Royal Holloway, University of London
Course specification for an undergraduate award
BA Ancient and Medieval History (VV19)

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 Ancient and Medieval History is delivered over three years of full-time study or six years of part-time study. On successful completion of the course a student should have an understanding of the area of the BA at a level appropriate for a graduate qualification. Whilst being a self-contained degree in its own right, the course provides suitable and recognised qualifications for entry to MA study in the same or closely related fields (notably Ancient History, History).

For joint and combined honours courses, please refer to the course specification for your secondary department's corresponding single honours course for further information on educational aims, and learning outcomes.

Your degree courses at Royal Holloway, University of London, will be delivered over three years, each of which normally involves modules to the value of 120 credits.

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			
Date of specification update	October 2024	Location of study	Egham Campus
Course award and title	BA Ancient and Medieval History	Level of study	Undergraduate
Course code	2637	UCAS code	VV19
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Classics School of Humanities	Other departments or schools involved in teaching the course	Department of History
Mode(s) of attendance	Full-time or part-time	Duration of the course	3 years or 6 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					
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	HS1004	History in the Making	30	4	MC
3		Extended Essay or Dissertation	30	6	MC

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'.

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.

3.2 Optional modules

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 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.

First Year
In addition to the First Year mandatory modules, you must take options from the Classics introductory modules amounting to 30 credits, together with History Year 1 options amounting to 30 credits.

Second Year
Students must complete 90 credits of Ancient and Medieval History of which 30 credits should be composed by modules classified by the Classics and History Departments as Ancient History, 30 credits classified by the History Department as a 'Further Subject' in Medieval History, and 30 credits drawn from a combined list of Ancient and Medieval modules offered by either Department.
Students must take 30 further credits which can be from the optional modules offered by Classics and History or a module or modules from another Department, by arrangement.

Third Year
Students must take modules to the value of 90 credits in the field of Ancient and Medieval History. Students must take 30 credits of modules on Ancient History and 30 credits of modules on Medieval History. The final 30 credits is the dissertation which can be taken in either department and in the field of either Ancient or Medieval history. The History dissertation module (HS3003) must be taken in conjunction with an Ancient or Medieval-focused Special Subject module while the Classics dissertation module (CL3200) is not connected to any other module.
Students may take their remaining 30 credits in any module offered to them by either Department, or from another Department in the University, by arrangement.

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.

Section 5 – Educational aims of the course

The aims of this course are:

- to develop students' knowledge of Ancient and Medieval history;
- to introduce students to issues of methodology in relation to the study of pre-modern history;
- to allow students to explore the relationship between ancient and medieval history;
- to develop skills in research in premodern 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 historical studies;
- to develop students' ability to derive information and ideas from fragmentary or imperfect sources.

Section 6 - Course learning outcomes

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 (*))

Course learning outcome	Level 4	Level 5	Level 6
The acquisition of knowledge of scholarship in the chosen areas of the discipline to a level appropriate for a BA degree.	Assemble and summarise scholarship relevant to the discipline.	Appropriately use and critique scholarship relevant to the discipline.	Critically synthesise and integrate scholarship relevant to the discipline.
Acquire a detailed understanding of the methodological questions and issues involved in studying Ancient History, including the application of relevant sources.	Demonstrate knowledge of different methodological approaches to studying the subject.	Apply different methodological approaches to a range of sources and contexts.	Critically reflect on scholarly theories and issues in the fields of Ancient History.
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.

Time management and organisational skills including working to deadlines, prioritising tasks, organising worktime.	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.
The ability to use information resources, libraries, websites, material and visual evidence, and original texts in translation, as appropriate to 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.
To address the conceptual and methodological problems faced by historians. K1	Understand and show awareness of the variety of approaches and methods taken in the production and evolution of historical writing over time; to understand upon the ways that historical knowledge can inform – and be informed by – the present.	Apply the key concepts, themes and theories used in historical study to particular contexts; reflect critically on the practices and uses of historical knowledge both within and beyond the academy.	Be able to apply critical self-reflexivity to the conceptual approaches adopted in one's own historical writing and the methods of one's own research; construct ethically aware historical research; apply high levels of independence and initiative in problem-solving.
To be able to utilise primary and secondary sources appropriately in historical writing and research. K2	Identify, understand and differentiate between primary and secondary sources in a variety of formats and across a diverse range of subjects, both geographically and chronologically.	Understand the ways in which secondary sources are produced in conversation with each other; demonstrate an ability to analyse the reasons for changes in historiographical approaches and methodologies over time; analysis of different and complex types of historical source.	Evaluate and synthesise the professionalism, scholarly value and significance of works by historians; critically evaluate the intertextuality of primary and secondary historical sources.
To acquire, reflect upon, and be assessed on knowledge that is drawn holistically from a range of History modules, reflecting the Department's diversity of strengths and global span of its teaching in ancient to contemporary history. K3	Become familiar with and explore a chronological and geographical array of historical topics within the appropriate confines of the chosen degree, covering an array of historical topics and themes, through the completion of the compulsory History in the Making module and chosen Gateway module(s).	Analyse material of increasing complexity and nuance within particular periods or fields of study.	Demonstrate through written reflection and oral discussion a critical expertise and specialist knowledge of specific regions and periods through the study of optional modules

To produce written work in various formats from short reflections, reviews, essays through to a dissertation; to demonstrate oral communication and presentation skills. S6	Digest and organise material for production of written work of varying word lengths; work with peers towards a collaborative project.	Production of substantial pieces of coherently structured and fluently written work with significant analytical focus.	Independently and creatively design and produce to completion a specialist and question-driven piece of original research in the form of a dissertation on a topic of the student's own choosing; expression of complex ideas through the design and delivery of oral presentations.
To apply the professional conventions of historical scholarship and research. K4	Develop recognition and understanding of the functions and formalities of the bibliographical and referencing apparatus used in historical scholarship.	Demonstrate the accurate and appropriate referencing of secondary and primary sources.	To produce for oneself relevant and selective bibliographies that reflect the diversity of historical scholarship on a specialist topic in a professional manner.
Engaged Humanities (SH) 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.
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.
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.
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.

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.
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.
The acquisition of knowledge of scholarship in the chosen areas of the discipline to a level appropriate for a BA degree.	Assemble and summarise scholarship relevant to the discipline.	Appropriately use and critique scholarship relevant to the discipline.	Critically synthesise and integrate scholarship relevant to the discipline.

Section 7 - Teaching, learning and assessment

Teaching and learning are mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

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 designated 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
There are no single associated costs greater than £50 per item on this degree course.
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	
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)		
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