



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### Classical Studies

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

**Certificate of Higher Education (CertHE)**

**Diploma of Higher Education (DipHE)**

**Bachelor of Arts with Honours (BA (Hons))**

To be delivered from: 19 Sep 2018

<b>Level</b>	<b>Date</b>
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2021-22

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## **1. Introduction**

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

## 2. Basic Programme Data

<b>Final Award:</b>	Bachelor of Arts with Honours (BA (Hons))
<b>Programme Title:</b>	Classical Studies
<b>Exit Awards and Titles</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
<b>Subject(s)</b>	Classical Studies
<b>Mode(s) of delivery</b>	Full Time
<b>Is there a Placement or Exchange?</b>	Yes
<b>UCAS code</b>	Q820
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	School of History and Heritage
<b>Programme Leader</b>	Lacey Wallace (LWallace)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	
<b>Programme Start Date</b>	2019-20

## 3. Programme Description

### 3.1 Overview

### 3.2 Aims and Objectives

The BA (Hons) Classical Studies programme aims to:

- deepen students' understanding of the societies and cultures of the Classical world and their reception in the medieval, early modern, and modern periods;
- inculcate in students the fundamental humanistic skills of critical analysis in handling both primary sources and secondary literature;
- foster in students an appreciation of the contested nature of inquiry into and interpretation of historical and literary evidence and visual and material culture;
- develop in students a range of personal and transferable skills relevant to employability and lifelong learning.

A knowledge of the past is vital for individuals, organisations, and society, both as a creative resource and for a deeper understanding of the building blocks of identity on the regional, national, and international levels. Rival claims on contemporary authority often rest in part on competing interpretations of the past. Knowledge of the past can therefore be used to inform interventions in current debates. In addition, students of Classical Studies at Lincoln have the opportunity to acquire skills of critical analysis, argument, and communication which may help them to develop as individuals, as responsible contributors to organisations, and as articulate and engaged members of a democratic society.

Students taking the BA (Hons) Classical Studies programme at Lincoln will have the opportunity to participate in a vibrant academic community. Scholars at Lincoln research and teach in exciting areas, from the creation and reception of ancient art to literacy in Late Antiquity, the making of Roman London to the fall of the Roman Empire. Lincoln was founded as Lindum Colonia, a Roman colony, and the Roman history and heritage of the city is still evident in unique resources which students will be able to access for their own research, including archaeological sites and artefacts in The Collection, the city's archaeological museum. Classical Studies students can also explore a broad range of subjects which reflect the variety and richness of research and teaching within the School of History and Heritage: this encompasses history and philosophy, the history of art and architecture, literature and cultural studies, visual and material culture, social and political history, gender studies, and cultural and digital heritage. There will also be opportunities to take subjects offered by other Schools within the College of Arts, most notably in the cognate fields of literature and drama.

Provision of study abroad opportunities is expanding. The School of History and Heritage currently has partnerships with four North American and three European institutions. In line with the University Strategic Plan, the programme team are seeking to further internationalise the curriculum by mobilising potential partnerships in Spain, Portugal and elsewhere.

The first year of the programme is foundational, with a fixed curriculum taken by all students to ground their studies in a secure set of knowledge and skills, including in the Latin language. Optionality is built into the programme at higher levels, enabling students to tailor the degree to their interests, potentially following one of a number of 'pathways' or 'streams' through the available

module choices.

## QAA SUBJECT BENCHMARK STATEMENT

The BA (Hons) Classical Studies programme responds to the United Kingdom QAA benchmark statement(s) for Classics and Ancient History (including Byzantine Studies and Modern Greek) (2014). Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark.

## INTERNAL CONTEXTS

The BA (Hons) Classical Studies degree programme is located within the School of History and Heritage sitting alongside the BA in History, the BA in Conservation of Cultural Heritage, and the BA in Art History and History. History has been taught as an undergraduate subject at the University and its predecessor institutions for many years, with the single honours degree first being offered in 1999 to a cohort of 15 students. In recent years, however, undergraduate numbers have grown significantly: the undergraduate intake has grown from 95 in 2013-14 to 228 in 2016-17. In response, staffing has increased to a total staffing base of 32 in 2017-18. This increased staffing has enabled an expansion of the programme in terms of approaches to the study of history and chronological and geographical range. This in turn has created the opportunity to found the Classical Studies programme by drawing in existing expertise in Roman history, Late Antiquity, the visual and material culture of the ancient world, and the reception of the Classical tradition in the Middle Ages and beyond.

The MA in Medieval Studies, established in 2011, continues to run alongside the above undergraduate programmes, and is founded on staff expertise in the late antique and medieval world. All students on the Classical Studies degree will have opportunities to take modules in medieval studies in the School of History and Heritage and the School of English and Journalism, and may choose to continue their studies at the MA level.

All core members of the teaching team on Classical Studies are also specialist researchers in their particular fields, and the undergraduate programme has been developed to allow students to benefit as much as possible from the research expertise of the academic staff. The quality of research in History at Lincoln was highlighted in the REF2014, where the subject rose from 61/83 in 2008 to 49/83 in 2014 and saw 35% of its outputs rated at 4\* (equal to the result in that measure for History at the University of Oxford). Our strength in Medieval Studies was also reflected in the establishment of the Centre for Medieval Studies in 2016, and by the receipt of an AHRC research award in excess of £620,000 for a project in medieval history. The Centre supports an active postgraduate community of young scholars, contributes speakers to the School Research Seminar, hosts visiting international scholars, and has held two recent international conferences: of the Society for the Medieval Mediterranean and on the Middle Ages in the Modern World.

## EXTERNAL CONTEXTS

At national level, the subject of Classics in a period of retrenchment across the UK university sector, which provides us with an opportunity to establish our own programme. Interest in the subject is clearly expressed through a variety of popular cultural forms, most notably on television, film, and in the proliferation of popular books on the Classical past. Lincoln scholars are active participants in the university sector, with members of staff on the steering committees of the Council of University

Classics Departments and History UK, organisations which represent the interests of Classics and History departments respectively in UK universities. Of particular external significance is our location in a city with a keen sense of and interest in its own history, and extensive links are maintained with the community through local students undertaking degrees at both undergraduate and postgraduate levels and by collaborations between the History team and colleagues working in local heritage, archives, and other relevant fields, including on the Roman and post-Roman history of the city and county.

### **3.3 Variations to Standard Regulations and Guidance**

None.

## 4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

### 4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Demonstrate knowledge of the social, political and economic structures, cultures and beliefs systems; and events and mentalities of the Classical past; and their reception in the medieval, early modern and modern periods
- 2 Analyse and critique complex bodies of historical information
- 3 Understand how and why people created a representative range of the material evidence surviving from the Classical world (including texts, art, architecture, and material culture)
- 4 Account for continuity and change as expressed in textual sources and material and visual culture
- 5 Apply comparative perspectives and approaches in relation to different societies and cultures across time and space
- 6 Engage with a wide array of both basic and current Classical scholarship
- 7 Demonstrate an awareness of trends in the development of Classics as an academic discipline and of its key intellectual tools
- 8 Read and reflect on a broad sample of primary sources and secondary literature relating to the Classical world and its later reception

### 4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 9 Critically interpret primary sources (textual, visual, and material)
- 10 Synthesise complex bodies of information
- 11 Assess and explain the relationship between primary sources and their presentation in secondary literature
- 12 Demonstrate an understanding of different approaches and methods particular to the study of the Classical world
- 13 Develop cogent and evidence-based arguments in relation to debates in the study of Classics
- 14 Appreciate the importance of and skills involved in approaching textual sources in their original language

### 4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:



- 15 Present written work in an academic register, employing scholarly apparatus and deploying appropriate bibliographic and presentational skills, including digitally
- 16 Describe and interrogate sources of material and visual culture
- 17 Identify and evaluate sources of information
- 18 Recognise the methodological implications of drawing on a range of primary source materials, including in the original language
- 19 Develop (at the very least elementary) skills in one or more Classical languages

#### **4.4 Transferable Skills and Attributes**

On successful completion of this programme a student will be able to:

- 20 Work independently in pursuit of learning objectives under their own direction and motivation
- 21 Be self-reflective, giving and receiving constructive criticism orally and in writing, including in relation to their career plans
- 22 Demonstrate continuing development of self-awareness and reflexivity through effective time-management and sensitivity to diversity and the ability to continue learning
- 23 Communicate effectively and appropriately in oral and written contexts, including digitally through the virtual learning environment
- 24 Explore and interrogate alternative arguments, approaches and viewpoints
- 25 Apply knowledge and experience to make appropriate decisions in complex contexts, including those relevant to employability prospects and/or future studies
- 26 Develop skills in the use of digital tools for research, as well as for the organisation and presentation of work
- 27 Demonstrate an ability to work in groups

For details of each module contributing to the programme, please consult the module specification document.

## 5. Learning, Teaching and Assessment Strategies

### 5.1. Learning and Teaching Strategy

The learning and teaching strategy adopted within the BA (Hons) Classical Studies programme is designed to achieve the programme aims outlined under 'Aims and Objectives'.

Students are expected to acquire high levels of historical research skills as independent learners and producers within the discipline. Modules encourage and support them to achieve this by using flexible and varied means of teaching, learning, and assessment. Students are expected to learn to work individually and in groups, to produce source analyses, research essays, and book reviews, to produce sensitive translations from Classical languages into English, to assess themselves and their peers, and to give presentations to groups. They are expected to learn to identify, evaluate, and deploy a wide variety of source materials, including documentary and literary sources and visual and material culture. They have the opportunity to work extensively with new e-learning technologies and digital research tools and resources, including in specific relation to the subject matter of Classics (see below under 'Digital Contexts').

The degree reflects the University's objective of 'high quality research-engaged teaching and learning where students create and develop new knowledge in collaboration with their lecturers' [Strategic Plan 2016-2021].

Modules are research-informed, and staff research is embedded at every level of study. There is a focus throughout the programme on positioning students as active participants in the research process through their assessments. At level 4 an emphasis is placed on acquiring techniques for research in Classics, while at levels 5 and 6 students share in the research process and are expected to develop into active researchers, culminating in the production of independent and original work such as the independent study at level 6.

Student progression is ensured through a developing set of learning outcomes at each level.

At level 4, students are expected to:

- identify and locate appropriate source materials within University resources;
- start to evaluate primary source materials critically;
- develop an awareness of historiography and methodologies within Classical Studies;
- identify and critique arguments in secondary literature;
- identify appropriate forms of analysis and enquiry;
- begin to manage their own research;
- acquire or refine elementary skills in the Latin language;
- in addition, they develop their skills in e-learning, group work, class presentations, and written work such as essays and bibliographic reviews.

At level 4, study of the Latin language is a core component of the degree programme, since an ability to engage in sensitive linguistic analysis of ancient sources is fundamental to the discipline of Classical Studies and its practice. Those students with A-Level Latin or the equivalent, subject to successfully sitting a diagnostic Latin test before the first semester of their first year, may choose to take 'The Medieval World' or 'Empire and After: Colonialism and its Consequences' instead of the 'Elementary Latin I' module; in semester two, however, they are required to continue their language studies in 'Elementary Latin II'.

At level 5, students are expected to:

- gather, assimilate, and interpret appropriate material from a wider variety of sources;
- deepen their critical analysis of primary sources, and mobilise them more extensively;
- identify and analyse key themes and arguments in secondary literature;
- recognise and appraise a range of theoretical perspectives and methodological approaches;
- design and manage more substantial and complex research projects;
- demonstrate an increased capacity for independent learning and reflection;
- demonstrate enhanced skills in group work, presentation, e-learning, and written work.

At level 5, students may choose to study abroad during the second semester of their second year; if so, however, both of their optional choices in the first semester must be Classical Studies modules (excluding Medieval, Early Modern, Conservation, and Digital Heritage modules), in order to ensure sufficient tuition in the core elements of the degree programme.

At level 6, students are expected to:

- engage in independent research using a wide variety of primary sources and secondary literature;
- manage large amounts of information;
- explain and evaluate the relationships between primary sources and secondary interpretation;
- appreciate and critically evaluate current and past debates within the study of Classics and Classical reception;
- deepen their understanding of and ability to apply historical methodologies;
- identify and account for continuity and change over space and time;
- develop original and cogent arguments situated in relation to issues and debates and supported thoroughly;
- show a high level of critical reflection on their own work;
- select and apply theoretical frameworks and methodological approaches themselves;
- show high levels of communication skills in writing and presentations;
- work effectively as a member of a group.

At level 6, students may choose to hold a work placement, preferably during the first semester of their third year; if so, however, both of their optional choices in the second semester must be Classical Studies modules (excluding Medieval, Early Modern, Conservation, and Digital Heritage modules), in order to ensure sufficient tuition in the core elements of the degree programme.

At levels 5 and 6, students will also have opportunities to develop their skills in Latin and Greek.

The learning outcomes for individual modules encompass these general points, as well as more specific outcomes relating to historical subject knowledge.

### 'PATHWAYS' OR 'STREAMS'

The Classical Studies degree programme combines core and optional modules: in each semester of levels 5 and 6, students may choose two of their four modules for themselves from a list ranging across the Classical Studies, Medieval, Early Modern, Conservation, and Digital Heritage fields. Students are very much encouraged to make their own choices, and to construct their own course according to their skills and interests.

The following 'pathways' or 'streams' through the programme are offered as examples of how students may choose to navigate their way amongst the available module options, but they are not intended to be prescriptive. Students are encouraged to plot their own 'pathway' or 'stream' in consultation with their personal tutor.

## (1) History, Art, and Archaeology

### (a) Ancient History

#### Level 5:

- The Hellenistic World: from Alexander to Actium
- The Emperor in the Roman World
- Women in Ancient Rome
- Britons and Romans, 100 BC-AD 450

#### Level 6:

- The Roman City
- The Roman Countryside
- Roman Lincoln
- Rome and Constantinople: Monuments and Memory, 200-1200

### (b) The Classical Tradition

#### Level 5:

- The World of Late Antiquity, 150-750
- The Rise of Islam: Religion, Culture, and War in the Middle East
- Art and Power: Projecting Authority in the Renaissance World
- Imperial Cities of the Early Modern World

#### Level 6:

- Making Militants: Teaching Violence in Late Antiquity
- Rulers and Kings: Visualising Authority in Medieval Europe
- What is the Renaissance?
- Objects of Empire: the Material Worlds of British Colonialism

## (2) Language and Literature

### (a) Classical Language

#### Level 5:

- Intermediate Latin I: Prose
- Intermediate Latin II: Verse
- Elementary Greek I
- Elementary Greek II

Level 6:

- Advanced Latin I: Prose Author
- Advanced Latin II: Verse Author
- Intermediate Greek I: History and Philosophy
- Intermediate Greek II: Drama and Poetry

(b) Classical Literature and Reception

Level 5:

- Latin Literature in the Late Republic and Augustan Age
- Arthur and his Court
- Renaissance Literature
- Restoration Literature

Level 6:

- Ancient Graffiti
- Latin Letter-Writing from the Republic to Late Antiquity
- History at the End of the World
- Republicanism in Early Modern England, 1500-1700

## PERSONAL TUTORING

The School of History and Heritage is fully committed to the University's policy on personal tutoring and has taken the decision that all academic staff will be personal tutors. In the case of Classical Studies, the Programme Leader(s) act(s) as personal tutors for all students. Shortly before arriving at the University, each student is allocated a tutor and meets him or her during Welcome Week. Students are expected to meet tutors individually once a semester, although they may do so more frequently by appointment. The Programme Leader takes an overview of the whole year group and is the key individual in identifying patterns of behaviour within groups and modules. The Programme Leader also has a significant role in the management of students' progress through the course and their participation in the Lincoln Award scheme. Finally, there is a Senior Tutor, who oversees the tutorial system and, with the Head of School, convenes a regular (once per month) tutorial oversight group.

The personal tutoring system, addressing the University's five themes of personal tutoring, is intended to:

- provide general support for students' academic and pastoral needs, including helping students to understand and manage the implications of any personal circumstances for their academic progress and success;
- support the development of students' academic study skills;
- help students to reflect more comprehensively on the feedback which they receive on their work;
- guide students in developing career plans and accessing the resources available to them within the University to support this;
- encourage students to engage in extracurricular activities to further develop their transferable skills.

## STUDENTS AS PRODUCERS OF HISTORY

From the beginning of their degree, students are engaged in activities which develop their research skills and provide them with opportunities to work autonomously within the disciplinary framework of Classics. They are given considerable support in this process so that by the culmination of their studies students are producing research of their own, in the form of their Independent Study. Throughout the degree, weekly seminars on most modules provide student-centred spaces where students work in groups and as a class to analyse arguments collaboratively, solve problems, and critically reflect on their experience, with lecturers taking on a more facilitative role in developing students' skills and knowledge.

## DIGITAL CONTEXTS

We aspire to increase the opportunities for students to develop their skills in working digitally, and to provide them with opportunities not just to act as digital consumers, but to produce digital artefacts and interact proficiently with the digital world. Level 4 modules consequently provide students with a baseline of digital skills, while at levels 5 and 6 students are provided with a range of opportunities to develop their interests and skills in working digitally. At all levels, modules at Lincoln make extensive use of digital e-learning technologies in teaching and learning, both within and outside the classroom. In class, lecturers make use of PowerPoint or other presentation software in their teaching, while students are routinely given opportunities to engage with images, audio, and video during lectures and seminars through AV equipment in Lincoln's teaching facilities.

Outside of class, e-learning in Classical Studies at Lincoln can be divided into two strands, both of which are designed to support students in their independent learning:

- (1) learning, assessment and feedback environments and pedagogies, including Blackboard, the virtual learning environment which is used on all modules as a repository for lecture, seminar, and other materials (<http://blackboard.lincoln.ac.uk/>); Turnitin/Grademark, an online assessment tool which is used to support marking of student work and providing feedback on almost every module on the programme (<http://submit.ac.uk/>);
- (2) technologies such as PollEverywhere and Panopto, and blogs and wikis, which are used on an increasing number of modules to enhance teaching and learning; this is supported by the University's digital education team and, wherever possible, embedded in Blackboard.

Students' digital information literacy is developed throughout the curriculum via a number of approaches. At level 4 students receive training from their subject librarian in the use of the Library catalogue and databases as part of the Critical Thinking and Writing module, while a number of other modules require students to engage in searching activities in preparation for class and for assessments (with guidance worksheets and opportunities for feedback and reflection on their developing skills in seminars). Such skills are developed further at levels 5 and 6, at which point students are expected to locate materials with steadily increasing degrees of independence, developing their skills in interrogating databases of primary sources and secondary literature in preparation for seminars and assessments, particularly their Independent Study projects. Again, wherever possible, students are supported in this process via resources such as worksheets and in-class instruction (in lectures and seminars), with the chance to apply and receive advice on developing practice.

A number of modules expect students to take on an even more active role in developing their skills in

working digitally, including in producing digital resources of different types, both individually and collaboratively. These are integrated throughout the curriculum so that students have opportunities to engage with them consistently during their time studying at Lincoln. Notable examples include:

- Objects of Empire (optional level 6 module), for which students produce an exhibition which is hosted in an online forum;
- Digital Heritage (optional level 5 module in Conservation) is open to Classical Studies students and offers the opportunity to become familiar with some cutting-edge techniques and technologies for the study, recording, and dissemination of historic objects and environments.

Recent curriculum developments in the areas of visual and material culture and digital heritage, supported by the validation of new programmes and the recruitment of new members of staff, will inform the development of new types of digital learning and assessment where these are pedagogically appropriate to module learning outcomes.

## RESOURCES FOR HISTORY

The academic subject librarian is regarded as a key member of the History and Heritage team and offers workshops at every level of the programme on the research tools available to students, as well as offering individual support where required. Teaching staff work closely with the subject librarian to maximise the learning materials available through the Library and subscribed online databases, resource banks, and repositories on the Internet, including:

- online databases accessed via the Library website, which enable students to develop their skills in finding and making use of primary sources and secondary literature for their work;
- open-access resources approved by staff members, such as resource banks and repositories on the Internet; often these resources are directly related to the research interests of the staff concerned.

## HISTORY, LINCOLN, AND LINCOLNSHIRE

The programme takes seriously the idea that history can be found beyond the academy, in art galleries, museums, landscapes, and architecture; thus a number of modules give students the opportunity to explore the unique landscapes and resources of the city of Lincoln and the county of Lincolnshire for the study of the Classical world. For instance, in 'Roman Lincoln' at level 6, the city of Lincoln is used as a case study and students have the opportunity to explore its topography and Roman remains, while also engaging directly with artefacts excavated at archaeological sites across the county. Other modules make use of the city archives, the Cathedral library, The Collection (archaeological repository for Lincolnshire), and the Museum of Lincolnshire Life.

## ACTIVE LEARNERS IN A COMMUNITY OF PRACTICE

Classical Studies modules incorporate a wide range of teaching, learning, and assessment methods, reflecting the broad nature of the learning outcomes for the subject. Lectures with follow-up seminars are the norm, although there are workshops for more practical, primary-source driven work, and a greatly diminished dependence on lectures at level 6. The seminar is the core teaching and learning activity, as it is seen as the most effective way of encouraging active enquiry and debate rather than the passive absorption of information. Language teaching takes place in a collaborative format in class, a variation on the standard delivery in seminars.

Student independence is encouraged, and student choice is one of the ways in which this is

achieved. There is a choice of subject matter within modules, and, at levels 5 and 6, a wide range of optional module. The Independent Study at level 6 is taught through individual tutorials (supported by lectures at key milestones), a teaching method not employed extensively at earlier levels and which makes the student the primary producer of the research undertaken with supervision from an expert member of staff. At this stage, students are expected to be able to manage the process of designing a research project, planning its execution, and managing its completion (with appropriate support).

## SCHOLARSHIP OF TEACHING AND LEARNING

Commitment to pedagogical research is high and tutors are engaged actively in peer evaluation. Members of the staff have been successful in bids to the Higher Education Academy for funding for pedagogical research projects and a number of members of the team have published pedagogical research. New teaching staff are required to apply for Fellowship or Associate Fellowship status of the Higher Education Academy and over 85% of the full-time teaching team currently have such accreditation, while all new staff members are asked to attain Fellowship status within one year of appointment. Lincoln is a founder member of the East Midlands Centre for History Teaching and Learning and has representatives on the Council of University Classics Departments (CUCD) and History UK (HUK). Members of the team have also led workshops on pedagogical research at other universities, and contributed to the revision of the QAA's History Subject Benchmark Statement in 2013-14.

## THE STUDENT VOICE

The programme is committed to amplifying the student voice, both through building on the existing School relationship with student representatives and by encouraging critical and wide-ranging debate in seminars. Students are encouraged to form reading and study groups utilising social media to enable peer-assisted learning, while in 2017 a dedicated study space (the "learning lounge") was established for students in the School of History and Heritage. On some modules students agree elements of the content to be covered with the module tutor on an informal basis rather than following a prescribed curriculum.

Feedback from students comes in the form of the National Student Survey (NSS) and regular student evaluations of modules, student representation on the History Subject Committee, meetings between student representatives and level tutors, and more informal contact in the seminar environment and personal tutor meetings where students may have the opportunity to opt for particular subjects or give feedback on activities which they have undertaken. This information informs the management and development of the curriculum.

In 2015 the School was one of the first in the University to test (and subsequently adopt) a Peer-Assisted Study Scheme (PASS), in which students at levels 5 and 6 facilitate small group tutorial sessions for level 4 students.

## EMPLOYABILITY, PERSONAL DEVELOPMENT PLANNING, ENTERPRISE, AND POSTGRADUATE STUDY

From the beginning of Level 4, students are encouraged to reflect on their skills, in terms of both study and future employability, and to plan for the acquisition of new and improved skills. Career preparation is supported at level 5 by the core module 'Dissertations and Beyond: Classics Stream', which gives students the opportunity to write CVs, to reflect on their studies and skill-sets, and to



engage in activities such as writing job applications and learning about work opportunities from guest speakers from relevant industries. The School of History and Heritage also holds alumni events where students can hear from graduates who have entered employment in a range of areas such as teaching, arts administration, local government, accountancy, and librarianship. Students may opt to undertake a work placement module for credit at level 6. The History team work closely with our Careers and Employability Advisor, and relevant opportunities and events are publicised via Blackboard and emailed to students individually. Students may also make one-to-one appointments to receive advice from the Careers Service, while the Service's resources are also emphasised through the personal tutoring system. Students who perform well with their independent studies in particular are encouraged to consider going on to Masters-level study and to discuss their options with tutors.

The team aims to underline and encourage not just achievement but also recognition of the skills gained through study. The Classical Studies programme aims to produce research-engaged learners who have high levels of creativity and reflexivity, with the problem-solving skills which will enable them to engage successfully with a rapidly changing labour market.

## **5.2. Assessment Strategy**

### **ASSESSMENT**

The programme's assessment strategy is designed to allow students to demonstrate their achievement of the stated learning outcomes, and therefore incorporates a variety of methods. Considerable emphasis is placed on essays for assessing proficiency of argumentation, engagement with debates in Classics, and the ability to interpret and deploy primary sources.

The programme includes a range of other types of coursework and timed examinations, which may include but are not limited to:

- Essays (of varying length and type, including essay plans, primary source analyses, and secondary literature critiques);
- Research projects (individual and group), including the production of digital resources (e.g. blogs);
- A final-year dissertation in Classical Studies (a substantial research project carried out independently under the supervision of a member of staff);
- Presentations (individual and group);
- Examinations and in-class tests (seen and unseen, especially in language modules);
- Reviews (of books or other scholarly outputs).

Assessments are developmental, building student skills at each level. At level 4 assessments are generally shorter, more directive, and often problem-based, moving to those requiring engagement in research-based independent learning by level 6. At levels 5 and 6, rigour is increased by setting gradually lengthier assignments which test students' ability to master more complex problems and bodies of material. Assessment briefs are often more 'open' at higher levels of study, challenging students to build on their existing skills – for instance, to design their own outcomes and assessment topics on a number of modules.

Peer assessment is deployed across the curriculum, especially as a means of assessing contributions to group work, although this is always done with the support of a member of teaching staff. A number of modules at each level include a participation mark, by which students are

rewarded for attendance of, contributions in, and preparation for seminars. This is usually weighted at between 10% and 15% of the final module mark.

Assessment weightings – i.e. length of assignments and the percentage which they contribute to the final grade on the module – vary within and across modules. In assigning weighting to assessment components, attention has been paid to the number of learning outcomes being tested, and the timing and length of the assessment. Care has been taken to ensure that there is a broad comparability between the assessment methods associated with modules at the same level. As a guiding principle, students have the opportunity throughout the programme to build upon the assessment experiences which they have gained earlier in their study.

The Assessment Map gives an indication of the scheduling and distribution of assessment modes throughout the programme. The Programme Leader maintains an overview of module assessment schedules to avoid the ‘bunching’ of deadlines and resultant assessment bottlenecks. Details of the module assessment strategy are included within each module specification.

All assessments on the programme are submitted via the Turnitin system to allow for online marking and provision of feedback.

## FEEDBACK

Students receive feedback on a regular basis, and feedback is fully integrated into assessment processes and practices within the programme. The aim is to provide students with specific, measurable and actionable points for improvement, rather than simply telling them what they did wrong. Feedback thus aims to be prognostic, rather than diagnostic, of learning; it is provided to support and drive student learning, rather than simply to offer comment on learning. Summative assessment is envisaged as a means of providing students with an indication of how they might improve their work for future, and thus it also serves a formative function for work on other modules and in the future. Most modules have midpoint and endpoint assessments enabling students to incorporate feedback on their first piece into their work for the final piece. In some cases, such as the Independent Study at level 6, students are able to hand in drafts of work for feedback to tutors before submitting the final version.

All members of teaching staff are made aware of the feedback policies of the School at induction. These include: (1) to reply to all student emails within 72 hours; (2) to offer at least two ‘feedback hours’ per week during term in which students can come and ask questions about work in progress, recent assessments, or any other aspect of their learning; (3) to return summatively assessed work within 15 working days (20 working days for the Independent Study) using the online Grademark system, and to include clear indications for students about how to improve their work for future assignments (i.e. ‘feed-forward’, rather than just analysis of errors within the assignment).

## STUDENT PROGRESS

On a programme-wide basis, individual student progress is monitored by the following methods: (1) via the Personal Tutor system, with each tutor (the Programme Leader(s) in the case of Classical Studies) taking an overview of academic performance across their assigned year group, supported by the Senior Tutor; and (b) communications of commendation or notifications of formal meetings with students giving cause for concern following a Progress Board meeting in February of each academic year.



## 6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 360.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 720.

### Level 1

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
The Historian's Craft 2019-20	15	Core
Critical Thinking and Writing 2019-20	15	Core
The Roman World 2019-20	15	Core
Elementary Latin I 2019-20	15	Core
The Medieval World 2019-20	15	Optional
The Greek World 2019-20	15	Core
Empire and After: Colonialism and its Consequences 2019-20	15	Optional
Classical Art and Archaeology: from Knossos to Constantinople 2019-20	15	Core
Elementary Latin II 2019-20	15	Core
Classical Literature: from Troy to the Silver Age 2019-20	15	Core

### Level 2

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
The World of Late Antiquity, 150-750 2020-21	15	Optional
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21	15	Optional
Classics in Context 2020-21	15	Core
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21	15	Optional
Village detectives: Unearthing new histories 2020-21	15	Optional
Art and Power: Projecting Authority in the Renaissance World 2020-21	15	Optional
Destroying Art: Iconoclasm through History 2020-21	15	Optional
The Rise of Islam: Religion, culture and war in the Middle East 2020-21	15	Optional
Elementary Greek I 2020-21	15	Optional
Britons and Romans, 100 BC-AD 450 2020-21	15	Optional
The Emperor in the Roman World 2020-21	15	Optional
Intermediate Latin I: Prose 2020-21	15	Optional
Digital Heritage 2020-21	15	Optional
Urban Life and Society in the Middle Ages 2020-21	15	Optional
The Classical Tradition: from Medieval to Modern 2020-21	30	Core
Imperial Cities of the Early Modern World. 2020-21	15	Optional
Renaissances 2020-21	15	Optional
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21	15	Optional
Understanding Practical Making 2020-21	15	Optional
The Hellenistic World: from Alexander to Actium 2020-21	15	Optional

Intermediate Latin II: Verse 2020-21	15	Optional
Elementary Greek II 2020-21	15	Optional
Renaissance Literature 2020-21	15	Optional
Restoration Literature 2020-21	15	Optional
Arthur and His Court 2020-21	15	Optional
Latin Literature in the Late Republic and Augustan Age 2020-21	15	Optional
Women in Ancient Rome 2020-21	15	Optional
Dissertations and Beyond: Classical Studies Stream 2020-21	15	Core
Study Period Abroad: Classical Studies Stream 2020-21	60	Optional

### Level 3

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Making Militants: Teaching violence in late antiquity 2021-22	15	Optional
The Byzantine World, c.750-c.1500 2021-22	15	Optional
The Roman City 2021-22	15	Optional
Independent Study: Classical Studies Stream 2021-22	30	Core
The Roman Countryside 2021-22	15	Optional
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22	15	Optional
Classical Commentary I 2021-22	15	Core
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22	15	Optional
Advanced Latin I: Prose Author 2021-22	15	Optional
The Goths: Barbarians through history? 2021-22	15	Optional
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22	15	Optional
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22	15	Optional
Chivalry in Medieval Europe 2021-22	15	Optional
History at the End of the World 2021-22	15	Optional
What is the Renaissance? 2021-22	15	Optional
Republicanism in Early Modern England, 1500-1700 2021-22	15	Optional
Roman Lincoln 2021-22	15	Optional
Classical Commentary II 2021-22	15	Core
Advanced Latin II: Verse Author 2021-22	15	Optional
Intermediate Greek I: History and Philosophy 2021-22	15	Optional
Intermediate Greek II: Drama and Poetry 2021-22	15	Optional
Work Placement: Classical Studies Stream 2021-22	15	Optional
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22	15	Optional
Objects of Empire: the material worlds of British colonialism 2021-22	15	Optional
Ancient Graffiti 2021-22	15	Optional
Latin Letter-Writing from the Republic to Late Antiquity 2021-22	15	Optional

## Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

**Key:**  Delivered and Assessed     Delivered     Assessed

### Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Classical Art and Archaeology: from Knossos to Constantinople 2019-20		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classical Literature: from Troy to the Silver Age 2019-20	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Critical Thinking and Writing 2019-20											✓	
Elementary Latin I 2019-20									✓			✓
Elementary Latin II 2019-20									✓			✓
Empire and After: Colonialism and its Consequences 2019-20		✓		✓	✓				✓	✓		
The Greek World 2019-20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Historian's Craft 2019-20		✓		✓	✓				✓	✓	✓	
The Medieval World 2019-20	✓	✓		✓	✓				✓	✓	✓	
The Roman World 2019-20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Classical Art and Archaeology: from Knossos to Constantinople 2019-20	✓		✓	✓	✓	✓		✓			✓	✓
Classical Literature: from Troy to the Silver Age 2019-20	✓	✓	✓		✓	✓		✓			✓	✓
Critical Thinking and Writing 2019-20			✓		✓				✓	✓	✓	✓
Elementary Latin I 2019-20		✓				✓	✓	✓			✓	
Elementary Latin II 2019-20		✓				✓	✓	✓			✓	
Empire and After: Colonialism and its			✓		✓			✓			✓	✓

Consequences 2019-20												
The Greek World 2019-20			✓	✓	✓	✓		✓			✓	✓
The Historian's Craft 2019-20			✓	✓	✓			✓	✓	✓	✓	✓
The Medieval World 2019-20			✓	✓	✓	✓		✓			✓	✓
The Roman World 2019-20			✓	✓	✓	✓		✓			✓	✓

	PO25	PO26	PO27
Classical Art and Archaeology: from Knossos to Constantinople 2019-20		✓	
Classical Literature: from Troy to the Silver Age 2019-20		✓	
Critical Thinking and Writing 2019-20	✓	✓	✓
Elementary Latin I 2019-20	✓		
Elementary Latin II 2019-20	✓		
Empire and After: Colonialism and its Consequences 2019-20		✓	
The Greek World 2019-20		✓	
The Historian's Craft 2019-20		✓	
The Medieval World 2019-20		✓	
The Roman World 2019-20		✓	

## Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Art and Power: Projecting Authority in the Renaissance World 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	✓
Arthur and His Court 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	
Britons and Romans, 100 BC-AD 450 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classics in Context 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Destroying Art: Iconoclasm through History 2020-21	✓	✓	✓	✓	✓				✓	✓	✓	
Digital Heritage 2020-21		✓		✓	✓					✓		
Dissertations and Beyond: Classical Studies												

Stream 2020-21												
Elementary Greek I 2020-21									✓			✓
Elementary Greek II 2020-21									✓			✓
Imperial Cities of the Early Modern World. 2020-21		✓		✓	✓				✓	✓	✓	
Intermediate Latin I: Prose 2020-21									✓			✓
Intermediate Latin II: Verse 2020-21									✓			✓
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21		✓		✓	✓				✓	✓	✓	
Latin Literature in the Late Republic and Augustan Age 2020-21												
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21		✓		✓	✓				✓	✓	✓	
Renaissance Literature 2020-21	✓	✓		✓	✓		✓	✓	✓	✓	✓	
Renaissances 2020-21	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Restoration Literature 2020-21	✓	✓		✓	✓		✓	✓	✓	✓	✓	
Study Period Abroad: Classical Studies Stream 2020-21												
The Classical Tradition: from Medieval to Modern 2020-21	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
The Emperor in the Roman World 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21		✓		✓	✓				✓	✓	✓	
The Hellenistic World: from Alexander to Actium 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Rise of Islam: Religion, culture and war in the Middle East 2020-21	✓	✓		✓	✓			✓	✓	✓	✓	✓
The World of Late Antiquity, 150-750 2020-21												
Understanding Practical Making 2020-21												✓
Urban Life and Society in the Middle Ages 2020-21		✓		✓	✓				✓	✓	✓	
Village detectives: Unearthing new histories 2020-21		✓		✓	✓				✓	✓	✓	



Women in Ancient Rome 2020-21												
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Art and Power: Projecting Authority in the Renaissance World 2020-21			✓	✓	✓			✓			✓	✓
Arthur and His Court 2020-21		✓	✓		✓	✓		✓			✓	✓
Britons and Romans, 100 BC-AD 450 2020-21	✓		✓	✓	✓			✓			✓	✓
Classics in Context 2020-21	✓	✓	✓	✓	✓	✓		✓			✓	✓
Destroying Art: Iconoclasm through History 2020-21			✓	✓	✓	✓		✓			✓	✓
Digital Heritage 2020-21			✓		✓			✓	✓	✓	✓	✓
Dissertations and Beyond: Classical Studies Stream 2020-21												
Elementary Greek I 2020-21		✓				✓	✓	✓			✓	
Elementary Greek II 2020-21		✓				✓	✓	✓			✓	
Imperial Cities of the Early Modern World. 2020-21			✓	✓	✓			✓			✓	✓
Intermediate Latin I: Prose 2020-21		✓				✓	✓	✓			✓	
Intermediate Latin II: Verse 2020-21		✓				✓	✓	✓			✓	
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21			✓	✓	✓			✓	✓	✓	✓	✓
Latin Literature in the Late Republic and Augustan Age 2020-21												
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21			✓	✓	✓	✓		✓			✓	✓
Renaissance Literature 2020-21			✓		✓	✓		✓			✓	✓
Renaissances 2020-21			✓	✓	✓			✓			✓	✓
Restoration Literature 2020-21			✓		✓	✓		✓			✓	✓
Study Period Abroad: Classical Studies Stream 2020-21												
The Classical Tradition: from Medieval to Modern 2020-21	✓		✓	✓	✓	✓		✓			✓	✓

The Emperor in the Roman World 2020-21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21			✓	✓	✓			✓		✓	✓
The Hellenistic World: from Alexander to Actium 2020-21			✓	✓	✓	✓		✓		✓	✓
The Rise of Islam: Religion, culture and war in the Middle East 2020-21		✓	✓	✓	✓	✓		✓	✓	✓	✓
The World of Late Antiquity, 150-750 2020-21											
Understanding Practical Making 2020-21			✓	✓	✓			✓	✓	✓	✓
Urban Life and Society in the Middle Ages 2020-21			✓	✓	✓	✓		✓		✓	✓
Village detectives: Unearthing new histories 2020-21			✓	✓	✓	✓		✓		✓	✓
Women in Ancient Rome 2020-21											

	PO25	PO26	PO27
Art and Power: Projecting Authority in the Renaissance World 2020-21		✓	
Arthur and His Court 2020-21		✓	
Britons and Romans, 100 BC-AD 450 2020-21		✓	
Classics in Context 2020-21		✓	
Destroying Art: Iconoclasm through History 2020-21		✓	
Digital Heritage 2020-21	✓	✓	✓
Dissertations and Beyond: Classical Studies Stream 2020-21			
Elementary Greek I 2020-21	✓		
Elementary Greek II 2020-21	✓		
Imperial Cities of the Early Modern World. 2020-21		✓	
Intermediate Latin I: Prose 2020-21	✓		
Intermediate Latin II: Verse 2020-21	✓		
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21	✓	✓	
Latin Literature in the Late Republic and Augustan Age 2020-21			
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21		✓	
Renaissance Literature 2020-21		✓	
Renaissances 2020-21		✓	

Restoration Literature 2020-21		✓	
Study Period Abroad: Classical Studies Stream 2020-21			
The Classical Tradition: from Medieval to Modern 2020-21		✓	
The Emperor in the Roman World 2020-21		✓	
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21			
The Hellenistic World: from Alexander to Actium 2020-21		✓	
The Rise of Islam: Religion, culture and war in the Middle East 2020-21		✓	
The World of Late Antiquity, 150-750 2020-21			
Understanding Practical Making 2020-21	✓	✓	
Urban Life and Society in the Middle Ages 2020-21		✓	
Village detectives: Unearthing new histories 2020-21	✓	✓	
Women in Ancient Rome 2020-21			

### Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22		✓		✓	✓			✓	✓	✓	✓	
Advanced Latin I: Prose Author 2021-22									✓			✓
Advanced Latin II: Verse Author 2021-22									✓			✓
Ancient Graffiti 2021-22												
Chivalry in Medieval Europe 2021-22		✓		✓	✓				✓	✓	✓	
Classical Commentary I 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classical Commentary II 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
History at the End of the World 2021-22		✓		✓	✓				✓	✓	✓	
Independent Study: Classical Studies Stream 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intermediate Greek I: History and Philosophy 2021-22									✓			✓
Intermediate Greek II: Drama and Poetry 2021-22									✓			✓

Latin Letter-Writing from the Republic to Late Antiquity 2021-22												
Making Militants: Teaching violence in late antiquity 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Objects of Empire: the material worlds of British colonialism 2021-22		✓		✓	✓				✓	✓	✓	
Republicanism in Early Modern England, 1500-1700 2021-22		✓		✓	✓				✓	✓	✓	
Roman Lincoln 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22		✓		✓	✓				✓	✓	✓	
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22	✓	✓		✓	✓			✓	✓	✓	✓	
The Byzantine World, c.750-c.1500 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Goths: Barbarians through history? 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Roman City 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Roman Countryside 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22		✓		✓	✓				✓	✓	✓	
What is the Renaissance? 2021-22	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Work Placement: Classical Studies Stream 2021-22												

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22			✓	✓	✓	✓		✓			✓	✓
Advanced Latin I: Prose Author 2021-22		✓				✓	✓	✓			✓	
Advanced Latin II: Verse Author 2021-22		✓				✓	✓	✓			✓	
Ancient Graffiti 2021-22												
Chivalry in Medieval Europe 2021-22			✓		✓			✓		✓	✓	✓

Classical Commentary I 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Classical Commentary II 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
History at the End of the World 2021-22			✓		✓			✓		✓	✓	✓
Independent Study: Classical Studies Stream 2021-22	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Intermediate Greek I: History and Philosophy 2021-22		✓				✓	✓	✓			✓	
Intermediate Greek II: Drama and Poetry 2021-22		✓				✓	✓	✓			✓	
Latin Letter-Writing from the Republic to Late Antiquity 2021-22												
Making Militants: Teaching violence in late antiquity 2021-22	✓	✓	✓		✓		✓	✓			✓	✓
Objects of Empire: the material worlds of British colonialism 2021-22			✓	✓	✓			✓			✓	✓
Republicanism in Early Modern England, 1500-1700 2021-22			✓	✓	✓			✓		✓	✓	✓
Roman Lincoln 2021-22	✓		✓	✓	✓		✓	✓			✓	✓
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22	✓		✓	✓	✓	✓		✓			✓	✓
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22			✓	✓	✓			✓		✓	✓	✓
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22		✓	✓		✓	✓		✓			✓	✓
The Byzantine World, c.750-c.1500 2021-22			✓	✓	✓	✓		✓			✓	✓
The Goths: Barbarians through history? 2021-22	✓		✓	✓	✓	✓		✓		✓	✓	✓
The Roman City 2021-22	✓	✓	✓	✓	✓	✓		✓			✓	✓
The Roman Countryside 2021-22	✓	✓	✓	✓	✓	✓		✓			✓	✓
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22			✓	✓	✓			✓		✓	✓	✓
What is the Renaissance? 2021-22			✓		✓	✓		✓			✓	✓
Work Placement: Classical Studies Stream			✓		✓			✓	✓	✓	✓	



## Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

### Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Classical Art and Archaeology: from Knossos to Constantinople 2019-20					35							
Classical Literature: from Troy to the Silver Age 2019-20							40					50
Critical Thinking and Writing 2019-20								45				55
Elementary Latin I 2019-20							45					45
Elementary Latin II 2019-20							45					45
Empire and After: Colonialism and its Consequences 2019-20						40						
The Greek World 2019-20						30						70
The Historian's Craft 2019-20												
The Medieval World 2019-20							30					10
The Roman World 2019-20							40					50

	13	14	15	16	17	18	19	20	21	22	23	24
Classical Art and Archaeology: from Knossos to Constantinople 2019-20	65											
Classical Literature: from Troy to the Silver Age 2019-20	10											
Critical Thinking and Writing 2019-20												
Elementary Latin I 2019-20	10											
Elementary Latin II 2019-20	10											
Empire and After: Colonialism and its Consequences 2019-20	60											
The Greek World 2019-20												

The Historian's Craft 2019-20												30	
The Medieval World 2019-20	60												
The Roman World 2019-20	10												
	25	26	27	28	29	30	31	32	33	34	35	36	
Classical Art and Archaeology: from Knossos to Constantinople 2019-20													
Classical Literature: from Troy to the Silver Age 2019-20													
Critical Thinking and Writing 2019-20													
Elementary Latin I 2019-20													
Elementary Latin II 2019-20													
Empire and After: Colonialism and its Consequences 2019-20													
The Greek World 2019-20													
The Historian's Craft 2019-20							10			60			
The Medieval World 2019-20													
The Roman World 2019-20													
	37	38	39	40	41	42	43	44	45	46	47	48	
Classical Art and Archaeology: from Knossos to Constantinople 2019-20													
Classical Literature: from Troy to the Silver Age 2019-20													
Critical Thinking and Writing 2019-20													
Elementary Latin I 2019-20													
Elementary Latin II 2019-20													
Empire and After: Colonialism and its Consequences 2019-20													
The Greek World 2019-20													
The Historian's Craft 2019-20													
The Medieval World 2019-20													
The Roman World 2019-20													



	49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Classical Art and Archaeology: from Knossos to Constantinople 2019-20						
Classical Literature: from Troy to the Silver Age 2019-20						
Critical Thinking and Writing 2019-20						
Elementary Latin I 2019-20						
Elementary Latin II 2019-20						
Empire and After: Colonialism and its Consequences 2019-20						
The Greek World 2019-20						
The Historian's Craft 2019-20						
The Medieval World 2019-20						
The Roman World 2019-20						

## Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Art and Power: Projecting Authority in the Renaissance World 2020-21												
Arthur and His Court 2020-21												100
Britons and Romans, 100 BC-AD 450 2020-21												
Classics in Context 2020-21												
Destroying Art: Iconoclasm through History 2020-21								40				
Digital Heritage 2020-21												
Dissertations and Beyond: Classical Studies Stream 2020-21							25	25				50

Elementary Greek I 2020-21						45				45
Elementary Greek II 2020-21						45				45
Imperial Cities of the Early Modern World. 2020-21						30				70
Intermediate Latin I: Prose 2020-21						45				45
Intermediate Latin II: Verse 2020-21						45				45
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21										
Latin Literature in the Late Republic and Augustan Age 2020-21						30				60
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21										
Renaissance Literature 2020-21										
Renaissances 2020-21						30				
Restoration Literature 2020-21										
Study Period Abroad: Classical Studies Stream 2020-21										100
The Classical Tradition: from Medieval to Modern 2020-21										
The Emperor in the Roman World 2020-21										
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21				50						50
The Hellenistic World: from Alexander to Actium 2020-21						40				50
The Rise of Islam: Religion, culture and war in the Middle East 2020-21					50				50	
The World of Late Antiquity, 150-750 2020-21						40				
Understanding Practical Making 2020-21										
Urban Life and Society in the Middle Ages 2020-21						50			50	
Village detectives: Unearthing new histories 2020-21										
Women in Ancient Rome 2020-21						30				60

	13	14	15	16	17	18	19	20	21	22	23	24
Art and Power: Projecting Authority in the Renaissance World 2020-21												
Arthur and His Court 2020-21												
Britons and Romans, 100 BC-AD 450 2020-21										25		
Classics in Context 2020-21										50		
Destroying Art: Iconoclasm through History 2020-21	60											
Digital Heritage 2020-21												
Dissertations and Beyond: Classical Studies Stream 2020-21												
Elementary Greek I 2020-21	10											
Elementary Greek II 2020-21	10											
Imperial Cities of the Early Modern World. 2020-21												
Intermediate Latin I: Prose 2020-21	10											
Intermediate Latin II: Verse 2020-21	10											
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21												
Latin Literature in the Late Republic and Augustan Age 2020-21	10											
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21												
Renaissance Literature 2020-21	100											
Renaissances 2020-21	70											
Restoration Literature 2020-21												
Study Period Abroad: Classical Studies Stream 2020-21												
The Classical Tradition: from Medieval to Modern 2020-21												
The Emperor in the Roman World 2020-21												

The Forgotten Revolution? The Emergence of Feudal Europe 2020-21												
The Hellenistic World: from Alexander to Actium 2020-21	10											
The Rise of Islam: Religion, culture and war in the Middle East 2020-21												
The World of Late Antiquity, 150-750 2020-21	60											
Understanding Practical Making 2020-21												
Urban Life and Society in the Middle Ages 2020-21												
Village detectives: Unearthing new histories 2020-21										20		
Women in Ancient Rome 2020-21	10											
	25	26	27	28	29	30	31	32	33	34	35	36
Art and Power: Projecting Authority in the Renaissance World 2020-21				30				70				
Arthur and His Court 2020-21												
Britons and Romans, 100 BC-AD 450 2020-21								75				
Classics in Context 2020-21								50				
Destroying Art: Iconoclasm through History 2020-21												
Digital Heritage 2020-21									100			
Dissertations and Beyond: Classical Studies Stream 2020-21												
Elementary Greek I 2020-21												
Elementary Greek II 2020-21												
Imperial Cities of the Early Modern World. 2020-21												
Intermediate Latin I: Prose 2020-21												
Intermediate Latin II: Verse 2020-21												
Introduction to Exhibitions, Curatorship and		30						70				

Curatorial Practices 2020-21												
Latin Literature in the Late Republic and Augustan Age 2020-21												
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21			30			70						
Renaissance Literature 2020-21												
Renaissances 2020-21												
Restoration Literature 2020-21				100								
Study Period Abroad: Classical Studies Stream 2020-21												
The Classical Tradition: from Medieval to Modern 2020-21												
The Emperor in the Roman World 2020-21												
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21												
The Hellenistic World: from Alexander to Actium 2020-21												
The Rise of Islam: Religion, culture and war in the Middle East 2020-21												
The World of Late Antiquity, 150-750 2020-21												
Understanding Practical Making 2020-21								100				
Urban Life and Society in the Middle Ages 2020-21												
Village detectives: Unearthing new histories 2020-21							80					
Women in Ancient Rome 2020-21												
	37	38	39	40	41	42	43	44	45	46	47	48
Art and Power: Projecting Authority in the Renaissance World 2020-21												
Arthur and His Court 2020-21												
Britons and Romans, 100 BC-AD 450 2020-21												

Classics in Context 2020-21												
Destroying Art: Iconoclasm through History 2020-21												
Digital Heritage 2020-21												
Dissertations and Beyond: Classical Studies Stream 2020-21												
Elementary Greek I 2020-21												
Elementary Greek II 2020-21												
Imperial Cities of the Early Modern World. 2020-21												
Intermediate Latin I: Prose 2020-21												
Intermediate Latin II: Verse 2020-21												
Introduction to Exhibitions, Curatorship and Curatorial Practices 2020-21												
Latin Literature in the Late Republic and Augustan Age 2020-21												
Powerful Bodies: Saints and Relics during the Middle Ages 2020-21												
Renaissance Literature 2020-21												
Renaissances 2020-21												
Restoration Literature 2020-21												
Study Period Abroad: Classical Studies Stream 2020-21												
The Classical Tradition: from Medieval to Modern 2020-21												
The Emperor in the Roman World 2020-21												
The Forgotten Revolution? The Emergence of Feudal Europe 2020-21												
The Hellenistic World: from Alexander to Actium 2020-21												
The Rise of Islam: Religion, culture and war in the Middle East 2020-21												
The World of Late Antiquity, 150-750 2020-21												



The Forgotten Revolution? The Emergence of Feudal Europe 2020-21												
The Hellenistic World: from Alexander to Actium 2020-21												
The Rise of Islam: Religion, culture and war in the Middle East 2020-21												
The World of Late Antiquity, 150-750 2020-21												
Understanding Practical Making 2020-21												
Urban Life and Society in the Middle Ages 2020-21												
Village detectives: Unearthing new histories 2020-21												
Women in Ancient Rome 2020-21												

### Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22					50							50
Advanced Latin I: Prose Author 2021-22							45					45
Advanced Latin II: Verse Author 2021-22							45					45
Ancient Graffiti 2021-22					25							65
Chivalry in Medieval Europe 2021-22								40			60	
Classical Commentary I 2021-22					40							
Classical Commentary II 2021-22												
History at the End of the World 2021-22												
Independent Study: Classical Studies Stream 2021-22							15					
Intermediate Greek I: History and Philosophy 2021-22							45					45
Intermediate Greek II: Drama and Poetry 2021-22							45					45
Latin Letter-Writing from the Republic to Late Antiquity 2021-22							30					60
Making Militants: Teaching violence in late antiquity 2021-22							15					15



Objects of Empire: the material worlds of British colonialism 2021-22					35							
Republicanism in Early Modern England, 1500-1700 2021-22												
Roman Lincoln 2021-22					35							
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22												
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22								30				
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												100
The Byzantine World, c.750-c.1500 2021-22												
The Goths: Barbarians through history? 2021-22						50				50		
The Roman City 2021-22												
The Roman Countryside 2021-22												
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22						40						
What is the Renaissance? 2021-22									40			60
Work Placement: Classical Studies Stream 2021-22						40					60	
	13	14	15	16	17	18	19	20	21	22	23	24
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22												
Advanced Latin I: Prose Author 2021-22	10											
Advanced Latin II: Verse Author 2021-22	10											
Ancient Graffiti 2021-22	10											
Chivalry in Medieval Europe 2021-22												
Classical Commentary I 2021-22	60											
Classical Commentary II 2021-22										40		
History at the End of the World 2021-22								25				
Independent Study: Classical Studies Stream												

2021-22													
Intermediate Greek I: History and Philosophy 2021-22	10												
Intermediate Greek II: Drama and Poetry 2021-22	10												
Latin Letter-Writing from the Republic to Late Antiquity 2021-22	10												
Making Militants: Teaching violence in late antiquity 2021-22	70												
Objects of Empire: the material worlds of British colonialism 2021-22	65												
Republicanism in Early Modern England, 1500-1700 2021-22													
Roman Lincoln 2021-22	65												
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22													30
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22	70												
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22													
The Byzantine World, c.750-c.1500 2021-22									30				
The Goths: Barbarians through history? 2021-22													
The Roman City 2021-22													
The Roman Countryside 2021-22													
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22	60												
What is the Renaissance? 2021-22													
Work Placement: Classical Studies Stream 2021-22													
	25	26	27	28	29	30	31	32	33	34	35	36	
A Tale of Two Cities in Medieval Spain: From													

Toledo to Córdoba 2021-22												
Advanced Latin I: Prose Author 2021-22												
Advanced Latin II: Verse Author 2021-22												
Ancient Graffiti 2021-22												
Chivalry in Medieval Europe 2021-22												
Classical Commentary I 2021-22												
Classical Commentary II 2021-22									60			
History at the End of the World 2021-22	75											
Independent Study: Classical Studies Stream 2021-22				85								
Intermediate Greek I: History and Philosophy 2021-22												
Intermediate Greek II: Drama and Poetry 2021-22												
Latin Letter-Writing from the Republic to Late Antiquity 2021-22												
Making Militants: Teaching violence in late antiquity 2021-22												
Objects of Empire: the material worlds of British colonialism 2021-22												
Republicanism in Early Modern England, 1500-1700 2021-22	30								70			
Roman Lincoln 2021-22												
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22									70			
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22												
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22												
The Byzantine World, c.750-c.1500 2021-22								70				
The Goths: Barbarians through history? 2021-22												
The Roman City 2021-22												

The Roman Countryside 2021-22												
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22												
What is the Renaissance? 2021-22												
Work Placement: Classical Studies Stream 2021-22												
	37	38	39	40	41	42	43	44	45	46	47	48
A Tale of Two Cities in Medieval Spain: From Toledo to Córdoba 2021-22												
Advanced Latin I: Prose Author 2021-22												
Advanced Latin II: Verse Author 2021-22												
Ancient Graffiti 2021-22												
Chivalry in Medieval Europe 2021-22												
Classical Commentary I 2021-22												
Classical Commentary II 2021-22												
History at the End of the World 2021-22												
Independent Study: Classical Studies Stream 2021-22												
Intermediate Greek I: History and Philosophy 2021-22												
Intermediate Greek II: Drama and Poetry 2021-22												
Latin Letter-Writing from the Republic to Late Antiquity 2021-22												
Making Militants: Teaching violence in late antiquity 2021-22												
Objects of Empire: the material worlds of British colonialism 2021-22												
Republicanism in Early Modern England, 1500-1700 2021-22												
Roman Lincoln 2021-22												
Rome and Constantinople: Monuments and												



Making Militants: Teaching violence in late antiquity 2021-22						
Objects of Empire: the material worlds of British colonialism 2021-22						
Republicanism in Early Modern England, 1500-1700 2021-22						
Roman Lincoln 2021-22						
Rome and Constantinople: Monuments and Memory, 200-1200 2021-22						
Rulers and Kings: Visualising Authority in Medieval Europe 2021-22						
Sex, Texts and Politics: Geoffrey Chaucer's Canterbury Tales 2021-22						
The Byzantine World, c.750-c.1500 2021-22						
The Goths: Barbarians through history? 2021-22						
The Roman City 2021-22						
The Roman Countryside 2021-22						
The Vikings in the North Atlantic: Living at the Fringes of Medieval Europe 2021-22						
What is the Renaissance? 2021-22						
Work Placement: Classical Studies Stream 2021-22						

## Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

### Knowledge and Understanding

	CLASS01	CLASS02	CLASS03	CLASS04	CLASS05	CLASS06	CLASS07	CLASS08	CLASS09
PO1	✓	✓							✓
PO2		✓	✓						
PO3	✓	✓							✓
PO4	✓	✓							✓
PO5	✓	✓	✓						✓
PO6			✓						
PO7			✓						
PO8	✓	✓	✓						✓

	CLASS10	CLASS11	CLASS12	CLASS13	CLASS14	CLASS15
PO1	✓			✓		
PO2	✓	✓		✓		
PO3	✓					
PO4	✓					
PO5	✓	✓		✓		
PO6		✓				
PO7		✓				
PO8	✓	✓				

### Subject Specific Intellectual Skills

	CLASS01	CLASS02	CLASS03	CLASS04	CLASS05	CLASS06	CLASS07	CLASS08	CLASS09
PO9	✓	✓							✓
PO10		✓							

PO11		✓	✓						
PO12			✓						
PO13			✓		✓	✓			
PO14		✓							

	CLASS10	CLASS11	CLASS12	CLASS13	CLASS14	CLASS15
PO9	✓			✓	✓	
PO10	✓			✓		
PO11	✓	✓				
PO12		✓				
PO13		✓			✓	
PO14	✓					

## Subject Specific Practical Skills

	CLASS01	CLASS02	CLASS03	CLASS04	CLASS05	CLASS06	CLASS07	CLASS08	CLASS09
PO15						✓		✓	
PO16	✓	✓							✓
PO17		✓	✓						
PO18		✓							
PO19	✓	✓							✓

	CLASS10	CLASS11	CLASS12	CLASS13	CLASS14	CLASS15
PO15						
PO16	✓					
PO17	✓			✓		
PO18	✓					
PO19	✓					

## Transferable Skills and Attributes



	CLASS01	CLASS02	CLASS03	CLASS04	CLASS05	CLASS06	CLASS07	CLASS08	CLASS09
PO20				✓					
PO21									
PO22				✓					
PO23						✓		✓	
PO24			✓						
PO25					✓				
PO26								✓	
PO27							✓		

	CLASS10	CLASS11	CLASS12	CLASS13	CLASS14	CLASS15
PO20			✓			
PO21						
PO22			✓			
PO23				✓	✓	
PO24		✓		✓	✓	
PO25				✓		
PO26						
PO27						✓

## **Appendix IV: Benchmark Benchmark Statement(s)**

**CLASS01** - *Understand key features of another culture.*

**CLASS02** - *Be familiar with the most important primary materials relevant to a topic.*

**CLASS03** - *Demonstrate an awareness of more than one viewpoint or approach in discussing a topic.*

**CLASS04** - *Assess her or his own progress and ask for help when needed.*

**CLASS05** - *Focus on the essentials of an issue.*

**CLASS06** - *Present largely expository material in written form.*

**CLASS07** - *Perform assigned tasks within a group setting and to take part in group discussion.*

**CLASS08** - *Exploit a range of basic IT resources effectively.*

**CLASS09** - *Understand a range of more and less familiar features of another culture*

**CLASS10** - *Be familiar with an appropriate and diverse range of primary materials relevant to a topic.*

**CLASS11** - *Demonstrate an understanding an of different viewpoints, and adopt different approaches in discussing a topic.*

**CLASS12** - *Make an accurate assessment of his or her own progress, and identify and formulate issues on which help is needed.*

**CLASS13** - *Extract key elements from complex information, and identify and solve associated problems*

**CLASS14** - *Marshal arguments lucidly, coherently and concisely.*

**CLASS15** - *Work in groups as an active participant who contributes effectively to the group's task.*