1. **Title of the module**

CLAS6210 (CL621) – Professional Archaeology: Techniques and Methods

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History (Joint Honours).

Also available as an elective module choice.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate in-depth knowledge of key field techniques and skills employed by archaeologists;

8.2 Demonstrate systematic understanding of the principal terms and concepts associated with archaeological fieldwork;

8.3 Demonstrate in-depth knowledge of the principal methods used for the discovery and recording of site and monuments in the landscape, and an ability to critically evaluate these methods;

8.4 Demonstrate systematic understanding of the ways in which different field methods and scientific techniques are integrated in contemporary field archaeology with reference to both survey and excavation;

8.5 Demonstrate in-depth knowledge of the principal recording techniques used in the field and of the nature and structure of archaeological archives;

8.6 Demonstrate detailed knowledge of how archaeological fieldwork in England is organised, and awareness of issues pertaining to student participation in archaeological fieldwork;

8.7 Demonstrate systematic understanding of planning guidance and legislation and a critical appreciation of how it affects the excavation and management of archaeological sites;

8.8 Demonstrate in-depth knowledge of post-excavation procedures and an ability to critically evaluate current and future trends in the archiving and dissemination of archaeological information.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate to specialist and non-specialist audiences;

9.2 Plan and organise professional work independently;

9.3 Solve problems using critical evaluation and judgement;

9.4 Master appropriate resources e.g. professional level web databases;

9.5 Master methods, techniques and appropriate knowledge in the design and effective execution of a personal project.

1. **A synopsis of the curriculum**

This module covers the battery of up-to-date fieldwork techniques deployed in the discovery, recording and excavation of archaeological sites using a combination of lectures, small-group work and practical assignments in the field. Topics include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. The full range of excavation techniques is examined including approaches to the excavation of special deposits such as burials and cremations and sampling strategies for the recovery of artefacts and environmental remains.

The module concludes with post-excavation analysis and strategies for publication and dissemination of archaeological reports covering both traditional and computer-based applications. Students enrolling for this module should be aware that some of the fieldwork practical may be outside, and occasionally off campus, and possibly conducted on Saturdays or during the Easter Vacation (for a Spring term module) or Summer Vacation (for an Autumn term module), the specific arrangements being dependent upon weather and site availability, etc.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Carver, M. (2009). *Archaeological Investigation*, London: Routledge

Flatman, J. (2011). *Becoming an Archaeologist. A Guide to Professional Pathways*. Cambridge: Cambridge University Press

Gater, J. and Gaffney, C. (2003). *Revealing the Buried Past: Geophysics for Archaeologists*, Stroud: Tempus.

Roskams, S. (2001). *Excavation, Cambridge Manuals in Archaeology*, Cambridge: Cambridge University Press

Wilkinson, P. (2007). *Archaeology. What it is, Where is it and How to do it*, Oxford: Archaeopress.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Portfolio (5,000 words) – 75%
* Archaeological Report (3,000 words) – 25%

13.2 Reassessment methods

* 100% Coursework (8,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio | **x** | **x** | **x** |  | **x** |  |  |  | **x** | **x** |  |  | **x** |
| Archaeological Report |  | **x** |  | **x** |  | **x** | **x** | **x** |  |  | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

British archaeology is renowned worldwide for its professional methodology and therefore the skills that the student acquire can be used anywhere in the world and on any archaeological site or museum.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/01/18 | Major | September 2018 | 12-13 | No |
| 14/01/21 | Minor – removal of level 5 version | January 2022 | 1, 3, 8-9, 13-14 | No |