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 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).

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 2 and Year 3 modules.
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 a given topic. The year three dissertation allows students to direct their own research and generate a detailed bibliography for their chosen subject. Those taking dissertations with History must take HS2502 to acquire additional research skills for their final year project.
Research-oriented Students critique published research content and process.	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. Year three dissertations require critical readings of publications around their chosen topic. Again, students are also challenged to offer critical analysis of published scholarly works across various optional modules, especially in years two and three.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research Apprenticed: year one core module encourages students to reflect on research processes necessary to undertake assessments for core module . 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. 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 [log-in required]

UNIVERSITY OF LEICESTER

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

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

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 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	45 credits
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	HS1013	Modern Britain: c1700-Present	15 credits
Sem 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 2027/28

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

Delivery period	Code	Title	Credits
Sem 1	AH2037	The Ancient Near East	15 credits
Sem 1	AH2048	Slavery in the Ancient World	15 credits
Sem 1	AR2046	Archaeology of the Roman Empire	15 credits

History Modules

Delivery period	Code	Title	Credits
Sem 1	HS2328	Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times	15 credits
Sem 1	HS2329	A World Connected: Economy, Wellbeing and Sustainability since 1945	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
Sem 1	HS2369	Digital Histories	15 credits

SEMESTER 2

Archaeology and 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
Sem 2	AR2043	The Medieval Mediterranean World	15 credits

History Modules

Delivery period	Code	Title	Credits
Sem 2	HS2027	The Latin World: Ancient, Medieval and Modern	15 credits
Sem 2	HS2238	Global Cities	15 credits
Sem 2	HS2302	Blood, Position and Power: The Nobility of Later Medieval England, 1066-1485	15 credits
Sem 2	HS2307	Madness, Monarchy and Politics from George III to Queen Victoria	15 credits
Sem 2	HS2314	Imperialism and Decolonisation	15 credits
Sem 2	HS2348	Rise and Fall of the Soviet Union	15 credits
Sem 2	HS2360	History in the Classroom	15 credits
Sem 2	HS2802	Working with History: The 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.

Level 6/Year Final 2028/29

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	HS3768	The British Antislavery Movement, 1787-1833	30 credits
Year long	HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	30 credits
Year Long	HS3774	Cultures of Struggle and Liberation: Twentieth Century Southern Africa	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	AH3083	An Empire reborn: Justinian and his Age	15 credits
Sem 1	AH3084	Babylonian Sources	15 credits

Delivery period	Code	Title	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

History Modules

Delivery period	Code	Title	Credits
Sem 1	HS3646	Fourteenth-Century Crisis in England?	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	HS3694	Diasporas and Migrations in the Modern World	15 credits
Sem 1	HS3699	The Making of a Nation: India and the British Empire 1857-1947	15 credits
Sem 1	HS3808	Gender, Crime and Deviance in Eighteenth-Century Britain	15 credits

SEMESTER 2

Archaeology and 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
Sem 2	AR3070	Archaeology and Ancient History in Action: Community Engagement and Heritage Practice	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	HS3627	The Civil Rights Movement, 1945-1968	15 credits
Sem 2	HS3653	The Death Penalty and its Abolition: A Global History	15 credits
Sem 2	HS3682	Daring to be Free: The Women's Movement, 1850s to 1970s	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)

UNIVERSITY OF LEICESTER

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Appendix 3:
Skills matrix

Programme specification appendix 3										
Skills matrix: BA Ancient History & History V110										
Date amended: 24th 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