

SECTION 2: PROGRAMME SPECIFICATION

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by n/a
4	Final award PG Cert/PG Diploma and MA
5	Programme title Archaeological Landscapes
6	Pathways available n/a
7	Mode and/or site of delivery block, weekend, evening delivery and off-site week long field classes.
8	Mode of attendance part-time provision with block, weekend, evening and weeklong intensive elements
9	UCAS n/a
10	Subject /Professional Benchmark statements n/a
11	Date of Programme Specification preparation May 2011
12	Educational Aims of the Programme <p>Landscape archaeology is a recognized avenue of archaeological investigation which has published guidelines of practice. Landscape studies also incorporate a wide body of theory, methods and technique, including scientific instrumentation and sensory perception. The breadth of this field offers a challenge to the archaeologist's depth of knowledge and understanding. This course offers the experienced archaeology student and professional archaeologist the opportunity to further develop the critical ability in problem solving in archaeology, matching theory with appropriate techniques in understanding landscape development and cultural meaning. Students will be given the opportunity to explore a number of current approaches, allowing them to critically develop their skills in research design and implementation, and to improve their confidence in a number of survey and landscape recording and analysis techniques.</p> <p>This course also offers students of allied disciplines wishing to retrain in archaeology the opportunity to receive intensive training in both theory and practice, in a body of knowledge which is core to professional and academic archaeology.</p> <p>Students successfully completing this degree will be well prepared to apply for further (PhD) training in archaeology, as well as fulfil a number of criteria for Continuous Professional Development in Archaeology, as suggested by the Institute for Archaeologists, and the HEAcademy.</p> <p>The learning aims for this course are to:</p> <ul style="list-style-type: none">• develop critical knowledge of current techniques and theories of the study of the archaeological landscape• provide critical information of the nature of archaeological landscapes• develop critical skills in observational approaches to landscape study• develop technical skills in specified techniques for measuring the archaeological landscape

- develop critical skills in research design and project management of survey-based archaeological research
- develop critical skills in proposing conducting and writing up archaeological research in a variety of forms, including field reports and an extended dissertation.

13 Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

1. Apply critical knowledge of current techniques and procedures used to record the archaeological landscape to appropriate problems.
2. Reflect critically on the nature of archaeological landscapes.
3. Through appropriate development of research design demonstrate knowledge of range and appearance of archaeological landscapes.

Cognitive and intellectual skills:

4. Reflect on current theories of understanding the archaeological landscape.

Practical skills relevant to employment:

5. Develop further skills and critical knowledge of observational approaches to landscape study including semi-measured survey.
6. Apply successfully technical skills in specified techniques for measuring the archaeological landscape.
7. Successfully transfer appropriate technical skills in analyzing data learned in a classroom situation to data collected from measuring the archaeological landscape.

Transferable/key skills:

8. Develop further skills in problem based learning in research design and project management of survey-based archaeological research.
9. Apply experience in program design and project management to proposing conducting and writing up archaeological research in a variety of forms, including work-based interpretative reports and/or an extended dissertation.

The learning content and assessment criteria for each of the modules are aligned to specific learning outcomes (reflecting the Level 7 requirements of the Framework for Higher Education Qualifications [QAA 2008]).

Learning is facilitated via taught sessions and distance learning, utilising analysis of theory, case studies and software specific to the data collection and analysis in landscape studies. For example, Blackboard and Pebblepad will be used in order to facilitate student-lead project design, as well as for use to disseminate seminar and lecturing materials. Teaching input is provided by the course leader and professionals, acting as visiting lecturers, from within the archaeological profession. Assessment methods incorporate a wide range of strategies to provide students will the opportunity to

demonstrate their abilities across several techniques and interpretative frameworks within current practice of landscape investigation. Attendance is strongly encouraged throughout the taught element, as a significant amount of student-lead direction and participation is included in every session.

The course will consist of four taught modules and a dissertation. The first two modules will consist of a series of lectures or student-lead seminars, held bi-weekly. These modules will include one or two intensive problem based field work sessions, designed to offer the advanced student the opportunity to develop their confidence in recognizing specific issues in Landscape Studies, and applying the appropriate methods for collection of specific data. In each case, there will be an expectation that students will engage in a significant amount of independent learning, assessed through seminar presentations and project reports.

The third module will consist of a field school in Landscape Survey techniques. This module will consist of an intensive residential survey project of between 1-2 weeks, in which attendance is mandatory, In addition there will be a number of organizational and follow up sessions, in which the student will be able to develop the appropriate focus for the season. In this module, students will be given the opportunity to apply and develop their knowledge and skills to a specific predetermined study area. Support will be given before, during and after the field school as students further their experience in project design and the application of survey techniques. Assessment through this module will consist of a project portfolio and a fieldwork participation assessment.

The final assessed element of the program will be the Dissertation. At this stage, students will be expected to develop and complete a significant research project with only occasional contact with teaching staff. There is no attendance requirement, aside from that of attending scheduled meetings and briefing sessions.

14 Assessment Strategy

The assessment strategy, like that of the learning and teaching strategy, is geared towards encourage a greater depth, breadth and critical engagement with the literature, methods and practical applications of the study of archaeological landscapes than at the undergraduate level. The summative assignments are individually assessed, though increasingly, the students will be asked to acquire knowledge in the research seminar context, as both learners and teachers. This course operates under the [Postgraduate Regulatory Framework](#) (.pdf) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, requirements for awards, and how the award is classified

The course is fully compliant with the University of Worcester regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please refer to the University of Worcester Registry website.

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 generic assessment criteria contained within the [University of Worcester Student Handbook](#) and [University of Worcester grade descriptors](#).

The first year set of assessments are designed to prompt the student into an in depth and critically motivated knowledge of the literature and practice in this topic. Through student seminars and extended essays, the students will develop their critical communication skills.

In the second year, assessments will emphasize technical and generic core skills required to conduct research in the field. The practically based assessments will concentrate on providing students with not only mechanical 'skills' but also critical capacities to use such knowledge in a discriminating fashion.

Finally, the Dissertation is in place to further encourage and develop the student's ability to develop, conduct and complete a piece of personal research to a high level of competency, suitable for dissemination in a professional or academic context.

The overall purpose of the assessment strategy is to enable students to:

- demonstrate that they have the intellectual rigour commensurate with a course of this nature and have developed the analytical skills expected of study at post-graduate level
- develop and demonstrate their capacity for in-depth research including the ability to design and conduct an appropriate research project
- demonstrate the ability to synthesise appropriate theories, models and concepts from the course (and their previous academic studies), and apply them to critically evaluate current archaeological field practice
- gain experience in working individually and as part of a team
- gain experience in speaking of personal research in a group setting
- Receive continuous, regular and appropriate feedback throughout the course.

The grade descriptors align with the general post-graduate mark descriptors as used by the University of Worcester:

- at Pass grade to be systematically collecting a comprehensive range of expert opinion, prioritising the acquiring of specialised material, skills or procedures as needed, and ordering them into relevant categories.
- at Merit grade to demonstrate active abstraction of meaning and synthesis of complex and specialized material in developing an interpretation of the task or evidence.
- at Distinction grade to demonstrate the ability to develop appropriate creative,

independent interpretations and/or evaluations of the task or evidence informed by command of their specialist area.

15 Programme structures and requirements

Award Map for a Postgraduate Diploma/Postgraduate Certificate/MA in Archaeological Landscapes

LEVEL 7						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))			Prerequisites (Code of Module required)
			PG Diploma	PG cert	MA	
ARCH 4001 Semester 1 Year 1	Viewing the land: the study of landscapes in archaeology	30	M	M	M	None
ARCH 4002 Semester 2 Year 1	Measuring the land: science and landscape archaeology	30	M	M	M	None
ARCH 4003 Summer Year 1	Landscape Survey Field School	30	X	M	M	None
ARCH 4004 Semester 1 Year 2	Research Methods	30	X	M	M	None
ARCH 4005 Semester 2/Summer Year 2	Dissertation	60	X	X	M	None

16 QAA Academic Infrastructure In absence of a [QAA benchmarking statement for taught masters](#) provision in Archaeology, qualifications are based on the generic descriptors published in *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)* Masters (level 7) provision, as well as in the [QAA Guidance on Masters Degree Courses](#). In addition, reference has been made to the guidelines for professional development and best practice published by the Institute of Archaeologists, and the [National Occupational Standards of Archaeological Practice \(TORC\)](#).

17 Support for students

The following activities and documents have been put in place to provide support for Masters students at the Institute of Science and the Environment:

- induction programme including inputs from Student Services and International Office
- Course handbook and modules outlines
- support from ILS staff during induction and through Information Desk and Study Guides
- representation on Programme Committee to address course-wide issues
- each student is allocated a personal tutor to provide support for learning.
- registry provides student-specific information, including module results, on the SOLE page of the University website

- range of support services including accommodation office through Student Services
- special events for international students co-ordinated by International Office
- english language support provision (where necessary, as in case of International students)
- the Disability and Dyslexia service offer a range of support and advice for students with particular needs.

18 Admissions policy, criteria and procedures

This course is open to students with a prior degree in Archaeology, or related field, as well as to current professional archaeological practitioners. This course is also open to students wishing to convert their original degree to a field archaeology specialism, or wishing to update an older but appropriate degree in archaeology.

General entrance requirements:

- Normally, students should have a first degree of a 2:1 or better. Occupational experience will be considered on a case-by-case basis in the case of first degree of 2:2
- Students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.
- Candidates will only be interviewed where doubt exists in relation to information provided via the application form, concerning their meeting the entry criteria

Accreditation of Prior Learning.

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for accreditation of prior learning.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Module feedback
- Annual Course Evaluation Report completed by course manager
- Periodic review including external scrutiny
- External examiners reports
- Academic staff annual appraisal
- Feedback from workplace mentors (where applicable)

Committees with responsibility for monitoring and evaluating quality and standards:

- Institute of Science and the Environment Quality Committee
- Archaeology and Heritage Course Team
- Academic Standards and Quality Enhancement Committee (ASQEC)
- Ethics Committee
- Learning and Teaching Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Student representative participation in Archaeology and Heritage Course Management committees
- Meetings with personal tutor
- Meetings with work placement mentors, if necessary.

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 50% 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 50% 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, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate 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 or non-submission.
- Reassessment takes place during the following semester or during the

summer reassessment period at the end of the academic year.

- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA)	Passed a minimum of 180 credits at level 7 including a minimum of 60 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

In November 2005, the University 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 an excellent inclusive higher education. The University was audited again in 2011.

University of Worcester graduates have a good rate of employability after graduation. In a recently conducted poll of graduates in archaeology at the University of Worcester, 68% were classed as employed, with a further 25% classed as self-employed. NSS scores suggest a good to high rate of satisfaction of students enrolled in Archaeology at the University of Worcester, relative to other degrees. Further, there is evidence that from within each graduating undergraduate cohort, approximately 5% go on to do post-graduate training, including taught masters programmes and funded PhDs.

Finally, archaeology team at the University of Worcester is research active, and are scheduled to be returned in the next REF, which is a periodic measure of achievement in international, national and regional research in the United Kingdom.

22 Employability and graduate destinations

- The University of Worcester has recently approved the Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy, This statement articulates the central nature of student employability within the curriculum and student experience here at Worcester.
- The MA in Archaeological Landscapes will provide training and competitive edge within the heritage and private consultancy sectors. This includes an array of governmental bodies from the local level through national quangos. Individual

skills such as GIS are considered highly desirable for employability within the Commercial sector of Archaeology. The dissertation has the option of applying commercially collected data to an academic problem, thus providing a strong link between University and Commercial activity.

- The MA in Archaeological Landscapes will also provide a stepping stone to further post-graduate training.
- The Archaeology programme at the University of Worcester combines a strong theoretical focus with a core of technical competencies, providing students with the opportunity to develop as effective, reflective professionals. Archaeologists wishing to pursue and develop a career as a professional in an increasing atmosphere of competition and specialisation. Successful students of this degree should be able to not only conduct competent research, but will also have developed an attitude towards the overall project commensurate with independent research, but also in the managing of large research projects, including collaboration and management.

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.