

## UNIVERSITY OF KENT AT CANTERBURY

### UKC Programme Specifications Template

<b>Degree and Programme Title</b>
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1. <b>Awarding Institution/Body</b>	University of Kent
2. <b>Teaching Institution</b>	University of Kent
3. <b>Teaching Site</b>	Canterbury and Tonbridge
4. <b>Programme accredited by:</b>	N/A
5. <b>Final Award</b>	BA (Hons)
6. <b>Programme</b>	Part-time Archaeological Studies
7. <b>UCAS Code (or other code)</b>	Not recruited through UCAS
8. <b>Relevant QAA subject benchmarking group(s)</b>	Archaeology and Classics
9. <b>Date of production/revision</b>	2004
10. <b>Applicable cohort(s)</b>	2004/05

<b>11. Educational Aims of the Programme</b>	
The programme aims to:	
1. widening public participation in the study of archaeology as an academic discipline	
2. provide an opportunity for those with archaeological fieldwork experience to acquire an academic grounding in the discipline	
3. enable part-time students to progress through their studies via the stepping stones of the interim awards of Certificate and Diploma and ultimately to a degree	
4. provide a framework within which a critical understanding can be obtained of the character of archaeological and allied data and their applications in furthering the academic study of past peoples and cultures through the analysis of combinations of disparate types of evidence (material culture, environmental, architectural, art-historical, epigraphic and historical evidence)	
5. to demonstrate the diversity of archaeological studies in prehistoric, proto-historic and historic contexts by grounding students in the study of a range of periods and themes relating to the archaeology of Europe and the Mediterranean region in the context of current academic debate	
6. equip students with the skills, both verbal and written, to describe and synthesise complex data and ideas, and to articulate rigorous evaluation of the data and its interpretation	
7. foster the aptitude for autonomous academic archaeological study; equip students with research skills necessary to undertake project work; and develop the capacity to report the outcomes of such work effectively.	

<b>12. Programme Outcomes</b>	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.	
<b>Knowledge and Understanding</b>	<b>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</b>
<b>A. Knowledge and Understanding of:</b>	

<ol style="list-style-type: none"> <li>1. the nature of archaeology as an academic discipline</li> <li>2. the character of archaeological evidence, how it is created and recovered</li> <li>3. how archaeological evidence can be applied along with cognate data to further study and to progress understanding of past peoples and cultures in prehistoric, proto-historic and historic contexts</li> <li>4. theoretical frameworks from archaeology and cognate disciplines which facilitate the achievement of 3</li> <li>4. archaeology of selected periods and themes relating to Europe and the Mediterranean region with an understanding of current interpretations</li> </ol>	<p>Knowledge and understanding are promoted by a range of teaching methods. Examples include:-</p> <p>Weekly two-hour seminars which incorporates mini-presentations by the tutor, students presentations and discussion</p> <p>Directed reading, literature searches and use of web material</p> <p>Site and museum visits</p> <p>Use of visual material and handling of artefacts</p> <p>Paced confidence-building progression of knowledge via interim awards</p> <p>Assessment which is continuous includes deliberately varied writing formats such as essays, extended assignments, reports, projects and short analytical commentaries on primary source material, using appropriate illustrations when necessary to complement the text</p> <p>Topics are set so as to develop skills of both written and personal feedback are provided to the student on both content and skills</p>
<b>Skills and Other Attributes</b>	
<b>B. Intellectual Skills: The capacity to</b>	
<ol style="list-style-type: none"> <li>1. access complex data</li> <li>2. analyse and interpret evidence interpretation critically and objectively</li> <li>3. synthesise data concisely, present it effectively and engage in its analysis both orally and in writing, using appropriate formats and academic conventions</li> <li>4. work independently</li> <li>5. work collaboratively</li> </ol>	<p>Library and web-based searches, using SMRs, museum collections and site visits</p> <p>Paced confidence-building progression of skills via interim awards</p> <p>Working in groups on class presentations which also develop oral skills</p> <p>An extended assignment on an archaeological theme and an archaeological project foster autonomous study.</p> <p>Varied assessment formats allow the development and practice of skills of effective writing, and clarity of critical analysis and discussion. Short commentaries on source material encourages skills of observation and concise accurate description of data</p>
<b>C. Subject-specific Skills: The capacity to</b>	
<ol style="list-style-type: none"> <li>1. read critically archaeological texts and reports having regard to both the intellectual context and the character of archaeological practice at the time they were written</li> <li>2 engage with archaeology from theoretical perspectives</li> <li>3. describe accurately and concisely</li> </ol>	<p>The extended assignment at Stage 2 focuses on secondary sources and effective structuring of a longer piece of written work. Building on this the archaeological project at Stage 3 engages the student with primary material.</p>

archaeological data including primary data such artefacts 4. access grey literature and publicly maintained data bases 5. write about and orally debate archaeological issues with an appropriate range of technically accurate language 6. define, research and report on a project which has reference to primary archaeological data and which engages with current academic issues	Otherwise encompassed above
<b>D. Transferable Skills:</b>	
1. Manage time and prioritise academic work, often in the context of domestic and paid employment 2. A range of IT skills connected with data search, the web, and preparing text and illustrations 3. communication both oral and written 4. self-evaluation and criticism in relation to academic progression 5. ability to work autonomously and sustain focus and motivation 6. ability to work constructively as part of a group 7. capacity to accumulate, synthesise and critically analyse data	Submission of assessed work according to a schedule agreed in advance Word-processing of assignments; web, catalogue and data base searches  Otherwise encompassed above

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards				
Code	Title	Level	Credits	Term(s)
<b>Years 1 and 2 Certificate (Stage 1)</b>				
<i>Required Modules</i>				
CL331	Introduction to Archaeological Method	C	30	1
<i>Recommended Modules</i>				
CL322	Egyptology: Chronology and Sources	C	30	2, 3 or 4
CL334	Archaeology of Roman Britain	C	30	2, 3 or 4
CL321	Age of Stonehenge	C	30	2, 3 or 4
CL335	Introduction to Historical Archaeology	C	30	2, 3, or 4
CL336	Introduction to Bronze Age Aegean Archaeology	C	30	2, 3, or 4
<b>Years 3 and 4 Diploma (Stage 2)</b>				
<i>Required Modules</i>				
CL592	Extended essay on an	H	30	3 or 4

	Archaeological Theme			
<b>Recommended Modules</b>				
See below				
<b>Years 5 and 6 Degree (Stage 3)</b>				
<b>Required Modules</b>				
CL598	Archaeological Project	H	30	3 or 4
<b>Recommended Modules for Stages 2 and 3</b>				
CL596	Egypt and the East Mediterranean	I	30	1, 2, 3 or 4
CL612	Rome and Its Western Empire	I	30	1, 2, 3 or 4
CL595	Archaeology: Theory, Method and Practice	I	30	1,2,3 or 4
CL609	Roman Art and Architecture	I	30	1, 2, 3 or 4
CL608	Greek Art and Architecture	I	30	1, 2, 3 or 4
CL***	Minoan Art	I	30	1, 2, 3 or 4
CL614	The Archaeology of Belief, Cult and Ritual	I	30	1, 2, 3 or 4
CL591	Barbarians in the West 400 to 700 AD	H	30	1, 2, 3 or 4
CL618	Formation of a Nation. Anglo-Saxon England	H	30	1, 2, 3 or 4
CL607	Greek and Roman Medicine	H	30	1, 2, 3 or 4
CL609	Foundations of Britain	H	30	1, 2, 3 or 4
CL588	Heads, Heroes and Horses: In search of the Ancient Celts	H	30	1, 2, 3 or 4
CL***	Vikings in the West	H	30	1, 2, 3 or 4

<p><b>14. Support for Students and their Learning</b></p> <ul style="list-style-type: none"> <li>• Central Support Services such as the Unit for the Enhancement of Learning and teaching, the Disability Unit, Careers, Advisory Service, College Masters, Counselling Service, and the Students' Union which has advisory staff.</li> <li>• Personal Academic Support which allocates each student a personal tutor who is supplemented by the Senior Tutors in the School of European Culture and Languages to assist with personal and academic problems when these cannot be resolved by the teacher</li> </ul>
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- Learning resources including library provision, AVS and IT support, a teaching collection of archaeological material, and local and regional museums and archaeological sites

### 15. Entry Profile

#### Entry Route

For fuller information, please refer to the University prospectus

The programme is available to all over 18 who wish to study on a part-time basis. Entry at Stage 1 is open access subject to applicants demonstrating interest and aptitude including some capacity to write narrative effectively. Applicants may be requested to write a short piece. Guidance is provided by interviewing candidates and if necessary counselling them to study on more appropriate provision, for example Access courses. Entry to Stages 2 and 3 is dependent on students having achieved the previous stage of learning. Applicants are welcome to transfer a prescribed volume of credit from other programmes subject to tests of appropriate level and relevance.

#### What does this programme have to offer?

- Flexible, confidence building progression towards a degree in archaeological studies via the milestones of interim awards
- Evening study at locations at different ends of the County of Kent in order to facilitate participation
- A challenging grounding in the study of archaeology as an academic discipline
- A programme which deals chronologically and thematically of Britain, west central Europe and areas of the Mediterranean from c 1000BC to 1000AD
- Committed and approachable teaching staff
- The opportunity to progress from part-time to full time study on account of the articulation of the programme with the archaeological pathway of the Classical & Archaeological Studies degree

#### Personal Profile

- Often you will have an element of life-experience post-compulsory education
- You may only be able to study at present on a part-time basis on account of home or work commitments
- You may have some experience of archaeological fieldwork as a volunteer and now wish to place the practical knowledge in an academic context
- Always you will have an enthusiasm for the study of the past and archaeology in particular
- You must have an open enquiring mind

### 16. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

#### Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- moderation of essays
- second marking of extended assignment and projects
- Monitoring of student work and assessment practice by External Examiner
- Part-time as well as full-time colleagues participating in Examining Boards
- Annual monitoring within the report from Classical and Archaeological Studies
- Annual Staff appraisal

- Supervision of newly joined staff as part of University's probationary procedures including peer observation
- Visiting sessions taught by part-time colleagues
- Student feedback obtained formally through evaluation processes and informally
- QAA subject review – 2001: 22 points
- Periodic Review
- Via personal tutors
- Serving as External Examiner on similar programmes at other HEIs

**Committees with responsibility for monitoring and evaluating quality and standards**

- Classical and Archaeological Studies Board
- Examining Board for Archaeological Studies Programme
- School of European Culture and Languages Learning and Teaching Committee
- Faculty of Humanities Learning and Teaching Committee
- University Learning and Teaching Board

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Evaluation forms for each module
- Student participation in relevant committees
- Informal meetings and social contact with students (particularly valuable with the more mature student)
- Discussions with personal-tutors
- Discussions with Library staff

**Staff Development priorities include:**

- Successful completion of PGCHE for all recently joined colleagues
- Part-time colleagues are encouraged to participate on the Associated Teacher Accreditation programme and in activities organized to assist those teaching non-traditional students
- Engaging with research which articulates with teaching
- Obtaining IT skills particularly with a view to providing more web-based resources
- Engaging with widening participation and non-traditional students

**17. Indicators of Quality and Standards**

- High achievement of students completing degree scheme
- Consistently positive reports from External Examiner
- Good level of satisfaction from student evaluations
- Subsequent participation of students in regional archaeology sometimes professionally and very often in voluntary capacity
- Positive feedback from 2001 TQA on part-time programme which overall gained Classical and Archaeological Studies 22 points

The following reference points were used in creating these specifications:

- Benchmark Statement for Archaeology

- The University Plan 2003 to 06
- A plan approved by the University for developing the archaeology curriculum as part of the Departmental Planning process 2001
- A draft University report on Flexible Learning/Part-time Study 03/04(subject to approval 2004)
- External Examiner's reports
- The University's Credit Framework
- The 2001 TQA for Classical and Archaeological Studies

