Programme Specification (Undergraduate) FOR ENTRY YEAR: 2023/24

Date created: 17/12/2020 **Last amended:** 07/03/2025 **Version no.** 3

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

BSc Archaeology (F400)
BSc Archaeology with a Year Abroad^
Archaeology Certificate*
Archaeology 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 or year 2

a) HECOS Code

HECOS Code	%
100299	100

b) UCAS Code (where required)

F400

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

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see https://le.ac.uk/study/undergraduates/courses/abroad

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 students with skills and competencies to allow them to apply for Practitioner level membership of the Chartered Institute for Archaeology, and to allow them to pursue careers in the archaeological and heritage sector more broadly.
- provide a stimulating and challenging learning experience for all students
- develop students' knowledge and understanding of the full chronological and geographical range of their discipline
- develop students' abilities to apply archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in archaeology
- provide awareness of the broad range of scientific methods and techniques that are applied within archaeology
- provide an awareness and understanding of the diverse theoretical and methodological approaches used by archaeologists, especially on the two sides of the divide between the 'hard' sciences and the social sciences
- enable students to demonstrate a variety of approaches used by archaeologists to understand past societies
- enable students to develop and demonstrate a range of skills necessary for the study of archaeology
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning

In addition, the Year Abroad aims to:

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

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education 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 straining; 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 straining; 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

- Employability is a central feature of the degree, and graduates will be able to provide evidence of all competencies required to apply for Practitioner level membership of the Chartered Institute for Archaeologists (CIfA).
- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students 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 , 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 exam-papers [log-in required]

UNIVERSITY OF LEICESTER

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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.

BSc Archaeology

Level 4/Year 1 2023/24

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

Delivery period	Code	Title	Credits
Sem 2	AR1010	Making sense of the past (Critical Thinking in Archaeology)	15 credits
Sem 2	AR1013	Debates in Archaeological Heritage	15 credits

Notes
N/A

Level 5/Year 2 2024/25

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	AR2044	Fieldwork I	15 credits
Sem 1	AR2045	Professional Archaeological Practice	15 credits
Sem 2	AR2029	Theory in Archaeology	15 credits

Notes
N/A

Option modules

SEMESTER 1

Delivery period	Code	Title	Credits
Sem 1	AR2008	Environmental Archaeology	15 credits

Delivery period	Code	Title	Credits
Sem 1	AR2032	Neolithic, Bronze and Iron Age Britain and Ireland	15 credits
Sem 1	AR2034	Living in Towns: Archaeological Approaches to Medieval Urbanism	15 credits

SEMESTER 2

Delivery period	Code	Title	Credits
Sem 2	AR2028	Archaeological Survey & Geomatics	15 credits
Sem 2	AR2031	Artefact Analysis	15 credits
Sem 2	AR2043	The Medieval Mediterranean World	15 credits
Sem 2	AR2046	Archaeology of the Roman Empire	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 2028/29

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Sem 1	AR3044	Fieldwork II (Summer Fieldwork)	15 credits
Sem 1	AR3059	Dissertation part 1 (BA and BSc Archaeology, BA Ancient History and Archaeology, BA History and Archaeology)	15 credits
Sem 2	AR3060	Dissertation part 2 (BA and BSc Archaeology, BA Ancient History and Archaeology, BA History and Archaeology)	30 credits
Sem 2	AR3086	Projects in Professional Archaeology	15 credits

Notes
N/A

Option modules

SEMESTER 1

Delivery period	Code	Title	Credits
Sem 1	AR3012	Early Christian Europe	15 credits
Sem 1	AR3076	Human Skeletal Analysis	30 credits
Sem 1	AR3083	Conflict, Heritage and archaeology	15 credits
Sem 1	AR3085	The Archaeology of Colonialism in the Americas	15 credits
Sem 1	AR3095	Lived Experience in Imperial Rome	15 credits

SEMESTER 2

Delivery period	Code	Title	Credits
Sem 2	AR3070	Archaeology and Ancient History in Action: Community Engagement and Heritage Practice	15 credits
Sem 2	AR3093	The Archaeology of Human Evolution	15 credits

Sem 2	AR3094	Archaeology and Materials	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 [login required] (Note - modules are organized by year of delivery).

Appendix 3: Skills matrix

Programme specification appendix 3		
Skills matrix: BSc Archaeology F400		
Date amended: 2019		

Programme learning outcomes	AR1004–5 Introduction to world archaeology	AR1007 Archaeology the essentials	AR1008 Using Archaeological Evidence	AR1009 Practical Aims and Methods	AR1010 Making Sense of the Past	AR10XX Thinking Through Things	AR10XX Debates in Contemporary Archaeological Research	AR20XX(1) & AR3044 Fieldwork I and II	AR2029 Theory in Archaeology	AR20XX Professional Archaeological Practice and AR30XX Projects in Professional Archaeological Practice	AR options level 2	Dissertation	AR options level 3
(*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	X
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.		X		X					X	X	X		X
Demonstrate comprehension of and practice in a variety of archaeological practical techniques.		X		X				X		X	X		X
(iii) Critical analysis of key issues													
Compare and analyse the development of different societies and cultures.	X				X	X	X		X		X		X
Analyse past human societies through the assessment of continuity and change over extended time spans.	X				X	X	X		X		X		X
Reflect critically on the nature and theoretical basis of Archaeology as a discipline.		X			X	X	X			X	X		X
(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	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	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		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