



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

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours in Archaeology (Joint Honours)		V400-2000H

**2. Academic Session:**

2018-19

**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 the human past through the investigation of objects, buildings and landscapes. It gives us insights into how we conceive society and community, and how we make sense of the world around us. By the very nature of archaeology, our students engage with contemporary society as much as with the past: archaeology brings new data and insights to debates ranging from social inequality and climate change to national identities and the heritage boom.

<sup>1</sup> 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/](http://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.

This programme aims to:

- Provide students with the opportunity to become technically proficient, critically astute, theoretically informed and socially engaged within archaeology and the broader heritage sector;
- Provide a strong grounding in the methods of, and approaches to, modern archaeology, and to demonstrate their application across a wide chronological, geographical and cultural range;
- 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;
- Foster a critical understanding of the role of archaeology and material heritage in contemporary society, in the UK and abroad;
- 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 and other attributes as described below.

### Knowledge and Understanding

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

- interpret the archaeology of selected geographical regions and chronological periods
- discuss the relationships between among material culture, environmental context and human society
- apply a range of methods to acquire and analyse archaeological data
- Discuss the development of the discipline and the variety of theoretical approaches to interpreting the past, within relevant social, political and cultural contexts

### Skills and other attributes

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

#### *Subject-specific/practical skills*

- use a range of practical field and laboratory skills acquired through personal involvement in the recovery of primary archaeological data
- collaborate effectively with other team members during field and laboratory work
- employ appropriate health and safety measures and responsibilities in the field and laboratory, and promote ethical archaeological practices

#### *Intellectual skills*

- critically reflect on the dynamic, plural and contested nature of archaeological knowledge
- critically apply appropriate theoretical frameworks to the analysis of archaeological data
- break down the complex interrelationships between social, political, cultural, economic, and environmental processes in the creation of the archaeological record
- assemble coherent research proposals and project designs using appropriate techniques and technologies
- find, extract, organise and evaluate information from primary and secondary sources
- communicate information and ideas in an effective and accessible manner, using formal writing, digital media, visual media and oral presentations
- solve problems through the critical analysis of complex data sets

#### *Transferable/key skills*

- evaluate their own practice in a critical and reflexive manner
  - employ good written and oral communication skills, including participating in group discussion, formulating coherent, lucid and accurate reports, and using communications and information technology appropriately and effectively
  - work with initiative and self-reliance, through effective self-management and collaboration
- design and implement a programme of independent research, involving working to defined objectives, critical

analysis and effective problem-solving

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

Our learning and teaching employs a wide range of approaches, which emphasise both intellectual and practical learning, include both well-trying and innovative techniques, and are strongly allied with our research. Typical approaches include:

- Lectures
- Seminars
- Laboratory Practicals
- Field Training at Field Trips
- Field School for incoming Honours students
- Individual student fieldwork experience
- Research-led teaching
- Collaborative teaching with other Subject Areas
- Supervision of a research dissertation

#### **11. Typical Assessment Methods:**

Summative assessment is carefully positioned in the context of each course with regard to the development of core knowledge and skills. Assessment is delivered through:

- Essays
- Examinations
- Portfolios of practical work
- Projects
- Posters
- Worksheets
- Seminar presentations
- Fieldwork journals and blogs
- Creative writing
- Quizzes

#### **12. Programme Structure and Features:**

## Structure

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

Year	Courses	Credits	Possible Exit Points
1	Archaeology 1A Archaeology 1B  40 credits at Level 1 in Joint subject 40 credits at Level 1 in another subject	20 20  40 40	Certificate of Higher Education (120 credits)
2	Archaeology 2A Archaeology 2B  40 credits at Level 2 in Joint subject 40 credits at Level 1 or Level 2 in another subject	20 20  40 40	Diploma of Higher Education (240 credits)
3  Junior Hons	Practical Heritage Experience Junior Honours (ARCH4068)  Theory & Interpretation in Archaeology (ARCH4019)  <b>Either:</b> 2 Honours option courses drawn from those offered in that session (20 credits each) <b>Or:</b> Reflexive Archaeological Practice (ARCH4065)  60 credits in Joint Honours subject	Assessed in Senior Honours  20  40 40 60	MA (General)  360 credits
4  Senior Hons	Practical Heritage Experience (ARCH4067)  <b>Either:</b> Dissertation (ARCH4001P) One 20 credit Honours option course drawn from those offered in that session <b>Or:</b> 40 credits from Honours option courses drawn from those offered in that session (in this case, the student must do a dissertation in their other joint subject)  60 credits in Joint Honours subject	20  20 20 40 60	MA with Honours  480 credits

## Features

To be admitted to Honours study you must satisfy subject and College of Arts requirements and obtain an average grade of C3 or above for Archaeology 2A and 2B at the first sitting with neither course obtaining a grade below D3.

## **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:**

Not Applicable

### **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:**

<http://www.gla.ac.uk/en/Publications/Documents/SBS-archaeology-14.pdf>

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

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such LEADS ([www.gla.ac.uk/myglasgow/leads/](http://www.gla.ac.uk/myglasgow/leads/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

**24. Online Learning:**

No

**25. Date of approval:**

01/09/2017