Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

BSc (Hons) Archaeology

Level of qualification

Please select:	Level 6	

| **Please indicate if the programme is offered with any year abroad / in industry variants** | **Year in Industry** Please select Y/N | No |
| | **Year Abroad** Please select Y/N | No |

Department(s):
Where more than one department is involved, indicate the lead department

Lead Department	Archaeology	
Other contributing Departments:		

4. Programme Leader

Michelle Alexander

Programme Learning Outcomes

PLO	On successful completion of the programme, graduates will be able to:
1	Engage critically in debates around scholarship that inform current archaeological science issues applicable to multiple periods of human society, using evidence from the UK and elsewhere in the world
2	Design, execute and evaluate archaeological research projects to a standard informed by key theoretical, scientific, legal and professional principles and methodologies in an international context
3	Generate, document and manage primary archaeological data from diverse sources of evidence with a focus on scientific approaches and conduct analysis using a range of digitial technology
4	Operate effectively as constructive and inclusive leaders and confident participants in teamwork in challenging environments and using data from multi-disciplinary field and/or laboratory projects.
5	Apply critical and creative approaches to problem-solving in complex situations with diverse, fragmentary datasets that reflect biases in their generation, survival, identification and documentation

6	Resolve challenges in interpretation and presentation from an interdisciplinary perspective with agility and awareness of ethical issues
7	Confidently explain, communicate and debate ideas through written, visual, and oral forms of presentation to a wide range of public and professional audiences using print and digital media
8	Contribute as independent scholars within the field of scientific archaeology through rigorous and imaginative inquiry in multi-disciplinary contexts

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

NA

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

NA

Explanation of the choice of Programme Learning Outcomes
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs engage students directly, critically and practically with practice in their disciplinary area at the leading edge of current theoretical, scientific and professional principles and methodologies. Students will develop as effective team members and confident communicators in a range of media and assessed projects and meet the demands of increasingly challenging areas of independent learning, data management and interpretation. By Year 3 students progress to their own independently-designed and executed, original research project, write and present a short lecture, and design, lead, present and critique research seminars.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

One of the key advantages of Archaeology as a degree is the breadth of skills and ideas with which graduates are confident; the BSc Archaeology programme at York is designed to maximise this advantage. As well as engaging with key themes and debates in archaeology, students are trained in the hard skills entailed by data generation and analysis; in the design and execution of both independent and team projects; and in the presentation of archaeological ideas to a wide range of audiences. Throughout the programme we place particular emphasis on the ability not just to understand and develop but to communicate ideas, through written, visual, and oral forms of presentation - as exemplified in the second-year Communicating Archaeology and the third-year Assessed Seminar modules, and in the assessed lecture that each student delivers on the subject of their dissertation research.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?
The degree uses a wide range of digital applications in order to develop students' digital literacy, including spreadsheets, GIS, creating digital images, use of social media, word processing, and databases. There are opportunities for students to develop these skills further through specialised modules and dissertation projects. We also use technology-enhanced learning such as recording lectures where possible so that students can watch them back, and use cloud computing such as Googledocs for collaborative learning and the University's Virtual Learning Environment.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy:
http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/
Archaeology is an excellent degree for providing a broad range of skills which are integral to student's employability. Learning to co-operate with others, taking on different roles within a team, and problem solving as a team are developed through modules such as Archaeological Excavation, Team Projects and Assessed Seminars. However, self management is also a critical skill to learn and students have to develop their self motivation and time management, particularly when researching their dissertations. A key focus of our degree is training in oral communication: from the first year we teach in small groups and train students to develop presentations to the class. By the third year students have the capability to deliver a high standard of presentation culminating with a lecture at the end of the year. Students learn to develop research skills and report writing throughout their degree but particularly in Researching Archaeology, Designing Research and Dissertations. Creativity and innovation is important and we encourage students to generate new ideas. Many of our modules encourage social, cultural and global awareness and students learn to identify the ethical issues associated with their research projects and in relevant cases, apply the correct procedures. We aim to provide opportunities for students to gain an insight into how organisations work so as to prepare students for the world of work. Finally, we aim encourage students to be mindful of their developing skills and in the third year ask them to submit a CV as part of on assessment alongside a short pitch similar to an interview presentation.
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?
Our one-to-one supervisory system ensures that a named member of staff works with each student to identify any areas where they may need additional support and subject specific skill development. The formative assessment process allows early identification of issues with learning and academic skills. The Disability Officer and Department Manager are informed about, and closely involved in, ensuring that students with disabilities (or requiring disability assessment) are properly supported. Special arrangements for assessment and for field school are put in place as required, tailored to individual student needs.
vii) How is teaching informed and led by research in the department/ centre/ University?
We are a research active department that engage with multi-disciplinary projects spanning multiple departments such as Environment, TFTV, Chemistry, Biology, Physics, History and the Centre for Digital Heritage. Research-led teaching is a key component of our degree. We ensure that staff teach subjects aligned to their research interests in almost all taught modules, ensuring that students engage with material at the forefront of active research. In the first year this includes modules team-taught by staff, Prehistory to the Present and Introduction to Archaeological Science. In the second year, modules such as Themes in Historical Archaeology and Practical Skills and Team Project are all specific to staff interests and by the third year, all students choose a 'Special Topic', a specialised module providing detailed coverage of a particular staff specialism. Our research is international in scope as well as interdisciplinary and we have World Archaeology modules that at the cutting edge of global issues in research.
Stage-level progression Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules. Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.
Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)
Stage 1

On progression from the first year (Stage 1), students will be able to:				Global statement: work independently making use of current archaeological research and with guidance use and evaluate sources critically in short essays, critiques and reports; understand key principles, methodologies and digital applications in archaeological research; work collaboratively as team members in practical tasks in the field and in group work in seminar discussions, producing joint output for assessment; make short oral presentations both independently and as part of a group using different formats; appreciate broad ethical and professional concerns and show a good understanding of current debates in the discipline.			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 2

On progression from the second year (Stage 2), students will be able to:				Global statement: Work as independent scholars, engaging critically with current archaeological science research and analysing and interpreting evidence from a broad range of sources with an appreciation of international contexts for longer essays and critiques; design research reports to a good standard informed by key principles and methodologies; with an awareness of the importance of leadership, work effectively as confident members of a team to collaboratively produce a substantial written report with limited guidance, communicating results and interpretations of archaeological research in a professional style; make longer, detailed oral presentations independently; make use of a range of digital media and presentation formats; appreciate ethical and professional concerns and show a good understanding of contemporary debates in the sub-discipline of archaeological science.			
PLO 1	PLO 2	PLO 3	line.	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:				*Global statement*			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	ARC00002C	Accessing Archaeology		S							E		A																				
20	ARC00001C	Prehistory to the Present		S							E		A																				
20	ARC00004C	Field Archaeology		S																	E		A										
20	ARC00005C	Introduction to Archaeological Science												S							E		A										
20	ARC00006C	History and Theory of Archaeology												S							E		A										
20	ARC00003C	Archaeological Excavation																					S									EA	

Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	Sp1	Sp2	Sp3	Sp4	Sp5	Sp6	Sp7	Sp8	Sp9	Sp10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
30	ARC00015I, 14I	Themes Option List A		S																	E		A									
20	ARC00018I, 50I, 21I, 49I, 20I	World Archaeology 1 Option List B, particularly starred options		S							E		A																			
20	ARC00028I, 05I, 03I, 25I, 34I, 04I, 46I, 31I, 02I	Practical Skills Option List C, particularly starred options											S							EA												
20	ARC00029I, 09I, 12I, 26I, 35I, 13I, 47I, 30I	Team Project Option List C, particularly starred options																			S			E					A			
10		Communicating Archaeology		S							EA																					
10		Researching Archaeology											S						E	A												
10		Designing Research																					S				E		A			

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30	ARC0044H, 35H, 25H, 26H, 42H, 46H, 43H	Special Topic Option List D, particularly starred options		S							E		A																			
40	ARC00020H, 16H, 22H, 40H, 13H, 45H, 49H, 04H, 47H, 05H, 06H, 02H, 01H, 15H	Assessed Seminar Option List E, particularly starred options											S									A						E	A				
40	ARC00011H	Dissertation and Assessed Lecture for Archaeological Scientists		S																		A								EA			

Credits	Code	Title	1	2	3	4	5	6	7	8	9	10
10		World Archaeology options II, particularly starred options	S								E	A

Stage 4																																

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Themes in Prehistoric Archaeology	World Archaeology: Mummification**	Practical Skills and Team project: Biomolecular Archaeology**	Special Topic: Ancient DNA**	Assessed Seminar: Archaeology of British Christianity			

Themes in Historic Archaeology	World Archaeology: Conflict	Practical Skills and Team project: Animal Bones**	Special Topic: Battlefield Archaeology	Assessed Seminar: Debates in Archaeological Science**								
	World Archaeology: Re-inventing the Town	Practical Skills and Team project: Archaeology and Heritage	Special Topic: Historic Domestic Houses	Assessed Seminar: Animals and Archaeology**								
	World Archaeology: Plant and Animal Domestication**	Practical Skills and Team project: Buildings History	Special Topic: Human Evolution**	Assessed Seminar: Archaeology of Public Buildings								
	World Archaeology: Emergence of Mediterranean Civilisations	Practical Skills and Team project: Geographical Information Systems**	Special Topic: Visual Media	Assessed Seminar: Neanderthals								
	World Archaeology: South American Archaeology	Practical Skills and Team project: Human Bones*	Special Topic: Sutton Hoo	Assessed Seminar: Sustaining the Historic Environment								
	World Archaeology: Managning World Heritage Sites	Practical Skills and Team project: Ceramics	Special Topic: Archaeologies of Style	Assessed Seminar: Neolithic Europe								
	new modules will be added as they are developed	Practical Skills and Team Project: Conservation and Planning	Special Topic: Death and Burial in European Prehistory	Assessed Seminar: Western Mediterranean								
		Practical Skills and Team Project: Environmental Archaeology	Special Topic: Domestication**	Assessed Seminar: Human Impact on Ecosystems**								
		Practical Skills and Team Project: Experimental Archaeology	Special Topic: Maritime and Coastal Archaeology	Assessed Seminar: The Modern Landscape								
		new modules will be added as they are developed	**new modules will be added as they are developed**	Assessed Seminar: Vikings								
				Assessed Seminar: Palaeodiet**								
				Assessed Seminar: After Modernity								
				Assessed Seminar: Environmental Archaeology - A Landscape Perspective**								

				New modules will be added as they are developed							

Management and Admissions Information

This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS A levels ABB/BBB IB Diploma Programme 34/31 points BTEC Extended Diploma DDM

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

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode					
				Face-to-face, campus-based		Distance learning		Other	
BSc (Hons) Archaeology	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N: No	if No move to next Section if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's 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.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Transfers between Archaeology programmes may take place in Stage 1 and at the beginning of the Autumn Term of Stage 2.		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Transfers between Archaeology programmes may take place in Stage 1 and at the beginning of the Autumn Term of Stage 2.		

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Date on which this programme information was updated:

10/02/2017

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 they take 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.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
			Engage critically in debates around scholarship that inform current archaeological science issues applicable to multiple periods of human society, using evidence from the UK and elsewhere in the world	Design, execute and evaluate archaeological research projects to a standard informed by key theoretical, scientific, legal and professional principles and methodologies in an international context	Generate, document and manage primary archaeological data from diverse sources of evidence with a focus on scientific approaches and conduct analysis using a range of digitial technology	Operate effectively as constructive and inclusive leaders and confident participants in teamwork in challenging environments and using data from multi-disciplinary field and/or laboratory projects.	Apply critical and creative approaches to problem-solving in complex situations with diverse, fragmentary datasets that reflect biases in their generation, survival, identification and documentation	Resolve challenges in interpretation and presentation from an interdisciplinary perspective with agility and awareness of ethical issues	Confidently explain, communicate and debate ideas through written, visual, and oral forms of presentation to a wide range of public and professional audiences using print and digital media	Contribute as independent scholars within the field of scientific archaeology through rigorous and imaginative inquiry in multi-disciplinary contexts
Stage 1	Prehistory to the Present	Progress towards PLO	Students will gain an appreciation of the major chronological phases of world archaeology from early prehistory to the modern period				students will gain an awareness of the types of archaeological evidence that exists on major archaeological sites around the world from each period and the processes from which we can infer from that material			students will begin to work independently
		By working on (and if applicable, assessed through)	by being introduced to a range of archaeological case studies from each period around the world during lectures and completing a summative exam incoporating multiple-answer and short answer questions on each period covered				by completing a formative essay to explain and evaluate a given archaeological case study			by completing additional directed reading outside of contact hours and working the first formative essay of the degree course - establishing academic practice in reading and writing
Stage 1	Accessing Archaeology	Progress towards PLO	Students will begin to appraise the range of different sources of archaeological data	students will gain an understanding of the methods by which different forms of archaeological data are studied by archaeologists	students will begin to compile evidence from written sources	Students will start to select and describe archaeological data through group and independent work			students will start to identify pertinent themes and issues and begin to present these to their peers	Students will start to select and describe archaeological data through independent work
		By working on (and if applicable, assessed through)	by working in small group seminar workshops that introduce the nature of archaeological evidence from a range of sites globally from multiple time periods encouraging debate and discussion	by working in small group seminar workshops that explore archaeological methods and through completion of formative and summative essays appraising the methods used and data gathered from chosen archaeological sites	by compiling a formative peer-assessed bibliography of sources of relevant information and archaeological evidence	by researching and presenting in groups during seminar workshops			by presenting archaeological case studies orally in group presentations using presentation software during thematic seminar workshops, for which formative feedback is provided	by completing independent formative and summative essays
Stage 1	Field Archaeology	Progress towards PLO		students will become aware of the planning processes and approaches to project design, gain a practical appreciation of research methods used to evaluate archaeological sites	students will gain practical experience of methods used to generate archaeological data in the field	students will begin to experience teamwork in a field environment	students will start to gain an awareness of the biases in the identification, generation and documentation of archaeological data			students will begin to work independently in a field environment

Stage	Module										
		By working on (and if applicable, assessed through)		by being introduced to key themes in field archaeology including planning, project design and methodologies during lectures that refer to professional principles and being assessed through formative and summative multiple choice/short answer tests that gauge the appreciation of archaeological techniques covered in the module	by participating in fieldwork such as fieldwalking, landscape survey, building recording and geophysical survey and being assessed through formative and summative multiple choice/short answer tests that gauge the appreciation of archaeological techniques covered in the module	by participating in group work during fieldwork sessions	by participating in fieldwork survey including data gathering, recording and interpretation			by undertaking individual work during fieldwork sessions
Stage 1	History and Theory	Progress towards PLO	students will gain an appreciation of the development of archaeology as a discipline and the history of theoretical approaches used within archaeology worldwide and will begin to gain a critical understanding of a range of theoretical debates	students will gain a basic understanding of the major theoretical principles applied within archaeology		Students will continue to build team working skills in a small group environment		Students will recognise that the interpretations of archaeological evidence may differ because of the theoretical positions of archaeologists	students will work on oral presentation skills	Students will begin to independently appreciate which theoretical positions are most appropriate to their own studies
		By working on (and if applicable, assessed through)	by being introduced to key milestones in the history of archaeological theory in lectures and seminars and through formative and summative essays that focus on theoretical debate	by being introduced to how theory and practice are linked during field trips and seminars		by being introduced to a range of theoretical standpoints in lectures and seminars and working in teams to research and produce seminar output		by being introduced to a range of case studies in lectures and seminars, completing formative and summative essays	by completing group presentations in small groups using presentation software in seminars	by being introduced to a range of theoretical standpoints in lectures and seminars, completing formative and summative essays and working in teams to research and produce seminar output
Stage 1	Introduction to Archaeological Science	Progress towards PLO	Students will gain an appreciation of how scientific techniques are used within archaeology to explore key issues and some of the potentials and limitations of these methods	students will begin to understand the role that scientific techniques play in archaeological research					Students will work on criticality in written work	Students will consolidate growing skills in finding, obtaining and accessing the key information within research articles
		By working on (and if applicable, assessed through)	by being introduced to a range of scientific techniques used in archaeology in lectures, learning to read scientific articles in seminar workshops and writing a journal article critique for the formative and summative assessment	by being introduced to a range of scientific techniques used in archaeology in lectures and learning to read scientific articles in seminar workshops					by completing journal article critiques in formative and summative assessment	by obtaining and reading scientific articles for multiple formative VLE based multiple choice tests, participating in seminar workshop discussions and completing independent journal article critiques for formative and summative assessment

Stage	Module								
Stage 1	Archaeological Excavation	Progress towards PLO	Students will build on their previous experience of fieldwork survey and appreciate the process of reconnaissance and evaluation and how this impacts excavation strategy. They also gain a working knowledge of excavation techniques in the field and begin to understand the process and recording of stratification and be introduced to post-excavation analysis	students will generate and record excavation data	Students will build on growing skills in teamwork both in the field and in research	students gain an improved awareness of the biases in the identification, generation and documentation of archaeological data	Students will gain an awareness of the principles of public presentation	students will begin to understand the issues in communicating archaeology to a public audience	
		By working on (and if applicable, assessed through)	by undertaking practical excavation in the field, applying excavation techniques, recognising, sorting and caring for artefacts and processing environmental samples. Experience in key skills is summatively assessed	by participating in archaeological excavation where their skills in recording evidence and producing and processing field records are summatively assessed	by participating as part of an excavation team on an archaeological site and, following tutorials, producing a heritage board in small groups as part of the summative assessment	by participating in archaeological excavation including data gathering, recording and interpretation	by being introduced to a range of issues through lectures and practical experience of producing display material for a public exhibition	by being introduced the issues and methods of communication in a lecture and site visits and completing a heritage board for a public audience, using visual media displayed in a departmental exhibition as part of the summative assessment	
Stage 2	Themes	Progress towards PLO	Students will gain a greater understanding of key archaeological periods in prehistory or the historic period				Students will gain an understanding of how archaeological interpretations are built upon diverse forms of physical evidence, and of the problems and complexities inherent in this process	Students will consolidate oral presentation skills	students will continue to build on independent scholarship and will consolidate ability to participate constructively in group discussions
		By working on (and if applicable, assessed through)	by being introduced to period themes in lectures that are consolidated in seminars that encourage critical engagement with archaeological evidence. Also by completing formative and summative essays that require an understanding of key evidence for themes in multiple periods				by being introduced to arguments from evidence in lectures; by presenting and discussing case studies in seminars; by completing formative and summative essays that address key themes by reference to multiple archaeological datasets	by communicating complex ideas in individual presentations (using presentation software) that are formatively and summatively assessed and discussing and defending arguments during seminars	by completing an independent piece of summative assessment; by active participation in seminar discussions
Stage 2	World Archaeology I	Progress towards PLO	Students will gain a greater understanding of important issues or themes in archaeology outside the U.K. on either a global or regional scale	Students will build on their skills in designing research				students will practice the principles of communicating complex issues to a non-specialist audience from within the discipline	students will continue to build on independent scholarship
		By working on (and if applicable, assessed through)	by being introduced to key issues in lectures, consolidating this knowledge through directed reading and through completion of a summative article on a chosen case study	By choosing their own case study for their summative article and initially producing an annotated bibliography to critically assess potential sources of evidence for the formative assessment				by being provided with worked examples online and producing an article on a chosen case study for a popular archaeology magazine for the summative assessment	by completing an independent piece of summative assessment
Stage 2	Communicating Archaeology	Progress towards PLO		Students will gain knowledge of the range of visual media employed in archaeology for data collection and interpretation		students will gain a general understanding of ethics and IPR issues and interpretation using visual communication		students will gain an appreciation of the principles and issues in communicating research to non-specialists and the public	students will continue to build on independent scholarship

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Stage	Module									
		By working on (and if applicable, assessed through)			by being introduced to various forms of visual media in lectures and practical experience in seminar workshops		by being introduced to the issues surrounding various forms of visual media in lectures and gaining practical experience in workshops	will be introduced to the principles of communicating research in lectures and workshops and will produce a portfolio of thier skills in an online blog for the summative assessment		by completing an independent piece of summative assessment
Stage 2	Researching Archaeology	Progress towards PLO		Students will execute a pre-defined research project	students will gain practical skills in using a range of analytical and data management tools in a digital environment		Students will gain an understanding of the complexities of data handling working with diverse fragmentary datasets			students will continue to build on independent scholarship
		By working on (and if applicable, assessed through)		by building a project report summative assessment over a series of practical workshops	by being introduced to various digital applications during practical seminar workshops and applying these in a project report summative assessment		through practical experience of working on archaeological datasets during practical seminar workshops and presenting these in a structured project report summative assessment			by completing an independent piece of summative assessment
Stage 2	Designing Research	Progress towards PLO	Students will develop independence in their appraisal of current archaeological science scholarship	Students will gain an in-depth practical understanding of project design for a major research project (dissertation)	Students will build on their skills in locating, documenting and managing primary data for research			Students will gain an understanding of the possible ethical implications of undertaking their chosen dissertation project		
		By working on (and if applicable, assessed through)	By producing a rationale for their chosen dissertation project research design (summative assessment) with guidance from a seminar workshop and building on knowledge of their chosen subject gained from previous modules and directed reading	By building a research design for summative assessment over consecutive seminar workshops concentrating on skills in formulating achievable research questions and identifying and locating appropriate sources of information and data and choosing an appropriate methodology	By undertaking a mini literature review, analysing and synthesising a selected range of published literature for their research design summative assessment, with guidance in a seminar workshop			by participating in workshops investigating ethical issues in research		
Stage 2	Practical Skills	Progress towards PLO	Students will critically engage with a specialist practical discipline in relevant for archaeological science. Appropriate module options might include Geographical Information Systems, Environmental Archaeology, Biomolecular Archaeology, Animal Bones and Human Bones (availability dependent)	students will gain an appreciation of the range of research questions that might be addressed by their chosen specialist methodology	students will develop good practice in practical skills relevant to their chosen option				Students will further build on criticality in their written work and recognise professional standards in report writing	students will continue to build on independent scholarship
		By working on (and if applicable, assessed through)	by being introduced to specialist methodologies pertinent to the chosen option through lectures and completing a written critique of a professional report for formative and summative assessment	by being introduced to specialist methodologies and research questions pertinent to the chosen option through lectures and completing a written critique of a professional report for formative and summative assessment	by performing a range of practical and/or analytical techniques involved in data collection and interpretation and undertaking a practical test of data analysis for summative assessment				by completing written critiques of professional reports in formative and summative assessment	by completing an independent summative assessment
Stage 2	Team Project	Progress towards PLO		students will build on their knowledge of archaeological research design using specialist methodologies relevant to their chosen option	students will deepen their knowledge and understanding of gathering archaeological data in a particular specialist field	students will significantly enhance their understanding and experience of teamwork	students will gain an understanding of the issues and biases surrounding data collection and interpretation in their chosen option		Students will improve their understanding of professional communication and report writing	

Stage	Module	Type								
		By working on (and if applicable, assessed through)		by matching recording and analytical methods to research aims and objectives and writing a specialist report on a dataset for the summative assessment with initial guidance during group meetings attended by staff	by gathering and recording relevant data and conducting analysis using appropriate digital applications in order to produce a professional group report for the summative assessment, with initial limited guidance during group meetings with staff	by working as a team to produce a professional report for the summative assessment and, with some initial guidance during timetabled sessions, students are required to allocate and coordinate tasks, communicate effectively and keep adequate records of meetings. managing their time effectively to complete a substantial piece of collaborative work to a deadline,	by gathering and recording relevant, surviving archaeological data and conducting analysis an interpretation for the summative assessment with initial guidance during group meetings with staff		by completing a group report to a professional standard for the summative assessment	
Stage 3	Special Topic	Progress towards PLO	Students will gain an in-depth and critical appreciation of a specialist, active research area in archaeology. Appropriate module options might include Ancient DNA, Domestication or Human Evolution	students build upon their skills in critical evaluation of evidence from relevant case studies					Students will continue to further their confidence in oral presentation skills	Students will have a significantly enhanced independence in their own scholarship
		By working on (and if applicable, assessed through)	by being introduced to the cutting-edge research in the chosen option by staff actively researching in the subject area in lectures and participating in seminars that encourage criticality and debate. Also by writing a formative essay on a provided topic and writing a critical appraisal in a chosen aspect of the field for the summative essay	by being introduced to archaeological case studies for the chosen option in lectures and participating in seminars that encourage criticality and debate. Also by writing a formative essay on a provided topic and writing a critical appraisal of evidence for a chosen aspect of the field for the summative essay					by communicating complex ideas in multiple individual presentations (using presentation software) of a longer length than those given in previous modules that are formatively assessed and discussing and defending arguments during seminars	by writing independent formative and summative essays, with attention paid to criticality and in-depth knowledge and understanding of a specialist topic
Stage 3	World Archaeology II	Progress towards PLO	Students will gain a greater understanding of important issues or themes in archaeology outside the U.K. on either a global or regional scale			Students will recognise the skills they have as leaders and team players gained throughout their degree			students will enhance their well-developed oral presentation skills	Students will recognise the skills they have gained in independent scholarship throughout their degree
		By working on (and if applicable, assessed through)	by being introduced to key issues in lectures, consolidating this knowledge through directed reading and through completion of a short oral 'pitch style' presentation on a project for a hypothetical funding call (summative assessment)			By compiling a CV in a stipulated, general format to accompany the oral interview style pitch (summative assessment), requiring self reflection of the skills gained particularly relevant to the issue presented after having had a CV writing support session			by concisely evaluating the impact of a chosen methodology to the relevant subject option during a short interview pitch style oral presentation (summative assessment) communicating complex issues in an approachable way after having had training via a lecture workshop	By compiling a CV in a stipulated, general format to accompany the oral interview style pitch (summative assessment), requiring self reflection of the skills gained particularly relevant to the issue presented after having had a CV writing support session

Stage 3	Assessed Seminar	Progress towards PLO	Students will demonstrate their firm understanding of theoretical and methodological issues related to their chosen option. Appropriate module options might include Environmental Archaeology - A Landscape Perspective, Debates in Archaeological Science, Animals and Archaeology, Human Impact on Ecosystems or Palaeodiet (availability dependent)	Students will further demonstrate their ability to evaluate a wide range of evidence from case studies and understand the need for self-reflection in evaluation		Students will consolidate their leadership skills and further build on their practiced ability to work as constructive members of a team			students will further enhance their well-practiced oral presentation skills	
		By working on (and if applicable, assessed through)	by independently designing a seminar, preparing a worksheet which sets out key reading and issues for presentation, debate and discussion with initial support from lecture workshops (summative assessment) and an initial formative assessment of the worksheet	by designing a seminar and presenting in other student seminars, with a focus on critical and analytical discussion and be able to judge the general 'success' of the seminar by reflection through a written summary of a seminar as part of the seminar worksheet (summative assessment)		by chairing a seminar of their own design, engaging interest in the topic, stimulating debate and structured discussion and also acting as an active participant in informed discussions and presentations in other student's seminars (summative assessment) and support the group in the preparation of their seminar with initial support from lecture workshops			by giving multiple presentations in other student's seminars within the general theme using presentation software (summative assessment)	
Stage 3	Dissertation and Assessed Lecture for Archaeological Scientists	Progress towards PLO	students will actively engage with current debates and contribute to scholarship in archaeological science issues in their chosen period and region	students will demonstrate their ability to design, manage and evaluate archaeological research projects	Students will demonstrate their ability to generate, document and manage primary archaeological data from diverse sources and conduct analysis using appropriate digital applications		students will demonstrate their ability to handle diverse, fragmentary datasets and synthesise and critically assess a range of primary and secondary archaeological evidence	students will gain practical experience of resolving challenges in interpretation and presentation for their chosen research project	Students will demonstrate their excellence communicating research in an accessible format in oral presentation. Students will consolidate skills in structuring a substantial piece of writing, presented to a professional standard	students will demonstrate their aptitude as practiced, independent scholars in archaeological science
		By working on (and if applicable, assessed through)	by drawing upon knowledge of current issues gained throughout the course of the degree and producing a piece of original research (summative assessment) with a substantive element of critical engagement, supported by discussions with their supervisor and comments on an initial chapter (formative feedback)	by drawing upon experience in executing and designing research in earlier modules, choosing the intellectual content of their chosen topic, managing their time effectively to complete a substantial piece of original, independent written work that is well placed within theoretical principles in an international context to a deadline (summative assessment) supported by regular meetings with their dissertation supervisor	by drawing upon the experience of using multiple digital applications for data gathering, analysis and interpretation as the basis for their original, independent research project (summative assessment), supported by regular meetings with their supervisor and providing an initial chapter of the dissertation for formative feedback		by building on previous experience during the degree course to produce a dissertation based on a chosen research topic (summative assessment), putting into practice critical and creative approaches to problem-solving in complex situations. This is supported by discussions with their supervisor and comments on an initial chapter (formative feedback)	by compiling a dissertation based on a chosen research topic (summative assessment), putting into practice knowledge gained during research skills modules in the second year, with attention to the potential ethical implications of their research and drawing upon interdisciplinary perspectives introduced throughout previous taught modules. This is supported by discussions with their supervisor and comments on an initial chapter (formative feedback)	by building on substantial experience gained throughout the degree to structure and deliver a lecture presentation to a large audience of their peers to a professional standard, using appropriate visual material to communicate and support ideas (summative assessment). by producing a coherent dissertation of 10,000 words using appropriate graphics and text presentation skills (summative assessment) with support from a supervisor and dissertation workshops	by drawing upon the experience of scholarship over the course of the degree, managing their time effectively to complete a substantial piece of original, independent written work to a deadline (summative assessment), supported by regular meetings with their supervisor and dissertation workshops