

PROGRAMME SPECIFICATION – Undergraduate COURSES

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 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
11	Date of Programme Specification preparation/revision May 2007/updated February 2011

12 Educational aims of the programme

The aims of the Archaeology and Heritage Studies course complement those of the UMS as a whole. Students are offered 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

13.1 Learning Outcomes:

The Course provides opportunities for students to achieve the following outcomes:

- to recognise and appraise key concepts in the presentation and interpretation of archaeology and heritage;
- to critically apply the methodologies of the disciplines within the Course;
- to explore, analyse and evaluate issues in the presentation and interpretation of archaeology and heritage in Britain;
- self-reliance and independence of judgement and a positive and responsible attitude to study and research;
- the ability to learn independently, researching, synthesising and developing materials in relation to a particular topic or topics;
- the ability to work co-operatively with others;
- 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;
- exchange views with others and respond constructively to feedback.

13.2 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 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 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 wide range of methods are used to assess students. 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. A range of both formative and summative assessment is used, with formative work used particularly at Level 4, in order to support student development. The broad and innovative nature of the assessment within the Course has been noted by External Examiner comments.

The criteria for the assessment of work are set out in the module guidance given to students, which are informed by the broad approaches set by the UMS generic assessment criteria. In assessing student's work, the course conforms to the University's policies on the internal and external examination of work.

15 Programme structures and requirements

The course is available in full and part-time modes. Students following the Single Honours Pathway study mainly Archaeology and Heritage modules, but with a choice of two "free choice" modules at both Level 4 and Level 5, which can be drawn from other subject areas. 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. There are also opportunities to choose from some "free choice" modules. 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.

Archaeology and Heritage Studies is offered as a Single, Major, Joint and Minor Pathway. Each module is worth 15 credits with the exception of the Level 6 independent Study, which is worth 30 credits.

Level 4 Modules		<u>NOTES</u>
ARCH1001	Heritage Studies: A Critical Introduction	Mandatory for all Pathways
ARCH1002	Introduction to Archaeology	Mandatory for all Pathways
ARCH1004	Introduction to Fieldwork in Archaeology	Mandatory for Single Honours, Mandatory for all other Pathways unless taking ARCH1007
ARCH1005	World Archaeology and Ancient Civilizations	Mandatory for Single Honours, Optional for other Pathways
ARCH1006	Protecting Heritage	Mandatory for Single Honours, Optional for other Pathways
ARCH1007	The Archaeology and Heritage of the British Landscape	Mandatory for Single Honours, Mandatory for all other Pathways unless taking ARCH1004
BUSM1301	Management Concepts	Optional, Shared Module
BUSM1401	Marketing Concepts	Optional, Shared Module
GEOG1022	The Country and the City	Optional, Shared Module
HIST1007	Reconstructing the Past	Optional, Shared Module
Level 5 Modules		<u>NOTES</u>
ARCH2001	Interpreting the Past	Mandatory for Single, Major and Joint Pathways, Mandatory for Minor Pathway if not doing ARCH2002
ARCH2002	Historians and Heritage	Mandatory for Single, Major and Joint Pathways, Mandatory for Minor Pathway if not doing ARCH2001
ARCH2003	Museums	Optional
ARCH2004	Research Methods in Archaeology and Heritage	Mandatory for Single and Major and Mandatory for Joint if doing as IS in Archaeology and Heritage
ARCH2010	Landscape Archaeology	Optional
ARCH2011	Environmental Archaeology	Optional
ARCH2014	Death and Burial (L5/6)	Optional; excluded combination ARCH3014
ARCH2016	Iron Age and Roman Britain (L5/6)	Optional; excluded combination ARCH3016
ARCH2021	Heritage Tourism and Place Promotion	Optional
ARCH2035	Architecture and the Built Heritage	Optional
BUSM2421	Public Relations	Optional
BUSM2422	Public Relations Practice	Optional
GEOG2005	Geographical Information Systems	Optional

HIST2015	Representing the Past (History in Film)	Optional
Level 6 Modules		NOTES
ARCH3001/2	Independent Study	Mandatory (for honours) for Single and Major Pathways and Optional for Joint Pathway; double module; must be in a topic relating to Archaeology and Heritage Studies
ARCH3003	Managing the Historic Environment	Mandatory for Single, Major and Joint Pathways
ARCH3004	Work Placement	Optional
ARCH3006	Extension Module	Optional
ARCH3011	Neolithic and Bronze Age Britain	Optional
ARCH3014	Death and Burial (L5/L6)	Optional; excluded combination ARCH2014
ARCH3015	Archaeology Field Study	Optional
ARCH3016	Iron Age and Roman Britain	Optional; excluded combination ARCH2016
ARCH3020	Researching Local and Community History	Optional
ARCH3035	Architecture and the Built Heritage	Optional
BIOS3051	Forensic Archaeology	Optional
BUSM3411	Brand Development and Corporate ID	Optional
BUSM3422	Public Relations Strategy	Optional
GEOG3027	Countryside Conservation and Agricultural Change	Optional

16 QAA Academic Infrastructure

The Archaeology Subject Benchmark Statement (2007) is intended to apply where Archaeology constitutes 50% of a course. The Course conforms to the Subject Benchmark Statement for Archaeology, although the course combines Archaeology with another subject and Archaeology will only constitute 50% of the course for Single and Major Pathway students choosing to focus on Archaeology options.

The Course conforms to 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 also incorporates specific good practice guidance from the following QAA Codes of

Practice:

- Students with Disabilities (due to the practical and field based nature of the Course)
- Careers Information and Guidance (awareness and guidance about PDP, Employability and Careers is specifically incorporated into the Course in core modules)
- Placement Learning (students have the option to undertake an optional work placement module, incorporating 100 hours work in an organisation).

17 Support for students

- One week induction programme
- Comprehensive Student Handbook
- All students have a personal tutor who guides on Personal Development Planning and offers general support
- All students have an Independent Study tutor
- Library induction and information skills packages
- Opportunities to take an IT module as part of the programme
- Study skills provided with the Course and separately by the Equal Opportunities Centre
- Opportunities to study abroad (optional)
- Students supported by Learning Support Services (Library, IT, Media and Print)
- Student Information and Guidance Centre
- Students' Union Advice Bureau
- The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.
- The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis.

18 Admissions policy, criteria and procedures

Admissions Policy for the course

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, including the Admissions Office, the Equal Opportunities Centre and the International Centre, 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.

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 accreditation 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 will pay particular attention to your personal statement as well as your predicted grades. They will not expect you to have a formal qualification in Archaeology or Heritage but they will be looking 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.
- External Examiner reports.
- Each module provides opportunities for student evaluation.
- Course staff/student committee considers student feedback.
- The University's Learning & Teaching Committee and the Learning and Teaching Centre promote learning and teaching across the institution.
- Peer assessment of teaching by staff.
- A teacher accreditation course PG Cert in Learning and Teaching for new staff, and Institute of Learning and Teaching membership.

20 Regulation of assessment

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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

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 or non-submission.

- 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 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 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 105 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 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

21 Indicators of quality and standards

- Externally assessed course re-validations 2000, 2001, 2003 and 2007
- External Examiner Reports
- Archaeology at Worcester scored very highly in the 2008-9 NSS
- University of Worcester has the Investor in People kitemark which was renewed in 2008.
- In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver excellent inclusive higher education

22 Employability and graduate destinations

Britain's heritage is now 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, like all Courses in the Undergraduate Modular Scheme, 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

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 Section 3 of the course handbook. 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.