University of Glasgow

Programme Specification[1]

1. Programme Title(s) and Code(s):

Programme Title	UCAS Code	GU Code
Dip. HEin Egyptology		V410-2333

2. Academic Session:

2024-25

3. SCQF Level (see **Scottish Credit and Qualifications Framework Levels**):

8

4. Credits:

240

5. Entrance Requirements:

None

6. ATAS Certificate Requirement (see **Academic Technology Approval Scheme**):

ATAS Certificate not required

7. Attendance Type:

Part Time

8. Programme Aims:

The programme will introduce students to the advanced study of Egyptology at university level (in doing so, it is unique in Scotland), with particular emphasis on developing analytical, discursive and presentational skills.

The programme's specific aims are to:

- ground students in the basics of the study of Egyptology in order to take them to a deeper level of knowledge

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- offer students the option of studying a broad range of sub-topics within Egyptology, including archaeology, history, language, art and religion
- offer students the opportunity to broaden their perspectives in order to site their study of ancient Egypt against the backdrop of the wider ancient Near East
- engage students in critical thinking about both primary and secondary sources, with a particular emphasis on using objects from local museums
- develop students' presentational skills in both spoken and written media, both as individuals and as working as part of a group.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

Knowledge and Understanding

By the end of this programme, students will be able to:
- identify, analyse and discuss key issues in Egyptology across the central themes of historiography, material culture, and language
- use primary evidence as the basis for constructing opinions
- critique secondary sources and evaluate the evidence they use
- contextualise developments within Egypt within the broader cultural backdrop of the ancient Near East

Skills and Other Attributes

By the end of this programme, students will be able to:

Subject-specific/practical skills
- apply their broad knowledge of ancient Egyptian culture to the analysis of representative objects and/or texts
- engage with key topics of debate in Egyptology, weighing up conflicting scholarly arguments and offering their own opinions

Intellectual skills
- express their opinions both in the form of written work and oral/visual presentations
- assess the strengths and weaknesses of academic arguments on a wide range of topics
- break down complex issues into their components, and construct responses to each
- engage in research on a given topic with a clear agenda and plan of action

Transferable/key skills
- work individually, designing their own research questions within a set topic
- work in groups to produce written and/or oral reports
- demonstrate confidence in engaging in class discussions
- demonstrate time-management skills and self-motivation

10. Typical Learning and Teaching Approaches:

The learning and teaching approaches within the programme target three particular areas: confidence, choice, and flexibility.

The majority of courses within this programme are taught as small group seminars with a strong emphasis on student participation through both class discussion and debate, and practical exercises. This means that students get to know one another and feel comfortable in each other's company, which means they work better both as confident individuals and as part of a larger group.

Students are offered choices in their assessments (see above for fuller details), and particularly at level two can direct their own learning in this way. The Egyptology Project is the best example of this: students select a topic of their choice and design a research question that will allow them to explore that topic. This course is taught not as a regular group seminar, but in a mixture of one-to-one and group sessions.

There is a strong focus on students developing and expressing their own views on topics. In language classes, they are encouraged to find their own style of translation. The teaching style employed across all courses discourages students from believing in 'one correct answer' and encourages them to adopt flexibility into their thinking. Controversial issues are explored from various angles, but the emphasis is on letting students draw their own, informed conclusions.

11. Typical Assessment Methods:

Assessment types deliberately vary from course to course, and more specifically between language-specific versus non-language-specific courses. With the former, translation skills are the key element being assessed and methods of assessment focus around translation and commentary exercises, assessing both students' abstract grammatical knowledge and the practical ways in which they apply it when translating. At level two, students choose their own longer text to work on, thereby personalising their responses.

Non-language-specific courses employ a different range of assessment types, including essays, object biographies, practical exercises, and oral/visual presentations. A core component of assessment throughout the programme is to encourage students to question not only *what* we know, but *how* we know it, which involves the critique of secondary sources, and crucially developing their responses to primary materials. Several courses make extensive use of local museum collections, the Hunterian in particular, to give students the chance to study primary materials directly.

Exams are used extensively at level one to encourage students to acquire ingrained knowledge that they can then apply across their studies. Using exams to promote the acquisition of vocabulary and familiarity with grammatical constructs and patterns is particularly important in the language courses. At level two, exams give way to increasingly personalised assessment exercises. The Egyptology Project is research-based, although it assesses students' progress at various stages of the production of their final report. Both Advanced hieroglyphs and Life and Culture in Ancient Egypt allow students to make choices in the assessed exercises they produce.

12. Programme Structure and Features:

Structure

Students are required to take 240 credits, as detailed below:

- 80 credits at SCQF level 7 or above in Egyptology
- 80 credits at SCQF level 8 or above in Egyptology
- 80 credits at SCQF level 7 or above from courses offered in the Centre for Open Studies, which includes Egyptology

Students are encouraged to take the following courses as part of the 160 credits in Egyptology as it provides a strong foundation:

- Introduction to ancient Egypt 1A (10 credits)
- Introduction to ancient Egypt 1B (10 credits)
- Ancient Egyptian archaeology 1A (10 credits)
- Ancient Egyptian archaeology 1B (10 credits)
- Ancient Egyptian Texts 1A (10 credits)
- Ancient Egyptian Texts 1B (10 credits)
- Ancient Egyptian art (10 credits)
- Life and culture in ancient Egypt (40 credits)

Features

Students will be eligible for the award of Diploma of Higher Education subject to completing 240 credits as detailed above with a grade point average of at least 9. Students shall be awarded Merit where the grade point average is at least 12, and with Distinction where the grade point average is at least 15.

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

(a)   Award of the degree
(b)   Progress
(c)   Early exit awards

http://www.gla.ac.uk/services/senateoffice/calendar/

13. Programme Accredited By:

14. Location(s):

Glasgow

15. College:

College of Social Sciences

16. Lead School:

Short Courses [REG91230001]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

Egyptology falls between two subject areas: Classics/Ancient History and Archaeology, but is probably more closely aligned with the former in terms of specific grounding and orientation. Some aspects of the guidance in the links below are relevant: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Classics.pdf http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Archaeology.pdf However, both of the above subject-specific benchmark statements are for honours programmes. For Diploma level, general guidance is given in section 1.4 below under Descriptor for a higher education qualification at level 5 (Foundation degree, Diploma in Higher Education: **http://www.qaa.ac.uk/Publications/InformationandGuidance/Documents/Quality-code-Chapter-A1.pdf** [esp. pp. 9-10]

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such Student Learning Development (www.gla.ac.uk/myglasgow/sld/), Counselling & Psychological Services (www.gla.ac.uk/myglasgow/counselling/), the Disability Service (www.gla.ac.uk/myglasgow/disability/) and the Careers Service (www.gla.ac.uk/myglasgow/careers/).
Support for Centre for Open Studies students not engaged on full-time UG or PG study will be provided by Irene Vezza, the Centre's Guidance Officer.

24. Online Distance Learning:

No

25. Date of approval:	