

## Programme Specification (Postgraduate Taught) FOR ENTRY YEAR: 2023/24

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

MA in Archaeology and Heritage

Postgraduate Diploma in Archaeology and Heritage

Postgraduate Certificate in Archaeology and Heritage

#### [HECOS Code](#)

HECOS Code	%
100299	50
100805	50

### 2. Awarding body or institution

University of Leicester

### 3. a) Mode of study

Full-time or part-time

#### b) Type of study

Distance learning

### 4. Registration periods

Full-time

The normal period of registration for the MA is one year full-time.

The maximum period of registration for the MA is two years full-time.

Part-time

The normal period of registration for the Postgraduate Certificate is eight months part-time.

The maximum period of registration for the Postgraduate Certificate is sixteen months part-time.

The normal period of registration for the Postgraduate Diploma is sixteen months part-time.

The maximum period of registration for the Postgraduate Diploma is thirty-two months part-time.

The normal period of registration for the MA is two years part-time.

The maximum period of registration for the MA 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 programme.

## **7. Programme aims**

The programme aims to train students for work in professional archaeology, heritage and related fields by distance learning. Depending on each individual student's situation (many of whom are already working in archaeology, heritage 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 archaeological, Heritage, and related fields
- To offer students the opportunity of interpreting and presenting the archaeological heritage
- To provide training and understanding in the relationship between the discipline of Archaeology and wider educational needs
- To introduce students to key issues and approaches in historical archaeology
- To introduce students to the range of techniques used to study archaeological landscapes and buildings
- To equip students with skills of site and landscape evaluation
- 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 involved in the interpretation and presentation of archaeological heritage
- Core knowledge of the theoretical issues and key methods used to analyse and interpret material from historical periods and sites
- 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
- 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**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Learning Strategy](#)

- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

### a) Discipline specific knowledge and competencies

#### i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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; theoretical issues and analytical techniques in historical archaeology.	Course workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

#### ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Theories and methods of thematic data collection, recording, analysis and publication; principles of planning, presentation and publication of professional archaeological projects and resources; links between archaeology and heritage.	Course workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

iii) Techniques

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Data analysis and presentation; the study and recording of standing buildings; interpretation and presentation of the archaeological heritage; analytical approaches for historical archaeology data; research methods, writing, presentation, communication, IT and statistical skills.	Course workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

iv) Critical analysis

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</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 workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

v) Presentation

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</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 workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

vi) Appraisal of evidence

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</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 workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

## b) Transferable skills

### i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 workbooks, targeted reading, independent project and research work.	Essays, exercises, assignments, project reports, dissertation.

### ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to: respond to (written) questions; write clearly and concisely; make effective use of graphical and statistical summaries.	Course workbooks, targeted reading, independent project and research work; assignment feedback; dissertation supervision.	Assignments, exercises, dissertation; contribution to email discussion lists; contributions to dissertation proposal discussions.

### iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to: present project results clearly and effectively; use appropriate IT resources; to undertake basic statistical summaries and analysis; undertake qualitative analysis; employ appropriate and effective graphical representations and summaries.	Course handbook, targeted reading, exercises, independent project and research work.	Assignments, exercises, dissertation.

### iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	Research supervision; independent research; forums and discussion groups using the VLE.	Use of digital resources to produce essays, other assignments (e.g. reports) and dissertation; activity on the relevant VLE sites and email lists.
Develop skills in key software suites (office tools; graphics; search tools).	Research supervision; independent research; forums and discussion groups using the VLE.	Use of digital resources to produce essays, other assignments (e.g. reports) and dissertation; activity on the relevant VLE sites and email lists.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	Problem-oriented exercises; research supervision; feedback and project supervision.	Essays, assessed and self-assessed exercises, other assignments (e.g. reports), and dissertation.
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.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Know how to appropriately draw on specialist knowledge; time management; ability to contribute to and comment on ideas on email lists; working in groups where required for data production; working in professional environment for employed students.	Course workbooks, 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.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identifying credible research projects; establishing an effective research timetable; managing information; reflecting on and writing up results. Developing specialised analytical skills.	Course workbooks, targeted reading, independent project and research work; assignment feedback; dissertation supervision.	Meeting coursework deadlines for assignments, exercises, and dissertation; demonstrating progress in assignments through taught Modules (4 for MA; 2 for Diploma) and the dissertation.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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; discussions with Careers Service.

## 10. Special features

### 10.1 Progression Points

#### c) Course transfers

- i. The course transfers process (allowing students to transfer to other degree courses and change their intensity of study) is set out [here](#) on the University's web pages.
- ii. Students may transfer between Full-Time and Part-Time modes of study, subject to approval by the School. A student wishing to change their intensity of study must submit their application no later than the term before the intended transfer.

A transfer between Full-Time and Part-Time study:

- a. may not be implemented in the middle of a taught module.
- b. will only be granted at the half-way point in the taught element of the programme (i.e. when 60 credits of the Level have been completed) OR at the end of the taught element of the programme (i.e. when 120 credits of the Level have been completed).
- iii. There are some potential financial implications of transferring courses and/or moving between Full- and Part-Time modes of study, which students must consider and address before deciding to go ahead with a transfer application. We strongly recommend students contact their funding body (e.g. Student Finance), and consult with the DL Hub ([DLstudy@le.ac.uk](mailto:DLstudy@le.ac.uk)) and the [Welfare Office](#) to discuss any financial implication before initiating the transfer process.

### 10.2 Intakes, Study Intensity and Order of Study

You may begin your programme in either October or February.

Modules are offered at three points in a year, i.e. October, February or June.

Full-Time students should usually study two modules per module start date, and part-time students should study one module per module start date.

	October Start	February Start
	Full time	Part time
October	1. AR7525 2. AR7530 OR AR7522 OR AR7524 OR AR7533	AR7525
February	1. AR7530 OR AR7522 OR AR7524 OR AR7533 2. AR7530 OR AR7522 OR AR7524 OR AR7533	AR7530 OR AR7522 OR AR7524 OR AR7533

June	AR7526	AR7530 OR AR7522 OR AR7524 OR AR7533
October		AR7530 OR AR7522 OR AR7524 OR AR7533
February		AR7526
June		AR7526



## 11. Indicators 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"*

In the 2014 Research Excellence Framework (REF), published in December 2014, 74% of our research activity, including 100% of our Research Environment, was classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Archaeology departments in the UK. We rank 1st among UK Archaeology departments for the public impact of our research. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction. In the NSS returns for 2016 we scored 94% overall, with a 96% for staff enthusiasm and 98% for staff are good at explaining things.

## 12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

## 13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

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/exit award where appropriate.

## 14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

**15. External Examiners reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

**16. Additional features** (e.g. timetable for admissions)

Admissions are in October, February and June

## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2023/24

**Date created:** [Click or tap here to enter text.](#)

**Last amended:** [Click or tap to enter a date.](#) **Version no.** [Choose an item.](#)

### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

#### Masters/Postgraduate Diploma in Archaeology and Heritage

##### Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	60 credits	n/a	n/a	n/a
Optional	60 credits	n/a	n/a	n/a
Dissertation/project	60 credits	n/a	n/a	n/a

180 credits in total

#### Level 7/Year 1      2023/24

##### Core modules

Delivery period	Code	Title	Credits
<a href="#">Choose an item.</a>	AR7525	Critical Approaches to the Archaeological Heritage	30 credits
<a href="#">Choose an item.</a>	AR7530	Doing Historical Archaeology*	30 credits
<a href="#">Choose an item.</a>	AR7526	Dissertation**	60 credits

**Notes**

\* Compulsory for students completing a Dissertation in Historical Archaeology, else optional

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

**Option modules**

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Choose an item.	AR7522	Landscape Archaeology	30 credits
Choose an item.	AR7524	Archaeology of Standing Buildings	30 credits
Choose an item.	AR7533	Archaeology and Education	30 credits

**Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

- 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

**Postgraduate Certificate in Archaeology and Heritage****Credit breakdown**

<b>Status</b>	<b>Year long</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Other delivery period</b>
Core taught	n/a	n/a	n/a	n/a
Optional	60 credits	n/a	n/a	n/a
Dissertation/project	n/a	n/a	n/a	n/a

Choose an item. credits in total

**Level 7/Year 1      2023/24**

Option modules

<b>Delivery period</b>	<b>Code</b>	<b>Title</b>	<b>Credits</b>
Choose an item.	AR7525	Critical Approaches to the Archaeological Heritage	30 credits
Choose an item.	AR7530	Doing Historical Archaeology	30 credits
Choose an item.	AR7527	Mini-Dissertation	30 credits
Choose an item.	AR7522	Landscape Archaeology	30 credits
Choose an item.	AR7533	Archaeology and Education	30 credits
Choose an item.	AR7524	Archaeology of Standing Buildings	30 credits

**Notes**

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

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.
- vi. Candidates who complete AR7530 and a short dissertation AR7527 are awarded a Postgraduate Certificate in Historical Archaeology.

**Appendix 2: Module specifications**

See taught postgraduate [module specification database](#) (Note - modules are organized by year of delivery).