

**1. Programme Title(s):**

MA in Archaeology and Heritage  
Postgraduate Diploma in Archaeology and Heritage  
Postgraduate Certificate in Archaeology and Heritage

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study: Part-time**

**b) Type of study: Distance learning**

**4. Registration periods:**

Postgraduate Certificate

The normal period of registration is eighteen months part-time.

The maximum period of registration is thirty-six months part-time.

Postgraduate Diploma

The normal period of registration is eighteen months part-time.

The maximum period of registration is thirty six months part-time.

MA

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 its 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 candidates have a less-relevant degree or degrees it may be possible to attain entry following successful completion of specified conversion modules to an appropriate standard, by prior agreement with 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 train students for work in professional archaeology and related fields by distance learning. Depending on each individual student's situation (many of whom are already working in archaeology or related fields) modules also contribute to an individual's professional development and enhancement of skills in particular areas. It specifically aims:

- To train students for work within professional archaeology and related fields
- To introduce students to the range of techniques used to study archaeological landscapes and buildings

- To provide training and understanding in the relationship between the discipline of Archaeology and wider educational needs
- To equip students with skills of site and landscape evaluation
- To offer students the opportunity of interpreting and presenting the archaeological heritage
- To foster independent thinking, judgement and further research skills through a dissertation
- To equip students with relevant management and organisational skills
- To equip students with relevant written presentation skills

Upon graduation students will be able to demonstrate:

- Core knowledge of the theoretical issues and key methods and techniques within landscape studies
- Core knowledge of the methods and techniques involved in the study and recording of standing buildings
- Core knowledge of the theoretical issues involved in the interpretation and presentation of the archaeological heritage
- Skills required to write and present reports to a professional standard
- Ability to solve technical and intellectual problems in the most effective manner
- Ability to critically review and assess professional reports and academic literature
- Ability to initiate and complete research to a professional standard

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

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- University of Leicester Learning Strategy  
<http://www2.le.ac.uk/offices/sas2/quality/learnreach>
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports (2014)
- Graduate Survey
- External Examiners' reports
- Annual Developmental Review of the School of Archaeology & Ancient History for 2014-15

#### 9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(a) Subject and Professional skills</b>		
<b>Knowledge</b>		
Core knowledge of: theoretical issues and key methods and techniques within landscape studies; the value and role of Archaeology in Education and its theory and practice; methods and techniques involved in the study and recording of standing buildings; theoretical issues involved in the interpretation and presentation of the archaeological heritage	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Concepts</b>		
Theories and methods of thematic data collection, recording, analysis and publication; principles of planning, presentation and publication of professional archaeological projects and resources..	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation
<b>Techniques</b>		
Data analysis and presentation; the study and recording of standing buildings; interpretation and presentation of the archaeological heritage; research methods, writing, presentation, communication, IT and statistical skills	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation
<b>Critical analysis</b>		
Ability to apply understanding of concepts and techniques to new and existing bodies of data and published material with critical rigour and self-reflexivity	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation
<b>Presentation</b>		
Presentation of: data analysis and project results to professional standard; ability to organise and structure research material appropriately; ability to write-up and deliver project reports and academic material to a professional standard	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation
<b>Appraisal of evidence</b>		
Project design; ability to appraise, synthesise and prepare for publication a variety of complex archaeological and historical material and textual data and related conceptual issues; ability to analyse and assess a body of appropriate archaeological data; ability to carry out independent inquiry at an advanced level (dissertation)	Course handbook, targeted reading, independent project and research work	Essays, exercises, assignments, project reports, dissertation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
Ability to: plan archaeological projects; locate, organise and analyse evidence; report on findings; demonstrate data analytical skills; analyse complex ideas and competing viewpoints; and construct sophisticated critical arguments	Course handbook, targeted reading, independent project and research work; assignment feedback; dissertation supervision	Assignments, exercises, dissertation
<b>Communication skills</b>		
Ability to: respond to (written) questions; write clearly and concisely; make effective use of graphical and statistical summaries	Course handbook, targeted reading, independent project and research work; assignment feedback; dissertation supervision	Assignments, exercises, dissertation; contribution to email discussion lists; contributions to dissertation proposal discussions
<b>Data presentation</b>		
Ability to: present project results clearly and effectively; use appropriate IT resources; to undertake basic statistical summaries and analysis; employ appropriate and effective graphical representations and summaries	Course handbook, targeted reading, exercises, independent project and research work	Assignments, exercises, dissertation
<b>Information technology</b>		
Make critical use of digital resources for conducting academic research, assessing these resources for utility and reliability. Use 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).	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.
<b>Problem solving</b>		
Independently approach questions relating to archaeological understanding of the Heritage resource and frameworks in place to facilitate its management and analysis. Critically select and apply methods for addressing research questions. Critically select and analyse primary material for addressing research questions.	Problem-oriented exercises; research supervision; feedback and project supervision	Essays, assessed and self-assessed exercises, other assignments (e.g. reports), and dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>Working relationships</b>		
Know how to appropriately draw on specialist knowledge; time management; ability to contribute and comment on ideas on email lists; working in groups where required for data production; working in professional environment for employed students	Course handbook, targeted reading, independent project and research work; assignment feedback; dissertation supervision	Meeting coursework deadlines for assignments, exercises, and dissertation; contribution to email discussion lists; contributions to dissertation proposal discussions
<b>Managing learning</b>		
Identifying credible research projects; establishing an effective research timetable; managing information; reflecting on and writing up results. Developing specialised analytical skills	Course handbook, targeted reading, independent project and research work; assignment feedback; dissertation supervision	Meeting coursework deadlines for assignments, exercises, and dissertation; demonstrating progress in assignments through Modules 1-4 and the dissertation
<b>Career management</b>		
Ability to demonstrate the above transferable skills; independent research skills appropriate for progress to doctoral research	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

### 11. Indications of programme quality:

*This DL programme has been in place since 1997 and has commonly recruited up to c.40 part-time students per year. Many of our students apply after personal recommendation from existing or former students, and we would consider this as the best indicator of programme quality*

External examiners' reports on the quality of existing taught postgraduate provision have been uniformly supportive, albeit not without constructive commentary and suggestions for improvements. The following comments are taken directly from the external examiner's reports

*"There is little doubt that the DL programme ... at Leicester is a model. One of the best examples of good practice here is the set of learning materials provided to the Students by the Department"*

*"The students and instructors within the Distance Learning MA programme should be commended for enthusiastically engaging with such a broad spectrum of research subjects. This diversity ultimately enriches the students experience within the DL programme."*

*"I found the nature of feedback quite detailed and productive. Students benefitted from concrete suggestions for improvement, and assistance with the mechanics of writing and referencing."*

*“..excellent syllabus and structure of the taught modules...the commentary forms continue to offer an excellent mode of students feedback”*

*“excellent syllabus and structure of the taught modules and dissertation supervisions”*

## 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.

## 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 and the most recent External Examiners' reports can be found [here](#)

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

Admissions are in October, February and June.

## Appendix 1: Programme structure (programme regulations)

### a. MA/Postgraduate Diploma in Archaeology and Heritage

**Curriculum:** For the MA, candidates normally take four taught modules, and a 60-credit dissertation.

**\*\*** The new module **AR7533 Archaeology and Education** will replace **AR 7523 Managing Archaeological Practices** for intakes from October 2016. AR7523 will be taken by existing students, from previous cohorts.

Module Code	Module Title	Credits
AR7522	Landscape Archaeology	30
AR7533	Archaeology and Education **	30
AR7523	Managing Archaeological Practices**	30
AR7524	Archaeology of Standing Buildings	30
AR7525	Critical Approaches to the Archaeological Heritage	30
AR7526	Dissertation *	60

*\* Compulsory for candidates for the degree of Master of Arts.*

### Qualifications Awarded:

- Candidates who accumulate 120 credits from the taught modules and satisfy the examiners in each of the modules will be awarded a Postgraduate Diploma.
- 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.

### b. Postgraduate Certificate in Archaeology & Heritage

**Curriculum:** All candidates will take two of the following modules:

<b>Module code</b>	<b>Module title</b>	<b>Credits</b>
AR7522	Landscape Archaeology	30
AR7533	Archaeology and Education **	30
AR7525	Critical Approaches to the Archaeological Heritage	30
AR7524	The Archaeology of Standing Buildings	30
AR7527	Mini-Dissertation	30

#### Qualifications Awarded:

- i. Candidates who have completed two taught modules are awarded a Postgraduate Certificate in Archaeology & Heritage.
- ii. Candidates who complete AR7522 and a short dissertation AR7527 are awarded a Postgraduate Certificate in Landscape Archaeology;
- iii. Candidates who complete AR7533 and a short dissertation AR7527 are awarded a Postgraduate Certificate in Archaeology and Education;
- iv. Candidates who complete AR7524 and a short dissertation AR7527 are awarded a Postgraduate Certificate in the Archaeology of Standing Buildings;
- v. Candidates who complete AR7525 and a short dissertation AR7527 are awarded a Postgraduate Certificate in Archaeological Heritage.

#### Appendix 2: Module Specifications

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