UNIVERSITY of BRADFORD

Faculty of Life Sciences

BSc (Hons) Archaeology

Programme Specification

Academic Year:	2023/24
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	BSc (Honours) [Framework for Higher Education Qualification Level 6] BSc [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education [Framework for Higher Education Qualifications Level 5] Certificate of Higher Education [Framework for Higher Education Qualifications Level 4]
Programme accredited by (if appropriate):	Chartered Institute for Archaeologists/University Archaeology UK
Programme duration:	3 or 4 years full-time
UCAS code:	V400, V403
QAA Subject benchmark statement(s):	Archaeology (2014)
Date last confirmed and/or minor modification approved by Faculty Board	February 2023

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 BSc Archaeology is a professionally focused degree in archaeology with a strong fieldwork component and a focus on cultural archaeology, 3D and landscape techniques, archaeological science and professional archaeology. It has a strong

professional dimension to equip students for employment in archaeological consultancies, field units, and local/central government sector positions.

Archaeology is fundamental to our understanding of how we evolved, how 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 the investigation of archaeology in accordance with the University's mission, 'Making Knowledge Work'. A characteristic of Bradford's approach is the examination of human-environment interactions within a chronological framework, which provides a time-depth perspective of contemporary concerns such as ecosystems, globalisation and sustainability. The programme of study will provide students with a sound knowledge of current archaeological thinking on many cultures and regions whilst also providing an understanding of professional practice and how relevant techniques are used and integrated within commercial and research archaeology. Transferable skills equip graduates for employment in many sectors.

Fieldwork, which contributes to the award, takes place during the summer vacation between stages one and two, and (as an option) in the summer before the final year: recent field courses have taken place in Portugal, the Yorkshire Dales, Orkney and Slovenia.

The staff in the School of Archaeological and Forensic Sciences have an excellent research profile, which supports our teaching in all areas. Throughout the programme, students will acquire skills that will be useful not only in Archaeology, but in whatever profession they choose to follow. These include project and time management, critical review and analytical thinking, presentation skills, computer and other applied IT skills and the management of data. These will be taught, practised and assessed. Our graduates typically enter employment within 6 months of completing studies or continue to postgraduate level studies at the University of Bradford or other institutions. Staff research informs much of the curriculum, especially in stages 2 and 3 (70% of our 2014 REF submission was judged to be 'internationally excellent', including 34% which was judged to be 'world leading').

When students have completed the placement, they will have acquired the following:

- **Professional Skills**, according to the specific options chosen, including aerial survey; excavation/fieldwork; post-excavation; artefact conservation and finds management; artefact analysis, geophysical survey; Historic Environment Record management; education, heritage and museum work.

- **Personal Transferable Skills,** including further development of communication, problem-solving, administrative and IT skills; time management; the ability to work independently; self-motivation; adaptability; team working.

Programme Aims

The programme is intended to:

- enable the student to become an autonomous learner and prepare the student for the lifelong learning skills required to be adaptable over the course of the student's career;

- provide educational opportunities for mature and alternatively qualified students, and traditionally qualified students;

- provide students with the opportunity to enhance their learning and professional awareness by applying their knowledge and understanding in employment through a sandwich placement year (4-year programme), or to study abroad (3 or 4 year programmes);

- deliver a programme of study in Archaeology that is designed to meet the rigorous benchmarking standards developed by the Chartered Institute for Archaeologists;

- deliver a flexible programme of study in archaeology, that reflects areas of staff expertise, for example in cultural archaeology, human osteoarchaeology, environmental archaeology and archaeological science;

- encourage the development of independent learning skills, by providing a supportive, structured environment;

- develop wide subject knowledge and understanding, and provide training in discipline skills to enable graduates to pursue further programmes of study or careers in archaeology or related practice;

- develop personal transferable skills to enable a significant proportion of graduates to pursue further programmes of study or careers in non-cognate fields;

- provide a degree that equips students with oversight of new technologies in archaeology, and the skills to continue their continued professional development in their chosen career.

Programme Learning Outcomes

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

LO1 Describe theories that relate to past societies from a range of geographical contexts and chronological periods.

LO2 Recognise and appropriately handle a range of archaeological artefacts and materials.

LO3 Identify the relevance of scientific techniques in archaeology.

LO4 Apply basic field archaeology methods and interpretation.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

LO5 Assess theories that relate to past societies from a range of geographical contexts and chronological periods.

LO6   Demonstrate practical archaeology skills.

LO7   Review archaeology in its broader cultural and legislative frameworks.

LO8   Apply scientific techniques and theories relevant to archaeology.

LO9   Articulate the relevance of archaeology for contemporary society.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

LO10 Critically evaluate theories that relate to past societies from a range of geographical contexts and chronological periods.

LO11 Critically evaluate scientific techniques and theories relevant to archaeology.

LO12 Critically evaluate the processes involved in the creation and dissemination of archaeological knowledge.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

LO13 Design and complete a substantial work of independent research.

Curriculum

Stage 1

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
4	Scientific Frameworks	Core	20	2	ARC4013-B
4	Themes in World Archaeology and Heritage	Core	20	2	ARC4024-B
4	Introduction to Archaeological Methods	Core	20	1	ARC4018-B
4	British Archaeology and Heritage	Core	20	1	ARC4025-B
4	Biological Anthropology: From Human Evolution to Forensic Anthropology	Core	20	1	ARC4021-B
4	Field Recording Skills	Core	20	2	ARC4022-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 2

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
5	Heritage Management with GIS	Core	20	2	ARC5016-B
5	Archaeological Practice	Core	20	NSYR	ARC5035-B
5	Interpreting the Past	Core	20	1	ARC5025-B
5	Understanding Artefacts	Option	20	1	ARC5026-B

5	Prehistoric Societies	Option	20	1	ARC5027-B
5	Celts, Anglo-Saxons and Vikings	Option	20	2	ARC5028-B
5	Bioarchaeology: Humans, Plants and Animals	Option	20	2	ARC5029-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

Placement or Study Abroad (4-year programme)

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Students wishing to take this option will be registered for the 4-year programme.

Students registered on the 4-year programme who successfully progress to stage 3 at the stage 2 board of examiners will be eligible to take the placement year or study abroad. Students who progress to stage 3 but have a referral in one or more modules will not normally be able to go on placement or study abroad, particularly if that referral requires attendance. In such cases students on the 4-year course should discuss options with the Placement Tutor.

FHEQ Level	Module Title	Type	Study Period	Module Code
5	Placement	Option	FLYR	ARC5013-Z
5	Study Abroad Experience	Option	FLYR	ARC5014-Z

On successful completion of ARC5013-Z, students will be eligible for the award of University Diploma in Professional Studies.

On successful completion of ARC5014-Z, students will be eligible for the award of University Diploma in Professional Studies (International).

For further information about study abroad opportunities please refer to
https://www.brad.ac.uk/study/abroad/

Stage 3

FHEQ Level	Module Title	Type	Credits	Study Period	Module Code
6	Dissertation	Core	40	1&2	ARC6025-D
6	Advanced Archaeological Practice	Option	20	NSYR	ARC6038-B
6	Current Research in Archaeological Sciences	Core	20	2	ARC6029-B
6	Bones, Bodies and Burials	Option	20	1	ARC6030-B
6	Archaeology and Heritage in Contemporary Society	Core	20	2	ARC6039-B
6	Landscapes, Climate and Society	Option	20	1	ARC6032-B

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed 120 credits at level 4, 120 credits at level 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

The School of Archaeological and Forensic Sciences has developed its programmes around the principles of inclusivity and diversity, offering student choice and direction in learning, and development of autonomous skills. Our programmes integrate assessment for learning, in which learning sessions, assessment activities, intended outcomes and employability relevance are closely correlated and supported by formative feedback, aimed at student development.

Teaching on programmes across the School of Archaeological and Forensic Sciences incorporates innovative practice and technologies. We undergo regular formal review both by the University of Bradford and our professional accrediting bodies to assure high standards in our teaching quality and maintain relevancy in our subject material and professional context. Our teaching occurs on a foundation of trust and expectation; we expect and trust that students participate and engage with all learning and teaching activities, whether they occur on campus or online, and students can expect and trust that staff will create engaging and productive learning and teaching environments. The learning and teaching strategy takes into consideration the learning outcomes, progression through the levels of study, the nature of the subject and the student intake, and the need for students to take greater responsibility for their own learning as they progress through the programme. Stage 1 is introductory, introducing you to a range of archaeological periods, regions and materials and the development of archaeology as a discipline. Practical modules allow the student to handle real archaeological materials and explore methods of field survey and the principles of stratigraphy. You will also be introduced to the main scientific techniques used in modern archaeology.

Stage 2 develops critical thinking and offers an element of optionality. Choice of fieldwork locations are allocated by a CV and letter of application, providing valuable career skills. Projects will provide first-hand experience of excavation, recording, and other practical skills, under supervision. A strong grounding in key theoretical perspectives in archaeology is given in Stage 2. You will logically follow the excavation stage and the processes needed to understand archaeological artefacts and how they inform wider archaeological debates, as well as examine the legal, financial, ethical and socio-political contexts of the discipline. Optional modules complement the core modules examining scientific issues and cultural archaeology in a range of geographical regions, time periods and themes.

Stage 3 promotes specialisation and core discipline knowledge through a combination of compulsory and optional modules. Some core modules bring together final year students on the BSc Archaeology and BA Heritage and Archaeology programmes, enabling discourse and an enrichment of perspective provided by the dialogue between the arts/humanities, vocational and scientific approaches. Optional modules allow specialisation in different topics. The degree culminates in a substantial dissertation, developing critical thinking and demonstrating individual research capacity.

A blended learning approach incorporates hands on learning with online content, benefiting from external expertise to complement University of Bradford staff across synchronous and asynchronous teaching sessions and mixed media formats. We pride ourselves on our research-informed teaching, where our lecturers are active, world-leading researchers in the fields of heritage, archaeology, and related disciplines (including interdisciplinary research).

Student choice is further facilitated within the degree through optionality within some module assignments. This allows selection of topic and subject for coursework during certain modules, allowing diversity of focus in learning material, development of autonomous learning, and self-selection of degree focus.

Assessment Strategy

The assessment strategy is designed to similarly support the learning outcomes of the programme and each specific module. A wide range of formative and summative assessment methods are used, including essays, portfolios, worksheets, critiques, laboratory reports, group-work, poster (in the placement year), oral presentations, research designs, reflective journals and examinations. The research design and dissertation develop your ability to undertake independent research and plan this research effectively. Our assessments replicate real-world situations and demands, including the need for high-level writing skills and oral presentation. Assessment demands increase at the appropriate rate for each level of the programme.

Formalised formative assessment opportunities are available on a selection of modules across all stages of the degree, to offer informative feedback on specific assignments. Additionally, within our school learning and teaching philosophy, formative feedback encompasses much more, including: discussions during lectures, seminars and tutorials; during practical and laboratory activities; verbal comments after presentations; and many other situations throughout your degree. A key skill that you will develop during the degree is the ability to identify feedback beyond that given as written comments on submitted assignments; in fact, the most beneficial feedback you will receive is that given prior to assignments, allowing you to reflect and adapt, rather than just formal written feedback after assignments have been submitted and marked.

Assessment Regulations

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

www.bradford.ac.uk/regulations

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Entrance requirements for each programme will vary but consideration of each student's application will be based on a combination of formal academic qualifications and other relevant experience.

A typical offer to someone seeking entry through the UCAS main scheme would be 112 UCAS points (BBC). There are no specific subject requirements at A level, as many subjects form a good foundation for archaeology. We require GCSE English at grade C (level 4), or equivalent. Applications are welcome from mature students (those over 21 years of age on entry) and from candidates with non-standard qualifications, for example BTEC Extended Diploma (typical offer DMM), Scottish Higher or Irish Leaving Certificate, International Baccalaureate or Access to Higher Education Diploma (typical offer 112 points with at least 45 level 3 credits at Merit) or, lacking academic qualifications, having significant relevant experience.

In addition, students whose first language is not English must have a Minimum IELTS of level 6.0, with no sub-test less than 5.0, or the equivalent.

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	Annual changes for 2021 academic year	May 2021
2	Annual changes for 2022 academic year	March 2022
3	Annual changes for 2023 academic year	May 2023