This document applies to students who commence the programme(s) in:

<table>
<thead>
<tr>
<th>Awarding institution</th>
<th>Teaching institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of York</td>
<td>University of York</td>
</tr>
</tbody>
</table>

**Department(s)**

- Archaeology

**Award(s) and programme title(s)**

<table>
<thead>
<tr>
<th>Award(s) and programme title(s)</th>
<th>Level of qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Medieval Archaeology</td>
<td>Level 7 (Masters)</td>
</tr>
<tr>
<td>Postgraduate Diploma in Medieval Archaeology</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Medieval Archaeology</td>
<td></td>
</tr>
</tbody>
</table>

**Award(s) available only as interim awards**

**Admissions criteria**

II.1 Honours degree, Bachelor’s degree with 3.0+ GPA, equivalent foreign qualification, or 5 years relevant experience; for foreign language speakers, level 6.5 IELTS/61 Pearson PTE

**Length and status of the programme(s) and mode(s) of study**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) and status (full-time/part-time)</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Face-to-face, campus-based</td>
<td>Distance learning</td>
</tr>
<tr>
<td>MA in Medieval Archaeology</td>
<td>1 year full-time; 2 or 3 years part-time</td>
<td>Yes</td>
</tr>
<tr>
<td>Dip/Cert in Medieval Archaeology</td>
<td>1 year full-time</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Language of study**

- English

**Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)**

- N/A

**Educational aims of the programme(s)**

For the Masters, Diploma and Certificate:

The aims of the programme are:

1) to facilitate students' development of advanced intellectual and practical skills, through a study of the interplay between theories and methods, and the analysis of primary and secondary material
2) to present research-informed teaching and engage students with theories, methods, and debates which are at the forefront of relevant archaeological research
3) to provide students with the opportunity to carry out an independent research project requiring higher-level academic engagement
4) to enable students to develop detailed knowledge and expertise in medieval archaeology
5) to help students develop skills which will enable them to seek employment in the archaeological sector
Additionally for the Diploma (if applicable):
1) to provide students with the opportunity to carry out an extended essay as their independent research project.

Additionally for the Masters:
1) to provide students with the opportunity to carry out a dissertation as their independent research project.

### Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

<table>
<thead>
<tr>
<th>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</th>
<th>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of:</td>
<td></td>
</tr>
<tr>
<td>1. key principles and terminology used in the discipline of archaeology</td>
<td>Learning/teaching methods and strategies (relating to numbered outcomes):</td>
</tr>
<tr>
<td>2. the nature of the archaeological record, including key forms of data and the methods used to analyse them.</td>
<td>• lectures (1-10)</td>
</tr>
<tr>
<td>3. the role of theory in interpreting data, and an appreciation of the changing paradigms within which archaeology is</td>
<td>• seminars (1-10)</td>
</tr>
<tr>
<td></td>
<td>• fieldtrips and practical sessions (1-10)</td>
</tr>
<tr>
<td></td>
<td>• directed reading (1-10)</td>
</tr>
<tr>
<td></td>
<td>• use of the VLE (1-10)</td>
</tr>
</tbody>
</table>
undertaken

4. the historical, social, cultural, and political contexts of archaeological interpretation

5. the challenges and opportunities that arise from working with diverse sources of archaeological evidence

6. the social and political significance of archaeology on local, national, and international scales

7. the challenges and potentials of working in a historical period, and the range of sources and approaches that may be utilised (including landscape, settlement, architecture, artefactual, environmental, biomolecular, and documentary evidence)

8. the relationship between the acquisition and processing of primary data and interpretation in medieval archaeology

9. the key theoretical debates, and social, economic, religious, and political themes that archaeologists have used to characterise the medieval period, and the ways in which they may be addressed through academic and field research.

10. the history of scholarship, material evidence and key theories pertaining to a number of specific areas of focus within medieval archaeology. These topics may be drawn from both the early and later medieval periods.

**Additionally for the Diploma and Masters:**

**Additionally for the Masters:**

<table>
<thead>
<tr>
<th>B: (i) Skills – discipline related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of their programme of study, students should be able to:</td>
</tr>
<tr>
<td>1. observe and record archaeological data from a range of sources</td>
</tr>
<tr>
<td>2. evaluate, analyse, and interpret archaeological data</td>
</tr>
<tr>
<td>Learning/teaching methods and strategies (relating to numbered outcomes):</td>
</tr>
<tr>
<td>- Seminar presentations, discussions and practical sessions (1-8)</td>
</tr>
<tr>
<td>- Directed Reading (1-5)</td>
</tr>
<tr>
<td>- Supervised independent research project (9)</td>
</tr>
</tbody>
</table>

Types/methods of assessment (relating to numbered outcomes)

- Coursework Essays (1-10)
- Project Coursework (1-10)
- Assessed Lecture (1-10)
- Dissertation (MA only) / Extended Essay (Diploma Only) (1-10)
3. appraise, critique, and synthesise interpretations of archaeological data, and the literature of the discipline
4. apply appropriate scholarly, theoretical, and scientific principles and concepts to archaeological problems
5. communicate complex archaeological information in both verbal and written formats
6. demonstrate competence in identification and interpretation of a range of medieval material culture, e.g. buildings, landscapes, artefacts, environmental evidence
7. relate archaeological data and interpretation to specific theoretical issues and debates in medieval archaeology
8. synthesise and interpret data from a range of archaeological and documentary sources as appropriate for research within the medieval period

**Additionally for the Diploma and Masters:**

9. Demonstrate the skills necessary to plan, undertake, and report upon independent archaeological research on a topic within the field of medieval archaeology.

**Additionally for the Masters:**

<table>
<thead>
<tr>
<th>Types/methods of assessment (relating to numbered outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Essays and Coursework Projects (1-8)</td>
</tr>
<tr>
<td>- Assessed lecture (1-8)</td>
</tr>
<tr>
<td>- Dissertation (MA only) / Extended Essay (Diploma only) (1-9)</td>
</tr>
</tbody>
</table>

**B: (ii) Skills - transferable**

<table>
<thead>
<tr>
<th>Learning/teaching methods and strategies (relating to numbered outcomes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Seminars (1-4)</td>
</tr>
<tr>
<td>- Practical Sessions (3)</td>
</tr>
<tr>
<td>- Directed Reading (1, 2, 4)</td>
</tr>
<tr>
<td>- Supervised Independent Research (1, 2, 4, 5)</td>
</tr>
</tbody>
</table>

Upon completion of their programme of study, students should be able to:

1. Independently gather, organise, and present information and arguments in a critical manner
2. Communicate complex ideas to a high standard in both written and verbal formats
3. Work effectively with others as a team
4. produce logical and structured arguments supported by relevant evidence
5. plan, design, and execute a programme of independent research

**C: Experience and other attributes**

Upon completion of their programme of study, students should be able to:

1. Evaluate personal performance in a range of tasks
2. Demonstrate the skills necessary for self-managed lifelong learning
3. Demonstrate the development of an adaptable and flexible approach to study and work.
4. identify and work towards personal targets for academic and career development in the archaeological sector or other fields

**Types/methods of assessment (relating to numbered outcomes)**

- Dissertation (MA only)/ Extended Essay (Diploma only) (1, 2, 4, 5)
- Essays and coursework projects (1, 2, 4)
- Assessed Lecture (1, 2, 4)
- Feedback on presentations (1-4)

**Additionally for the Diploma and Masters:**

- Dissertation (MA only)/ Extended Essay (Diploma only) (1, 2, 4, 5)
- Essays and coursework projects (1, 2, 4)

**Additionally for the Masters:**

- Not assessed

**Learning/teaching methods and strategies (relating to numbered outcomes):**

- Seminar preparation and presentations (1-3)
- Essay and Coursework projects (1-3)
- Supervised Independent Research (1-4)
- Directed Reading (2-3)

**Types/methods of assessment (relating to numbered outcomes)**

- Not assessed

**Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)**

N/A

**University award regulations**

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module’s assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University’s award and assessment regulations specify the University’s marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.
**Departmental policies on assessment and feedback**

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website [http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/](http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/) and [http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/grade-descriptors/](http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/grade-descriptors/)

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department’s website [http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/](http://www.york.ac.uk/archaeology/intranet/taught-pg/rules-assessment/summative-assessment/)
### Diagrammatic representation of programme structure

For part-time routes, the timings of individual core and option modules are indicative only and, after discussion with course director and subject to consideration of progression, students may be able to change the order in which modules are undertaken.

For the 3 year part-time route, students may choose to take the core and option modules over the three rather than two years.

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#### Masters full-time

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Vikings OR Excavating Early England</strong>&lt;br&gt;20 credit module (core)</td>
<td><strong>Medieval Settlement and Communities</strong>&lt;br&gt;20 credit module (core)</td>
<td>Independent Study Module (Dissertation)&lt;br&gt;80 credit module (core)</td>
<td></td>
</tr>
<tr>
<td>20 credit module (option)</td>
<td>20 credit module (option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Masters 2 year part-time

##### Year 1

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Vikings OR Excavating Early England</strong>&lt;br&gt;20 credit module (core)</td>
<td><strong>Medieval Settlement and Communities</strong>&lt;br&gt;20 credit module (core)</td>
<td><strong>Begin work on dissertation</strong>&lt;br&gt;80 Credits (core; ISM)</td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
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</tbody>
</table>

##### Year 2

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credit module (option)</td>
<td>20 credit module (option)</td>
<td><strong>Dissertation continued</strong></td>
<td>80 Credits (core; ISM)</td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Masters 3 year part-time

##### Year 1

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Vikings OR Excavating Early England</strong>&lt;br&gt;20 credit module (core)</td>
<td><strong>Medieval Settlement and Communities</strong>&lt;br&gt;20 credit module (core)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

##### Year 2

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credit module (option)</td>
<td>20 credit module (option)</td>
<td><strong>Begin work on dissertation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80 credits (core; ISM)</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
</table>

*Dissertation*

80 credits (core; ISM)

### Postgraduate Diploma (if applicable)

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Vikings OR Excavating Early England</em> 20 credit module (core)</td>
<td><em>Medieval Settlement and Communities</em> 20 credit module (core)</td>
<td>Independent Study Module 20 credit module (core)</td>
</tr>
<tr>
<td>20 credit module (option)</td>
<td>20 credit module (option)</td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
<td></td>
</tr>
</tbody>
</table>

### Postgraduate Certificate

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Vikings OR Excavating Early England</em> 20 credit module (core)</td>
<td><em>Medieval Settlement and Communities</em> 20 credit module (core)</td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
</tr>
<tr>
<td>5 credit module (option)</td>
<td>5 credit module (option)</td>
</tr>
<tr>
<td>Autumn term</td>
<td>Spring term</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Core/Option</td>
<td>Core/Option</td>
</tr>
<tr>
<td>modules</td>
<td>modules</td>
</tr>
<tr>
<td>Week 10</td>
<td>Week 10</td>
</tr>
<tr>
<td>submission</td>
<td>submission</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td>Research Skills</td>
</tr>
<tr>
<td>modules block 1</td>
<td>modules block 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Week 6</td>
</tr>
<tr>
<td>submission</td>
<td>submission</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td>Research Skills</td>
</tr>
<tr>
<td>modules block 2</td>
<td>modules block 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>Week 10</td>
</tr>
<tr>
<td>submission</td>
<td>submission</td>
</tr>
</tbody>
</table>
# Overview of modules

## Core module table

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level¹</th>
<th>Credit value²</th>
<th>Prerequisites</th>
<th>Assessment rules³</th>
<th>Timing (term and week) and format of main assessment⁴</th>
<th>Independent Study Module?⁵</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excavating Early England</td>
<td>ARC00076M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td></td>
</tr>
<tr>
<td>Medieval Settlement and Communities</td>
<td>ARC00028M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>SpT Week 10, essay</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>ARC00009M</td>
<td>7</td>
<td>80</td>
<td>N/A</td>
<td>NC</td>
<td>SuT Week 6, lecture; SuVac Wednesday before Bank Holiday, dissertation</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Option modules

<table>
<thead>
<tr>
<th>Module title</th>
<th>Module code</th>
<th>Credit level</th>
<th>Credit value</th>
<th>Prerequisites</th>
<th>Assessment rules</th>
<th>Timing and format of main assessment</th>
<th>Independent Study Module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing Historic Buildings</td>
<td>ARC00010M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td>No</td>
</tr>
<tr>
<td>Animal bones for archaeologists</td>
<td>ARC00031M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td>No</td>
</tr>
<tr>
<td>Approaches to conservation</td>
<td>ARC00014M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td>No</td>
</tr>
<tr>
<td>Archaeology of Human Bone</td>
<td>ARC00033M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td>No</td>
</tr>
<tr>
<td>Cultural Heritage Management 1: concepts,</td>
<td>ARC00012M</td>
<td>7</td>
<td>20</td>
<td>N/A</td>
<td>None</td>
<td>AuT Week 10, essay</td>
<td>No</td>
</tr>
</tbody>
</table>

¹ The credit level is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment).

³ Special assessment rules (requiring University Teaching Committee approval)

- P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)
- NC – the module cannot be compensated
- NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from ‘taught modules’. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Module Code</th>
<th>Year</th>
<th>Credit</th>
<th>Assessment Method</th>
<th>Assessment Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital publication and web technologies</td>
<td>ARC00007M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Domestic Historic Interiors</td>
<td>ARC00069M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Evolving minds and societies</td>
<td>ARC00018M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Excavating Early England</td>
<td>ARC00076M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Hard Tissue Biology</td>
<td>0980006</td>
<td>7</td>
<td>20</td>
<td>Submission via HYMS VLE</td>
<td>AuT Week 10, essay, SpT Week 1, exam</td>
</tr>
<tr>
<td>Issues in Historical Archaeology 1</td>
<td>ARC00022M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>The context and practice of gathering field archaeology data</td>
<td>ARC00020M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Mesolithic lifeways</td>
<td>ARC00029M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>AuT Week 10, essay</td>
</tr>
<tr>
<td>Primate Ecology and evolution</td>
<td>0980009</td>
<td>7</td>
<td>20</td>
<td>Submissions via HYMS</td>
<td>AuT Week 10, poster presentation, SpT Week 1, exam</td>
</tr>
<tr>
<td>Analysis and visualisation</td>
<td>ARC00008M</td>
<td>7</td>
<td>20</td>
<td>None</td>
<td>SpT Week 10, essay</td>
</tr>
<tr>
<td>Ancient biomolecules</td>
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Transfers out of or into the programme
N/A

Exceptions to University Award Regulations approved by University Teaching Committee

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Quality and Standards

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/

Date on which this programme information was updated: 25 August 2016

Departmental web page: http://www.york.ac.uk/depts/arch

Please note

The information above provides a concise summary of the main features of the programme and 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.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.