Programme Specification (Postgraduate)   FOR ENTRY YEAR: 2025/26

Date created: 02/10/2024   **Last amended:** Click or tap to enter a date.   **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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

Ancient History and Classical Archaeology MA

Ancient History and Classical Archaeology PG Diploma

Ancient History and Classical Archaeology PG Certificate

Notes

a)   HECOS Code

HECOS Code	%
100299 - archaeology	33%
100298 – ancient history	33%
100300 – classical studies	33%

2.   Awarding body or institution: University of Leicester

3.   a)   Mode of study Part-time

   b)   Type of study Distance learning

4.   Registration periods:

Ancient History and Classical Archaeology MA

The normal period of registration is 2 years

The maximum period of registration 4 years

Ancient History and Classical Archaeology PG Diploma

The normal period of registration is 22 months

The maximum period of registration 44 months

Ancient History and Classical Archaeology PG Certificate

The normal period of registration is 10 months

The maximum period of registration 20 months

5.   Typical entry requirements

A good second class (2:1, or equivalent) honours degree in archaeology (or Anthropology in North America), classics, ancient history or a closely related subject. If you have a degree in a less-relevant subject, you may be able to apply for this degree after completing specific conversion module(s) to an

appropriate standard, by prior agreement with the Course Director. If you have extensive relevant professional experience (5 years or more) the Course Director may consider this, on an individual basis.

6.   Accreditation of Prior Learning

NA

7.   Programme aims

The program aims to:

- Train students to develop a critical understanding of a wide range of themes and topics in the study of ancient history, classical archaeology and related fields and the complex and unpredictable data sets, concepts and theories that emerge from these related subjects

- To train students to professionally interpret and present studies in ancient history and classical archaeology to a high standard with a critical awareness of the consequences of decision making in this process.

- To systematically apply an advanced awareness of ethical and professional values and codes of conduct in the fields of ancient history and classical archaeology

- To develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in the ancient history, classical archaeological and heritage sectors. Students will be able to face complex dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions. They will develop high-level problem-solving skills in this process.

- To develop an advanced and systematic understanding of the data, sources and methods used in both ancient history and classical archaeology to allow them to develop high level understandings of past societies.

- To systematically organise, synthesise and interpret theories of historical scholarship and complex data from multiple different specialists to develop a well-rounded understanding of given societies.

- To equip students with high level skills to design, develop, organise, plan and deliver a reearch project.

8.   Reference points used to inform the programme specification

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

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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)   Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate advanced knowledge of the terminology, methods, principal evidence types and chronology for the study of ancient history and classical archaeology	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Demonstrate advanced knowledge of the theoretical and ethical approaches which underpin ancient history and classical archaeology scholarship and how these critically intersect with issues of contemporary politics and ethics.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly, AH7704. But also course material within AH7701, AH7702, AH7603, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Demonstrate high-level knowledge and critical understanding of how ancient historians and classical archaeologists interpret the past.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
To develop an advanced understanding of cultures from the ancient world.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate advanced familiarity and handling of the various conceptual and theoretical frameworks available to underpin study of the archaeology and history of the Classical Mediterranean world.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: professionally interpret and present studies in ancient history and classical archaeology to a high standard with a critical awareness of the impact of interpretation and presentation	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: systematically apply an advanced awareness of ethical and professional values in ancient history and classical archaeology.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

| Students should be able to: Critically and systematically integrate different datasets and methodologies from ancient history and classical archaeology to answer complex questions about the ancient world | Asynchronous pre-recorded lectures, guided readings, and independent learning. | Particularly AH7701. But also AH7702, AH7603, AH7704, and AR7605. | Essays, recorded presentations, source portfolios, reviews, posters and the dissertation. |

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: systematically organise, synthesise and interpret complex data from multiple different sources to develop a well-rounded understanding of ancient societies.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Gather their own primary or secondary data and critically analyse it to answer a research question of their own devising	Asynchronous pre-recorded lectures, guided readings, and independent learning.	The dissertation, with development of skills through AH7701, AH7702, AH7703 and AH7604.	Primarily the dissertation, with skills developed through the core modules

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Develop professional presentation skills for a variety of both professional and public audiences	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly, AH7701, AH7703, AH7604, and AR7605.	Particularly recorded presentations and posters
Students should be able to: Consider how the presentation of ancient history and classical archaeology research to the public needs to be carefully and professionally constructed to produce different outcomes and interpretations	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly, AH7704. But also course material within AH7701, AH7702, AH7603, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: To systematically organise, synthesise and interpret complex data from multiple different sources (both written and material) to develop a well-rounded understanding of the ancient world.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: To systematically organise, synthesise and interpret theories of historical scholarship and complex data from multiple different specialists to develop a well-rounded understanding of given archaeological, ancient historical, and heritage scenarios.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AH7701. But also AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Develop and explain nuanced and complex arguments and presentation of sources and data in a variety of textual and graphical formats	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Select an appropriate topic for an assessment, essay or project based on well-developed research	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Independently establish an appropriate research question, design and execute a programme of research to answer that question, analyse the results critically and present them professionally	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7605. With skills being developed in AH7701, AH7702, AH7603 and AH7704.	Primarily through a dissertation. Secondarily through core coursework.

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop professional communication skills for a variety of both professional and public audiences	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly, AH7701, AH7703, AH7604, and AR7605.	Particularly recorded presentations and posters
Students should be able to: Consider how communication with the public about research, historical, and heritage needs to be carefully and professionally constructed.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present complex and nuanced sources and data in a variety of formats appropriate for different audiences and to make different kinds of interpretations emerge	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply IT to support research, interpretation, analysis and	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
presentation, including bibliographic research and data production			

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: To systematically organise, synthesise and interpret complex data from multiple different sources (both written and material) to develop a well-rounded understanding of the ancient world.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: Develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in ancient history and classical archaeology. Students will be able to face complex dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions. They will develop high-level problem-solving skills in this process.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Communicate professionally with their peer group and staff on the course to build and manage professional working relationships.	Demonstrated through good practice from staff creating professional communication environment	Participating in the course, contacting tutors, interacting with peers	Unassessed.
Students should be able to: Develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in the historical, archaeological and heritage sectors. Students will be able to face complex dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions. They will develop high-level problem-solving skills in this process.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the management of their own learning and research to a professional standard	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Completing their work for modules and their assignments	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to:	Feedback on assessments	Learning from and responding to module feedback; taking opportunities available through both	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.

Reflect on their own learning and achievements so as to plan for their own development and career		UoL and their own personal networks to develop their own wider learning.	

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Understand how they can further develop their own skills to advance their ~~own~~ career ambitions	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AH7701, AH7702, AH7603, AH7704, and AR7605.	Essays, recorded presentations, source portfolios, reviews, posters and the dissertation.
Students should be able to: design, develop, plan and organise a complex research project to a professional standard	Asynchronous pre-recorded lectures, guided readings, and independent learning. Dissertation supervision	Particularly AR7605	Dissertation

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10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

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

a) Course transfers

Students may transfer between PG Certificate, Diploma and full MA qualifications subject to approval by the School.

Criteria for award and classification

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

11. Special features

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
Research-briefed Bringing staff research content into the curriculum.	The MA is designed to take students and give them the ability to carry out their own research within professional (or academic contexts) therefore skills delivery is emphasised through the course and students are given the chance in every module to apply what they have learned to the material and time period that interests them. This masters is built around a research-apprenticed mode of teaching and learning
Research-based Framed enquiry for exploring existing knowledge.	Research briefed: Throughout the masters degree students engage with staff research through a variety of teaching types (lectures, guided readings etc.). Modules draw on analysis, expertise and published research of staff in the areas of textual and material culture analysis, the concept of 'classical antiquity', and historiography.
Research-oriented Students critique published research content and process.	Research-based: Students work to produce their own outputs based on their own work with support from module staff. Students produce assessments in each of the modules that are taught on the MA where they are asked to apply a specific approach to a research topic that interests them.
Research-apprenticed	Research oriented: Students critique research outputs regularly (including as part of set assessments (e.g. AH7702) and are also provided with opportunities to critique their own approach to research through reflective assignments. They are provided with guidance and training to enable them to do this.

Experiencing the research process and methods; building new knowledge.	Research-apprenticed: The masters degree is set up to provide students with the opportunity to experience the research process throughout, with appropriate staff support. This includes skills in varied presentation formats (posters, essays and recorded presentations) and the process of developing their own essay questions in conversation with staff members. These skills gained through the course of the module assessments help to prepare them for their dissertation as the capstone of their masters where they work with a supervisor to whom they are effectively research apprenticed.

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:

Students can choose to take part in the weekly Wednesday Research seminars, a hybrid and weekly research event across the School.

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.

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.

12. Indications of programme quality

This DL programme emerges from our previous course 'Classical Mediterranean MA' which was in place for 20 years (launched in fall 2004).

External examiners' reports on the quality of the programme have been uniformly supportive, albeit not without constructive comments and suggestions that have actively informed its ongoing development and review. The following comments are taken directly from the external examiner's reports:

"The high quality of teaching shone through the materials submitted – the feedback was also very helpful."

"The course materials were laid out in an exemplary manner. The content of the MA/PG Dip/PG Cert Classical Mediterranean was wide ranging, engaged with current research issues and prepared the students well for their assignments."

"The assessments struck me as well designed, and appropriate for modules at postgraduate level – they aimed to introduce students to the disciplines of PG work, developed their critical awareness and tested their abilities to research and develop an argument."

"I would once again emphasise the success of this Masters course, the high achievement of the best candidates and the dedication and skill of those teaching it"

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].

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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.

MA Ancient History and Classical Archaeology

Level 7/Year 1   **Delivery Year 2025/26   Intake Month September   Mode of Study Part Time Structure**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AH7701	Text and Material Culture	30 credits
February	AH7702	Encountering the Classical World	30 credits
June	AR7605	Dissertation	60 credits

Notes
Students begin work on their dissertation in the June of their first year with an assessment due in the August of their first year. They then return to the dissertation in the May/June of their second year with the final work due at the end of August in their second year.

MA Ancient History and Classical Archaeology

Level 7/Year 2 **Delivery Year 2026/27** **Intake Month September** **Mode of Study Part Time Structure**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AH7703	Writing the Past	30 credits
February	AH7704	Complicating the Past	30 credits
June	AR7605	Dissertation	60 credits

Notes

Students begin work on their dissertation in the June of their first year with an assessment due in the August of their first year. They then return to the dissertation in the May/June of their second year with the final work due at the end of August in their second year.

Ancient History and Classical Archaeology PG Dip

Level 7/Year 1 **Delivery Year 2025/26** **Intake Month September** **Mode of Study Part Time Structure**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AH7701	Text and Material Culture	30 credits
February	AH7702	Encountering the Classical World	30 credits

Ancient History and Classical Archaeology PG Dip

Level 7/Year 2   Delivery Year 2026/27   Intake Month September   Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60credits in total

Core modules

Delivery period	Code	Title	Credits
September	AH7703	Writing the Past	30 credits
February	AH7704	Complicating the Past	30 credits

Ancient History and Classical Archaeology PG Cert

Level 7/Year 1   Delivery Year 2025/26   Intake Month September   Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	Choose an item.	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AH7701	Text and Material Culture	30 credits
February	AH7702	Encountering the Classical World	30 credits

Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery) [login-required]