



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2024/25

Date created: 17/12/2020

Last amended: 07/03/2025

Version no. 2

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

BA Ancient History and History

BA Ancient History and History with a Year Abroad[^]

Ancient History and History Certificate*

Ancient History and History 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 and Year 2

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

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see

<https://le.ac.uk/study/undergraduates/courses/abroad>

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 Education Strategy](#)
- [University Assessment Strategy \[Login required\]](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| 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 |

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

ii) Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| 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

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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 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 [exam-papers](#) [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.

Updates to the programme

| Academic Year affected | Module | Change |
|------------------------|--|--|
| 2024/25 | HS1000 Making History | New core module |
| 2024/25 | HS1017 US History since 1776 | Optional module not offered |
| 2024/25 | HS1016 Europe 1861-1991 Emancipation and Subjugation | Optional module not offered |
| 2025/26 | HS2401 Perceiving the Past | New core module |
| 2025/26 | HS2502 Becoming the Historical Researcher | New core module (if taking a History dissertation) |

BA Ancient History and History

Level 4/Year 1 2024/25

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|--------|-----------|------------|------------|
| Core | n/a | 60 credits | 45 credits |

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Optional | n/a | n/a | 15 credits |

120 credits in total

SEMESTER 1

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 | HS1000 | Making History | 15 credits |
| Sem 1 | HS1002 | The Shock of the Modern | 15 credits |

SEMESTER 2

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 2 | AH1009 | Approaching Ancient Evidence (Roman) | 15 credits |
| Sem 2 | AH1011 | Introduction to Roman History | 15 credits |
| Sem 2 | HS1001 | Medieval and Early Modern Europe: People, Power, Faith, and Culture | 15 credits |

Optional modules

History Modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 2 | HS1012 | Global History: Connections and Cultures in a Changing World, 1750 to the present | 15 credits |
| Sem 2 | HS1013 | Modern Britain: c1700-Present | 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 2025/26

Credit breakdown

Route A: Archaeology and Ancient History Dissertation

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 1 | AH2012 | Sources, Methods and Theory in Ancient History | 15 credits |
| Sem 1 | HS2401 | Perceiving the Past | 15 credits |

Route B: History Dissertation

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

Core modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|--|----------------|
| Sem 1 | AH2012 | Sources, Methods and Theory in Ancient History | 15 credits |
| Sem 1 | HS2401 | Perceiving the Past | 15 credits |
| Sem 2 | HS2502 | Becoming the Historical Researcher | 15 credits |

Optional modules

SEMESTER 1

Archaeology and Ancient History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|------------------------------------|----------------|
| Sem 1 | AH2023 | The Age of Augustus | 15 credits |
| Sem 1 | AH2040 | The Many Falls of the Roman Empire | 15 credits |
| Sem 1 | AH2041 | Roman Religion | 15 credits |

History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|--|----------------|
| Sem 1 | HS2302 | Blood, Position and Power: The Nobility of Later Medieval England, 1066-1485 | 15 credits |
| Sem 1 | HS2329 | A World Connected: Economy, Wellbeing and Sustainability since 1950 | 15 credits |
| Sem 1 | HS2353 | Enter the Dragon: An Introduction to Modern China | 15 credits |
| Sem 1 | HS2354 | Beastly Histories | 15 credits |
| Sem 1 | HS2362 | Living with Dictatorship: European Societies 1918-1941 | 15 credits |
| Sem 1 | HS2368 | Fight the Power! Race, Rights and Protest in the USA | 15 credits |

| Delivery period | Code | Title | Credits |
|------------------------|-------------|-------------------|----------------|
| Sem 1 | HS2369 | Digital Histories | 15 credits |

SEMESTER 2

Archaeology and Ancient History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Sem 2 | AH2022 | Classical and Hellenistic Greek States | 15 credits |
| Sem 2 | AH2027 | The Latin World. Ancient, Medieval and Modern | 15 credits |
| Sem 2 | AH2037 | The Ancient Near East | 15 credits |
| Sem 2 | AR2043 | The Medieval Mediterranean World | 15 credits |
| Sem 2 | AR2046 | Archaeology of the Roman Empire | 15 credits |

History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Sem 2 | HS2027 | The Latin World: Ancient, Medieval and Modern | 15 credits |
| Sem 2 | HS2307 | Madness, Monarchy and Politics from George III to Queen Victoria | 15 credits |
| Sem 2 | HS2311 | Domestic Revolutions: Women, Men and the Family in American History | 15 credits |
| Sem 2 | HS2314 | Imperialism and Decolonisation | 15 credits |
| Sem 2 | HS2328 | Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times | 15 credits |
| Sem 2 | HS2348 | Rise and Fall of the Soviet Union | 15 credits |
| Sem 2 | HS2360 | History in the Classroom | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 2 | HS2802 | Working with History: The Heritage Field Project | 15 credits |
| Sem 2 | HS2803 | World's End: Historical Perspectives on Contemporary Environmental Crises | 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 2026/27

Credit breakdown

Route A: With Archaeology and Ancient History Dissertation

With Special Subject

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

120 credits in total

Without Special Subject

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 1 | AH3056 | Dissertation part 1 (BA Ancient History & History) | 15 credits |
| Sem 2 | AH3057 | Dissertation part 2 (BA Ancient History & History) | 30 credits |

Route B: With History Dissertation

With Special Subject

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

120 credits in total

Without Special Subject

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-----------------|------------|
| Sem 1 | HS3505 | Dissertation I | 15 credits |
| Sem 2 | HS3506 | Dissertation II | 30 credits |

Special Subject

Year Long Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Year long | HS3766 | Ideals of Womanhood in 19th-Century America | 30 credits |
| Year long | HS3768 | The British Antislavery Movement, 1787-1833 | 30 credits |
| Year long | HS3771 | After Hitler | 30 credits |
| Year Long | HS3777 | The Presidency of Franklin D. Roosevelt | 30 credits |

Option modules

SEMESTER 1

Archaeology and Ancient History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---|----------------|
| Sem 1 | AH3082 | Great Greek Monuments | 15 credits |
| Sem 1 | AH3083 | An Empire reborn: Justinian and his Age | 15 credits |
| Sem 1 | AH3084 | Babylonian Sources | 15 credits |
| Sem 1 | EN3151 | Classical worlds: translation and reception | 15 credits |

History Modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|---------------------------------------|----------------|
| Sem 1 | HS3627 | The Civil Rights Movement, 1945-1968 | 15 credits |
| Sem 1 | HS3646 | Fourteenth-Century Crisis in England? | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 1 | HS3653 | The Death Penalty and its Abolition: A Global History | 15 credits |
| Sem 1 | HS3677 | Sport and the British | 15 credits |
| Sem 1 | HS3681 | You are what you Wear? Clothing, Fashion & Belonging in the Modern World | 15 credits |
| Sem 1 | HS3689 | When Two Dragons Fight: China and Japan at War in the Twentieth Century | 15 credits |
| Sem 1 | HS3694 | Diasporas and Migrations in the Modern World | 15 credits |

SEMESTER 2

Archaeology and Ancient History Modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 2 | AH3020 | Late Antique North Africa | 15 credits |
| Sem 2 | AH3086 | Oracles, Dreams and Omens: Divination in the Greek World | 15 credits |
| Sem 2 | AR3070 | Archaeology/Ancient History in Education | 15 credits |
| Sem 2 | AR3083 | Conflict, Heritage and archaeology | 15 credits |
| Sem 2 | AR3095 | Lived Experience in Imperial Rome | 15 credits |

History Modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 2 | HS3614 | Britain's Imperial Economy: Power, Wealth and Colonialism 1830-1939 | 15 credits |
| Sem 2 | HS3620 | What Difference did the War Make? British Society and the Great War, 1900-1939 | 15 credits |
| Sem 2 | HS3682 | Daring to be Free: The Women's Movement, 1850s to 1970s | 15 credits |
| Sem 2 | HS3808 | Gender, Crime and Deviance in Eighteenth-Century Britain | 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.

Appendix 2: Module specifications

See undergraduate [module specification database](#) [Login required] (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 th 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 |

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| (a) Discipline specific knowledge and competencies | | | | | | | | | | |
| (vi) Other discipline specific competencies | | | | | | | | | | |
| Design, research and present a sustained and independently conceived piece of ancient historical and/or historical writing | | | | | | | | X | X | X |
| (b) Transferable skills | | | | | | | | | | |
| (i) Oral communication | | | | | | | | | | |
| 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 |
| (ii) Written communication | | | | | | | | | | |
| 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 |
| (iii) Information technology | | | | | | | | | | |
| 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 |
| (iv) Numeracy | | | | | | | | | | |
| Analyse ancient historical/historical data using statistical and graphical techniques | X | | X | | X | | X | X | | |
| (v) Team working | | | | | | | | | | |
| 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 |
| (vi) Problem solving | | | | | | | | | | |
| 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 |
| (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 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 |