



**Subject Centre for  
History, Classics  
and Archaeology**

## Mapping Internationalisation in the Classics:

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a survey of study & travel abroad programmes for  
Classics students at UK HEIs

### Final Project Report

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2011**

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### Mapping Internationalisation in the Classics Project Abstract

The project carried out a survey of UK Classics Departments (and the British Archaeological Schools & Institutes abroad) in order to determine the presence and role of international study or travel abroad programmes or opportunities catering specifically to the needs of UK HE students following degree programmes (UG and PG) in Classics, Classical studies, Ancient History and related disciplines, in terms of:

- (a) Longer-term programmes (year or semester/term abroad)
- (b) Shorter-term programmes (study tours, fieldtrips, short courses abroad, etc)
- (c) Individual programmes or courses with integrated travel abroad components
- (d) Other opportunities including guidance or encouragements for individual travel

The project has addressed issues of accessibility, funding, provision, promotion, curriculum integration and recognition (whether formal or informal) of international programme elements and the extent to which such opportunities are permitted, facilitated, promoted, mandated, or organised by the Home Institutions or Professional bodies.

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**URL:** [http://www.heacademy.ac.uk/hca/projects/detail/Round\\_8\\_Burgess](http://www.heacademy.ac.uk/hca/projects/detail/Round_8_Burgess)

## Foreword by Michael Russell MSP

### Cabinet Secretary for Education & Lifelong Learning

As Cabinet Secretary responsible for education I believe it is vital that all of our young people develop an international perspective in order that they are best equipped to become confident individuals and responsible citizens.

Through Curriculum for Excellence we are encouraging this global outlook in our school children and I very much hope that many of them are able to further this through opportunities to study in other countries as part of their higher education. Given the recent work that has taken place in Scotland to promote the importance of outward mobility of Scottish students, I am pleased to note the focus on the value of mobility within this report.

The excellent work led by NUS Scotland through their Students Without Borders project has focussed on promoting mobility opportunities as a way to help young people develop, become more employable and make a greater contribution to our economy. My commitment to funding this work reflects this Government's objective that our young people are able to be more educated, more skilled and ultimately more successful. As this work continues I am delighted that I have been able to offer further support to efforts by the higher education sector in Scotland as they work collaboratively to deliver a Scottish "Year of Mobility". It is through the efforts pursued in subject areas such as the Classics that this initiative and others like it can be most successful in the future and I look forward with interest to future developments.

Michael Russell MSP

Cabinet Secretary for Education & Lifelong Learning

27 June 2011

Foreword by Professor Christopher Smith, FSAS, FRHistS, FSA  
Director of the British School at Rome

Travelling to the sites of antiquity is far less hazardous and far less unusual than it used to be even fifty years ago. We live in an age of mass tourism, and that tourism is often well and professionally supported by major sites, whilst individual travellers are safer and better prepared than ever before. What therefore is the value of formal organised academic travel for students?

Scott Burgess' report helps us answer that question. First, the report shows how significant it is for students of the ancient world to engage directly with the world they study and research. Nothing can prepare one fully for sites like Rome or Ephesos or Athens; and that direct engagement with the remarkable legacy of antiquity persuades many students to pursue further research. Equally, highly academic and structured presentations take students beyond the surface facts of the tour guide. Privileged access, presentation of conflicting viewpoints and contextualisation within a broader intellectual programme multiply significantly the value of this experience. Second, the report underlines the sense that education is not about training for a specific purpose, but about training to meet the manifold and diverse challenges of a varied and unstable world of work. Travel and experience of different learning environments is a highly successful mechanism for taking students into new levels of personal success and self-confidence.

Third, the report shows how important it is for students to experience an international world of learning. Many of the current pressures in education (weaker language attainment at all levels, pressure on completion times for doctoral theses, restricted postdoctoral opportunity) all tend to reduce opportunity to participate fully in the wider community of research. Working overseas enhances research, and enhances research-led teaching. In all three respects, internationalisation is not simply a catchphrase; it is a hugely significant graduate attribute and a key aspect of the development of a sophisticated, creative and successful workforce. The value and relevance of classics remains strong, but the value and relevance of classics underpinned by strong international experience is outstanding.

I am delighted to see the very strong support for the work of the British Academy Sponsored Institutes and Societies, amongst them the British School at Rome. All of us believe strongly in our mission to support and expand the research base of the UK, and often further afield. There are challenges to us in this welcome and comprehensive report, but there is also a challenge to our funders and those with whom we collaborate in providing these opportunities in sustaining an invaluable contribution to higher learning, and to personal development and student experience. This report encourages us all to work together to sustain this remarkably successful record in internationalising the classics.

Professor Christopher Smith, FSAS, FRHistS, FSA.  
Director, British School at Rome  
7<sup>th</sup> July, 2011

- The project surveyed the current provision of mobility options for students in Classics & Ancient History departments or sections at 25 UK HEIs and at 5 British Academy funded Schools & Institutes abroad. Questionnaires were returned by academic staff at 24 departments and 4 institutes abroad.
- 76% of departments surveyed (19 HEIs) had department specific Erasmus or international exchange agreements in place for UG students; 24% of departments (6 HEIs) had both Erasmus and international exchanges, 44% (11 HEIs) had only Erasmus exchanges and 8% (2 HEIs) had only international exchanges;
- 60% of departments (15 HEIs) offered exchanges which were taught in English: 32% of departments (8 HEIs) offered English and non-English language options, 28% (7 HEIs) offered only English language exchanges and 16% offered only non-English language exchanges. The most widely offered non-English language options were in French, German, Italian and Spanish.
- 60% of departments (or 15 HEIs) had facilities for UG students to participate in a semester or a year-long exchange within the standard duration of UG degree programmes offered in this subject area: in the majority of departments both credits and grades gained on modules taken abroad were transferred and so contributed to the final degree classification.
- 40% of departments (or 11 HEIs) did not have provision for UG students to take up a semester or year-long exchange but 7 of these departments (28% of the total) did offer 4FT UG degree programmes with an integrated and mandatory year abroad.
- 52% of departments (13 HEIs), either independently or in collaboration with the British School at Athens (BSA), offered individual UG modules with integrated shorter mobility periods abroad, including: semester long modules with a mandatory and 'embedded mobility period abroad' (normally 1-2 weeks) and modules which were comprised by 'stand alone' individual or group tours abroad; or by participation in the BSA UG Summer School which was treated as satisfying the requirements of an UG credit bearing module by 20% of departments (5 HEIs)
- 62% of respondents to the questionnaire agreed that there 'should there be more taught sessions per year' at the BSA and the British School at Rome (BSR) and 67%, and both of the schools, agreed that 'periods of study at the BSA & the BSR...could be more integrated into UK HEI degree programmes'. Some 80% of respondents agreed that there should there be an 'annual undergraduate summer or vacation school' at the British Institute at Ankara (BIAA).

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## 1. Introduction

### 1.1. Internationalisation, globalisation and international student mobility

This report emerges from research carried out for a project supported by the Subject Centre for History, Classics & Archaeology at the Higher Education Academy.<sup>1</sup> This project, Mapping Internationalisation in the Classics, has involved a subject specific survey of the provision of mobility opportunities (study and travel abroad) for students following degree programmes and courses in Classics, Ancient History and related disciplines at UK Higher Education Institutions (HEIs).

Internationalisation, of course, extends beyond mobility alone and has been defined (Knight, 2004: 11) as the ‘[process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education](#)’ and has been understood to include a range of elements, as recently catalogued under the heading of ‘global connectedness’:

- the experience of students studying or undertaking work placements abroad (both UK students going overseas [outward mobility] and international students studying in the UK [inward mobility]).
- students based in their own countries becoming familiar with and experiencing other cultures, languages and nationalities.
- the international aspects of all curricula and co-curricular activities.
- the learning of foreign languages.
- awareness of our own culture and its relationships and interactions with other cultures. (Kandiko & Blackmore, 2010: 12)

Mobility, however and in the sense of outward UK student mobility, is acknowledged and recognised as a key element any individual internationalisation policy and, within a European context, has been widely understood as a crucial element of Bologna process:

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<sup>1</sup> The Mapping Internationalisation in the Classics project is supported by a grant of £5000 from the Subject Centre for History Classics & Archaeology (HCA) at the Higher Education Academy (HEA). I am very grateful to Dr Sinclair and to Professor Steel at the History, Classics and Archaeology Subject Centre for their assistance and advice and to Dr Francis. I am also grateful for the help of the wider HEA community (including: Katherine Lagar at The Internationalisation team at the HEA, Dr Beals at the History Subject Centre, Dr Canning at the Languages, Linguistics & Area Studies Subject Centre and staff at the Art Design & Media Subject Centre) and to Higher Education Policy Advisers at HEFCE, the International Engagement team at the British Academy, the UK HE Europe Unit (I am very grateful to Paul Dowling); the British Universities Transatlantic Exchange Association and representatives from the Russell Group and the 1994 Group. I also wish to acknowledge Professor Gibson at the CUCD and Professor Edwards at the Institute of Classical Studies and Dr McIntyre. Lastly, I am very grateful for the help and assistance of all departments and international offices which have completed questionnaires or assisted with data collection and to the staff and direction of the British Schools and Institutes overseas.

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'most of the instruments and objectives of Bologna are totally meaningless without mobility. The concept of transparency is to facilitate mobility. The Lisbon convention is of no consequence unless persons are mobile and seeking to study.' (Birtwistle, 2007: 189). Mobility is both central to the Bologna Process and, as stated by Sweeny (2010: 19) 'presents a challenge to UK HEIs' following the declaration of the 2009 Leuven Communiqué which both stated that 'mobility shall be the hallmark of the European Higher Education Area' and set the target that by 2020 at least 20% of students graduating in the European Higher Education Area (EHEA) should have had a study or training period abroad. This ambitious target, as noted elsewhere, 'presents a significant challenge not just in terms of encouraging students to go abroad, but also in terms of curriculum design.' (Europe Unit, 2006) Reports on the 'important yet undervalued nature of UK outward student mobility' (HEFCE, 2010: 39) have been published by a number of institutions and bodies, listed recently (HEFCE, 2010) as including: the Higher Education Funding Council for England (HEFCE, 2004), the National Union of Students (NUS 2010), the National Union of Students in Europe (Brus and Scholz 2007), the Council for Industry and Higher Education (Fielden et al. 2007); the UK Higher Education Europe Unit (Europe Unit 2008), the UK Council for International Student Affairs and the PMI or Prime Minister's Initiative (Tang et al. 2009) and the Department for Business, Innovation and Skills (Findlay and King 2010) which has commented (as reported in HEFCE, 2010: 40) that 'Reluctance to study abroad is a genuine and long-standing concern of the Department for Business, Innovation and Skills, because such international experience is assumed, rationally, to bring with it a confident ease with other languages and cultures that manifests itself as greater employability in the knowledge economy.'

Mobility itself (HEFCE, 2004; 2010) has been defined 'as any form of international mobility which takes place within a student's programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study. In addition to study in a foreign HEI, mobility can include a period in a workplace or other non-HE environment.' (HEFCE, 2004: 11) The most generally agreed forms of international student mobility, which can apply to any stage in an individual's HE 'career' from undergraduate to postdoctoral and are of course not limited to European exchanges or destinations, are:

- mobility for an entire programme of study ('diploma mobility');
- mobility for part of a programme of study ('credit mobility');
- other voluntary moves undertaken for a range of personal reasons.

The distinction between 'credit mobility', the focus of this study, and forms of 'voluntary' mobility is, as stated by the authors of the above report, often difficult to maintain in the sense of knowing 'where to draw the line between credit mobility of a year or semester and other shorter-term visits which may or may not be credit-bearing (e.g. summer schools, study trips, field courses etc.)' (HEFCE, 2010: 47) Accordingly, this study has focused on a variety of options from traditional 'credit mobility' schemes (year or semester exchanges abroad, Erasmus or international) to shorter-term 'for credit' (study tours, fieldtrips, short courses abroad, etc) and 'non-credit' options (the provision or promotion of individual or group

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travel) and particularly on the presence of any individual degree programmes or modules with integrated mobility components.

The HEFCE research team also recognised (HEFCE, 2004; 2010) three separate layers of factors influencing student participation in 'credit mobility': those existing at the 'international/national' level, the 'institutional' level and the 'individual' level. This report, again, is concerned with the institutional layer which has been acknowledged as having a key influence on students' decisions to become mobile, as is stated: 'In terms of our student mobility decision-making model (HEFCE 2004: 42), the institutional level often acts to reinforce (or deter) students' propensity to study abroad for credit. So, good promotional information, institutional support, smooth credit transfer systems, preparatory language training if necessary, easy access to mobility grants, and committed and enthusiastic staff are the main causative factors at an institutional level which can boost mobility choice.' (HEFCE, 2010: 23)

The levels of provision of, and participation in, European and International exchanges for Classical subjects given in this report may be located within the wider context of UK participation in Erasmus student exchanges or work placements abroad. Mobility is of course not confined to these European exchanges alone but, on a national level, participation in these schemes remains 'disappointing', as commented recently: '...UK engagement with the Erasmus programme is disappointing, with only 10,843 participating in the Erasmus scheme in 2008/09, less than half the number in France, Germany or Spain...UK Erasmus students are disproportionately but unsurprisingly language students (4,920, about half the 2007/08 total) with the next strongest representation being from Business Studies (1,414) and in particular International Business, often with an integral language component in the degree. This means that only about 30% of Erasmus students from the UK are studying other disciplines' (Sweeny, 2010: 20). During the year 2007/08, and according to more detailed figures released by the British Council, the numbers of students from the subject area of "Classical Philology" in the UK were as follows: a total of 24 students (with 12 taking up study placements in Italy, 5 in France, 3 in Spain, 2 in Norway, 1 in Greece and 1 in Germany).

There is also a significantly 'uneven distribution in the number of students taking up Erasmus opportunities depending on the level of study within higher education' (NUS, 2010: 6) with Undergraduates (again according to the 2007/08 figures) accounting for 6,875, Postgraduates for 277 and Doctoral students for only 83 places.

The distribution between institutions was also uneven in the sense that 'The literature review and statistical information shows that pre-1992 universities have more mobile students than "new" universities (former polytechnics given university status after 1992).' (Europe Unit, 2008: 5). This imbalance is also indicated in a recent report (NUS, 2010) which notes that percentages of students agreeing that they had, or were intending, to study abroad as a part of their course varied significantly by type of institution attended, with students at

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Russell Group or pre-1992 HEIs being more likely to say yes: 18% of respondents at pre-1992 HEIs answered yes (this number rose to 22% for responses from Russell Group HEIs alone) whereas only 11% at post-1992 agreed. The report concludes the point by stating that: 'There is clearly a latent interest that could be tapped to improve the UK's position [in terms of increasing outward student mobility].' (NUS, 2010: 10)

The HEIs surveyed for this project were, in terms of profile, almost exclusively pre-1992 institutions and were comprised by 15 Russell Group HEIs (60% of the total), 6 1994 Group HEIs (24%), 3 pre-1992 HEIs and 1 post-1992 HEI.

## 1.2. Scope of the survey: institutions, departments & courses surveyed

The project involved a subject specific survey of the presence and provision of international study and travel opportunities in 2010 for students at UK Higher Education Institutions (HEIs) offering degree programming at undergraduate (UG) and postgraduate (PG) level in Classics, Classical Studies, Ancient History and related disciplines (see Appendix ii for UG and Appendix iii for taught PG programmes).<sup>2</sup>

A total of 25 HEIs<sup>3</sup> and 5 British Academy-Sponsored Institutes and Societies (BASIS)<sup>4</sup> abroad were surveyed.

The departments or academic units surveyed at these HEIs have ranged from single 'Classics' departments to Classics and Ancient History sections within broader schools or multi-disciplinary institutes (see Appendix i). These departments included: 9 departments of 'Classics', 1 department of 'Greek and Latin' and 4 departments of 'Classics & Ancient History' (56% of the total), 1 department of 'Philosophy and Classics', 1 department of 'Classics & History' and 1 of 'Classical & Archaeological Studies'. At the remainder of HEIs surveyed Classics and/or Ancient History sections were found within the following schools or institutes: 'Humanities' (Classical Civilisation section), 'Institute of Archaeology and Antiquity', 'School of Archaeology and Ancient History', 'School of Archaeology, Classics, and

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<sup>2</sup> That is, and as defined by the 2007 QAA Benchmarking statement, 'Classics', 'Latin and Greek', 'classical studies (alternatively classical civilization)' and 'ancient history (sometimes coupled with archaeology or classical archaeology).' This project does not address the position of Joint Honours (JH) or Combined Honours (CH) Modern Language programmes, with a mandatory period of study abroad, or non-Classical Archaeology programmes with mandatory integrated fieldwork projects or programmes and is only concerned with mobility opportunities arising as a *part of* a classics related degree scheme.

<sup>3</sup> The survey did not include Birkbeck College (University of London) or the Open University where study mobility options were not offered due to the part-time and/or distance format of provision, as was confirmed by one departmental representative at the Open University: 'We do not offer or facilitate any study abroad for students.'

<sup>4</sup> The CBRL Institutes in Amman and Jerusalem, the British Institute at Ankara and, especially, the British School at Athens and the British School at Rome.

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Egyptology’, ‘School of History, Classics & Archaeology’ ‘School of Historical Studies’ (Classics section), ‘School of Arts, Histories and Cultures’ (Classics & Ancient History section), School of History, Archaeology & Religion (Ancient History section).

UG level programmes included degrees in Classics (offered at 21 departments), Classical studies/civilisation (offered at 21 HEIs), Ancient History (offered at 19 departments) and Ancient History and Archaeology/Classical Archaeology (offered at 19 departments, often in collaboration with a separate department). Taught Masters degrees (16 of which were listed as having a significant material culture pathway) were offered in all departments and research PG degrees were offered at all but one of the departments surveyed.

The research involved first a literature review and then a survey of all publically available materials at the institutions themselves (websites, department and university course catalogues, prospectuses and other promotional materials, etc.) and elsewhere (including the Universities & Colleges Admissions Service, the British Council, etc.). This was followed by requests for further information, including statistics on student participation, from all relevant HEIs (both academic departments and, where relevant, University International Offices) and from the British Schools and Institutes abroad included in the project which sought to clarify the current level of provision of mobility.

Questionnaires, which sought to identify current staff perceptions of a range of mobility issues, were also sent to academic departments and to staff and the Institutes abroad. Academic staff at 24 departments responded to the questionnaire (a 96% response rate) and confirmed or corrected information collected on exchanges and other international mobility opportunities. Comments or clarifications were also supplied by International Office staff at almost all of the HEIs surveyed. In addition, partial or complete statistical data on UG participation in semester or year-long exchanges abroad was available for or was returned by all institutions. Of the 5 institutes abroad contacted, 4 responded to the questionnaire and 3 returned statistical data on participation (see Appendix i for a listing of participating institutions).

Comments and views on the relevance of the project were also sought and received from related professional and academic bodies, including: HEFCE (Higher Education Funding Council for England); HEFCW (Higher Education Funding Council for Wales); the UK HE Europe Unit; the British Council; BUTEX (British Universities Transatlantic Exchange Association); CA (Classical Association); CUCD (Council of University Classics Departments); ICS (Institute of Classical Studies); NUS (National Union of Students); various sections or bodies within the Higher Education Academy (Art Design & Media Subject Centre, History Subject Centre, Languages, Linguistics & Area Studies Subject Centre and the HEAs Internationalisation team).

## 2. Internationalisation and the subject area: perceptions & provisions of mobility options for students of classical subjects at UK HEIs

### 2.1. Perceptions of student mobility among academic staff at UK HEIs

In order to ascertain the perceptions of mobility related issues among academic staff members in the subject area a series of questionnaires were sent to the 25 departments surveyed. The full text of the questionnaire is given below (Appendix iv) but respondents were asked to comment on the relation between the subject area and mobility and, through agreeing or disagreeing or supplying comments, on a range of key mobility issues as summarised in the following questions:

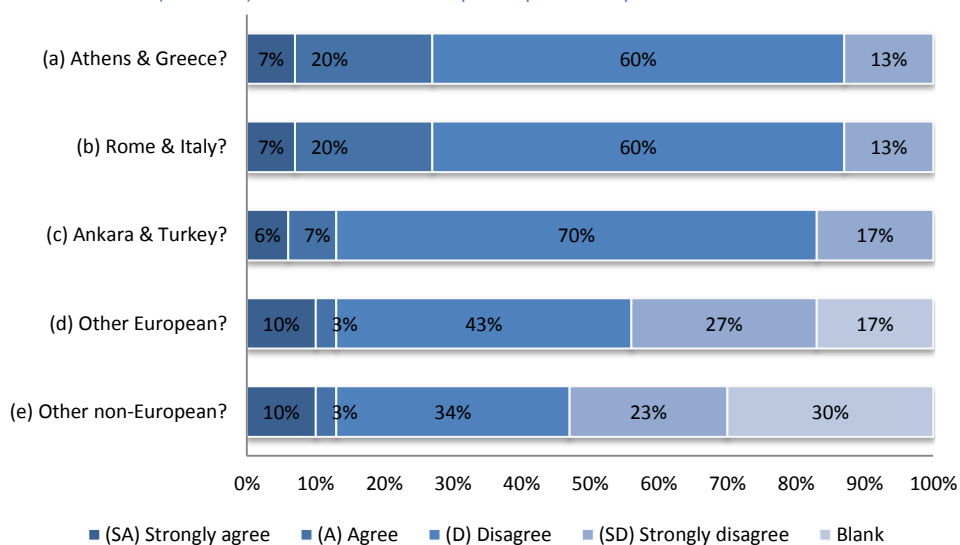
- Is it necessary for students to become mobile?
- What type of mobility would be of most benefit to students?
- What are the principal benefits of and barriers to student mobility?
- How is mobility promoted by your department?

The questionnaire also included a number of questions on the provision of mobility opportunities at the British Schools and Institutes abroad. These are discussed in section 2.3.

#### 2.1.1. Participation and destinations

In terms of a general connection between internationalisation and the subject area 77% of respondents agreed (with 50% strongly agreeing and only 20% disagreeing) that Classics related degree programmes when blended with international study options were especially well placed to equip students with both global perspectives and intercultural skills necessary to succeed in a global workplace.

Fig.2.1 Do you think that it is necessary for every student following a degree programme (UG & PG) in a Classics related subject to spend some period abroad in ...?



“...in a world of increasingly savage funding cuts how high up the list of things we wish to preserve is travel? And how do our desires as practitioners mesh with the policy priorities of our funders?”  
(Project respondent)

“I think it is absolutely necessary for *all* students in Classics related subjects to spend some time abroad (inside and/or outside Europe)...”  
(Project respondent)

...77% of respondents agreed that Classics related degree programmes when blended with international study options were especially well placed to equip students with both global perspectives and intercultural skills necessary to succeed in a global workplace.

The majority of respondents, however and as can be seen in Fig. 2.1, did not agree that it was ‘necessary for every student’ in the subject area to take up some form of mobility period, either through studying at or travelling to some location abroad, within the duration

“I think it is important for UK students to get away from their home institutions for some time to broaden their horizons. Most students in the UK go from BA to PhD without ever leaving their home institution. Moreover, it is necessary for PG students to go abroad in order to make international connections. The field of Classics is international and the competition for jobs is fierce and international. The students will only get jobs through their connections, and the UK alone cannot fill the employment needs of the UK graduates.”  
(Project respondent)

...76% of respondents agreed that students ‘following degree programmes (UG & PG) in Classics related subjects would benefit most’ from participating in a ‘longer period abroad (i.e. a semester/term or a year).

of their degree programme. Of those that did agree that some form of study or travel abroad was necessary the results were as follows: 27% of respondents agreed that all students should be spending time in ‘Athens & Greece’ and in ‘Rome & Italy’ and 13% agreed that it was necessary for students to have some contact with ‘Ankara & Turkey’. Similar numbers of respondents agreed that it was necessary for students to have experience of other European (13%) and non-European destinations (13%). Amongst the other European destinations suggested by respondents were Spain and France or, more generally, ‘Erasmus scheme’ destinations with one respondent commenting: ‘I do not think it matters where they go, just as long as they leave the UK and study somewhere where English is not the native tongue’ and another that ‘I think it is absolutely necessary for all students in Classics related subjects to spend some time abroad (inside and/or outside Europe)...[but it] certainly does not have to be Greece/Rome/ Turkey.’ The non-European destinations suggested were predominantly in North Africa (Tunisia, Libya, Syria, Egypt) with one respondent mentioning the US and Canada.

In terms of the mode of mobility, the majority of respondents (87%) agreed that students ‘following degree programmes (UG & PG) in Classics related subjects would benefit most’ from participating in a ‘short period of personal travel abroad’. With regard to more structured short term programmes however 80% of respondents agreed with the option of a ‘short (vacation time) organised (optional) course abroad’ and 63% of respondents agreed, further, that this short course abroad should be both mandatory and inserted within the context of a module followed at the home HEI with time abroad contributing to grades. In terms of additional comments received on the mode of provision a number of respondents referred to summer schools at the British Schools in Athens and Rome, one mentioned ‘[g]roup trips organised by university Classics societies with support, if needed, from staff’ and another that ‘[o]ur students organize trips themselves which are very successful, and those who want to apply to BSA/BSR summer schools. They can spend time elsewhere if they want to. I don’t see the point of making it compulsory.’ Although, as mentioned above the majority favoured short, optional organised or individual travels abroad a total of 76% of respondents did agree (with 40% strongly agreeing) with the option participating in a ‘longer period abroad (i.e. a semester/term or a year)’ with one adding that though ‘[s]tudents would benefit from any of the above...the longer the period abroad, the greater the benefit.’

### 2.1.2. Benefits and barriers

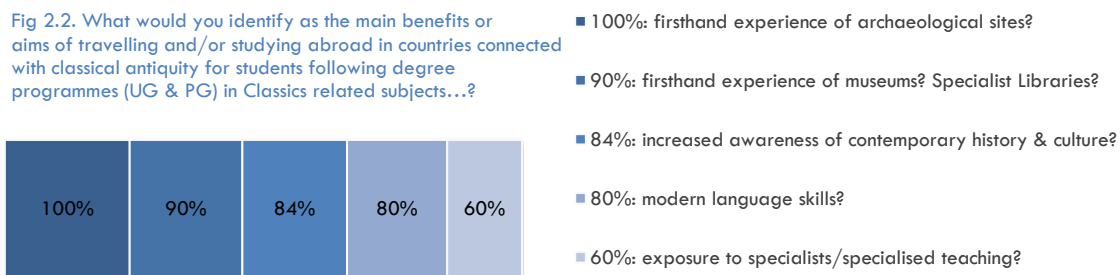
Respondents were then asked to comment on ‘what they would identify as the main benefits or aims of travelling and/or studying abroad’ (see Fig. 2.2) in countries connected with classical antiquity for students following degree programmes (UG & PG) in Classics related subjects. The principal benefits identified or supplied by staff included:

- firsthand experience of Archaeological sites;
- firsthand experience of Museums/specialist Libraries;
- modern language skills;

- increased awareness of the modern and contemporary history & culture of areas studied;
- exposure to specialists/specialised teaching;
- increased independence & self-confidence, broader outlook.

In terms of the academic benefits of mobility, all respondents agreed with the value of firsthand experience of archaeological sites (100%) and the majority agreed that access to museums and specialist libraries (90%) and exposure to specialists or specialised teaching available abroad (60%) were also significant benefits. 80% of respondents identified improved modern language skills as a potential benefit and even greater numbers (87%) agreed that a key benefit of studying or travelling abroad is that it provides students with a greater exposure to and an increased awareness of modern and contemporary histories and cultures of countries and regions studied. Additional benefits identified by respondents included ‘experience of different scholarly traditions and practices’ and many commented that the benefits of mobility differed according to both the level (whether PG or UG) and the nature of study, with one adding: ‘[t]he response to this question does partly depend on which “Classics related courses” a student is taking. This is particularly true regarding the importance of archaeological digs or library work, which might be highly useful and relevant for some archaeology-focused courses but not so much for others, e.g. Classics, Classical Studies.’ In terms of benefits beyond the subject area one mentioned ‘greater independence and confidence, meeting people’ and another stressed the necessity for students to become mobile in the sense of employability, stating: ‘I think it is important for UK students to get away from their home institutions for some time to broaden their horizons. Most students in the UK go from BA to PhD without ever leaving their home institution. Moreover, it is necessary for PG students to go abroad in order to make international connections. The field of Classics is international and the competition for jobs is fierce and international. The students will only get jobs through their connections, and the UK alone cannot fill the employment needs of the UK graduates.’

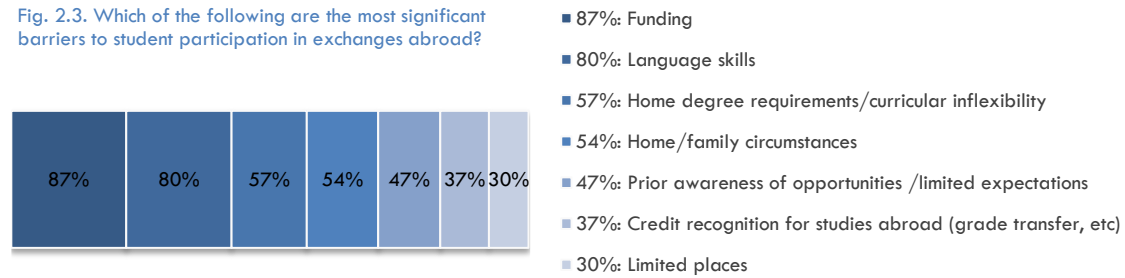
Fig 2.2. What would you identify as the main benefits or aims of travelling and/or studying abroad in countries connected with classical antiquity for students following degree programmes (UG & PG) in Classics related subjects...?



In terms of barriers (see Fig. 2.3) funding was identified by academic staff as the most significant barrier to student participation in exchanges abroad, with 87% of respondents agreeing that this was a ‘significant barrier’, and one adding that this was a concern for both the institutions themselves, in terms of their ability to provide and support mobility, as well as for students considering taking up exchanges: ‘[t]he main issue is funding, individual

students are facing increased tuition fees and high living costs, and universities are struggling to provide funding for the basics – travel abroad is seen as an expense we can't afford'.

Fig. 2.3. Which of the following are the most significant barriers to student participation in exchanges abroad?



Another commented that the, then, predicted 'rise in student fees is likely to make it harder for students to participate in overseas schemes, which will be very unfortunate' whilst another noted, specifically in terms of PG programmes, that 'if one wanted to build a component abroad outside the Erasmus funding...the limited funding available for MAs and the fact that most students need to work to pay for their studies...[would make] mobility abroad problematic.' In addition to questions of funding the following barriers were also identified by staff:

- awareness of opportunities prior to application/limited expectations
- language skills
- home degree programme requirements/curricular inflexibility
- credit recognition for studies abroad (grade transfer, etc)
- home or family circumstances
- limited number of places
- student inertia/desire to stay with friends
- lack of encouragement/promotion

A high number of respondents (80%) also identified low levels of modern language skills among students as a barrier, with one commenting that their department traditionally experienced 'a high drop-out rate from initial expressions of interest [in a year-long exchange abroad]...[and that] reasons cited for this include difficulty with the language-learning and wanting to remain in step with friends.' The existence of a language barrier was also stressed by another correspondent who, in reference to PG programmes of study, stated that: 'the real difficulties in including a component of study abroad in the curriculum is the language barrier (and this obviously applies to UG as well)...[and that] although I have established various Erasmus staff exchanges...I could not introduce the possibility of a PG exchange as well because of the language barrier.'

In terms of the curriculum and the extent to which mobility periods are integrated into, or accepted as an accredited element of, programmes of study: a total of 57% of respondents agreed that the programme requirements of the degree followed at the home HIE, and curricular inflexibility, constituted a barrier to mobility with 37% also agreeing that issues surrounding credit recognition for studies abroad (grade transfer, etc) were another inhibiting factor. The presence of 'long and thin' year-long UG modules meant that, at a

"[t]he main issue is funding, individual students are facing increased tuition fees and high living costs, and universities are struggling to provide funding for the basics – travel abroad is seen as an expense we can't afford."  
(Project respondent)

"I find one of the biggest barriers to our students studying abroad (apart from curricular inflexibility/dates of study and funding) is students' own wish to stay at their home institution, where they have developed a set of friends and feel comfortable"  
(Project respondent)

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number of HEIs, it was not possible for a student to take up a semester long exchange, as was explained by one respondent – ‘[our] modules, in the main, run for the whole year only’ – and as was stated at the site of one HEI: ‘For some subjects (e.g. Classics) it is not possible to go abroad for only a semester as there are year-long compulsory modules.’<sup>5</sup> One respondent, at an HEI which offers a four year degree scheme with an integrated year abroad but does not have provision for students to take up semester-long exchanges added: ‘[i]t’s possible that we would get a higher take-up for a shorter [mobility] period, kept within the 3-year programme, but at present I cannot see how we would get around the difficulties of timetabling (given that many of our modules run over both semesters) and of integrating marks gained abroad (we would have concerns about parity of experience, given e.g. the Italian system of oral examination).’

57% of respondents agreed that the programme requirements of the degree followed at the home HEI, and curricular inflexibility, constituted a barrier to mobility...

47% of respondents agreed that lack of student awareness of available opportunities prior to application, with a consequent limiting of the expectation to study abroad, was an issue and 30% agreed that the limited number of available places may prevent students from participating in exchanges. 41% agreed that home or family circumstances were, in many cases a barrier. Additional barriers identified by respondents included student inertia – ‘I find one of the biggest barriers to our students studying abroad (apart from curricular inflexibility/dates of study and funding) is students’ own wish to stay at their home institution, where they have developed a set of friends and feel comfortable’ – and the internal promotion of mobility within the department, with one respondent identifying a ‘[l]ack of encouragement (sometimes even discouragement) from academic staff in home institutions’ as a barrier to participation.

It is interesting to compare the results of the questionnaire, above, on perceived barriers to student participation in exchanges with the results of the 2008 NUS student survey (reported in NUS, 2010) in which the most commonly cited barrier (with 55% agreeing) was that study abroad in ‘not relevant...to my course’. These NUS figures, of course, represent students from a number of subject areas. Detailed statistics for classical subjects alone were unavailable but a breakdown of responses for students (167) from the ‘Historical and Philosophical Studies’ (HPS) subject area covered by the survey were made available by the NUS.<sup>6</sup> The results for this survey group are compared with the overall results below:

“The [NUS Student Experience Report] Report went on to look at why students had not or were not planning to study abroad, with the highest response being that it was not relevant/applicable to their course (55 per cent)...”  
(NUS, 2010: 11)

Q: Why haven’t you, or why aren’t you planning, to study abroad?

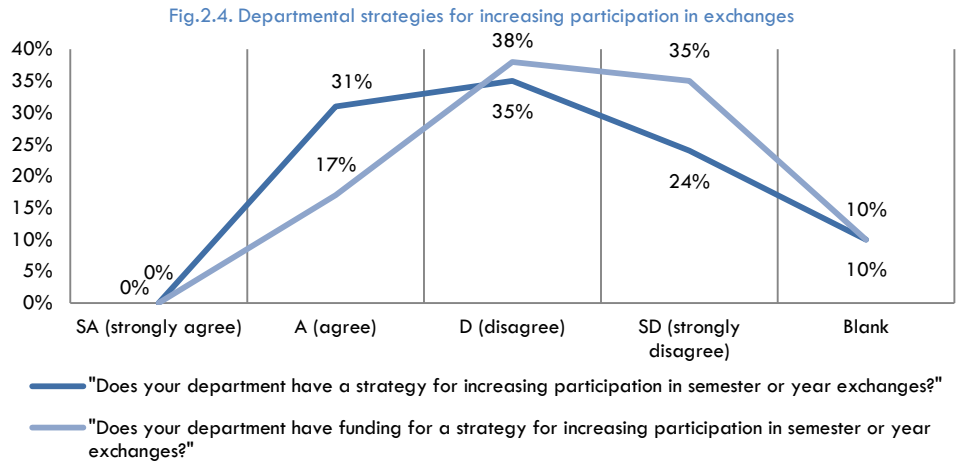
- Not relevant/ applicable to my course - Total: 55%/HPS 59%
- Concerns about financial implications - Total: 37%/HPS 37%
- Lack/uncertain of language ability - Total: 28%/HPS 29%
- Worried about having to study another year - Total: 13%/HPS 10%
- Don’t want to/ not interested/ rather sat at uni. - Total: 6%/HPS 16%
- Family commitments/ have a young family; have a child/baby - Total: 2%/HPS 2%

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<sup>5</sup> <https://intranet.exeter.ac.uk/huss/ug/studyabroad/about.php>

<sup>6</sup> I am grateful to Alex Bols (Head of Education and Quality, National Union of Students) for these figures.

### 2.1.3. Strategies for increasing participation



Respondents were also asked to comment on whether their departments had a strategy in place for increasing student participation in year or semester-long exchanges and, if so, whether that strategy was funded. Overall, 43% did agree that strategies were in place to promote student mobility within the department but only 17% agreed that funds were in place to support these strategies. Responses to this section of the questionnaire varied between Russell Group HEIs and non-Russell Group HEIs, as is shown in Figs. 2.5-2.6 with respondents from non-Russell Group HEIs indicating a higher level of agreement to there both being strategies in place (41% to 22%) and funding for those strategies (34% to 6%).

Fig. 2.5. Does your department have a strategy for increasing participation in semester or year exchanges?"

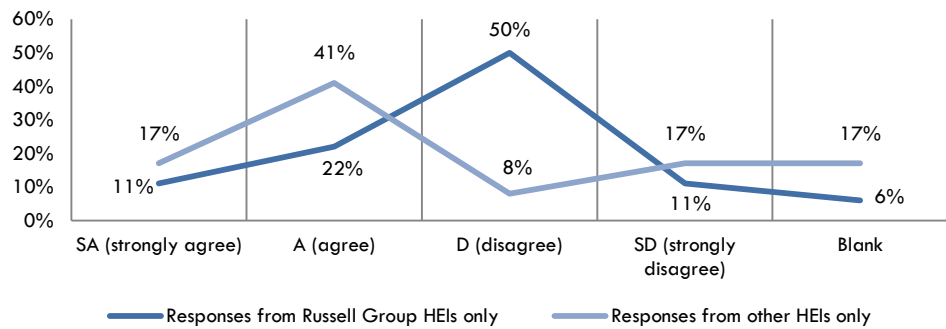
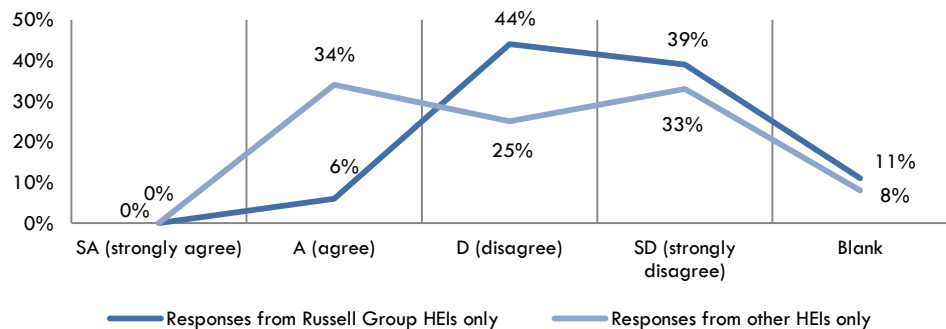


Fig. 2.6. Does your department have funding for a strategy for increasing participation in semester or year exchanges?"



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## 2.2. Current provision of mobility options at UK HEIs

The results in this section, particularly those on Erasmus and international exchanges, focus on UG mobility within degree schemes in classical subjects and although study exchanges are available at all three cycles of the Bologna framework (Bachelor, Master and Doctoral studies) there is, as indicated in the figures presented by the British Council, little postgraduate participation in these exchanges.

Little evidence was found at sites for the HEIs surveyed on the promotion of mobility for 2<sup>nd</sup> (Master) cycle students. If it is the case that it is more problematic to include a 3-month Erasmus exchange within the compact context of the predominantly one-year Masters programmes offered in this subject area in UK the more flexible structure of the majority of doctoral/research degrees does facilitate the take up of exchanges, as was indicated at one site: 'Classics at Edinburgh offers many opportunities for study abroad. The usual programme would allow you to study in a University outside the UK during your third year (Undergraduates), or during a PhD programme (Postgraduate).'<sup>7</sup>

Some comments are made below on listed Masters level programmes and although it is beyond the scope of this project to catalogue the considerable variety of short term or longer term mobility options for PG doctoral and research students a number of relevant points are to be found in the Institute of Classical Studies research project on 'Doctoral Research Training in Classics, Ancient History and Classical Archaeology.'<sup>8</sup> This aim of this project was of course not to catalogue international study options but it is interesting to see the extent to which internal elements are included as 'subject-specific' training elements at the departments and HEIs surveyed. The online published results for 'subject-specific' training (listed in Appendix v) include both modern languages and, under the heading of 'outside study', the provision of mobility options for doctoral students: modern language training was offered in almost all cases, 14 HEIs refer to the British Schools in Athens (BSA) and Rome (BSR); 5 to international or European exchanges abroad and 3 to tours or excavations abroad. In only 9 cases is no mention made of international elements.

### 2.2.1. Overview of provision

In terms of overall provision the survey identified the presence of a significant number of exchange agreements with European or international HEIs, presented below, and revealed, with the inclusion of 5 BASIS funded Institutes abroad, the following existing mobility options for students in the subject area:

- degree programmes with an optional significant period (semester or year) abroad;
- degree programmes with an integrated and mandatory year abroad;

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<sup>7</sup> <http://www.shc.ed.ac.uk/classics/undergraduate/studyabroad/index.htm>

<sup>8</sup> <http://icls.sas.ac.uk/institute/research/index.html>

- 
- courses or modules with an integrated, mandatory and assessed shorter period abroad;
  - courses or 'stand alone' short study tours entirely conducted abroad (either run independently by individual HEIs or in coordination with the UG summer school at the BSA);
  - periods of accredited travel, based on personal, student organised, travel (1-3 weeks) abroad and assessed by portfolio or report;
  - periods of non-accredited personal travel abroad which were not assessed but were required (and in some cases funded);
  - non-accredited department or student society organised and led, vacation time, tours abroad;
  - opportunities to participate in (vacation time) excavations and surveys abroad;
  - more general encouragements given to students to travel abroad and, in some cases, bursaries for travel;
  - taught courses, resident scholarships and travel grants offered by the British Schools and Institutes abroad.

### 2.2.2. European & International exchanges

The survey revealed a total number of 303 relevant existing exchanges with HEIs abroad which were comprised by 170 (56% of the total) HEI wide exchanges, which were open to UG students in the subject area of Classics, and 133 (44% of the total) department or school specific sponsored exchanges.<sup>9</sup> 76% of departments (19 HEIs) had department specific Erasmus or international exchange agreements in place for UG students. The absence of any department specific exchange agreements did not necessarily indicate that there was no provision – although it did often mean that students faced greater competition for the available number of places – and was in some cases due to the internationalisation policies of the HEI in question or, in others, to a stated lack of student take up which made it difficult to maintain exchanges at the departmental level.<sup>10</sup>

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<sup>9</sup> The exchange destinations and all figures given in this section represent *only* those exchanges that were open to outward UG level students in the subject area and exchange destinations which were only for staff or PG students and researchers or incoming were not included. Material on exchanges was, in the first instance, compiled from individual HEI sites and from other websites or resources. Questionnaires and requests for clarifications, corrections and further information (including statistics on take up and participation) were then submitted to departments and international offices at all relevant HEIs.

<sup>10</sup> Although departmental Erasmus exchanges in Classics & Ancient History at Manchester were discontinued due to an imbalance between incoming and outgoing exchange schemes the department does send students abroad through the University wide international exchanges (some 18 international exchanges were open to UG students in the department) to Australia, the US and Canada and, as reported by Professor Gibson '[w]e have more and more students taking this option up.' There is also a facility at Manchester for students in Classics to 'borrow' Erasmus places from other disciplines (subject to spaces being available and institutional agreement).

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The presence of department specific exchanges however does contribute to the visibility of such options, on departmental sites and in departmental literature, and, at least in one reported case, to their promotion: '[o]ur students have the opportunity of participating in any exchange scheme offered by the University, and these opportunities are drawn to their attention via our marketing materials (hard-copy brochure plus website) and during first-year induction. It is, however, the exchanges with our own partners in Italy and Greece which we actively promote.'<sup>7</sup> There is also the issue, as mentioned above, of the numbers of available places: departmental exchanges had, on average 1-2 places per year and though the HEI wide exchanges often, though not always, had more places students facing greater competition for each place. The results of this survey are presented below and in the tables and figures given which indicate the distribution of total number of available exchanges by HEI and by destination as well as the distribution and destinations of exchanges operating on the departmental or school specific level.

Information on international or Erasmus exchanges was not included for 4 HEIs, either because this option was not currently available,<sup>11</sup> or was not permitted,<sup>12</sup> for UG degree programmes or because no inward or outward mobility had been recorded for a number of years.<sup>13</sup>

Overall, the total number of exchanges open to UG students in the subject area (i.e. exchange agreements operating at the HEI wide level as well as those operating at the department or school level) included: 150 exchanges with North American HEIs in 2 countries; 93 ERASMUS European exchanges with HEIs in 19 countries; 52 exchanges with HEIs in Australia and New Zealand; 6 exchanges with Central and South America HEIs in 3 countries; 2 exchanges with HEIs in Asia. In terms of the overall distribution of exchanges the Erasmus destinations, as a whole, amounted to c. 31% of the total or slightly less than the number of exchanges (33%) for the US alone.

"[o]ur students have the opportunity of participating in any exchange scheme offered by the University...It is, however, the exchanges with our own partners in Italy and Greece which we actively promote."  
(Project respondent)

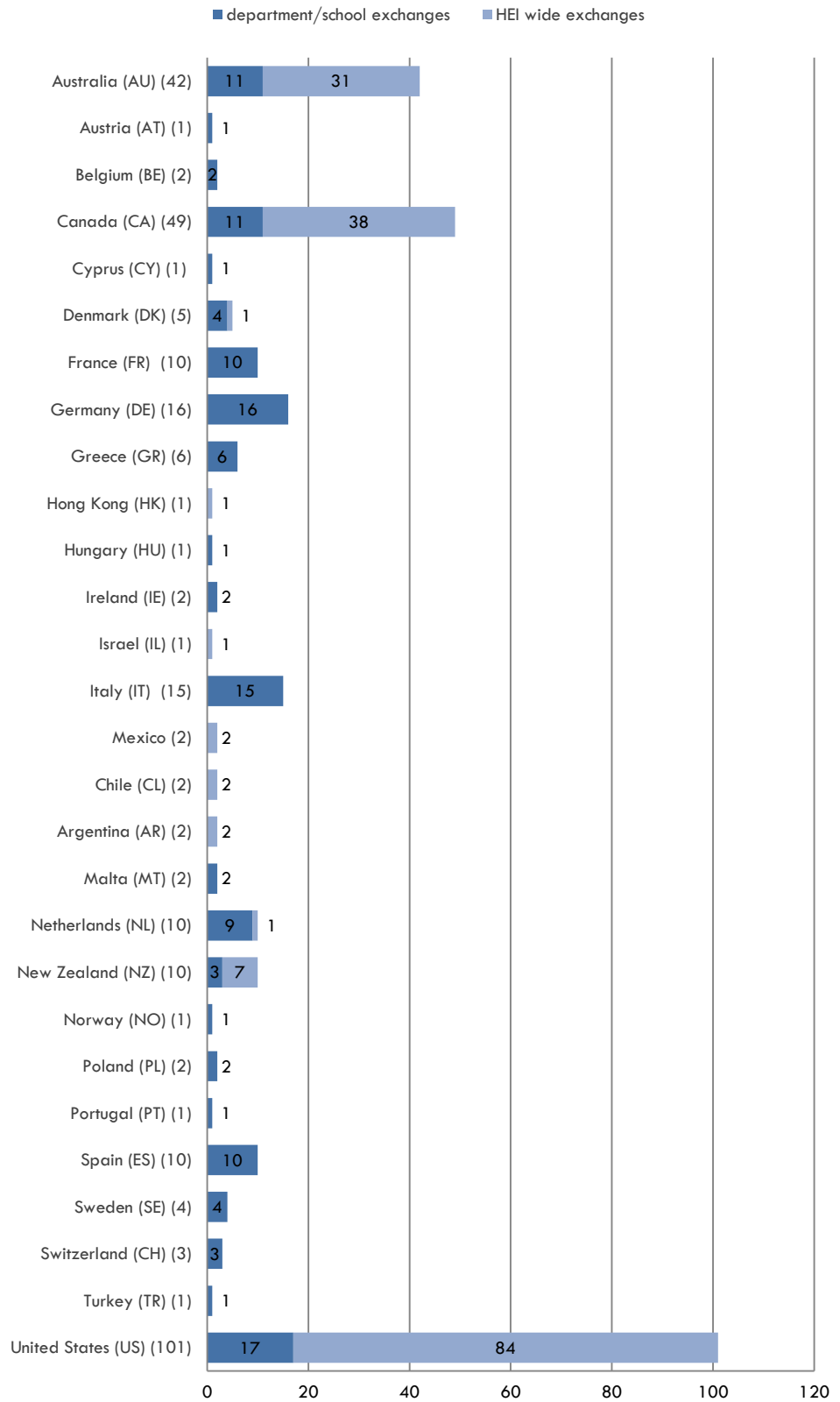
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<sup>11</sup> Correspondence from the Communication and International Relations office at Cardiff University confirmed that 'students of Ancient History [in the Department of History and Ancient History] are currently not able to participate in the [exchange] programme.'

<sup>12</sup> UG students following degree programmes in Classical subjects at Oxford and Cambridge were not permitted to participate in international or Erasmus exchanges during the course of UG degree programmes or to be absent during term time, as was confirmed by staff at Oxford University and as is indicated at the site of the International Office at the University of Cambridge: 'Due to the nature of the undergraduate Tripos, it is not possible to study outside of Cambridge during your degree.' (See <http://www.admin.cam.ac.uk/offices/international/erasmus/current/other.html>)

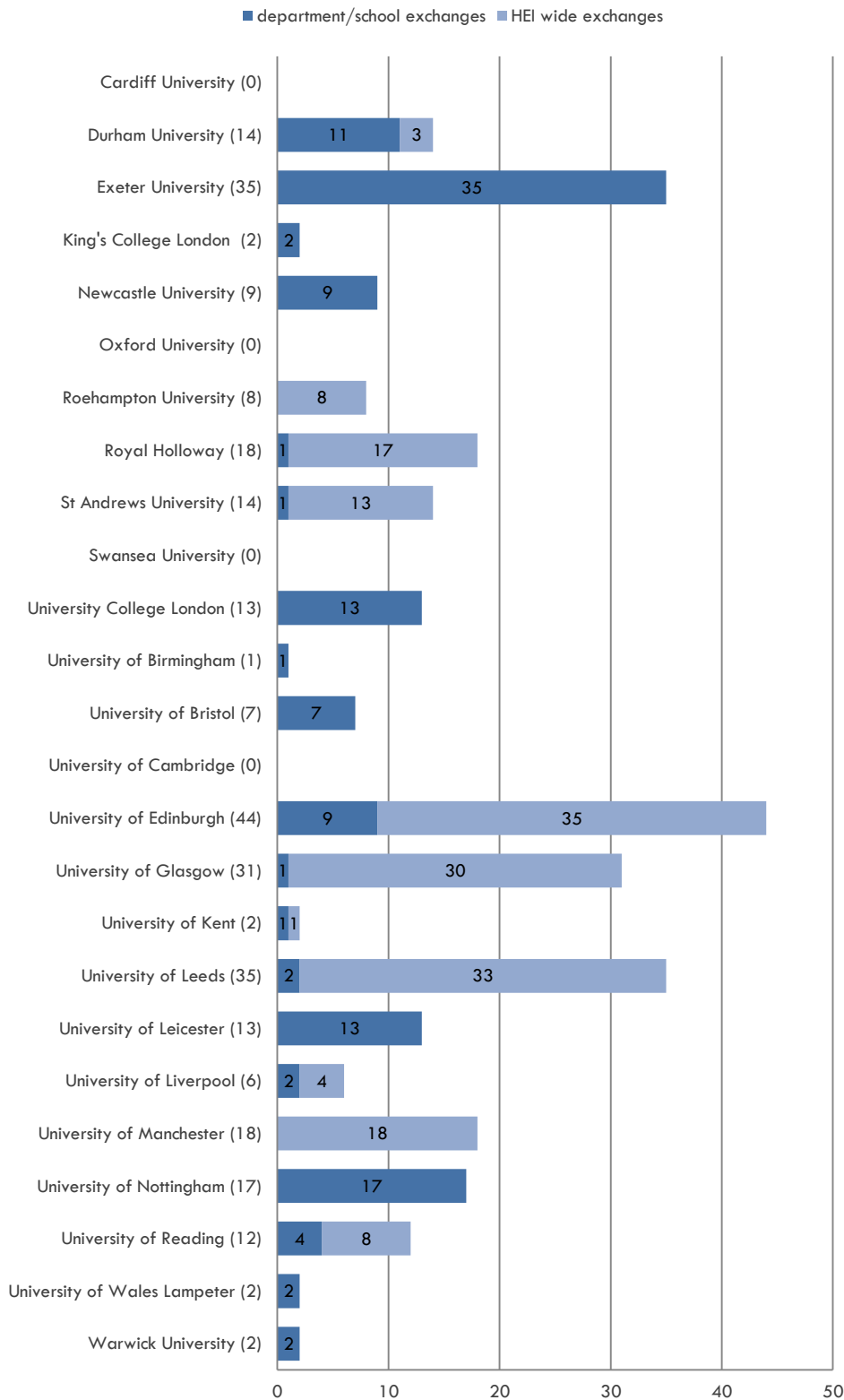
<sup>13</sup> Classics & Ancient History at Swansea University, at present, does not have any department specific exchanges and, according to the Academic Registry, there has been 'no incoming or outgoing mobility in Classics since 2005'. Places on the University's international exchange programme are not open to students of the department though students from Classics and Ancient History may be able to 'borrow' Erasmus exchanges from History (subject to spaces being available and institutional agreement). History at Swansea currently operates exchanges in Austria, France, Italy, Netherlands, Spain and Switzerland.

Fig. 2.7 Distribution of European & International exchanges by destination



... 75% of the total number of all available UG exchanges, the overwhelming majority, were available in English and either taught in English speaking countries (202 exchanges in 4 countries) or in countries where English was available as the language of instruction (31 exchanges in 12 countries, predominantly in Europe).

Fig. 2.8. Distribution of European & International exchanges by HEI



On a country by country basis these exchanges were distributed as follows: USA (33% of the total); Canada (16%); Australia (14%); Italy (5%); Germany (5 %); France (3 %); Spain (3%); Netherlands (3%); New Zealand (3%); Denmark (2%); Greece (2%); Central & South America (2%); Belgium, Ireland, Malta, Poland, Sweden & Switzerland (c. 1% per country);

Austria, Cyprus, Hong Kong, Hungary, Israel, Norway, Portugal, Turkey (less than 1% per country).

Approximately 75% of the total number of all available UG exchanges, the overwhelming majority, were available in English and either taught in English speaking countries (202 exchanges in 4 countries) or in countries where English was available as the language of instruction (31 exchanges in 12 countries, predominantly in Europe). Only 25% (70 exchanges in 13 countries) of exchanges were with foreign language only destinations and the main languages represented can be ranked as follows: German (20% of the total), Spanish (18%), Italian (17%), French (16%); Greek (8%). Other languages included Dutch (12%), Danish (6%) and Swedish (4%) but exchange programmes at HEIs in these countries were also offered in English.

Fig. 2.9. Fig.3.3 Distribution of overall number of exchange destinations by region

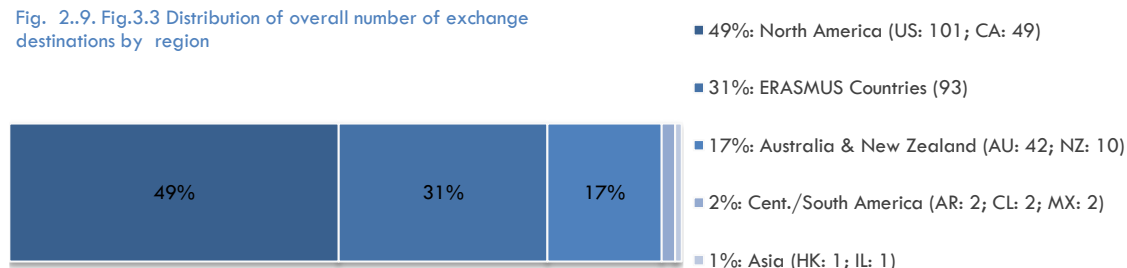
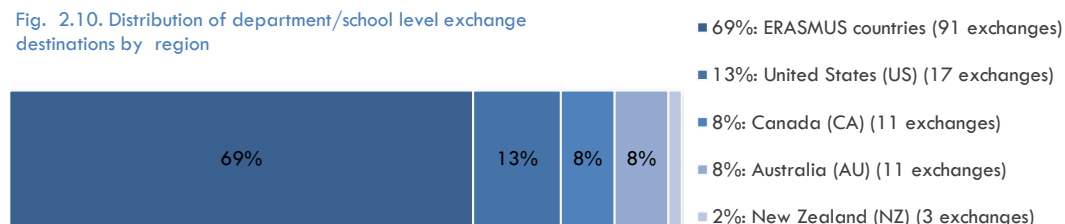


Fig. 2.10. Distribution of department/school level exchange destinations by region



As mentioned, of the 303 total exchanges listed above 170 or 56% of were HEI wide exchanges, and so open to students from other disciplines, and 133 or 44% were department or school specific exchanges and at this level, considering only these department specific exchanges, a different picture of the relationship between European and non European exchanges emerges (see Fig. 2.10). Although the USA still remained as the most significant individual destination (some 13% of all department exchanges were with the US) Erasmus exchanges at the level of department and school specific agreements (91 exchanges in 19 countries) now counted for 68% of the total with non-Erasmus international exchanges amounting to only 32% (42 exchanges in 4 countries). The division between English language destinations (68 exchanges in 12 countries) and non-English language destinations (65 exchanges in 11 countries) at approximately 50% was also considerably more balanced at the department/school level. At this level exchanges with Greece (only one of which was in Athens) and Italy (none of which were with HEIs in Rome) together accounted for some 16% of the total.

Of those HEIs that did offer exchanges at the department level (76% or 19 HEIs) provision varied in terms of the numbers of exchanges offered (ranging from 1 exchange at one department to 34 at another) and in terms of the exchange destination: although 24% of departments (6 HEIs) had exchanges with both Erasmus and international countries, 44% (11 HEIs) had only Erasmus exchanges and 8% (2 HEIs) had only international exchanges (see Table 1.2). Overall, 75% of HEIs surveyed had department level exchanges which were available in the English language: 32% of departments (8 HEIs) had exchanges with English language and non-English language destinations, 28% (7 HEIs) had exchanges with only English language destinations and 16% of departments had exchanges with only non-English language destinations. The most widely offered non-English language options were in French, German, Italian and Spanish.

Table 2.1. Summary of department/school specific exchanges

	Total	Erasmus exchanges	International exchanges	English
Durham University	11	11 (BE: 1; FR:1; DE:3 IT: 2; ES: 1; CH: 1; NL: 2)	0	YES
Exeter University	35	20 (FR: 4; DE: 5; IT: 1; PL: 1; ES: 2; DK: 2; MT: 1; NL: 1; NO: 1; SE: 1; TK: 1)	15 (AU: 3; CA: 2; NZ: 3; US: 8)	YES
King's College London	2	0	2 (US)	YES
Newcastle University	9	2 (IT)	7 (AU: 1; CA: 3; US: 3)	YES
Royal Holloway	1	1 (NL)	0	YES
St Andrews University	1	1 (NL)	0	YES
University College London	13	13 (AT: 1; CY: 1; FR: 2; DE: 1; GR: 2; HU: 1; IT: 3; ES: 2; CH: 1)	0	NO
University of Birmingham	1	1 (SE)	0	YES
University of Bristol	7	7 (FR: 2; DE: 1; GR: 1; PT:1; ES: 1; CH: 1)	0	NO
University of Edinburgh	9	8 (FR: 1; DE: 1; GR: 1; IT: 2; ES: 1; NL: 1)	1 (US)	YES
University of Glasgow	1	1 (NL)	0	YES
University of Kent	1	1 (BE) GHENT	0	YES
University of Leeds	2	2 (IT: 1; GR: 1)	0	YES
University of Leicester	13	11 (DE: 1; GR: 1; IT: 2; ES: 1; SE: 1; DK: 1; IR: 1; ML: 1; NL: 2)	2 (AU: 1; CA: 1)	YES
University of Liverpool	2	2 (DE: 1; PL: 1)	0	YES
University of Nottingham	17	5 (DE: 3; IR: 1; SE: 1)	12 (AU: 6; CA: 3; NZ: 4; US: 2)	YES
University of Reading	4	3 (GE: 1; ES: 1; DK: 1)	1 (CA)	YES
Univ. of Wales Lampeter	2	0	2 (CA: 1; US: 1)	YES
Warwick University	2	2 (IT)	0	NO

### 2.2.3. Provision of semester & year-long mobility options

The enrolment figures for 2009/10 given in Table 1.2 represent a snapshot of participation taken during the year of the survey and are not necessarily indicative of past or continuing trends which, where information was available, are commented on below.

Table 2.2. Semester or year-long credit mobility options for UG students in Classics & Ancient History departments

Department	Semester exchange	Year exchange	4FT abroad scheme	2009/10 numbers
Cardiff University	Not offered	Not offered	Not offered	N/A
Durham University	Not offered	Not offered	YES	2 (**)
King's College London	YES	Not offered	Not offered	5
Newcastle University	YES	YES	Not offered	2
Oxford University	Not offered	Not offered	Not offered	N/A
Roehampton University	YES	YES	Not offered	0
Royal Holloway	Not offered	YES	Not offered	3
Swansea University	YES (***)	Not offered	Not offered	0
University of Birmingham	YES	Not offered	Not offered	0
University of Bristol	Not offered	Not offered	YES	4 (**)
University of Cambridge	Not offered	Not offered	Not offered	N/A
University of Edinburgh	YES	YES	N/A	2
University of Exeter	Not offered	Not offered	YES	2 (**)
University of Glasgow	YES	YES	N/A	0
University of Kent (*)	YES	Not offered	Not offered	3
University of Leeds	Not offered	Not offered	YES	2 (**)
University of Leicester	Not offered	Not offered	YES	12 (**)
University of Liverpool	YES	YES	Not offered	2
University College London	Not offered	Not offered	YES	3 (**)
University of Manchester	YES	Not offered	Not offered	2
University of Nottingham	YES	Not offered	Not offered	2
University of Reading	YES	Not offered	Not offered	1
University of St Andrews	YES	YES	N/A	1
Univ. of Wales Lampeter	Not offered	YES	Not offered	1
University of Warwick	Not offered	Not offered	YES	0

(\*) Classical & Archaeological studies at Kent does have provision for students to participate in a school wide year-long exchange (University of Hong Kong) although this requires extending the duration of the UG degree.

(\*\*) These figures represent the number of students who enrolled onto the 4FT degree schemes with an integrated year abroad in the year 2009/10. All other figures represent the numbers of students who participated in a semester or year-long exchange in the 2009/10 academic year.

(\*\*\*) No inward or outward mobility recorded since 2005 in this subject area.

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### 2.2.3.1 Degree schemes with optional semester or year-long mobility periods

Opportunities to take up an exchange abroad varied considerably between individual departments but, in terms of overall results, a total of 60% (or 15 HEIs) of departments surveyed had facilities for UG students to participate in a semester or a year-long exchange within the standard duration of UG degree programmes offered in this subject area (3FT in England and Wales, 4FT in Scotland). 40% (or 10 HEIs) of department did not have provision for students to take up a semester or year-long exchange, although 7 of these departments (or 28% of the total) did offer a 4FT version of their existing UG degree programmes with an integrated and mandatory year abroad (see section 2.2.3.2 below). Current provision can be further broken down as follows:

- 52% of departments (13 HEIs) had provision for UG students to take up a semester-long exchange within the standard duration of UG degree programmes offered by the department;
- 32% of departments (8 HEIs) had provisions for UG students to take up a year-long exchange within the standard duration of UG degree programmes offered by the department;
- 24% of departments (6 HEIs) offered the possibility to participate in both semester and year-long exchanges within the standard duration of the UG degree programme;
- 12% (3 HEIs) of departments had no provision for students to take up a semester or year-long exchange within the standard duration of the UG degree programme and did not offer a 4FT version with an integrated and mandatory year abroad.

...60% (or 15 HEIs) of departments surveyed had facilities for UG students to participate in a semester or a year-long Erasmus or international exchange within the standard duration of UG degree programmes offered in this subject area

On an area by area basis the numbers of departments with provision for UG students to take up a semester or year-long exchange within the standard duration of UG degree programmes in this area were as follows: 52% of departments in England (10 HEIs); 100% of departments in Scotland (3 HEIs); 66% of departments in Wales (2 HEIs, it should be noted though that only one of these, Lampeter, had an active exchange programme).

Methods of assessment during the study period abroad of course varied according to the practices and traditions of the host HEI and in all cases students taking up an exchange abroad were required to complete a full load of modules, including all relevant and required assessments, during the study period abroad. Approaches to credit recognition and grades achieved abroad varied but in the majority of departments both credits *and* grades gained on modules taken abroad were transferred 'intact' into final grades at the home HEI and so contributed to the final degree classification. Grades achieved abroad were translated into their home equivalences either through the standardised ECTS scale for Erasmus exchanges or, in the case of international exchanges, according to an individually agreed scale of equivalences, as was stated by one respondent 'Marks [earned abroad] contribute to final grades [and] credits & grades directly replace courses that would have been taken at Manchester. No additional assignments need to be completed during the semester abroad'.

"The year abroad is not an additional year in your degree course but an integral part of your Glasgow degree. This means that you will normally be required to do all the relevant class and examination work overseas. The Department of Classics will then recognize the work you have done overseas as equivalent to the classes you would have taken if you had stayed in Glasgow."  
(Departmental literature)

“All [University of Edinburgh] students graduating in 2010 except those on the joint degree with Modern European Languages bring back credits but not grades from their study abroad. Their honours classification is therefore based on the courses taken in fourth year.”

([http://www.shc.ed.ac.uk/classics/undergraduate/documents/HonoursHandbook2010\\_11.pdf](http://www.shc.ed.ac.uk/classics/undergraduate/documents/HonoursHandbook2010_11.pdf))

“Modern Language Centre accredited language modules, which count towards students’ final degree, are available to students of any discipline, subject to approval from their home department. These modules are free of charge. Students wishing to take a language module outside of their degree programme may do so for a fee.”

(<http://www.kcl.ac.uk/study/ug/experience/enhancing.aspx>)

Departments at 2 HEIs (Edinburgh<sup>14</sup> and Roehampton) transferred credits but not grades (meaning that the grades earned abroad made no contribution to the final degree classification) and in the case of Roehampton students were required or offered the opportunity to complete additional assignments for the home HEI whilst abroad, in addition to completing academic requirements of the host HEI. Grades were recorded for these ‘home and away’ modules but not for others, as was stated: ‘students take modules abroad and submit whatever assessments are required [abroad]...but only the credits, not the grades are transferred. There is also the possibility for students to work on a specific project while abroad and complete an ‘International Report’ on their return, for which they would get both credit and grade.’

In terms of languages and access, all of the departments with provision for students to take up a semester or year-long exchange offered options where English was the language of instruction at the host HEI, indeed 9 of these HEIs only had exchanges with English language destinations. In terms of languages and access, all of the departments with provision for students to take up a semester or year-long exchange offered options where English was the language of instruction at the host HEI, indeed 9 of these HEIs only had exchanges with English language destinations. In cases where a foreign language was required for the exchange destination some departments or HEIs required prior language qualifications, such as ‘A’ level, and, in some cases, required or allowed students to follow credit bearing modules in the relevant language as a part of their degree. Almost all of the HEIs surveyed offered language training in the form of access to self-teaching facilities or through taught courses offered by University language centres or Modern Language departments although in all cases where information was available a fee was payable for participation in languages course not taken for University credit.

### 2.2.3.2. Degree schemes with mandatory & integrated year-long mobility periods

Classics and Ancient History departments at 7 HEIs (or 27% of the total) offered a 4 Year Full Time (4FT) UG degree programme with an integrated, mandatory, mobility period of a year abroad. These programmes were, in all cases, variants of existing 3FT programmes but with a different title (normally ‘with Study in Continental Europe’, ‘with Study Abroad’, ‘European’ or ‘International’) which involved a year-long study placement abroad in the third year of study, in the words of one HEI: ‘[s]tudents who go on these exchanges transfer into a four-year degree version of their existing three-year course, designated either (EU) or (International) depending on which exchange programme is followed...’<sup>15</sup>

<sup>14</sup> As is stated in departmental literature, available online: ‘All students graduating in 2010 except those on the joint degree with Modern European Languages bring back credits but not grades from their study abroad. Their honours classification is therefore based on the courses taken in fourth year.’ ([http://www.shc.ed.ac.uk/classics/undergraduate/documents/HonoursHandbook2010\\_11.pdf](http://www.shc.ed.ac.uk/classics/undergraduate/documents/HonoursHandbook2010_11.pdf))

<sup>15</sup> <http://www2.le.ac.uk/departments/archaeology/undergraduate/abroad>

Table 2.3. Degree schemes with a mandatory year abroad<sup>16</sup>

Department	4FT degree scheme with a mandatory year abroad
Durham University	*Ancient History (European Studies) (VR19) 4FT Hon BA *Classical Past (European Studies) (QR89) 4FT Hon BA *Classics (European Studies) (QRV9) 4FT Hon BA
University of Bristol	Classical Studies with Study in Cont Europe (Q811) 4FT Hon BA Classics with Study in Continental Europe (Q801) 4FT Hon BA
University of Exeter	Ancient History with Study Abroad (4 years) (V112) 4FT Hon BA Classical Studies with Study Abroad (4 years) (Q802) 4FT Hon BA Classics with Study Abroad (4 years) (Q803) 4FT Hon BA
University of Leeds	*Classical Civilisation (European) BA-CLCV7 4FT Hon BA *Classical Civilisation (International) BA-CLCV9 4FT Hon BA *Classics (Scheme A) (European) BA-CLAS/SA7 4FT Hon BA
University of Leicester	*Ancient History and Archaeology (EU) 4FT Hon BA *Ancient History and Archaeology (International) 4FT Hon BA *Ancient History and History (EU) 4FT Hon BA *Ancient History and History (International) 4FT Hon BA
University College London	Ancient World Studies with Study Abroad (Q806) 4FT Hon BA Classics with Study Abroad (4 years) (Q801) 4FT Hon BA
University of Warwick	Classical Civilisation with Study in Europe (Q821) 4 FT Hon BA

(\*) Indicated that this course was not listed at UCAS

In terms of subject divisions there were approximately equal offerings in both 'traditional' language based (e.g. 'Classics with Study Abroad (4 years) (Q801) 4FT Hon BA' at Exeter) and 'modern' history/culture based degree programmes (e.g. 'Classical Studies with Study Abroad (4 years) (Q802) 4FT Hon BA' at Exeter). Although a number of departments did allow students to take up a year-long exchange within the standard duration of degree programmes or to suspend their studies and take a 'year out' to pursue an exchange

<sup>16</sup> The University of Kent also offered UG students in Classical & Archaeological Studies the option to extend their degrees by one year to take up an exchange at the University of Hong Kong but it was unclear if time abroad was recognised in the designation or the final classification of the degree. As is stated in the *2009-10 Undergraduate Student Handbook for Classical & Archaeological Studies* (School of European Culture and Languages): 'Spending a year abroad may require extending your undergraduate degree to four years rather than the usual three, but the majority of students who opt to do this find it an enriching and life-changing experience. The School of European Culture and Languages offers an exciting exchange with the University of Hong Kong, where lectures and seminars will be taught in English and around half the study time will focus on learning Mandarin Chinese or Cantonese. Students from Kent would spend their third year of study in Hong Kong and return to Kent for their final year of study (i.e. Year 4).'

"I recently went to a conference on learning and teaching, where internationalisation was seen as a key part of the curriculum in the current changing climate. I believe that it is particularly important for Classics to go with the flow, and that such programmes make our graduates highly employable (another key issue currently), as they will be familiar with several ancient and modern cultures and will know ancient and modern languages."  
(Academic staff member project respondent)

“[w]hile there are some requirements as to your studies while abroad, your marks will not be factored directly into your degree classification [at Durham University].”  
<http://www.dur.ac.uk/classics/undergraduate/faqs/faq-answers/?faqcategory=293#faq1873>

abroad – as explained by one department ‘Students in this category usually go abroad in Year 3 and return for a fourth year to take the courses they would otherwise have taken in Year 3’ – time spent abroad may not be reflected in or recognised by the final degree designation and may well not be covered by existing student funding sources.

Approaches to credit recognition and grades achieved abroad (i.e. in year 3 or the 4 year degree) varied between HEIs.

In one case (Leicester) grades earned abroad were transferred intact into final grades at home and contributed to the final degree classification, in another (Exeter)<sup>17</sup> a composite system of assessment was in place which combined grades earned abroad with assignments completed for the home HEI and in another (UCL) students were required to complete a dissertation whilst abroad for the home HEI which did make a contribution to final grades although courses or modules taken abroad did not.

Table 2.4. Year abroad assessment on Degree schemes with a mandatory year abroad

Department	grade recognition for modules completed abroad at the host HEI	weighting for the year abroad as a % of the final degree classification	additional assessments required by the home HEI during the year abroad
Durham University	NO	0%	NO
University of Bristol	NO	0%	NO
University of Exeter	YES	15% (*)	YES
University of Leeds	NO	0%	NO
University of Leicester	YES	30%	NO
University College London	NO	0% (**)	YES
University of Warwick	NO	0%	NO

\* Exeter students also were required to complete a personal portfolio whilst abroad and to make a presentation on their return.

\*\* UCL students were required to complete a dissertation whilst abroad which was assessed by the home department and contributed 20% of the final year grade. Grades for modules completed abroad did not, however, contribute to the final degree classification.

In the clear majority of cases, however, grades earned abroad were not recognised and the results of assessments completed abroad made no contribution to the final degree classification, with one HEI stating ‘[w]hile there are some requirements as to your studies while abroad, your marks will not be factored directly into your degree classification’<sup>18</sup> and another that ‘marks awarded during the year abroad are not formally factored into the

“The marks awarded during the year abroad are not formally factored into the calculation of your degree classification [at Bristol], but the marks are converted into their British equivalents in order to satisfy a pass/fail requirement. Fail marks might represent a case for denying entry to the final year. Pass marks may be taken into consideration in other judgments about your performance (e.g. in the case of a student prize or commendation).”  
<http://www.bris.ac.uk/classics/current-undergraduates/ughandbook0910.pdf>

<sup>17</sup> The year abroad at Exeter was assessed on the basis of module marks at the host HEI (70%), a reflective journal (20%) and a presentation (10%) given at the conclusion of the year.

<sup>18</sup> <http://www.dur.ac.uk/classics/undergraduate/faqs/faq-answers/?faqcategory=293#faq1873>

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calculation of your degree classification, but the marks are converted into their British equivalents in order to satisfy a pass/fail requirement<sup>19</sup>.

In these cases where grades were not transferred, the year abroad was assessed, as mentioned above, on a pass/fail basis and the consequence of failing the year abroad meant that a student would revert to the equivalent 3FT qualification (i.e. instead of a student being awarded a BA in 'Ancient History (European Studies)' the final designation of his or her degree would be 'Ancient History') – although some HEIs reserved the right to refuse entry into the final year at the home HEI for failing students – as was stated in departmental literature in one case: 'Students will be required to pass assessments [on modules taken during the year abroad], but this will not contribute to the degree outcome. If a student's performance during the intercalated year proves unsatisfactory, the degree title and transcript upon graduation will not acknowledge the year abroad.'<sup>20</sup> Passing the year abroad did not, in most cases, carry any tangible benefit in terms of the final degree classification, beyond guaranteeing progression onto the final year, although some HEIs indicated more informal benefits, with one departmental site stating, that 'good performance may be taken into consideration in borderline cases, but [as with the cases above] the marks are not put into the arithmetical calculation [of the final grade]'<sup>21</sup> and another that '[p]ass marks may be taken into consideration in other judgments about your performance (e.g. in the case of a student prize or commendation).'<sup>22</sup>

In cases where a foreign language was required for the exchange almost half of departments (Bristol, Durham, Exeter) required a prior language qualifications (or a demonstrable equivalent language level) in order to be accepted onto the degree scheme and encouraged, and in some cases required, students to continue to take language classes (whether for credit or not) prior to the year abroad. The remainder of departments offering this degree scheme, however, accepted students without any prior level of language and then, in three cases, usually required students (Leeds, Warwick, UCL) to take assessed credit bearing modules in the appropriate modern language in years 1 and 2 as was stated at one programme site: 'In year one you study at Warwick, taking core modules in Greek Culture and Society, Roman Culture and Society, and Italian and Latin Language at the appropriate level...In year two...Italian language is continued at the appropriate level in preparation for the year in Italy.'<sup>23</sup> In the case of Leicester students were strongly encouraged, but not required, to take non-credit modern language courses. The majority of departments, however, offered exchanges with English language as well as with non-English language destinations.

"Since the courses offered and the teaching systems in our partner institutions are not identical to those at Leeds, we do not formally include marks from the year abroad when calculating a student's final degree, but the year is recognised in the designation of the degree scheme, e.g. Classical Civilisation (Euro). Informally, of course, it is widely recognised that studying abroad for a year is a very beneficial experience, and this is likely to be taken into account by future employers.)".  
([http://www.leeds.ac.uk/classics/study\\_abroad.htm](http://www.leeds.ac.uk/classics/study_abroad.htm))

"The UCL Classics Department (where I studied) runs a Classics with Study Abroad course which enables students to graduate with not only an in depth knowledge of Latin and Ancient Greek, but also with a modern language (to a high standard)".  
(UK graduate project respondent)

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<sup>19</sup> <http://www.bristol.ac.uk/classics/current-undergraduates/ug handbook0910.pdf/>

<sup>20</sup> <http://www2.warwick.ac.uk/study/undergraduate/courses/depta2z/classics/q821/>

<sup>21</sup> <http://www.leeds.ac.uk/.../Dept%20Handbook%20Level%201%202007-08.doc>

<sup>22</sup> <http://www.bristol.ac.uk/classics/current-undergraduates/ug handbook0910.pdf/>

<sup>23</sup> <http://www2.warwick.ac.uk/study/undergraduate/courses/depta2z/classics/q821/>

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It is clear that these programme courses make a significant contribution to both the participation in and the national visibility of mobility in the subject area.

A total of 25 students enrolled onto these programmes in the 2009/10 academic year and it is notable that this number was greater than the total number of students participating in year or semester exchanges at all other HEIs surveyed in 2009/10 and with an average of 3.57 students per HEI the departments offering these 4FT schemes had a higher participation rate than the national average rate of 2.2 students per department for the subject area. Warwick reported a significant increase in applications for the 4 FT degree programme with study abroad for 2010/2011 academic year and staff at the international office at UCL indicated that the enrolments for this programme have more than doubled the 2009/10 intake with 8 students expected for the 2010/11 session.

Departments at 2 HEIs (Glasgow and Birmingham) *required* all students following UG degree programmes in the subject area to participate in a period of personal or group, and in the case of the IAA study tour at Birmingham accredited, travel abroad.

#### 2.2.4. Other accredited shorter mobility options: modules and mobility

As mentioned elsewhere (Burgess, 2010: 20), surveys and communications with departments also revealed a number of individual UG modules with integrated, and in some cases funded, shorter mobility periods abroad which were either offered independently by individual HEIs or in collaboration with the British Schools & Institutes abroad (see section 2.3).

Departments at 2 HEIs (Glasgow and Birmingham) *required* all students following UG degree programmes in the subject area to participate in a period of personal or group, and in the case of the IAA study tour at Birmingham accredited, travel abroad. The remainder of modules and options given below were not mandatory for all students but all contained a mobility period abroad. These options, listed at 13 HEIs and all assessed and contributing to final grades, included:

- modules with an ‘embedded’ shorter mobility period;
- ‘independent’ or ‘stand alone’ assessed tours abroad.

An attempt has been made to present a complete picture of current provision of credit bearing modules with an integrated mobility period abroad but the listing of options and examples here represents modules that were discoverable from departmental sites or from other sources and information that was supplied by institutions themselves.

Modules with ‘embedded’ mobility were offered by departments at 6 HEIs and were comprised by programmes of study which were followed at the home over a semester or longer at the home HEI but which included a study or tour abroad (normally 1-2 weeks at sites such as Athens, Rome and Naples). In the majority of cases the mobility period was a mandatory element of the module and was designed and run to serve the specific needs of that module, as was stated at the departmental site of Royal Holloway: ‘[the Department runs study visits to Pompeii and Athens as integral parts of third-year special subjects on “Pompeii” and “Athens and Attica”](#) [in addition to] [week-long trips to either Greece or Italy](#)

“The Classics department [at the University of Wales Lampeter]...runs two field trips...The second field trip is either to the Naples region of Italy or to Athens in Greece and is part of a module running every year. This field trip is heavily subsidised by the Classics and Archaeology departments.”  
(Departmental site)

run by the Classics Society and open to the whole department.<sup>24</sup> In two other cases the modules attached themselves to a department wide fieldtrip abroad, as at Nottingham, or offered the fieldtrip as an additional element, as with the modules at Warwick: ‘Students taking modules in Art and Architecture of Asia Minor, and Domestic Space in the Roman World usually have the chance to participate in a study tour with members of staff...’<sup>25</sup>

“Through on-site teaching in Greece and home lectures...The module will provide a broad yet detailed examination of Greek society and culture from Prehistoric to modern times. There will be 11 days of visits to sites and museums in [Greece]...” (“In the footsteps of the Ancients: exploring the archaeology and topography of Greece” (AN4127) module, School of Classics, University of St Andrews)

Table 2.5. UG Credit modules & mobility

Department	Module title	Mode	Location(s)
Cardiff University (*)			
Roehampton University	Study Abroad Trip	embedded	European Capitals
Royal Holloway	Athens and Attica	embedded	Greece (1-3 weeks)
Royal Holloway	Pompeii	embedded	Italy (1-3 weeks)
Swansea University (*)			
University of Birmingham	IAA Study Tour	independent	Various (2-3 weeks)
University of Bristol (*)	Study Tour	independent	Pompeii/Rome
University of Glasgow	Honours travel requirement	unaccredited	Greece/Italy (3 weeks)
University of Kent (*)			
University of Nottingham	The Greeks at Home	embedded	Greece (2 weeks)
University of Reading (*)			
University of St Andrews	Footsteps of the Ancients	embedded	Greece (1-2 weeks)
Univ. of Wales Lampeter	Archaeology & History of Athens	embedded	Greece(1 week)
Univ. of Wales Lampeter	Arch. & History of the Naples Region	embedded	Italy (1 week)
University of Warwick	Art & Architecture in Asia Minor	embedded	Turkey (1-2 weeks)
University of Warwick	Domestic Space in the Roman World	embedded	Italy (1-2 weeks)

(\*) Departments listing the BSA summer school (Greece, 3 weeks) as a credit bearing module.

In terms of content these included: four courses on Athens and Greece (‘Athens and Attica’; ‘The Greeks at Home’; ‘Footsteps of the Ancients’; ‘Archaeology & History of Athens’); two Roman oriented modules (‘Pompeii’; ‘Domestic Space in the Roman World’), one Greek and Roman orientated module (‘Archaeology & History of the Naples Region’) and one module on the ‘Art & Architecture in Asia Minor’. The ‘Study Abroad Trip’ module at Roehampton was, in 2009/10, centred on a study tour of Florence though plans were in place to include a Rome based study tour module, as was stated by a member of the department: ‘Students in the BA Classical Civilisation at Roehampton University have currently the option to join a 5 day field trip to Florence and from the coming academic year also to Rome. We have only been starting to develop a complete study abroad module in Rome that will be first taught in the academic year 2011-12.’

<sup>24</sup> <http://www.rhul.ac.uk/coursecatalogue/classicsugjointcourses.aspx>

<sup>25</sup> <http://www2.warwick.ac.uk/fac/arts/classics/admissions/>

“...this innovative course is unique to the IAA [at Birmingham]. Teams of students plan itineraries that will take them to the places they have studied in their classes, seminars and lectures. In the Easter vacation of their second year of study they go there for real - funded by an IAA grant - and experience 'on the ground' what they have only known from books, writing up their experiences in a co-authored report. The Study Tour is a core course for all our undergraduate degree programmes: everyone gets to go.”

(<http://www.iaa.bham.ac.uk/undergrad/introduction.shtml>)

In terms of the 'independent' options departments at 5 HEIs accredited participation in the annual summer school at the British School at Athens, Bristol offered UG students the opportunity to participate in a '[s]tudy Tour in place of one of the 20 credit courses in the third year'.<sup>26</sup> At Birmingham all UG students in the department were required to take the 'IAA Study Tour' module in which is comprised by a planning phase (carried out in student groups with the guidance of staff) and then the tour itself (carried out by student groups during the vacation and unaccompanied by staff) during which 'students to travel to various parts of the world (usually Europe, Egypt and Middle East) to visit sites of particular interest to their chosen project and degree programmes'.<sup>27</sup> A fuller listing of these modules is given in Appendix vi.

### 2.2.5. Fieldwork abroad: ancient history & archaeology

Fieldwork opportunities abroad, too varied to be listed here, were offered by a number of Classics and Ancient History departments and/or, where a separate department existed, Archaeology departments or units and had a particular role with UG degree schemes which combined classical and archaeological elements – such as 'Ancient History & Archaeology' or 'Classical Archaeology' – as was stated by one project respondent: 'I understand the focus [of the project] to be Classics ('and related disciplines') students. What is missing is recognition of the large number of students in Ancient History and Archaeology, who are involved in fieldwork projects in other countries as part of their degrees. There are an increasing number of departments/schools that have both Classics (etc) and Archaeology, so it might be quite tricky for these to disentangle the two disciplines to isolate Classics (etc) students.'

UG degree schemes of this type were listed at 19 HEIs and were in 4 cases located in the relevant Classics/Ancient history department or section (e.g. the 'Classical Archaeology' scheme offered by Classics at King's, the 'Classical Archaeology and Ancient History' in Classics at Oxford or the 'Ancient History & Archaeology' degree in Classics at St Andrews). In 9 other cases these were provided jointly by separate archaeology units offering the programme in collaboration with the Classics department or section. In many of these cases it was possible to observe a clear distinction between the two departments or units, as with the wording of JH scheme in ancient history and archaeology at Reading which lists this scheme at the Classics department site with the following text 'BA Archaeology and Ancient History...this link will take you to the pages of our Archaeology Department, as they "own" this degree programme'.<sup>28</sup> In the remainder of cases these schemes were offered in units where it was not possible to observe a meaningful distinction (beyond the existence of different degree designations) between 'archaeological' and 'classical' subject areas (e.g. the department of 'Classical and Archaeological Studies' at Kent or the school of

<sup>26</sup> <http://www.bristol.ac.uk/classics/prospective-undergraduates/programmes/ancient.html>

<sup>27</sup> (<http://www.iaalocal.bham.ac.uk/syllabus/sttour.htm>)

<sup>28</sup> <http://www.reading.ac.uk/classics/ug/class-ugprospective.aspx>

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'Archaeology and Ancient History' at Leicester). Indeed in the case of one particular example the department was explicitly structured so as to lessen the distinctions between individual subject or sub-subject areas and promote a multi and interdisciplinary approach, as is stated at the site of the Institute of Archaeology and Antiquity at Birmingham under the heading 'A wealth of disciplines': 'it's easy to broaden the scope of your degree and explore our menu of specialisations. Classical Civilisation and East Mediterranean History students can opt for training in archaeology; Ancient Historians can look into Ancient Egypt. Most universities don't have a professional Egyptologist - we have two. Fancy picking up an ancient language? We offer Latin and Greek - but also Middle Egyptian, Sumerian and Akkadian.'<sup>29</sup>

In one case where this scheme was not offered in Classics (UCL's department of Greek and Latin) a similar scheme was available in archaeology (the 'Classical Archaeology and Classical Civilisation' BA at the Institute of Archaeology) which not only required students to participate in accredited fieldwork but also mandated study visits abroad to the Mediterranean, as is stated: 'As part of your degree you are required to complete 70 days of archaeological fieldwork, which you can spread across the three years of study. All students for this degree undertake a six-week study visit to the Mediterranean, as part of this 70 days of fieldwork. For the rest of your fieldwork, you will receive individual guidance as well as financial support, and we will ensure that you are placed with a high quality project.'<sup>30</sup> The 6 week Mediterranean travel element, assessed and accredited, was articulated through the mandatory 0.5 credit 'Field Study Tour' (ARCL3057) module: 'This course will enable students to develop an individually tailored programme of field-visits and / or fieldwork designed to develop a firsthand material acquaintance with the sites, museums and objects which they have studied in the context of the courses in the preliminary years of their degree.'<sup>31</sup>

Almost all of these ancient history and archaeology UG degree schemes surveyed had provision for students to participate in excavations, surveys or other forms of fieldwork. In some cases this was a mandatory element of the programmes, as for e.g. at Newcastle where it was stated that '...we expect all our students on single and joint degree programmes [including Ancient History & Archaeology] to complete a minimum of four weeks' field placement on an approved project'<sup>32</sup> or at Oxford with the Classical Archaeology and Ancient History scheme where, under the heading of 'Fieldwork and international opportunities', the site states the following: 'There are two practical elements – two weeks at the end of the first year spent either on a University-sponsored excavation or on another archaeological field project, and the preparation of a report in the second and

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<sup>29</sup> <http://www.iaa.bham.ac.uk/undergrad/introduction.shtml>

<sup>30</sup> [http://www.ucl.ac.uk/archaeology/studying/undergraduate/degrees/ba\\_classical\\_archaeology/faq](http://www.ucl.ac.uk/archaeology/studying/undergraduate/degrees/ba_classical_archaeology/faq)

<sup>31</sup> <http://www.ucl.ac.uk/archaeology/studying/undergraduate/courses/ARCL3057>

<sup>32</sup> <http://www.ncl.ac.uk/historical/undergrad/archaeology/fieldwork.htm>

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third years focusing either on a particular ancient site or on an artefact or set of artefacts in a museum, from the Ashmolean to the Metropolitan Museum in New York.<sup>33</sup> In other cases fieldwork was encouraged but not mandated as for e.g. with the Classical Archaeology scheme at King's – 'It is not compulsory to participate in fieldwork, but many Classical Archaeology and other students do. It is of considerable benefit to their studies, in addition to being great fun.'<sup>34</sup> – and with the programme at Liverpool: 'Students on archaeological programmes (including Ancient History and Archaeology) will have the opportunity...to do fieldwork with school projects in (amongst other locations) Turkey, Southern Africa, Egypt, Greece, Sicily, Jordan, Bulgaria, Ireland and the United Kingdom.'<sup>35</sup>

This is not to suggest that fieldwork options were not available at the HEIs which did not offer these degree schemes or even that fieldwork options were unavailable to students not taking these blended courses (though in some departments this appeared to be the case) but it did mean that a significant number of students had the opportunity to incorporate a mobility period, through field studies abroad, into their degree programmes as was stated by one respondent at Oxford: 'The University requires (and therefore supports) a compulsory fieldwork component in Classical Archaeology and Ancient History. Most students take part in excavation or field-survey overseas in order to fulfil this requirement, but a significant minority work on Roman period excavations in the UK, including the University's own field project at Dorchester-on-Thames. There is a further compulsory site- or Museum-report, which also often involves work overseas.'

It should be noted, however, that in all of the cases surveyed (with the exception of UCL) and as indicated above fieldwork requirements could be satisfied by participation in UK based field programs.

Opportunities to participate in fieldwork abroad were also offered, or facilitated by the British Schools and Institutes abroad.

In terms of the shorter taught PG schemes in this subject area, surveys revealed the presence of some 16 Masters programmes within a number of Classics departments with a significant material culture element including 4 schemes in ancient history and archaeology,<sup>36</sup> 9 in

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<sup>33</sup> [http://www.ox.ac.uk/admissions/undergraduate\\_courses/courses/classical\\_archaeology\\_and\\_ancient\\_history/classical.html](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/classical_archaeology_and_ancient_history/classical.html)

<sup>34</sup> <http://www.kcl.ac.uk/schools/humanities/depts/classics/about/archaeology/fieldwork.html>

<sup>35</sup> <http://www.liv.ac.uk/study/undergraduate/courses/ancient-history-and-archaeology-bachelors/academic-department/>

<sup>36</sup> MA in History and Archaeology of the Greek and Roman World (Cardiff); MA in Antiquity (Roman History and Archaeology pathway) (Birmingham); MA in Classics and Ancient History (Alternative Histories Through Art and Archaeology pathway) (Exeter); MLitt in Classical Archaeology and Ancient History (Glasgow); MA in Roman History and Archaeology (Kent);

classical art,<sup>37</sup> archaeology and visual culture and 2 Rome specific MA programmes.<sup>38</sup> In the case of both of these last two schemes explicit reference is made to an abroad element taught at the British School at Rome (which is accepted for credit as an element of an MA at a number of other HEIs) and in one case (Reading) in the title of the programme which is listed as: 'MA in the City of Rome (involving two months study in Rome)'.<sup>39</sup>

### 2.2.6. Other non-credit shorter mobility options: travels and tours

The survey revealed a great and diverse number of non-accredited shorter mobility options and although it is not possible to comment on all of these offerings in detail an outline of current offerings, where information was available or supplied, is given in Table 1.5.

“As an Honours student of Classics, we not only expect you to spend three weeks visiting classical sites and museums in Greece and Italy, but we provide financial support for you to do so.”  
[http://www.gla.ac.uk/media/media\\_ia\\_45622\\_en.pdf](http://www.gla.ac.uk/media/media_ia_45622_en.pdf)

Table 2.6. Other non-credit mobility options

department	
Cardiff	–Department (staff organised & led) study tour to Rome (alternate years); department travel awards regularly offered (Ellen Thomas Stanford travel Award).
KCL	–Department (student society organised & accompanied by staff) study tour abroad (offered annually); department travel awards regularly offered (wide range of travel grants); various (vacation time) opportunities for travel and archaeological fieldwork.
Oxford.	–Various (vacation time) opportunities for travel and archaeological fieldwork; various department organised study tours abroad; department &/or college travel awards regularly offered (Oldham and Stevens Trust Funds, other Faculty &/or college travel grants offered).
RHUL	–Department (student society organised & accompanied by academic staff) study tour abroad (offered alternate years); department travel awards regularly offered (Cary Bequest fund).
Swansea	–Department travel awards regularly offered (Ellen Thomas Stanford travel Award).
UCL	–Department travel awards regularly offered (Stephen Instone Memorial Fund); various (vacation time) opportunities for archaeological fieldwork offered by Archaeology at UCL.
Birmingham	–Department (staff organised & led) study tour abroad (offered occasionally on a module by module basis). All SH students are required to undertake the Study Tour module which is IAA funded).
Bristol	–Department (staff organised & led) study tour to Rome & Pompeii (offered annually).
Cambridge	–Various (vacation time) opportunities for travel and archaeological fieldwork; various

<sup>37</sup> MA in Classical Art and Archaeology (King’s); MA in Classical Art and Archaeology (Royal Holloway); MA in Antiquity (Classical Archaeology pathway) (Birmingham); MSc in Classical Art and Archaeology (Edinburgh); MA in Archaeology of the Roman World and the MA in The Classical Mediterranean (Leicester); MA in The Visual Culture of Classical Antiquity (Nottingham); MA in Ancient Art (Reading); MA in Ancient Visual and Material Culture (Warwick).

<sup>38</sup> MA in the City of Rome (Reading); MA in the Visual and Material Culture of Ancient Rome (Warwick).

<sup>39</sup> <http://www.reading.ac.uk/classics/pg-taught/class-MACityofRome.aspx>

	Department organised study tours abroad; department travel awards regularly offered (Countess Martinengo Cesaresco, Corbett and Koumoulides Travel awards, other department &/or college travel grants offered); annual exchange programme (1 week) with the University of Munich.
Edinburgh	–Department (staff organised & led) study tours abroad (offered annually) to various Destinations (recent destinations included: Egypt, Greece, Iran, Tunisia).
Exeter	–Department (staff organised & led) study tours abroad (not regularly scheduled) to various destinations (recent destinations included: Egypt, Italy, Kazakhstan & Turkey)
Glasgow	–Department funded travel requirement for all Honours students in Classics.
Kent	–Department (staff organised & led) study tours abroad (not regularly scheduled) to various destinations (recent destinations included Turkey); field training/excavation in Ostia (Italy); department travel awards regularly offered (C&AS Fieldwork Bursary Scheme).
Leeds	–Department (staff organised & led) study tour abroad not currently offered.
Leicester	–Department (staff organised & led) study tour to Rome (offered annually); various (vacation time) opportunities for archaeological fieldwork; department travel awards regularly offered (Sheila Spire award).
Manchester	–Department (staff organised & led) study tours abroad (not regularly scheduled) to various destinations (recent destinations included Spain and Italy); department travel awards regularly offered (Annual travel fund for language summer schools and travel abroad, approx. 5 awards given each year of c. £300 per student; additional funding available for study work linked to final year dissertation).
Nottingham	–Department (student society organised & accompanied by academic staff) study tour to Rome (offered annually).
Reading	–Department (staff organised & led) study tour to Rome (offered annually); department travel awards regularly offered (University Travel Award)
St Andrews	–Department travel awards regularly offered (Mitford bursaries)
Lampeter	–Department travel awards regularly offered (Ellen Thomas Stanford travel Award).
Warwick	–Department (staff organised & led) study tour to Rome & the Naples area (offered annually).

Options included: opportunities to participate in short term non-accredited exchanges; fieldwork projects abroad; department organised (or in some cases coordinated by student societies) and led optional study tours abroad, offered with a greater or lesser degree of regularity, to a number of locations (including Greece, Italy, Tunisia, Iran and Turkey); references to personal travel. One HEI (Glasgow) had a department funded travel requirement which stipulated that following degree programmes in this area undertake a significant (3 weeks) period of personal travel to Greece, Italy or some other relevant country. More generally, all departments made some reference to travelling abroad – one typical comment being ‘[t]he Department also provides information and guidance to any students planning to go to Greece or Italy’<sup>40</sup> – and many returned information on departmental or university funding to assist with travel expenses.

<sup>40</sup> <http://admin.exeter.ac.uk/cap/publications/pdf/classics.pdf>

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## 2.3. Provision at the British Archaeological Schools & Institutes abroad

The network of British Academy funded Schools and Institutes abroad, though ‘they are not formally part of the UK University system’ (Mitchell, 2002: 10), constitute a unique and valuable resource for the promotion and provision of study and travel abroad in the subject area.<sup>41</sup>

### 2.3.1 Overview of provision

Current opportunities range from grants to taught courses and are summarised below.

Table 2.7. Provision at the British Schools & Institutes abroad

Institution	provision type
BSA	(UG) course: ‘Archaeology and Topography of Ancient Greece’ (annual, 3 weeks)
	(PG) course: ‘Greek Epigraphy’ (biannual, 2 weeks)
	(PG) course: ‘Ceramic Petrology (2 weeks)
	(PG) course: ‘Numismatics’ (from 2012)
	(PG) course: ‘Topography of Attica’ (from 2012)
	(PG) residential studentship awards (6-12 months)
BSA	(UG) taught course: ‘Ancient Rome Summer School’ (annual, 2 weeks)
	(PG) taught course: ‘City of Rome’ (annual, 8 weeks)
	(PG) residential awards & scholarships (3-12 months)
BIAA	(PG) residential research scholarship (12 months)
	(PG) study grants (non-residential, 1-3 months)
	(PG/UG) travel grants (non-residential)
CBRL	(PG) residential visiting research fellowships (3-9 months)
	(PG/UG) travel grants (non-residential)

The British Schools in Rome (BSR) and Athens (BSA), in addition to maintaining programmes of grants or scholarship of varying lengths for resident or non-resident PG research students, regularly offer annual or bi-annual taught courses for UG and PG students at UK (and Irish) HEIs and although no formal courses are currently offered at the other Institutes, the British Institute of Archaeology at Ankara (BIAA) offers residential or non-resident grants for PG students as well as annual travel scholarships ‘to enable undergraduate and postgraduate students to experience the cultures of Turkey and the Black Sea region’,<sup>42</sup> as do the CBRL

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<sup>41</sup> It should, of course, be noted that these institutes have a broad remit to focus on their respective regions in all periods and across a range of subject areas in the arts, humanities and social sciences.

<sup>42</sup> [http://www.biaa.ac.uk/home/index.php?option=com\\_content&task=view&id=23&Itemid=30](http://www.biaa.ac.uk/home/index.php?option=com_content&task=view&id=23&Itemid=30)

“Each summer the [British School at Athens] conducts a three-week course for undergraduates on 'The Archaeology and Topography of Greece' which introduces students to the physical landscape of Greece and explores a variety of material evidence *designed to complement university teaching and to expand the range of knowledge and skills students will bring to bear on the final years of their degrees.*”  
 (www.bsa.ac.uk/pages/content.php?cat id=35)

Institutes in Amman and Jerusalem.<sup>43</sup> Additionally, the British institute of Persian studies, 'aware of the steady interest among British undergraduates in visiting Iran',<sup>44</sup> also offers a series of annual UG travel and research bursaries though the institute no longer maintains an active physical presence in Middle East. Current opportunities are summarised above.

### 2.3.2. Provision at the British Schools in Athens and Rome

The significance of the British Schools at Athens and Rome for the provision and promotion of mobility for UG and PG students in the subject area is underlined by the fact that not only did c. 27% of questionnaire respondents agree that it was 'necessary for every student following a degree programme (UG & PG) in a Classics related subject' to spend some period abroad in Greece and Italy but by the point that 80% of respondents also agreed that students at all levels would 'benefit most' from participating in a 'short (vacation time) organised (optional) course abroad'. Detailed data was supplied on the subject area distribution and origin of participants in the taught UG summer sessions at the British Schools in Athens and Rome for the years 2007-2009. The results of are presented below.

Table 2.8. Approximate subject area distribution of participants in the BSA/BSR UG Summer schools (2007-2009)

	2009 Summer School		2008 Summer School		2007 Summer School	
	BSA (Athens)	BSR (Rome)	BSA (Athens)	BSR (Rome)	BSA (Athens)	BSR (Rome)
Classics/Greek/Latin	37%	-	43%	-	50%	-
Classical Studies	3%	60%	17%	40%	17%	64%
Classical Art/Archaeology	13%	-	7%	4%	3%	-
Ancient History	20%	8%	13%	12%	3%	12%
Ancient History & Archaeology	7%	24%	10%	24%	20%	8%
Byzantine Studies	-	-	-	-	-	-
Art History	-	-	-	-	-	-
Archaeology (non Classical)	-	-	-	-	-	-
Other	20%	8%	10%	20%	7%	16%

“[The annual Summer School at the British School at Rome is]... *intended for undergraduates studying classics, ancient history, classical archaeology and related subjects at a British or Irish university...[and aims] to provide a stimulating introduction to the topography of the city, its architecture and art, the latest discoveries and new developments in archaeological approaches.*”  
 (www.bsr.ac.uk/BSR/sub\_human/BSR\_Hum\_05courses.htm)

<sup>43</sup> <http://www.cbri.org.uk/support.html> 'CBRI Travel Grants are offered to enable individuals undertaking study or research in the humanities and social sciences at undergraduate, postgraduate or postdoctoral level to travel in the countries of the Levant (Cyprus, Israel, Jordan, Lebanon, Palestine and Syria) in connection with their work.'

<sup>44</sup> <http://www.bips.ac.uk> 'The British Institute of Persian Studies, aware of the steady interest among British undergraduates in visiting Iran, is offering a second round of limited number of bursaries in 2010/11 to encourage such visits...Any topic that is relevant to an academic study bearing on Iran will be considered.'

Table 2.9. British School at Athens UG Summer School: applicants and accepted participants (2007-2009)

Department	2009 BSA summer		2008 BSA summer		2007 BSA summer		Total
	school		school		school		
	applied	accepted	applied	accepted	applied	accepted	
Cardiff University	-	-	(1)	0	(1)	1	1
Durham University	(2)	2	(2)	2	(1)	1	***5
King's College London	(3)	2	-	-	(1)	1	3
Newcastle University	(4)	4	-	-	-	-	4
Oxford University	(8)	6	(10)	9	(11)	10	***25
Roehampton Univ.	-	-	-	-	-	-	*0
Royal Holloway	-	-	-	-	-	-	*0
Swansea University	(3)	3	(1)	0	(1)	1	4
Univ. College London	-	-	(2)	2	-	-	2
Univ. of Birmingham			(1)	1	(1)	1	2
University of Bristol	(4)	4	(3)	2			***6
Univ. of Cambridge	(3)	3	(4)	3	(3)	3	***9
Univ. of Edinburgh	(1)	0	-	-	-	-	**0
University of Exeter	-	-	-	-	(2)	2	2
University of Glasgow	(2)	2	(2)	0	(1)	1	3
University of Kent	-	-	(1)	1	(1)	1	2
University of Leeds	(1)	1	-	-	(1)	1	2
University of Leicester	-	-	-	-	-	-	*0
University of Liverpool	(1)	0	(4)	4	(2)	2	6
Univ. of Manchester	-	-	(2)	2	(3)	2	4
Univ. of Nottingham	-	-	-	-	(1)	0	**0
University of Reading	(1)	1	(1)	1	2	1	***3
Univ. of St Andrews	(2)	2	(2)	2	4	2	***6
Lampeter	-	-	(1)	0	-	-	**0
University of Warwick	-	-	(1)	1	-	-	1
Other-Open Univ.	(1)	1	-	-	(1)	0	1
Other-Queens, Belfast	-	-	-	-	(1)	1	1

(\*) no applications from this HEI (2007-09)

(\*\*) no accepted participants for this HEI (2007-09)

(\*\*\*) participants from this HEI every year (2007-09)

Table 2.10. British School at Rome UG Summer School: applicants and accepted participants (2007-2009)

Department	2009 BSR summer school		2008 BSR summer school		2007 BSR summer school		Total
	applied	accepted	applied	accepted	applied	accepted	
	Cardiff University	(1)	0	(1)	1	(1)	
Durham University	-	-	(3)	3	(2)	0	3
King's College London	-	-	(2)	0	(8)	4	4
Newcastle University	(5)	1	-	-	-	-	1
Oxford University	(16)	10	13	8	(7)	2	***20
Royal Holloway	(1)	1	-	-	(1)	0	1
Roehampton Univ.	-	-	-	-	-	-	*0
Swansea University	-	-	-	-	-	-	*0
Univ. College London	-	-	-	-	(1)	0	**0
Univ. of Birmingham	-	-	(2)	0	(2)	2	2
University of Bristol	(3)	2	(4)	2	(2)	1	***5
Univ. of Cambridge	(8)	5	(7)	3	15	8	***16
Univ. of Edinburgh	(1)	0	(1)	1	-	-	1
University of Exeter	-	-	(1)	1	-	-	1
University of Glasgow	(1)	1	(2)	2	(1)	1	***4
University of Kent	(1)	0	-	-	-	-	**0
University of Leeds	(1)	0	(1)	1	-	-	1
University of Leicester	-	-	-	-	-	-	*0
University of Liverpool	(1)	1	(1)	1	-	-	2
Univ. of Manchester	-	-	(1)	1	(2)	1	2
Univ. of Nottingham	(2)	1	-	-	(2)	2	3
Univ. of Reading	-	-	-	-	(1)	0	**0
Univ. of St. Andrews	(2)	2	(1)	1	(2)	1	***4
Lampeter	-	-	-	-	-	-	*0
University of Warwick	(2)	2	(1)	0	(1)	1	3
Other-Open Univ.	-	-	-	-	-	-	*0
Other-Southampton	(1)	0	(1)	1	(1)	0	1

(\*) no applications from this HEI (2007-09)

(\*\*) no accepted participants for this HEI (2007-09)

(\*\*\*) participants from this HEI every year (2007-09)

Places on the BSA and BSR UG summer schools – both of which are comprised by lectures, excursions to major sites and museum visits – are limited to c. 30 places per school per year and over the period surveyed (the 2007-2009 summer schools) student participation in the

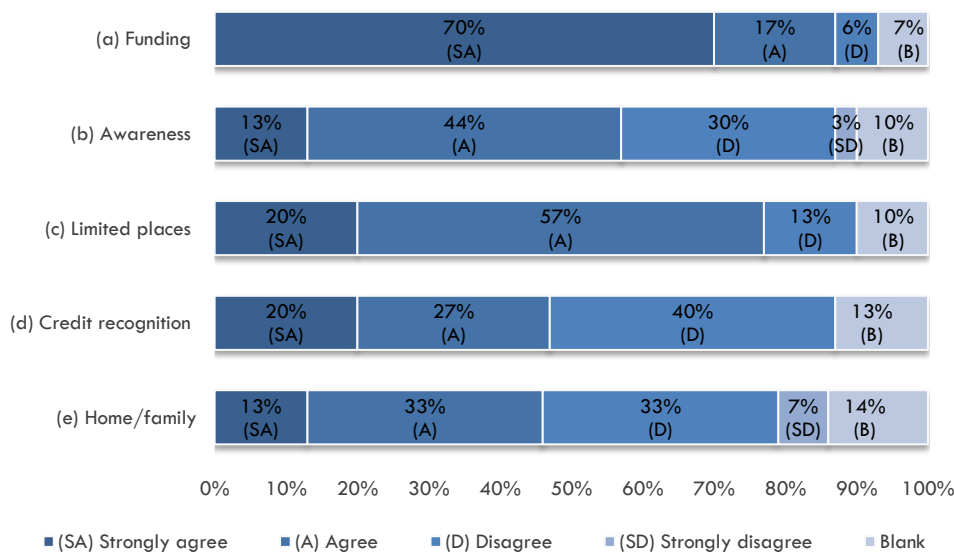
summer schools varied significantly between HEIs with some having no participating students and some HEIs being consistently well represented. In terms of overall figures, students from Russell Group HEIs accounted for 73.9% of participants in the summer school at the BSA and 68.4% of participants at the BSR over the period surveyed although these numbers are perhaps unsurprising if we consider that c. 60% of the departments surveyed were Russell Group members. Oxford and Cambridge alone accounted for 36.9% of participants in the 2007-2009 BSA summer schools and for 49.3% of participants at the BSR summer schools. These figures can be broken down further for the period surveyed by School:

- BSA UG summer school: 6 HEIs had no participating students for the period 2007-09 in the summer schools – either because there had been no applications from that HEI (Roehampton, Royal Holloway, Leicester) or because none of the applicants had been accepted (Edinburgh, Nottingham, Lampeter) – and 6 HEIs had participating students every year (Bristol, Cambridge, Durham, Oxford, Reading, St Andrews: together these HEIs counted for 58.6 % of the total number of 2007-09 participants) with applications and acceptances for other HEIs varying on a year by year basis;
- BSR UG summer school: 6 HEIs had no participating students for the period 2007-09 in the summer schools – either because there had been no applications from that HEI (Roehampton, Lampeter, Leicester) or because none of the applicants had been accepted (University College London, Kent, Reading) – and 5 participated every year (Oxford Bristol, Cambridge, Glasgow, Oxford, St Andrews: together these HEIs counted for 65.3% of the total number of 2007-09 participants) with applications and acceptances for other HEIs varying on a year by year basis.

Oxford and Cambridge alone accounted for 36.9% of participants in the 2007-2009 BSA summer schools and for 49.3% of participants at the BSR summer schools.

The combined responses from UK departments on perceived barriers to participation in the summer schools are presented below.

Fig. 2.11. "Are any of the following, in your opinion, barriers to participation in the BSA / BSR summer school?"



...62% of respondents went on to agree that there 'should there be more taught sessions per year' at the British Schools in Athens and Rome.

In terms of overall percentages, funding was identified as a barrier to participation by 87% or respondents, the limited number of available places by 77%, student awareness of the summer schools by 57%, credit recognition by 47% and home or family circumstances by 46%. In questionnaires returned by staff at the BSA and the BSR both schools agreed that funding and awareness of opportunities were 'barriers to participation' in the summer schools with the BSA agreeing, in addition, that the limited number of places were a barrier. Neither of the schools agreed the credit recognition was an issue for participation in the summer schools but both did agree, as stated below and more generally, that that "periods of study at the BSA & the BSR (for UG & PG students) could be more integrated into UK HEI degree programmes?"

Fig.2.12. 'Do you think that there should there be more taught sessions per year at the BSA / BSR?'



A total of 62% of respondents went on to agree that there 'should there be more taught sessions per year' at the British Schools in Athens and Rome (this number rises to 75% when considering returns from only non-RG HEIs and drops to 55% with only RG results).

In terms of additional questions surrounding provision, however, and regarding the integration of the work of the schools in Athens and Rome with degree programming in the UK there was a broad agreement that students still needed to be made more aware of opportunities at the school. 76% of respondents agreed (with 31% strongly agreeing) that 'UK HE students [UG and PG] should be made more aware of the taught programmes' at the BSA/BSR and whilst 60% of respondents agreed that their department did have a 'strategy for increasing participation in taught programmes at the BSA and the BSR' (including general promotional activities as well as funding) a total of 86% of respondents also agreed that there could be 'more collaboration/collaborative projects between the BSA and/or the BSR and UK HEIs to promote student participation'. These findings agreed with responses submitted by staff at the schools themselves, with both institutions agreeing, the BSA strongly agreeing, that 'current UK HEI students should be made more aware of travel and study abroad opportunities' at the schools and elsewhere in the region. Both also agreed that they had 'a strategy for increasing participation in taught programmes' but agreed, in addition, 'that there could be more collaboration/collaborative projects between the BSA/BSR and UK HEIs to promote student participation.'

One area of potential further collaboration, identified by responses from HEIs and from the schools, concerned credit recognition, with 67% of respondents, and both of the schools, agreeing with the following question: Do you think that "periods of study at the BSA & the BSR (for UG & PG students) could be more integrated into UK HEI degree programmes? e.g.

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should participants be awarded credit, etc...?" None of the HEIs surveyed, accepted participation in the shorter UG summer school at the BSR as a credit bearing option,<sup>45</sup> though a number did accept participation in the longer 8 week PG City of Rome taught course as a constituent and accredited element of MA degree programmes, as is stated in BSR materials available online: this course 'forms one quarter of one year's full-time postgraduate course.'<sup>46</sup> In the case of the BSA, which advertises the possibility that participation in the summer school may be accepted as a 'credit bearing option', the situation was somewhat different. Information was unavailable on the credit status for the shorter PG courses at the BSA but a number of HEIs surveyed did agree that they would accept participation by UG students in the summer school (sometimes with the submission of additional assignments) as a credit bearing module in which case students are allowed to have their participation in the BSA course count towards grades at the home HEI, with 3 of these HEIs listing the summer school as a module in course catalogues,<sup>47</sup> there was no universal approach to the accreditation.<sup>48</sup> This situation is of course fluid, with one respondent stating that their department was investigating the 'possibility of making the BSA and BSR UG courses work within our modular system' and,<sup>49</sup> another, that accreditation had recently been withdrawn for participation by their department: 'All BSA/BSR schemes are advertised, but the IAA [at Birmingham] no longer offers credit for the BSA summer school after a University audit'. Another respondent expressed difficulties with integrating the summer schools, both BSA and BSR, into UG programmes, stating that '[t]here must be a [simpler] way found to integrate credits from BSA/BSR into the degree...Schools should provide more information and particularly the QA aspect of things.'

"The BSA and BSR courses are wonderful, and offer an extremely valuable service...I see no reason why similar courses should not be provided in Amman and Ankara, but think that Universities might have problems connected with the current political situation in Jerusalem."  
(Project respondent)

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<sup>45</sup> 11 HEIs confirmed that they do not accept participation in the BSR summer school as a credit bearing model (Durham, Birmingham, Exeter, Kent, Leeds, Royal Holloway, UCL, Nottingham, St Andrews, Lampeter and Warwick). Information was unavailable for other HEIs but communications from the BSR indicate that participation in the Ancient Rome Summer School has not, to their knowledge, been used to satisfy, in full or in part, the requirements of a 'credit module' at a UK HEI.

<sup>46</sup> [http://www.bsr.ac.uk/BSR/sub\\_human/BSR\\_Hum\\_05courses.htm](http://www.bsr.ac.uk/BSR/sub_human/BSR_Hum_05courses.htm). Departments at the following 7 of the HEIs surveyed confirmed that they accepted participation in the City of Rome BSR course as a credit bearing module of their Masters degree programmes in classical subjects: Oxford, Royal Holloway, Manchester, Nottingham, Reading, St Andrews, Warwick.

<sup>47</sup> 3 HEIs (Swansea, Kent and Reading) list the UG summer school at the BSA as a an accredited module in catalogues, 2 additional HEIs (Bristol and Cardiff) were reported by the BSA as accepting or having accepted in the past, participation for credit and 10 HEIs confirmed that they do not accept participation in the summer school as a credit bearing model (Durham, Birmingham, Exeter, Leeds, Royal Holloway, UCL, Nottingham, St Andrews, Lampeter, Warwick). Information was unavailable for other HEIs.

<sup>48</sup> Participation in the BSA summer school was treated as a module by both Kent (listed as 'CL637-Archaeology and Topography with the British School at Athens') and Reading (listed as 'CL3BSA-Archaeology and Topography of Ancient Greece') but counted for 7.5 ECTS credit at Kent and 10 ECTS credits at Reading.

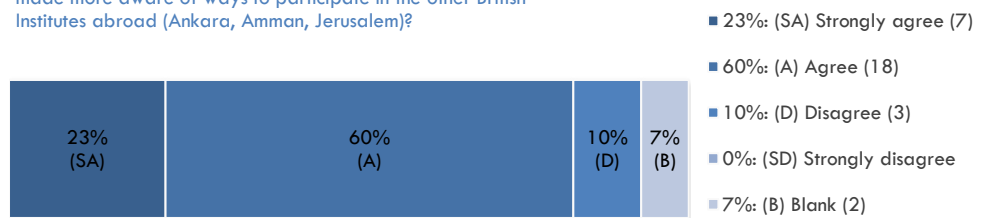
<sup>49</sup> One respondent commented 'We are, however, planning to look this year at the possibility of making the BSA and BSR UG courses work within our modular system.'

“There are vast resources/sites here [at the CBRL Institute in Amman] for classists, and in the surrounding region.”  
(Dr. Palmer, Director, British Institute in Amman)

### 2.3.3. Provision at the British Institutes in Ankara, Amman and Jerusalem

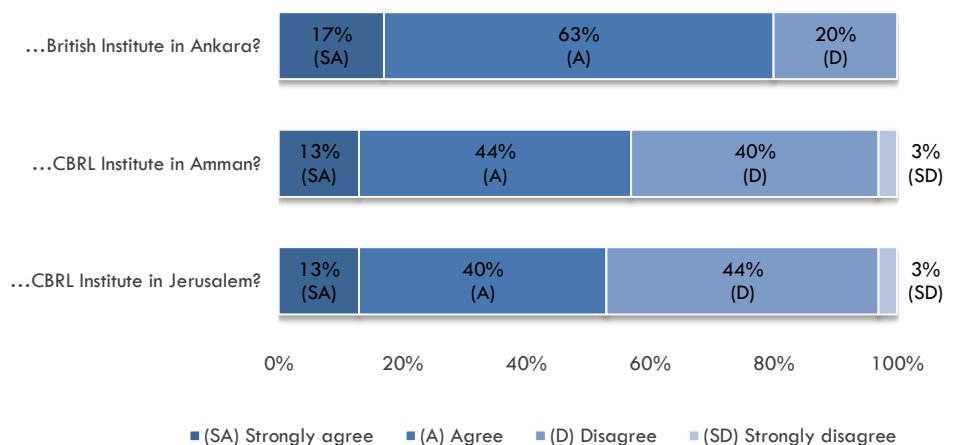
Although, as seen above, the Institutes in Ankara, Jerusalem and Amman did not offer formal taught programming a majority of questionnaire respondents at UK HEIs reported that that these institutes had a particularly strong contribution to make to degree programming in classical subjects in the UK. An overwhelming majority (83%) of respondents at HEIs agreed that ‘current UK HEI students should be made more aware of ways to participate in the other British Institutes abroad (Ankara, Amman, Jerusalem).’ This BIAA was seen by respondents as especially relevant and it should also be recalled that 13% of staff in UK departments, as shown in 2.1 above, agreed that it was ‘necessary for every student following a degree programme (UG & PG) in a Classics related subject’ to spend some period abroad in Ankara & Turkey.

Fig.2.13 Do you think that current UK HEI students should be made more aware of ways to participate in the other British Institutes abroad (Ankara, Amman, Jerusalem)?



Current participation figures were unavailable for the CBRL institutes in Amman and Jerusalem but the BIAA did in fact report a significant current presence of students of classical subjects at the Institute: in 2009 approximately 55 UG and 15 PG students were either based at or collaborated with the BIAA in Turkey and, in terms of a subject area distribution, approximately 30% of participants were following degree schemes in classical subjects.<sup>50</sup>

Fig. 2.14. Do you think that there should there be an annual undergraduate summer or vacation school at the... ‘



<sup>50</sup> The distribution given was as follows: Classical subjects: 30% (Classics/Greek/Latin: 5%; Classical Studies/Civilisation: 5%; Classical Art & Archaeology: 10; Ancient History: 5%; Ancient History & Archaeology: 5%); Byzantine Studies/Greek Studies: 5%; Modern Turkish Studies: 15%; Art History: 5%; Archaeology (non Classical): 40%.

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Some 80% of respondents (with 17% strongly agreeing and 63% agreeing) also thought that there should be an ‘annual undergraduate summer or vacation school’ at the BIAA in Ankara. Fewer, but still significant, numbers of respondents also believed that there should be annual taught sessions for UG students at the CBRL Institutes in Amman (57% agreed) and Jerusalem (53% agreed). One respondent, who agreed that there should be vacation courses at all three institutes went on to identify a problem in terms of the way these locations are perceived in the context of Classics programmes, adding that ‘there is perhaps a perception problem that students in Classics & AH [Ancient History] degrees tend to think of Athens or Rome as the obvious places to go.’

...80% of respondents (with 17% strongly agreeing and 63% agreeing) also thought that there should be an ‘annual undergraduate summer or vacation school’ at the BIAA in Ankara.

These findings concur with responses returned by the institutes (Ankara and Jerusalem) themselves, with both agreeing that there was a need for prospective and current students of classical subjects at UK HEI to be made more aware of travel and study abroad opportunities (including any bursaries/internships) at the institutes and in the wider regions of Turkey and the Middle East. Staff at both institutes also strongly agreed that there ‘could be more collaboration/collaborative projects’ with UK HEIs to promote student participation: additionally, both agreed that (individual) periods of student study at the institutes ‘could be more integrated into UK HEI degree programmes’ at UG and PG level (with participants be awarded credit for time abroad, etc.). Though both institutes reported having strategies in place ‘for increasing participation of UK HEI students’ (both strongly agreed) and strongly agreed that there ‘should be more opportunities for students taking degree programmes in a Classics related subject to participate in the work’ of the institutes staff identified the following as key barriers to the establishment of regular vacation time taught courses: funding (‘strongly agree’), staffing and/or accommodation shortages (‘strongly agree’), issues surrounding credit recognition (‘strongly agree’) and, in the case of Jerusalem, staff and student awareness of the institute (‘strongly agree’).<sup>51</sup> An additional barrier noted at CBRL institute in Jerusalem concerned the research specialisation and interests of staff.<sup>52</sup>

“We currently have a very clear academic case to justify our promotion of study abroad in [at the British Schools in] Greece and Italy, and this could be extended to Turkey; I am less sure of the potential benefits to our students of studying in Amman or Jerusalem”  
(Project respondent)

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<sup>51</sup> As reported by the BIAA: ‘While in principle it would certainly be desirable to arrange a summer school or similar at the BIAA, the small scale of the institution makes this difficult...Without a significant increase in staff, arranging such a programme would not be feasible, even if it were to be done by guest lecturers as the administrative commitment would be huge, especially if it would involve credits as part of a university degree.’ A similar point was made by the CBRL Institute in Jerusalem: ‘We recently (April 2009) hosted a group of graduate students from the Late Antique and Byzantine Studies (LABS) programme at the University of Oxford. This was very successful and we would have liked to repeat it, but the costs of running these activities are high in terms of staff time and actual travel costs.’

<sup>52</sup> As was explained by Dr Lovell: ‘You should note that as a British Academy sponsored Institute, the CBRL promotes and facilitates British academic research in all humanities and social sciences. This makes it difficult for us to guarantee having staff whose research interests cross with classics. At this time the [Kenyon Institute] has no classicists employed, e.g. I am a prehistorian and our research scholar is a modern historian/political scientist; the previous director was a scholar of religious studies/philosophy and the previous research scholar was a researcher in Jewish studies/conflict resolution.’

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### 3. Conclusion

As mentioned in the introduction, internationalisation takes many forms and extends beyond student mobility. This report, however, has only been concerned with the current provision of mobility options for students in the subject area at UK HEIs and the perception of mobility issues among academic staff and the extent to which such opportunities are permitted, facilitated, promoted, mandated, or organised by the Home Institutions or Professional bodies.

It is clear from the material gathered and presented here that this subject area has a significant contribution to make to the creation of globally aware graduates and not only through the mobility opportunities listed above but in the sense of the subject itself which (Burgess, 2010) exposes students (whether on 'traditional' language based or 'modern' culture/history based programmes) to a vast broad cultural and geographical area and it has been argued (Parker, 2008: 12) that, as a subject, 'Classical Studies can claim in effect, to specialise in intercultural communication' and that graduates of this subject 'have the ability to...understand another culture.' (Rees, Forbes & Kubler 2006: 55) If we consider the subject in combination with international study opportunities and with the great resource of the of the BASIS Institutes overseas, especially the schools in Rome and Athens, it can reasonably be argued that Classics is uniquely well placed to provide students with a truly global outlook and with the intercultural competencies required to compete within and contribute a global context.

Study or travel abroad is a central or key component of the study of, and the process of engagement with, the classical world and one that is perceived as such by students, staff and institutions and advisory bodies and the purpose of this report is not to recommend any particular action but to provide the disciplinary community with a centralised picture of the current provision of mobility in the subject area in order to create a foundation for a broader discussion and reflection on the accessibility, relevance and goals of study or travel abroad as an integral element of degree programmes in Classics subjects. In addition to this report a planned, later, goal is to generate an online resource cataloguing the variety of available mobility opportunities which would be both for prospective students, to increase awareness of available opportunities prior to application, and for academic staff, with the aim of keeping the community appraised of developments in this area. This aim of this project may be summed up, to finish, with the comments made by one project respondent: 'I can imagine that a certain number of prospective students might be interested in being able to compare opportunities across different universities...[but] What might be more helpful would be the opportunity to share experiences of in trying to provide such opportunities; I think we would like to do more of this if only it were possible, but we have a fair idea of the constraints (not only financial) - but it might be that some other university has come up with a...scheme to get round that.'

"Classics is a discipline of global relevance, and the Department of Classics at Reading promotes its international impact by regularly welcoming students from abroad, by encouraging home students to study abroad, and by fostering international research and teaching collaborations. We collaborate with colleagues in India, Spain, Germany, Greece, France, the Netherlands, and the United States."  
(<http://www.reading.ac.uk/classics/about/class-about.aspx>)

"...in a world of increasingly savage funding cuts how high up the list of things we wish to preserve is travel? And how do our desires as practitioners mesh with the policy priorities of our funders?"  
(Project respondent)

'A graduate in Classics or Ancient History typically will have the ability to...understand another culture.'  
(Rees, Forbes & Kubler 2006: 55)

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## Appendix I: Participating Institutions

Questionnaires were completed by a total of 30 academic staff members – including Heads of Departments (8), Professors and Readers (7) and Lecturers and Senior Lecturers (15) who were also in many cases the Departmental exchange co-ordinator – at the following HEIs:

Cardiff University	School of History, Archaeology and Religion (Ancient History)
Durham University*	Department of Classics and Ancient History
King's College London	Department of Classics
Newcastle University	School of Historical Studies (Classics)
Oxford University	Faculty of Classics
Roehampton University	Department of Humanities
Royal Holloway	Department of Classics and Philosophy
Swansea University	Department of History and Classics
University of Birmingham	Institute of Archaeology and Antiquity
University of Bristol*	Department of Classics and Ancient History
University of Cambridge **	Faculty of Classics
University of Edinburgh	Department of Classics
University of Exeter	Department of Classics and Ancient History
University of Glasgow*	Department of Classics
University of Kent	Classical and Archaeological Studies
University of Leeds	Department of Classics
University of Leicester	School of Archaeology and Ancient History
University of Liverpool*	School of Archaeology, Classics, and Egyptology
University College London	Department of Greek and Latin
University of Manchester	School of Arts, Histories and Cultures (Classics and Ancient History)
University of Nottingham*	Department of Classics
University of Reading*	Department of Classics
University of St Andrews	School of Classics
University of Wales Lampeter	Department of Classics
University of Warwick	Department of Classics and Ancient History

(\*) indicates departments where questionnaires were completed and returned by two members of staff.

(\*\*) indicates departments where no questionnaires were returned.

Questionnaires and statistics on participation were also returned by the following institutes:

British School at Athens (BSA)

British School at Rome (BSR)

British Institute of Archaeology at Ankara (BIAA)

Council for British Research in the Levant (CBRL) institute in Jerusalem (Kenyon Institute)\*

(\*) Statistics on participation were not released by the Kenyon Institute

## Appendix II: Departments & UG degree programmes

HEI	UG Degree schemes offered
Cardiff Univ.	Ancient History; Ancient History & Archaeology
Durham Univ.(**)	Classics; Classical Past; Ancient History; (*) Ancient History and Archaeology
King's College London	Classics; Classical Studies; Ancient History; Classical Archaeology
Newcastle Univ.	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Oxford Univ.	Classics; Classical Archaeology & Ancient History
Roehampton Univ.	Classical Civilisation
Royal Holloway	Classics; Classical Studies; Ancient History
Swansea Univ.	Classics; Classical Civilisation; Ancient History
Univ. College London(**)	Classics; Ancient World Studies
Univ. of Birmingham	Classical Literature and Civilisation; Ancient History; Ancient History & Archaeology
Univ. of Bristol(**)	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Univ. of Cambridge	Classics
Univ. of Edinburgh	Classics; Classical Studies; Ancient History; (*) Ancient History & Classical Archaeology
Univ. of Exeter(**)	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Univ. of Glasgow	Classics; Classical Civilisation; (*) Classics & Archaeology
Univ. of Kent	Classical & Archaeological Studies
Univ. of Leeds(**)	Classics; Classical Civilisation; Ancient History
Univ. of Leicester(**)	Ancient History & Archaeology
Univ. of Liverpool	Classics; Classical Studies; Ancient History; Ancient History & Archaeology
Univ. of Manchester	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Univ. of Nottingham	Classics; Classical Civilisation; Ancient History; (*) Ancient History & Archaeology
Univ. of Reading	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Univ. of St Andrews	Classics; Classical Studies; Ancient History; Ancient History & Archaeology
Lampeter	Classics; Classical Studies; Ancient History; (*) Ancient History & Archaeology
Univ. of Warwick(**)	Classics; Classical Studies; Ancient History; Ancient History & Classical Archaeology

NOTE. This table makes no attempt to list all possible degree combinations. The only schemes listed are those offered in Classical subjects and, where relevant, in combination with Archaeology. Unless otherwise indicated all schemes listed above were taught at the departments indicated in Appendix I. A number of the HEIs above listing 'Classics' also offered separate degree schemes in Greek and/or Latin.

(\*) Indicates that this scheme was jointly offered and taught with another department or unit.

(\*\*) Indicates departments where a 4FT version of the degree with an integrated year abroad was offered.

## Appendix III: Departments & taught PG degree programmes

HEI	PG Taught Masters schemes offered (all one-year full time)
Cardiff Univ.	MA in Ancient History; MA in History and Archaeology of the Greek and Roman World; MA in Ancient and Medieval Warfare; MA in Late Antique and Byzantine Studies
Durham Univ.	MA in Classics; MA in Ancient Epic; MA in Ancient Historiography; MA in Ancient Philosophy; MA in the Classical Tradition; MA in Greece, Rome and the Near East
King's College London	MA in Classics; MA in Classical Art and Archaeology ; MA in Ancient History
Newcastle Univ.	MA in Classics; MA in Ancient History: Rulership, Power and Court Societies in the Ancient World; (*) MA in Greek and Roman Archaeology ; (*) MA in Roman and Byzantine Archaeology
Oxford Univ.	M.St in Greek and Latin Languages and Literature; M.St in Ancient History
Roehampton Univ.	MA in Historical Research (classical civilisation pathway available)
Royal Holloway	MA in Classics; MA in Classical Art and Archaeology; MA in Ancient History
Swansea Univ.	MA in Ancient History and Classical Culture; MA in Ancient Egyptian Culture; MA in Classics; MA in Ancient Narrative Literature
Univ. College London	MA in Classics; MA in the Reception of the Classical World
Univ. of Birmingham	MA in Antiquity, various pathways listed: (Ancient History); (Classical Archaeology); (Egyptology); (European Archaeology); (Roman History and Archaeology).
Univ. of Bristol	MA in Classics and Ancient History; MA in Classical Reception
Univ. of Cambridge	MPhil in Classics; MPhil in Ancient Philosophy
Univ. of Edinburgh	MSc in Classics; MSc in Classical Art and Archaeology; MSc in The Hellenistic World
Univ. of Exeter	MA in Classics and Ancient History, various pathways: (Alternative Histories Through Art and Archaeology); (Ancient Drama and Society); (Hellenistic Culture); (Roman Myth and History); (Food and Culture)
Univ. of Glasgow	MLitt in Ancient Drama; MLitt in Classical Archaeology and Ancient History; MLitt in Classics; MLitt in Receptions of Classical Antiquity
Univ. of Kent	MA in Ancient History; MA in Hellenic and Hellenistic Near East; MA in Heritage Management (2 year dual MA with Athens University of Economics and Business, residence in Athens required for one year); MA in Roman History and Archaeology
Univ. of Leeds	MA in Classical Studies
Univ. of Leicester	MA in Archaeology of the Roman World; MA in The Classical Mediterranean
Univ. of Liverpool	MA in Ancient History; MA in Archaeology (classical pathway available) ; MA in Classics
Univ. of Manchester	MA in Classics and Ancient History.
Univ. of Nottingham	MA Ancient Drama and its Reception; MA Ancient History; MA Classical Literature; MA The Visual Culture of Classical Antiquity; MA in Warrior Societies
Univ. of Reading	MA in Classics (ancient literature and ancient history); MA in Ancient Art; MA in the Classical Tradition; MA in the City of Rome ("involving two months study in Rome")
Univ. of St Andrews	MLitt in Ancient History; MLitt in Classical Studies; MLitt in Latin, Greek, Greek and Latin
Lampeter	MA Ancient History and Classical Studies; MA Ancient Myth and Society; MA Ancient Narrative Literature; MA Classical Language and Literature; MA Classics
Univ. of Warwick	MA in Ancient Visual and Material Culture; MA in the Visual and Material Culture of Ancient Rome

NOTE. This table makes no attempt to list all possible Masters level offerings in the subject area (e.g. Ancient philosophy taught in Philosophy departments or other Masters level schemes taught at other departments) but those that were listed in this subject at the departments surveyed. Unless otherwise indicated all schemes listed above were taught at the departments indicated in Appendix I.

(\*) Indicates that this scheme was jointly offered and taught with another department.

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## Appendix IV: Questionnaire

The information requested in the questionnaire sent to UK departments is reproduced below. All respondents supplied their names, positions and institutions. A reduced form of this questionnaire was sent to one department (Royal Holloway).

Please indicate if you “Strongly Agree” (SA) “Agree” (A) “Disagree” (D) or “Strongly Disagree (SA)” with the statements in this questionnaire (double click on the shaded boxed to insert an X or “check”).

Thank you for taking the time to complete this questionnaire. All responses will remain anonymous.

(1) Funding and advisory bodies have stressed the importance of equipping students with a global perspective and with the intercultural skills to succeed in a global workplace. Do you think that Classics related Programmes, with international study opportunities, are well placed to satisfy this need?

(2) Do you think that it is *necessary* for every student following a degree programme (UG & PG) in a Classics related subject to spend some period abroad in...

- (a) Athens & Greece?
- (b) Rome & Italy?
- (c) Ankara & Turkey?
- (d) Other European Destination? (please specify)
- (e) Other non-European (please specify)

(3) Do you think that students following degree programmes (UG & PG) in Classics related subjects would benefit most from...

- (a) participating in a short period of personal travel abroad?
- (b) participating in a short (vacation time) organised (optional) course abroad?
- (c) participating in a short (vacation time) organised (mandatory) course abroad within the context of a course at the home HEI and where time abroad contributes to grades?
- (d) participating in a longer period abroad (i.e. a semester/term or a year)?
- (e) other (please specify)?

(4) What would you identify as the main benefits or aims of travelling and/or studying abroad in countries connected with classical antiquity for students following degree programmes (UG & PG) in Classics related subjects...

- (a) firsthand experience of Archaeological sites?
- (b) firsthand experience of Museums? Specialist Libraries?
- (c) exposure to specialists/specialised teaching?
- (d) exposure to and increased awareness of modern and contemporary history & culture?
- (e) modern language skills?
- (f) Other (please specify)?

(5) Which of the following are the most significant barriers to participation in exchanges abroad...

- (a) funding?
- (b) awareness of opportunities prior to application/limited expectations?
- (c) credit recognition for studies abroad (grade transfer, etc)?
- (d) limited number of places?
- (e) home Degree programme requirements/curricular inflexibility?
- (f) language skills?

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(g) home/family circumstances?

(f) other (please specify)?

(6) Does your department have a strategy for increasing participation in semester or year exchanges?

(7) Does your department have funding for a strategy for increasing participation in semester or year exchanges?

(b) UK HEIs and the British Schools & Institutes Abroad

(1) Do you think that UK HEI students should be made more aware of the taught programmes at the British School at Athens (BSA) and the British School at Rome (BSR)?

(2) Does your department have a strategy for increasing participation in taught programmes at the BSA and the BSR? (funding, promotional activities, etc...)

(3) Do you think that there could be more collaboration/collaborative projects between the BSA and/or the BSR and UK HEIs to promote student participation?

(4) Do you think that periods of study at the BSA & the BSR (for UG & PG students) could be more integrated into UK HEI degree programmes? e.g. should participants be awarded credit, etc...?

(5) Are any of the following, in your opinion, barriers to participation in the BSA / BSR summer school...

(a) funding?

(b) awareness?

(c) limited number of places?

(d) credit recognition?

(e) home/family circumstances?

(f) other (please specify)?

(6) Do you think that there should there be more taught sessions per year at the BSA / BSR?

(7) Do you think that *current* UK HEI students should be made more aware of ways to participate in the other British Institutes abroad (Ankara, Amman, Jerusalem)?

(8) Do you think that there should there be an annual undergraduate summer or vacation school at the...

(a) British Institute of Archaeology at Ankara in Turkey?

(b) CBRL Institute in Amman?

(c) CBRL Institute in Jerusalem?

(c) comments. If you wish to add any comments please do so below.

## Appendix V: ICS Doctoral Research Training in Classics, Ancient History and Classical Archaeology Project

The relevant elements of the 'subject-specific' results for PG training arising from the 2004-2006 Institute of Classical studies research project 'Doctoral Research Training in Classics, Ancient History and Classical Archaeology' are reproduced below. For the full table results see: [http://icls.sas.ac.uk/institute/research/database/subject\\_specific.html](http://icls.sas.ac.uk/institute/research/database/subject_specific.html).

University	Modern Languages	Outside Study
Birmingham	French, German, Modern Greek (for Archaeologists)	British School at Rome
Bristol	Academic German, Language Centre language courses	Summer Schools in the UK and Abroad
Cambridge	Academic German for Classicists (Beginners & Intermediate), Italian and French (University), Russian	British School at Athens, British School at Rome, Exchange Programme with Munich, Lille and Paris
Cardiff	Modern Language courses	British School at Athens British School at Rome
Durham	German Levels 1-3 Language Centre courses	
Edinburgh	Academic German	
Exeter	Academic French, German and Italian	British School at Athens, British School at Rome, Visits to Turkey
Glasgow	Modern Languages Department	
Kent (Canterbury)	French, German, Italian (Beginner's courses)	
Lampeter		
Leeds	French, German and Italian (The Foreign Languages Teaching Unit)	Erasmus Exchange Programme with Thessalonica (Greece) and Milan (Italy)
Leicester	Open courses	
Liverpool	The Language Centre	British School at Rome, Visits to Turkey, Language Summer Schools
London, King's College	Modern Language Centre, Modern Greek (Department of Byzantine and Modern Greek Studies)	British School at Athens, British School at Rome, Socrates exchanges (Paris, Rethymnon and Venice)
London, Royal Holloway	RHUL Language Centre	Archaeological Research Consulting with scholars abroad
London, UCL	The Language Centre, Modern Greek, Reading for academic purposes courses available	British School at Athens, British School at Rome, Foreign Exchanges: University of Texas, Erasmus, Summer Schools
Manchester	Academic German and Italian for Classicists, The Language Centre courses	British School at Athens, British School at Rome
Newcastle	The Language Centre, Academic French and German	British School at Athens, British School at Rome, Ankara, Athens and Istanbul Archaeological fieldtrips
Nottingham	The Language Centre, Italian for PGs, Academic German (Beginners and Advanced))	Summer Schools for Greek and Latin
Oxford	Modern Language Courses for Classicists	
Reading	French, Italian, Modern Greek, German, Spanish	Modules at the British School at Rome and the British School at Athens Training at the Hebrew University, Jerusalem Erasmus link with Crete
St. Andrews	Academic French and German for Classicists	British School at Athens and British School at Rome
Swansea	French and German	British School at Athens, British School at Rome, Institute at Ankara, Summer School at Lampeter, JACT courses
Warwick	Language Centre, Italian Department	

## Appendix VI: Module listing

Further details on the modules listed in section 2.3.4 are given below.

**HEI:** Roehampton University  
**Department:** Humanities  
**Module:** **Study Abroad Trip (HSA020N211S)**  
**Credits:**  
**Level:** UG Year 2 Optional module  
**Target:** All degree schemes in Humanities (inc. BA Classical Civilisation)  
**Description:** This module aims to enhance students' knowledge of aspects of European visual culture through a combination of lectures at Roehampton and first-hand study abroad. Accompanied by the tutor, students will travel to a prominent European city in order to study works of art in galleries and museums as well as architectural monuments throughout the city. This module has been developed in order to provide students with an opportunity to build upon the grounding in art they have gained in the classroom and give them an opportunity to undertake first-hand visual analysis of relevant works of art.  
Assessment: assignment (2500 words) [70%], participation [30%]  
**Fieldtrip:** Destinations vary (2009/10: Florence)  
**URL(s):** <http://www.roehampton.ac.uk/undergraduate-courses/module.asp?module=HSA020N211>

**HEI:** University of Birmingham  
**Department:** Institute of Archaeology and Antiquity  
**Module:** **IAA Study Tour (20502 LI IAA Study Tour A + 20503 LI IAA Study Tour B)**  
**Credits:** 20 (10 + 10)  
**Level:** Year 2  
**Target:** Compulsory in BA Ancient History, Archaeology, Archaeology and Ancient History, Classical Literature and Civilisation.  
**Description:** The Study Tour is a compulsory element of all IAA SH degree programmes. It enables students to travel to various parts of the world (usually Europe, Egypt and Middle East) to visit sites of particular interest to their chosen project and degree programmes. This module [20502 LI IAA Study Tour A] is the tour preparation section. In groups student decide where they are going to visit, plan a detailed and annotated itinerary and present it as a website. Group work is key to the module: students plan, travel and present work as a group of (normally 2-6 students in a group). Successful completion of this module is a prerequisite to going abroad on the study tour itself [20502 LI IAA Study Tour B].  
**Fieldtrip:** Various  
**URL(s):** <http://www.iaalocal.bham.ac.uk/syllabus/sttour.htm>

**HEI:** Royal Holloway, University of London  
**Department:** Classics Department  
**Module:** **Pompeii (3182-3183)**  
**Credits:** 2  
**Level:** Year 3 / Final Year  
**Target:** All degree schemes in Classics/Ancient History  
**Description:** The course studies the physical remains of Pompeii and Herculaneum, and the villas at Stabiae, Oplontis and Boscoreale, on their own exceptional terms and within the wider context of Roman Italy c. 200 B.C. to A.D. 100. Topics include the analysis of the population, environment, urban planning, and infrastructure, housing (design, construction, decoration, and room function), suburbs, port, cemeteries, farming, industry, trade, commerce, religion, bathing, sport, the theatre and the amphitheatre.  
**Fieldtrip:** Pompeii  
**URL(s):** <http://www.rhul.ac.uk/classicsandphilosophy/prospectivestudents/undergraduate/departmentcourseunits-classics.aspx>

**HEI:** Royal Holloway, University of London  
**Department:** Classics Department  
**Module:** **Athens and Attica (3184-3185)**  
**Credits:** 2  
**Level:** Year 3 / Final Year  
**Target:** All degree schemes in Classics/Ancient History  
**Description:** The course approaches the city of Athens and its surrounding countryside and local centres from both archaeological and historical perspectives. The themes covered include the demes, the different sectors within Athens (e.g. the Agora, the Kerameikos, the Pnyx, and the theatre of Dionysos), the fortifications and private housing. The chronological span is from the Archaic to the beginning of the Hellenistic period, and archaeological, literary, and documentary sources are all used as teaching material.  
**Fieldtrip:** Athens  
**URL(s):** <http://www.rhul.ac.uk/classicsandphilosophy/prospectivestudents/undergraduate/departmentcourseunits-classics.aspx>

HEI: University of Wales Lampeter  
Department: Department of Classics  
**Module:** **The Archaeology and History of Athens**  
Credits: 20  
Level: Year 2 / Year 3 / Final Year  
Target: Mandatory for BA SH Ancient History & Archaeology, open to BA Ancient History, Archaeology, Classics.  
Description: Athens was one of the most important cities in antiquity, particularly the Greek Archaic and Classical periods. Today it is an archaeological hub with a great concentration of archaeological sites and museums. Athens is exceptional since a great amount of historical information from antiquity has survived regarding its topography and history. The course covers the history (particularly archaic, classical and imperial) and archaeology of the city and its environs, concentrating on the religious and political remains, as well as the social milieu of the ancient city.  
Fieldtrip: Athens (7 days, Easter vacation)  
URL(s): [http://www.lamp.ac.uk/classics/undergrad\\_modules/part2/0708/lent/arachaeology\\_naples.html](http://www.lamp.ac.uk/classics/undergrad_modules/part2/0708/lent/arachaeology_naples.html)

HEI: University of Nottingham  
Department: Department of Classics  
**Module:** **The Greeks at Home (Q8A311)**  
Credits: 10  
Level: 1/1000-2000  
Target: Only available to students able to take part in the study tour to Greece. Primarily for Joint and Single Honours students in Ancient History, Classical Civilisation and Classics, others not exclude Available to JYA/Erasmus students.  
Description: This module allows students to undertake work which involves study at first hand of archaeological material and/or architecture on Greek sites and in Greek museums. The Easter Vacation study tour visits sites and museums in Central Greece and the Peloponnese; the main sites visited are Athens, Laurion, Sunion, Delphi, Olympia, Bassae, Messene, Mistra, Nauplion, Epidaurus, Mycenae and Corinth. 1 taught hour per week; includes fortnight trip in Greece.  
Fieldtrip: Greece (2 weeks)  
URL(s):

HEI: University of Wales Lampeter  
Department: Department of Classics  
**Module:** **The Archaeology and History of the Naples Region**  
Credits: 20  
Level: Year 2 / Year 3 / Final Year  
Target: Mandatory for BA SH Ancient History & Archaeology, open to BA Ancient History, Archaeology, Classics.  
Description: The Naples region of Italy is an area rich in ancient sites of enormous archaeological and historical significance – the Roman towns of Pompeii and Herculaneum, the Roman villa at Oplontis, the amphitheatre another Roman remains at Pozzuoli (ancient Puteoli), and to the south, the Greek colony of Poseidonia (Paestum). In addition, the Archaeological Museum in Naples contains a wealth of wall-paintings, mosaics, sculptures, inscriptions and other artefacts from these sites. The focal point of the module is a week-long visit to these sites during the Easter vacation, in the course of which students undertake small-group project work at Pompeii, involving the recording of detail pertinent to either the character of spatial use in commercial activity, or burial and commemoration. The field class is preceded during the Lent Term by a series of preliminary lectures designed to introduce students to the history and archaeology of the region and to disciplines which are essential background for the visit (e.g., wall-painting, architecture).  
Method of Assessment: Approx. 10,000 word field class project. No exam.  
Teaching Methods: Lectures and 7-day field class to the Naples region of Italy (including one short on-site presentation by each student)  
Contact hours: 14 lectures (compulsory) and 7-day field class (Easter vacation)  
Fieldtrip: Naples region  
URL(s): [http://www.lamp.ac.uk/classics/undergrad\\_modules/part2/0708/lent/arachaeology\\_naples.html](http://www.lamp.ac.uk/classics/undergrad_modules/part2/0708/lent/arachaeology_naples.html)

HEI: University of Warwick  
Department: Department of Classics  
**Module:** **Domestic Space in the Roman World**  
Credits: 20  
Level: Year 3 / Final Year  
Target: All degree schemes in Classics/Ancient History  
Description: This module looks at the layout and decoration of houses, villas, and palaces in the Roman world over a period of some 600 years (from the Late Republic to the Late Empire). While concentrating on the material from Italy, it will also look at comparative material from other provinces around the Roman Empire and at the reception of this material in post-classical times. The subject will be approached from a variety of angles. Looking at ancient literature, modern theories of space and the archaeological remains of domestic buildings, we will consider the ways in which Romans shaped domestic space to accommodate important social rituals at different levels of society. The decoration of these spaces with mosaics, sculptures and wall-paintings will also be an important focus of the course. The material will thus be examined both from an art-historical perspective, and within its broader social and cultural contexts  
Fieldtrip: Italy  
URL(s): <http://www2.warwick.ac.uk/fac/arts/classics/modules/artarchi/>

HEI: University of St Andrews  
Department: School of Classics  
**Module:** **In the footsteps of the Ancients: exploring the archaeology and topography of Greece (AN4127)**  
Credits: 30  
Level: Year 3 / Final Year  
Target: All degree schemes in Classics/Ancient History  
Description: Through on-site teaching in Greece and home lectures, this course studies how and why Greek secular and religious sites developed where they did, what their different functions may have been (in relation to architecture/topography), how these changed over time, and what important interactions existed within and between secular and religious sites. On-site teaching will also allow treatment of the nature of site-excavation and its impact on interpretation, as well as development of students' own interpretations and illustration of contemporary topics such as the values of restoration, conservation and presentation of archaeology. The module will provide a broad yet detailed examination of Greek society and culture from Prehistoric to modern times. There will be 11 days of visits to sites and museums in Athens, Attica, Central Greece and the Peloponnese; these include the Athenian Acropolis and Agora, Delphi, Ossios Loukas, Mycenae, Sparta, Mistras, and Olympia.  
Fieldtrip: Greece (2 weeks)  
URL(s): <http://portal.st-andrews.ac.uk/catalogue/course.cgi?code=AN4127>

HEI: University of Warwick  
Department: Department of Classics  
**Module:** **Art & Architecture in Asia Minor (CX 232)**  
Credits: 30  
Level: 2/3000 Year 3 / Final Year  
Target: All degree schemes in Classics/Ancient History  
Description: This module will look at the art and architecture of some of the major cities in Asia Minor (modern Turkey) including Ephesus, Pergamum, Aphrodisias and Halicarnassus. The chronological span will be from the sixth century B.C. through to the fourth century A.D. Focussing on civic monuments such as temples, theatres and bath complexes, we will look at both continuities and changes within this period. The material will be examined from a variety of perspectives, looking at the influence of the changing political systems in Asia Minor and considering artistic development, the role of elite benefaction and the use of civic monuments to create and reinforce local identities. As well as detailed study of plans and extant monuments, students will be encouraged to look at literary and epigraphic sources, to place these monuments into their cultural, political and social contexts. In order to develop students' skills of visual analysis, a site visit to the British Museum will be organised. Subject to demand it may also be possible to arrange a trip to Turkey in the Easter vacation.  
Fieldtrip: Italy  
URL(s): <http://www2.warwick.ac.uk/fac/arts/classics/modules/artarchi/>