1. **Title of the module**

ANTB6300 (SE630) Archaeological Fieldwork Training and Public Engagement

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

Human and Social Sciences

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**

15 credits (7.5 ECTS)

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

Autumn. Students will taught during a two-week field school during the summer term, combined with three days of archaeological skills training prior to the excavation. Coursework will be completed and submitted during the Autumn term.

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

None

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

Optional to : BSc Anthropology, BSc Human Biology & Behaviour

Available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Accurately deploy practical skills in archaeological excavation, site evaluation and artefact/fossil/bone preservation, recording and storage.
	2. Effectively engage non-specialists with archaeology-related research.
	3. Demonstrate in-depth understanding of how to undertake modern archaeological excavations.
	4. Show critical appreciation of why fieldwork is central to both archaeological and biological anthropological research.
	5. Construct an accurate archaeological site report and present excavation results to specialist and non-specialist audiences.
	6. Critically analyse published research and site reports from other relevant archaeological sites.
	7. Show a critical understanding of how variation in cultural artefacts relates to past human behaviour
	8. Display detailed understanding of the formation processes of archaeological sites, including the impact of past human behaviour and geological activities.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Use highly transferable critical reasoning and evaluation skills.
	2. Deploy effective communication skills (e.g. writing skills, including clarity and appropriate referencing of sources, and oral communication skills including public speaking), including when speaking to the public.
	3. Demonstrate time management, preparation, and organisational skills.
	4. Organise information in a clear way (e.g. development of independent study skills and interpersonal skills via critically analysing site information, past research, and informing the public through outreach).
	5. Demonstrate their knowledge of, and abilities in, archaeological/anthropological excavation.
3. **A synopsis of the curriculum**

Excavation-based fieldwork is a fundamental component of archaeological and biological anthropological research that allows us to understand the evolution and day-to-day behaviour of past humans. It also provides skill-sets relevant to multiple career paths in archaeological, anthropological, heritage and research sectors. This module will teach students how to undertake archaeological and anthropological excavations through hands-on experience at an active field site together with intensive training in appropriate techniques, including artefact identification and preservation, fossil and bone identification and preservation, excavation techniques and site recording, and public engagement through outreach activities. By the end of the module, individuals should have a detailed understanding of how to undertake modern archaeological and anthropological excavations, and a broad understanding of excavation techniques and analytical procedures relevant to multiple archaeological sub-disciplines (Palaeolithic archaeology, osteoarchaeology, zooarchaeology, among others). More widely, this module will prepare students to undertake work within commercial archaeology units, as part of archaeological and palaeontological research, and within artefact-based heritage work (e.g. museum curation).

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

Kipfer, B.A. 2007. The Archaeologists Fieldwork Companion. Blackwell Publishing

Renfew, C. and Bahn, P. 2015. Archaeology: Theories, Methods and Practice. Thames and Hudson

Pettitt, P. and White, M. 2012. The British Palaeolithic: Human Societies at the Edge of the Pleistocene World. Routledge, London

Erdman, K. 2019. Public Engagement and Education: Developing and Fostering Stewardship for an Archaeological Future. Berghahn, London

1. **Learning and teaching methods**

Total contact hours 91 hours (10 x 7 hour days on-site, 3 x 7 hour days of skills training)

Private study hours 59

Total study hours 150

1. **Assessment methods**
	1. Main assessment methods

Site report and literature review 2,500 words 50%

Popular news report 1,500 words 30%

Leading public engagement 20%

13.2 Reassessment methods

Like for like

Leading a public engagement event is not repeatable and so will be replaced with a detailed plan for a day of archaeological public engagement (1000 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** |
| Training in Advance of Excavation | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** |
| Excavation | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** |  | **X** |  | **X** |
| Public Engagement |  | **X** | **X** |  | **X** |  |  |  |  | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Site report and literature review* | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Popular news report* |  | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Leading public engagement*  | **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

For example;

* Students with extreme anxiety concerning public speaking will be able to undertake a written assessment in place of the ‘leading a public engagement event’ (see alternative assessment arrangements).
* The site is relatively accessible. Public transport (bus services) are within 0.5 miles and there is some on-site parking, which will be available to students with disabilities.
* The majority of the site’s working area is flat and accessible.
* There are accessibility issues concerning some areas of the site (e.g. step trenches and irregular surfaces), but arrangements will be made for students with a disability to work in areas that are safe for their specific needs.
* Student safety is of paramount importance, and this inevitably limits students with some disabilities from being able to undertake certain activities (e.g. visual impairments restrict safe excavation). Alternative activities which are safe to undertake, such as artefact processing, will be made available to these students.
1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module is undertaken locally (Canterbury region), at a nationally and internationally important archaeological site. This means that there are no additional costs to students. Moreover, it demonstrates that important and exciting archaeological excavations can be undertaken within the UK, and it is not always necessary to head to international destinations for interesting archaeological and biological anthropological excavation experiences.

The skills and training provided will prepare students to undertake fieldwork anywhere in the world, be it as part of a commercial archaeology unit or through research. International researchers and students will at times also be involved in research endeavours at the site being excavated, providing international connections and opportunities to students. Archaeological fieldwork also provides opportunities to understand the human occupation of Britain and how it relates to trade and colonisation events from mainland Europe. Information that is vital to understanding Britain’s past role within an international community, and it’s role in the colonisation of Northern Europe by early human populations.

**DIVISIONAL USE ONLY**

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

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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