

SCHOOL OF EUROPEAN CULTURE AND LANGUAGES
CLASSICAL & ARCHAEOLOGICAL STUDIES

UKC Programme Specifications

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she were to pass the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be *found by following the links provided* [<http://www.ukc.ac.uk/human/facinfo/Ptlhandbook0102/CONTENTS.html>] and [<http://www.ukc.ac.uk/facinfo/undergrads/handbook0203/part2/>] or in the programme handbook. The accuracy of the information provided in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**BA Degree (Hons) in Classical & Archaeological Studies
and Comparative Literary Studies/Computing/Drama/ English
and American Literature/English, American and Postcolonial
Literatures/European Studies/Film Studies/French/German/
History/History and Theory of Art/Italian/Philosophy/
Religious Studies/Spanish**

The Department responsible for this programme is the
School of European Culture and Languages

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent at Canterbury
3. Teaching site	Canterbury Campus
4. Programme accredited by	-----
5. Final Award	BA (Hons)

6. Programme	Classical & Archaeological Studies <i>and</i> Comparative Literary Studies/ Computing/ Drama/English and American Literature/ English, American & Postcolonial Literatures/ European Studies/Film Studies/ French/ German/History/History and Theory of Art/ Italian/Philosophy/Religious Studies/Spanish
7. UCAS code (or other code)	QQ28, QG84, QW84, QQ38, QQ8J, RQ98, QW86, QR81, QR82, QV81, VQ38, QR83, QV85, QV68, QR84
8. Relevant QAA subject benchmarking groups	Classics and Ancient History; Archaeology
9. Date of production/revision	September 2002
10. Applicable cohort/s	2002 entry <i>onwards</i>

11. Educational Aims of the Programme

The programme aims and outcomes have reference to the subject benchmarking statements for *Classics and Ancient History and Archaeology*

1. The aim of the subject within the School of European Culture and Languages is to:

- teach a congruent discipline within the framework of European intellectual, cultural and historical traditions, interacting with other component disciplines;
- encourage widening participation within an active regional role.

2. The subject aims are to:

- treat the diverse societies and cultures of the Ancient World and their interaction, through literature, history and archaeology
- provide carefully graded programmes in Classical Studies, Ancient History and Archaeological Studies.
- survey the main areas and genres of Classical Literature, both Greek and Latin;
- study the history of ancient Greece and Rome, and the contemporary civilizations of ancient Asia Minor, Persia and Egypt, from ca.600BC to ca.AD600;
- examine the archaeology of the civilizations of ancient Greece and Rome within the wider context of the Mediterranean, and of the broadly contemporary cultures of temperate Europe, over the period ca.1000BC to ca.AD600, and to introduce some aspects of earlier prehistory;
- make a study in depth of selected themes, regions and periods in literature, history and archaeology;
- introduce key elements by which early Europe acquired its social, political, cultural and intellectual foundations;
- explore different types of evidence - literary, historical, art-historical and archaeological - using primary source material wherever possible and focusing on different approaches and techniques;
- examine the problems of interpretation in each type of source material through critical analysis of current studies.

3. In addition all joint honours students will be given access to information and skills corresponding to the appropriate joint honours combinations

4. The learning and teaching strategy of the programme is to:

- enable students to develop their capacity to learn and to produce graduates of value to the region and the nation, in possession of key skills, prepared for employment or further study,
- equip students with a range of subject-based critical thinking and communication skills.
 - provide learning opportunities that are enjoyable, involve realistic work loads, are pedagogically based within a research-led framework and offer appropriate support for students from a diverse range of backgrounds
- provide high quality teaching in a good environment with appropriately qualified and trained staff.

12. Programme Outcomes	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas	
	Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
Knowledge and Understanding	
A. Knowledge and understanding of:	
<p>1. <i>another culture</i>, whether focused on literature, thought, art and religion, or on history and political and social organisation, or on material culture, with an informed sense of the similarities and differences between it and our own culture;</p> <p>2. <i>complementary subjects</i> (whether literary, philosophical, historical, or art-historical and archaeological);</p> <p>3. the origins and development of archaeology as a discipline;</p> <p>3 <i>selected themes, periods and regions</i> within the programme (<i>according to pathway</i>: the themes and genres of Classical Literature, <i>and/or</i> Ancient History and methods of historical interpretation, <i>and/or</i> the Archaeology of selected periods and themes relating to the Mediterranean region and temperate Europe) in the context of current debate;</p> <p>4. an appropriate and diverse range of <i>primary materials</i> and appropriate methods of interpretation.</p>	<p>Teaching/learning [sections A. & B.] Examples include: student- and teacher-led seminars (these are the most common teaching mode); also lectures (standard in most modules), teacher-led classes (e.g. in language work and artefact study, study of documents), site and museum visits (especially in archaeological modules) and supervised study (especially in project work and extended essays). You are encouraged to direct your own learning by the use of study packs, module booklets and dedicated web pages, and by the use of research-based teaching materials and methods. Revision for examination is also an important part of the learning experience. You progressively develop the skills of independent study, especially through supervised projects and independent essays, and project work related to supervised site and museum visits and investigations, and the sequence of modules is designed with this in view.</p>
Skills and Other Attributes	
B. Intellectual (thinking) skills:	
<p>You will be able to:</p> <p>1. apply the skills needed for academic study and enquiry;</p> <p>2. analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner;</p> <p>3. select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding;</p> <p>4. deploy a range of techniques and methodologies of study (<i>according to pathway</i>: see C.3 below);</p> <p>6. utilise problem-solving skills;</p> <p>7. study and reach conclusions independently.</p>	<p>Assessment [sections A & B] There is a stress on variety and innovation in assessment. You are assessed in many ways: principally through coursework assignments or essays, but also through document exercises commenting on selected documents or other forms of evidence, through individual presentations in seminars, through visual tests, through projects on which students work together in small groups, through supervised extended essays on which students work independently and through unseen examinations (normally 2 or 3 hrs long). Unseen examinations make up - at most - 25% of the assessment pattern, depending on the choice of modules.</p>
C. Subject-specific skills:	
<p>You will be able to:</p> <p>1. Make a critical evaluation of a variety of sources for literary <i>and/or</i> historical <i>and/or</i> archaeological study (e.g. texts, inscriptions, other data) and</p>	<p>Teaching/learning [for detail see A. and B.] Lectures, teacher-led classes, student- and teacher-led seminars, revision classes, supervised site and museum visits, supervised study</p>

<p>discuss their implications;</p> <ol style="list-style-type: none"> 2. Extract key elements from complex data and identify and solve associated problems; 3. Select and apply appropriate methodologies in assessing data, <i>according to pathway</i>, such as bibliographical research, textual analysis, historical analysis, visual skills, collection and analysis of archaeological data, use of statistics, philosophical argument and analysis; 4. Gather, memorise and deploy evidence and information, and show awareness of the consequences of the unavailability of evidence; 5. show familiarity with the basic concepts which underpin the different branches of the programme pathways; 6. Marshal argument lucidly and communicate interpretations using the appropriate academic conventions. 	<p>and project work, web-based study materials and exercises</p> <p>Assessment [for detail see A. and B.] Coursework essays, document exercises, work sheets, group projects, reports, visual tests, extended essays, unseen examinations</p>
<p>D. Transferable skills:</p>	
<p>You will be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively with a wide range of individuals using a variety of means; 2. Take responsibility for your personal and professional learning and development; 3. Evaluate and learn from your own academic performance; 4. Manage time and prioritise workloads and assessments, and write and think under pressure; 5. Utilise problem-solving skills in a variety of theoretical and practical situations; 6. Work creatively, flexibly and adaptably with others; understand how groups function; 7. Deploy a range of IT skills effectively, e.g. producing word processed text with footnotes, basic formatting, using e-mail, research using databases and text-files, locating and exploiting web-sites. 	<p>Teaching/learning</p> <p>Transferable/key skills are generally incorporated within modules and related to relevant modules and assessments as appropriate. Examples of strategies include:</p> <ol style="list-style-type: none"> 1. use of seminars, classes and presentations to develop communication skills; 2. encouragement to develop control of learning through planning of study, with help from personal tutors and academic advisers; 3. use of feedback, written and oral, to stimulate critical self-development, with review sessions with seminar leaders and personal tutors; 4. time management built into the structure of the academic year with assignment deadlines and examination dates; 5. focus on problem solving in seminars, classes and site visits; 6. crucial role of the seminar and the group project in developing group skills; 7. use of IT skills has an essential role in all modules; their development is encouraged by training sessions, study packs and use of e-mail for communication.
<p>The programme outcomes listed above are based on the subject benchmark statements Classics and Ancient History and Archaeology For more information on which modules provide which skills, see the module mapping.</p>	

13. Programme structures and requirements, levels, modules, credits and awards

The programme is offered on both a full-time and a part-time basis. If you are a full-time student you complete the programme in three years, and if part-time normally in six years. Study on the programme is divided into modules. Single-weighted modules carry 15 credits and double-weighted modules 30

credits. One credit corresponds to approximately 10 hours of 'learning time'. This includes all taught and supervised classes and all private study and research.

The programme is divided into three stages, each comprising 120 credits, and you have to achieve specified credits before you are allowed to proceed to the next stage. For full-time students each stage represents an academic year of study. Thus each year of full-time study represents about 1200 hours of learning time. Each module is designated at one of the three ascending levels, Certificate [C], Intermediate [I] or Honours [H]. To be eligible for the award of an honours degree you normally have to obtain 360 credits, at least 210 of which must be Level I and above and at least 120 of which must be at level H or above. Of the 120 credits in a year 60 can come from another subject.

The programme is divided into three *pathways*, Literary [L], Ancient Historical [AH] and Archaeological [A]. The guiding principle is that you specialise in one area or pathway, but place your studies in the context of the ancient world as a whole - both the ancient Mediterranean and temperate Europe - making up your choice from the lists of required, recommended and option. The structure of the programme and the modules which make it up, their levels, credits and the terms in which they are taught, and the three pathways, are shown in the table below.

At its discretion the University allows for narrow failure in a small proportion of modules to be compensated by good performance in other modules or, in cases of documented illness or other mitigating circumstances, condoned. However failure in to the first year 'prerequisite' modules (indicated by the symbol *), may not be compensated or condoned.

Details of every module can be found at <http://www.ukc.ac.uk/human/facinfo/Ptlhandbook0102/CONTENTS.html> and <http://www.ukc.ac.uk/human/facinfo/Ptlhandbook0102/index.htm> .

[The list of modules which follows is subject to change]

Year 1	Pathway	Level	Credits	Terms
Required (prerequisite) modules				
CL302* Greek Civilization I: Greek Democracy and Empire	AH	C	15	1
CL303* Greek Civilization II: Greek Theatre and Public Debate	L	C	15	2
CL304* Roman Civilization I: the last century of the Roman Republic	AH	C	15	1
CL305* Roman Civilization II: Literature and Patronage in the Age of Augustus	L	C	15	2
CL319* The Age of Stonehenge: an introduction to prehistoric studies	A	C	15	2
CL329* An Introduction to Archaeology	A	C	15	1
CL332* Archaeology and Archaeologists	A	C	15	2
Recommended				
	Pathway	Level	Credits	Terms
CL301 The Tale	-	C	30	1 & 2
CL311 Beginner's Latin	-	C	30	1 & 2
CL313 Atlantis	-	C	15	2
CL314 Classical Tradition	-	C	30	1 & 2

CL315 Classical Mythology	-	C	30	1 & 2
Year 2	Pathway	Level	Credits	Terms
Recommended Modules				
CL569 Christianity in the Roman World	L,AH	I	15	1
CL570 Archaic Greece and Persia	AH	I	15	2
CL571 Early Greece and the Formation of the Classical World	AH	I	15	1
CL574 City State to World Empire	AH	I	15	2
CL575 Epic to Romance	L	I	30	1 & 2
CL578 Myth into Tragedy	L	I	30	1 & 2
CL579 Comedy and Satire	L	I	30	1 & 2
CL582 Rome: the Imperial Republic	AH	I	15	1
CL583 Fall of the Roman Republic	AH	I	15	2
CL584 History of the Roman Empire: Trajan to Constantine	AH	I	15	2
CL587 History of the Roman Empire: Augustus to Domitian	AH	I	15	1
CL589 Rise and Fall of Athens	AH	I	15	1
CL605 Roman and Mediaeval Artefacts	A	I	30	2
CL607 Greek and Roman Medicine	L,AH,A	I	30	1
CL608 Greek Art and Architecture	L,AH,A	I	30	1
CL609 Roman Art and Architecture	L,AH,A	I	30	2
CL612 Romans in the West	A	I	30	2
Optional				
CL525 Latin for Beginners	---	C	30	1 & 2
CL513 Intermediate Latin A	---	I	30	1 & 2
Year 3	Pathway	Level	Credits	Terms
Recommended Modules				
CL517 Roman Britain	AH,A	H	30	2
CL566 or 590 Foundations of Britain	A	H	30	2
CL573 Love, Sex and Society	L,AH	H	30	1 & 2

CL585 Egypt and the Classical World	AH	H	15	1
CL586 Graeco-Roman Egypt	AH	H	15	2
CL588 Heads, Heroes and Horses	A	H	30	1
CL591 Barbarians in the West and the Late Antique Transition AD 400-700	AH, A	H	30	2
CL594 Christian and Pagan at the Fall of Rome	AH	H	30	1
CL598/9 Archaeological Project	A	H	30	1 or 2
CL600 Story telling in antiquity	L	H	30	1 & 2
CL601 Archaeology of Death	A	H	30	1
CL606 Gender and Archaeology	A	H	30	2
CL576 Eastern Empires in Antiquity	AH, A	H	30	1
CL6-- Epic to Romance	L	H	30	2
PL522 Greek Philosophy: Plato and Aristotle	L	H	15	2
PL530 Greek Philosophy: Thales to Atomism	L	H	15	1
Optional				
CL514 Intermediate Latin B	---	H	30	1 & 2
CL520 St Augustine and his World	---	H	30	1 & 2

14. Support for Students and their learning

- Full induction programme
- Personal academic tutorial support throughout period of study
- One to one supervision of extended essays and project work
- Faculty and subject Part I and Part II Handbooks and module booklets
- Library/skills package (Templeman Library, departmental video library)
- We teach in groups of around 15:1
- Staff-student liaison committee
- Learning resources: subject library provision, high level of student computer provision, use of IT resources in teaching, artefact teaching collection, access to local museum collections and resources of CAT.
- Academic support system providing advice on module choice, programme structure, academic difficulty, progression routes and individual progress.
- Central support services, including a Student Learning Advisory Service, a medical centre, a Student's Union (including an Advice and Information Service and a Student Development Unit), a Careers Advisory Service, Counselling

15. Entry Profile

Entry Route

For fuller information please turn to the University prospectus [www.ukc.ac.uk/studying/undergrad/subjects/classical.html]

<ul style="list-style-type: none"> • Minimum Requirements 	<ul style="list-style-type: none"> • You must be at least 17 years old by 20th September in the year you begin your programme. There is no upper age limit. • 5 GCSE passes, including English Language or Use of English, and at least 2 subjects at A level. See Curriculum 2000 for details of our minimum requirements for the new AS levels tariff
<ul style="list-style-type: none"> • Standard entry requirements: A levels and AS levels 	<ul style="list-style-type: none"> • 260/280 points (21 units) including BC/BB at GCE A level. (280 points are required for QW84, QQ38, QQ8J, QW86 and QV81, 260 for the other JH combinations.) No subjects are required, but we ask for grade B in Classical Studies A level when taken
<ul style="list-style-type: none"> • Alternative modes of entry: University Certificate or HND 	<ul style="list-style-type: none"> • Completion of a Certificate course in Archaeological Studies or Combined Studies at the University of Kent
	<ul style="list-style-type: none"> • HND in Practical Archaeology from Canterbury College

What does this programme have to offer?

- A degree programme concerned with the Ancient Civilization as a whole - both the Classical Mediterranean world and temperate Europe
- An excellent grounding in the main areas and underlying principles of Classical Literary Studies, Ancient History, and Archaeological Studies, and the opportunity to study any of these 'pathways' to degree level, in combination with elements from the other pathways
- The opportunity to study in Canterbury, a major centre for prehistoric, Roman and Mediaeval Archaeology, with an on-going programme of excavations
- A friendly campus with high student morale and dedicated teaching staff (who have recently achieved a grade 22 ('excellent') in the QA review.

Personal Profile

You should have

- A wish to acquire an understanding of another culture, whether its literature, or thought, or religion, or history, or art, or material culture
- and to develop an informed and critical sense of the differences between that culture and our own
- A readiness to place specialist study in a broad framework of complementary and contextual knowledge
- A recognition of the importance of primary source material, whether literary, historical or archaeological,
- and of the need to acquire and apply a rigorous, critical methodology, whether literary, historical or scientific, in its evaluation.
- Readiness to develop ideas in logically expressed written form
- Readiness to share discovery with a larger group and exchange ideas.
- Flexibility and openness of mind, the capacity for self-reflection and the desire to be intellectually independent and self-standing.

16.

Methods for evaluating and enhancing the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment the curriculum and outcome standards

- Student module evaluation questionnaires
- Annual Monitoring Reports (which include reviews of progression and achievement statistics)
- External Examiners' reports
- Periodic Programme reviews
- Annual staff appraisal
- Active staff development programme
- Peer observation
- Mentoring of new and part-time lecturers
- Quality Assurance Agency subject review
- External accreditation
- Continuous monitoring of student progress and attendance
- Personal Academic Support system
- Vetting of examination questions by subject examinations board and external examiners

Committees and bodies with responsibility for monitoring and evaluating quality and standards

- Departmental director of learning and teaching
- Departmental learning and teaching committee
- Faculty learning and teaching committee
- University Learning and Teaching Board
- Programme Approval sub-committee of the University Learning and Teaching Board
- Board of Examiners
- External Examiners attending Board of Examiners
- External Examiners' Reports
- Departmental staff acting as external examiners at other institutions
- Double marking or moderation of all assessed work
- Evaluation of graduate destination statistics
- Monitoring of part-time teachers
- Staff-student liaison committee
- Departmental graduate studies committee
- Departmental part-time studies
- Departmental quality assurance committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- staff-student liaison committee
- student module evaluations
- Exit questionnaires
- Discussions with tutors (including staff office hours)
- Discussions with senior tutors
- informal meetings and social contact with students (including student role in recruitment activities)
- student representation on subject meetings and departmental committees
- student representation on faculty committees
- student representation on university committees

Staff development priorities include

- Research-led teaching
- Links with other European Institutions
- Postgraduate Certificate in Higher Education requirement for all probationary lecturers
- Part-time lecturers encouraged to enrol on the Associated Teacher Accreditation Programme
- regular formal and informal collaboration in programme development
- staff appraisal scheme
- staff development courses
- research seminars
- subject-based conferences
- Institute for Learning and Teaching membership
- Minimum expected research record for appointments to lecturing posts
- Mentoring of new and part-time lecturers
- Study leave scheme
- Conference attendance (with or without Department funding)
- Professional body guidelines
- widening participation
- Health and safety
- participation in learning and teaching innovatory projects
- Dissemination of good practice on new learning and teaching methods

17. Indicators of quality and excellence

- The University of Kent reviews Classical & Archaeological Studies as part of the regular University periodic programme review (last review March 1997)
- The Quality Assurance Agency subject review process carried out an independent review of the quality of education provision by Classical & Archaeological Studies in January 2001 [Q183/2001], and awarded the subject an 'excellent' grading of 22, out of a maximum 24 points:
 - ~ Curriculum Design, content and Organisation = 4
 - ~ Teaching, Learning and Assessment = 4
 - ~ Student Progression and Achievement = 4
 - ~ Student support and guidance = 4
 - ~ Learning Resources = 3
 - ~ Quality Management and Enhancement = 3
- The programme regularly receives positive evaluations from current and former students, both formally and informally (recorded in Annual Reports to the Faculty of Humanities and Staff-Student Liaison Committee Minutes)
- Class of degree achieved by students in relation to qualifications of students at entry provides a profile of positive achievement by students and value added by the institution
- A high proportion of students achieved employment in the first 12 months in employment (evidence of university statistics)

The following reference points were used in creating these specifications

- Benchmarking statements for Classics and Ancient History, Archaeology:
<http://www.qaa.ac.uk/crntwork/benchmark/classics.pdf>:
<http://www.qaa.ac.uk/crntwork/benchmark/archaeology.pdf>:
- Classical & Archaeological Studies Self-Assessment Document (subject review 15.i.2001)
- QA Review Report:
http://www.qaa.ac.uk/revreps/subjrev/institution_indexes/uni_of_kent_at_canterbury.htm
- the University Plan and Learning and Teaching Strategy, and the University mission statement
<http://www.ukc.ac.uk/about/mission.html>
- University Undergraduate prospectus, Faculty and subject Part 1 and Part II handbooks:
<http://www.ukc.ac.uk/studying/undergrad/subjects/classical.html>
<http://www.ukc.ac.uk/human/facinfo/PtIhandbook0102/CONTENTS.html> and
<http://www.ukc.ac.uk/human/facinfo/PtIIhandbook0102/index.htm>

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