

Course Handbook
BSc(Hons) Archaeology
2020/21
Course Leader: Dr James Morris
School of Natural Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

This Handbook is an introduction to our BSc (hons) Archaeology degree. It should tell you everything you need to know about how the course works and what you need to do at various stages of your academic career. Although we have tried to make it as thorough as possible there may be occasions when you need more information, the handbook also tells you where to go to find this information. You need to read this handbook now, but you also need to keep it with you for the next three or four years, it is your basic guide to how the Archaeology degree and the School of Natural Sciences work.

Archaeology can be a number of things. To most people it means the physical study of the past through excavation and this is a primary (and favourite) aspect of most archaeologists' jobs. However, archaeology also includes post-excavation analysis of finds, examination of ancient environments and conditions, the study of human remains from the past, interpretations of patterns of artefact distribution and philosophical discussions on the nature of cultural change over time. At UCLan you will get the chance to try all of these things.

We think our archaeology degrees give our graduates excellent employment prospects. We have good contacts with local commercial archaeologists and museums; practicing archaeologists from outside the University teach on the degree. You will be taught practical skills and procedures relevant to the modern archaeological workplace. Almost more importantly, we think they will be great fun: the enthusiasm of staff on this course is second to none, and they have designed modules to be enjoyable and involving as well as educational. Archaeology is always something special in terms of study; it tends to generate course camaraderie through field trips and discussion classes, and offers the opportunity to get outside on a regular basis and to travel to different parts of the country and the world. We think you will love doing your archaeology degree at UCLan.

We all learn in different ways and you will find that we use a range of learning and teaching methods. We have a strong commitment to providing you with support, through constructive feedback, and through a well-organised academic advisor system. All the courses in the School have a strong element of practical and field work; throughout your degree you will be actively engaged in archaeological excavation and survey. This will begin during your very first week at UCLan, which is spent on a training excavation, and continues for the next three years – allowing you to build up the skills and knowledge you need to be an archaeologist.

1.1 Rationale, aims and learning outcomes of the course



Rationale

A UCLan archaeology degree is designed to give you the best possible grounding in both the practical and academic side of the subject. Aims and Learning Outcomes have been developed to address both the subject benchmark for archaeology and also the National Occupational Standards for archaeology developed by the Chartered Institute for Archaeologists.

Aims

The specific aims of the course are to offer the student an opportunity to develop a knowledge and understanding of the archaeology of Britain and Ireland through studying the material remains of selected time periods, and to understand the nature and origins of archaeological evidence and how this is acquired and interpreted.

We hope to instill in students a sense of enthusiasm for archaeology, an appreciation of its application in different contexts and to involve them in an intellectually stimulating and satisfying experience of learning and studying.

We will also provide students with a broad and balanced foundation of archaeological knowledge and practical skills and an in-depth understanding of specialised areas of archaeology. Particularly we will ground students in a knowledge of British and Irish archaeology.

We will develop in students the ability to adapt and apply their archaeological knowledge and skills to the solution of familiar and unfamiliar theoretical and practical problems in archaeology.

You will also develop, through an education in archaeology, a range of transferable skills, of value in all fields of employment. We will instill a critical awareness of advances at the forefront of the archaeological discipline.

Learning Outcomes

Knowledge and

Understanding

Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate

Describe and identify the archaeology of selected chronological periods

Explain and use the means which archaeological data are acquired and analysed

Explain the origins and development of archaeology as a discipline

Explain the importance of the recovery of primary data through practical experience

Subject Specific Skills

Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation to archaeological material

Observe and describe different classes of primary archaeological data, and objectively record their characteristics

Assemble coherent research/project designs and complete a substantial piece of independent supervised research (the Dissertation)

Thinking Skills

Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems

Discover and define the archaeological significance of material remains and landscapes

Marshal and critically appraise other people's arguments

Produce logical and structured arguments supported by relevant evidence

Evaluate different cultures, and deal with unfamiliar situations

Evaluate one's own and others' opinions critically

Other skills relevant to employability and personal development

Communicate to different kinds of audience

Effectively apply numeracy and IT skills

Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles

Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV

Retrieve information using paper-based and electronic resources

Collate and evaluate information from a range of sources.

1.2 Course Team

The following members of staff will teach most of the modules on your archaeology degree. You will also be assigned one of these people as your academic advisor

Allison Stewart Email AStewart7@uclan.ac.uk	Lecturer in Anthropology and Archaeology Telephone 4333 Room, MB130
Vicki Cummings Email vcummings1@uclan.ac.uk	Reader in Archaeology Telephone 3499 Room MB107B
Seren Griffiths Email sgriffiths7@uclan.ac.uk	Lecturer in Archaeology Telephone 4372 Room JBF111
James (Jim) Morris Email jmorris9@uclan.ac.uk	Senior Lecturer in Archaeology Course Leader for BSc Archaeology Telephone 4150 Room MB107D
Patrick (Pat) Randolph-Quinney Anthropology Email prandolp-quinney@uclan.ac.uk	Reader in Biological and Forensic Telephone 5683 Room MB107C
Richard (Rick) Peterson Email rpeterson@uclan.ac.uk	Senior Lecturer in Archaeology, Telephone 3495 Room MB107C
David (Dave) Robinson Email dvrobinson@uclan.ac.uk	Reader in Archaeology Telephone 3756 Room MB107D
Duncan Sayer Email: dsayer@uclan.ac.uk	Reader in Archaeology Telephone 4175 Room MB134

1.3 Expertise of staff

All of our staff are research active and we have a strong record of using research to inform our teaching. We provide many opportunities through fieldwork placements and internships for undergraduates to contribute to this research.

Allison Stewart is currently using morphological and metrical traits from dentition to research identity family units within ancient cemeteries. She is also interested in the application of dental trait analysis for identification of modern populations as well research in forensic taphonomy at TRACES. Her previous taphonomic research has focused on the effects clothing and clothing type have on rate of decomposition and colonisation preferences of insects.

Dr Vicki Cummings' research focuses on the Mesolithic and Neolithic of Britain and Ireland, specifically, monuments (chambered tombs), stone tools and the transition period. She is also interested in hunter-gatherers and the use of ethnographic analogy. She has a wider interest in landscape archaeology and she likes digging holes.

Dr Seren Griffiths' research is on Neolithic Britain and Europe, particularly on chronological modelling and palaeoenvironmental evidence and she also has expertise in remote sensing. Prior to her PhD, she worked as an Environmental Archaeology Supervisor on major infrastructure and urban projects. She has worked on excavations across the UK as a palaeoenvironmental supervisor or

scientific dating specialist, and internationally in Ireland, France, Germany, Iran, Albania, and Spain.

Dr Jim Morris's background is in archaeology, zooarchaeology and professional practice. His primary research interests are in the complex, varied and significant connections between humans and animals, ranging from Neolithic animal burials to monkeys in 19th century London. He is also active in undertaking collaborative projects between the academic and commercial sectors of archaeology.

Dr Pat Randolph-Quinney is a Biological Anthropologist. His main research interests are in taphonomic and post-mortem processes, the study of disease and pathology in past populations, and human bio-cultural evolution. He is currently working on landscape archaeology in the Makapansgat and Taung regions of South Africa, which focus on how hominins used space and resources during the Early and Middle Stone Ages and how this relates to the evolution of modern humans.

Dr Rick Peterson's main research interests are in the Neolithic and Early Bronze Age. He works with material culture, especially pottery and is particularly interested in the archaeology of caves and other natural places. At the moment he is researching memory in prehistory by looking at the long term use of monuments and natural places in the Forest of Bowland.

Dr Dave Robinson's research interests are the Archaeology of the American West, the Archaeology of the Modern World, Rock-Art, British Prehistory, Indigenous Perception, Perishable Materials, Colonialism and Indigeneity. He is a co-founder of BRAG, the British Rock Art Group, and NAARG, the North American Archaeology Research Group and is currently running a field project looking at caves and rock art in South-Central California.

Dr Duncan Sayer is a historical archaeologist with an interest in Anglo-Saxon society and post-medieval religion. He has published on ethics and burial archaeology, kinship systems, generational time, and mortuary practice. His *Bones Without Barriers* campaign was influential in preventing the destruction of archaeological collections and he directed a major research excavation on the 5th and 6th century cemetery at Oakington.

Allie Stewart is a Physical Anthropologist and Osteoarchaeologist who teaches across archaeology, anthropology and forensic anthropology. Her research currently focuses on dentition from Anglo-Saxon populations to identify kinship and familial units from South East, England. Allie also is an accredited forensic anthropologist and consults with local police on casework as needed.

Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.4 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm

Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Archaeology students are part of the School of Natural Sciences and should therefore normally use the Foster Building hub.

Foster Building

telephone: [01772 891990](tel:01772891990) or
891991 email:
FosterHub@uclan.ac.uk

Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will normally communicate with you by email. In line with the university policy you will be able to expect a prompt reply to your email. If the particular member of staff you are trying to contact is away you will get an automated response telling you when they will be back in the University, other members of the archaeology team will always be available to answer urgent queries. We also have the ability to communicate with students by SMS message for urgent information. This will only work if the University is kept informed of your up to date mobile number. All SMS communications will also be sent by email but it is in your best interests to keep all your contact details up to date. Assessment deadlines will be posted on Blackboard and it is your responsibility to check these.

Staff will normally be available for one to one meetings every weekday except Friday between 10.00 and 4.00. You should email the member of staff concerned first to book these meetings.

1.5 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Dr Christopher King Lecturer in Archaeology at the University of Nottingham is the external examiner for archaeology. You can access the external examiner's report via the Course site on Blackboard. The School will also send a sample of student coursework to the external examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.



2. Structure of the course

Overall structure BSc Archaeology is a three year undergraduate degree course which is available for full or part-time study. Part time students complete the same modules as full time students but they will study fewer of them in each year.

There is a Foundation Entry route to the degree, students taking this route will study for an additional year at the beginning of the course, making the overall length of their full time degree four years.

To complete each year of the degree students will have to pass 120 credits of learning. This will be made up of mostly single (20 credit) and some double (40 credit) modules. The diagram below shows how and when each of the compulsory modules on your degree will be delivered. Note that some modules are delivered in a single semester but that the majority of modules will take place over two semesters.

It is especially important to note that archaeology teaching takes place all year round. You will need to allow time during the summer before your second and third years at university to complete four weeks of fieldwork placement for the two compulsory modules which take place at this time. Students will have the option to choose between a number of different fieldwork placements which run at different times in the summer. Most of these will take place on university research excavations but students will also have the opportunity to organise their own placements with external organisations.

Fieldwork placements take place both in the UK and abroad. Recent placements have included excavations in California, The Orkney Islands, Wales and Lancashire. As these are a compulsory part of your degree, students will not have to pay anything towards the cost of accommodation and food on all placements. In exceptional circumstances we may need to ask students to contribute to some or all of the cost of travel to very remote locations. If this is the case then there will always be alternative placements available with no cost implications.

Overall Course Structure for BSc Archaeology

Year	Summer	Sem1 (Sept-Jan) May	Sem 2 (Jan-May)
Foundation Entry Students only		FZC013 Study Skills FZC002 Archaeological Project FZC004 Key Themes in Archaeology FZC071 Introduction to Forensic Science Plus one 20 credit option module	
Year 1		FZ1201 The Archaeology of Britain FZ1207 Field Archaeology 1 FZ1203 History of Archaeological Thought Plus two 20 credit option module	
Year 2	FZ2217 Field Archaeology 2	FZ2219 Archaeological Materials FZ2206 Thinking About the Past FZ2218 Themes in British Archaeology I Plus two 20 credit option module	
Year 3	FZ3217 Field Archaeology 3	FZ3202 Archaeology and Anthropology Dissertation FZ3218 Themes in British Archaeology II Plus two 20 credit option module	

2.1 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Level 4

In the first year we specify 3 of the 5 modules you will take (please note Field Archaeology 1 is a 40 credit module). These are known as COMPULSORY modules.

COMPULSORY modules

FZ1201 The Archaeology of Britain (20 credits) *This module introduces students to the archaeological evidence from Britain covering all periods from the first human occupation to the present day.*

FZ1207 Introduction to Archaeology (40 credits) *Starting with a week's fieldwork on a training excavation, this module provides a practical introduction to the skills and methods needed for archaeology*

FZ1203 History of Archaeological Thought (20 credits) *This modules reviews the development and history of archaeological ideas about the past.*

OPTION modules (you need to pick two from the below three)

FZ1054 Introduction to Osteology and Anthropology (20 credits) *This lab-based module provides students with a comprehensive introduction to human skeletal anatomy*

FZ1205 Bones, Bodies and Burial (20 credits) *Drawing on evidence from archaeology, biological and cultural anthropology this module introduces students to the wider study of death and society.*

FZ1206 Introduction to Cultural Anthropology (20 credits) This module will introduce students to the basic principles and methods of social and cultural anthropology

Level 5

In second year all students take 4 COMPULSORY modules and 2 OPTIONAL modules to bring your total to 6.

Compulsory Modules

FZ2217 Field Archaeology 2 (20 credits) *Following a four week assessed field placement to allow them to significantly develop their fieldwork skills, students will then produce a written report on their placement.*

FZ2219 Archaeological Materials (20 credits) This module introduces students to the ways in which material from archaeological excavations can be used to investigate past and present societies. The module will develop knowledge of archaeological material culture, scientific methods of examining archaeological materials and the critical application of data within research projects.

FZ2206 Thinking About the Past: Archaeological Theory (20 credits) *This module develops student's knowledge of key themes and interpretive ideas essential to the study of archaeology and provides a broad overview of current thinking in archaeology.*

FZ2218 Themes in British Archaeology 1 (20 credits) In this module students examine a range of key issues and themes in British archaeological research and where relevant its wider international setting. Students will gain an understanding of the chronology of different archaeological time periods.

Optional Modules

Choose two modules from this list (all 20 credits):

Option modules for second and third years run in alternative years.

Options running in 2019-2020.

FZ2220 Introduction to Professional Practice (20 credits). The module aims to introduce students to the working practices, techniques and philosophies underpinning modern commercial archaeological practice. It will develop students' independent thinking about research design and, through a series of group and individual exercises, allow students to see the consequences of these decisions.

FZ2215 The Archaeology of Death and the Death body (20 credits). This course

will provide a grounding for students in mortuary archaeology with a particular focus on encounters with death and the dead body.

FZ2216 World Archaeology of art (20 credits) This module will provide a grounding in the study of art in the archaeological record. It will expose students to critical views on the definition of art and its applicability within prehistoric, non-western, and contemporary societies.

FZ2051 Forensic Anthropology (20 credits) Students on this module learn to determine biological profiles for skeletal remains, to understand the signs of trauma and pathology on human bones and learn which of these methods are appropriate in which circumstances

Options running in 2020-2021

FZ2207 Hunter-Gatherers: Past and Present (20 credits) This module covers both the cultural anthropology of contemporary hunter-gatherer societies and the archaeology of hunting and gathering in the Palaeolithic and Mesolithic periods.

FZ2213 Geomatics (20 credits) This module introduces students to the field collection, processing and reporting of geospatial and geophysical data.

FZ2214 Archaeology and Anthropology of Animals (20 credits) This module will provide a grounding in the archaeological and anthropological study of animals, with particular focus on using animal remains, and human's interactions with animals to inform on human society

FZ2051 Forensic Anthropology (20 credits) Students on this module learn to determine biological profiles for skeletal remains, to understand the signs of trauma and pathology on human bones and learn which of these methods are appropriate in which circumstances.

Level 6

In third year all students take two COMPULSORY modules, adding up to 60 credits, and take a further 60 credits of OPTIONAL modules.

Compulsory modules

FZ3202 Dissertation (40 credits) Students research and write a 10,000 word dissertation in this module. Dissertations can be based on fieldwork projects, artefact or lab based analysis or can be based on previously published data.

FZ3217 Field Archaeology 3 (20 credits) Following a four week assessed field placement to allow them to develop their fieldwork skills further, students will then produce a written report providing a wider context for the archaeology they worked on.

FZ3218 Themes in British Archaeology 2 (20 credits) In this module students build on their knowledge of key issues and themes in British archaeological research, by developing critical analysis skills. The module will cover current questions and issues in British archaeology and where relevant its wider international setting

Optional Modules

Choose two modules from this list (all 20 credits):

Option modules for second and third years run in alternative years.

Options running in 2019-2020.

FZ3206 Introduction to Professional Practice (20 credits). The module aims to introduce students to the working practices, techniques and philosophies underpinning modern commercial archaeological practice. It will develop students' independent thinking about research design and, through a series of group and individual exercises, allow students to see the consequences of these decisions.

FZ3215 The Archaeology of Death and the Death body (20 credits). This course will provide a grounding for students in mortuary archaeology with a particular focus on encounters with death and the dead body.

FZ3216 World Archaeology of art (20 credits) This module will provide a grounding in the study of art in the archaeological record. It will expose students to critical views on the definition of art and its applicability within prehistoric, non-western, and contemporary societies.

FZ3054 Human Evolution This module provides students with a detailed understanding of human biological and cultural evolution over the last five million years. Students will study both fossil remains and archaeological evidence for human behaviour during this period.

FZ3057 Forensic Taphonomic Traces (20 credits) The module will introduce students to decomposition processes in human remains and problems in the analysis of cremated remains. They will learn to record, recover and analyse human remains in a range of situations.

FZ3053 Human Remains Recovery (20 credits) The module will introduce students to the recovery of human remains. They will learn to record, recover and analyse human remains in a range of situations.

Options running in 2020-2021

FZ3203 Hunter-Gatherers: Past and Present (20 credits) This module covers both the cultural anthropology of contemporary hunter-gatherer societies and the archaeology of hunting and gathering in the Palaeolithic and Mesolithic periods.

FZ3213 Geomatics (20 credits) This module introduces students to the field collection, processing and reporting of geospatial and geophysical data.

FZ3214 Archaeology and Anthropology of Animals (20 credits) This module will provide a grounding in the archaeological and anthropological study of animals, with particular focus on using animal remains, and human's interactions with animals to inform on human society

FZ3054 Human Evolution This module provides students with a detailed understanding of human biological and cultural evolution over the last five million years. Students will study both fossil remains and archaeological evidence for

human behaviour during this period.

FZ3057 Forensic Taphonomic Traces (20 credits) The module will introduce students to decomposition processes in human remains and problems in the analysis of cremated remains. They will learn to record, recover and analyse human remains in a range of situations.

FZ3053 Human Remains Recovery (20 credits) The module will introduce students to the recovery of human remains. They will learn to record, recover and analyse human remains in a range of situations.
archaeologists.

All modules in these lists will be available for study at some point during your programme. Exceptionally, it may sometimes be necessary to run an optional module at third instead of second year level, or vice versa, if this become necessary you will be informed about the change at the progression meeting in the year *before* the module is due to be delivered.



2.2 Course requirements

To complete your degree and graduate with BSc (hons) Archaeology you must pass modules of 360 credits value over the three years. This equates to six standard 20 credit modules per year. To qualify for an honours degree you must have at least 100 credits from third year level modules and at least 220 credits at second or third year level.

Full time students will not normally be permitted to proceed to the next year of their study until they have completed 120 credits of study in their current year.

2.3 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. You will also have regular opportunities to discuss your modules and your programme of study with your academic advisor during the course of the year.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

A 20 credit module is the standard size. This is equivalent to approximately 200 learning hours and will usually have two pieces of assessment on it. Lecture and seminar based modules which take place in semester 1 and 2 will typically involve one or two hours of teaching per week. This will leave you with around four or five hours per week *per module* to keep up with the guided reading from the taught sessions and to work towards your written assignments. More practical modules in semester 1 and 2 and likely to have more teaching time devoted to lab and field practicals and will consequently leave you with less time for further study. Modules based on fieldwork placements over the summer will have at least 160 hours of teaching on them.

We believe firmly in the value of developing personal skills in our undergraduates, rather than emphasising the accumulation of information. Consequently, while we do provide many different kinds of learning experience, we expect you to take substantial responsibility for your education. You need to be engaged in your work and enthusiastic about it. Personal study, using the books, periodicals and other resources in our libraries and in the School, will be a substantial part of your work programme. To be successful, you need to be motivated, and to make a personal commitment to the subject.

You also need to understand that archaeology teaching takes place throughout the year. You will need to set aside time during each summer for at least four weeks full-time work on archaeological excavations or museum placements. This can be undertaken in short blocks or a single placement but you must be prepared to make the commitment of time necessary.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Foster Campus Admin Services Hub on
fzattendance@uclan.ac.uk

International students must also be aware of their responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Students can check their own attendance record through myUCLan

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Your time will be evenly divided between fieldwork, practical exercises and more formal lectures. We will help you develop your skills as an archaeologist and focus on the particular areas of the subject that interest you. Lectures normally last for an hour and practical sessions for two or three hours. Most modules will also hold seminars; giving you the opportunity to discuss particular sites or subjects in detail. In lectures, seminars and practicals we will be expecting contributions from you. We will expect you to have followed up reading from previous sessions and to be prepared to make relevant comments in discussions and to get involved.

Excavation and other kinds of fieldwork are an integral part of the archaeology degree. They are a central part of how we teach you at UCLan. The practical emphasis starts at the beginning of the degree; before we go anywhere near a lecture theatre your first week is spent on one of the University's training excavations learning how to dig.

During the rest of the degree you will spend between eight and twelve weeks on placement
– working on real excavations, helping to do cutting edge research.

Some of these digs are research projects run by UCLan staff, but we also encourage more experienced students to organise their own placements with external organisations, either here or abroad.

We also have had students do parts of their placement in museums or with local archaeological organisations – gaining valuable experience of archaeological workplaces and making useful local contacts.

3.2 Study skills

Your academic and study skills will be supported throughout your study on the degree, both through specific modules teaching the specific skills required at each level of the degree but also through the one to one feedback sessions which will accompany the return of all coursework. There are also a variety of central services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"



3.3 Learning resources
3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.3.2 Electronic Resources

Course and module materials are not provided in 'hard copy' format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via BlackBoard. This is the brand name for the on-line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

All students can access the BlackBoard spaces for the course and modules that they are registered for. Once logged into your BlackBoard area you can access material from the course and all of the modules you are studying without having to log in to each module separately.

3.4 Personal development planning

While you are at university, you will learn many things. You already expect to learn lots of facts and techniques to do with archaeology, but you will also learn other things that you might not be aware of. You will learn how to study, how to work with other people, how to manage your time to meet deadlines, and so on. If you are to be an employable graduate it is vital that you can list the skills employers value in your CV. Employers are looking for skills such as:

- Self-organisation
- Team work
- Good written communication
- Good oral communication
- Problem solving

So, we have introduced a system that aims to:

- Help you to identify the skills you should be developing,
- Help you to identify the ones you are weak in, and
- To take action to improve those skills.

This approach can broadly be described as Personal Development Planning and can be defined as:

A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more

rounded detail.

In Archaeology you will also be asked to keep a record of all your training. In a practical subject like this; employers will expect you to have a clear grasp of which techniques you have learnt, which you are expert in and which you need to do further work. They will also want to know what sites and periods you have been working on. You should use it to reflect on how your skills are developing and where they need work and to compile a CV of your skills and experience when you are applying for work.

There are three main elements to supporting PDP in Archaeology. The first is the Structured Learning Environment, this might be a lecture, a seminar, or – and this is central to our whole approach to PDP – an excavation, field survey or other practical exercise. The Structured Learning Environment is the place where you and your lecturers are face to face and where you encounter data and evidence that build up into your knowledge of the subject.

The second important element is Feedback, responses from your lecturers and other students that let you know how successful you have been at learning and developing. The final very important element is Reflection. This is the process of you thinking through and understanding how and why you have developed and learned as you did. What you have done well at and what needs further work.

Each of these three elements is supported at every level of the archaeology degrees as shown below.

Level	Structured Learning Environment	Feedback	Reflection
1 ↓	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; Module Evaluation Questionnaires (MEQs)
	Excavation and basic technical training, C & IT skills	On site and by assessment	Student excavation reports; MEQs
	Interpersonal and teamwork skills	On site and through Academic Advisor (AA) system	AA meetings; end of semester CV review
2 ↓	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; MEQs
	Excavation and advanced technical training	On site and by assessment	Student excavation reports; MEQs
	Interpersonal and teamwork skills	On site and through AA system	AA meetings; end of semester CV review
	Independent research skills	Study supervisor meetings; assessment	Independent study report; end of semester CV review
3	Academic knowledge of the subject	Assessment and in seminars	End of semester CV review; MEQs
	Excavation and specialised technical training	On site and by assessment	Student excavation reports; MEQs
	Interpersonal and teamwork skills	On site and through AA system	PT meetings; end of semester CV review
	Independent research and critical evaluation skills	Study supervisor meetings; assessment	Dissertation; end of semester CV review



3.5 Preparing for your career

Professional archaeology is a thriving part of the UK construction sector. There are around 7000 professional archaeologists in Britain, most of whom work for specialist commercial archaeological contractors. These are the archaeologists who carry out excavation and survey in advance of development projects to record archaeology before it is destroyed.

Learning and teaching on our degree is closely aligned with modern commercial practice and professional archaeologists teach as guest lecturers in some modules. On fieldwork modules and during Introduction to Professional Practice and Geomatics you will be working alongside and learning from professional archaeologists. As well as making sure that the degree meets the Quality Assurance Agency subject benchmark statement (which guarantees academic standards) elements of the degree are also linked to the National Occupational Standards set by the Chartered Institute for Archaeologists.

We have a very good record for graduate employability, last year 100% of our graduates were in employment or further study six months after finishing their degree. Around 50% of these graduates were working in archaeology. Other former students have succeeded in a wide range of careers, including conference organisation, teaching, as officers in the armed forces and management, showing that employers value the range of transferable skills that come from studying a practical subject such as archaeology.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Any problems you may choose to discuss with a member of staff, academic or otherwise, will be treated in strict confidence and will not be divulged to anyone without your permission (including parents). It is highly unlikely that you will have a problem we have not encountered before.

The important thing is not to sit on a problem and hope it will go away. However, who you should ask for advice depends on the nature of the problem:

- **Learning/teaching in a module.** Each module has a Module Tutor – a member of staff responsible for that module. The Module Tutor will be your first port of call for questions about the learning/teaching within the module.
- **Which options to take – Electives – structure of your course – progression (moving from year to year).** These are questions for your academic advisor. He or she will meet with you at the start of the course and will remain your academic advisor throughout your time on the course.
- **Welfare, money, housing, health, personal problems.** The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, UCLan Cards and the 'i' shop.
- **Administrative questions.** The Campus Admin Hum for the College of Science and Technology is at the entrance to Foster Building. They can help you with your academic records and other administrative matters.



4.1 Academic Advisors

You will be assigned an academic advisor who will assist with academic related problems. You will find out more about them and their role in induction week. They are responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University, and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your academic advisor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance, but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You will meet your academic advisor during induction week and time has been allocated on the induction timetable to enable you to do this. You should meet with your academic advisor regularly. You should have at least four meetings in Year 1, with at least three of these being 'one to one' meetings. There should be at least three contacts in Year 2, one of which should be 'one to one' and two during Year 3. These meetings will be held in scheduled weeks during semester one and semester two. You will be informed when these weeks are and it is your responsibility to arrange to meet your academic advisor during this period. You should do this by emailing them to book an appointment. You are also free to arrange to meet your advisor at any other time during the year when you need their support.

Both you and your advisor should keep appropriate records of these meetings and this may form part of your Personal Development Process.

If you need to get advice in an emergency or when your academic advisor is not available then you can go and see your retention tutor or course leader, or go to the Campus Admin Services Hub in Foster Building and staff there will endeavour to find a member of staff who can deal with your enquiry.

4.2 Students with disabilities

We work hard to support all our students and to make an education in archaeology available to everyone. There may be times when we have to vary the nature and type of practical assessments for students with particular disabilities but we will always try to ensure that all students are being fairly assessed on the same learning outcomes.

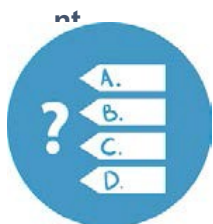
Dr Arati Iyengar is the lead for students with disabilities within the School of Natural Sciences. If you consider that you have a disability that may affect your ability to carry out your studies then you should contact her on aiyengar@uclan.ac.uk or contact disability services directly https://www.uclan.ac.uk/students/health/disability_services.php to make sure that the university is properly aware of the support that you need.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ

student staff on a variety of roles. You can find out more information on our website:
<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Course Team recognises the main purpose of assessment as:

- the diagnosis of strengths and weaknesses of individual students
- encouragement to students to be involved in determining their own performance
- evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student's strengths and to plan remedial help to correct identified weaknesses.

Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short answer on-line tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

In Class Tests Short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.

Presentations Your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

Essays Essays assess your understanding of the subject and ability to do research, as well as your written communication and critical analysis skills.

Projects These assess the application of the information that you have gained, and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.

5.2 Notification of assignments and examination arrangements

The course team, through the retention tutors, try to spread the assessment load. Nevertheless, it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time, and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes.

All deadlines will be communicated in the module booklets and through Blackboard. It is your responsibility to check these and plan your workload accordingly. Blackboard will also contain a detailed assignment brief for each assessment explaining what is required and what learning outcomes are being assessed and how.

Normally all work should be submitted anonymously through Blackboard and Turnitin. Information about the requirements for individual assessments and their respective deadlines for submission/examination arrangements will be provided in the assignment brief or in the module booklet that will be posted on Blackboard.

5.3 Referencing

All academic writing must be referenced. If you use other people's ideas without referencing them you are plagiarising their work. You should use the Harvard system of referencing within your text. This will take the form: surname, year of publication, page number, and is enclosed within brackets. For example (Bradley 1998, 277). At the end of your essay you should provide an alphabetical list of all the works you cite using the following formats:

For books:

Bradley, R. 1998. *The significance of monuments*. London: Routledge.

For papers in journals:

Tilley, C. 1996. The powers of rocks: topography and monument construction on Bodmin Moor. *World Archaeology* 28, 161-76.

For papers in on-line journals (use when the journal is only available online):

Pettitt, P. 2003. Discovery, nature and preliminary thoughts about Britain's first cave art. *Capra* 5 – available at – <http://www.shef.ac.uk/~capra/5/pettitt.html> – viewed 27/04/04.

For papers in edited volumes:

Herity, M. 1970. The early prehistoric period around the Irish Sea. In D. Moore (ed.), *The Irish Sea province in archaeology and history*, 29-37. Cardiff: Cambrian Archaeological Association.

5.4 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo- Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking.

Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Recent changes to the degree as a result of this feedback process include the shift from formal examinations at the end of modules to in-class tests

throughout the year. We have also changed the start time of most of our morning lectures to 10 am to make things easier for students travelling from outside Preston. Another recent change as a result of student feedback has been to the pattern of assessment on Introduction to Professional Practice where we have consolidated three assessments into two and changed the weighting of the assessments to give more balance to the module.

The Students' Union can support you in voicing your opinion, provide on-going advice and

support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

Other feedback mechanisms exist, such as the SSLCs, which are mentioned below, and staff are encouraged to get module feedback either through feedback sessions or MFQs (Module Feedback Questionnaires).

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The minutes of the last SSLC meeting will be posted on the course space on BlackBoard.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
3. University School/Centre	School of Natural Sciences
4. External Accreditation	N/A
5. Title of Final Award	BSc (Hons) Archaeology
6. Modes of Attendance offered	Full Time, Part Time, Sandwich
7a) UCAS Code	V400
7b) JACS Code	V400 100299
8. Relevant Subject Benchmarking Group(s)	'B' Archaeology http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-archaeology-14.pdf
9. Other external influences	N/A
10. Date of production/revision of this form	April 2018
11. Aims of the Programme	This programme offers the student an opportunity to develop a knowledge and understanding of the archaeology of Britain and Ireland through studying the material remains of selected time periods, and to understand the nature and origins of archaeological evidence and how this is acquired and interpreted.

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate A2. Describe and identify the archaeology of selected chronological periods A3. Explain and use the means which archaeological data are acquired and analysed A4. Explain the origins and development of archaeology as a discipline A5. Explain the importance of the recovery of primary data through practical experience
Teaching and Learning Methods
(A1-A4) Acquisition of core knowledge mainly through lectures supplemented by seminars, directed reading and independent study, but augmented by a wide variety of field experiences and where appropriate, laboratory work. (A5) A period of excavation will allow students to train in practical skills and concepts of excavation.
Assessment methods
(A1-A5) Assessment will be through coursework (essays, field reports, oral presentations, the dissertation) and examinations.
B. Subject-specific skills
B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation B2. Observe and describe different classes of primary archaeological data, and objectively record their characteristics B3. Assemble coherent research/project designs and complete a substantial piece of independent supervised research (the Dissertation)
Teaching and Learning Methods
(B1) will be achieved through excavations and preparatory lectures on technique and safety assessment. Lectures, seminars and laboratory practical work will support (B2). The dissertation, and associated module on research skills, will support (B3-B5).
Assessment methods
Assessment will be through coursework (essays, a project reporting excavation experience and results, short reports, computer practicals), examinations and the written dissertation.
C. Thinking Skills
C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems C2. Discover and define the archaeological significance of material culture and landscapes C3. Marshal and critically appraise other people's arguments C4. Produce logical and structured arguments supported by relevant evidence C5. Evaluate different cultures, and deal with unfamiliar situations C6. Evaluate one's own and others' opinions critically
Teaching and Learning Methods
C1-C6) Lectures and seminars, field visits, talks by external professionals, field study and laboratory work form the major methods of teaching and learning, plus in-class discussion and individual meetings with dissertation tutors (C2-C6).
Assessment methods
Assessment will be through coursework (essays, computer-based reports, individual and group projects, field reports, in-class tests, student initiated reports, oral presentations), the dissertation and examinations.
D. Other skills relevant to employability and personal development
D1. Communicate to different kinds of audience

<p>D2. Effectively apply numeracy and IT skills</p> <p>D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles</p> <p>D4. Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV</p> <p>D5. Retrieve information using paper-based and electronic resources</p> <p>D6. Collate and evaluate information from a range of sources.</p>					
Teaching and Learning Methods					
<p>Personal Development will take place at all levels of the programme and through the wide range of activities on the degree. Most of these skills are introduced in year one Study Skills, and are further developed through end of year reflective review and discussion with academic advisors, through group work and seminars. All learners will use information technology throughout the course and will be involved in communicating findings of individual and group work (D.1, D.2, D.3,D.4). The development of a critical approach to interpretation and learning is progressive and culminates in the production of a dissertation (D.1, D.2, D.5, D.6).</p>					
Assessment methods					
<p>Assessment is primarily through coursework exercises, some of which include an element of reflection, group assignments, posters, oral presentations on project work and on dissertations, and in the assessment of the dissertation. Formative assessment makes an important contribution to the development of these skills.</p>					
13. Programme Structures*				14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating		
Level 6	FZ3202	Archaeology and Anthropology Dissertation	40	<p>Bachelor Honours Degree in Archaeology Requires 360 credits at Level 4 or above including a minimum of 220 at Level 5 and 100 at Level 6</p> <p>Bachelor Degree in Archaeology Requires 320 credits at Level 4 or above including a minimum of 180 at Level 5 or above and 60 at Level 6</p> <p>Students who successfully complete the FZ2055 placement module will receive the award “in sandwich mode”</p>	
	FZ3217	Field Archaeology 3	20		
	FZ3218	Themes in British Archaeology II	20		
	<i>plus 40 optional credits from the below: The modules available will depending on the year of delivery and availability. Those available will be specified in the course handbook.</i>				
	FZ3203	Hunter-Gatherers: Past and Present	20		
	FZ3206	Introduction to Professional Practise	20		
	FZ3214	Geomatics	20		
	FZ3213	Archaeology & Anthropology of Animals	20		
	FZ3215	The Archaeology of Death and the Dead body	20		
	FZ3216	World Archaeology of Art	20		
	FZ3057	Forensic Taphonomic Traces	20		
	FZ3053	Human Remains Recovery	20		
	FZ3054	Human Evolution	20		
Level 5	FZ2217	Field Archaeology 2	20	Diploma of Higher Education in Archaeology	
	FZ2219	Archaeological Materials	20		
	FZ2206	Thinking About the Past	20		

	FZ2218	Themes in British Archaeology I <i>plus 40 optional credits from the below: The modules available will depending on the year of delivery and availability. Those available will be specified in the course handbook.</i>	20	Requires 240 credits at Level 4 or above including a minimum of 100 at Level 5 or above
	FZ2214	Archaeology & Anthropology of Animals	20	
	FZ2207	Hunter-Gatherers: Past and Present	20	
	FZ2213	Geomatics	20	
	FZ2215	The Archaeology of Death and the Dead body	20	
	FZ2216	World Archaeology of Art	20	
	FZ2220	Introduction to Professional Practice	20	
		For a Sandwich award students will undertake the following module between years 2 and 3 assessed on a pass/fail basis:		
	FZ2055	Placement Module	120	
Level 4	FZ1201 FZ1207 FZ1203	The Archaeology of Britain Field Archaeology 1 History of Archaeological Thought	20 40 20	Certificate of Higher Education Requires 120 credits at Level 4 or above
	FZ1054	<i>plus 40 optional credits from:</i> Introduction to Osteology and Anthropology	20	
	FZ1205	Bones, Bodies and Burials	20	
	FZ1206	Introduction to Cultural Anthropology	20	
Levels 3 (FE)	FZC013 FZC002 FZC004 FZC071	Study Skills Archaeological Project Key Themes in Archaeology Introduction to Forensic Science	30 30 20 20	Successful completion of the year requires 120 credits at level 3 and permits progression on to Year 1 of Bsc (Hons) Archaeology degree programme
	HYC101 NTC001	And one of either Introduction to History Introduction to Geography and Environmental Management	20 20	Students who exit after the Foundation year will receive a transcript of their modules and grades
15. Personal Development Planning				
This is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their Academic Advisor. Their Academic Advisor will then guide them throughout their time at				

university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

PDP is delivered and monitored through skills modules and the academic advisor system. Year 1 students over the year within small group tutorials where the academic advisor and other students will discuss a particular skill or employability issue, or in individual meetings with the academic advisor. Typically the student will have prepared a document or done a task in preparation for the meeting. These meetings help students to identify and develop their skills and also encourage a culture of confidence between tutee and advisor, so that if any specific problems arise with a student the academic advisor will be in a position to assist.

The topics discussed in meetings are constantly reviewed and updated in response to current practice in the workplace and to feedback from Academic Advisors and students. A completed PDP will be used to assist Academic Advisors when writing references.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

Applicants will normally be required to have, one of:

CCC at A2, BTEC extended DMM, BTEC D*D, Pass Access Course with 104 UCAS points, IB- Pass Diploma with 104 UCAS points including HL Chemistry or Biology

In addition applicants will be required to have five GCSE passes at Grade C/4 or equivalent including Maths and English.

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no sub score lower than 5.5

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access Programme. APL/APEL will be assessed through standard University procedures.

FOUNDATION Year Entry

Entry to this Programme requires, DDD at A2, BTEC extended MMP BTEC DM, Pass Access Course with 72 UCAS points, IB- Pass Diploma with 72 UCAS points including HL Chemistry or Biology

In addition applicants will be required to have Maths and English GCSE at Grade C/4 or equivalent.

Please consult the website or UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme

- University web site (www.uclan.ac.uk)
- UCAS web site (www.ucas.ac.uk)
- School website (www.uclan.ac.uk/forensic)
- Course Leader
- Admissions tutor

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																										
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																						
				Knowledge and understanding					Subject-specific Skills			Thinking Skills						Other skills relevant to employability and personal development								
				A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6			
Level 6	FZ3202	Dissertation	COMP		X	X				X	X		X	X	X	X	X			X	X			X	X	
	FZ3217	Field Archaeology 3	COMP		X	X		X	X				X							X	X	X	X			
	FZ3218	Themes in British Archaeology II	COMP	X	X				X					X	X	X		X						X	X	
	FZ3213	Geomatics	O			X			X	X			X	X						X	X	X	X			
	FZ3206	Introduction to Professional Practice	O			X	X						X					X		X	X	X	X			
	FZ3214	Archaeology & Anthropology of Animals	O	X	X	X			X	X			X	X		X		X		X				X	X	
	FZ3203	Hunter Gatherers: Past and Present	O		X				X	X					X	X	X	X		X				X	X	
	FZ3215	The Archaeology of Death and the Dead body	O	X	X				X	X					X	X	X	X		X				X	X	
	FZ3216	World Archaeology of Art	O	X	X				X	X					X	X	X	X		X				X	X	
	FZ3057	Forensic Taphonomic Traces	O			X				X			X	X		X		X			X			X	X	
	FZ3053	Human Remains Recovery	O			X			X				X	X						X	X	X				
FZ3054	Human Evolution	O		X		X			X			X		X	X		X						X	X		
Level 5	FZ2217	Field Archaeology 2	COMP		X	X			X	X										X	X	X	X			
	FZ2219	Archaeological Materials	COMP			X			X	X	X		X	X						X	X			X		
	FZ2203	Thinking About the Past	COMP				X						X		X	X		X					X	X		
	FZ2218	Themes in British Archaeology I	COMP	X	X				X					X		X								X	X	
	FZ2213	Geomatics	O			X			X				X	X							X	X				
	FZ2220	Introduction to Professional Practice	O			X	X													X	X	X				
	FZ2214	Archaeology & Anthropology of Animals	O	X	X	X			X				X			X				X				X	X	
FZ2207	Hunter Gatherers: Past and Present	O		X				X							X				X				X	X		

	FZ2215	The Archaeology of Death and the Dead body	O	X	X				X						X							X	X		
	FZ3216	World Archaeology of Art	O	X	X				X						X				X				X	X	
	FZ2051	Forensic Anthropology	O			X							X							X					
X	FZ2055	Placement Module	O			X			X	X									X	X	X			X	
Level 4	FZ1201	The Archaeology of Britain	COMP	X	X				X						X								X	X	
	FZ1207	Field Archaeology 1	COMP			X			X	X				X						X					
	FZ1203	History of Archaeological Thought	COMP				X								X								X		
	FZ1205	Bones, Bodies and Burials	O	X	X									X									X		
	FZ1206	Introduction to Cultural Anthropology	O				X								X					X				X	
	FZ1054	Introduction to Osteology and Anthropology	O			X			X	X				X							X				

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Certificate of Higher Education in Archaeology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A3. Explain and use the means which archaeological data are acquired and analysed
- B2. Observe and describe different classes of primary archaeological data, and objectively record their characteristics
- C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems
- C2. Discover and define the archaeological significance of material culture and landscapes
- C4. Produce logical and structured arguments supported by relevant evidence
- D2. Effectively apply numeracy and IT skills
- D5. Retrieve information using paper-based and electronic resources

Learning outcomes for the award of: Diploma of Higher Education in Archaeology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A2. Describe and identify the archaeology of selected chronological periods
- A3. Explain and use the means which archaeological data are acquired and analysed
- B1. Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation
- B2. Observe and describe different classes of primary archaeological data, and objectively record their characteristics
- C1. Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems
- C2. Discover and define the archaeological significance of material culture and landscapes
- C4. Produce logical and structured arguments supported by relevant evidence
- D1. Communicate to different kinds of audience
- D2. Effectively apply numeracy and IT skills
- D3. Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles
- D5. Retrieve information using paper-based and electronic resources
- D6. Collate and evaluate information from a range of sources.

Learning outcomes for the award of: Bachelor Degree Archaeology

- A1. Explain and describe the archaeology of Britain & Ireland, and of other parts of the world where appropriate
- A2. Describe and identify the archaeology of selected chronological periods
- A3. Explain and use the means which archaeological data are acquired and analysed
- A4. Explain the origins and development of archaeology as a discipline
- A5. Explain the importance of the recovery of primary data through practical experience

- B1 Apply the core fieldwork techniques of identification, surveying, excavating, recording, measurement, analysis and interpretation
- B2 Observe and describe different classes of primary archaeological data, and objectively record their characteristics
- C1 Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems
- C2 Discover and define the archaeological significance of material culture and landscapes
- C3 Marshal and critically appraise other people's arguments
- C4 Produce logical and structured arguments supported by relevant evidence
- C5 Evaluate different cultures, and deal with unfamiliar situations
- C6 Evaluate one's own and others' opinions critically
- D1 Communicate to different kinds of audience
- D2 Effectively apply numeracy and IT skills
- D3 Identify and evaluate different roles within groups and teams, and adopt and accommodate a range of personal styles
- D4 Self-manage and reflect as part of on-going professional development e.g. self-review, action planning, production of a CV
- D5 Retrieve information using paper-based and electronic resources
- D6 Collate and evaluate information from a range of sources.