

Royal Holloway, University of London
Course specification for an undergraduate award
BA Classical Archaeology and Ancient History (VV41)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in Classical Archaeology and Ancient History provides you with three years of full-time study or six years of part-time study. The degree 'with an International year' comprises an extra-curricular year between the second and third stages which contributes to the final marks of students on the four year course. On successful completion of the courses a student should have an understanding of the area of the BA at a level appropriate for a graduate qualification. Whilst being self-contained degrees in their own right, the courses provide suitable and recognised qualifications for entry to MA study in the same or closely related fields (notably Classical Archaeology, Ancient History).

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

| Section 2 – Course details | | | |
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| Date of specification update | March 2024 | Location of study | Egham Campus |
| Course award and title | BA Classical Archaeology and Ancient History | Level of study | Undergraduate |
| Course code | 3110 | UCAS code | VV41 |
| Year of entry | 2024/25 | | |
| Awarding body | Royal Holloway, University of London | | |
| Department or school | Classics | Other departments or schools involved in teaching the course | N/A |
| Mode(s) of attendance | Full-time or part-time | Duration of the course | Three years or Six years |
| Accrediting Professional, Statutory or Regulatory Body requirement(s) | N/A | | |
| Link to Coursefinder for further information: | https://www.royalholloway.ac.uk/studying-here/ | For queries on admissions: | https://royalholloway.ac.uk/applicationquery |

| Section 3 – Degree course structure | | | | | |
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| 3.1 Mandatory module information | | | | | |
| The following table summarises the mandatory modules which students must take in each year of study | | | | | |
| Year | Module code | Module title | Credits | FHEQ level | Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC) |
| 1 | CL1550 | Greek History and the City State | 15 | 4 | MC |
| 1 | CL1560 | Key Themes in Roman History | 15 | 4 | MC |
| 1 | CL1580 | Introduction to Greek Archaeology | 15 | 4 | MC |
| 1 | CL1581 | Introduction to Roman Archaeology | 15 | 4 | MC |
| 2 | CL2194 | From Dig to Digital | 30 | 5 | MC |
| 3 | CL3200 | Extended Essay | 30 | 6 | MC |
| <p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.</p> | | | | | |
| 3.2 Optional modules | | | | | |
| <p>In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback</p> | | | | | |

and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

Stage One

In addition to the mandatory modules you must choose 60 credits of optional modules offered by the Department.

Stage Two

In addition to the mandatory modules you must choose options to the value of **60 credits** from the following list:

CL2352 Greek History to 322 BC (30 credits)

CL2358 Spinning the Past: Greek Historiography from Herodotos to Diodoros (15 credits)

CL2369 Historiography of the Roman World (15 credits)

HS2004 Rise and Fall of the Roman Republic (15 credits)

HS2005 Rome and its Empire from Augustus to Commodus (15 credits)

and choose further Stage 2 options to the value of **30 credits**

In addition, you will be required to undertake two weeks of fieldwork training (which may include museum or lab work); this will be a compulsory part of the course but you will not be assessed for credits. Fieldwork will normally be undertaken in the second year of the course, but may in exceptional circumstances be taken in the third year instead as long as it is completed before the beginning of Summer Term.

Stage Three

CL3200 Extended Essay (Mandatory) can be on a topic in Classical Archaeology or Ancient History.

In addition, you must take Classical Archaeology options to the value of **30 credits**, Ancient History options to the value of **30 credits**, and further options in EITHER Classical Archaeology OR Ancient History OR Classical languages to the value of **30 credits**.

Over the three years of the course, you must take a minimum of 120 credits of Classical Archaeology and 120 credits of Ancient History.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Single Honours Degree with an International Year (four years)

Stage one:

As stage one, listed above

Stage two:

As stage two, listed above

Stage three, part 1- extra-curricular year:

Students must take modules at an overseas university nominated through the Student Exchange Programmes. The equivalent of a full academic load at the overseas university must be taken. The modules to be taken overseas are to be agreed with the Academic Co-ordinator in Classics. The marks achieved are converted into equivalent University marks and count as a thirteenth unit, CL3700. This will contribute 20% to the final stage three marks. CL3700 is non-condonable for the degree title 'with an International Year'.

Stage three, part 2 – Final year in Department of Classics:

As stage three, listed above. These modules will contribute 80% to the final stage three marks.

**Students commencing stage three, part 1 on this four year course will not be permitted to transfer back to one of the three year courses offered by the Department of Classics. The Department will give consideration in the case of extreme hardship, documented by extenuating circumstances and supporting material, as it normally would, should a student not be able to complete their year abroad.

Section 5 – Educational aims of the course

The aims of this course are:

- to give students with all levels of previous experience the opportunity to learn about the world of Greco-Roman antiquity by combining two major sources of evidence for daily life, politics and culture: history and archaeology
- to train students in key analytical skills by gaining experience in the interpretation of literary, material and visual sources
- to train students in key practical skills via portfolio projects to boost their CVs when applying for jobs, especially in the heritage and archaeological sector
- to allow students to develop specific strengths by taking specialised modules that reflect our staff's expertise and research areas e.g. the City of Athens; Roman Britain; the Roman Near East; Alexander the Great, Augustus
- to encourage students to take progressive responsibility for their own study through negotiating subject areas of specialism with each other in seminars, through the informed choice of options and an extended piece of writing in the final year.
- to make students familiar with, and gain an understanding of, major sites in the Classical world, such as Athens, Rome and Pompeii
- to provide a gateway to further postgraduate study in either Classical Archaeology or Ancient History
- to provide students with key skills, the ability to work independently and in a self-directed fashion; to devise and deliver a project; and an ability to set learning goals;
- to develop students' transferable skills in studying at degree level, communicating ideas and information, information retrieval, and presentation, both written and oral, and team working;
- to develop the range of skills necessary to pursue a further degree in Classical archaeology and/or Ancient History;
- to develop students' ability to derive information and ideas from fragmentary or imperfect sources.

| Section 6 - Course learning outcomes | | | | |
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| In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)) | | | | |
| Theme | Course learning outcome | Level 4 | Level 5 | Level 6 |
| K | the acquisition of knowledge of scholarship in the chosen areas of the discipline to a level appropriate for a BA degree | 1a Assemble and summarise scholarship relevant to the discipline | 1b Appropriately use and critique scholarship relevant to the discipline | 1c Critically synthesise and integrate scholarship relevant to the discipline |
| K | Acquire a detailed understanding of the methodological questions and issues involved in studying Classical Archaeology and Ancient History, including the application of relevant technologies in archaeology | 2a Demonstrate knowledge of different methodological approaches to studying the subject | 2b Apply different methodological approaches to a range of sources and contexts | 2c Critically reflect on scholarly theories and issues in the fields of Classical Archaeology and Ancient History |
| S | The ability to conduct archaeological and historical research independently | Demonstrate and exercise knowledge and awareness of research skills | Apply research skills to a range of tasks and objectives | Generate research-led material that demonstrates the ability to collect and synthesize material gathered independently |
| S | Time management and organisational skills including working to deadlines, prioritising tasks, organising work-time | Classify and prioritise relevant tasks with appropriate guidance. | Identify tasks and plan time independently to meet set goals. | Identify own academic objectives and organise priorities independently and efficiently to meet deadlines. |
| S | The ability to use information resources, libraries, websites, material and visual evidence, and original texts in translation, as appropriate to archaeology and ancient history | Obtain an awareness and experience of different information sources | Practice generating outputs using a range of information sources relevant to the discipline | Demonstrate the ability to smoothly integrate information sources into both independent and set tasks |
| K | Engaged Humanities K6 display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now. | recall foundational knowledge of the subject area, and use core subject skills. | recognise and classify focussed sub-fields within the subject area, and identify and respond to relevant critical materials and contexts. | select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions. |

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| S | Applied Humanities S1 understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future. | recognise and identify subject skills as transferable to work-based situations and competencies. | generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions. | plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion. |
| S | Global Humanities S2 understand and enact intercultural awareness and competencies. | identify and respond to diverse cultural contexts and viewpoints | understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views. | reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context. |
| S | Critical S3 | FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.) | objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning | synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge |
| S | Collaborative S4 | reflect on current experience and identify the potential to ADAPT and modify in response to that experience. | carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task. | co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production. |
| S | Communicative S5 | recall basic subject vocabulary and present information with FOCUS and ACCURACY | structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC and COHERENCE. | design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique. |

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of Classics. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning will be through a mix of formal lectures, seminar discussions, oral presentations, guided independent research, guided independent study, optional fieldwork, coursework essays, and a dissertation. The basic strategies are to nurture the interest and enthusiasm of the students for the field, to develop the students' critical and communication skills and to develop critical, research, creative and technical skills. The compulsory fieldwork will allow students to put into practice archaeological techniques learnt in the classroom, and will inform subsequent study and research. Assessment of knowledge and understanding is typically through written work. Formative feedback will be provided continuously through informal oral feedback in seminars and more formally through written feedback on essays. Full details of the assessments for individual module elements can be obtained from the [Department of Classics](#).

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments listed as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs

Other essential costs amount to approx £350 to £500 for compulsory fieldwork; some optional modules may also include study trips (ca £350)

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

| Section 9 – Indicators of quality and standards | |
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| QAA Framework for Higher Education Qualifications (FHEQ) Level | 4-6 |
| Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study. | |
| QAA Subject benchmark statement(s) | http://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. | |

| Section 10– Intermediate exit awards (where available) | | |
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| You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below. | | |
| Award | Criteria | Awarding body |
| Diploma in Higher Education (DipHE) | Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5 | Royal Holloway and Bedford New College |
| Certificate in Higher Education (CertHE) | Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4 | Royal Holloway and Bedford New College |