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

    BA Ancient History (V112)
    BA Ancient History with a Year Abroad*

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

2. **Awarding body or institution:**

    University of Leicester

3. **a) Mode of study:**

    Full-time or Part-time

    b) Type of study:

    Campus-based

4. **Registration periods:**

    The normal period of registration is three years
    The maximum period of registration is five years

    Part Time:
    The normal period of registration is 4 years part-time
    The maximum period of registration is 7 years part-time

    Year Abroad:
    The normal period of registration is 4 years full-time
    The maximum period of registration is 6 years full-time

5. **Typical entry requirements:**

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

6. **Accreditation of Prior Learning:**

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

7. **Programme aims:**

    The programme aims to:
    - provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History;
    - provide a stimulating and challenging learning experience for all students;
    - develop students' knowledge and understanding across the full chronological and geographical range of their discipline;
    - develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in Ancient History;

- enable students to demonstrate a variety of approaches to understanding the past as used by historians of the ancient world (principally Greece and Rome, but not excluding other ancient cultures of the Mediterranean and western Asia);
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History;
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition, the Year Abroad aims to:
- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in Ancient History through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

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

- [QAA Benchmarking Statement for Classics and Ancient History (2014)](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- [University of Leicester Learning Strategy](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports (March 2014)
- Annual Developmental Reviews
- National Student Survey
- First Destinations Data
- Graduate Survey
- External Examiners' reports

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 concerning the ancient world	Lectures, tutorials, seminars, directed reading, museum visits, independent research, resource-based learning	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; examinations (including short answer, multiple-choice and essay questions); dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
a) Demonstrate understanding of the complexity of reconstructing the past, and the problematic and varied nature of historical evidence b) Demonstrate a variety of approaches to understanding, constructing and interpreting the past	a) and b): Lectures, tutorials, seminars, directed reading, independent research, source-based classes (in particular in the core modules AH1008, AH1009, AH2012 and AH2045)	a) and b): Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation
(iii) Critical analysis of key issues		
a) Compare and analyse the histories of different societies and cultures from the ancient world	a) Lectures, seminars, directed reading, independent research (particularly in the core module AH1012; and also in optional thematic modules in Y3, of which students must take at least one)	a) Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays
b) Analyse historical processes through the assessment of continuity and change over extended time spans	b) Lectures, seminars, directed reading, independent research (particularly in the core modules AR1004, AR1005, AH1010 and AH1011; and also in thematic modules in Y3, of which students must take at least one)	b) Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays and examinations (including short answer, multiple choice and essay questions)
c) Reflect critically on the nature of ancient history as a discipline	c) Lectures, seminars, directed reading, independent research (particularly in the core module AH2012)	c) Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays and examinations (including short answer, multiple choice and essay questions)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iv) Clear and concise presentation of material		
Present critical arguments in a variety of written and oral formats	Lectures, seminars (in particular during dedicated skills sessions embedded within the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; examinations (including short answer, multiple-choice and essay questions); dissertation
(v) Critical appraisal of evidence with appropriate insight		
a) Develop and sustain arguments, formulating appropriate questions and utilising evidence	a) Lectures, seminars, tutorials, directed reading, independent research (in particular in the core modules AH2045, AH3056 and AH3057)	a) Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays, dissertation
b) Read, analyse, and reflect critically and contextually on texts and other source materials for the study of ancient history	b) Lectures, seminars, tutorials, source-based classes, directed reading, independent research (in particular on the core modules AH1008, AH1009, and AH2045)	b) Formative assessment: discussion in class (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: source analyses/portfolios
(vi) Other discipline specific competencies		
Design, research and present a sustained and independently conceived piece of critical writing	Seminars, tutorials (in particular during dedicated skills sessions embedded into the core modules AH2045, AH3056 and AH3057)	Formative assessment: discussion in class and tutorials (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: source portfolio; dissertation
(b) Transferable skills		
(i) Oral communication		
a) Demonstrate clarity, fluency and coherence in oral expression b) Participate effectively in group discussions	a) and b) Seminars, tutorials, source-based classes (in particular in the core modules AH1013 and AH2045)	a) and b) Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: presentations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Written communication		
a) Develop and sustain arguments in a variety of literary forms b) Demonstrate clarity, fluency and coherence in written expression	a) and b) Lectures, seminars, directed reading, independent research (in particular during dedicated sessions embedded in the core modules AH2012, AH3056 and AH3057)	a) and b) Summative assessment: coursework essays; source analyses/portfolio; examinations (including short answer, multiple-choice and essay questions); dissertation
(iii) Information technology		
Use IT effectively to support historical studies, including for bibliographic and archive searches, data analysis and in the written and visual presentation of evidence	Lectures, seminars (in particular during dedicated sessions embedded in the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation
(iv) Numeracy		
Analyse data using basic statistical and graphical techniques	Lectures, seminars (in particular in the core module AH2012, and in dedicated skills sessions embedded in the core modules AH3056 and AH3057)	Summative assessment: coursework essays; dissertation
(v) Team working		
Be able to work collaboratively, recognising the value of working closely with others	Seminars, source-based classes (in particular in the core modules AH1008, AH1009, AH1013 and AH2045)	Formative assessment: group work in seminars; contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: group presentation
(vi) Problem solving		
Address problems by selecting and deploying a range of relevant evidence and information	Seminars, directed reading, independent research (in particular in the core modules AH1013, AH3056 and AH3057)	Formative assessment: problem-solving exercises in seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; dissertation
(vii) Information handling		
Select, gather, organise, and deploy relevant evidence and information	Lectures, seminars, directed reading, independent research (in particular in the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
a) Demonstrate intellectual independence through the setting of research tasks and the solving of problems	a) and b) Tutorials, seminars (in particular for the core modules AH20XX, AH3056 and AH3057)	a) Formative assessment: discussion during tutorials (feedback to be given either immediately, or informally during individual meetings held during tutorial office hours as appropriate). Summative assessment: source portfolio; dissertation
b) Reflect upon own learning and achievements and plan for personal, educational and career development		b) Formative assessment: discussion during tutorial sessions; curriculum vitae

10. **Progression points:**

    This programme will follow the standard progression rules, as set out by Senate Regulation 5: regulations governing undergraduate programmes of study:

    http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates

    In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course. Students may transfer into the second year of the programme from Ancient History joint honours programmes (Ancient History and Archaeology, or Ancient History and History). Similarly, students may transfer into the second year from a related discipline subject to the same requirements.

11. **Scheme of Assessment**

    The programme complies with the standard scheme of award and classification set out in Senate Regulation 5.

12. **Special features:**

    - This programme features a practical element attached to a first year core module, consisting of two museum visits.
    - It also offers students the opportunity to take up a work placement in a school through an optional module in the third year.
    - Students have the option of a Year Abroad. The School participates in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

13. **Indications of programme quality**

    Our research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction.

    Graduates of the existing joint honours degree programmes in Ancient History take postgraduate taught courses and pursue research degrees at Leicester and many other universities; and many enter graduate employment soon after graduation. Feedback from existing and past students on existing joint honours programmes in Ancient History is extremely positive, as are external examiners' reports.

Programme quality will be maintained by regular reflection on and review of programme aims and delivery. This will be done though the standard Annual Development Review and Periodic Development Review procedures as laid down by the University. Modules are also reviewed annually within the School of Archaeology and Ancient History, using student feedback from official feedback forms as well as from the Joint Student-Staff Committee.

14. External Examiner(s) reports

To be included following receipt of the first report.

Details of recent examiners' reports for the existing joint honours programmes in Ancient History can be found here: https://exampapers.le.ac.uk/

BA ANCIENT HISTORY

FIRST YEAR MODULES

SEMESTER 1

Core Modules		Credits
AH1009	Approaching Ancient Evidence (Roman)	(15)
AH1011	Introduction to Roman History	(15)
AR1004	Introduction to World Archaeology BC	(15)
AH1012	The Ancient World Beyond the Mediterranean	(15)
	Semester Total	**60**

SEMESTER 2

Core Modules		Credits
AH1008	Approaching Ancient Evidence (Greek)	(15)
AH1010	Introduction to Greek History	(15)
AR1005	Introduction to World Archaeology AD	(15)
AH1013	Introduction to Classical Culture	(15)
	Semester Total	**60**

SECOND YEAR MODULES

SEMESTER 1

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

Optional Modules

	45 credits of approved Ancient History or Archaeology options	45
AH2023	The Roman Principate	(15)
AH2037	The Ancient Near East	(15)
AH2044	Greek History in 40 Lives	(15)
AR2046	Archaeology of the Roman Empire	(15)
	Semester Total	**60**

SEMESTER 2

Core Modules		Credits

AH2045	Source Project	(15)

Optional Modules

	45 credits of approved Ancient History or Archaeology options:	45
AH2027	The Latin World: Ancient, Medieval and Modern	(15)
AH2022	Classical and Hellenistic Greek States	(15)
AH2038	Roman Social History and the Roman Family	(15)
AH2041	Roman Religion	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2036	Heritage Skills	(15)
AR2043	The Medieval Mediterranean World	(15)
	Semester Total	**60**

THIRD YEAR MODULES

SEMESTER 1

Core Modules		**Credits**
AH3056	Dissertation I	(15)

Optional Modules

	45 credits of approved options in Ancient History and/or Archaeology	
AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AH3079	Textiles, Dress and Identity in the Roman World	(15)
AR3012	Early Christian Europe	(15)
	Semester Total	**60**

SEMESTER 2

Core Modules		**Credits**
AH3057	Dissertation II	(30)

Optional Modules

	30 credits of approved options in Ancient History and/or Archaeology	30
AH3001	The Greek World after Alexander	(15)
AH3020	North Africa in Late Antiquity	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
	Semester Total	**60**

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

FIRST, SECOND AND FOURTH YEAR MODULES
The regulations for first, second and final year modules are as for the three-year programme (above).

THIRD YEAR MODULES

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Appendix 3: Skills matrix

Programme specification appendix 3		
Skills matrix: BA Ancient History V112		
Date amended: January 2019		

Programme learning outcomes	AH1008/9 App. Anc. Evidence Grk/Latin	AH1010/1011 Intro to Grk/Rom. History	AH1012 Anc. World Beyond the Med.	AH10XX: Intro to Classical Culture	AR1004/1005 World Archaeology BC/AD	AH 2012 Sources, Methods and Theory	AH 20XX Source Project	AH options level 2	Dissertation	AH options level 3
(*a*) Discipline specific knowledge and competencies										
(i) Mastery of an appropriate body of knowledge										
QAA benchmark A1: acquire an understanding of another culture, whether focused on its literature, thought, art and religion, or its history and political and social organisation, or its material culture; demonstrated a critical engagement with it; and developed an informed sense of the similarities and differences between it and our own culture	X	X	X	X	X	X	X	X	X	X
QAA benchmark A2: a broad knowledge, developed within a coherent framework, of complementary subjects, drawn from such fields as language, literature, linguistics, philosophy, history, art and archaeology, or theme-based topics which cross the boundaries between them (such as religion and gender studies), and periods	X			X	X	X	X	X	X	X
(ii) Understanding and application of key concepts and techniques										
QAA benchmark A3: knowledge of and be familiar with an appropriate and diverse range of primary materials, such as literary, philosophical and historical texts, art objects, archaeological	X	X	X	X	X	X	X	X	X	X

evidence, inscriptions, newspapers, sound recordings and other digital media.											
QAA benchmark A4: command of a range of techniques and methodologies, including some or all of the following: bibliographical and library research skills, skills in reading and textual analysis, a range of historical methodologies including skills in analysing statements and making use of fragmentary evidence, the capacity to use databases and electronic resources, the visual skills characteristic of art criticism, the use of statistics (for example in archaeology), philosophical argument and analysis, an analytical grasp of language, skills in translation from and/or into Greek (ancient, medieval or modern) and/or Latin	X				X	X	X		X	X	X
(iii) Critical analysis of key issues											
QAA benchmark A5: an understanding of a range of viewpoints on problems of interpretation and evaluation, and an ability to adopt a variety of critical approaches to them drawn across the subject area	X	X	X	X	X	X	X	X	X	X	X
(iv) Clear and concise presentation of material											
QAA benchmark A6: acquired a level of intellectual independence necessary to research classical subjects, to formulate clear arguments based on classical subject matter and to present the results clearly both orally and in writing	X					X	X		X	X	
(*b*) Transferable skills											
(i) Oral communication											
Demonstrate clarity, fluency and coherence in oral expression of key issues	X			X		X	X	X		X	
Participate effectively in group discussions	X	X	X	X	X	X	X	X		X	
(ii) Written communication											
Develop and sustain arguments in a variety of literary forms	X	X	X	X	X	X	X	X	X	X	
Demonstrate clarity, fluency and coherence in written expression of key issues	X	X	X	X	X	X	X	X	X	X	

(iii) Information technology										
Use IT to effectively support studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence	X	X	X	X	X	X	X	X	X	X
(iv) Numeracy										
Analyse ancient historical/archaeological data using statistical and graphical techniques	X		X	X		X		X		X
(v) Team working										
Be able to work collaboratively jointly to explore a range of issues and arguments and to recognise the value of working closely with others	X		X	X	X	X	X	X	X	
(vi) Problem solving										
Address problems in depth using contemporary text and material sources and advanced secondary literature						X	X	X	X	X
(vii) Information handling										
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	X	X	X	X	X	X	X	X	X	X
(viii) Skills for lifelong learning										
Demonstrate intellectual independence through the setting of research tasks and the solving of intellectual problems					X	X	X		X	X
Reflect upon own learning and achievements and plan for personal, education and career development				X				X	X	X	X