UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate)

For students entering in 2018/19
Date amended: July 2018

1. Programme Title(s):

MA in Archaeology
Postgraduate Diploma in Archaeology
Postgraduate Certificate in Archeology*

***Available as an EXIT award ONLY**

2. Awarding body or institution:

University of Leicester

3. a) Mode of study: Full-time or Part-time

b) Type of study: Campus-based

4. Registration periods:

Postgraduate Diploma Full Time;
The normal period of registration is nine months full-time.
The maximum period of registration is eighteen months full-time.

MA Full Time
The normal period of registration is one year full-time.
The maximum period of registration is two years full-time.

Postgraduate Diploma Part Time
The normal period of registration is eighteen months part-time.
The maximum period of registration is thirty six months part-time.

MA Part Time
The normal period of registration is two years part-time.
The maximum period of registration is four years part-time.

5. Typical entry requirements:

A good second class (2:1) Honours degree in Archaeology or a closely related subject, or equivalent. Individual cases where the applicant has extensive relevant professional experience (5 years or more) will be considered on their merits, by the Course Director. Where English is not the first language of the candidate, the successful applicant must have IELTS 6.5 with 5.5 in each component or an equivalent test.

6. Accreditation of Prior Learning:

We do not accept APL on this course.

7. Programme aims:

The programme aims to:

- provide a theoretical and practical foundation for independent research in archaeology;

- develop students' practical archaeological skills in the handling and analysis of classes of archaeological material appropriate to the specialist area of study selected;
- enhance students' critical understanding of contemporary debates, themes and knowledge in archaeological practice
- equip students with the skills required to advance to a research degree;
- promote thoughtful and ethical archaeological and research practice;
- enhance the career prospects and employability of the programme's graduates – whether in archaeology, related or other professions – by equipping them with transferable skills in written and oral communication, team-working, critical thinking and primary data analysis.

8. Reference points used to inform the programme specification:

Rationale

The programme offers core teaching in archaeological theory and practice and offers advanced postgraduate training in a variety of specialist subject areas. The School is internationally recognised has having research and teaching expertise in these subject areas.

The proposed programme is also specifically designed to produce graduates with the skills to advance to doctoral research. Teaching on all modules will emphasise the development of independent research skills, but the option of a guided research module, taken in addition to a dissertation, offers students an unusually high level of research training content that is also flexible and can be tailored to students' specific interests.

- QAA Benchmarking Statement for Archaeology
- University of Leicester Learning Strategy 2016-2020
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- University of Leicester Periodic Developmental Review Report
- Annual Developmental Reviews
- University of Leicester Employability Strategy
- National Student Survey results
- First Destinations Data
- Graduate Survey
- External Examiners' reports (annual)

9. Programme Outcomes (MA):

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
Knowledge		
Core knowledge of theoretical issues, evidence bases and key methods, techniques and resources relevant to archaeology. Knowledge of key questions, theoretical issues, evidence bases, methodologies and resources relevant to chosen specialist pathway	Core lectures and seminars; directed and independent reading. Option lectures and seminars; directed and independent reading; laboratory-based sessions and/or projects; specialist project guidance; dissertation supervision; analysis of professional experience by case study	Oral seminar presentations and discussion in core modules; analysis and critique of archaeological case studies; essays and other assessed assignments (e.g. guided research project and dissertation). Oral seminar presentations and discussion in optional modules; essays and other assessed assignments (e.g. laboratory-based projects, guided research project and dissertation)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Concepts		
Theories and methods of analysis and interpretation of archaeological data; critical awareness of theoretical, professional and ethical dimensions to archaeological and academic practice	Lectures and seminars; directed and independent reading; laboratory-based sessions and/or projects; specialist project guidance; dissertation supervision; analysis of professional experience by case study	Oral seminar presentations and discussion; essays and other assessed assignments (e.g. laboratory-based projects, guided research project and dissertation)
Techniques		
Analytical and writing skills enabling critical interpretations of specific periods and informed critique and application of methodologies; skills relating to the analysis of archaeological materials	Seminars; directed and independent reading; laboratory-based sessions and/or projects; specialist project guidance; dissertation supervision; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; essays and other assessed assignments (e.g. laboratory-based projects, guided research project and dissertation)
Critical analysis		
Independent applications of concepts and techniques in a rigorous and self-reflexive manner. Critical reviews of published material, and critical appraisal of newly generated and existing material and bodies of data	Seminars; laboratory-based sessions and/or projects; specialist project guidance; dissertation supervision; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, formative assignments, guided research project, essays and dissertation)
Presentation		
Presentation of data analysis, critical reviews and project results to a professional standard; ability to organise, structure and write research and other material appropriately and with clarity and coherence.	Lectures and seminars; laboratory-based sessions and/or projects; specialist project guidance; dissertation supervision; analysis of professional experience by case study; feedback	Oral seminar presentations; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)
Appraisal of evidence		
Ability to: engage in project design; appraise, synthesise and present complex archaeological material and associated conceptual issues; assess the relevance and weighting of potential evidence, methods, techniques and ideas, and mount and sustain an independent level of inquiry at an advanced level.	Seminars; laboratory-based sessions and/or projects; guided design of specialist project; guided design of dissertation and subsequent supervision; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
Research skills		
Ability to: plan research projects, and locate, extract, produce and analyse relevant evidence; conduct significant background research and literature surveys; organise and marshal evidence, report on findings, analyse complex ideas and competing viewpoints and construct informed critical arguments at an advanced level	Project and dissertation guidance and supervision; feedback; directed reading; seminars; University resources provided by Student Development Service	Oral seminar presentations; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)
Communication skills		
Ability to: respond with focus and clarity to written or oral questions; write clearly and concisely; make effective use of graphical and statistical summaries, where appropriate; produce properly structured, clear, advanced discussion papers, reports or dissertations.	Seminars; supervision and guidance of independent project and dissertation research; feedback; University resources provided by Student Development Service	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)
Data presentation		
Ability to organise and present information gathered through research clearly and effectively including using appropriate IT resources.	Supervision and guidance of independent project and dissertation research; feedback; University resources provided by Student Development Service	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)
Information technology		
Make critical use of digital resources for conducting academic research, assessing these resources for utility and reliability. Use the online resources provided by the School and the University to communicate with other students and tutors. Develop skills in key software suites (office tools; graphics; search tools).	Guided introduction to digital resources; research supervision; independent research; forums and discussion groups using Blackboard	Use of digital resources to produce essays, other assignments (e.g. reports) and dissertation; activity on the relevant Blackboard sites and email lists.
Problem solving		
Critically select and apply methods for addressing research questions. Critically select and analyse primary material for addressing research questions.	Problem-oriented exercises; research supervision; seminars and classes; feedback and project supervision	Essays, assessed and self-assessed exercises, oral presentations; other assignments (e.g. reports) and dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Working relationships		
Ability to: draw appropriately on specialist knowledge; contribute to and comment critically but constructively upon ideas, including in group discussion;	Seminars; specialist project guidance; dissertation supervision; analysis of professional experience by problem-oriented case study; feedback; student contribution to negotiations on guided project and dissertation design	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project, essays and dissertation)
Managing learning		
Ability to: demonstrate independence and time-management and organisational skills; identify a feasible research project and to establish a realistic research time-table; reflect on and write up results	Formal guidance on seminar preparation; supervision and assignment feedback; coursework schedules and expectations; student contribution to negotiations on guided project and dissertation design	Seminar presentations and discussion; meeting coursework deadlines for assignments; demonstrating progress in assignments throughout the course; progress of dissertation research and writing
Career management		
Ability to demonstrate the above transferable skills; independent research skills appropriate for progress to doctoral research	Tutorial discussion and advice; career advice resources provided by the University and the School	Award of the degree; discussion of career prospects and future plans with Programme Coordinator, Postgraduate Tutor and other academic mentors in the School; use and completion of University-supplied resources and courses

Programme Outcomes (PG Diploma):

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
Knowledge		
Core knowledge of theoretical issues, evidence bases and key methods, techniques and resources relevant to archaeology. Knowledge of key questions, theoretical issues, evidence bases, methodologies and resources relevant to chosen specialist pathway	Core lectures and seminars; directed and independent reading. Option lectures and seminars; laboratory-based sessions and/or projects; specialist project guidance; analysis of professional experience by case study	Oral seminar presentations and discussion in core modules; analysis and critique of archaeological case studies; essays and other assessed assignments (e.g. guided research project). Oral seminar presentations and discussion in optional modules; essays and other assessed assignments (e.g. laboratory-based projects, guided research project)
Concepts		
Theories and methods of analysis and interpretation of archaeological data; critical awareness of theoretical, professional and ethical dimensions to archaeological and academic practice	Lectures and seminars; directed and independent reading; laboratory-based sessions and/or projects; specialist project guidance; analysis of professional experience by case study	Oral seminar presentations and discussion; essays and other assessed assignments (e.g. laboratory-based projects, guided research project)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Techniques		
Analytical and writing skills enabling critical interpretations of specific periods and informed critique and application of methodologies; skills relating to the analysis of archaeological materials	Seminars; directed and independent reading; laboratory-based sessions and/or projects; specialist project guidance; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; essays and other assessed assignments (e.g. laboratory-based projects, guided research project)
Critical analysis		
Independent applications of concepts and techniques in a rigorous and self-reflexive manner. Critical reviews of published material, and critical appraisal of newly generated and existing material and bodies of data	Seminars; laboratory-based sessions and/or projects; specialist project guidance; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, formative assignments, guided research project and essays)
Presentation		
Presentation of data analysis, critical reviews and project results to a professional standard; ability to organise, structure and write research and other material appropriately and with clarity and coherence.	Lectures and seminars; laboratory-based sessions and/or projects; specialist project guidance; analysis of professional experience by case study; feedback	Oral seminar presentations; assessed assignments (e.g. laboratory-based projects, guided research project and essays)
Appraisal of evidence		
Ability to: engage in project design; appraise, synthesise and present complex archaeological material and associated conceptual issues; assess the relevance and weighting of potential evidence, methods, techniques and ideas, and mount and sustain an independent level of inquiry at an advanced level.	Seminars; laboratory-based sessions and/or projects; guided design of specialist project; analysis of professional experience by case study; feedback	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project and essays)
(b) Transferable skills		
Research skills		
Ability to: plan research projects, and locate, extract, produce and analyse relevant evidence; conduct significant background research and literature surveys; organise and marshal evidence, report on findings, analyse complex ideas and competing viewpoints and construct informed critical arguments at an advanced level	Project guidance and supervision; feedback; directed reading; seminars; University resources provided by Student Development Service	Oral seminar presentations; assessed assignments (e.g. laboratory-based projects, guided research project and essays)

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication skills		
Ability to: respond with focus and clarity to written or oral questions; write clearly and concisely; make effective use of graphical and statistical summaries, where appropriate; produce properly structured, clear, advanced discussion papers or reports.	Seminars; supervision and guidance of independent project research; feedback; University resources provided by Student Development Service	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project and essays)
Data presentation		
Ability to organise and present information gathered through research clearly and effectively including using appropriate IT resources.	Supervision and guidance of independent project research; feedback; University resources provided by Student Development Service	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project and essays)
Information technology		
Make critical use of digital resources for conducting academic research, assessing these resources for utility and reliability. Use the online resources provided by the School and the University to communicate with other students and tutors. Develop skills in key software suites (office tools; graphics; search tools).	Guided introduction to digital resources; research supervision; independent research; forums and discussion groups using Blackboard	Use of digital resources to produce essays, other assignments (e.g. reports); activity on the relevant Blackboard sites and email lists.
Problem solving		
Critically select and apply methods for addressing research questions. Critically select and analyse primary material for addressing research questions.	Problem-oriented exercises; research supervision; seminars and classes; feedback and project supervision	Essays, assessed and self-assessed exercises, oral presentations; other assignments (e.g. reports).
Working relationships		
Ability to: draw appropriately on specialist knowledge; contribute to and comment critically but constructively upon ideas, including in group discussion;	Seminars; specialist project guidance; analysis of professional experience by problem-oriented case study; feedback; student contribution to negotiations on guided project design	Oral seminar presentations and discussion; assessed assignments (e.g. laboratory-based projects, guided research project and essays)
Managing learning		
Ability to: demonstrate independence and time-management and organisational skills; identify a feasible research project and to establish a realistic research time-table; reflect on and write up results	Formal guidance on seminar preparation; supervision and assignment feedback; coursework schedules and expectations; student contribution to negotiations on guided project design	Seminar presentations and discussion; meeting coursework deadlines for assignments; demonstrating progress in assignments throughout the course

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Career management		
Ability to demonstrate the above transferable skills; independent research skills appropriate for career progress	Tutorial discussion and advice; career advice resources provided by the University and the School	Award of the degree; discussion of career prospects and future plans with Programme Coordinator, Postgraduate Tutor and other academic mentors in the School; use and completion of University-supplied resources and courses

10. Special features:

A particular feature of the programme is the flexibility offered by the 30-credit 'Guided Research' module. In this element of the programme students can elect to undertake a research project relating to their chosen subject area, under the supervision of an appropriate member of academic staff. It is for the student, in consultation with the staff supervisor, to identify and plan the project, in the light of their interests, previous experience and other module choices. The project has no prescribed format; it might be a laboratory or field based project, or focus analytically on materials or other realms of archaeological evidence extracted from literature, or be an extended critical essay on a particular problematic issue, or whatever other format is agreed as appropriate by the supervisor. This means that a student can complement a thematic, lecture-based taught option in their chosen pathway with a more practical, materials-based Guided Research project in the same thematic field, or vice versa. Equally, they might use the Guided Research module to study a period, region, issue or methodology different from that of their chosen taught option but for which appropriate specialist staff expertise exists in the School. This module therefore delivers a very high level of flexibility and a facility to broaden or deepen specialist study beyond that offered by the taught option alone.

In addition, the Guided Research module enhances the research content of the programme and thus its suitability and capacity for producing doctoral research students. Moreover, students who have a clear specialist interest can demonstrate adequate prior knowledge and understanding and plan to go on to doctoral research can choose the 90-credit dissertation option. This permits them to dispense with the 30-credit taught option, so that all their non-core learning is in the form of independent but supervised research in areas agreed with an appropriate supervisor or supervisors. This means that the programme can offer routes to specialisation, through guided-research-led learning, beyond those offered by the taught specialist options.

11. Indications of programme quality:

Our research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction.

12. Scheme of Assessment

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

13. Progression points

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

14. **Rules relating to re-sits or re-submissions:**
As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

15. **External Examiners**
The details of the External Examiner(s) for this programme can be found here (https://www2.le.ac.uk/offices/sas2/assessments/external/current-postgraduate-external-examiners). The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found here.

16. **Additional information** [e.g. timetable for admissions]

Admissions are in October

Appendix 1: Programme structure

Masters/Postgraduate Diploma in Archaeology

Curriculum: All candidates must take the core module AR7059 *Theory and Practice in Archaeology*. Candidates will normally take three further taught modules (90 credits) from the range available, plus a 60-credit dissertation (AR7007), except by prior agreement when they may take a 90-credit dissertation (AR7029).

Students registered for the Postgraduate Diploma do not take the dissertation module.

NB: The History options (**) listed are indicative of the range of subjects to be offered. Precise module choices may vary

		Module Code	Module Title	Credit Rating
Semester 1	Compulsory	AR7059	Theory and Practice in Archaeology	30
	Optional	AR7067	Neolithic Britain	30
		AR7024	Archaeology of Standing Buildings	30
		AH7379	Textiles, Dress and Identity in the Roman World	30
		AR7074	Approaches to Pompeii and Herculaneum	30
		AR7070	Classical Art	30
		AR7354	Warfare, conflict and Violence	30
		AR7376	Human Skeletal Analysis	30
		AR7312	Early Christian Europe	30
		AR7076	The Connecting Sea	30
		HS7128**	Medieval Landscapes	30
Semester 2	Compulsory	AR7007	Dissertation*	60
	or	AR7029	Dissertation	90
	Optional	AR7073	Humans, Animals and Disease	30
		AR7078	Willow Smoke and Dogs' Tails	30
		AR7032	The Historical Archaeology of England	30
		AR7008	Rome and its Neighbours	30
		AR7003	GIS in Archaeology	30
		AR7075	Shadows of Empire	30
		AR7061	Guided Research in Archaeology	30

* *Compulsory only for the degree of MA.*

Qualifications Awarded:

i. Candidates who accumulate 120 credits from the taught modules and satisfy the examiners in each of the modules will be awarded a Postgraduate Diploma.
ii. Candidates who accumulate 180 credits satisfy the examiners in each of the modules and submit a satisfactory dissertation/project will be awarded a Masters degree.
iii. The option of a Postgraduate Certificates also exists **only as an exit award** for students who may unable to complete the Diploma/MA programme. This would normally be in the form of the successful completion of 60-credits of taught modules

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation