UNIVERSITY OF YORK

UNDERGRADUATE PROGRAMME REGULATIONS

This document applies to students who commence the programme(s) in:	2014/15
Awarding institution	**Teaching institution**
University of York	**University of York**
Department(s)	
Lifelong Learning	
Award(s) and programme title(s)	**Level of qualification**
Certificate of Higher Education in Lifelong Learning (Archaeology)	Level 4/C
Interim awards available	
University Certificate of Lifelong Learning	

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

Programme	Length (years) and status (full-time/part-time)	Mode		
		Face-to-face, campus-based	**Distance learning**	**Other**
Certificate of Higher Education in Lifelong Learning (Archaeology)	5 years, part-time	Y		

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)
N/A

Educational aims of the programme
The Centre for Lifelong Learning sees its role as being to provide exciting and pioneering adult education opportunities to citizens in the local community (City of York and North Yorkshire). The accredited programme of study therefore is distinctive in its equality of opportunity, offering an enriching educational experience in a supportive environment that is tailored, and responsive, to the needs of adult learners. •   Encourage students to think critically and independently. •   Encourage and support an enthusiasm for the subject area. •   Provide stimulating and relevant modules relating to the aspirations and needs of adult learners, which will equip students with confidence and the ability to enhance their personal development. •   Equip students with a variety of generic study skills appropriate to this level of study. •   Equip students with subject-specific knowledge and skills to provide a sound introduction to the theory and practice of archaeology.

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

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*

A: Knowledge and understanding

Knowledge and understanding of:	Learning/teaching methods and strategies (relating to numbered outcomes):
1. The archaeology of a number of geographical regions and chronological periods 2. The sources of evidence used in archaeology, and their relationship to different knowledge domains 3. On- and off-site methods used in the recovery and analysis of archaeological evidence	• Weekly seminars [1,2,3,4,5,6, 7 and 8] • Group working [1,2,3,4,5,6,7 and 8] • Private study [1,2,3,4,5,6,7 and 8]
4. Knowledge and understanding of the origins and development of archaeology as a discipline 5. An understanding of the intellectual basis of archaeology, and of its relationship to other disciplines 6. Appreciation of the importance of recovering primary data and new information through field work and collections-, records-, and artefact-based studies 7. An understanding of the factors, such as depositional processes and postdepositional transformations, that affect the scale and reliability of the archaeological record 8. An understanding of archaeology's debt to the past and obligations to the future in terms of conservation and archiving.	Types/methods of assessment (relating to numbered outcomes): • Critical essay [1,2,3,4,5,6,7 and 8] • Workbooks [1,2,3,4,5,6,7 and 8] • Poster presentation [1,2,3,4,5,6,7 and 8]

B: (i) Skills - discipline related

Able to:	Learning/teaching methods and strategies (relating to numbered outcomes):
1. Choose and apply core techniques of on- and off-	

	site data collection and analysis	• Weekly seminars [1,2,3,4]
2.	Access and use published or archived field archaeology records	• Group working [1,2,3,4]
3.	Be familiar with the structure of academic publishing in archaeology and the effective use of that resource	• Private study [1,2,3,4]
4.	Keep objective and rigorous records of on- and off-site work.	Types/methods of assessment (relating to numbered outcomes):
		• Critical essay [1,2,3,4]
		• Workbooks [1,2,3,4]
		• Poster presentation [1,2,3,4]

B: (ii) Skills - transferable	
Able to:	Learning/teaching methods and strategies (relating to numbered outcomes):
1. Produce logical and structured arguments supported by evidence	• Weekly seminars [1,2,3,4]
2. Communicate effectively and through well-structured verbal and written forms	• Group working [1,2,3,4]
3. Make effective use of information retrieval skills using paper-based and electronic resources	• Private study [1,2,3,4]
4. Critically evaluate one's own views and those of others, sensitive to the cultural and professional context of those views.	Types/methods of assessment (relating to numbered outcomes):
	Critical essay [1,2,3,4]
	Workbooks [1,2,3,4]
	Poster presentation [1,2,3,4]

C: Experience and other attributes	
Able to:	Learning/teaching methods and strategies (relating to numbered outcomes):
1. Participate in a shared learning environment appropriate to the adult learner	•
2. Utilise pastoral support appropriate for the adult learner (e.g., student social evenings).	Types/methods of assessment (relating to numbered outcomes):
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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)

Archaeology [2007]

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, programme information, 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, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that 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:

www.york.ac.uk/lifelonglearning

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 programme and the relevant module descriptions. These are available in the student handbook and on the Department's website:

www.york.ac.uk/lifelonglearning

Are electives permitted?	No
Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?	No

Overview of modules by stage

Students need 120 credits to achieve the Certificate of Higher Education.

To be eligible for direct progression into Year 2 of the full degree programme at the Department of Archaeology, students must complete the three core modules, though this is not mandatory for the Cert HE award in itself.

Students may opt to substitute 20 credits from the Cert HE with 20 credits from the pool of modules offered under the Certificate awards in Arts and Humanities/Social Sciences offered by Lifelong Learning.

The most up-to-date diagrams of programme structures can be found at http://www.york.ac.uk/lifelonglearning/credit/certificates/.

Stage 1
Core module table

Module title	Module code	Credit level[1]	Credit value[2]	Prerequisites	Assessment rules[3]	Timing and format of main assessment (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)
The History and Theory of Archaeology	CED00060C	4	20			Term: tbc. Assessment: 3,500 word essay
An Introduction to British Archaeology	CED00049C	4	20			Term: tbc. Assessment: 2,000 word essay plus poster
The Practice of Archaeology	CED00033C	4	20			Term: tbc. Assessment: 2,000 word essay and a 2,000 word reflective log

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[1] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

[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**

P/F – the module 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

Stage 1
Optional module table

Module title	Module code	Credit level[4]	Credit value[5]	Prerequisites	Assessment rules[6]	Timing and format of main assessment (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term)
The Archaeology of Egypt	CED00054C	4	20			Term: tbc. Assessment: 3,500 word essay
Climate and the Human Environment	CED00016C	4	20			Term: tbc. Assessment: 3,500 word essay
An Introduction to Forensic Archaeology	CED00017C	4	20			Term: tbc. Assessment: 3,500 word essay
The Archaeology of York's Historic Buildings		4	20			Term: tbc. Assessment: 3,500 word essay

Students from the Arts and Humanities programme can undertake modules from the Archaeology Award to broaden their learning experience.

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[4] The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters)

[5] 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)

[6] **Special assessment rules**
P/F – the module 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

Transfers out of or into the programme
N/A

Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
• Exemption from the University common assessment period and timing of the Board of Examiners.	Approved Feb 2009
• Special rules relating to the timing of reassessments in the 30-39 range.	Approved Feb 2009
• Special rules relating to opting out and taking modules 'for pleasure' (auditing)	Approved Sept 2010

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, and via the National Student Survey.   More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/teach/

Date on which this programme information was updated:	7/7/2014
Departmental web page:	www.york.ac.uk/lifelonglearning

Please note
The information above 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.   Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.   The University reserves the right to modify this overview in unforeseen circumstances, or where the process 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.