

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 BSc
5	Programme title Archaeology and Landscape Studies
6	Pathways available Single Honours
7	Mode and/or site of delivery University of Worcester
8	Mode of attendance Full time or Part time
9	UCAS Code VK43 BSc/ALS
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 Archaeology and Landscape Studies complement those of the Undergraduate Modular Scheme as a whole. The 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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Opportunities are provided for students to achieve the following outcomes:

- 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);
- To 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);
- To critically examine the application of archaeology and geomorphology to investigating the landscape;
- To 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);
- To employ intellectual awareness, personal and communication skills, in accordance with the aims of the UMS;

- To demonstrate autonomous and reflective learning in line with the University's Effective Learning Programme;
- To apply ideas and practise research skills through fieldwork and independent study.
- To 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. 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 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 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 degree programme has three levels corresponding to the three years of the full-time course, although some modules can be studied at either Level 5 or Level 6 (with different codes, assessments and learning outcomes; these are indicated in the following tables by 'L5/L6'). Each module is worth 15 credits with the exception of the third year Independent Study, which is worth 30 credits. This course, which can be studied in full or part-time modes, is only available as a single honours route.

Level 4 Modules	<u>NOTES</u>
ARCH1002 Introduction to Archaeology	Mandatory

ARCH1004	Introduction to Fieldwork in Archaeology	Mandatory
ARCH1007	The Archaeology and Heritage of the British Landscape	Mandatory
ARCH1005	World Archaeology and Ancient Civilizations	FREE CHOICE (example)
GEOG1002	Mapping the Environment	Mandatory
GEOG1011	Earth Systems and Processes	Mandatory
GEOG1012	Landforms and Landscapes	Mandatory
GEOG1003	Field Investigations	FREE CHOICE (example)
GEOG1013	Introduction to Geology	FREE CHOICE (example)

Students can take two 'free choice' modules from within the UMS; these do not have to be drawn from Physical Geography or Archaeology and Landscape Studies. The modules shown (ARCH1005 and GEOG1003 and 1013) are included for illustrative purposes only.

Level 5 Modules		NOTES
ARCH2001	Interpreting the Past	Mandatory
ARCH2004	Research Methods in Archaeology and Landscape Studies	Mandatory
ARCH2010	Landscape Archaeology	Mandatory
ARCH2011	Environmental Archaeology	Mandatory
ARCH2014	Death and Burial (L5/L6)	Optional; excluded combination ARCH3014
ARCH 2016	Iron Age and Roman Britain	Optional; excluded combination ARCH 3016
ARCH2035	Architecture and the Built Heritage	Optional
BIOS2034	Soils and the Environment	Optional
GEOG2003	Residential Field Course	Optional
GEOG2005	Geographical Information Systems	Mandatory
GEOG2010	Mountain Processes	Optional
GEOG2013	River Processes	Optional

NOTE: the Level 5 Archaeology and Landscape Studies programme requires students to take five mandatory and three free choice modules.

Level 6 Modules		NOTES
ARCH3001/2	Independent Study	Mandatory (for honours); double module; must be in a topic relating to Archaeology and Landscape Studies
ARCH3003	Managing the Historic Environment	Mandatory
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	Mandatory
ARCH3016	Iron Age and Roman Britain (L5/L6)	Optional; excluded combination ARCH2016
ARCH3035	Architecture and the Built Heritage	Optional
BIOS 3051	Forensic Archaeology	Optional
GEOG3004	Mountain Environments Field Course	Optional
GEOG3014	Environmental Geology	Optional
GEOG3017	Mountain Glaciers and Landscapes	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:

- 3; Students with Disabilities (due to the practical and field based nature of the Course)
- 8; Careers Information and Guidance (awareness and guidance about PDP, Employability and Careers is specifically incorporated into the Course in core modules)
- 9; 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 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 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 Landscape Studies 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
- Geography was assessed as Satisfactory by the Higher Education Funding Council Assessors in 1994.
- 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

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, English Nature, the Countryside Agency etc), local government (the planning system, development control) countryside and conservation work, teaching and postgraduate research.

Additionally, like all Courses in the Undergraduate Modular Scheme, 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 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.

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.