

1. Minor Pathway Title(s):

Ancient History Minor

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:

The normal period of registration is three years

The maximum period of registration is five years

5. Typical entry requirements:

As per the relevant Major Pathway

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 minor pathway aims to

- provide an intellectually challenging and stimulating curriculum which draws on the full expertise of all members of the School of Archaeology and Ancient History;
- develop students' knowledge and understanding of the key chronological and geographical ranges of ancient history (Principally of ancient Greece and Rome) but not excluding other ancient cultures of the Mediterranean and western Asia;
- enable students to demonstrate a variety of approaches to understanding the past as used by historians of the ancient world (principally ancient Greece and Rome) but not excluding other ancient cultures of the Mediterranean and western Asia; and,
- Enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

8. Reference points used to inform the programme specification:

- QAA Benchmarking statement for Classics
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Classics.pdf>
- QAA Subject Review
https://www.qaa.ac.uk/reviews/reports/subjectlevel/q485_01_textonly.htm
- [University of Leicester Learning Strategy](#)
- Graduate Destinations Survey
(<http://www2.le.ac.uk/offices/careers/staff/destinations/where-did-they-go>)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

- National Student Survey results
- 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) Aptitude of an appropriate body of knowledge		
Demonstrate aptitude of an appropriate body of ancient historical knowledge	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning	Essays, short-answer, multiple choice and essay-based examinations, 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 ancient historical evidence	Lectures, tutorials, seminars, directed reading, independent research, source-based language classes; team problem solving exercises	Essays, short-answer and essay-based examinations, seminar presentations, contributions to discussions,
(iii) Critical analysis of key issues		
Compare and analyse the histories of different societies and cultures in the past, especially in the ancient world	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays, short-answer and essay-based examinations, seminar presentations, contributions to discussions
(iv) Clear and concise presentation of material		
Present ancient historical 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		
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	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions
(vi) Other discipline specific competencies		
Design, research and present a sustained and independently conceived piece of ancient historical writing	Independent research	Independent research projects
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of historical issues	Seminars, tutorials, team problem solving exercises Seminars, tutorials, team problem solving exercises	Seminar presentations, project presentations, contributions to discussions

Intended Learning Outcomes	Teaching and learning methods	How demonstrated
Participate effectively in group discussions		
(ii) Written communication		
Develop and sustain historical arguments in a variety of literary forms Demonstrate clarity, fluency and coherence in written expression of ancient historical 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 studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme, independent research	Essays, independent research projects, problem-based exercises
(iv) Numeracy		
Analyse ancient historical data using statistical and graphical techniques	Seminars, lectures	Independent research projects, problem-based exercises;
(v) Team working		
Be able to work collaboratively to explore ancient historical 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 projects
(vi) Problem solving		
Address ancient historical problems in depth using primary source materials and advanced secondary literature	Tutorials, seminars, team problem-solving projects and exercises	Essays, independent research projects, problem-based exercises
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, independent research, team problem solving projects and exercises	Essays, independent research projects, problem-based exercises
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical 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

10. Excluded combinations and course transfers

a) Excluded combinations

There are no excluded combinations

b) Course transfers

There are no prerequisites for these pathways.

11. Criteria for award and classification

As defined in [Senate Regulation 5](#): Regulations governing undergraduate programmes of study.

12. Progression points:

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

13. Key/extra features:

Not applicable

14. 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 the existing joint honours degree programmes in Ancient History take postgraduate taught courses and pursue research degrees at Leicester and many other universities; and many enter graduate employment soon after graduation. Feedback from existing and past students on existing joint honours programmes in Ancient History is extremely positive, as are external examiners' reports.

Programme quality will be maintained by regular reflection on and review of programme aims and delivery. This will be done through the standard Annual Development Review and Periodic Development Review procedures as laid down by the University. Modules are also reviewed annually within the School of Archaeology and Ancient History, using student feedback from official feedback forms as well as from the Joint Student-Staff Committee.

15. Summary of programme/pathway delivery and assessment:

Minor

This pathway is designed to introduce you to the core concepts of ancient history as a discipline (particularly of ancient Greece and Rome) and some of the global debates in the discipline. You will have some choice among modules in years 2 and 3.

16. External Examiners

To be included following receipt of first report.

Appendix 1: Programme structure

First Year 2016/17

Semester 1: AH1011 (Introduction to Roman History) 20 credits

Semester 2: AH1010 (Introduction to Greek History) 20 credits

FIRST YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AH1011	Introduction to Roman History	20
	Semester Total	20

SEMESTER 2

Core Modules

		Credits
AH1010	Introduction to Greek History	20
	Semester Total	20

SECOND YEAR MODULES

SEMESTER 1

Optional Modules

		Credits
	15 credits of approved second level Ancient History modules:	15
AH2022	Classical and Hellenistic Greek States	(15)
AH2023	The Roman Principate	(15)
AH2040	The Late Antique World	(15)
	Semester Total	15

SEMESTER 2

Optional Modules

		Credits
	15 credits of approved second level Ancient History modules:	15
AH2037	The Ancient Near East	(15)
AH2038	Roman Social History and the Roman Family	(15)
AH2044	Greek History in 40 Lives	(15)
	Semester Total	15

THIRD YEAR MODULES

SEMESTER 1

Optional Modules

	15 credits of approved options in Ancient History	15
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)
	Semester Total	15

SEMESTER 2

Optional Modules

	15 credits of approved options in Ancient History	15
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)

**Semester
Total** **15**

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Skills matrix

Programme Specification Appendix 3			
Skills matrix: Minor in Ancient History			
Date amended: January 2019			
Programme learning outcomes	AH1010-11 Introduction to Greek/Roman history	AH options level 2	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 writing			
(b) Transferable skills			
(i) Oral communication			
Demonstrate clarity, fluency and coherence in oral expression of ancient historical issues		X	X
Participate effectively in group discussions	X	X	X
(ii) Written communication			
Develop and sustain ancient historical arguments in a variety of literary forms	X	X	X
Demonstrate clarity, fluency and coherence in written expression of ancient historical/archaeological issues	X	X	X
(iii) Information technology			
Use IT to effectively support ancient history 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
(iv) Numeracy			
Analyse ancient historical data using statistical and graphical techniques			
(v) Team working			
Be able to work collaboratively jointly to explore ancient historical issues and arguments and to recognise the value of working closely with others		X	X
(vi) Problem solving			
Address ancient historical problems in depth using contemporary text and material sources and advanced secondary literature	X	X	X
(vii) Information handling			
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	X	X	X
(viii) Skills for lifelong learning			
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical problems		X	X
Reflect upon own learning and achievements and plan for personal, education and career development		X	X