



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2021/22

Date created: 17/12/2020

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Version no. 5

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

BA Ancient History and Archaeology (VV41)  
BA Ancient History and Archaeology with a Year Abroad^  
Ancient History and Archaeology Certificate\*  
Ancient History and Archaeology 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	%
100299	50
100298	50

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

VV41

### 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 Archaeology

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA Ancient History and Archaeology 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
- 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 Archaeology
- 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 by archaeologists
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and Archaeology, including elementary skills in Latin and Ancient Greek
- 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 Archaeology 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 understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence	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

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 and archaeological evidence	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, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	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.
Demonstrate comprehension of and practice in a variety of archaeological practical techniques	Field school, survey and excavation experience, study tour experience	Participation in level 2 and 3 fieldwork and completion of fieldwork reports.

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, especially in the classical world	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 and archaeological 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

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Reflect critically on the nature of ancient history and archaeology 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

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Present ancient historical and archaeological 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

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Develop and sustain historical and archaeological arguments, formulating appropriate questions and utilising evidence	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, 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
Read, analyse, and reflect critically and contextually upon a wide range of source materials including both texts and material culture	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises, 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

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Design, research and present a sustained and independently conceived piece of historical and/or archaeological writing.	Independent research; individual tuition	Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks.	Hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials	Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.

**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 and archaeological issues	Seminars, tutorials, team problem solving exercises	Seminar presentations, project presentations, contributions to discussions
Participate effectively in group discussions	Seminars, tutorials, team problem solving exercises	Seminar presentations, project presentations, contributions to discussions

ii) Written communication

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

iii) Information technology

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

iv) Numeracy

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

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 historical and archaeological issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving exercises, field school, excavation training.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project and fieldwork reports.

vi) Problem solving

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Address ancient historical and archaeological problems in depth using primary source materials and advanced secondary literature	Tutorials, seminars, team problem-solving projects and exercises; field school and excavation training	Essays, independent research projects, computer-based exercises, problem-based exercises, fieldwork project reports

vii) Information handling

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
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

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical and archaeological problems	All of the above, particularly independent research	All of the above, particularly the dissertation and the second year group project
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	Portfolio, curriculum vitae

## **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**

- 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. 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]

### 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 Archaeology

#### Level 4/Year 1      2021/22

##### Credit breakdown

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

120 credits in total

##### Core modules

Delivery period	Code	Title	Credits
Sem 1	AH1008	Approaching Ancient Evidence (Greek)	15 credits
Sem 1	AH1010	Introduction to Greek History	15 credits
Sem 1	AR1004	Introduction to World Archaeology BC	15 credits
Sem 1	AR1007	Archaeology: the Essentials	15 credits
Sem 2	AH1009	Approaching Ancient Evidence (Roman)	15 credits
Sem 2	AH1011	Introduction to Roman History	15 credits



Delivery period	Code	Title	Credits
Sem 2	AR1005	Introduction to World Archaeology AD	15 credits
Sem 2	AR1013	Debates in Contemporary Archaeological Research	15 credits

**Notes**

N/A

**Level 5/Year 2      2022/23**

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	AH2012	Sources, Methods and Theory for Ancient History	15 credits
Sem 1	AR2044	Fieldwork I	15 credits
Sem 2	AR2029	Theory and Archaeology	15 credits

**Notes**

Students must take 15 credits of approved Ancient History (AH) options and 15 credits of approved Archaeology (AR) options in Semester One: 30 credits of options in total

Students must take 30 credits of approved Ancient History (AH) options and 15 credits of approved Archaeology (AR) options in Semester Two: 45 credits of options in total

Option modules

Delivery period	Code	Title	Credits
Semester 1	AH2023	The Age of Augustus	15 credits

Delivery period	Code	Title	Credits
Semester 1	AH2037	The Ancient Near East	15 credits
Semester 1	AR2008	Environmental Archaeology	15 credits
Semester 1	AR2032	Neolithic, Bronze and Iron Age Britain and Ireland	15 credits
Semester 1	AR2034	Living in Towns: Medieval and Post-Medieval Archaeology	15 credits
Semester 1	AR2046	Archaeology of the Roman Empire	15 credits
Semester 1	AH2022	Classical and Hellenistic Greek States	15 credits
Semester 2	AH2027	Latin in the Ancient, Medieval and Modern World	15 credits
Semester 2	AH2041	Roman Religion	15 credits
Semester 2	AH2047	Introduction to Graeco-Roman Medicine	15 Credits
Semester 2	AR2028	Archaeological Survey & Geomatics	15 Credits
Semester 2	AR2031	Artefact Analysis	15 credits
Semester 2	AR2036	Heritage Skills	15 credits
Semester 2	AR2043	The Medieval Mediterranean World	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 6/Year Final 2023/24

#### Credit breakdown

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

120 credits in total

### Core modules

Delivery period	Code	Title	Credits
Sem 1	AR3044	Fieldwork II	15 credits
Sem 1	AR3059	Dissertation I	15 credits
Sem 2	AR3060	Dissertation II	30 credits

### Notes

Students must take 30 credits of approved Ancient History/Archaeology options in Semester One, and 30 credits of approved Ancient History/Archaeology options in Semester Two.

### Option modules

Delivery period	Code	Title	Credits
Semester 2	AH3082	Great Greek Monuments	15 credits
Semester 1	AR3012	Early Christian Europe	15 credits
Semester 1	AR3017	Archaeozoology	30 credits
Semester 1	AR3076	Human Skeletal Analysis	30 credits
Semester 1	EN3151	Classical worlds: translation and reception	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	AR3023	Ceramic Analysis	15 credits
Semester 1	AH3083	An Empire reborn: Justinian and his Age	15 credits
Semester 1	AR3088	Archaeology of Islamic Societies	15 credits

Delivery period	Code	Title	Credits
Semester 2	AH3015	Sparta and the Greek World	15 credits
Semester 1	AH3062	Greek and Roman Art: Ancient and modern contexts	15 credits
Semester 2	AR3070	Archaeology/Ancient History in Education	15 credits
Semester 2	AR3085	The Archaeology of Colonialism in the Americas	15 credits
Semester 2	AR3089	Power and Difference in the Past	15 credits
Semester 2	AH3020	Late Antique North Africa	15 credits
Semester 2	AH3084	Babylonian Sources	15 credits
Semester 2	AR3092	Bodies and Beings of the Viking World	15 credits
Semester 2	AH3085	Decolonising Classical Studies	15 credits
Semester 2	AR3093	Human Evolution	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.

**Updates to the programme**

<b>Academic year affected</b>	<b>Module Code(s)</b>	<b>Update</b>
2021/22		

## 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 & Archaeology VV41												
Date amended: 2019												
Programme learning outcomes	AR1004-5 Introduction to world archaeology	AR1007 Archaeology: the essentials	AH1008-9 Language tools: Greek/ Latin	AH1010-11 Introduction to Greek/ Roman history	AR1011 Fieldschool	AH2012 Sources & methods	AR2029 Theory in Archaeology	AR options level 2	AH options level 2	Dissertation	AR options level 3	AH options level 3
<b>(a) Discipline specific knowledge and competencies</b>												
(vi) Other discipline specific competencies												
Design, research and present a sustained and independently conceived piece of ancient historical and/or archaeological writing										X		
<b>(b) Transferable skills</b>												
(i) Oral communication												
Demonstrate clarity, fluency and coherence in oral expression of ancient historical/archaeological issues						X	X	X	X		X	X
Participate effectively in group discussions	X	X	X	X	X	X	X	X	X		X	X
(ii) Written communication												

Develop and sustain ancient historical/archaeological arguments in a variety of literary forms	X	X		X	X	X	X	X	X	X	X	X
Demonstrate clarity, fluency and coherence in written expression of ancient historical/archaeological issues	X	X	X	X	X	X	X	X	X	X	X	X
(iii) Information technology												
Use IT to effectively support archaeological 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	X	X
(iv) Numeracy												
Analyse ancient historical/archaeological data using statistical and graphical techniques			X		X		X					
(v) Team working												
Be able to work collaboratively jointly to explore ancient historical/archaeological issues and arguments and to recognise the value of working closely with others	X		X		X	X	X		(x)			
(vi) Problem solving												
Address ancient historical/archaeological problems in depth using contemporary text and material sources and advanced secondary literature	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 exchange new information	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 ancient historical/archaeological problems						X	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