

## Programme Specification for BSc (Hons) Archaeology and Landscape Studies

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BSc Hons
5.	<b>Programme title</b>	Archaeology and Landscape Studies
6.	<b>Pathways available</b>	Single Honours
7.	<b>Mode and/or site of delivery</b>	Standard taught programme, University of Worcester
8.	<b>Mode of attendance</b>	Full time or Part time
9.	<b>UCAS Code</b>	VK43 BSc/ALS
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Archaeology 2007 <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Archaeology.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Archaeology.aspx</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	January 2013 Revised August 2014 and October 2014 (regulations) July 2015 Change of Independent Study code and PAT

### 12. Educational aims of the programme

The Archaeology and Landscape Studies course offers students the opportunity to follow an intellectually challenging programme of study that requires sustained independent work at Honours degree level and will prepare students for entry into a wide range of potential careers.

In particular, the Archaeology and Landscape Studies Course aims to:

- provide a 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 Landscape Studies at a depth and level appropriate to honours degree standard;
- develop the knowledge, skills and aptitudes of Archaeology and Landscape Studies;
- 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

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

- identify and examine core themes and ideas in archaeology and geomorphology (e.g. continuity and change in human societies, landscape development, earth surface processes and systems);
- express deeper knowledge of the specialist area of Archaeology and Landscape Studies (e.g. human activity in relation to the landscape, theorising landscapes, methodologies for studying the landscape);
- critically examine the application of archaeology and geomorphology to investigating the landscape;
- describe, apply and evaluate a diversity of specialist techniques and approaches involved in collecting, analysing and presenting archaeological and geomorphological information (e.g. field observation, survey, excavation, laboratory work, statistical analysis, cartography, GIS);
- demonstrate information and digital literacy competency, by being able to retrieve, evaluate and communicate information effectively;
- employ intellectual awareness, personal and communication skills, in accordance with the aims of the UMS;
- demonstrate autonomous and reflective learning in line with the University's Effective Learning Programme;
- apply ideas and practise research skills through fieldwork and independent study;
- exchange views with others and respond constructively to feedback.

### **Learning, teaching and assessment methods:**

The Archaeology and Landscape 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. Fieldwork is integral to the programme and the Course is unique in providing training in both archaeological and geographical fieldwork techniques, reflecting the practical and vocational strengths of the Course. Support for student learning at Level 4 is evident in the range of informal and formal 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. Throughout the Course, students are also directly supported in the process of Personal Development Planning through learning and teaching activities within the course.

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 Landscape 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 Landscape 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 Landscape Studies is offered as a Single Honours Pathway. Modules are worth either 15 or 30 credits.

Students following the Single Honours Pathway study Archaeology and Landscape modules but may also choose to take elective modules to the value of 30 credits. 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 (Landscape Studies). The Learning Outcomes of the Archaeology and Landscape 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 a personal 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 VK43 BSc/ALS)

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 1<sup>st</sup> 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 Landscape 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**

Archaeology and Landscape Studies students at University of Worcester have the opportunity to develop a unique and diverse range of intellectual, practical and social skills, which will be of enormous benefit to a wide range of future careers. Graduates are likely to enter the following occupations: archaeological fieldwork, archaeological consultancy, National Organisations (English Heritage, Natural England, the Environment Agency etc), local government (the planning system, development control) countryside and conservation work, teaching and postgraduate research.

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

### **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 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 Landscape course team are in contact with a wide range of archaeology, historic environment and countryside 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 archaeology or environment 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

<b>Course Title: BSc Archaeology and Landscape Studies</b>	<b>Year of entry: 2013/14 onwards</b>
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### **Level 4 BSc Archaeology and Landscape Studies**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
ARCH1101	Introduction to Archaeology	30	M	-	(ARCH1002, ARCH1004)
GEOG1110	Earth Systems, Processes and Landscapes	30	M	-	(GEOG1011, GEOG1012)
ARCH1103	Archaeology and Heritage of the British Landscape	30	M	-	(ARCH1007)
ARCH1104	World Archaeology and Ancient Civilizations	15	O	-	(ARCH1005)
ARCH1105	Human Origins	15	O	-	-
GEOG1111	Introduction to Geology	15	O	-	(GEOG1013)
GEOG1112	Introduction to River Science	15	O	-	-

#### **Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be ARCH1101, ARCH1103 and GEOG1110.

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.

<b>Level 5 BSc Archaeology and Landscape Studies</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes*</b>
ARCH2101	Archaeological Theory and Research	30	M	-	(ARCH2001) (ARCH2004)
ARCH2103	The Study and Interpretation of Artefacts	15	O	-	(ARCH2013, ARCH3013)
ARCH2120	Landscape Archaeology	15	M	-	(ARCH2010)
ARCH2121	Environmental Archaeology	15	M	-	(ARCH2011)
ARCH2122	Death and Burial	15	O	-	(ARCH2014, ARCH3014)
ARCH2124	Archaeology and Landscape Studies Excavation Module	30	M	-	(ARCH3015)
GEOG2120	Mountain Environments, Landscapes and Hazards	30	O	-	(GEOG2010)
GEOG2113	GIS	15	O	-	GEOG 3113 excluded (GEOG2005, GEOG3005)

### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits in total, 90 of which must be ARCH2101, ARCH2120, ARCH2121 and ARCH2124.

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.

Level 6 BSc Archaeology and Landscape 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*
ARLS3001/2	Independent Study in Archaeology and Landscape Studies	30	M		ARCH 3001/2 excluded
ARCH3103	Extension module	15	O		(ARCH3006)
ARCH3104	Work Placement	15	O		(ARCH3004)
ARCH3105	Managing the Historic Environment	15	M		(ARCH3003)
ARCH3121	Medieval Archaeology and Local Heritage	15	O		
ARCH3122	Neolithic and Bronze Age	15	O		(ARCH3011)
ARCH3123	Iron Age and Roman Britain	15	O		(ARCH2016, ARCH3016)
BIOS3051	Forensic Archaeology	15	O		
GEOG3122	Environmental Geology	15	O		(GEOG3014)
GEOG3123	Mountain Glaciers and Landscape	15	O		(GEOG3017)
GEOG3124	Ice Age Environments	15	O		(GEOG3012)
GEOG3113	GIS	15	O		GEOG 2113 excluded (GEOG3005, GEOG2005)
GEOG3114	Applied GIS and Remote Sensing	15	O		(GEOG3019)

#### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include **either** ARLS3001 (30 credits spread across one semester) **or** ARLS3002 (30 credits spread across two semesters). In addition, students should also take ARCH3105.