



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2020/21

Date created: 17/12/2020

Last amended: 10/03/2023

Version no. 5

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

BA Archaeology (V400)

BA Archaeology with a Year Abroad^

Archaeology Postgraduate Certificate*

Archaeology Postgraduate Diploma*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

^ Students may only enter this programme by approved transfer at the end of Year 1

a) [HECOS Code](#)

| HECOS Code | % |
|------------|-----|
| 100299 | 100 |

b) UCAS Code (where required)

V400

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BA Archaeology

The normal period of registration is 3 years

The maximum period of registration 5 years

BA Archaeology with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

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 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 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
- 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
- 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) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|---|
| 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. |

ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of archaeological evidence. | Lectures, tutorials, seminars, directed reading, independent research, computer-based practical classes, team problem solving exercises. | 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 |
| Demonstrate a variety of approaches to understanding, constructing and interpreting the past. | Tutorials, seminars, independent research, computer practical classes, team problem solving exercises | 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 |
| Demonstrate comprehension of and practice in a variety of archaeological practical techniques | Fieldwork, survey and excavation experience | Participation in level 2 and 3 fieldwork and completion of fieldwork reports |

iii) Critical analysis of key issues

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Compare and analyse the development of different societies and cultures. | Lectures, 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 |
| Analyse past human societies through the assessment of continuity and change over extended time spans | Lectures, 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 |
| Reflect critically on the nature and theoretical basis of Archaeology as a discipline | 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 |

iv) Clear and concise presentation of material

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| Present archaeological problems and arguments in a variety of written and oral formats. | Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. | Writing tasks (including examinations, essays, wikis, posters); seminar presentations; contributions to discussions; dissertation. |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence | Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises | Essays; essay-based examinations; seminar presentations; independent research projects; contributions to discussions; problem-based exercises; dissertation. |
| Read, analyse, and reflect critically archaeological source materials and their contexts, and on the variety of such sources | Tutorials, seminars, 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; problem-based exercises; dissertation. |

vi) Other discipline specific competencies

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| Design, research, and present a sustained and independently conceived piece of writing about an archaeological problem. | Independent research, hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials | Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports. |
| Gain direct experience of materials handling and interpretation | Independent research, hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials | Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports. |
| Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks | Independent research, hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials | Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports. |

b) Transferable skills

i) Oral communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Demonstrate clarity, fluency and coherence in oral expression of archaeological issues | Seminars, tutorials, team problem-solving exercises. | Seminar presentations; contributions to discussions; summative and formative oral presentations. |
| Participate effectively in group discussions | Seminars, tutorials, team problem-solving exercises. | Seminar presentations; contributions to discussions; summative and formative oral presentations. |

ii) Written communication

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| Develop and sustain arguments in a variety of literary forms | 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. |
| 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. |

iii) Information technology

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|--|
| 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; problem-based exercises; wikis; effective use of VLE. |

iv) Numeracy

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| 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; fieldwork reports. |

v) Team working

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|---|--|
| 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. |

vi) Problem solving

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Address archaeological problems in depth using contemporary text and material sources and advanced secondary literature. | Tutorials, seminars, team problem-solving exercises. | Essays; independent research projects; computer-based exercises; problem-based exercises (group-based and individual). |

vii) Information handling

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|--|---|
| Gather and deploy evidence and data to find, retrieve, sort and exchange new information. | Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. | Essays; independent research projects; wikis; computer-based exercises; posters; problem-based exercises; dissertation. |

viii) Skills for lifelong learning

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|---|
| Demonstrate intellectual independence through the setting of research tasks and the solving of archaeological problems | 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. |
| 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 follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the 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

a) Course transfers

The course transfers process is set out [here](#) on the University's web pages.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the BA will 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 taking the BA 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 at exampapers@Leicester [log-in required]

Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2020/21

Date created: 17/12/2020

Last amended: 10/03/2023

Version no. 5

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.

BA Archaeology

Level 4/Year 1 2020/21

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 1 | AR1004 | Introduction to World Archaeology BC | 15 credits |
| Sem 1 | AR1007 | Archaeology: the Essentials | 15 credits |
| Sem 1 | AR1009 | Practical Aims and Methods in Archaeology | 15 credits |
| Sem 1 | AR1012 | Thinking through Things | 15 credits |
| Sem 2 | AR1005 | Introduction to World Archaeology AD | 15 credits |
| Sem 2 | AR1008 | Using Archaeological Evidence | 15 credits |
| Sem 2 | AR1010 | Making sense of the past (Critical Thinking in Archaeology) | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Sem 2 | AR1013 | Debates in Contemporary Archaeological Research | 15 credits |

Notes

N/A

Level 5/Year 2 2021/22

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 15 credits | 30 credits |
| Optional | n/a | 45 credits | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-------------------------------|------------|
| Sem 1 | AR2044 | Fieldwork I (The Fieldschool) | 15 credits |
| Sem 2 | AR2036 | Heritage Skills | 15 credits |
| Sem 2 | AR2029 | Theory and Archaeology | 15 credits |

Notes

N/A

Option modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Semester 1 | AR2008 | Environmental Archaeology | 15 credits |
| Semester 1 | AR2032 | The Archaeology of Prehistory | 15 credits |
| Semester 1 | AR2034 | Living in Towns: Medieval and Post-Medieval Archaeology | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|-----------------------------------|------------|
| Semester 1 | AR2046 | Archaeology of the Roman Empire | 15 credits |
| Semester 2 | AR2028 | Archaeological Survey & Geomatics | 15 credits |
| Semester 2 | AR2031 | Artefact Analysis | 15 credits |
| Semester 2 | AR2043 | The Medieval Mediterranean World | 15 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.

Level 6/Year Final 2023/24

Credit breakdown

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

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|--|------------|
| Sem 1 | AR3044 | Fieldwork II (Summer Fieldwork Projects) | 15 credits |
| Sem 1 | AR3059 | Dissertation I | 15 credits |
| Sem 2 | AR3060 | Dissertation II | 30 credits |

Notes

N/A

Option modules

| Delivery period | Code | Title | Credits |
|------------------------|-------------|--|----------------|
| Semester 1 | AR3012 | Early Christian Europe | 15 credits |
| Semester 1 | AR3017 | Archaeozoology | 30 credits |
| Semester 1 | AR3076 | Human Skeletal Analysis | 30 Credits |
| Semester 1 | AR3088 | Archaeology of Islamic Societies | 15 credits |
| Semester 1 | AR3083 | Conflict, Heritage and archaeology | 15 credits |
| Semester 1 | AR3023 | Ceramic analysis | 15 credits |
| Semester 1 | AH3062 | Greek and Roman Art: Ancient and Modern Contexts | 15 credits |
| Semester 2 | AH3085 | Decolonising Classical Studies | 15 Credits |
| Semester 2 | AR3070 | Archaeology/Ancient History in Education | 15 credits |
| Semester 2 | AR3089 | Power and Difference in the Past | 15 credits |
| Semester 2 | AR3092 | Bodies and Beings of the Viking World | 15 Credits |
| Semester 2 | AR3093 | Human Evolution | 15 credits |
| Semester 2 | AR3085 | The Archaeology of Colonialism in the Americas | 15 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.

Appendix 2: Module specifications

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

Appendix 3: Skills matrix

| Programme specification appendix 3 | | | | | | | | | | | | | |
|---|--|--------------------------------------|--|--------------------------------------|------------------------------------|-----------------------------------|---|---|---------------------------------|---------------------------|--------------------|--------------|--------------------|
| Skills matrix: BA Archaeology V400 | | | | | | | | | | | | | |
| Date amended: January 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 | AR2036 Heritage Skills | AR options level 2 | Dissertation | AR options level 3 |
| (a) Discipline specific knowledge and competencies | | | | | | | | | | | | | |
| (i) Mastery of an appropriate body of knowledge | | | | | | | | | | | | | |
| Demonstrate mastery of an appropriate body of archaeological knowledge | X | X | X | X | X | X | X | X | X | X | X | X | X |
| (ii) Understanding and application of key concepts and techniques | | | | | | | | | | | | | |
| 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 |
| 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 |
| (iii) Critical analysis of key issues | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compare and analyse the development of different societies and cultures. | X | | | | 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 |
| (iv) Clear and concise presentation of material | | | | | | | | | | | | | |
| Present archaeological problems and arguments in a variety of written and oral formats. | X | X | X | X | X | X | X | | X | X | X | X | X |
| (v) Critical appraisal of evidence with appropriate insight | | | | | | | | | | | | | |
| Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence. | | | X | X | X | | X | | X | | X | X | X |
| Read, analyse, and reflect critically on archaeological source materials and their contexts, and on the variety of such sources. | X | X | X | X | X | X | X | | X | | X | X | X |
| (vi) Other discipline specific competencies | | | | | | | | | | | | | |
| Design, research and present an independently conceived piece of archaeological writing | | | | | X | | | | | X | | X | |
| Gain direct experience of materials handling and interpretation | | | | X | | X | | X | | | X | | X |
| Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks. | | X | | | | | X | X | | X | | | |
| (b) Transferable skills | | | | | | | | | | | | | |
| (i) Oral communication | | | | | | | | | | | | | |
| Demonstrate clarity, fluency and coherence in oral expression of archaeological issues | | | | | X | | X | | X | X | X | | X |
| Participate effectively in group discussions | X | | X | X | X | X | X | X | X | X | X | | X |
| (ii) Written communication | | | | | | | | | | | | | |
| Develop and sustain archaeological arguments in a variety of literary forms | X | | | X | X | | X | X | X | X | X | X | X |
| Demonstrate clarity, fluency and coherence in written expression of archaeological issues | X | X | X | X | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (iii) Information technology | | | | | | | | | | | | | |
| Use IT to effectively support archaeological studies, including bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence | X | X | X | X | X | X | X | X | X | X | X | X | X |
| (iv) Numeracy | | | | | | | | | | | | | |
| Analyse archaeological data using statistical and graphical techniques | | | 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 |