

**Programme Specification**
**Programme title: MSc Landscape Archaeology and Digital Heritage**

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Master of Science Postgraduate Diploma Postgraduate Certificate
Programme accredited by (if appropriate):	N/A
Programme duration:	1 year full-time; minimum 2 years part-time
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	December 2018
Date last confirmed and/or minor modification approved by Faculty Board	

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

**Introduction**

The MSc Landscape Archaeology and Digital Heritage is designed to give graduates in Archaeology and related subjects a systematic training in the application of modern scientific methods in landscape archaeology and related fields. It provides the necessary practical, analytical and interpretative skills to apply a wide range of specialist approaches in both commercial and research based archaeology.

Archaeology encompasses the entire human past in all its temporal and spatial dimensions. It is fundamental to our understanding of how we evolved and our communities developed, and how we study, preserve and

interpret our past. At Bradford, our distinctive approach emphasises the integration of the natural and physical sciences in this enquiry. In accordance with the University's mission, 'Making knowledge work', the School of Archaeological and Forensic Sciences aims to provide excellence in a comprehensive range of archaeological topics, with emphasis on both teaching ('Excellent' in the last Subject Review) and research (ranked 7<sup>th</sup> place nationally for 4\* research and 3<sup>rd</sup> place nationally for research impact, REF 2014), believing the two activities to be mutually dependent.

The programme aims to prepare students not only for research in archaeology but also to further career prospects in all areas of mainstream / commercial archaeology. The programme benefits from the global reputation of the School within landscape research, but also from recent additions to academic staff at the University with international track records in landscape studies. The programme is well-suited both to students who wish to use it as a foundation from which to commence further research or as vocational training to enhance employment prospects in archaeology. Bradford has an excellent reputation for employability of students, with our graduates going on to be leaders in the field of archaeology and related fields, as well as going in to a range of careers beyond archaeology, at professional and managerial levels. We encourage employability through a number of means, including: ensuring transferable skills are delivered through the curriculum; enabling students to explore a wide range of dissertation and project topics, developing individual specialist skills and knowledge; potential projects with our extensive network of archaeology employers and researchers. Students have developed existing School contacts with national bodies such as the National Trust, local councils and societies, and international instrument manufacturers. The programme is offered on a full-time and part-time basis. Individual modules are available to candidates wishing to enhance their specialist knowledge in a particular area.

Among the distinctive features of this programme are hands-on experience in the School's laboratories and a delivery that is steeped in innovative research. The programme incorporates a substantial individual research dissertation and graduates often achieve work or further studies in the discipline or cognate.

## **Programme Aims**

The programme is intended to:

- A1. Provide graduates in archaeology and related subjects with a systematic training in the application of modern scientific methods to landscape archaeology and digital heritage.
- A2. Provide a flexible programme of study that reflects areas of staff expertise.
- A3. Encourage development of independent learning skills, by providing a supportive, structured environment.

- A4. Develop high-level subject knowledge and understanding, and provide training in discipline skills to enable graduates to pursue further research or careers in archaeology.
- A5. Develop critical and analytical problem solving skills and personal transferable skills to prepare students for careers in non-cognate fields.

## **Programme Learning Outcomes**

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1. Demonstrate a critical awareness of practical, analytical and interpretative approaches in landscape archaeology and digital heritage
- LO2. Use a selected range of methods and techniques within landscape archaeology and digital heritage and interpret the generated data
- LO3. Apply critical understanding in the wider context of the discipline
- LO4. Possess advanced laboratory and/or field skills in the study of archaeological prospection, scientific dating methods and cultural resource management

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

- LO5. Critically evaluate professional literature in a chosen area and related disciplines
- LO6. Communicate conclusions in writing and orally to specialist and non-specialist audiences, working effectively in groups, manage and appraise their own learning and research
- LO7. Manage their time effectively when undertaking complex and extended tasks
- LO8. Confidently use information technology to critically review, synthesise and carry out professional research in a specialised area
- LO9. Identify individual learning needs and carry out an achievable learning plan to meet them

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

- LO10. Design and complete a substantial work of independent study

## **Curriculum**

The programme is offered in full-time (1 year) and part-time (2 or more years) mode. It comprises a core of compulsory modules to provide

appropriate background in theory and application of scientific methods in landscape archaeology and digital heritage.

The emphasis of the programme is on the learning of fundamental scientific principles across several disciplines and applying these to archaeological and heritage area. The programme draws heavily on areas of world-leading research expertise and facilities in the School.

In the first semester ‘Remote Sensing’ and ‘Archaeological Prospection & Visualisation’ provide scientific background to the programme and introduce a wide range of techniques that relate to digital capture of landscapes and heritage. This ranges from object documentation through to landscape analysis and interpretation.

Two modules are taught across the two teaching semesters. The module ‘Digital Worlds’ will provide the theoretical link that spirals through the programme – linking modules and creating the framework for the use of digitising technology in these fields at a variety of different scales.

The other linking module ‘Professional Development’ provides more broad ranging skill-sets; it starts by guiding students to identify their own learning needs and the resources to address them and goes on to prepare students for their research project, including planning of research, research design, time management, ethics, and health and safety.

In the second semester two additional modules are covered ‘Landscape and Heritage’ and ‘Site Evaluation Strategies and GIS’. The first draws on interpretive themes that are implicit in the discipline and the second is a focussed module that prepares the students to analyse spatial data for a variety of purposes. In the module the students provide solutions to ‘real’ problems that evidence wide ranging employability skills that are also inherently geared toward the dissertation.

The final element of the programme is a substantial dissertation. There is scope for projects which work with employers, through our extensive network of archaeological contacts through the UK and internationally.

It is expected that students who successfully complete the entire programme will be fully prepared to undertake research at MPhil or PhD level.

### Postgraduate Certificate

Module Code	Module Title	Type	Credits	Level	Study period
ARC7044-B	Archaeological Prospection and Visualisation	Core	20	7	1
ARC7052-B	Digital Worlds	Core	20	7	1&2
ARC7053-B	Remote Sensing	Core	20	7	1

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes (LO1-4).

### Postgraduate Diploma - modules above plus

Module Code	Module Title	Type	Credits	Level	Study period
ARC7041-B	Professional Development	Core	20	7	1 & 2
ARC7054-B	Landscape and Heritage	Core	20	7	2
ARC7048-B	Site Evaluation Strategies and GIS	Core	20	7	2

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes (LO1-9).

### Master of Science- modules above plus

Module Code	Module Title	Type	Credits	Level	Study period
ARC7034-E	Dissertation	Core	60	7	3

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes (LO1-10).

The curriculum may change, subject to the University's programme approval, monitoring and review procedures.

### Learning and Teaching Strategies

The teaching and learning strategy takes into consideration the learning outcomes, the nature of the subject, and the need for students to take responsibility for their own learning as part of this advanced taught programme.

The thematic modules are delivered in a combination of formal lectures, student-led intensive seminars/tutorials and extensive practical instruction. Coursework (laboratory and field reports, worksheets, essays) is geared towards demonstrating relevant knowledge, understanding and professional skills in principal approaches to the application and use of scientific methods in landscape archaeology and digital heritage. Elements of group work are part of core specialist modules; communication skills are tested in both written and oral form in several modules.

The degree progresses through a spiral curriculum, with each teaching / assessment block developing and building on prior learning and subject knowledge, for instance, the core themes of landscape, heritage and digital capture will be revisited and built on through a range of modules throughout

the programme. The underlying knowledge and understanding is then drawn upon in the Dissertation which encompasses a substantial piece of original research, ultimately assessed for its publishable merit.

The module in 'Professional Development' starts by guiding students to identify their own learning needs and the resources to address them, and goes on to prepare students for their research project, including planning of research, research design, time management, ethics, and health and safety.

Students may also participate in fieldtrips which are subsidised by the School. These are normally at no cost to the student but any variation in that arrangement will be communicated with advance notice. The School will seek to support any students struggling to contribute.

### **Assessment Strategy**

The assessment strategy is designed to support the learning outcomes of each specific module. It uses a wide range of assessment methods, including coursework (worksheets, critiques, laboratory reports, research design, essays), exams (practical tests), and oral presentations. We are always looking towards innovative assessment methods, as well as assessments which help build skills relevant to future careers. Much of the content is coursework based, although exams may be used for individual modules. A core component of assessment will build skills around the communication of archaeology and heritage to different audiences. Assessment elements are regularly structured in a way that allows MSc candidates to benefit from formative learning towards summative assessment and helps prepare all students for a range of potential careers.

### **Assessment Regulations**

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

### **Admission Requirements**

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Our subject is a diverse discipline and we find that students from a range of prior backgrounds and with differing subject expertise enhance the programme and student experience. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

Ideally students will have a 2:2 degree. Other relevant qualifications and past experience will also be considered for admission to the programme. Admission will be judged on an individual basis for overseas students, at an equivalent level to UK entry requirements. For North American students, normally a GPA of at least 2.5 on a scale of 4.0 is required, or an equivalent. Students whose first language is not English must have IELTS at 6.0, with no sub-test less than 5.0, or the equivalent. Students who do not meet the IELTS requirement can take a University of Bradford pre-session English course. Admissions are made on the basis of demonstrated ability, qualifications, experience, references, and, occasionally, interviews. A completed application form, references, official transcripts, or a list of programmes/modules and grades/marks stamped by the applicant's undergraduate department or student registry are required of all applicants.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience. The University of Bradford has always welcomed applications from students with a disability. The University has a Disability Support Office and a sound structure for supporting students with disabilities.

### **Recognition of Prior Learning**

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

### **Minor Modification Schedule**

<b>Version Number</b>	<b>Brief description of Modification</b>	<b>Date of Approval (Faculty Board)</b>
1		