Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 17/12/2020 **Last amended:** 23/07/2026 **Version no.** 3

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 or Year 2.

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

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
- 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 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 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

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 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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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

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 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 page. [log-in required]

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, the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	• Research briefed: The programme integrates staff research content throughout the curriculum. Core year one modules introduce students to research published by School of Archaeology and Ancient History staff, both through lectures and case studies within seminars. Final year dissertations also involve supervisors integrating their own specialisms and research into student learning. Staff also frequently integrate their research into a wide range of optional Year two and Year three modules. Modules draw on archaeological fieldwork and materials analysis by staff members, work by University of Leicester Archaeological Services and theoretical approaches developed by staff members.
Research-based Framed enquiry for exploring existing knowledge.	• Research-based: Students engage in research-based activities in a core year two module through group presentations focusing on shared inquiry into research published on a given topic. Students undertake fieldwork at our summer field school and then analyse that data in the classroom in the following semester. During fieldwork, they actively work with University of Leicester Archaeological Services staff, developing an understanding of the processes of real-world contract archaeology.
Research-oriented Students critique published	• Research oriented: Core year one module requires students to engage with weekly research activities for seminars, including preparatory readings and questions for discussion. Seminars require students to provide critical responses to set research activities. Students critique research outputs

research content and process.	regularly, and are also provided with opportunities to critique their own approach to research through reflective assignments. They are provided with guidance and training to enable them to do this.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	• Research-apprenticed: The degree is set up to provide students with the opportunity to experience the research process throughout, with appropriate staff support. This is exemplified in the fieldwork modules, which take data gathered by the students themselves through summer fieldwork programmes, which they then work to write up in later fieldwork modules. Additional modules take a similar approach throughout the degree (e.g. through heritage-based research projects and through dissertations). Year three dissertations give students experience of the research and learning process to completion. They are supported through regular contact with a supervisor, as well as discussion-based workshops throughout the students' final year discussing research strategies and methods.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students are welcomed at the School's Wednesday Research seminars, which are promoted by email, in the foyer TV screens of the Kathleen Kenyon building and on the DL Forum Blackboard site for Distance Learners. These run weekly during term time: each week a researcher from the University of Leicester or an outside speaker gives a talk about their current research, followed by Q&A. The seminars use a hybrid format to maximise accessibility, taking place in person and on Teams. Talks are also uploaded to our YouTube channel.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School holds teaching Open Fora through the year. These are two-hour meetings on a particular topic (usually different each time), which all staff are invited to. The Open Fora are used to develop ideas around best practice, which can then be implemented within the curriculum.

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 [log-in required]

UNIVERSITY OF LEICESTER

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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 Archaeology

Level 4/Year 1 2025/26

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	An Introduction to World Archaeology BC	15 credits
Sem 1	AR1007	Archaeology: The Essentials	15 credits
Sem 2	AH1009	Approaching Ancient Evidence (Roman)	15 credits

Delivery period	Code	Title	Credits
Sem 2	AH1011	Introduction to Roman History	15 credits
Sem 2	AR1005	An Introduction to World Archaeology AD	15 credits
Sem 2	AR1013	Debates in Archaeological Heritage	15 credits

Notes
N/A

Level 5/Year 2 2027/28

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 in Ancient History	15 credits
Sem 1	AR2044	Fieldwork I	15 credits
Sem 2	AR2029	Theory in 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

SEMESTER 1

Option modules

Ancient History Modules

Delivery period	Code	Title	Credits
Sem 1	AH2023	The Age of Augustus	15 credits
Sem 1	AH2037	The Ancient Near East	15 credits
Sem 1	AH2048	Slavery in the Ancient World	15 credits

Archaeology Modules

Delivery period	Code	Title	Credits
Sem 1	AR2032	Neolithic, Bronze and Iron Age Britain and Ireland	15 credits
Sem 1	AR2036	Heritage Skills	15 credits
Sem 1	AR2046	Archaeology of the Roman Empire	15 credits
Sem 1	AR2050	Principles and Methods in Archaeological Science	15 credits

SEMESTER 2

Ancient History Modules

Delivery period	Code	Title	Credits
Sem 2	AH2027	The Latin World. Ancient, Medieval and Modern	15 credits
Sem 2	AH2040	The Many Falls of the Roman Empire	15 credits
Sem 2	AH2041	Roman Religion	15 credits

Archaeology Modules

Delivery period	Code	Title	Credits
Sem 2	AR2028	Mapping Landscapes: Skills for Archaeological and Environmental Survey	15 credits
Sem 2	AR2031	Artefact Analysis	15 credits
Sem 2	AR2034	Living in Towns: Archaeological Approaches to Medieval Urbanism	15 credits
Sem 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 2028/29

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 (Summer Fieldwork)	15 credits
Sem 1	AR3059	Dissertation part 1 (BA and BSc Archaeology, BA Ancient History and Archaeology, BA History and Archaeology)	15 credits
Sem 2	AR3060	Dissertation part 2 (BA and BSc Archaeology, BA Ancient History and Archaeology, BA History and Archaeology)	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

SEMESTER 1

Ancient History Modules

Delivery period	Code	Title	Credits
Sem 1	AH3083	An Empire reborn: Justinian and his Age	15 credits
Sem 1	AH3084	Babylonian Sources	15 credits

Archaeology Modules

Delivery period	Code	Title	Credits
Sem 1	AR3012	Early Christian Europe	15 credits
Sem 1	AR3076	Human Skeletal Analysis	30 credits
Sem 1	AR3083	Conflict, Heritage and archaeology	15 credits
Sem 1	AR3085	The Archaeology of Colonialism in the Americas	15 credits
Sem 1	AR3095	Lived Experience in Imperial Rome	15 credits

SEMESTER 2

Ancient History Modules

Delivery period	Code	Title	Credits
Sem 2	AH3020	Africa in Late Antiquity	15 credits
Sem 2	AH3082	Great Greek Monuments	15 credits
Sem 2	AH3086	Oracles, Dreams and Omens: Divination in the Greek World	15 credits

Archaeology Modules

Delivery period	Code	Title	Credits
Sem 2	AR3070	Archaeology and Ancient History in Action: Community Engagement and Heritage Practice	15 credits
Sem 2	AR3093	Human Evolution	15 credits
Sem 2	AR3094	Archaeology and Materials	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)

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Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

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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
(*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 archaeological writing										X		
(*b*) Transferable skills												
(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