

## MA Archaeology & Identity Programme Specification

Academic Year:	2021/2
Degree Awarding Body:	University of Bradford
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7]  Master of Arts  Postgraduate Diploma  Postgraduate Certificate
Programme duration:	Programme can be studied as full-time or part-time:  1 year full-time; 2 years part-time
Date last confirmed and/or minor modification approved by Faculty Board	June 2021

**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

This MA at the University of Bradford uniquely blends theoretical archaeology with the interpretation of the cutting-edge scientific archaeology for which the School is renowned. Drawing on the skeletal collections and world-leading expertise, the MA explores social interpretation of such remains. Modules will enable the study of a range of archaeological periods and regions, as well as focusing on evidence from funerary archaeology, and the exploration of artefacts and object biographies. Learners will be equipped to critically engage with a diverse range of material, as well as explore the socio-political contexts of interpretations of the past and the role of the past in the world today.

In accordance with the University's mission, 'Making Knowledge Work', the School of Archaeological & 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 7th place nationally for 4\* research and 3rd place nationally

for research impact, REF 2014), believing the two activities to be mutually dependent. The programme can be used either as vocational training or as a foundation from which to commence further research. 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.

Bradford has an excellent reputation for employability of students, with our graduates going on to be leaders in the field in archaeology and related fields, as well as going into 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 local and national museums.

Distinctive features in the programme include the breadth of cultural content covering Old World Archaeology through to archaeology in the contemporary world. This includes interrogation of the role of archaeology to society today and the socio-political contexts in which we study and practise archaeology. We believe the programme is particularly attractive to students from North American institutions, and from across the world. We welcome the differing perspectives brought by students from different backgrounds and life-experiences.

## **Programme Aims**

The programme is intended to:

- A1 Enable graduates in archaeology and related subjects to study, in depth, periods, themes and methods in the archaeology of the United Kingdom, Europe and beyond, within a framework of advanced archaeological theory.
- A2 Understand and critically evaluate the role of identity in interpretations of the past.
- A3 Provide a flexible programme of study that reflects areas of staff expertise.
- A4 Encourage development of independent learning skills, by providing a supportive, structured environment.
- A5 Develop high-level subject knowledge and understanding and provide training in discipline skills to enable graduates to pursue further research or careers in archaeology.
- A6 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:

1. Demonstrate a critical awareness of the nature of the archaeological record of selected areas of the United Kingdom, Europe and beyond
2. Investigate and interpret the archaeological record through theoretical concepts and scholarly research.
3. Apply awareness of scholarly research in archaeology to a wider context.

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

4. Apply advanced skills in the study of selected themes and theories in archaeology.
5. Apply advanced skills in the study of selected themes and theories in identity.
6. Critically evaluate professional literature in a chosen area and related disciplines.
7. Communicate research in writing and orally to specialist and non-specialist audiences.
8. Work effectively in groups to research and communicate a complex topic.
9. Identify individual learning and research 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:

10. Design and complete of a substantial work of independent study
11. Manage their time effectively when undertaking complex and extended tasks.

## Curriculum

The programme comprises period and theme modules with content based on key research areas in the School, from the Palaeolithic to Contemporary World, underpinned by in-depth considerations of theoretical issues and the socio-political contexts of archaeology (Advanced Theoretical Archaeology), complemented by exploring the meaning of burial evidence through time (Grave Concerns). Two new modules explore concepts of identity (Multi-disciplinary approaches to Identity) and the interpretation of skeletal remains (Analysis of Human Remains), drawing on the University of Bradford's world-leading research and resources in this area. A module on Professional Development prepares students for their research project and professional skills, including planning of research, research design, research ethics, time keeping, ethics, and health and safety.

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/Postgraduate Diploma

Module Code	Module Title	Type	Credits	Level	Semester
ARC7015-B	Advanced Theoretical Archaeology	Core	20	7	1
ARC7035-B	Archaeometry	Optional	20	7	2
ARC7008-B	Analysis of Human Remains	Optional	20	7	1
ARC7051-B	The Age of Migration and Viking Expansion	Optional	20	7	2
ARC7050-B	Multidisciplinary approaches to Identity	Core	20	7	1&2
ARC7041-B	Professional development	Core	20	7	1&2
ARC7036-B	Grave concerns: Investigating the archaeology of death and burial	Core	20	7	2
ARC7046-B	Plants and Animals in Past Societies	Optional	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 1-3.

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed 120 credits and achieved the award learning outcomes 1-9.

## Degree of Master

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

Students will be eligible for the award of Degree of Master if they have successfully completed 180 credits and achieved the award learning outcomes 1-11.

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

## Learning and Teaching Strategy

The teaching and learning strategy take 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 period and theme modules are delivered in a combination of formal lectures and student-led intensive seminars/tutorials, delivered via a blended learning approach of on-campus and online content. All seminars/tutorials contain elements of oral presentations

and group discussions, which receive formative feedback. Coursework is geared towards acquiring relevant subject and professional skills by appreciating the significance and meaning of the archaeological record across time periods and theoretical frameworks.

The Dissertation encompasses a substantial piece of original research, which is ultimately assessed for its publishable merit. There is scope for projects which work with current employers, through our extensive network of archaeological contacts through the UK and internationally.

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 identity, socio-political contexts of archaeology and archaeology's place in the contemporary world will be revisited and built on through a range of modules throughout the programme. Complexity in assessments will increase throughout the programme, including greater autonomy and responsibility for essay and presentation topics, with the final dissertation demonstrating independence in undertaking a large piece of work.

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 also participate in a fieldtrip which is aimed at exploring and critiquing the portrayal of archaeology today. Fieldtrips are subsidised by the School and may involve some additional cost to students; any costs will be communicated with advance notice, and 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. A wide range of formative and summative assessment methods are used, including coursework (essays, research papers, research designs), exams, 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 for the programme is coursework based, although exams may be used for individual modules. A core component of assessment will build skills around the communication of archaeology to different audiences. Assessment elements are structured so that MA candidates are encouraged to identify and research subject areas with specific relevance to their own needs, so that the small group aspect and assessment scheme create essentially bespoke modules that constructively feed into research for the dissertations. This aspect is particularly attractive for overseas students 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: <https://www.bradford.ac.uk/regulations/>

## Admission Requirements

The University welcomes applications from all potential students regardless of their previous academic subject area; archaeology 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. An important factor 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.

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 3.0 on a scale of 4.0 is required, or an equivalent. Applicants with a lower second-class degree, or equivalent (e.g. 2.5 GPA in N America), with demonstrable relevant experience will also be considered. 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 requirements can take a University of Bradford pre-sessional 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 modules and grades/marks stamped by the applicant's undergraduate department or student registry are required of all applicants.

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

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Updates for Jan start	December 2020
2	Specification reformatted and made accessible	February 2021
3	Update to delivery periods to revert to September start for 2021 entry	June 2021
4	Annual changes for 2021 academic year	May 2021