**Programme Specification**

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| **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. |

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| **BA (Joint Hons) Classical & Archaeological Studies** |

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| 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 |
| 1. **Teaching Site** | Canterbury |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **KentVision Academic Model** | *To be completed in due course, once approved by the University* |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BA (Hons) Classical & Archaeological Studies and ‘Another Subject’ |
| **8. b) Alternative Exit Awards** | BA (Non Hons) in Classical & Archaeological Studies and ‘Another Subject’;  Diploma in Classical & Archaeological Studies and ‘Another Subject’;  Certificate in Classical & Archaeological Studies and ‘Another Subject’ |
| 1. **Programme** | Classical & Archaeological Studies and ‘Another Subject’  This is a half-programme. Please see prospectus for current information. |
| 1. **UCAS Code (or other code)** | Please see prospectus for current information. |
| 1. **Credits/ECTS Value** | 360 (180 ECTS) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Classics and Ancient History including Byzantine and Modern Greek Studies (December 2014)  Archaeology (December 2014) |
| 1. **Date of creation/revision** | May 2015 / Revised December 2016 / Revised FSO January 2018 / November 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2019 |

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| 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. |

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| **17 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 subject benchmarking statement for Classics and Ancient History including Byzantine and Modern Greek Studies (CAH); and Archaeology (ARC). |

**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 **(CAH SB A1; ARC SB 3.1iii, vi)**;
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 **(CAH SB A2; ARC SB 3.1.ii)**;
3. Selected themes, periods and regions within ancient literature, history and archaeology in the context of current debate **(CAH SB A2; ARC SB 3.1.ii, iii)**;
4. An appropriate and diverse range of primary materials and of the appropriate methods of interpretation **(CAH SB A3; ARC SB 3.1,iv, vi)**.

**Skills and Other Attributes**

**B. Intellectual Skills:**

Students will be able to:

1. Apply the skills needed for academic study and enquiry **(CAH SB B2; ARC SB 4.2.i, ii)**;
2. Analyse, evaluate and interpret a variety of types of evidence in an independent and critical manner **(CAH SB B7; ARC SB 4.2.i-vi, viii, xii)**;
3. Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding **(CAH SB B4, B7; ARC SB 4.2, xii)**;
4. Deploy a range of techniques and methodologies of study **(CAH SB A4, B6; ARC SB 4.2.ii-vi, viii)**;
5. Utilise problem‑solving skills **(CAH SB B5, B7; ARC SB 4.3.i)**;
6. Evaluate research in a critical manner **(CAH SB B3, B7; ARC SB 4.3.v, xvii)**;
7. Study and reach conclusions independently **(CAH SB B1; ARC SB 4.3.iii)**.

**C. Subject-specific Skills:**

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) **(CAH SB B7; ARC SB 4.2.vii, xii)**;
2. Extract key elements from complex data and identify and solve associated problems **(CAH SB B5; ARC SB 4.2.vi)**;
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 **(CAH SB B6; ARC SB 4.2i, iii, viii)**;
4. Gather, memorise and deploy evidence and information, and show awareness of the consequences of the unavailability of evidence **(CAH SB B4; ARC SB 4.2ii, iii, vii)**;
5. Marshal argument lucidly and communicate interpretations using the appropriate academic conventions **(CAH SB B9; ARC SB 4.3.ii, x)**.

**D. Transferable Skills:**

1. Communicate effectively with a wide range of individuals using a variety of means **(CAH SB B11; B12; ARC SB 4.3.i)**;
2. Evaluate and learn from their own academic performance **(CAH SB B2; ARC SB 4.3.xvii)**;
3. Manage time and prioritise workloads and assessments, and write and think under pressure **(CAH SB B1, B14)**;
4. Utilise problem solving skills in a variety of theoretical and practical situations **(CAH SB B7; ARC SB 4.3.i)**;
5. Work creatively, flexibly and adaptably with others; understand how groups function **(CAH SB B13; ARC SB 4.3.v, xiv, xvii)**;
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 **(CAH SB B15; ARC SB 4.3.xii)**.

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

Student and teacher-led seminars, as well as supervised study and lectures comprise the basic strategies for teaching and learning. Study and assessment using course information, online resources, and research-based teaching materials and methods form the basis for self-directed learning. Seminars focus primarily on structuring and articulating arguments; these are further developed in essay-based assessments and further teaching occurs through staff and peer feedback. Guidance is also given, formally and informally, about how to identify, locate and use material available in the library and online. Discussion of appropriate methods and approaches is incorporated into seminars and individual or small group meetings.

Students’ assessment is purposefully diverse, although principally achieved through coursework assignments and essays. Other forms of assessment may regularly include document exercises, commenting on selected literary and material evidence individual seminar presentations, visual tests, examinations on previously unseen text and material, small-group, student-led projects, and supervised extended essays, for which students work independently. We emphasise the variety and innovation in assessment.

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| 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 table, located at the end of this specification. |

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| **18 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The BA Classical & Archaeological Studies is studied over three years full-time or six years part-time.  This programme can also be taken over four years full-time with an optional Year Abroad. Students studying the programme on a part-time basis do not have the option of doing a Year Abroad. Please refer to the Humanities Year Abroad programme specification for further details.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  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 in Classical & Archaeological Studies and ‘Another Subject’. 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 in Classical & Archaeological Studies and ‘Another Subject’. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Students successfully completing Stage 2 and also the year abroad and meeting credit framework requirements will be eligible for the award of the Diploma with an Approved Year Abroad*.*  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. 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>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), 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.  Compulsory modules cannot be condoned, compensated or trailed. Optional modules can be condoned, compensated or trailed up to a maximum of 25% of the credits for the stage. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules** | | | | | |
| CLAS3290 | CL329 | Introduction to Archaeology | 4 | 15 | Autumn |
| CLAS3680 | CL368 | Introduction to Greek Civilisation | 4 | 15 | Autumn |
| CLAS3690 | CL369 | Introduction to Roman Civilisation | 4 | 15 | Spring |
| **Optional Modules** Students must select **15 credits** at Level 4 from the Classical & Archaeological Studies optional modules list. Remaining credits may be taken from the optional modules list for either subject or from the list of Wild modules. | | | | | |
| **Stage 2** | | | | | |
| **Optional Modules** Students must select **45 credits** at Level 5 from the Classical & Archaeological Studies optional modules list. Remaining credits may be taken from the optional modules list for either subject or from the list of Wild modules. | | | | | |
| **Stage 3** | | | | | |
| **Optional Modules** Students must select **45 credits** at level 6 from the Classical & Archaeological Studies optional modules list. Remaining credits may be taken from the optional modules list for either subject or from the list of Wild modules. | | | | | |

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| **19 Work-Based Learning** |
| 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. |

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| **20 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <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 <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; * International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.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 |

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| **21 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. |
| **21.1 Entry Route**  For current information, please refer to the University prospectus |
| * **A levels and AS levels:**   Joint Honours with Film – ABB at A Level  All other combinations – BBB at A Level   * **Access programmes:**   The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.  If we make you an offer, you will need 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 and/or credits in particular subjects at merit grade or above.   * **International Baccalaureate:**   34 points overall or 15 points at higher level   * **BTEC National Certificates/Diplomas:**   The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances. |
| **21.2 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 and Roman archaeology, with an on‑going programme of excavations |
| **21.3 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. |

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| **22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <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 <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> * Active staff development programme * Mentoring of new and part-time lecturers * Continuous monitoring of student progress and attendance * Personal Academic Support System |
| **22.2 Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| **22.3 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) * Discussions with Tutors * Discussions with Senior Tutor |
| **22.4 Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness * 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 |

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| **23** **Indicators of Quality and Standards** |
| * Results of periodic programme review (May 2017) * 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 |
| **23.1 The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statement for Classics and Ancient History including Byzantine and Modern Greek Studies (December 2014); and Archaeology (December 2014) * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| **24 Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

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

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|  | **Stage 1** | | |
|  | Introduction to Archaeology | Introduction to Greek Civilisation | Introduction to Roman Civilisation |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | |
| A1 | **x** | **x** | **x** |
| A2 | **x** | **x** | **x** |
| A3 | **x** | **x** | **x** |
| A4 | **x** | **x** | **x** |
| **Intellectual Skills:** | | | |
| B1 | **x** | **x** | **x** |
| B2 | **x** | **x** | **x** |
| B3 | **x** | **x** | **x** |
| B4 | **x** | **x** | **x** |
| B5 | **x** | **x** | **x** |
| B6 | **x** | **x** | **x** |
| B7 | **x** | **x** | **x** |
| **Subject-specific Skills:** | | | |
| C1 | **x** | **x** | **x** |
| C2 | **x** | **x** | **x** |
| C3 | **x** | **x** | **x** |
| C4 | **x** | **x** | **x** |
| C5 | **x** | **x** | **x** |
| **Transferable Skills:** | | | |
| D1 | **x** | **x** | **x** |
| D2 | **x** | **x** | **x** |
| D3 | **x** | **x** | **x** |
| D4 | **x** | **x** | **x** |
| D5 | **x** | **x** | **x** |
| D6 | **x** | **x** | **x** |

\* Optional Modules cover all programme learning outcomes irrespective of the combination taken.