1. **Title of the module**

CLAS7710 (CL771) – Advanced Fieldwork Practice: From Site to Publication

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

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 professional understanding of how to supervise works within archaeological field projects, with regard to their own safety, that of others and in the careful handling of archaeological evidence, showing deep knowledge of pertinent regulations and risk assessment procedures;

8.2 Demonstrate mastery of a range of techniques of archaeological fieldwork or post-excavation analysis;

8.3 Demonstrate mastery of the principles of archaeological recording for a wide range of techniques;

8.4 Provide a professional archaeological report of the work they undertook, with reference to published industry recording standards, of a potentially publishable level.

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

9.1 Deploy a wide range of techniques and methodologies of study;

9.2 Understand complex data systematically and identify and solve associated problems;

9.3 Demonstrate familiarity with advanced concepts which underpin the different branches of the programme pathways;

9.4 Take responsibility for their personal and professional learning and development in relation to the needs of a full project and its complex network of interdependent team members.

1. **A synopsis of the curriculum**

This module will provide a framework for advanced fieldwork training undertaken on University of Kent training excavations, or approved partners, supported by a SECL archaeological fieldwork bursary since 2008, to assist with the costs involved in a participation of 15 working days, normally including social and educational activities, such as a museum trip, on at least one day off, and an orientation day. In the event of these not being provided fieldwork will be confined to Canterbury.

The module will permit three alternative pathways, in excavation, survey, or museum studies. Assessment will be in the form of an illustrated archaeological report, aiming at the publication level used in UK professional archaeology (grey literature), which 1st class students will certainly achieve under our guidance. The report will feature a description of the phasing and chronology of the site and a fully documented account of each type of work undertaken by the student, linking specialist findings to the wider whole.

This work will use high-quality data produced on site during a field school under close supervision by module teachers, who will benefit from the post-dig engagement of the students in project-related data analysis during the autumn term. We have seen this on fieldwork practice, within the strong community bond that fieldwork creates. Students are highly motivated to complete work to a high standard, especially if it is then used by the director with accreditation within a report submitted to the Historic Environment Record.

Project directors who act as teachers on this module will be provided with a checklist of fieldwork tasks to be completed, of which must be completed. Their role in professional coaching of students on site and in the classroom, via extensive feedback will be stressed, informed by national benchmarks of ‘proficiency’ in different skills as defined by the BAJR *Archaeology Skills Passport*, endorsed by the Chartered Institute for Archaeologists (CIFA).

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

Barker P. (1993). *Techniques of Archaeological Excavation*, London: Batsford

Bettess F. (1998). *Surveying for Archaeologists*, 3rd Edition, Durham: Department of Archaeology Durham University

Hawker J. M. (1999). *A Manual of Archaeological Field Drawing*, Hertford: Rescue – The British Archaeological Trust

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

Watkinson D. and Neal V. (1998). *First Aid for Finds*, London: Rescue and United Kingdom Institute for Conservation Archaeology Section.

Westman A. (1994). *Archaeological Site Manual*, London: Museum of London.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Hours on Site: 85

Total Private Study Hours: 175

Total Study Hours: 300

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

* Archaeological Report (8,000 words) – 80%
* Fieldwork Performance – 20%

Both of the above assessed elements must be passed

13.2 Reassessment methods

* 100% Coursework (5,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  | **x** | **x** | **x** |  | **x** |  |
| On Site |  |  | **x** | **x** |  | **x** |  |  |
| Supervision | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Archaeological Report | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| Fieldwork Performance | **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 students 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) |
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