



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 02/10/2024

Last amended: Click or tap to enter a date.

Version no. 1 Date approved

by EQED: Click or tap here to enter text.

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

Archaeology and Heritage MA

Archaeology and Heritage PG Diploma

Archaeology and Heritage PG Certificate

Notes

a) [HECOS Code](#)

HECOS Code	%
100299 - archaeology	70%
100805 – heritage studies	30%

2. Awarding body or institution: University of Leicester

3. a) Mode of study Part-time

b) Type of study Distance learning

4. Registration periods:

Archaeology and Heritage MA

The normal period of registration is 2 years

The maximum period of registration 4 years

Archaeology and Heritage PG Diploma

The normal period of registration is 22 months

The maximum period of registration 44 months

Archaeology and Heritage PG Certificate

The normal period of registration is 10 months

The maximum period of registration 20 months

5. Typical entry requirements

A good second class (2:1, or equivalent) honours degree in Archaeology (or Anthropology in North America) or a closely related subject. If you have a degree in a less-relevant subject, you may be able to apply for this degree after completing specific conversion module(s) to an appropriate standard, by prior agreement with the Course Director. If you have extensive relevant professional experience (5 years or more) the Course Director may consider this, on an individual basis.

6. Accreditation of Prior Learning

NA

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 approaching complex and unpredictable data sets and scenarios.
- To train students to professionally interpret and present archaeological heritage to a high standard with a critical awareness of the consequences of decision making in this process
- To equip students with high level skills of project design, management and communication and a systematic and analytical knowledge of associated archaeological/heritage processes.
- To systematically apply an advanced awareness of ethical and professional values and codes of conduct in archaeology and heritage.
- To develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in the archaeological and heritage sectors. Students will be able to face complex dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions. They will develop high level problem solving skills in this process.
- To develop an advanced and systematic understanding of the archaeological and heritage sectors and the methods used in both to allow them to work effectively professionally.
- To systematically organise, synthesise and interpret complex data from multiple different specialists to develop a well-rounded understanding of given archaeological and heritage scenarios.
- To be able to design, develop, plan and organise complex archaeological projects 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
- [Education Strategy](#)
- [University Assessment Strategy](#) [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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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 Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate advanced knowledge of the terminology, methods, principal evidence types and chronology for the study of archaeology	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
Students should be able to: Demonstrate advanced knowledge of the theoretical and ethical approaches which underpin archaeological analysis and scholarship and how these critically intersect with issues of contemporary politics and ethics.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly, AR7602. But also DL course material within AR7601, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
Students should be able to: Demonstrate high-level knowledge and critical understanding of how archaeologists and heritage practitioners interpret the past for the public	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

To develop an advanced and systematic understanding of the archaeological and heritage sectors and the methods used in both to allow them to work effectively professionally.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
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ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate advanced knowledge of how archaeological heritage plays a role in the construction of individual and communal identities, and in global and local tourism	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: professionally interpret and present archaeological heritage to a high standard with a critical awareness of the consequences of decision making in this process	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604 and the dissertation.	Essays, sites studies, research proposals, research projects, and dissertation.
Students should be able to: To systematically apply an advanced awareness of ethical and professional	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7602. But also AR7601 and AR7604 and the dissertation.	Essays, sites studies, research proposals, research projects, and dissertation.

values and codes of conduct in archaeology and heritage.			
Students should be able to: Systematically apply an advanced understanding of the range of archaeological techniques that can be applied to answer research questions.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7603. But also AR7601 and AR7604 and the dissertation.	Essays, sites studies, research proposals, research projects, and dissertation.
Students should be able to: Systematically apply an advanced understanding of the range of heritage techniques and approaches that can be applied to answer research questions.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604 and the dissertation.	Essays, sites studies, research proposals, research projects, and dissertation.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Professionally interpret and present archaeological heritage to a high standard with a critical awareness of the consequences of decision making in this process	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7601. But also AR7603 and AR7604 and the dissertation.	Essays, sites studies, research proposals, research projects, and dissertation.
Students should be able to: systematically organise, synthesise and interpret complex data from	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics

multiple different specialists to develop a well-rounded understanding of given archaeological and heritage scenarios.			applications, media strategy, and dissertation.
Students should be able to: Gather their own primary or secondary data and critically analyse it to answer a research question of their own devising	Asynchronous pre-recorded lectures, guided readings, and independent learning.	The dissertation, with development of skills through AR1603 and AR1604.	Primarily the dissertation, with skills developed through the project proposals

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop professional presentation skills for a variety of both professional and public audiences	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.
Students should be able to: Consider how the presentation of archaeological research to the public needs to be carefully and professionally constructed to produce different outcomes and interpretations	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Students should be able to: To systematically organise, synthesise and interpret complex data from multiple different specialists to develop a well-rounded understanding of given archaeological and heritage scenarios.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.
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b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: To systematically organise, synthesise and interpret complex data from multiple different specialists to develop a well-rounded understanding of given archaeological and heritage scenarios.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.
Students should be able to: Develop and explain nuanced and complex arguments and presentation of data in a variety of textual and graphical formats	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.
Students should be able to: Select an appropriate topic for an assessment, essay or project based on well-developed research	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, and dissertation.

Students should be able to: Independently establish an appropriate research question, design and execute a programme of research to answer that question, analyse the results critically and present them professionally	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7605. With skills being developed in AR7602, AR7603 and AR7604.	Primarily through a dissertation. Secondarily through, project proposals and ethics applications.
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ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Develop professional communication skills for a variety of both professional and public audiences	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.
Students should be able to: Consider how communication with the public about research and heritage needs to be carefully and professionally constructed.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, media strategy, and dissertation.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present complex and nuanced data in a variety of formats appropriate for different audiences and to make	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, and dissertation.

different kinds of interpretations emerge			
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iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply IT to support research, interpretation, analysis and presentation, including bibliographic research and data production	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: To systematically organise, synthesise and interpret complex data from multiple different specialists to develop a well-rounded understanding of given archaeological and heritage scenarios.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
Students should be able to: Develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in the archaeological and heritage sectors. Students will be	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

able to face complex dilemmas, whilst working proactively with others to suggest and advocate appropriate solutions. They will develop high level problem solving skills in this process.			
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vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate professionally with their peer group and staff on the course to build and manage professional working relationships.	Demonstrated through good practice from staff creating professional communication environment	Participating in the course, contacting tutors, interacting with peers	Unassessed.
Students should be able to: Consider how work on a project might be divided and managed effectively so as to draw on different strengths and to divide the tasks between a team.	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Particularly AR7603 and AR7605	Research proposal and dissertation
Students should be able to: Develop their personal autonomous approach to strategic decision taking, action, responsibility, interpersonal relationships and dilemmas that arise when working in the archaeological and heritage sectors. Students will be able to face complex dilemmas, whilst	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

working proactively with others to suggest and advocate appropriate solutions. They will develop high level problem solving skills in this process.			
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vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the management of their own learning and research to a professional standard	Asynchronous pre-recorded lectures, guided readings, and independent learning.	Completing their work for modules and their assignments	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
Students should be able to: Reflect on their own learning and achievements so as to plan for their own development and career	Feedback on assessments	Learning from and responding to module feedback; taking opportunities available through both UoL and their own personal networks to develop their own wider learning.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Understand how they can further develop their own skills to advance their own careers	Asynchronous pre-recorded lectures, guided readings, and independent learning.	DL course material within AR7601, AR7602, AR7603, AR7604, and AR7605.	Essays, sites studies, research proposals, research projects, ethics applications, and dissertation.
Students should be able to:	Asynchronous pre-recorded lectures, guided readings, and independent learning. Dissertation supervision	Particularly AR7604 and AR7605	Research proposal and Dissertation

design, develop, plan and organise complex archaeological projects to a professional standard			
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10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress they will be required to withdraw from the course.

a) Course transfers

Students may transfer between PG Certificate, Diploma and full MA qualifications subject to approval by the School.

Criteria for award and classification

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

11. Special features

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The entire MA is designed to take students and give them the ability to carry out their own research within professional (or academic contexts) therefore skills delivery is emphasised through the course and students are given the chance in every module to apply what they have learned to the material and time period that interests them. This masters is built around a research-apprenticed mode of teaching and learning Research-briefed: Throughout the masters degree students engage with staff research through a variety of teaching types (lectures, guided readings etc.). Modules draw on analysis and expertise and published research of staff in the areas of heritage, ethics, theory, landscape studies and research design.
Research-based Framed enquiry for exploring existing knowledge.	Research-based: Students work to produce their own heritage outputs based on their own work with support from module staff. Students produce assessments in each of the modules that are taught on the MA where they are asked to apply a specific approach to a research topic that interests them.
Research-oriented Students critique	Research-oriented: Students critique research outputs regularly, and are also provided with opportunities to critique their own approach to research through reflective assignments. They are provided with guidance and training to enable them to do this.

<p>published research content and process.</p> <p>Research-apprenticed Experiencing the research process and methods; building new knowledge.</p>	<p>Research-apprenticed: The masters degree is set up to provide students with the opportunity to experience the research process throughout, with appropriate staff support. Through the course of this process they will write ethics and research proposals for topics that interest them, as well as writing communications plans for already published research. These skills gained through the course of the module assessments help to prepare them for their dissertation as the capstone of their masters where they work with a supervisor to whom they are effectively research apprenticed.</p>
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As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students can choose to take part in the weekly Wednesday Research seminars, a hybrid and weekly research event across the School.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development. The School holds teaching Open Fora through the year. These are two-hour meetings on a particular topic (usually different each time), which all staff are invited to. The Open Fora are used to develop ideas around best practice, which can then be implemented within the curriculum.

12. Indications of programme quality

This DL programme has been in place since 1997 and has commonly recruited c.30 parttime 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”

13. 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 at exampapers@Leicester [log-in required].

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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.

MA Archaeology and Heritage

Level 7/Year 1 Delivery Year 2026/27 Intake Month September Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AR7601	Archaeological Heritage	30 credits
February	AR7602	Archaeology matters: ethics and politics in the contemporary world	30 credits
June	AR7605	Dissertation	60 credits

Notes

Students begin work on their dissertation in the June of their first year with an assessment due in the August of their first year. They then return to the dissertation in the May/June of their second year with the final work due at the end of August in their second year.

MA Archaeology and Heritage

Level 7/Year 2 Delivery Year 2027/28 Intake Month September Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	30 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AR7603	Landscape Archaeology	30 credits
February	AR7604	Archaeological project management	30 credits
June	AR7605	Dissertation	60 credits

Notes

Students begin work on their dissertation in the June of their first year with an assessment due in the August of their first year. They then return to the dissertation in the May/June of their second year with the final work due at the end of August in their second year.

Archaeology and Heritage PG Dip

Level 7/Year 1 Delivery Year 2026/27 Intake Month September Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AR7601	Archaeological Heritage	30 credits
February	AR7602	Archaeology matters: ethics and politics in the contemporary world	30 credits

Archaeology and Heritage PG Dip

Level 7/Year 2 Delivery Year 2027/28 Intake Month September Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60credits in total

Core modules

Delivery period	Code	Title	Credits
September	AR7603	Landscape Archaeology	30 credits
February	AR7604	Archaeological project management	30 credits

Archaeology and Heritage PG Cert

Level 7/Year 1 Delivery Year 2026/27 Intake Month September Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits

60 credits in total

Core modules

Delivery period	Code	Title	Credits
September	AR7601	Archaeological Heritage	30 credits
February	AR7602	Archaeology matters: ethics and politics in the contemporary world	30 credits

Appendix 2: Module specifications

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



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Appendix 3: Research Inspired Education module matrix

Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance document when completing the sections below. **This is an internally-facing document which will not be shared directly with prospective or current students.**

b) Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core ^[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	AH7601 - Archaeological heritage	Core	This module draws on expertise from the school and the Heritage Hub in the role, nature, and critical analysis of archaeological heritage
	AH7602 – archaeology matters	Core	This module draws on staff expertise in archaeological ethics and archaeological theory in the contemporary world.
	AH7603 – Landscape archaeology	Core	This module draws on staff expertise in the study of archaeological landscapes with a range of methods and theoretical approaches
	AH7604 – Archaeological project management	Core	This module explores how research processes and managed to deliver both academic and public outcomes. It includes examples drawn from existing funded research projects in the school

RiE Quadrant	Module code and name	Core ^[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	AH7601 - Archaeological heritage	Core	Students complete a site analysis where they apply skills learned to a specific site of their choosing.
	AH7602 – archaeology matters	Core	Students complete an ethics application for a research project of their choice applying the principles learned in the module to their own research.
	AH7603 – Landscape archaeology	Core	Students have to develop a research project about a landscape of their own choice
	AH7604 – Archaeological project management	Core	Students design a research project of their own choosing thinking about how different methods and approaches from the course can be applied to answer a research question.

RiE Quadrant	Module code and name	Core ^[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	AH7601 - Archaeological heritage	Core	Through both pieces of assessment students will engage in the critique of archaeological and heritage sources.
	AH7602 – archaeology matters	Core	Through both pieces of assessment students will engage in the critique of archaeological and heritage sources.
	AH7603 – Landscape archaeology	Core	Through both pieces of assessment students will engage in the critique of archaeological and heritage sources.
	AH7604 – Archaeological project management	Core	Through both pieces of assessment students will engage in the critique of archaeological and heritage sources.

RiE Quadrant	Module code and name	Core ^[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	AH7602 – archaeology matters	Core	Students complete an ethics application for a research project of their choice applying the principles learned in the module to the design of a piece of research of their own choosing.
	AH7603 – Landscape archaeology	Core	Students have to develop a research project about a landscape of their own choice
	AH7604 – Archaeological project management	Core	Students design a research project of their own choosing thinking about how different methods and approaches from the course can be applied to answer a research question.
	AR7526 - Dissertation	Core	Students design a piece of research of their own choosing, and follow it through from start to finish as they complete their dissertation. They do this with the close guidance and advice of their supervisor to whom they are effectively research apprenticed.

vii) **Sub-section ii:** Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*