

Programme Specification for BA (Hons) Archaeology and Heritage Studies

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Archaeology and Heritage Studies
6.	Pathways available	Single Honours, Major, Joint, Minor
7.	Mode and/or site of delivery	Standard taught programme, University of Worcester
8.	Mode of attendance	Full time or Part time
9.	UCAS Code	DV44 BA/AHS
10.	Subject Benchmark statement and/or professional body statement	Archaeology 2007 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Archaeology.aspx
11.	Date of Programme Specification preparation/ revision	January 2013 Amendment for Joint Hons April 2014, for regulations August 2014 and October 2014. January 2015 Introduction of three shared optional modules: GEOG1111, GEOG3114, GEOG3124. Making ARCH2123 an optional module for Joint Honours students. May 2015 Award Map amended, single honours requirement at Level 6

12. Educational aims of the programme

The Archaeology and Heritage Studies course offers students the opportunity to follow an intellectually challenging programme of study that requires sustained independent work at honours degree level and prepares them for entry into a wide range of potential occupations.

In particular, the course aims to:

- Provide a broad and contemporary curriculum and a supportive learning environment which acknowledges and responds to the diversity of student backgrounds and experiences;
- Provide students with the opportunity to study Archaeology and Heritage Studies at a depth and level appropriate to honours degree standard;
- Develop to the appropriate pathway level the knowledge, skills and aptitudes of Archaeology and Heritage Studies, within a multidisciplinary modular scheme;
- Encourage students to develop a range of subject-specific and transferable skills appropriate to graduate employment and/or postgraduate study;
- Promote the University's Learning and Teaching Strategy by providing students with the opportunity to become individual, autonomous and reflective learners.

13. Intended learning outcomes and learning, teaching and assessment methods

Intended Learning Outcomes

On successful completion of the course, students will be able to:

- recognise and appraise key concepts in the presentation and interpretation of archaeology and heritage;
- critically apply the methodologies of the disciplines within the Course;
- explore, analyse and evaluate issues in the presentation and interpretation of archaeology and heritage in Britain;
- show self-reliance and independence of judgement and a positive and responsible attitude to study and research;
- demonstrate the ability to learn independently, researching, synthesising and developing materials in relation to a particular topic or topics;
- work co-operatively with others;
- demonstrate skills in the selection and use of different methods of presentation of information and communication, both written and oral, relevant to the Course. All students are required to produce work based on accepted standards of clarity, coherence and evidence;
- demonstrate information and digital literacy competency, by being able to retrieve, evaluate and communicate information effectively;
- exchange views with others and respond constructively to feedback.

Learning, Teaching and Assessment Methods

The Archaeology and Heritage Studies Course aims to provide a supportive student-centred learning environment that acknowledges and responds to the diversity of student backgrounds and experiences. In order to achieve the Learning Outcomes of the Course, students will undertake a wide variety learning teaching and assessment methods. A broad range of learning and teaching strategies are adopted within the Course at all levels, including lectures, seminars, group work, practical and fieldwork activities and links with organisations and practitioners. The latter activities reflect the practical and vocational strengths of the course. Support for student learning at Level 4 is evident in the range of formative work undertaken with a high level of support and feedback from tutors. Through Levels 5 and 6, the degree of direct tutor support is reduced and students undertake more independently formulated, managed and researched tasks. Formal contact teaching is also supported by the use of e-learning within the Course, with many modules providing on-line activities and resources for students, through the use of the VLE Blackboard. Throughout the Course, students are also directly supported in the process of Personal Development Planning through directed learning and teaching activities.

Equally, a wide range of methods are used to assess students as the Course aims to develop both intellectual and transferable skills. Assessment methods range from traditional academic writing exercises, such as exams, essays and seminar papers, to other written forms such as practical and field reports, briefing papers, reflections, and analyses of a variety of forms of data. Assessment methods also address oral presentation and group work skills. As noted above, a range of both formative and summative assessment is used, with formative work particularly at Level 4. The broad and innovative nature of the assessment within the Course has been noted by External Examiner comments.

14. Assessment Strategy

Archaeology and Heritage Studies aims to develop autonomous and independent learners who possess a broad range of intellectual and transferable skills that are of wider use for both on-going personal and professional development. In order to achieve these aims, a range of

methods are used to assess students. External examiners have commended the Team on the range of assessment types offered within the programme, particularly noting innovative assignments that aim to develop professional and work-place skills. Assessment methods range from traditional academic writing exercises, such as exams, essays and seminar papers, to other written forms such as practical and field reports, briefing papers, reflections, and analyses of a variety of forms of data. Assessment methods also address oral presentation, poster displays and group work skills. Although predominantly coursework-based, there are exams and tests, and these have been placed in core modules to ensure that all students experience this mode of assessment. However, whilst there is variety in assessments, the programme also aims to develop consistency between modules in key assessment types, with greater emphasis on progressively developing students' internalisation of programme-level standards. A grid showing how assessment methods at each level are mapped to modules is included in the Archaeology and Heritage Course Handbook.

A mixture of assignments, both formative and summative, support student learning by providing assessment procedures that reflect the nature and learning experience of each module. This approach maximises an individual student's opportunities to perform, and helps them to develop skills relevant to future academic study and the world of work. Formative work is embedded at all levels, although used most extensively at Level 4, in order to support student development. Formative work provides students with opportunities to develop the appropriate skills necessary in that particular assessment style before summative assessment takes place. The emphasis on formative assessment gives more opportunities to provide feedback and this takes a variety of forms. Extensive feedback is also given on summative assessments and students are supported, through the Academic Tutoring Programme for the course, in reflecting and acting on this feedback in order to support their academic development.

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the University's generic assessment criteria contained within the UW Student Handbook. In assessing student's work, the course conforms to the University's policies on the internal and external moderation of work.

15. Programme structures and requirements

The course is available in full and part-time modes. Part-time students follow the same programme as full-time students but generally take between 4 and 7 years to complete the course.

Archaeology and Heritage Studies is offered as a Single, Major, Joint and Minor Pathway. Modules are worth either 15 or 30 credits.

Students following the Single Honours Pathway study mainly Archaeology and Heritage modules (with two shared modules from other subject areas), but may also choose to take elective modules to the value of 30 credits. Students not taking the Single Honours Programme study two subjects at Level 4 but thereafter may combine their subjects in different "Pathways": Joint Pathway in which students take two subjects equally weighted and Major/Minor Pathway (66%/34%), in which, after Level 4, students can specialise in Archaeology and Heritage Studies. The degree programme has three levels that correspond to three years of a full time course. A few modules can be studied at either Level 5 or Level 6.

The Award Map is appended at the end of this document.

16. QAA and Professional Academic Standards and Quality

The Archaeology Subject Benchmark Statement (2007) is intended to apply where Archaeology constitutes 50% of a course. The Course aligns with the Subject Benchmark Statement for Archaeology, although the course combines Archaeology with another subject (Heritage) and

Archaeology will only constitute 50% of the course for Single and Major Pathway students choosing to focus on Archaeology options. The Learning Outcomes of the Archaeology and Heritage programme have been formulated with reference to this Benchmark Statement, as have the learning outcomes of individual modules.

The Course is aligned with the QAA Framework for Higher Education Qualifications (FHEQ). Level 4 introduces students to the knowledge and skills base appropriate to the study of the subjects in Higher Education. Level 5 develops student's ability to generate ideas through the analysis and evaluation of knowledge and concepts at an abstract level and develops both subject and generic skills. Level 6 aims to enable students to critically review and extend concepts and knowledge, employing specialist skills and critical reflective practices and drawing on evidence from a range of sources. Students should be autonomous, independent and reflective learners.

The Course takes account of the UK Quality Code for HE and the associated University policies and procedures relating to inclusion, careers and placement and work-based learning.

17. Support for students

- A wide-ranging one week induction programme. The programme may vary slightly but will include the following elements: Introduction to the course; Meeting(s) with academic tutors; Introduction to key ICT resources [Student Online Environment (**SOLE**), **Blackboard** (a virtual learning environment), **Pebblepad** (an online personal development planning tool), SMILE (Study Methods & Information Literacy Exemplars)]; social event to meet staff and fellow students; and a two-day residential fieldtrip;
- Comprehensive Student Handbook;
- The Course has an academic tutoring programme and all students are assigned an academic tutor. The academic tutorial programme operates alongside the core curriculum of the Course and provides a framework of tasks for students to undertake to improve academic skills and support learning. Throughout levels 4, 5 and 6, there is a full programme of scheduled meetings, with students undertaking a range of tasks linked to core modules. There will be a particular emphasis on information literacy skills and Personal Development Planning (using PebblePad);
- All students have an Independent Study tutor;
- The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis.
- Archaeology students also have access to a range of specialist resources including the GIS, Mapping and Visualization Suite, survey equipment including GPS, total stations and geophysics and a full field excavation kit.

18. Admissions

Admissions Policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. The Institute of Science and the Environment works closely with central student support services to support students from a variety of backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds, and value the contribution of mature learners.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (course code DV44 BA/AHS)

Part-time applicants apply directly to the University of Worcester

Some students may be invited to interview if Admissions Tutors feel this would help them to reach a decision about the suitability of the student for this particular course.

Students with few or no formal qualifications will be set an essay to write and invited to interview, as part of the Admissions process.

Admissions/selection criteria

The Admissions Tutors pay particular attention to personal statements as well as predicted grades. They do not expect formal qualifications in Archaeology but they do look for well-rounded individuals who can demonstrate an interest in the subject and explain why they wish to pursue it at degree level.

19. Methods for evaluating and improving the quality and standards of teaching and learning

- Annual review of the quality of the Course through the production and approval of the annual evaluation report;
- External Examiner reports;
- Each module provides opportunities for student evaluation and feedback;
- Student Academic Representatives (StARS) appointed each year;
- The Course Management Committee, formed of staff and StARS, considers student feedback in at least two meetings per academic year;
- The University's Learning & Teaching Committee and the Learning and Teaching Centre promote learning and teaching across the institution;
- Peer teaching observation;
- Academic staff annual appraisal
- Staff Development Away Days and other events
- A teacher accreditation course PG Cert in Learning and Teaching for new staff, and Higher Education Academy membership.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.

- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards

The quality and standards of the Course are excellent, as the following recent indicators show:

- Archaeology performed very well indeed in the 2012 National Student Survey. Data from the Unistats website shows it achieved 100% student satisfaction with the quality of the course. Only four other universities received a 100% student satisfaction for the quality of the Archaeology course, out of c.167 courses available nationally.
- 75% of students who graduated in 2011 are employed or undertaking further study, with 25% either “other” or unemployed.
- 83% of Level 4 students in 2011 were able to progress to the next level and 100% of Level 5 students.
- 75% of full-time students achieved a 1st or 2:1 degree classification in 2011-12.
- Student satisfaction with the quality of the Archaeology modules is excellent, with 18 out of 19 modules offered scoring over 80% in response to the question “overall, I am satisfied with the quality of the module” in 2011.
- In module evaluations and Course Committee Meetings in 2011, students particularly praised the following: very useful and informative fieldtrips/fieldwork; high quality and enthusiastic teaching; excellent coverage/content of sessions; plenty of opportunities for group discussion and debate; postgraduate support in teaching sessions.
- Students highlighted the following as examples of good practice in 2011: the Induction fieldtrip; the special seminars by high profile visiting speakers, the archaeological excavation module and the Forensic Archaeology module.
- The external examiner’s 2011-12 report highlighted the practical-focused and research informed teaching as examples of good practice.

All of the Archaeology and Heritage Studies team are research active, producing books and journal articles and presenting papers at national and international conferences. Please see [individual staff profiles](#) on the website for more detail.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution’s current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution’s commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Graduate destinations

Britain's heritage is a major source of national prosperity and a vital component of the tourist industry. The heritage industry is therefore an area in which opportunities are many, but in which specialist graduates are relatively rare. The Archaeology and Heritage Studies Course provides a useful foundation for a range of employment opportunities in the general area of Archaeology and the heritage industry. In addition, the course provides the foundation for postgraduate study in archaeology, heritage and related disciplines.

Archaeology and Heritage Studies offers students the opportunity to undertake a work placement. Recent student placements have been offered in county archaeological services, planning departments, museums, tourist offices and heritage sites.

Additionally, Archaeology and Heritage Studies equips students with a range of skills and understanding which are relevant to many careers for which a degree is required. Thus you will have learnt to research topics and gather data accurately, to analyse your data and to communicate the results clearly and effectively through a range of different methods, oral as well as written. Archaeology and Heritage Studies is a flexible and adaptable introduction to a range of different careers, which may include:

- Commercial (field) archaeology
- Museums and the Heritage Industry
- National Organisations (English Heritage, National Trust)
- Archaeological/Environmental Consultancies
- Teaching
- Planning Officer
- Tourism Officer
- Civil Service
- Research

Student employability

All of our courses are very 'hands on' so students will be able to gain good practical skills and experience to enhance their employability. Practical skills are developed through laboratory work, local field trips, residential fieldwork and computer work, work experience and career planning. Students will also develop a wide range of skills and understanding which are relevant to many careers for which a degree is required, including written and oral communication skills, report writing, essays, data manipulation and analysis, fieldwork, laboratory work, computing skills, research techniques, teamwork and independent study.

Further to this Personal Development Planning (PDP) and careers advice is embedded in the curriculum at all three levels. In Level 4, students are introduced to careers advice and planning both within their core modules and also through their academic tutoring programme. This is followed up at Level 5 with more substantial PDP and careers sessions which look at careers options and strategies. At Level 6, students undertake the module 'Managing the Historic Environment' which has a specific focus on the professional context. Students learn from a range of historic environment and heritage practitioners about the application of knowledge and skills within the professions and the challenges they face in undertaking their roles. The module also includes advice about job searching, networking and the application process to support students in making the next step on from their undergraduate studies. Finally, the Careers Service contribute to regular sessions situated within 'Worcester Weeks' throughout the course, with activities including a mock job interview and the preparation and submission of a CV. Students also have the opportunity to take a Work Placement module at Level 6; this adheres fully to the university guidance on placement learning.

Additionally, all undergraduates on Archaeology courses are encouraged to acquire relevant work experience alongside or as part of their studies. Some current students are undertaking volunteer work and there are also opportunities to 'Earn as You Learn'.

Links with employers

The Archaeology and Heritage course team are in contact with a wide range of archaeology, historic environment and heritage/museum professionals who enrich our programmes by offering sessions on specific issues. The team also communicate with these professionals to ensure that the theoretical and practical elements of the course reflect the real-world situation and that students are armed with the up-to-date knowledge and competencies that they will need for a career in the heritage sector.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

Award Map

Course Title: BA Archaeology and Heritage Studies	Year of entry: 2015
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Level 4 BA Archaeology and Heritage Studies							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M), Optional (O) or Designated (D))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*	
			Single Hons	Joint Hons			
ARCH1101	Introduction to Archaeology	30	M	M	-	(ARCH1002, ARCH1004)	
ARCH1102	Introduction to Heritage	30	M	M	-	(ARCH1001) (ARCH1006)	
ARCH1103	Archaeology and Heritage of the British Landscape	30	D	-	-	(ARCH1007)	
ARCH1104	World Archaeology and Ancient Civilizations	15	O	-	-	(ARCH1005)	
ARCH1105	Human Origins	15	O	-	-	-	
GEOG1111	Introduction to Geology	15	O	-	-	(GEOG1013)	
GEOG1121	Country and the City	15	O	-	-	(GEOG1022)	
HIST1107	Reconstructing the Past	15	O	-	-	(HIST1007)	

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be ARCH1101, ARCH1102 and ARCH1103.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4

Joint Honours students must take ARCH1101 and ARCH1102.

Level 5 BA Archaeology and Heritage Studies								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
ARCH2101	Archaeological Theory and Research	30	M	M	O	O	-	(ARCH2001) (ARCH2004)
ARCH2102	Displaying the Past: Museums, Artefacts and Collections	30	M	M	O	O	-	(ARCH2003, ARCH2013, ARCH3013)
ARCH2110	Visions of England: History, Heritage and Identity	15	O	O	O	O	-	(ARCH2002)
ARCH2111	Architecture and the Built Heritage	15	O	O	O	O	-	ARCH 3111 excluded (ARCH2035, ARCH3035, GEOG2035, GEOG3035)
ARCH2112	Heritage Tourism and Place Promotion	15	O	O	O	O	-	ARCH 3112 excluded (ARCH2021, ARCH 2036, ARCH 3036, GEOG 2025, GEOG 3025, GEOG 2036, GEOG3036)
ARCH2120	Landscape Archaeology	15	O	O	O	O	-	(ARCH2010)
ARCH2121	Environmental Archaeology	15	O	O	O	-	-	(ARCH2011)
ARCH2122	Death and Burial	15	O	O	O	-	-	(ARCH2014, ARCH3014)
ARCH2123	Field Excavation Module	15	O	O	O	-	-	(ARCH3015)
GEOG2113	GIS	15	O	O	O	-	-	GEOG3113 excluded (GEOG2005, GEOG3005)
HIST2113	(Re)Presenting the Past: History in Film	15	O	O	O	O		(HIST2015)

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include ARCH2101 and ARCH2102.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ARCH2101 and ARCH2102.

Joint Pathway Requirements at Level 5

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above to include **at least one of the following:** ARCH2101 and ARCH2102. If ARCH2101 is NOT TAKEN, the students must select 15 credits' worth of optional modules from the following: ARCH2120, ARCH2121, ARCH2122.

Students intending to complete their Independent Study in this subject must take ARCH2101.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6 BA Archaeology and Heritage Studies								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
ARCH3001/ 2	Independent Study in Archaeology and Heritage	30	M	M	O	-	-	-
ARCH3103	Extension module	15	O	-	-	-	-	ARCH3104 excluded (ARCH3006)
ARCH3104	Work Placement	15	O	O	-	-	-	ARCH3103 excluded (ARCH3004)
ARCH3105	Managing the Historic Environment	15	M	M	O	-	-	(ARCH3003)
ARCH3111	Architecture and the Built Heritage	15	O	O	O	O	-	ARCH2111 excluded (ARCH2035, ARCH3035, GEOG2035, GEOG3035)
ARCH3112	Heritage Tourism and Place Promotion	15	O	O	O	O	-	ARCH2112 excluded (ARCH2021, ARCH3021, ARCH 2036, ARCH 3036 GEOG2025, GEOG3025, GEOG 2036, GEOG 3036)
ARCH3121	Medieval Archaeology and Local Heritage	15	O	O	O	O	-	-
ARCH3122	Neolithic and Bronze Age	15	O	O	O	O	-	(ARCH3011)
ARCH3123	Iron Age and Roman Britain	15	O	O	O	O	-	(ARCH2016, ARCH3016)
BIOS3051	Forensic Archaeology	15	O	O	-	-	ARCH1101	-
GEOG3113	GIS	15	O	-	-	-	-	GEOG2113 excluded (GEOG3005, GEOG2005)
GEOG3114	Applied GIS and Remote Sensing	15	O	O	O	-	GEOG2113 or GEOG3113	(GEOG3019)
GEOG3124	Ice Age Environments	15	O	O	-	-	-	(GEOG3012)
GEOG3132	Countryside Conservation	15	O	-	-	-	-	(GEOG3027)
GEOG3133	Town and Country Planning	15	O	O	-	-	-	(GEOG3026)
HIST3106	The Home Front: Britain 1939-45	15	O	O	-	-	-	(HIST3006)

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include ARCH3001 or ARCH3002 and ARCH3105 and at least 30 credits from ARCH3103, ARCH3104, ARCH3111, ARCH3112, ARCH3121, ARCH3122, ARCH3123

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ARCH3001 or ARCH3002 and ARCH3105

Joint Pathway Requirements at Level 6

Joint Pathway students must take either 60 or 75 credits from the table.

Joint pathway students taking their independent study in this subject must take ARCH3001 or ARCH3002.

Minor Pathway Requirements at Level 6: Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons