



## Programme Specification (Undergraduate)

For students entering in 2018/19

Date amended: January 2019

### 1. Programme title(s) and UCAS code(s):

BSc Archaeology (F400)  
BSc Archaeology with a Year Abroad\*

\*Students may only enter these degree programmes by transferring at the end of year 1

### 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:

The normal period of registration is three years  
The maximum period of registration is five years

Part Time:

The normal period of registration is 4 years part-time  
The maximum period of registration is 7 years part-time

Year Abroad:

The normal period of registration is 4 years full-time  
The maximum period of registration is 6 years full-time

### 5. Typical entry requirements:

BBB at A-level; International Baccalaureate, pass diploma with 28-30 points

### 6. Accreditation of Prior Learning:

Direct entry to level 2 is possible, based on level 1 qualifications in a relevant subject or subjects, or equivalent qualifications or experience, and with the approval of the School of Archaeology & Ancient History.

### 7. Programme aims:

The BSc Archaeology programme aims to:

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History
- provide students with skills and competencies to allow them to apply for Practitioner level membership of the Chartered Institute for Archaeology, and to allow them to pursue careers in the archaeological and heritage sector more broadly.
- provide a stimulating and challenging learning experience for all students

- develop students' knowledge and understanding of the full chronological and geographical range of their discipline
- develop students' abilities to apply archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in archaeology
- provide awareness of the broad range of scientific methods and techniques that are applied within archaeology
- provide an awareness and understanding of the diverse theoretical and methodological approaches used by archaeologists, especially on the two sides of the divide between the 'hard' sciences and the social sciences
- enable students to demonstrate a variety of approaches used by archaeologists to understand past societies
- enable students to develop and demonstrate a range of skills necessary for the study of archaeology
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning

In addition, the Year Abroad aims to:

- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in Archaeology through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

#### **8. Reference points used to inform the programme specification:**

- [QAA Benchmarking Statement for Archaeology \(2014\)](#)
- [University of Leicester Learning Strategy](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- Chartered Institute for Archaeology (CiFA) competency matrices
- 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:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
Demonstrate mastery of an appropriate body of archaeological knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.
<b>(ii) Understanding and application of key concepts and techniques</b>		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of archaeological evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past. Demonstrate comprehension of and practice in a variety of archaeological practical techniques.	Lectures, tutorials, seminars, directed reading, independent research, computer-based practical classes, team problem solving exercises.  Tutorials, seminars, independent research, computer practical classes, team problem solving exercises.  Fieldwork, survey and excavation experience.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.  Participation in level 2 and 3 fieldwork and completion of fieldwork reports.
<b>(iii) Critical analysis of key issues</b>		
Compare and analyse the development of different societies and cultures. Analyse past human societies through the assessment of continuity and change over extended time spans. Reflect critically on the nature and theoretical basis of Archaeology as a discipline.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.  Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.  Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays; short-answer and essay-based examinations; seminar presentations; posters; wikis; independent research projects; contributions to discussions; problem-based exercises.
<b>(iv) Clear and concise presentation of material</b>		
Present archaeological problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, workshops, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations, essays, wikis, posters); seminar presentations; contributions to discussions; portfolios; dissertation.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence. Read, analyse, and reflect critically archaeological source materials and their contexts, and on the variety of such sources.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, workshops, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises.	Essays; essay-based examinations; seminar presentations; independent research projects; contributions to discussions; portfolios; problem-based exercises; dissertation.
<b>(vi) Other discipline specific competencies</b>		
Design, research, and present a sustained and independently conceived piece of writing about an archaeological problem. Gain direct experience of materials handling and interpretation. Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks.	Independent research, hands-on practical classes, vocational fieldwork training, workshops, Lectures, Seminars, problem-solving exercises, tutorials.	Independent research projects; class-based practical handling sessions; portfolios; dissertation; fieldwork reports.
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Demonstrate clarity, fluency and coherence in oral expression of archaeological issues. Participate effectively in group discussions.	Seminars, tutorials, team problem-solving exercises.	Seminar presentations; contributions to discussions; summative and formative oral presentations.
<b>(ii) Written communication</b>		
Develop and sustain arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of archaeological issues.	Seminars, tutorials, team problem-solving exercises, independent research.	Essays; essay-based examinations; seminar presentations; independent research projects (including group projects); posters; contributions to discussions; dissertation.
<b>(iii) Information technology</b>		
Use IT effectively to support their studies, including bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research.	Coursework; independent research projects; computer-based exercises; portfolios; problem-based exercises; wikis; effective use of VLE.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(iv) Numeracy</b>		
Analyse archaeological data using statistical and graphical techniques.	Seminars, lectures, practical classes; fieldwork exercises.	Research projects; computer-based exercises (e.g. database and spreadsheet); problem-based exercises; portfolios; fieldwork reports.
<b>(v) Team working</b>		
Be able to work collaboratively to explore archaeological issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises, field school, excavation training.	Seminar presentations; contributions to discussions; contributions to team problem solving exercises; fieldwork reports.
<b>(vi) Problem solving</b>		
Address archaeological problems in depth using contemporary text and material sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises, workshops.	Essays; independent research projects; computer-based exercises; problem-based exercises (group-based and individual).
<b>(vii) Information handling</b>		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information.	Tutorials, seminars, directed reading, workshops, independent research, computer practical classes, team problem solving exercises.	Essays; independent research projects; wikis; computer-based exercises; posters; problem-based exercises; portfolios; dissertation.
<b>(viii) Skills for lifelong learning</b>		
Demonstrate intellectual independence through the setting of research tasks and the solving of archaeological problems. Reflect upon own learning and achievements and plan for personal, educational and career development.	All of the above, particularly independent research  Tutorials, career development programmes, resource based learning, personal development planning programme.	All of the above, particularly first year dedicated academic and transferable skills training; first and second year group project work; curriculum vitae; personal tutor meetings; the dissertation.

#### 10. Progression points:

This programme will follow the standard progression rules, as set out by Senate Regulation 5: regulations governing undergraduate programmes of study:

<http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates>

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

#### 11. Scheme of Assessment

The programme complies with the standard scheme of award and classification set out in [Senate Regulation 5](#).

#### 12. Special features:

- Employability is a central feature of the degree, and graduates will be able to provide evidence of all competencies required to apply for Practitioner level membership of the Chartered Institute for Archaeologists (CifA).
- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students undertake a fieldwork module in the first year and will undertake compulsory fieldwork in the second year as well as study visits to local sites of archaeological interest.
- Students have the option of a Year Abroad. The School participates in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

### **13. 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. Graduates of this degree programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take Master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation.

### **14. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

## Appendix 1: Programme structure (programme regulations)

# BSc ARCHAEOLOGY

During their degree course, Honours students are normally required to complete a total of 8 weeks of fieldwork (including the Level 1 Fieldschool) to the satisfaction of the School.

### FIRST YEAR MODULES

#### SEMESTER 1

Core Modules		Credits
AR1004	Introduction to World Archaeology BC	(15)
AR1007	Archaeology: the Essentials	(15)
AR1009	Practical Aims and Methods in Archaeology	(15)
AR1012	Thinking through Things	(15)
		<b>Semester Total</b>
		<b>60</b>

#### SEMESTER 2

Core Modules		Credits
AR1005	Introduction to World Archaeology AD	(15)
AR1008	Using Archaeological Evidence	(15)
AR1010	Making sense of the past (Critical Thinking in Archaeology)	(15)
AR1013	Debates in Contemporary Archaeological Research	(15)
		<b>Semester Total</b>
		<b>60</b>

### SECOND YEAR MODULES

#### SEMESTER 1

Core Modules		Credits
AR2044	Fieldwork I	(15)
<b>Optional Modules</b>		
45 credits of approved options in Archaeology:		45
AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2028	Archaeological Survey & Geomatics	(15)
AR2046	Archaeology of the Roman Empire	(15)
AR2034	Living in Towns: Medieval and Post-Medieval Archaeology	(15)
		<b>Semester Total</b>
		<b>60</b>

#### SEMESTER 2

Core Modules		Credits
AR2045	Professional Archaeological Practice	(15)
AR2029	Theory and Archaeology	(15)

**Optional Modules**

	30 credits of approved options in Archaeology:	30
AR2031	Artefact Analysis	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2043	The Medieval Mediterranean World	(15)
AR2042	Towards Modernity: Postmedieval and Historical Archaeology	(15)
	<b>Semester Total</b>	<b>60</b>

**THIRD YEAR MODULES****SEMESTER 1**

<b>Core Modules</b>		<b>Credits</b>
AR3044	Fieldwork II	(15)
AR3059	Dissertation I	(15)
<b>Optional Modules</b>		
	30 credits of approved options in Archaeology	
AH3060	Households and Domesticity in the Roman World	(15)
AR3012	Early Christian Europe	(15)
AR3017	Archaeozoology	(30)
AR3054	Warfare and Violence in Antiquity	(15)
AR3088	Archaeology of Islamic Societies	(15)
AR3090	South Asian Archaeology and Heritage	(15)
	<b>Semester Total</b>	<b>60</b>

**SEMESTER 2**

<b>Core Modules</b>		<b>Credits</b>
AR3086	Projects in Professional Archaeology	(15)
AR3060	Dissertation II	(30)
<b>Optional Modules</b>		
	15 credits of approved Archaeology options	15
AH3062	Greek and Roman Art	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3089	Material transformations: difference and power in prehistoric Britain and Ireland	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AR3087	Plants and People	(15)
	<b>Semester Total</b>	<b>60</b>



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# BSc ARCHAEOLOGY WITH A YEAR ABROAD

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The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.'

## **FIRST, SECOND AND FOURTH YEAR MODULES**

The regulations for first, second and final year modules are as for the three-year programme (above).

## **THIRD YEAR MODULES**

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

## **Appendix 2: Module specifications**

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

### Appendix 3: Skills matrix

Programme specification appendix 3													
Skills matrix: BSc Archaeology F400													
Date amended: 2019													
Programme learning outcomes	AR1004–5 Introduction to world archaeology	AR1007 Archaeology the essentials	AR1008 Using Archaeological Evidence	AR1009 Practical Aims and Methods	AR1010 Making Sense of the Past	AR10XX Thinking Through Things	AR10XX Debates in Contemporary Archaeological Research	AR20XX(1) & AR3044 Fieldwork I and II	AR2029 Theory in Archaeology	AR20XX Professional Archaeological Practice and AR30XX Projects in Professional Archaeological Practice	AR options level 2	Dissertation	AR options level 3
<b>(a) Discipline specific knowledge and competencies</b>													
<b>(i) Mastery of an appropriate body of knowledge</b>													
Demonstrate mastery of an appropriate body of archaeological knowledge	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(ii) Understanding and application of key concepts and techniques</b>													
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of archaeological evidence.		X	X	X	X	X			X	X	X	X	X
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.		X		X					X	X	X		X
Demonstrate comprehension of and practice in a variety of archaeological practical techniques.		X		X				X		X	X		X
<b>(iii) Critical analysis of key issues</b>													
Compare and analyse the development of different societies and cultures.	X				X	X	X		X		X		X
Analyse past human societies through the assessment of continuity and change over extended time spans.	X				X	X	X		X		X		X
Reflect critically on the nature and theoretical basis of Archaeology as a discipline.		X			X	X	X			X	X		X



Analyse archaeological data using statistical and graphical techniques			X	X		X		X		X	X		X
(v) Team working													
Be able to work collaboratively jointly to explore archaeological issues and arguments and to recognise the value of working closely with others	X			X	X	X	X	X	X	X	X		
(vi) Problem solving													
Address archaeological problems in depth using contemporary text and material sources and advanced secondary literature	X	X	X	X	X	X	X	X	X	X	X	X	X
(vii) Information handling													
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	X	X	X	X	X	X	X	X	X	X	X	X	X
(viii) Skills for lifelong learning													
Demonstrate intellectual independence through the setting of research tasks and the solving of archaeological problems					X	X	X		X	X	X	X	X
Reflect upon own learning and achievements and plan for personal, education and career development	X							X		X	X	X	X