

1. Programme Title(s) and UCAS code(s):

BA Ancient History and Archaeology VV41

BA Ancient History and Archaeology with a Year Abroad*

*Students may only enter this degree programmes by transferring at the end of year 1

2. Awarding body or institution:

University of Leicester

3. a) Mode of study: Full-time or part-time

b) Type of study: Campus-based

4. Registration periods:

Full Time:

The normal period of registration is 3 years full-time

The maximum period of registration is 5 years full-time

Part Time:

The normal period of registration is 4 years part-time

The maximum period of registration is 7 years part-time

Year Abroad:

The normal period of registration is 4 years full-time

The maximum period of registration is 6 years full-time

5. Typical entry requirements:

ABB at A-level

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:

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- QAA Benchmarking statement for Classics
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Classics.pdf>
- QAA Benchmarking statement for Archaeology
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Archaeology.pdf>
- University of Leicester Learning Strategy
<http://www2.le.ac.uk/offices/sas2/quality/learnteach>
- University of Leicester Employability Strategy
- National Student Survey results
- Graduate Destinations Survey
- External Examiners' reports
- Annual Developmental Review of the School of Archaeology & Ancient History

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and learning methods	How demonstrated
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of historical and archaeological knowledge	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning	Essays, short-answer, multiple choice and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, problem-based exercises
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical and archaeological evidence Demonstrate a variety of approaches to understanding, constructing and interpreting the past Demonstrate comprehension of and practice in a variety of	Lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises Tutorials, seminars, independent research, field work and practical classes, team problem solving exercises Field school, survey and excavation experience, study tour experience	Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises

Intended Learning Outcomes	Teaching and learning methods	How demonstrated
archaeological practical techniques		
(iii) Critical analysis of key issues		
<p>Compare and analyse the histories of different societies and cultures in the past, especially in the classical world</p> <p>Analyse historical and archaeological processes through the assessment of continuity and change over extended time spans</p> <p>Reflect critically on the nature of ancient history and archaeology as disciplines</p>	<p>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises</p> <p>Tutorials, seminars, directed reading, independent research, team problem solving exercises</p> <p>Tutorials, seminars, directed reading, independent research, team problem solving exercises</p>	<p>Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</p>
(iv) Clear and concise presentation of material		
<p>Present ancient historical and archaeological problems and arguments in a variety of written and oral formats</p>	<p>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises</p>	<p>Writing tasks (including examinations), project work, seminar presentations, contributions to discussions</p>
(v) Critical appraisal of evidence with appropriate insight		
<p>Develop and sustain historical and archaeological arguments, formulating appropriate questions and utilising evidence</p> <p>Read, analyse, and reflect critically and contextually upon a wide range of source materials including both texts and material culture</p>	<p>Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises</p> <p>Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises</p>	<p>Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises</p>
(vi) Other discipline specific competencies		
<p>Design, research and present a sustained and independently conceived piece of historical and/or archaeological writing</p> <p>Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks.</p>	<p>Independent research</p> <p>Hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials.</p>	<p>Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.</p>
(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 Participate effectively in group discussions	Seminars, tutorials, team problem solving exercises Seminars, tutorials, team problem solving exercises	Seminar presentations, project presentations, contributions to discussions
(ii) Written communication		
Develop and sustain historical and archaeological arguments in a variety of literary forms Demonstrate clarity, fluency and coherence in written expression of ancient historical and archaeological issues	Seminars, tutorials, team problem solving exercises Seminars, tutorials, independent research	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions
(iii) Information technology		
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		
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		
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 projects and exercises	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project and fieldwork project reports
(vi) Problem solving		
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		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, independent research, computer practical classes, team	Essays, independent research projects, computer-based exercises, problem-based exercises

Intended Learning Outcomes	Teaching and learning methods	How demonstrated
	problem solving projects and exercises	
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical and archaeological problems Reflect upon own learning and achievements and plan for personal, educational and career development	All of the above, particularly independent research Tutorials, career development programmes, resource based learning, personal development planning programme	All of the above, particularly the dissertation and the second year group project Portfolio, curriculum vitae

10. Progression points:

Senate Regulation 5: Regulations governing undergraduate programmes of study:

<http://www2.le.ac.uk/offices/sas2/regulations/documents/2012-13/senatereg5-undergraduates.pdf>

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#).

12. Special features:

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students will undertake a fieldwork module in the first year and will undertake compulsory fieldwork in the second year as well as study visits to local sites of archaeological interest.
- Students taking the BA have the option of a Year Abroad. The School participates in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).
- Students have the option of undertaking a Study Tour to Rome as an alternative to second year fieldwork.

13. Indications of programme quality

Our 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.

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 archaeological careers; and many enter graduate employment soon after graduation.

14. External Examiners

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#)

Appendix 1: Programme structure (programme regulations)

BA ANCIENT HISTORY AND ARCHAEOLOGY

During their degree course, Joint Honours students are normally required to complete a total of 4 weeks of fieldwork (including the Level 1 Fieldschool) to the satisfaction of the School.

FIRST YEAR MODULES

SEMESTER 1

Core Modules		Credits
AH1009	Approaching Ancient Evidence (Roman)	10
AH1011	Introduction to Roman History	20
AR1004	Introduction to World Archaeology BC	20
AR1007	Archaeology: The Essentials	10
		Semester Total
		60

SEMESTER 2

Core Modules		Credits
AH1008	Approaching Ancient Evidence (Greek)	10
AH1010	Introduction to Greek History	20
AR1005	Introduction to World Archaeology AD	20
AR1011	Fieldschool	10
		Semester Total
		60

SECOND YEAR MODULES

SEMESTER 1

Core Modules		Credits
AH2012	Sources, Methods and Theory for Ancient History	(15)
AR2044	Fieldwork I	(15)
Optional Modules		
15 credits of approved Ancient History options AND 15 credits of approved Archaeology options:		30
AH2022	Classical and Hellenistic Greek States	(15)
AH2023	The Roman Principate	(15)
AH2040	The Late Antique World	(15)
AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2028	Archaeological Survey & Geomatics	(15)
AR2046	Archaeology of the Roman Empire	(15)
AR2034	Living in Towns: Medieval and Post-Medieval Archaeology	(15)
		Semester Total
		60

SEMESTER 2

Core Modules		Credits
AR2029	Theory and Archaeology	(15)
Optional Modules		

	30 credits of approved Ancient History options AND	
	15 credits of approved Archaeology options:	45
AH2027	The Latin World: Ancient, Medieval and Modern	(15)
AH2037	The Ancient Near East	(15)
AH2038	Roman Social History and the Roman Family	(15)
AH2044	Greek History in 40 Lives	(15)
AR2031	Artefact Analysis	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2036	Heritage Skills	(15)
AR2043	The Medieval Mediterranean World	(15)
AR2042	Towards Modernity: Postmedieval and Historical Archaeology	(15)
	Semester Total	60

THIRD YEAR MODULES

SEMESTER 1

Core Modules		Credits
AR3044	Fieldwork II	(15)
AR3059	Dissertation I	(15)
Optional Modules		
	30 credits of approved options in Ancient History and/or Archaeology	
AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AH3079	Textiles, Dress and Identity in the Roman World	(15)
AR3012	Early Christian Europe	(15)
AR3017	Archaeozoology	(30)
AR3088	Archaeology of Islamic Societies	(15)
AR3076	Human Skeletal Analysis	(30)
AR3083	Conflict, Heritage and Archaeology	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
	Semester Total	60

SEMESTER 2

Core Modules		Credits
AR3060	Dissertation II	(30)
Optional Modules		
	30 credits of approved options in Ancient History and/or Archaeology	30
AH3001	The Greek World after Alexander	(15)
AH3020	North Africa in Late Antiquity	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AR3087	Plants and People	(15)

AR3089	Material transformations: difference and power in prehistoric Britain and Ireland	(15)
		Semester Total
		60

BA ANCIENT HISTORY AND ARCHAEOLOGY WITH A YEAR ABROAD

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.'

FIRST, SECOND AND FOURTH YEAR MODULES

The regulations for first, second and final year modules are as for the three-year programme (above).

THIRD YEAR MODULES

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Appendix 2: Module specifications

See module specification database <http://www2.le.ac.uk/offices/sas2/courses/documentation>

Appendix 3: Skills matrix

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