



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2020/21

Date created: 17/12/2020

Last amended: 10/03/2023

Version no. 5

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

BA Ancient History and History V110

BA Ancient History and History with a Year Abroad^

Ancient History and History Postgraduate Certificate\*

Ancient History and History Postgraduate Diploma\*

Notes

\* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

^ Students may only enter this programme by approved transfer at the end of Year 1

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

HECOS Code	%
100298	50
100302	50

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

V110

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods:

#### BA Ancient History and History

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA Ancient History and History with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

### 5. Typical entry requirements

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

## **6. Accreditation of Prior Learning**

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

## **7. Programme aims**

The programme aims to:

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History, and of the School of History, Politics and International Relations
- provide a stimulating and challenging learning experience for all students
- develop students' knowledge and understanding of the full chronological and geographical range of their two complementary disciplines
- develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in Ancient History and later periods of 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) and of later periods of History
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and later periods of 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 and 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
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## **9. Programme Outcomes**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

**a) Discipline specific knowledge and competencies**

i) Mastery of an appropriate body of knowledge

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Demonstrate mastery of an appropriate body of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; contributions to discussions; oral presentations; problem-based exercises.

ii) Understanding and application of key concepts and techniques

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises	Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Tutorials, seminars, independent research, field work and practical classes, team problem solving exercises	Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises

iii) Critical analysis of key issues

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

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

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present historiographical problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations), project work, seminar presentations, contributions to discussions.

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop and sustain historiographical arguments, formulating appropriate questions and utilising evidence	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises
Read, analyse, and reflect critically and contextually upon historical texts and other source materials	Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Design, research and present a sustained and independently conceived piece of historical writing	Independent research; individual supervisions	Independent research projects, dissertations

## b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in oral expression of historical issues	Seminars, tutorials, team problem-solving exercises	Seminar presentations; contributions to discussions; summative and formative oral presentations

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Participate effectively in group discussions	Seminars, tutorials, team problem-solving exercises	Seminar presentations; contributions to discussions; summative and formative oral presentations

ii) Written communication

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

iii) Information technology

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Use IT effectively to support historical studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme, computer practical classes, independent research	Essays, independent research projects, computer-based exercises, problem-based exercises; effective use of VLE.

iv) Numeracy

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Analyse historical data using statistical and graphical techniques	Seminars, lectures, IT practical classes	Independent research projects, computer-based exercises, problem-based exercises

v) Team working

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Be able to work collaboratively to explore historiographical issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving projects and exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project reports

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Address historiographical problems in depth using primary source materials and advanced secondary literature	Tutorials, seminars, team problem-solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate intellectual independence through the setting of research tasks and the solving of historiographical problems.	All of the above, particularly independent research	All of the above, particularly first year dedicated academic and transferable skills training; second year group project work; curriculum vitae; personal tutor meetings; the dissertation.
Reflect upon own learning and achievements and plan for personal, educational and career development	Tutorials, career development programmes, resource based learning, personal development planning programme	All of the above, particularly first year dedicated academic and transferable skills training; second year group project work; curriculum vitae; personal tutor meetings; the dissertation.

## 10. Progression points

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

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

### a) Course transfers

The course transfers process is set out [here](#) on the University's web pages.

## 11. Criteria for award and classification

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

## **12. Special features**

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the programme 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**

The School of Archaeology & Ancient History's 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. The School of History, Politics and International Relations includes one of the largest groups of historians in the UK. It is rated excellent for teaching by TQA and its research is regularly classed as 'world-leading' and 'internationally excellent'.

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 heritage careers; and many enter graduate employment soon after graduation.

## **14. 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]

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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.

BA Ancient History and History

**Level 4/Year 1      2020/21**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	30 credits
Optional	n/a	n/a	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	AH1009	Approaching Ancient Evidence (Roman)	15 credits
Sem 1	AH1011	Introduction to Roman History	15 credits
Sem 1	HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	15 credits
Sem 1	HS1002	The Shock of the Modern	15 credits
Sem 2	AH1008	Approaching Ancient Evidence (Greek)	15 credits
Sem 2	AH1010	Introduction to Greek History	Choose an item.



**Notes**

N/A

## Option modules

Delivery period	Code	Title	Credits
Semester 2	HS1012	Global History: Connections and Cultures in a Changing World, 1750 to the present	15 credits
Semester 2	HS1013	Great Britain: The State We're In	15 credits
Semester 2	AM1004	American History since 1877	15 credits
Semester 2	HS1016	Europe 1861-1991: Emancipation and Subjugation	15 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.

**Level 5/Year 2      2021/22**

## Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	15 credits	n/a
Optional	n/a	45 credits	60 credits

120 credits in total

## Core modules

Delivery period	Code	Title	Credits
Sem 1	AH2012	Sources, Methods and Theory for Ancient History	15 credits

**Notes**

N/A

## Option modules

Delivery period	Code	Title	Credits
Semester 1	AH2022	Classical and Hellenistic Greek States	15 credits
Semester 1	AH2037	The Ancient Near East	15 credits
Semester 1	AH2041	Roman Religion	15 credits
Semester 1	AR2046	Archaeology of the Roman Empire	15 credits
Semester 1	HS2232	Religious History [ <b>Varieties Module</b> ]	15 credits
Semester 1	HS2236	Histories of Violence [ <b>Varieties Module</b> ]	15 credits
Semester 1	HS2238	Global Cities [ <b>Varieties Module</b> ]	15 credits
Semester 1	HS2302	Blood, Position and Power: The Nobility of Later Mediaeval England, 1066-1485	15 credits
Semester 1	HS2307	Madness, Monarchy and Politics in Georgian Britain	15 credits
Semester 1	HS2328	Jack the Ripper: Crime, Popular Culture and Policing in Victorian Times	15 credits
Semester 1	HS2329	A World Connected: Welfare, Economy and Government since 1945	15 credits
Semester 1	HS2348	Rise and Fall of the Soviet Union	15 credits
Semester 2	AH2023	The Age of Augustus	15 credits
Semester 2	AH2027	The Latin World: Ancient, Medieval and Modern	15 credits
Semester 2	AH2044	Greek History in 40 Lives	15 credits
Semester 2	AR2043	The Medieval Mediterranean World	15 credits
Semester 2	HS2231	Gender History [ <b>Varieties Module</b> ]	15 credits
Semester 2	HS2234	Race and Ethnicity [ <b>Varieties Module</b> ]	15 credits
Semester 2	HS2237	All Bourgeois Now? Class in History [ <b>Varieties Module</b> ]	15 credits
Semester 2	HS2353	Enter the Dragon: Enter the Dragon: Modern Chinese History, 1839–1989	15 credits

Delivery period	Code	Title	Credits
Semester 2	HS2359	From Beer to Fraternity: Alcohol, Society and Culture in North America	15 credits
Semester 2	HS2360	History in the Classroom	15 credits
Semester 2	HS2362	Living with Dictatorship: European Societies 1918-41	15 credits
Semester 2	HS2367	Holy Wars in Sacred Lands: Conflict and Coexistence during the Crusades	15 credits
Semester 2	HS2500	Becoming the Historical Researcher	30 credits
Semester 2	HS2802	Heritage Field Project	15 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.

In Semester One, students should take one Ancient History optional module (AR/AH), one History Varieties module (indicated above), and one History option module (HS)

In Semester Two, students should take **two** Ancient History optional modules (AR/AH), plus HS2500: Becoming the Historical Researcher **OR** a combination of one History Varieties module (indicated above), and one History option module (HS)

### Level 6/Year Final 2023/24

#### Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	15 credits	30 credits
Optional	45 credits	15 credits	15 credits

120 credits in total

### For Students taking a dissertation in Ancient History

#### Core modules

Delivery period	Code	Title	Credits
Sem 1	AH3056	Dissertation (Ancient History) I	15 credits





Status	Year long	Semester 1	Semester 2
Optional	n/a	45 credits	30 credits

120 credits in total

#### Core modules

Delivery period	Code	Title	Credits
Sem 1	HS3XX	History Dissertation I	15 credits
Semester 2	HS3XX	History Dissertation II	30 credits

#### Notes

N/A

#### Option modules

Delivery period	Code	Title	Credits
Year Long	HS3775	<b>A Sea of Conflict? Christian-Muslim Encounters, c. 1100-c. 1300</b>	<b>30 credits</b>
Year Long	HS3777	<b>The Presidency of Franklin D. Roosevelt</b>	<b>30 credits</b>
Year Long	HS3778	<b>Church, State and Belief in Soviet Russia, 1941-1991</b>	<b>30 credits</b>
Semester 2	AH3020	Late Antique North Africa	15 credits
Semester 2	AH3082	Great Greek Monuments	15 credits
Semester 1	AR3012	Early Christian Europe	15 credits
Semester 1	AR3083	Conflict, Heritage and archaeology	15 credits
Semester 1	AH3086	Oracles, Dreams and Omens: Divination in the Greek World	15 credits
Semester 1	AH3083	An Empire reborn: Justinian and his Age	15 credits
Semester 2	HS3627	The Civil Rights Movement, 1945-1968	15 credits
Semester 2	HS3810	Abolitionists: Antislavery Activism in Britain and America, 1787-1865	15 credits

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Year Long</b>	<b>HS3775</b>	<b>A Sea of Conflict? Christian-Muslim Encounters, c. 1100-c. 1300</b>	<b>30 credits</b>
<b>Year Long</b>	<b>HS3777</b>	<b>The Presidency of Franklin D. Roosevelt</b>	<b>30 credits</b>
<b>Year Long</b>	<b>HS3778</b>	<b>Church, State and Belief in Soviet Russia, 1941-1991</b>	<b>30 credits</b>
Semester 2	HS3688	The Golden Age of Anglo-Saxon Northumbria	15 credits
Semester 1	HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	15 credits
Semester 1	HS3808	Gender, Crime and Deviance in Eighteenth Century Britain	15 credits
Semester 2	AH3015	Sparta and the Greek World	15 credits
Semester 1	EN3151	Classical Worlds: translation and reception	15 credits
Semester 1	AH3062	Greek and Roman Art: Ancient and modern contexts	15 credits
Semester 2	AH3085	Decolonising Classical Studies	15 credits
Semester 2	AR3070	Archaeology/Ancient History in Education	15 credits
Semester 1	HS3634	Apocalypse Then: The USA and the Vietnam War	15 credits
Semester 1	HS3662	Crime and Punishment in African American History	15 credits
Semester 2	HS3614	Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914	15 credits
Semester 2	HS3693	Making Nazis: Propaganda and Persuasion in the Third Reich, 1933-1945	15 credits
Semester 2	HS3694	Diasporas and Migrations in the Modern World	15 credits
Semester 2	AH3084	Babylonian Sources	15 credits

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Year Long</b>	<b>HS3775</b>	<b>A Sea of Conflict? Christian-Muslim Encounters, c. 1100-c. 1300</b>	<b>30 credits</b>
<b>Year Long</b>	<b>HS3777</b>	<b>The Presidency of Franklin D. Roosevelt</b>	<b>30 credits</b>
<b>Year Long</b>	<b>HS3778</b>	<b>Church, State and Belief in Soviet Russia, 1941-1991</b>	<b>30 credits</b>

**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.

Students on this pathway must take HS3510, plus five option modules across Ancient History and History. Students must have at least 45 credits in each discipline, including at least 15 credits of taught options in each discipline.



## Appendix 2: Module specifications

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

## Appendix 3: Skills matrix

Programme specification appendix 3										
Skills matrix: BA Ancient History & History V110										
Date amended: 24 <sup>th</sup> May 2017										
Programme learning outcomes	AH1008-9 Language tools: Greek/ Latin	AH1010-11 Introduction to Greek/ Roman history	HS Core Level 1 modules	HS Varieties & Special Subject modules	AH2012 Sources & methods	AH options level 2	HS options level 2	Dissertation	AH options level 3	HS options level 3
<b>(a) Discipline specific knowledge and competencies</b>										
<b>(vi) Other discipline specific competencies</b>										
Design, research and present a sustained and independently conceived piece of ancient historical and/or historical writing								X	X	X
<b>(b) Transferable skills</b>										
<b>(i) Oral communication</b>										
Demonstrate clarity, fluency and coherence in oral expression of ancient historical/historical issues	X	X			X	X	X	X	X	X
Participate effectively in group discussions	X	X	X	X	X	X	X	X	X	X
<b>(ii) Written communication</b>										

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