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
BA Ancient History with a Year Abroad^
Ancient History Certificate of Higher Education*
Ancient History Diploma of Higher Education*

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	%
100298	100

b) UCAS Code (where required)

V112

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

The normal period of registration is 3 years

The maximum period of registration 5 years

BA Ancient 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;
- provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding across the full chronological and geographical range of their discipline;
- develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in Ancient 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);
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient 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 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 knowledge concerning the ancient world	Lectures, tutorials, seminars, directed reading, museum visits, independent research, resource-based learning	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; examinations (including short answer, multiple-choice and essay questions); dissertation

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, and the problematic and varied nature of historical evidence	Lectures, tutorials, seminars, directed reading, independent research, source-based classes (in particular in the core modules AH1008, AH1009, AH2012 and AH2045)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation
Demonstrate a variety of approaches to understanding, constructing and interpreting the past	Lectures, tutorials, seminars, directed reading, independent research, source-based classes (in particular in the core modules AH1008, AH1009, AH2012 and AH2045)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation

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 from the ancient world	Lectures, seminars, directed reading, independent research (particularly in the core module AH1012; and also in optional thematic modules in Y3, of which students must take at least one)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays
Analyse historical processes through the assessment of continuity and change over extended time spans	Lectures, seminars, directed reading, independent research (particularly in the core modules AR1004, AR1005, AH1010 and AH1011; and also in thematic modules in Y3, of which students must take at least one)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays and examinations (including short answer, multiple choice and essay questions)
Reflect critically on the nature of ancient history as a discipline	Lectures, seminars, directed reading, independent research (particularly in the core module AH2012)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays and examinations (including short answer, multiple choice and essay questions)

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Present critical arguments in a variety of written and oral formats	Lectures, seminars (in particular during dedicated skills sessions embedded within the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; examinations (including short answer, multiple-choice and essay questions); dissertation

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop and sustain arguments, formulating appropriate questions and utilising evidence	Lectures, seminars, tutorials, directed reading, independent research (in particular in the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays, dissertation
Read, analyse, and reflect critically and contextually on texts and other source materials for the study of ancient history	Lectures, seminars, tutorials, source-based classes, directed reading, independent research (in particular on the core modules AH1008, AH1009, and AH2045)	Formative assessment: discussion in class (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: source analyses/portfolios

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 critical writing	Seminars, tutorials (in particular during dedicated skills sessions embedded into the core modules AH2045, AH3056 and AH3057)	Formative assessment: discussion in class and tutorials (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: source portfolio; dissertation

b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate clarity, fluency and coherence in oral expression	Seminars, tutorials, source-based classes (in particular in the core modules AH1013 and AH2045)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: presentations

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Participate effectively in group discussions	Seminars, tutorials, source-based classes (in particular in the core modules AH1013 and AH2045)	Formative assessment: seminar presentations, contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: presentations

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Develop and sustain arguments in a variety of literary forms	Lectures, seminars, directed reading, independent research (in particular during dedicated sessions embedded in the core modules AH2012, AH3056 and AH3057)	Summative assessment: coursework essays; source analyses/portfolio; examinations (including short answer, multiple-choice and essay questions); dissertation
Demonstrate clarity, fluency and coherence in written expression	Lectures, seminars, directed reading, independent research (in particular during dedicated sessions embedded in the core modules AH2012, AH3056 and AH3057)	Summative assessment: coursework essays; source analyses/portfolio; examinations (including short answer, multiple-choice and essay questions); dissertation

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use IT effectively to support historical studies, including for bibliographic and archive searches, data analysis and in the written and visual presentation of evidence	Lectures, seminars (in particular during dedicated sessions embedded in the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse data using basic statistical and graphical techniques	Lectures, seminars (in particular in the core module AH2012, and in dedicated skills sessions embedded in the core modules AH3056 and AH3057)	Summative assessment: coursework essays; dissertation

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Be able to work collaboratively, recognising the value of working closely with others	Seminars, source-based classes (in particular in the core modules AH1008, AH1009, AH1013 and AH2045)	Formative assessment: group work in seminars; contributions to discussions in tutorials and seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: group presentation

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Address problems by selecting and deploying a range of relevant evidence and information	Seminars, directed reading, independent research (in particular in the core modules AH1013, AH3056 and AH3057)	Formative assessment: problem-solving exercises in seminars (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; dissertation

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Select, gather, organise, and deploy relevant evidence and information	Lectures, seminars, directed reading, independent research (in particular in the core modules AH2045, AH3056 and AH3057)	Formative assessment: seminar presentations (feedback to be given informally during individual meetings held during tutorial office hours) Summative assessment: coursework essays; source analyses/portfolio; presentations; dissertation

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 problems	Tutorials, seminars (in particular for the core modules AH20XX, AH3056 and AH3057)	Formative assessment: discussion during tutorials (feedback to be given either immediately, or informally during individual meetings held during tutorial office hours as appropriate). Summative assessment: source portfolio; dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Reflect upon own learning and achievements and plan for personal, educational and career development	Tutorials, seminars (in particular for the core modules AH20XX, AH3056 and AH3057)	Formative assessment: discussion during tutorial sessions; 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. Students may transfer into the second year of the programme from Ancient History joint honours programmes (Ancient History and Archaeology, or Ancient History and History). Similarly, students may transfer into the second year from a related discipline subject to the same requirements.

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, 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.

Research-based Framed enquiry for exploring existing knowledge.	Research Based: Students engage in research-based activities in a core year 2 module through group presentations focusing on shared inquiry into research published on a given topic. The year three dissertation allows students to direct their own research and generate a detailed bibliography for their chosen subject.
Research-oriented Students critique published research content and process.	Research Oriented: The 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 the research process necessary to undertake assessments for another core module. Year three dissertations provide students with experience of the research and learning process from start to finish. They are supported in this through regular contact with a supervisor, as well as discussion-based workshops about dissertation research strategies and methods that occur throughout the students' final year.

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

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	AH1012	The Ancient World Beyond the Mediterranean	15 credits
Sem 1	AR1004	An Introduction to World Archaeology BC	15 credits
Sem 2	AH1009	Approaching Ancient Evidence (Roman)	15 credits
Sem 2	AH1011	Introduction to Roman History	15 credits
Sem 2	AH1013	Introduction to Classical Culture	15 credits

Delivery period	Code	Title	Credits
Sem 2	AR1005	An Introduction to World Archaeology AD	15 credits

Notes
N/A

Level 5/Year 2 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	15 credits	15 credits
Optional	n/a	45 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 2	AH2045	Source Project	15 credits

Notes
Students must take 45 credits of approved options in Semester One, and 45 credits of approved options in Semester Two.

Option modules

SEMESTER 1

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

Delivery period	Code	Title	Credits
Sem 1	AR2036	Heritage Skills	15 credits
Sem 1	AR2046	Archaeology of the Roman Empire	15 credits

SEMESTER 2

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

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 3 2027/28

Credit breakdown

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)	15 credits
Sem 2	AH3057	Dissertation part 2 (BA Ancient History)	30 credits

Notes
Students must take 45 credits of approved options in Semester One, and 30 credits of approved options in Semester Two.

Option modules

SEMESTER 1

Delivery period	Code	Title	Credits
Sem 1	AH3083	An Empire reborn: Justinian and his Age	15 credits
Sem 1	AH3084	Babylonian Sources	15 credits
Sem 1	AR3012	Early Christian Europe	15 credits
Sem 1	AR3083	Conflict, Heritage and Archaeology	15 credits
Sem 1	AR3095	Lived Experience in Imperial Rome	15 credits

SEMESTER 2

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

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 V112		
Date amended: 23rd May 2017		

Programme learning outcomes	AH1008/9 App. Anc. Evidence Grk/Latin	AH1010/1011 Intro to Grk/Rom. Hist...	AH10XX Anc. World Beyond the Med.	AH10XX: Intro to Classical Cultur...	AR1004/1005 World Archaeolog... pre/AD	AH 2012 Sources, Methods ...	AH 20XX Source Project	AH options level 2	Dissertation	AH options level 3
(*a*) Discipline specific knowledge and competencies										
(i) Mastery of an appropriate body of knowledge										
QAA benchmark A1: acquire an understanding of another culture, whether focused on its literature, thought, art and religion, or its history and political and social organisation, or its material culture; demonstrated a critical engagement with it; and developed an informed sense of the similarities and differences between it and our own culture	X	X	X	X	X	X	X	X	X	X

QAA benchmark A2: a broad knowledge, developed within a coherent framework, of complementary subjects, drawn from such fields as language, literature, linguistics, philosophy, history, art and archaeology, or theme-based topics which cross the boundaries between them (such as religion and gender studies), and periods	X			X	X	X	X	X	X	X
(ii) Understanding and application of key concepts and techniques										
QAA benchmark A3: knowledge of and be familiar with an appropriate and diverse range of primary materials, such as literary, philosophical and historical texts, art objects, archaeological evidence, inscriptions, newspapers, sound recordings and other digital media.	X	X	X	X	X	X	X	X	X	X
QAA benchmark A4: command of a range of techniques and methodologies, including some or all of the following: bibliographical and library research skills, skills in reading and textual analysis, a range of historical methodologies including skills in analysing statements and making use of fragmentary evidence, the capacity to use databases and electronic resources, the visual skills characteristic of art criticism, the use of statistics (for example in archaeology), philosophical argument and analysis, an analytical grasp of language, skills in translation from and/or into Greek (ancient, medieval or modern) and/or Latin	X			X	X	X		X	X	X
(iii) Critical analysis of key issues										
QAA benchmark A5: an understanding of a range of viewpoints on problems of interpretation and evaluation, and an ability to adopt a variety of critical approaches to them drawn across the subject area	X	X	X	X	X	X	X	X	X	X
(iv) Clear and concise presentation of material										
QAA benchmark A6: acquired a level of intellectual independence necessary to research classical subjects, to formulate clear arguments based on classical subject matter and to present the results clearly both orally and in writing	X					X	X		X	X
(*b*) Transferable skills										
(i) Oral communication										
Demonstrate clarity, fluency and coherence in oral expression of key issues	X			X		X	X	X		X

Participate effectively in group discussions	X	X	X	X	X	X	X	X		X
(ii) Written communication										
Develop and sustain 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 key issues	X	X	X	X	X	X	X	X	X	X
(iii) Information technology										
Use IT to effectively support 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/archaeological data using statistical and graphical techniques	X		X	X		X		X		X
(v) Team working										
Be able to work collaboratively jointly to explore a range of 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 problems in depth using contemporary text and material sources and advanced secondary literature						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 intellectual problems					X	X	X		X	X
Reflect upon own learning and achievements and plan for personal, education and career development				X			X	X	X	X