060</td>
<td>Households and Domesticity in the Roman World</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AH3079</td>
<td>Textiles, Dress and Identity in the Roman World</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AH3082</td>
<td>Great Greek Monuments</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR3012</td>
<td>Early Christian Europe</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR3017</td>
<td>Archaeozoology</td>
<td>30 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR3054</td>
<td>Warfare and Violence in Antiquity</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR3088</td>
<td>Archaeology of Islamic Societies</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 1</td>
<td>AR3090</td>
<td>South Asian Archaeology and Heritage</td>
<td>15 credits</td>
</tr>
<tr>
<td>Semester 2</td>
<td>AH3015</td>
<td>Sparta</td>
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<td>AH3062</td>
<td>Greek and Roman Art</td>
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<td>AH3080</td>
<td>The Roman Labyrinth: Crete Under the Emperors</td>
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<td>AH3081</td>
<td>Fall of the Roman Republic</td>
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<td>Archaeology/Ancient History in Education</td>
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<td>AR3085</td>
<td>The Archaeology of Colonialism in the Americas</td>
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<td>AR3087</td>
<td>Plants and People</td>
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<td>AR3089</td>
<td>Material transformations: difference and power in prehistoric Britain and Ireland0064</td>
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**Notes**
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Updates to the programme**

<table>
<thead>
<tr>
<th>Academic year affected</th>
<th>Module Code(s)</th>
<th>Update</th>
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<td>2021/22</td>
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Appendix 2: Module specifications

See undergraduate [module specification database](#) (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix

<table>
<thead>
<tr>
<th>Programme specification appendix 3</th>
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<tbody>
<tr>
<td>Skills matrix: BA Ancient History &amp; Archaeology VV41</td>
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Date amended: 2019

Programme learning outcomes

<table>
<thead>
<tr>
<th>AR1004-5 Introduction to world archaeology</th>
<th>AR1007 Archaeology: the essentials</th>
<th>AH1008-9 Language tools: Greek/ Latin</th>
<th>AR1010-11 Introduction to Greek/ Roman History</th>
<th>AR1011 Fieldschool</th>
<th>AH1012 Sources &amp; methods</th>
<th>AR1030 Theory in Archaeology</th>
<th>AR options level 2</th>
<th>AH options level 2</th>
<th>AR options level 3</th>
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<td>(a) Discipline specific knowledge and competencies</td>
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<td>(vi) Other discipline specific competencies</td>
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<tr>
<td>Design, research and present a sustained and independently conceived piece of ancient historical and/or archaeological writing</td>
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<td>(b) Transferable skills</td>
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<td>(i) Oral communication</td>
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<td>Demonstrate clarity, fluency and coherence in oral expression of ancient historical/archaeological issues</td>
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<td>Participate effectively in group discussions</td>
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<td>(ii) Written communication</td>
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<td>Develop and sustain ancient historical/archaeological arguments in a variety of literary forms</td>
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<td>Demonstrate clarity, fluency and coherence in written expression of ancient historical/archaeological issues</td>
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<td>(iii) Information technology</td>
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<tr>
<td>Use IT to effectively support archaeological studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence</td>
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<td>(iv) Numeracy</td>
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<tr>
<td>Analyse ancient historical/archaeological data using statistical and graphical techniques</td>
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<td>(v) Team working</td>
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<td>Be able to work collaboratively jointly to explore ancient historical/archaeological issues and arguments and to recognise the value of working closely with others</td>
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<td>(vi) Problem solving</td>
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<tr>
<td>Address ancient historical/archaeological problems in depth using contemporary text and material sources and advanced secondary literature</td>
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<td>(vii) Information handling</td>
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<td>Gather and deploy evidence and data to find, retrieve, sort and exchange new information</td>
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<td>(viii) Skills for lifelong learning</td>
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<td>Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical/archaeological problems</td>
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<td>Reflect upon own learning and achievements and plan for personal, education and career development</td>
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