**Programme Specification**

|  |
| --- |
| **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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

|  |
| --- |
| **BA (Joint Hons) Classical and Archaeological Studies and Another Subject** |

|  |  |
| --- | --- |
| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent |
| 1. **School responsible for management of the programme**
 | School of European Culture and Languages (SECL) |
| 1. **Teaching Site**
 | Canterbury Campus |
| 1. **Mode of Delivery**
 | Full-timePart-time |
| 1. **Programme accredited by**
 | N/A |
| 1. **Final Award**
 | BA (Hons) (Dip/Cert/BA Non-Hons alternative exit awards) |
| 1. **Programme**
 | This is a half-programme, to be taken **only** in combination with the listed existing half-programmes:Comparative LiteratureDramaEnglish and American LiteratureEnglish, American and Postcolonial LiteraturesEuropean StudiesFilm StudiesFrenchGermanHistoryHistory and Philosophy of ArtItalianPhilosophyReligious StudiesHispanic StudiesAsian Studies  |
| 1. **UCAS Code (or other code)**
 | QQ28, QW84, QQ38, QQ8J, RQ98, QW86, QR81, QR82, QV81, VQ38, QR83, QV85, QV68, QR84, VQ38, TQ48. |
| 1. **Credits/ECTS Value**
 | 360 (480 with a Year Abroad) |
| 1. **Study Level**
 | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Classics and Ancient History including Byzantine and Modern Greek Studies (SB) |
| 1. **Date of creation/revision**
 | May 2015/March 2016 |
| 1. **Intended Start Date of Delivery of this Programme**
 | From September 2016 |

|  |
| --- |
| 1. **Educational Aims of the Programme**

The programme aims to: |
| * Teach a congruent discipline within the framework of ancient literature, interacting with other component disciplines;
* Treat the diverse societies and cultures of the Ancient World, its interaction and influences, through literature, history and archaeology;
* Make a study in depth of selected themes, regions and periods in antiquity;
* Survey the main areas and genres of classical literature, both Greek and Latin;
* Study the history of ancient Greece and Rome and their near-neighbours both chronologically and geographically;
* Examine the archaeology of the civilisations of ancient Greece and Rome within the wider context of Mediterranean and European culture including for instance some aspects of earlier prehistory or later historical periods;
* Introduce key elements by which early Europe acquired its social, political, cultural and intellectual foundations;
* Explore different types of evidence – literary, historical, and archaeological – using primary source material wherever possible and focusing of different approaches and techniques;
* Examine the problems of interpretation in each type of source material through critical analysis of current studies.

The learning and teaching strategy of the programme is to:* Enable students to develop their capacity to learn and to provide opportunities for the development of personal, communication, research and other key skills appropriate for graduate employment both in industry and in the public sector;
* Equip students with a range of subject-based critical thinking and communication skills;
* Provide learning opportunities that are enjoyable, involve realistic workloads, 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.
 |

|  |
| --- |
| **16 Programme Outcomes**The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the QAA subject benchmarking statement for Classics and Ancient History including Byzantine and Modern Greek Studies (SB) |

**A. Knowledge and Understanding of:**

1. *Another culture*, 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;
2. *Complementary subjects* (to read/evaluate both critically and empathetically literary, philosophical, historical, archaeological and other source materials, while addressing questions of genre, content, perspective and purpose;
3. *Selected themes, periods and regions* within ancient literature, history and archaeology in the context of current debate;
4. An appropriate and diverse range of *primary materials* and of the appropriate methods of interpretation.

(See SB 3.2)

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Acquisition of points 1-4 is achieved through a combination of lectures, research seminars, tutor-led seminars, self-directed learning facilitated by module information and online resources, and the use of research-based teaching materials and methods. Examples of strategies include:

Student‑ and teacher‑led seminars (these are the most common teaching mode); also lectures (standard in most modules), teacher‑led classes and/or practicals (e.g. in study of documents, artefacts, site and museum visits, and fieldwork practice) and supervised study (especially in project work and the dissertation).

Students are encouraged to direct their own learning by the use of study packs, module information and dedicated web pages (including VLE material e.g. Moodle), and by the use of research‑based teaching materials and methods.

Students progressively develop the skills of independent study, especially through supervised projects and independent essays, and project work related to supervised site, archive and museum visits, and the sequence of modules is designed with this in view.

Assessment

There is a stress on variety and innovation in assessment.

Students 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 e.g. material culture and other archaeological 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).

**Skills and Other Attributes**

**B. Intellectual Skills:**

Students will be able to:

1. Apply the skills needed for academic study and enquiry;
2. Analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner;
3. Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding;
4. Deploy a range of techniques and methodologies of study;
5. Utilise problem‑solving skills;
6. Evaluate research in a critical manner;
7. Study and reach conclusions independently.

(See S.B. 3.6, 3.7).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Lectures, teacher‑led classes, student‑ and teacher‑led seminars, revision classes, supervised site and museum visits, supervised study and project work, web‑based study materials and exercises. The structuring and articulation of argument are particularly pursued in seminars, and especially in essay writing and feedback.

Assessment

There is a stress on variety and innovation in assessment. Students 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).

**C. Subject-specific Skills:**

Students will be able to:

1. Make a critical evaluation of a variety of sources for literary, historical and archaeological study (e.g. texts, inscriptions, material culture, and other data);
2. Extract key elements from complex data and identify and solve associated problems (SB B5);
3. Select and apply appropriate methodologies in assessing data, 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. Marshal argument lucidly and communicate interpretations using the appropriate academic conventions.

(See S.B 3.6, 3.7).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Lectures, teacher‑led classes, student‑ and teacher‑led seminars, revision classes, supervised museum visits, supervised study, and project work, web‑based study materials and exercises.

In addition, skills 1-6 are developed through teaching and learning in all modules. Students are all given full reading lists for each module at outset, with guidelines on how to prepare and present their work. Guidance is also given, formally and informally, on how to identify, locate and use material available in the library and online resources. Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.

Assessment

All these skills are tested by methods listed under A and B above (coursework essays, document exercises, work sheets, group projects, reports, visual tests, extended essays, unseen examinations)

**D. Transferable Skills:**

1. Communicate effectively with a wide range of individuals using a variety of means;
2. Evaluate and learn from their own academic performance;
3. Manage time and prioritise workloads and assessments, and write and think under pressure;
4. Utilise problem solving skills in a variety of theoretical and practical situations;
5. Work creatively, flexibly and adaptably with others; understand how groups function;
6. Deploy a range of IT skills effectively, such as producing word processed text with footnotes, basic formatting, using e mail, research using databases and text files, locating and utilising web-sites and other electronic resources.

(See S.B. 3.8).

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Transferable/key skills are generally incorporated within modules and related to relevant modules and assessments as appropriate. Examples of strategies include:

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 and classes;
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 incorporation into assignment presentation.

|  |
| --- |
| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping. |

|  |
| --- |
| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This is a half-programme, to be taken only in combination with the existing half-programmes listed in Section 8. The programme is offered on both a full‑time and a part‑time basis. A full‑time student completes the programme in three years, and, if part‑time, normally in six years. Study at the university is organised in 2 x 12-week terms and a final 6-week term. The programme is divided into modules, which all have a value of either 15 or 30 credits. A 15-credit module represents 150 hours of learning, endeavour and assessment, including a minimum of 20 hours of direct contact in class. All students must take those modules listed as compulsory. All students must, during each of the three years of study in Canterbury, take modules amounting to 120 credits (60 credits in each term), making up their choices from the list of optional modules.First year modules will introduce students to the study of the ancient world, academic practice and the use of ancient texts and archaeological evidence; Stage 2 students will normally take level 5 modules and Stage 3 students will take level 6 modules.The degree comprises 360 credits; 120 at three different levels for each year of study present at the university. The structure of the programme and the modules that make it up, their levels, credits and the terms in which they are taught, are shown below. Not all modules are available every year. Full details of all modules can be found in the programme handbook or module outlines. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate.Students successfully completing Stage 1 and Stage 2 of the programme and meeting credit framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma. 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. Failure in the Stage 3 dissertation module may not be compensated or condoned.A degree without honours will be awarded where students achieve 300 credits with at least 150 credits at level 5 or above including at least 60 credits at level 6 or above. Students may not progress to the non-honours degree programme; the non-honours degree programme will be awarded as a fallback award only.Compulsory modules are core to the programme and must be taken by all students studying the programme. Compulsory modules cannot be condoned, compensated or trailed. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
| CL353 | The Civilisations of Greece and Rome | 4 | 30 | Autumn and Spring |
| CL329 | Introduction to Archaeology | 4 | 15 | Autumn |

|  |
| --- |
| **Optional Modules** Students must select at least 15 creditsfrom the following: |
| CL310 | Beginners’ Greek | 4 | 30 | Autumn and Spring |
| CL311 | Beginners’ Latin | 4 | 30 | Autumn and Spring |
| CL315 | Classical Mythology | 4 | 30 | Autumn and Spring |
| CL336 | Introduction to Aegean Archaeology | 4 | 15 | Autumn or Spring |
| CL347 | Introduction to Egyptian Archaeology | 4 | 15 | Autumn |
| CL351 | Archaeology: Its History, Themes and Personalities  | 4 | 15 | Autumn or Spring |
| CL354 | Roman Emperors and Biography: From Caligula to Domitian | 4 | 15 | Spring |
| CL357 | Academic Practice in Classical and Archaeological Studies | 4 | 15 | Autumn |
| CL358 | Words are Weapons: Insults in Classical Literature | 4 | 15 | Autumn or Spring |
| **Stage 2** |
| **Optional Modules** These modules are indicative. The full list of options is available from the programme leader. Students will be guided to select modules that provide for a balanced workload across the terms. Not all modules may be available each year. Students must select at least 45 credits belonging to the Department of Classical and Archaeological Studies: |
| CL571 | Early Greece and the Formation of the Classical World | 5 | 15 | Autumn |
| CL583 | Fall of the Roman Republic | 5 | 15 | Spring |
| CL608 | Greek Art and Architecture | 5 | 30 | Autumn or Spring |
| CL648 | Roman Britain | 5 | 30 | Spring |
| CL667 | Love, Sex and Society in Rome | 5 | 30 | Autumn or Spring |
| CL702 | Heritage Studies(with internship) | 5 | 30 | Autumn and Spring |
| **Stage 3** |
| **Optional Modules** These modules are indicative; The full list of options is available from the programme leader. Students will be guided to select modules that provide for a balanced workload across the terms. Not all modules may be available each year.Students must select at least 45 credits belonging to the Department of Classical and Archaeological Studies: |
| CL586 | Graeco-Roman Egypt | 6 | 15 | Autumn |
| CL604 | Roman and Medieval Artefacts | 6 | 30 | Autumn or Spring |
| CL641 | Virgil’s Aeneid | 6 | 30 | Autumn or Spring |
| CL682 | The Roman Family: From Birth to Old Age | 6 | 30 | Autumn |
| CL703 | Heritage Studies(with internship) | 6 | 30 | Autumn and Spring |
| CL726 | Early Latin Verse in the Original | 6 | 15 | Autumn |

|  |
| --- |
| **18 Work-Based Learning**Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |

|  |
| --- |
| **19 Support for Students and their Learning** |
| * School and University induction programme
* Programme/module handbooks
* Library services, see <http://www.kent.ac.uk/library/>
* Student Support <http://www.kent.ac.uk/studentsupport/>
* Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
* Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html>
* Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html>
* PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
* Academic Adviser system
* Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/)
* Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Undergraduate student representation at School, Faculty and Institutional levels
* International Development Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/)
* Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html)
* One- to- one feedback on coursework assignments
* One- to- one supervision of extended essays and project work
* Artefact teaching collection
* Access to local museum collections and resources of CAT
 |

|  |
| --- |
| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**For fuller information, please refer to the University prospectus |
| * **A levels and AS levels:**

BBB at A Level* **Access programmes:**

Access to HE applicants will be considered on an individual basis. If an offer is made applicants will be required to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits in particular subjects at merit grade or above. * **International Baccalaureate:**

34 points (15 points at higher level)* **BTEC National Certificates/Diplomas:**

DDM overall.* **Accreditation of Prior Learning (APL):**

We shall consider any evidence prospective students have of previous study and their ability to follow their proposed programme in Classical & Archaeological Studies.* **International Applicants:**

International applicants must achieve the equivalent of BBB at A level in their relevant qualification. They must also provide evidence of proficiency in English, such as an overall average of 6.5 in the IELTS test with a minimum 6.0 in reading and writing. |
| 20.2 **What does this programme have to offer?** |
| * A degree programme concerned with ancient civilisation as a whole - both the Classical Mediterranean World and temperate Europe
* An excellent grounding in the main areas and underlying principles of classical literature, ancient history and archaeology
* The opportunity to study in Canterbury, a major centre for prehistoric, Roman and Mediaeval archaeology, with an on‑going programme of excavations
 |
| 20.3 **Personal Profile** |
| You should have:* A wish to acquire an understanding of another culture - its literature, thought, religion, history, art, material culture
* A wish 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, archaeological or scientific, in its evaluation
* A readiness to develop ideas in logically-expressed written form
* A 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.
 |

|  |
| --- |
| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations
* Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
* Periodic programme review, <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
* Annual staff appraisal
* Peer observation
* Quality Assurance Framework, <http://www.kent.ac.uk/teaching/qa/codes/index.html>
* QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
* External accreditation
* Active staff development programme
* Mentoring of new and part-time lecturers
* Continuous monitoring of student progress and attendance
* Personal Academic Support System
* Vetting process of examination questions by module team, Quality Assurance Committee and external examiners
 |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee
* School Learning and Teaching Committee
* Faculty Learning and Teaching Committee
* Faculty Board
* Learning and Teaching Board
* Board of Examiners
* School part-time studies Director
* School quality assurance committee
* School ethics committee
* Programme approval sub-committee of the University Learning and Teaching Board
 |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations
* Staff-Student Liaison Committee
* Student rep system (School, Faculty and Institutional level)
* Annual NSS
* Informal meetings and social contact with students (including student role in recruitment activities)
* Student representation at School Level
* Student representation at Faculty Level
* Discussions with tutors
* Discussions with Senior tutor
 |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* HEA (associate) fellowship membership
* Annual appraisals
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, ATAP and other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
* Peer review teaching scheme
* Research led teaching
* Links with other European Institutions
* Regular formal and informal collaboration in programme development
* Attendance at relevant conferences
* PhD or equivalent as minimum qualification for appointment to lecturing posts
* Strong evidence of research record required for appointment to lecturing posts
* Mentoring of new lecturers
* Self-evaluation
* Professional body guidelines
* Membership of relevant academic bodies
* Dissemination of good practice on new learning and teaching methods
 |

|  |
| --- |
| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review *(2011)*
* QAA Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
* Teaching and research culture recognised by the British Academy and the Leverhulme Trust in the form of grants given to staff for research
* Partnership with other higher education institutions in the UK and abroad
* Alumni feedback
* International recognition of members of staff research
 |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education
* QAA Benchmarking statement/s for Classics and Ancient History including Byzantine and Modern Greek Studies
* School and Faculty plan
* University Plan/Learning and Teaching Strategy
* Staff research activities
 |

**BA Classical & Archaeological Studies (Joint Honours)**

|  |
| --- |
| **Stage 1** |
|  | **Compulsory** | **Optional** |
| CL329 – Introduction to Archaeology | CL353 – The Civilisations of Greece and Rome | CL310 – Beginners’ Greek | CL311 – Beginners’ Latin | CL315 – Classical Mythology | CL336 – Introduction to Aegean Archaeology | CL347 – Introduction to Egyptian Archaeology | CL351 – Archaeology: Its History, Themes and Personalities | CL354 – Roman Emperors and Biography: From Caligula to Domitian | CL357 – Academic Practice in Classical and Archaeological Studies | CL358 – Words are Weapons: Insults in Classical Literature |
| **Programme Learning outcomes: Knowledge and Understanding:** |
| A1 | x | x | x | x | x | x | x | x | x |  | x |
| A2 | x | x |  |  | x | x | x | x | x | x | x |
| A3 | x | x |  |  | x | x | x | x | x |  | x |
| A4 |  | x | x | x | x | x | x |  | x | x | x |
| **Intellectual Skills:** |
| B1 | x | x | x | x | x | x | x | x | x | x |  |
| B2 |  | x |  |  | x | x | x |  | x |  | x |
| B3 |  | x |  |  | x | x | x |  | x | x |  |
| B4 |  | x | x | x | x | x | x |  | x |  |  |
| B5 |  | x | x | x | x | x | x |  | x | x |  |
| B6 |  | x |  |  | x | x | x |  | x | x | x |
| B7 | x | x | x | x | x | x | x | x | x |  | x |
| **Subject-specific Skills:** |
| C1 |  | x | x | x | x | x | x |  | x | x | x |
| C2 |  | x |  |  | x | x | x |  | x |  | x |
| C3 | x | x | x | x | x | x | x | x | x | x |  |
| C4 | x | x |  |  | x | x | x | x | x |  |  |
| C5 | x | x |  |  | x | x | x | x | x | x | x |
| **Transferable Skills:** |
| D1 | x | x | x | x | x | x | x |  | x |  |  |
| D2 | x | x | x | x | x | x | x | x | x | x |  |
| D3 |  | x |  |  | x | x | x | x | x | x | x |
| D4 |  | x | x | x | x | x | x |  | x | x |  |
| D5 |  | x |  |  | x | x | x |  | x | x |  |
| D6 | x | x |  |  | x | x | x | x | x | x | x |

|  |  |
| --- | --- |
| **Stage 2** | **Stage 3** |
|  | **Optional** | **Comp** | **Optional** |
| CL571 – Early Greece and the Formation of the Classical World | CL583 – Fall of the Roman Republic | CL608 – Greek Art and Architecture | CL648 – Roman Britain | CL667 – Love, Sex and Society in Rome | CL702 – Heritage Studies (with internship) | CL504 – Classical & Archaeological Studies Dissertation | CL586 – Graeco-Roman Egypt | CL604 – Roman and Medieval Artefacts | CL641 – Virgil’s Aeneid | CL682 – The Roman Family: From Birth to Old Age | CL703 – Heritage Studies (with internship) | CL726 – Early Latin Verse in the Original |
| **Programme Learning outcomes****Knowledge and Understanding:** |
| A1 | x |  | x |  | x | x | x | x | x | x | x | x | x |
| A2 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| A3 | x | x | x | x | x | x | x |  | x |  | x | x |  |
| A4 | x | x | x | x | x | x | x |  | x | x | x | x |  |
| **Intellectual Skills:** |
| B1 | x | x | x | x | x | x | x |  | x | x | x | x | x |
| B2 | x | x | x | x | x | x | x | x | x | x | x | x |  |
| B3 | x | x | x | x | x | x | x |  | x | x | x | x |  |
| B4 | x | x | x | x | x | x | x | x | x | x | x | x |  |
| B5 | x | x | x | x | x | x | x |  | x | x | x | x |  |
| B6 | x | x | x | x | x | x | x |  | x | x | x | x | x |
| B7 | x | x | x | x | x | x | x |  | x | x | x | x | x |
| **Subject-specific Skills:** |
| C1 | x | x |  | x | x | x | x | x |  | x | x | x |  |
| C2 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| C3 | x | x |  | x | x | x | x | x | x | x | x | x | x |
| C4 | x | x | x | x | x | x | x |  | x | x | x | x | x |
| C5 | x | x | x | x | x | x | x |  | x | x | x | x |  |
| **Transferable Skills:** |
| D1 | x | x |  | x | x | x | x | x |  | x | x | x |  |
| D2 | x | x |  | x | x | x | x | x | x | x | x | x |  |
| D3 | x | x | x | x | x | x | x | x | x | x | x | x | x |
| D4 | x | x |  | x | x | x | x | x | x | x | x | x |  |
| D5 | x | x | x | x | x | x | x | x | x | x | x | x |  |
| D6 | x | x |  | x | x | x | x | x | x | x | x | x | x |