**UNIVERSITY OF KENT AT CANTERBURY**

**COVER SHEET FOR PROPOSAL FOR NEW PROGRAMME OF STUDY**

*(Prepared by Steven Willis/Ellen Swift)*

See the Code of Practice for Quality Assurance for Taught Programmes: Annex C before completing this template - available on http://www.ukc.ac.uk/registry/quality/code2001/annexc.

To use this template, save the document to your word processor and insert text in the sections provided. A completed cover sheet should accompany the proposal through all stages of the approval process.

Award and Title: MA in Archaeology

Length of Programme: 1-2 years (or credit-based, over a maximum of 6 years)

Mode/s of Study: full/part time/credit

Proposed Minimum/Maximum Annual Student Intake: 8-20 (together with Transmanche M.A.)

Department responsible for Programme Management: SECL

Tuition Fees: standard

(Enter 'standard' or proposed fees if non-standard)

Proposed Start Date: September 2009

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the Department has sought advice from the Faculty Director of Learning & Teaching in preparing the proposal, that the proposal is made with the agreement of all contributing Departments and that such Departments, the Timetable Office, Information Services and other central services have confirmed that they can and will provide resources as indicated in the proposal.

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| .......................................................................Signed (Head of Department) | ..................................................Date |

Outline proposal approved as part of Department Business Plan on:

OR

Outline proposal approved by Policy and Planning Group on: **20 January 2009**

**Full Proposal:**

Approved by Department Learning & Teaching Committee on:

Approved by Faculty Board on:

Approved by Programme Approval Sub-Committee on:

Approved by Learning & Teaching Board on:

New Programme Cover Sheet/JAG/26.07.01

**UNIVERSITY OF KENT AT CANTERBURY**

**Annex 2**

**UKC Programme Specifications Template**

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| **Please note:** This specification 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 passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Degree and Programme Title:****MA / PGDip** **in Archaeology**  |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **Teaching Site**
 | Canterbury only |
| 1. **Programme accredited by:**
 | University of Kent |
| 1. **Final Award**
 | MA |
| 1. **Programme**
 | MA in Archaeology  |
| 1. **UCAS Code (or other code)**
 | **ADD** |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Archaeology |
| 1. **Date of production/revision**
 | January 2009 |
| 1. **Applicable cohort(s)**
 | September 2009 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| 1. introduce students to the archaeology of selected periods and regions, through a distinctive and unique programme, relating this to wider spheres of evidence and understanding in archaeology.
2. provide students with a robust grounding in theories, methods and approaches within contemporary archaeology (covering, for instance, phenomenology, materiality), examining too areas of controversy and differing expression.
3. explore a range of types of evidence appropriate to the periods and regions studied.
4. establish the relationship of sites to their wider landscape and cultural setting.
5. identify processes of continuity and change with the archaeological record and to examine explanations for such trends.
6. confirm the extent of participation in broad European processes through time.
7. firmly develop students’ practical archaeological abilities, for instance in handling, characterizing, assessing and reporting types of material culture finds (artefacts) and other classes of evidence of the past.
8. enable students to engage critically with a selected theme or topic within the field of archaeology and history.
9. assist students to acquire the critical and organisational skills necessary for successful completion of research for their supervised dissertation and other project work (this work being on an approved topic/s or theme of their choice).
10. assist students to develop the necessary range of generic and subject-specific skills – in research, in data handling, in writing, and in the communication of ideas, using both traditional resources and the full range of contemporary IT resources.
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| 1. **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. There is no subject benchmarking statement for PG studies in Archaeology. The programme outcomes have references to the subject benchmarking statement for Undergraduate Archaeological Studies as guidance only, enhanced for M.A. level. |
| **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and Understanding of:** | **Outcomes achieved by:** |
| 1. The main approaches and methodologies characterising the critical study of archaeological remains in their varied forms within the overall discipline (Benchmarking Statement points 3/1, 3/2, 3/3, 3 /4, 3/5, 3/6, 3/9)
 | Participation in seminars and discussions, individual tutorials, email and other communication, study-skills advice (including IT), self-directed learning, assigned written work (essays, commentaries, practical work, data handling and independent research for the research modules and dissertation).Coursework assessment (essays, commentaries, study-skills exercises, practicals, dissertations, seminar discussions, and presentations). |
| 1. Previous and current theories in archaeology (Benchmarking Statement points 3/1, 3/2, 3/3, 3 /4, 3/5, 3/7, 3/8, 3/9)
 | As above |
| Familiarity with the archaeology of selected regions (Benchmarking Statement points 3/3, 3 /4, 3/11, 3/12, 3/13) | As above |
| 1. Examination of site and artefactual remains (Benchmarking Statement points 3 /4, 3/6, 3/8, 3/9, 3/10, 3/12, 3/13, 3/14)
 | Site visits and practical handling sessions & related assessment |
| 1. Comparative analysis of archaeological remains (Benchmarking Statement points 3/2, 3/3, 3 /4, 3/5, 3/6, 3/8, 3/9, 3/10, 3/11, 3/12, 3/13, 3/14)
 | Assigned written work (essays, commentaries, practical work, data handling and independent research for the research modules and dissertation).Coursework assessment (essays, commentaries, study-skills exercises, practicals, dissertations, seminar discussions, and presentations). |
| 1. Specialised research areas chosen from within the subject area and including critical and or practical study and reporting (Benchmarking Statement points 3 /4, 3/5, 3/6, 3/9, 3/10, 3/12, 3/13, 3/14)
 | CL997 Dissertation module, CL809 supervised essay or practical assignment; CL808 evidence and interpretation assignment.  |
| 1. A selected research topic or theme, leading to the successful completion of a dissertation (Benchmarking Statement points 3/3, 3 /4, 3/5, 3/6, 3/8, 3/9, 3/10, 3/11, 3/12, 3/13, 3/14)
 | CL997 Dissertation module. |
| **Skills and Other Attributes****B. Intellectual Skills:** | **Outcomes achieved by:** |
| 1. Critical analysis and interpretation of relevant primary and secondary resources of a wide ranging nature.
2. Critical evaluation of empirical data.
3. Critical assessment of alternative theories and interpretations.
4. Ability to construct and defend arguments and conclusions in a coherent manner.
5. Ability to conduct independent, critical research.
 | Study-skills sessions integrated into seminars and individual tutorials; appropriately designed essay questions and other assessment tasks as monitored by colleagues, the external referee and external examiners; the marking system, the rationale of which and the grades are explained to and understood by students; student assimilation of feedback on marked essays and accompanying cover-sheets; individual tutorials offering advice on the writing of essays and dissertation research; dedicated dissertation research seminars when proposed research topics are discussed with fellow students, as well as with the seminar leader.Outcomes demonstrated by:formal comments in annual reports of external examiners; informal comments from external examiners. |
| **C. Subject-specific Skills:** | **Outcomes achieved by:** |
| 1. Sensitive and critical evaluation of various categories of archaeological information (primary and secondary) within their historical, cultural, economic and environmental contexts.
 | Study-skills sessions integrated into seminars and individual tutorials; appropriately designed essay questions and other assessment tasks as monitored by colleagues, the external referee and external examiners; the marking system, the rationale of which and the grades are explained to and understood by students; student assimilation of feedback on marked essays and accompanying cover-sheets; individual tutorials offering advice on the writing of essays and dissertation research; dedicated dissertation research seminars when proposed research topics are discussed with fellow students, as well as with the seminar leader. |
| 1. The ability to engage with complex cultural processes developing through time and with various outcomes in different areas.
2. Apply theoretical and cognitive approaches to understanding past human actions in a variety of environments.
3. The utilisation of the full range of computing and IT skills and resources (word-processing, e-mail, www, database searching, data management and manipulation via various software packages, etc.)
 | Quality of written assignments and class discussion; adjudication of written work by, and comments from, external examiners; formal comments in annual reports of external examiners; informal comments from external examiners; students’ successful completion of the programme. |
| 1. Develop strengths in practical approaches to handling, processing and presenting a variety of types of evidence from the past.
 | Assigned written work (essays, commentaries, practical work, data handling and independent research for the research modules and dissertation).Coursework assessment (essays, commentaries, study-skills exercises, practicals, dissertations, seminar discussions, and presentations). |
| D. Transferable Skills | **Outcomes demonstrated by:** |
| 1. The exercise of initiative and personal responsibility.
2. The identification of ‘problem’ areas and ability to evaluate these and forward solutions.
3. The independent learning ability required for continuing professional development.
4. Depth and maturity of thought in relation to specific subject-matter of research.
5. The ability to communicate intelligently and clearly via different media.
6. Apply classification and analytical skills in collating and categorising data.
7. Coherence and organization in task management.
8. The ability to work creatively and flexibly, whether on one’s own or with others in a group.
9. The ability to manage one’s time and resources effectively, especially under pressure (e.g. in relation to fixed deadlines or within the specific constraints of a class presentation).
10. The ability to evaluate one’s own academic and communicative performance, and to learn from the responses and criticisms of peers and teachers.
11. The ability to assemble an effective project design and to implement that design successfully
 | Punctual completion of written assignments, quality of research presentations, organisation of material (including data and argument).Articulation of evidence in support of an interpretation; contrast and evaluation of competing interpretations. Quality of independent research, participation in seminars and presentations, use of library and IT resources.Research presentations, contributions to tutorials and seminars, quality of written work, quality of data recovery, presentation and interpretation.As above |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards**

1 year full-time (3 terms), or 2 years part-time (6 terms) Total credits required for MA: 180 (six modules)Total credits required for Postgraduate Diploma: 120 (without dissertation, i.e. five modules)Learning hours: 10 hours per credit |
| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Year 1** |
| ***Required Modules*** |
| CL805 | Contemporary Archaeology: theories, methods and substantive issues (Compulsory/core module 1) | M | 30  | This course runs over two terms, Autumn and Spring.  |
| CL808 | Evidence and Interpretation Assignment: Review and Critique of a particular domain of evidence relating to the Programme subject area(Research Module) | M | 15 | Guidance provided via tutorials. |
| CL809 | Supervised Essay or Practical Assignment.(May be desk based study of a substantive issue or involve writing a report upon a related fieldwork placement or the study of an assemblage of artefacts).(Research Module) | M | 15 | Guidance provided via tutorials or practicals as appropriate to subject matter. |
| CL997 | Dissertation(12,000 – 15,000 words)(Research Module) | M | 60 | Summer term, plus summer vacation. |
| ***Optional modules (not all available in same year).Two of the following:*** |
| *CL806*  | *Themes in the Archaeology of the Transmanche Region* | M | 30 credits | Autumn and Spring. |
| *CL807*  | *Settlement and Society in the Transmanche Region from the Iron Age to Early Roman period* | M | 30 credits | Autumn, Spring and Summer. |
| *CL816*  | *Late Antique Archaeology* | M | 30 credits | Teaching pattern to be confirmed |
| *MT 843*  | *Early Medieval Archaeology (run by MEMS)* | M | 30 credits tbc | Teaching pattern to be confirmed |
| *CL \*\** | *Artefacts in Archaeology (new module proposal; tbc)* | M | 30 credits | Teaching pattern to be confirmed |
| *CL\** | *Mediterranean Archaeology module (new module proposal; tbc)* | M | 30 credits | Teaching pattern to be confirmed |
| [link to module mapping](file:///%5C%5COil%5Cwwwroot%5Chumanities%5Cfacultyoffice%5Cpostgradspecs10-11%5Csecl%5CMAArchaeology_%20module_mapping.doc) |
| **TOTAL** 180 |
| Arrangements for the completion of coursework over one and two years are shown in the following comparative table: |  |  |
|  | **Full-time****(1 year)** | **Part-time****(2 years)** |  |  |
| First Year | CL805 core moduleCL808CL809Two optional modulesCL997 Dissertation | CL805 core moduleFirst optional moduleCL808 or CL 809 |  |  |
| Second Year |  | Second optional moduleCL808 or CL809CL997 Dissertation |  |  |
| PostgraduateDiploma Students | As for full and part-time requirements minus Dissertation |  |  |  |
| Timetabling | TBA | TBA |  |  |

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| 1. **Support for Students and their Learning**
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| * Student Handbook
* Subject and module leaflets
* Printed material for discussion during seminars
* Individual tutorials
* MA Research seminars
* Expert sessions with regional and period specialists supporting UKC staff
* Site and Museum visits.
* Examination of finds and material assemblages
* Research seminar programmes of Faculty and School
* Research seminar series of all other MA and Research programmes in relevant disciplines
* Learning resources: subject library provision, computer terminals throughout campus
* Academic support system providing advice on choices relating to research /guided modules, programme structure, academic difficulty, progression routes and individual progress.
* Campus support services, including a Student Learning Advisory Service, a Careers Advisory Service, Counselling Service, Medical Centre.
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| 1. **Entry Profile**
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| **Entry Route**For fuller information, please refer to the University prospectus |
| * Applications are invited from interested graduates with good academic qualifications (not necessarily in the more obviously relevant subjects) and an open, critical outlook. The normal expectation will be that applicants with a degree will hold either a 2.1 or first class qualification.
* Faculty regulations require applicants to submit a recent sample of written work (for example a marked essay) as evidence of their academic competence.
* Those without a first degree may apply to take the course for a Postgraduate Diploma, with the possibility of upgrading to MA registration in the Summer term if their work meets the requisite standard.
* All UK candidates are interviewed.
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| **What does this programme have to offer?** |
| * A multi-disciplinary degree programme recruiting many students from various backgrounds, including overseas.
* The study of specialist research areas not widely available elsewhere.
* A variety of specialist lectures and seminars.
* Enthusiastic and lively specialists, research-active course lecturers who will attract students familiar with their work.
* Opportunity for a wide spectrum of individual research topics.
* A combination of taught and research elements.
* Fieldwork opportunities in the region.
* Links to overseas and UK academic institutions (in particular Lille 3, University of Ghent, the Flemish Heritage Institute, Southampton University, The British Museum).
* Excellent resource bases for study.
* A Masters pathway for students to then progress to research degrees at University of Kent with specialist supervisors.
* A friendly campus with high student morale, a community of scholars immersed in a research culture with provision for formal and informal group work, and friendly and dedicated teaching staff.
* The opportunity to live in or near Canterbury, which offers a good combination of the urban and the rural, and which is ideally placed within easy reach of London and near the SE coast of England and the near Continent.
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| **Personal Profile: Applicants should have** |
| * A desire to acquire a critical and informed understanding of the nature of archaeological remains and their interpretation.
* A desire to develop an informed and critical sense of the differences and similarities between evidence types.
* A recognition of the importance and complexity of primary source material, and a willingness to be challenged by such material.
* An awareness of the need to develop and apply critical methodologies, of various types as appropriate to the character of the archaeological remains.
* An ability to develop and present ideas clearly and coherently in a variety of written and computer-based formats.
* A readiness to share their enthusiasm and ideas with their fellow students and with society at large.
* An openness of mind, a curiosity about life, people and material culture, a thirst for knowledge, a capacity for self-reflection and a desire to be intellectually independent.
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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**
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| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Moderation of all assessed work.
* External examiner’s reports
* Monitoring of part-time teachers
* Annual Module and Programme Monitoring Reports
* Regular curriculum review (staff panel)
* Regular assessment of programme ethos (staff panel)
* Regular review of student progress and achievement
* Student feedback and questionnaires
 |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Board of Examiners (including external examiners)
* SECL Learning and Teaching Committee
* Humanities Faculty Learning and Teaching Committee
* Learning and Teaching Board of the University
* Periodic Programme Reviews
 |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluation questionnaires
* Individual tutorials
* Informal meetings and social contact with students
* Formal staff-student liaison committee
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| **Staff Development priorities include:** |
| * Peer review
* Research-led teaching
* Regular formal and informal collaboration in a programme development
* Staff appraisal scheme
* Research seminars
* Subject based conferences
* Mentoring of new and part-time teachers
* Conference attendance
* Membership of professional bodies and academic associations.
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| 1. **Indicators of Quality and Standards**
 |
| * External examiner’s reports
* Student feedback: questionnaires and evaluation forms
* Benchmarks
* RAE
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Programme Specification Template

Annex 2

18 May 2001; Reformatted 11 April 2002