University *of* Leicester

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

Certificate in Ancient History and Classical Archaeology
Diploma in Ancient History and Classical Archaeology
BA Ancient History and Classical Archaeology (no UCAS code)

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full-time or Part-time

b) Type of study:

Distance Learning

4. Registration periods:

Full Time:
The normal period of registration is 3 years full-time
The maximum period of registration is 5 years full-time

Part Time:
The normal period of registration is 6 years part-time
The maximum period of registration is 8 years part-time

5. Typical entry requirements:

Applicants must meet the minimum entry requirements for undergraduate study as stipulated in the General Regulations for Taught Programmes in force for the academic year of entry to the programme for levels 2 and 3.

Certificate 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 in Ancient History and Classical Archaeology

For the Diploma (Level 2): Applicants will normally have a Certificate in HE in Ancient History and Archaeology (120 credits in Ancient history and Archaeology at Level 1).

Students will be eligible for transfer to year 2 of the Campus Based BA in Archaeology and Ancient History upon satisfactory completion of the Certificate in Ancient History and Classical Archaeology by Distance Learning.

BA in Ancient History and Classical Archaeology

For the BA: (Level 3) Applicants will normally have a Diploma in HE in Ancient History and Archaeology (120 credits in Ancient history and Archaeology at Level 2).

All applicants must satisfy the University's English Language requirements as stipulated in the General Regulations for Taught Programmes in force for the academic year of entry to the programme.

Applications should be made directly to the University.

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 in Ancient History and Classical Archaeology

Direct entry to level 2 would be permitted where applicants would normally have a Certificate in HE in a relevant subject (120 credits at Level 1) or equivalent APL, 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 in HE in a relevant subject (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 the Programme Director.

7. Programme aims:

The Certificate 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;
- To 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 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;
- To provide students with an introduction to two ancient languages and to offer them opportunity and encouragement to pursue this learning independently**;**

- To 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;
- To provide students with an introduction to two ancient languages and to offer them opportunity and encouragement to pursue this learning independently;
- To 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.

8.   **Reference points used to inform the programme specification:**

- The FHEQ (Framework for Higher Education Qualifications) within the QAA; with particular reference to level 6 qualifications being BA (Hons) (pages 18-20):
- QAA Benchmarking Statement for Classics and Ancient History
- QAA Benchmarking Statement for Archaeology
- QAA Benchmarking Statement for History
- University of Leicester Learning Strategy
- University of Leicester Employability Strategy
- University of Leicester Periodic Review Reports
- National Student Survey
- First Destinations Data
- Graduate Survey
- External Examiners' reports
- Annual Developmental Review of the School of Archaeology & Ancient History

9.   **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of knowledge in ancient history and classical archaeology	DL course materials; directed reading; independent research; resource-based learning; assignment feedback; academic support from tutors; electronic discussion groups; peer-group support and interaction	Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, portfolios of language work, contributions to discussions, self-assessed exercises, dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the variety and complexities of textual and archaeological evidence, analytical techniques and interpretation

Demonstrate a variety of approaches to understanding, constructing and interpreting the past | DL course materials; directed reading; independent research; resource-based learning; assignment feedback; academic support from tutors; electronic discussion groups; peer-group support and interaction

DL course materials; directed reading; independent research; resource-based learning; assignment feedback; academic support from tutors; electronic discussion groups; peer-group support and interaction | Module assignments including essays, critiques, written reports, writing tasks, problem-based exercises, portfolios of language work, contributions to discussions, self-assessed exercises, dissertation |
| **(iii) Critical analysis of key issues** | | |
| Compare and analyse archaeological and textual evidence for the understanding of the classical past.

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 Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Households; directed reading; independent research; resource-based learning; assignment feedback

DL course materials especially Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Households; directed reading; independent research; resource-based learning; assignment feedback | Module assignments including essays, critiques, writing tasks, problem-based exercises, contributions to discussions and self-assessed exercises, dissertation |
| **(iv) Clear and concise presentation of material** | | |
| Present archaeological materials and historical argument in a variety of written and graphical formats | DL course materials; directed reading; independent research; resource-based learning; assignment feedback | Module assignments including essays, critiques and writing tasks, and self-assessed exercises, language portfolio, dissertation |

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain arguments, formulating appropriate questions, and identifying and evaluating appropriate techniques and approaches Read, analyse and critically evaluate a range of source materials	DL course materials especially Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Greco-Roman Slavery; Households; directed reading; independent research; resource-based learning; assignment feedback DL course materials especially Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Greco-Roman Slavery; Households; directed reading; independent research; resource-based learning; assignment feedback	Module assignments including essays, critiques, writing tasks, problem-based exercises, contributions to discussions and self-assessed exercises, dissertation Module assignments including essays, critiques, language portfolio, problem-based exercises, contributions to discussions and self-assessed exercises; dissertation
(vi) Other discipline specific competencies		
Develop and sustain arguments, formulating appropriate questions, and identifying and evaluating appropriate techniques and approaches Read, analyse and critically evaluate a range of source materials	DL course materials especially Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Greco-Roman Slavery; Households; directed reading; independent research; resource-based learning; assignment feedback DL course materials especially Classical Archaeology; Introduction to Roman/Greek History; Latin and Greek Language for Ancient History; The Age of Augustus; Greco-Roman Slavery; Households; directed reading; independent research; resource-based learning; assignment feedback	Module assignments including essays, critiques, writing tasks, problem-based exercises, contributions to discussions and self-assessed exercises, dissertation Module assignments including essays, critiques, language portfolio, problem-based exercises, contributions to discussions and self-assessed exercises; dissertation
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression	*Largely inappropriate for DL courses; however activities and discussion associated with the Field School	Contributions to Field School excavations.
(ii) Written communication		
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; assignment feedback	Module assignments including essays, critiques, fieldwork portfolio, problem-based exercises, self-assessed exercises, dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Information technology		
Apply IT to support research, interpretation, analysis and presentation, including bibliographic research and data production	DL course materials; independent research; resource-based learning; use of BlackBoard for course materials and formative assessments especially in Latin and Greek Language for Ancient History;	Module assignments, problem-based exercises, self-assessed exercises, use of discussion lists and associated resources, dissertation
(iv) Numeracy		
Demonstrate analysis of archaeological data using statistical and graphical techniques	DL course materials; independent research; resource-based learning	Module assignments, problem-based exercises, self-assessed exercises, dissertation
(v) Team working		
Be able to work collaboratively and recognise the necessity of working with others in archaeology	Optional Fieldwork will involve some collaboration; DL course materials	Module assignments, discussion lists, contributions to online discussions.
(vi) Problem solving		
Address historical issues and problems at a variety of scales using a range of techniques and sources	DL course materials; independent research; resource-based learning	Module assignments, problem-based exercises, self-assessed exercises, dissertation
(vii) Information handling		
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; independent research; resource-based learning	Module assignments, languages portfolio, problem-based exercises, self-assessed exercises, discussion lists and contributions to online discussions, dissertation
(viii) Skills for lifelong learning		
Demonstrate self-management of learning Demonstrate intellectual independence through the appropriate selection, analysis, interpretation and evaluation of evidence Reflect upon learning and achievements and plan for educational, personal and career development	Distance-learning materials and associated assignments and exercises; independent research; assignment feedback DL course materials; directed reading; independent research; resource-based learning; assignment feedback Distance learning materials, discussion lists, personal development planning programme	All of the above Module assignments, dissertation Module, dissertation, course and self-evaluation

10. Progression points:

Level 1 students are required to successfully complete 120 credits at level 1 (i.e. with a mark of 40% or higher) within the maximum period of registration. Students must pass AR1551 (Aims and Methods in Archaeology) in order to proceed; this is a core module.

Level 2 students are required to successfully complete 120 credits at level 2 (i.e. with a mark of 40% or greater).

Level 3 students are required to successfully complete 120 credits at level 3 (i.e. with a mark of 40% or greater).

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

11. Scheme of Assessment

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

12. Special features:

12.1 Transfer between 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. Given recent changes to Student Number Controls (SNCs) for the whole School, Home/EU full time distance learning students transferring to campus based study will impact on SNCs. Therefore, A-Level or equivalent results plus the fee status of these students wishing to transfer must be taken into account, and it is likely that until further notice, only students not impacting on the School SNCs will be permitted to transfer.

12.2 Associate students and 'for-interest' modules

Associate students may register for single Level 1 modules on a 'for-interest' basis. Associate students will be required to undertake all assessments associated with their chosen modules. 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 two modules (40 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 and/or Ancient History at Level 1 or a suitable equivalent.

13. Indications of programme quality

The student learning experience is enhanced by a commitment to synergy between research and teaching. The School of Archaeology and Ancient History was ranked unambiguously in the top ten amongst UK archaeology departments in the 2014 Research Assessment Exercise. In the NSS returns for 2015 we scored 95% overall, and a maximum 100% for staff enthusiasm..

Graduates of this degree programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation. This programme combines a suite of specially written Distance Learning modules in Ancient History with a selection of pre-existing (or revised and updated) Distance Learning modules in Archaeology at Levels 1, 2 and 3. As such, it expands and augments the highly successful Level 1 (also self-contained Certificate in Archaeology), Level 2 (also self-contained Diploma in Archaeology) and BA in Archaeology by Distance Learning. Student numbers for Archaeology modules at all levels have steadily increased, as have our postgraduate DL courses. Increasingly recruitment is a result of student recommendation to friends or professional contacts. Feedback from existing and past students is extremely positive, as are external examiners' reports for current courses.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme can be found here (https://www2.le.ac.uk/offices/sas2/assessments/external/current-undergraduate). The most recent External Examiners' reports can be found [here](#). For the major/minor variant of this programme, these are to be included following receipt of first report.

Appendix 1: Programme structure (programme regulations)

All modules are taken for 20 credits, except the dissertation (40 credits). It is expected that students will take the core, introductory modules in Level 1 in the order below.

Modules at Levels 2 and 3 may be taken in any order. The dissertation AR3554 will be the final two modules for all students, and will be the final piece of assessed work to be submitted.

Modules are taken in the order below with the exception of the Fieldwork option module which can be taken at any point of your level 2 studies following agreement with the Department.

CERTIFICATE (LEVEL 1)

Module Code	Module Title	Core/Option	Credit Rating
Core Modules			
AR1551	Aims and Methods in Archaeology	C*	(20)
AR1554	Classical Archaeology	C	(20)
AH1551	Introduction to Roman History	C	(20)
AH1552	Introduction to Greek History	C	(20)
AH1553	Greek and Latin Language for Ancient History	C	(20)
must be passed before students can proceed			
Optional Modules	20 credits of approved options:		
AR1553	Later Prehistory	O	(20)
AR1558	Archaeology of Egypt, Nubia and the Middle Nile	O	(20)

DIPLOMA (LEVEL 2)

Module Code	Module Title	Core/Option	Credit Rating
Core Modules			
AR2551	Archaeological Theory	C	(20)
AR2556	Archaeology of the Roman World	C	(20)
AH2551	The Age of Augustus	C	(20)
AH2552	Deconstructing Sparta	C	(20)
AH2553	Greek and Roman Slavery	C	(20)
Optional Modules	20 credits of approved Archaeology options		
AR2550†	Fieldschool (self-organised)†	O	(20)
AR2560	Fieldschool (Bradgate Park)	O	(20)
AR2552	The Rise of States in the Old World	O	(20)
AR2553	The Medieval Mediterranean	O	(20)

†AR2550 may only be taken with prior approval of the Department. This is the self-organised fieldschool for students who cannot attend the School's own programme of fieldwork.

BA (LEVEL 3)

Module Code	Module Title	Core/Option	Credit Rating
Core Modules			
AR3552	Archaeology of Urbanism	C	(20)
AR3553	Archaeology, Religion and Belief	C	(20)
AR3550	Households and Families in the Past	C	(20)
AH3551	The Later Roman Empire AD284-430	C	(20)

AR3554   Dissertation   C   40

Appendix 2: Module specifications

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

Appendix 3: Skills matrix

Programme Specification Appendix 2
Skills Matrix: BA in Ancient History and Classical Archaeology (DL)
Date amended: November 2016

Programme Learning Outcomes	AH 1551 Introduction to Roman History	AH 1552 Introduction to Greek History	AH 1553 Languages for Ancient Historians	AR 1551 Aims and Methods in Archaeology	AR 1554 Introduction to Classical Archaeology	AR 1553 Later Prehistory (OPTIONAL)	AR 1558 Egypt and Nubia (OPTIONAL)	AH 2551 The Age of Augustus	AH 2552 Deconstructing Sparta	AH 2553 Greco-Roman Slavery	AR 2556 The Archaeology of the Roman World	AR 2551 Archaeological Theory	AR 2550 Fieldschool Self Organised (OPTIONAL)	AR 2552 The Rise of States in the Old World (OPTIONAL)	AR 2553 The Medieval Mediterranean (OPTIONAL)	AR 3552 The Archaeology of Urbanism	AR 2553 The Archaeology of Religion and Belief	AR 3550 Households and Families	AH 3551 The Later Roman Empire AD284-430	Dissertation
(a) Discipline specific knowledge and competencies																				
(vi) Other discipline specific competencies																				
Design, research and present a sustained and independently conceived piece of scholarly writing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate an awareness of the major practical and theoretical issues associated with archaeological practice				x								x	x							x

Demonstrate a foundational knowledge of ancient languages, and their application in the study of ancient history	x	x	x					x	x	x										x
(b) Transferable skills																				
(i) Oral communication																				
Demonstrate clarity, fluency and coherence in oral expression of archaeological issues													x							
(ii) Written communication																				
Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop and sustain archaeological and historical arguments in a variety of literary forms.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(iii) Information technology																				
Use IT effectively to support archaeological and ancient historical research, including the use of IT for bibliographic and archive searches at local, national and international level, data analysis and written/visual presentation of evidence.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
(iv) Numeracy																				
Analyse archaeological data using statistical and graphical techniques				(x)	(x)	(x)	(x)	(x)		x	x	(x)	(x)		(x)	(x)		(x)		(x)
Demonstrate a competence in unfamiliar numerical systems.			x																	
(v) Team working																				

Be able to work collaboratively to explore historical, archaeological and linguistic issues, and recognize the value of working closely with others.			(x)										x							
(vi) Problem solving																				
Address archaeological and historical problems in depth using textual and material evidence	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(vii) Information handling																				
Gather and deploy evidence and data to find, retrieve, sort and exploit information	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(viii) Skills for lifelong learning																				
Demonstrate intellectual independence through the setting of research tasks and the solving of intellectual problems.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reflect upon personal learning and achievements and plan for personal, educational and career growth.				(x)									x							

Please note that **(X)** represents skills which may apply to the module concerned depending on assignment and topic choice