# Programme Specification[1]

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

| *Programme Title* | *UCAS Code* | *GU Code* |
|---|---|---|
| MA Honours in Archaeology (Joint) | | V400-2000H |

**2. Academic Session:**

2016-17

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

10

**4. Credits:**

480

**5. Entrance Requirements:**

Please refer to the current undergraduate prospectus at http://www.gla.ac.uk/undergraduate/degrees/

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

ATAS Certificate not required

**7. Attendance Type:**

Both Full Time and Part Time

**8. Programme Aims:**

Archaeology is the study of our past through the physical remains that survive in the present, ranging from standing buildings and monuments to ephemeral traces buried in the ground. A broad range of tools and techniques are used in studying the past: they range from practical excavation, survey, artefact handling, mapping and illustration, through to the interpretation of data by means of various intellectual and theoretical approaches. Particular attention is paid at Glasgow to not just interpretative aspects, but also to practical archaeological training, as reflected in the number of weeks of field, museum or post-excavation work students

[1] This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

are required to complete before being awarded an honours degree.

The programme aims to:

- provide a strong grounding in the methods of, and approaches to, modern archaeology,
- to demonstrate their application across a wide chronological, geographical and cultural range;
- to develop a critical understanding of human activity in past societies and its effects;
- to foster an understanding of the complexity of the relationship between social, political, cultural, economic and environmental processes and the role of material culture at different temporal and spatial scales

to offer a range of opportunities and contexts for students to develop essential skills of analysis, research, presentation and communication, as well as IT skills and qualities of teamwork and initiative.

**9. Intended Learning Outcomes of Programme:**

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding:

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

An understanding of the complexity and diversity of human material culture

- having studied the archaeology of selected geographical regions and chronological periods.
- having demonstrated an understanding of the complex relationship between material culture and human societies.

the acquisition and interpretation of archaeological data

- having studied the range of methods by which data are acquired and analysed.
- having demonstrated a range of practical field and laboratory skills through personal involvement in the recovery of primary archaeological data.

the theoretical basis of archaeology

- having studied the development of the discipline and the variety of approaches to interpreting the past, including the social, political and cultural contexts within which they operate.
- having demonstrated an understanding of the theoretical concepts underpinning our reconstructions of the past.

the time-depth factor in the development of the landscape

- having studied the complex interrelationships between social, political, cultural, economic, and environmental processes in the creation of the archaeological record.
- having demonstrated an understanding of the factors determining the creation and survival of the archaeological record in terms of artefacts, sites, and landscapes, and their contexts.

Skills and Other Attributes:

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

*Subject-specific/practical skills*

Demonstrate a significant range of field archaeology techniques and skills in related areas of applied archaeology

- Competency in field methods incorporating survey, excavation, and post-excavation.
- Collaborative teamwork and effective team membership during field and allied experience.
- Appreciate importance of health and safety measures and responsibilities in the field and laboratory.

Display an understanding of the social, political and ethical issues surrounding the practice of archaeology and interpretation of archaeological data

- Demonstrate knowledge of the discovery, identification, mapping and excavation of archaeological sites and landscapes.
- Demonstrate an ability to assemble coherent research proposals and project designs
- Demonstrate ability to locate, retrieve, assemble and organise information using appropriate technologies.
- Demonstrate ability to select and apply appropriate analytical techniques and test hypotheses.
- Demonstrate ability to carry out independent research and communicate findings appropriately.

*Intellectual skills*

Have the ability to Apply appropriate scholarly, theoretical, and practical concepts to archaeological problems

- Demonstrate the use of appropriate tools and techniques to answer research questions.

- Demonstrate ability to debate issues in archaeological theory, method and practice with due regard for other standpoints.
- Critically reflect on the dynamic, plural and contested nature of archaeological knowledge.
- Demonstrate how to find, extract, organise and evaluate information from primary and secondary sources.
- Demonstrate critical and effective use of information retrieval skills.
- Demonstrate problem-solving through the critical analysis of complex data sets.
- Demonstrate the ability to synthesise and interpret information and ideas.
- Display and communicate information and ideas in an effective and accessible manner
- Produce logical and structured arguments.
- Make effective oral presentations, employing appropriate technology.
- Prepare effective written presentations, employing appropriate technology.

*Transferable/key skills*

Use Good written and oral communication skills

- Capacity to engage and participate in discussion within groups.
- Capacity to construct coherent, lucid and accurate written responses to pre-determined specifications.
- Ability to make effective use of appropriate communications and information technology resources.
- Display initative and self-reliance
- Good self-management skills.
- Effective independent study.
- Work effectively as a contributing member of a team.
- Use the ability to design and implement programme of independent research
- Work to defined objectives within the limits of time and/or resources.
- Demonstrate critical analysis and problem-solving using complex data sets.

**10. Typical Learning and Teaching Approaches:**

**Knowledge and Understanding**

Core courses provide a common basis for all students, who may then select from a range of options depending on their interests. A series of pedagogic methods are used depending on the nature of the material being taught. Primary methods include: lectures, seminars, and directed reading; practical field skills, practical laboratory sessions and Independent research.

**Subject-specific/practical skills**

Many of these key skills will be acquired through the main core Honours courses, and demonstrated through these and other optional courses. The practical and field experience accumulated during the programme is a key means by which the range of subject-specific and practical skills can be acquired, practiced, and utilised, as is the dissertation.

**Intellectual skills**

Cognitive skills are developed through lectures which provide examples of good practice; tutorials/seminars are intended to help develop students' confidence in their own abilities; research for essays assist students in developing data- and theory-rich arguments; and practical exercises in the laboratory and field develop data creation and handling skills. The dissertation brings together the range of intellectual skills and is a key aspect of the demonstration of the students' ability.

**Transferable/key skills**

Transferable skills are necessary to and integral in the achievement of the more subject-specific outcomes outlined above. The increasing level of self-directed learning at Honours level promotes and reinforces students' range of skills.

**11. Typical Assessment Methods:**

Students' knowledge, understanding and skills will be assessed in the various types of assignment set within the mandatory and optional courses in Archaeology. Assessments, which vary across courses as appropriate to the subject matter and disciplinary methods, include: examinations, coursework essays, oral presentations, Projects, Portfolio and the research dissertation (if taken).

**12. Programme Structure and Features:**

A typical Joint Honours curriculum in Archaeology will be constructed as follows:

| Year | Courses | Credits | Possible Exit Points |
|---|---|---|---|
| 1 | Archaeology 1A: Archaeology of Scotland (ARCH1001)<br>Archaeology 1B: Archaeology in the Modern World (ARCH1002)<br>40 credits in Joint subject<br>40 credits at Level 1 in another subject | 20<br>20<br>40<br>40 | Certificate of Higher Education (120 credits) |
| 2 | Archaeology 2J: Archaeology of Europe and the Mediterranean (ARCH2004)<br>Archaeology in Theory and Practice (ARCH2011)<br>40 credits in Joint subject<br>40 credits at Level 1 or level 2 in another subject<br>students must complete at least 3 weeks (15 days) fieldwork prior to entry to Honours – it is normally expected that this will be undertaken on the Archaeology Field School | 20<br>20<br>40<br>40 | Diploma of Higher Education (240 credits) |
| 3<br>Junior Honours | Archaeology Honours Portfolio (Joint) (ARCH4003)<br>Recovery and Interpretation of Archaeological Data (ARCH4011)<br>Theory & Interpretation in Archaeology (ARCH4019)<br>60 credits in other Joint Honours subject | 20<br>20<br>20<br>60 | Graduate with non-honours Degree (MA General Humanities) |
| 4<br>Senior Honours | **Either:**<br>3 Honours Option Courses drawn from those offered in that session (in this case, the student must do a dissertation in their other joint subject)<br>**Or:**<br>2 Option Courses (20 credits each)<br>1 dissertation (20 credits)<br>60 credits in other Joint Honours subject | 60<br>60<br>60 | MA with Honours<br>480 credits |

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| | **Fieldwork Requirement**<br>Joint Honours students must complete 7 weeks (35 days) approved fieldwork (including the 3 weeks required for entry to Honours) before graduation. | | |

**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
(d) Entry to Honours (For undergraduate programmes, where appropriate)

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

**13. Programme Accredited By:**

**14. Location(s):**

Glasgow

**15. College:**

College of Arts

**16. Lead School/Institute:**

Humanities [REG10300000]

**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:**

- QAA Subject Benchmark Statement for Archaeology
- Scottish Credit and Qualifications Framework Level descriptors (level 10) (SCQF)
- QAA Code of Practice
- Subject Mission Statement (DPTLA Review Self-Evaluation document)
- Institute of Field Archaeologists (Affiliate membership on graduation with PIFA membership within 6 months and Associate membership within 2 years assuming employment in field archaeology)

**23. Additional Relevant Information (if applicable):**

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service (www.gla.ac.uk/services/sls/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

Particular emphasis is placed on acquiring practical fieldwork and associated experience (including survey, museum or post-excavation work), as evident in the high investment in field training made by both the Subject and students, and is a characteristic of the Glasgow archaeology degree. As a result, Glasgow archaeology graduates are often highly sought after by field archaeology organisations because of their level of field competence. Participation in field projects provides an excellent opportunity to gain valuable work experience and enables contacts to be made with potential future employers. Time spent on such placements and the skills developed enhance employability within the cultural heritage industry where experience and motivation are important.

The University Library has excellent coverage for archaeology and associated subjects, and the University's Hunterian Museum is utilised for teaching and student workplace experience. Archaeology has a range of laboratories including a dedicated IT laboratory. There are also a range of teaching collections, including animal bones, lithics, and a flint knapping facility. More information about the Subject can be found on its website: http://www.gla.ac.uk/departments/archaeology/

| **24. Date of approval:** | |
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