



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 15/01/2022

Last amended: 02/04/2025

Version no. 1

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

Certificate of Higher Education in Ancient History and Classical Archaeology  
Diploma of Higher Education in Ancient History and Classical Archaeology  
BA Ancient History and Classical Archaeology (no UCAS codes)  
[Short Courses (1-2 modules) may also be taken for credit only]

#### a) [HECOS Code](#)

Code	%
100298 Ancient History	50%
101440 Classical Art and Archaeology	50%

#### b) UCAS Code (where required)

N/A

### 2. Awarding body or institution:

University of Leicester

#### 3. a) Mode of study

Flexible/blended learning

#### b) Type of study

Distance learning

### 4. Registration periods:

#### BA Full Time:

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA Part Time:

The normal period of registration is 6 years

The maximum period of registration 8 years

#### Diploma of Higher Education Full Time:

The normal period of registration is 2 years

The maximum period of registration 3 years

#### Diploma of Higher Education Part Time:

The normal period of registration is 4 years

The maximum period of registration 6 years

#### Certificate of Higher Education Full Time:

The normal period of registration is 1 years

The maximum period of registration 2 years

**Certificate of Higher Education Part Time:**

The normal period of registration is 2 years

The maximum period of registration 4 years

**5. Typical entry requirements**

All applicants must satisfy the University's English Language requirements (IELTS 6.5) as stipulated in the General Regulations for Taught Programmes in force for the academic year of entry to the programme. Students must also confirm that they meet the skills requirements of the course:

Students will be required to have:

- regular access to a computer with an internet connection sufficient to stream/download pre-recorded lectures
- the technological skills to
  - o read and write emails
  - o access and navigate the module VLE sites weekly
  - o access recommended e-readings
  - o perform simple data searches
  - o word process and upload assignments online
  - o follow staff guidance in how to use basic presentation software

Applications should be made directly to the University.

**Certificate of Higher Education in Ancient History and Classical Archaeology**

There are no specified academic requirements for application at level 1; admission in these circumstances is at the discretion of the designated individual(s) who are authorized to make admissions decisions on behalf of the Director of Distance Learning or the Programme Director.

**Diploma of Higher Education in Ancient History and Classical Archaeology**

For entry at level 2, applicants will normally have a Certificate of Higher Education in Ancient History and Classical Archaeology (120 credits at Level 1) or equivalent APL (e.g. Associate degree in Anthropology in the USA), or a minimum of two years relevant professional experience.

**BA in Ancient History and Classical Archaeology**

For entry at level 3, applicants will normally have a Diploma of Higher Education in Ancient History and Classical Archaeology (120 credits at Level 2).

**6. Accreditation of Prior Learning**

Accreditation of Prior Learning (APL) may be recognised in accordance with the General Regulations for Taught Programmes in force for the academic year of entry to the programme. Module exemptions on the basis of APL will normally be granted on an 'ungraded' basis, meaning that students would be awarded a qualification on the basis of the average marks from modules completed at the University of Leicester.

**Diploma of Higher Education in Ancient History and Classical Archaeology**

Direct entry to level 2 would be permitted where applicants would normally have a Certificate of Higher Education in Ancient History and Classical Archaeology (120 credits at Level 1) or equivalent APL (e.g. Associate degree in Anthropology in the USA), or a minimum of two years' relevant professional experience.

## **BA in Ancient History and Classical Archaeology**

Direct entry to level 3 would be permitted where applicants would normally have a Diploma of Higher Education in Ancient History and Classical Archaeology or equivalent (120 credits at Level 2). Admission in these circumstances is at the discretion of the designated individual(s) who are authorized to make admissions decisions on behalf of the Director of Distance Learning or Programme Director

### **7. Programme aims**

The programme aims to:

#### **The Certificate of Higher Education in Ancient History and Classical Archaeology aims to:**

- provide a rigorous and coherent curriculum, drawing on the School's research and teaching strengths and expertise in delivering distance learning;
- provide a stimulating and challenging learning experience for a wide range of students from a variety of social, geographic and cultural backgrounds;
- develop students' skills in textual analysis and the interpretation of archaeological information;
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and Classical Archaeology;
- enable students to develop and demonstrate a range of transferable skills necessary for further study, career and life enhancement, and effective independent learning;
- enable students to develop personally in ways which will enrich their lives and facilitate their wider contributions to society.

#### **The Diploma of Higher Education in Ancient History and Classical Archaeology aims to:**

- provide a rigorous and coherent curriculum, drawing on the School's research and teaching strengths and expertise in delivering distance learning;
- consolidate students' existing archaeological knowledge and inculcate a critical approach to the discipline;
- develop students' knowledge and understanding of the wide chronological and geographical range of the discipline;
- provide students with an introduction to two ancient languages and to offer them opportunity and encouragement to pursue this learning independently;
- develop students' skills in textual analysis and the interpretation of archaeological information;
- enable students to develop personally in ways which will enrich their lives and facilitate their wider contributions to society.

#### **The BA in Ancient History and Classical Archaeology 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 discipline;
- develop students' abilities to apply archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in Ancient History and Classical Archaeology;
- provide students with an introduction to two ancient languages and to offer them opportunity and encouragement to pursue this learning independently;
- develop students' skills in textual analysis and the interpretation of archaeological

information;

- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and Classical Archaeology;
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

#### **Reference points used to inform the programme specification**

- QAA Benchmarking Statements in [Classics and Ancient History](#), and [Archaeology](#)
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 8. 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate knowledge of the essential terminology, principal evidence types and basic chronology for the study of classical archaeology	DL course materials within all core modules at Level 1, AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , and AH1702 <i>Approaching the Roman World</i> : directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, a poster, and self-assessed exercises.
Demonstrate knowledge of the essential terminology, principal evidence types and basic chronology for the study of ancient history	DL course materials within core modules at Level 1, AH1701 <i>Approaching the Roman World</i> , and AH1702 <i>Approaching the Roman World</i> : directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, and self-assessed exercises.
Demonstrate knowledge of the principal theoretical approaches which underpin archaeological analysis and scholarship	DL course materials within core modules at Level 2, AR2601 <i>Archaeological Theory</i> and AH2702 <i>Slavery in the Ancient World</i> : directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, and self-assessed exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate knowledge of advanced approaches and analytical tools used in the study of archaeological material	DL course material within core modules at Level 3, AR3601 <i>Research Bootcamp</i> (on campus) AR3602 <i>Research Bootcamp (online)</i> and AR3603 <i>Dissertation: directed reading; independent research; resource-based learning (in the case of AR3601 including lab-based learning); academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities, including Dissertation Proposal planning, and assignments including research report and dissertation

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understand and apply basic chronological concepts and dating conventions	DL course materials within all core modules at Level 1, AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , and AH1702 <i>Approaching the Roman World: directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, a poster, and self-assessed exercises.
Understand and apply theoretical frameworks to the study of the past	DL course materials within core modules at Level 2, AR2601 <i>Archaeological Theory</i> and AH2702 <i>Slavery in the Ancient World: directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, and self-assessed exercises.
Understand and apply advanced approaches and analytical techniques used in the study of archaeological material	DL course material within core modules at Level 3, AR3601 <i>Research Bootcamp</i> (on campus) and AR3602 <i>Research Bootcamp (online): directed reading; independent research; resource-based learning (in the case of AR3601 including lab-based learning); academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities, including Dissertation Proposal planning, and assignments including research report.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identify and apply a sound methodology in the design and execution of a sustained research project	DL course material within core modules at Level 3, AR3601 <i>Research Bootcamp</i> (on campus) AR3602 <i>Research Bootcamp (online)</i> and AR3603 <i>Dissertation: directed reading; independent research; resource-based learning (in the case of AR3601 including lab-based learning); academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities, including Dissertation Proposal planning, and assignments including research report and dissertation
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, contributions to discussions, self-assessed exercises, and the dissertation

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Reflect critically on the conventional terminology used in archaeology and ancient history to describe periods, places and peoples	DL course materials within all core modules at Level 1, AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , and AH1702 <i>Approaching the Roman World: directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, a poster, and self-assessed exercises.
Critique the theoretical basis for archaeological analyses and scholarship	DL course materials within core modules at Level 2, AR2601 <i>Archaeological Theory</i> and AH2702 <i>Slavery in the Ancient World: directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback</i>	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, and self-assessed exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critically assess the presentation of archaeological data in reports and publications	DL course material within core modules at Level 3, AR3601 <i>Research Bootcamp</i> (on campus) and AR3602 <i>Research Bootcamp (online)</i> ; directed reading; independent research; resource-based learning (in the case of AR3601 including lab-based learning); academic support from tutors; pre-assignment guidance and assignment feedback	Module activities, including Dissertation Proposal planning, and assignments including research report.
Compare and analyse appropriate archaeological themes by period, place, material or cultural category	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, contributions to discussions, self-assessed exercises, and the dissertation
Analyse historical processes over a variety of temporal and spatial scales	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, contributions to discussions, self-assessed exercises, and the dissertation
Compare and analyse archaeological and textual evidence for the understanding of the classical past	DL course materials, especially all core modules, Level 1: AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , AH1702 <i>Approaching the Greek World</i> ; Level 2: AR2601 <i>Archaeological Theory</i> , AH2701 <i>Slavery in the Ancient World</i> ; Level 3: AR3601/2 <i>Research Bootcamp</i> , AR3603 <i>Dissertation</i> ); lectures, directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present archaeological materials and historical argument in a variety of written and graphical formats	DL course materials, especially core modules AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AR3601/2 <i>Research Bootcamp</i> and AR3603 <i>Dissertation</i> ; lectures, directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identify and critically appraise archaeological evidence using appropriate terminology	DL course materials within all core modules at Level 1, AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , and AH1702 <i>Approaching the Roman World</i> : directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, a poster, and self-assessed exercises.
Critically appraise archaeological evidence from a range of perspectives	DL course materials within core modules at Level 2, AR2601 <i>Archaeological Theory</i> and AH2702 <i>Slavery in the Ancient World</i> : directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module activities and assignments including essays, critiques, written reports, writing tasks, problem-based exercises, and self-assessed exercises.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Critically appraise a range of different research methods and understand their applications in solving research problems	DL course material within core modules at Level 3, AR3601 <i>Research Bootcamp</i> (on campus) and <i>Research Bootcamp (online)</i> and AR3603 <i>Dissertation</i> : directed reading; independent research; resource-based learning (in the case of AR3601 including lab-based learning); academic support from tutors; pre-assignment guidance and assignment feedback	Module activities, including writing tasks, problem-based exercises and Dissertation Proposal planning, and assignments including research report and dissertation
Develop and sustain arguments, formulating appropriate questions, and identifying and evaluating appropriate techniques and approaches	DL course materials, especially core modules AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AR2701 <i>Slavery in the Ancient World</i> , AR3601/2 <i>Research Bootcamp</i> ; lectures; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation
Read, analyse and critically evaluate a range of source materials	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Reflect critically on the different scholarly traditions associated with archaeology and ancient historiography; on their different status in the contemporary world; and their relationship to cognate disciplines and methods	DL course materials especially core modules (Level 1: AR1601 <i>Aims and Methods</i> , AR1603 <i>Introduction to Classical Archaeology</i> , AH1701 <i>Approaching the Roman World</i> , AH1702 <i>Approaching the Greek World</i> ; Level 2: AR2601 <i>Archaeological Theory</i> , AH2701 <i>Slavery in the Ancient World</i> ; Level 3: AR3601/2 <i>Research Bootcamp</i> , AR3603 <i>Dissertation</i> ); lectures, directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

**b) Transferable skills**

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in oral expression	In option modules only (due to incidence of accessibility and language needs in DL cohort): AR2602 <i>Field School (UoL)</i> , AR2603 <i>Self-Organised Field School</i> , AR3601 <i>Research Bootcamp (on campus)</i> , AH3701 <i>Hellenistic World</i>	Contribution to AR2602 or AR2603 <i>Field School</i> excavations, non-assessed presentations at AR3601 <i>Research Bootcamp</i> , assessed recorded presentation in AH3701 <i>Hellenistic World</i>

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop and explain arguments and presentation of data in a variety of textual and graphical formats	DL course materials; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters, self-assessed exercises, and the dissertation

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Apply IT to support research, interpretation, analysis and presentation, including bibliographic and corpora research and data production	Library induction in ebook readers and bibliographic searches; skills training in relevant software; DL course materials on Blackboard and web; independent research using recommended databases and corpora; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate analysis of archaeological data using quantitative, statistical and graphical techniques	DL course material, especially within AR1601 <i>Aims and Methods</i> and AR3601/2 <i>Research Bootcamp</i> ; independent research; resource-based learning	Module assignments including written reports, problem-based exercises, posters and presentations, and (where relevant) the dissertation

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Be able to work collaboratively and recognise the advantages of working with others	Optional AR2602 <i>Field School</i> or AR2603 <i>Self-Organised Field School</i> and core AR3601/2 <i>Research Bootcamp</i> ; DL course materials; DL Forum shared spaces	Module assignments; DL Forum message boards and Virtual Common Room meetings

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Address historical issues and problems at a variety of scales using a range of techniques and sources	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Gather and deploy evidence and data from a range of sources to find, retrieve, select and present information in a variety of formats	DL course materials; lectures; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate self-management of learning	DL course materials; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments; course progression
Demonstrate intellectual independence through the appropriate selection, analysis, interpretation and evaluation of evidence	DL course materials; directed reading; independent research; resource-based learning; academic support from tutors; pre-assignment guidance and assignment feedback	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, posters and presentations, and contributions to discussions, self-assessed exercises, and the dissertation
Reflect upon learning and achievement and plan for educational, personal and career development	Online Leicester Award; SAAH Internships and Placements Programme; Careers and Employability pages within DL Forum; Personal Tutor system	Module feedback; uptake of internships and training opportunities; completion of Leicester Award

## 9. 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

- i. The course transfers process is set out [here](#) on the University's web pages.
- ii. A transfer between Full-Time and Part-Time study:
  - a. may not be implemented in the middle of a taught module.
  - b. will usually only be granted at the half-way point in a Level (i.e. when 60 credits of the Level have been completed) OR at the end of a Level (i.e. when 120 credits of the Level have been completed).
- iii. Students are advised to contact their funding body (e.g. The Student Loans Company), and consult with the DL Hub ([DLstudy@le.ac.uk](mailto:DLstudy@le.ac.uk)) and the [Welfare Office](#) to discuss any financial implication before initiating the transfer process.

## 10. 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.

## 11. Special features

### 11.1 Fieldschool (AR2602/AR2603)

It is optional for students to take a practical fieldwork module by selecting AR2602 or AR2603. AR2602 *Field School (UoL)* is organised by the School of Archaeology and Ancient History, which entails travelling to Leicestershire/Midlands. They should attend the Field School in the first summer period after completing Level 1 and subsequently study the accompanying academic module in their first Term 1 (Sep-Dec) at Level 2 (i.e. following the excavation).

Alternatively, you may arrange your own fieldwork experience by choosing AR2603 *Field School (Self-Organized)*, provided this is approved in advance by the designated member of staff in the School of Archaeology and Ancient History. You may take part in this fieldwork at any point in the year, but it is recommended that you formally enrol on the AR2603 module to complete the required assessments in the Semester immediately following your fieldwork.

### 11.2 Research Bootcamp (AR3601/AR3602)

It is compulsory for students to take a dedicated research methods module. Students have the option to select AR3601 *Research Bootcamp (On Campus)* which entails travelling to the School of Archaeology and Ancient History, or AR3602 *Research Bootcamp (Online)*.

### 11.3 Transfer between DL and CB mode of study

Students may transfer between mode of study with the prior agreement of the Programme Director or his/her nominee. In such cases, the normal and maximum periods of registration will be calculated accordingly.

### 11.4 Associate students and standalone modules (“Short courses”)

Associate students may register for a single Level 1 module on a ‘for-interest’ basis. Associate students will be required to undertake all assessments associated with their chosen module. Successful completion of the module at 40% or above will entitle an associate student to a Certificate of Achievement. Associate students will not be permitted to study more than one module (30 credits) on this basis. Students who wish to undertake further study after this will be

required to register for a qualification leading to award in accordance with the General Regulations governing the accreditation of prior learning.

It is also possible for students to take Associate modules at Level 2 if they can demonstrate that they have 120 credits in Archaeology at Level 1 or a suitable equivalent.

### 11.5 Intakes, Study Intensity and Order of Study

You may begin your programme in either September (Semester 1) or February (Semester 2).

Modules are offered twice a year i.e. duplicated in Semester 1 and Semester 2, except the optional module AR2602 *Field School (UoL)* which is usually only offered in Semester 1.

Full-Time students should usually study two modules per semester, and part-time student should study one module per semester. The exception is at Level 3 where students complete AR3601/2 mid-way during the semester.

You will be enrolled on your modules in the order determined by the School and commensurate with your Level.

### 11a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
<p><b>Research-briefed</b></p> <p>Bringing staff research content into the curriculum.</p>	<p>The programme provides a thorough grounding in the methods and theories underlying Ancient History and Archaeology, and also critical thinking through exposure to current research. It draws on international published research ensuring that the knowledge and skills our graduates acquire are put into practice within the disciplines and more widely through application of critical thinking.</p> <p><b>Research-briefed</b> - Module materials (lectures, readings, podcasts) introduce students to fundamental concepts in the disciplines necessary to understand current research and practice.</p>
<p><b>Research-based</b></p> <p>Framed enquiry for exploring existing knowledge.</p>	<p><b>Research-based</b> - Students critique previous research and produce a research report on how they approach sources and materials.</p> <p>For the dissertation, supervisors provide their own specialist research input to guide students with their own dissertation research.</p>
<p><b>Research-oriented</b></p> <p>Students critique published research content and process.</p>	<p><b>Research-oriented</b> - Students critique research content in practical exercises and essay writing throughout the degree.</p> <p>The dissertation requires a critical reading of the materials and sources researched to generate the student's own informed assessment of the theme.</p>
<p><b>Research-apprenticed</b></p> <p>Experiencing the research process and methods;</p>	<p><b>Research-apprenticed</b> - Students experience and learn about the entire research process by undertaking research themselves for their dissertation, supported by the first-hand guidance of a supervisor”.</p>

building new knowledge.	
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**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

Wednesday Research seminars, a hybrid and weekly research event across the School
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**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.
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The School holds teaching Open Fora through the year. These are two-hour meetings on a particular topic (usually different each time), which all staff are invited to. The Open Fora are used to develop ideas around best practice, which can then be implemented within the curriculum
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## **12. Indications of programme quality**

In REF 2021, 94% of our research overall was classed as world-leading (4\*) and internationally excellent (3\*). We returned three Impact case studies, all of which were ranked as 4\* placing us 1<sup>st</sup> in the country for the second REF in a row. On the measure of overall research quality we rank 3<sup>rd</sup> in the country. Our research environment (which is a mixture of our facilities and research culture) was ranked 4<sup>th</sup> in the Country (87.5% of 4\*). On overall GPA we rank 5<sup>th</sup> in the country.

We deliver undergraduate and master's teaching to the highest standards. Each year, DL students go on to take master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation.

In the NSS return of 2021 (a challenging teaching year by any standards) the School of Archaeology and Ancient History gained an overall satisfaction score of 82%.

## **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](mailto:exampapers@Leicester) [log-in required]

## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

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Version no. 1

### 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.

CertHE/DipHE/BA Ancient History and Classical Archaeology

**Level 1**                      **2025/26**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
SEM 1 and 2	AR1601	Aims and Methods in Archaeology	30 credits
SEM 1 and 2	AR1603	Introduction to Classical Archaeology	30 credits
SEM 1 and 2	AH1701	Approaching the Roman World	30 credits
SEM 1 and 2	AH1702	Approaching the Greek World	30 credits

**Notes** Full-Time students study two modules per Semester, and Part-Time students study one module per semester.

## DipHE/BA Ancient History and Classical Archaeology

**Level 2**

**2026/27**

### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	n/a	n/a
Optional	60 credits	n/a	n/a

120 credits in total

### Core modules

Delivery period	Code	Title	Credits
SEM 1 and 2	AR2601	Archaeological Theory	30 credits
SEM 1 and 2	AH2701	Slavery in the Ancient World	30 credits

### Notes

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### Option modules

Delivery period	Code	Title	Credits
SEM 1 and 2	AR2607	Archaeology of the Roman World	30 credits
SEM 1	AR2602	Field School (UoL)	30 credits
SEM1 and 2	AR2603	Field School (Self-Organised)*	30 credits
SEM 1 and 2	AH2702	Deconstructing Sparta	30 credits
SEM 1 and 2	AH2703	Age of Augustus	30 credits

## 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. Full-Time students study two modules per Semester, and Part-Time students study one module per semester.

## BA Ancient History and Classical Archaeology

### Level 3 2027/28

#### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	n/a	n/a
Optional	60 credits	n/a	n/a

120 credits in total

#### Core modules

Delivery period	Code	Title	Credits
SEM 1 and 2	AR3601	Research Bootcamp (on campus)*	15 credits
SEM 1 and 2	AR3602	Research Bootcamp (online)*	15 credits
SEM 1 and 2	AR3603	Dissertation**	45 credits

## Notes

\*Students must take EITHER AR3601 OR AR3602.

\*\* Independent learning and personal research are the backbone of the Distance Learning programme, developed over three years. The large credit-weighting for the Dissertation (45 credits) reflects its importance as the culmination of a programme mostly composed of intensive 30-credit taught modules. Full-Time students study these core modules concurrently in one Semester, and Part-Time students study one module per semester.

## Option modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
SEM 1 and 2	AR3604	Urbanisms	30 credits
SEM 1 and 2	AR3607	Britain and the Roman World	30 credits
SEM 1 and 2	AH3701	Hellenistic World	30 credits
SEM 1 and 2	AH3702	The End of Antiquity	30 credits

### 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. Full-Time students study two optional modules concurrently in one Semester, and Part-Time students study one optional module per semester.



UNIVERSITY OF  
**LEICESTER**

## **Programme Specification (Undergraduate)**

**FOR ENTRY YEAR: 2025/26**

**Date created:** 15/01/2022

**Last amended:** 02/04/2025

**Version no.** 1

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Appendix 2: [Module specifications](#) [log in required]