

Programme Specification for BA (Hons) Archaeology and Heritage Studies

This document applies to Academic Year 2019/20 onwards

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester |
| 3. | Programme accredited by | n/a |
| 4. | Final award or awards | 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 and duration | Full time or Part time |
| 9. | UCAS Code | DV44 BA/AHS |
| 10. | Subject Benchmark statement and/or professional body statement | Archaeology 2014 QAA Benchmark Statement: Archaeology 2014 |
| 11. | Date of Programme Specification preparation/ revision | June 2018 Department Review August 2018 AQU Amendments (regulations and minor updates) October 2018 updates to level 4 December 2018 AQU amendments to template |

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

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes

have been informed by the Benchmark Statements and adapted according to the needs of this particular course.

The learning outcomes for the Archaeology and Heritage Studies degree course are as follows:

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| Knowledge and Understanding | | |
|------------------------------------|--|--|

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|---------------|--|--|
| 1. | recognise and appraise key concepts in the presentation and interpretation of archaeology and heritage | ARCH2101 ARCH2102 |
| 2. | critically apply the methodologies of the disciplines within the Course | ARCH2101 ARCH3001/2 |
| 3 | explore, analyse and evaluate issues in the presentation and interpretation of archaeology and heritage in Britain | ARCH2101 ARCH2102 ARCH3105 ARCH3001/2 |

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| Cognitive and Intellectual skills | | |
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| 4 | demonstrate the ability to learn independently, researching, synthesising and developing materials in relation to a particular topic or topics | ARCH2101 ARCH2102 ARCH3105 ARCH3001/2 |
| 5 | 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; | ARCH2101 ARCH2102 ARCH3105 ARCH3001/2 |

| | | |
|---|--|--|
| Skills and capabilities related to employability | | |
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|---|--|------------------------------------|
| 6 | work co-operatively with others; | ARCH2101 |
| 7 | show self-reliance and independence of judgement and a positive and responsible attitude to study and research | ARCH2102 ARCH3105 ARCH3001/2 |

| | | |
|--------------------------------|--|--|
| Transferable/key skills | | |
|--------------------------------|--|--|

| | | |
|---|--|------------------------------------|
| 8 | demonstrate information and digital literacy competency, by being able to retrieve, evaluate and communicate information effectively | ARCH2101 ARCH2102 ARCH3001/2 |
| 9 | exchange views with others and respond constructively to feedback | ARCH2101 ARCH2102 ARCH3105 |

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in

terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

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.

Teaching

Students are taught through a combination of fieldwork, fieldtrips, lectures, seminars, interactive class workshops and laboratory based practicals. Fieldwork may include archaeological excavation (residential and in-class), survey, site and building recording and is intended to equip students with the subject based skills valuable to future employment. Fieldtrips are linked to the topics and sites covered in lectures and enable students to gather data for assessments and analyse real world situations. Lectures introduce key ideas and debates which are further developed in seminar discussions. Workshops take a variety of formats and are intended to support learning through individual and small group activities and problem based learning. Laboratory practicals further enhance subject specific and research skills.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

In the third year, students can choose to take the Work Placement module which requires them to carry out 100 hours in the workplace, either during the vacation or in teaching time. If the latter is chosen, it will have to be fitted around the other contact hour requirements. Students will be supervised for agreed projects by a work-based mentor and a University tutor.

Students use industry-standard design software and have access to archaeological and computer laboratory facilities throughout the course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will enable them to flourish and be successful.

Contact time

In a typical week, there will be around 14-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there will normally be slightly less contact time in order to do more independent study.

Typically, class contact time will be structured around:

- 6 hours of lectures
- 4 hours of fieldtrips
- 2 hours of small group seminars/workshops
- 2 hours of laboratory work
- 2 hours of fieldwork

At the end of the first year there will be an opportunity to participate in an archaeological excavation. This is a residential field school that lasts for three weeks and takes place during the summer vacation between the first and second years.

Class sizes vary dependent on modules but there will generally be a class of 20-30 students for mandatory modules and 10-20 for optional modules.

Independent self-study

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technicians.

Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader. Teaching is informed by the research and consultancy, and 63 per cent of University lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. Information about the staff is available via staff profiles: <https://www.worcester.ac.uk/discover/science-staff-profiles.html>

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include a wide range of coursework assessments such as essays, portfolios, field and laboratory notebooks, artefact and site reports, individual and group presentations, academic posters, article critiques, mock funding applications, heritage promotion strategies and museum and heritage interpretation labels and panels. In addition, there are a few written examinations and a final year independent studies project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1:

- essays
- reports
- poster presentations
- interpretative material
- group presentations
- practical portfolios
- bibliographic exercises
- open note examinations.

Year 2:

- essays
- reports
- essays
- research proposal
- field notebooks
- excavation on-site performance
- formal written examination.

Year 3:

- independent Study
- reports
- essays
- student negotiated assessments
- practical reports
- mock funding proposals
- student led discussions

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). Students can also study up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages and Teaching English as a Foreign Language (TEFL). 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 personal academic tutors; Introduction to key ICT resources [Student Online Environment (SOLE), Blackboard (a virtual learning environment), Pebblepad (an online personal development planning tool); a social event to meet staff and fellow students; Academic expectations; Introduction to the Hive and a 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;
- All students have an Independent Study tutor;
- Student Services provides specialist support on a one to one basis; further details can be found at: <http://www.worcester.ac.uk/student-services/index.htm>
<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>
- Archaeology students also have access to a range of specialist resources including the Geographical Information Systems (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 School 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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

A satisfactory DBS may be required if a placement/WBL experience is a required element of the course.

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).

Further information on Recognition of Prior Learning can be found at:
<http://www.worcester.ac.uk/registryservices/941.htm>

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. Regulation of assessment

The course operates under the University's **Taught Courses 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.
- 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 please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- Students at Level 4 will 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 210 credits, including 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.

Requirements for Awards

| Award | Requirement |
|--|--|
| Certificate of Higher Education Cert HE Archaeology and Heritage Studies | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map. |
| Diploma of Higher Education DipHE Archaeology and Heritage Studies | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map. |

| | |
|----------------------|--|
| 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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map. |
| 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, as specified on the award map. |

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 Taught Courses Regulatory Framework.

20. 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. 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. 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. 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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Award Map

Course Title: BA Archaeology and Heritage Studies

| 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 | - | - |
| ARCH1102 | Introduction to Heritage | 30 | M | M | - | - |
| ARCH1104 | World Archaeology and Ancient Civilizations | 15 | O | - | - | - |
| ARCH1105 | Human Origins | 15 | O | - | - | - |
| ARCH1107 | The Archaeology of Britain | 15 | M | - | - | - |
| ARCH1108 | Archaeological Investigations | 15 | M | - | - | - |
| LANGxxxx | Optional modules offered by the Language Centre | 15/30 | O | - | - | - |

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, to include all mandatory modules, ARCH1101, ARCH1102, ARCH 1107 and ARCH 1108, and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

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 | - | - |
| ARCH2102 | Displaying the Past: Museums, Artefacts and Collections | 30 | M | M | O | O | - | - |
| ARCH2110 | Visions of England: History, Heritage and Identity | 15 | O | O | O | O | - | - |
| ARCH2111 | Architecture and the Built Heritage | 15 | O | O | O | O | - | Exclusions: ARCH3111 |
| ARCH2112 | Heritage Tourism and Place Promotion | 15 | O | O | O | O | - | Exclusions: ARCH3112 |
| ARCH2120 | Landscape Archaeology | 15 | O | O | O | O | - | - |
| ARCH2122 | Death and Burial | 15 | O | O | O | - | - | - |
| ARCH2123 | Field Excavation Module | 15 | O | O | O | - | - | - |
| ARCH2125 | Dating, DNA, Isotopes: Archaeological Science in context | 15 | O | O | O | - | - | - |
| GEOG2113 | Geographical Information Systems | 15 | O | O | O | - | - | GEOG3113 excluded |
| LANGxxxx | Optional modules offered by the Language Centre | 15/30 | O | - | - | - | - | - |

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, to include all mandatory modules, ARCH2101 and ARCH2102, and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

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, ARCH2122.or ARCH2125. 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 |
| ARCH3104 | Work Placement | 15 | O | O | - | - | - | ARCH3103 excluded |
| ARCH3105 | Managing the Historic Environment | 15 | M | M | O | - | - | - |
| ARCH3111 | Architecture and the Built Heritage | 15 | O | O | O | O | - | ARCH2111 excluded |
| ARCH3112 | Heritage Tourism and Place Promotion | 15 | O | O | O | O | - | ARCH2112 excluded |
| ARCH3121 | Medieval Archaeology and Local Heritage | 15 | O | O | O | O | - | - |
| ARCH3122 | Neolithic and Bronze Age | 15 | O | O | O | O | - | - |
| ARCH3123 | Iron Age and Roman Britain | 15 | O | O | O | O | - | - |
| BIOS3051 | Forensic Archaeology | 15 | O | O | - | - | - | - |
| GEOG3113 | Geographical Information Systems | 15 | O | - | - | - | - | GEOG2113 excluded |
| GEOG3114 | Applied Geographical Information Systems and Remote Sensing | 15 | O | O | O | - | GEOG2113 or GEOG3113 | - |
| GEOG3124 | Ice Age Environments | 15 | O | O | - | - | - | - |
| GEOG3132 | Countryside Conservation | 15 | O | - | - | - | - | - |
| GEOG3133 | Town and Country Planning | 15 | O | O | - | - | - | - |
| HIST3106 | The Home Front: Britain 1939-45 | 15 | O | O | - | - | - | - |

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 or 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 45, 60 or 75 credits from the table above (to make at least 105 credits over levels 5 and 6 in the subject and no more than 135 credits over levels 5 and 6 in the subject)

Joint pathway students who choose to take their independent study in this subject must take ARCH3001 or ARCH3002.

Joint pathway students must take one independent study (or equivalent) either in this subject, in their other joint subject or take JOIN3001 or JOIN3002 where an independent study covers both joint subject.

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 |