

## Programme Specification

1	<b>Awarding body</b>	University of London				
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>				
3	<b>Programme Title(s)</b>	<b>MA Archaeological Practice</b>				
4	<b>Programme Code(s)</b>	TMAARCHP_C				
5	<b>UCAS code (if applicable)</b>	N/A				
6	<b>Home Department</b>	History, Classics and Archaeology				
7	<b>Exit Award(s)</b>	PG Cert, PG Dip				
8	<b>Duration of Study (number of years)</b>	1 year full-time; 2 years part-time				
9	<b>Mode of Study</b>	FT	x	PT	x	DL
10	<b>Level of Award (FHEQ)</b>	7				

11	<b>Other teaching depts or institution</b>	N/A				
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A				
13	<b>QAA Benchmark Group</b>	N/A				

14	<b>Programme Rationale &amp; Aims</b>	<p>This programme introduces students to the major techniques, principal bodies of evidence, research themes and concepts deployed in the discipline of archaeology. Students develop a critical understanding of how contemporary archaeologists think, draw and write about archaeology. The curriculum addresses the perceived divide between theory and practice in archaeological fieldwork and cultural resource management. It aims to produce a new kind of professional, who is theoretically aware while grounded in the craft of archaeology. In doing so, the programme will develop students' capacity for interdisciplinary and innovative research in the field, based on a more critical and integrated study of landscape, architecture and material culture. Context, and an engagement with its material and historical conditions, is crucial to this work-based training. London is key to the history of archaeology in Britain, and this programme explores that history from the public outcry for archaeological intervention after Second World War bomb damage, to modern developer-funded archaeology. Practice-based teaching will focus on the archives of the Museum of London and the collections held in The British Museum.</p>				
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15	<b>Entry Criteria</b>	Second-class honours degree in a humanities subject and references				
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16	<b>Learning Outcomes</b>	<p>Successful candidates will be able to:</p> <p>Subject Specific:</p> <ol style="list-style-type: none"> <li>1. an awareness of contemporary archaeological practice</li> </ol>				
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	<p>2. an understanding of the range of skills and techniques required for archaeological prospection, excavation and post-excavation</p> <p>3. an understanding of the methodologies used in the analysis and interpretation of data</p> <p>4. to use archaeological material remains to form interpretations about past societies</p> <p>5. to use environmental data to form interpretations about past environs, flora and fauna and discuss their influence on past societies</p> <p>6. an appreciation of the philosophy and practice of experimental archaeology</p> <p>7. the ability to record and produce plans of standing buildings</p> <p>8. an ability to evaluate the presentation of individual sites and monuments</p> <p>Intellectual:</p> <p>9. the ability to carry out effective evaluations of information, data, documentation, and material remains</p> <p>10. the use of critical reasoning</p> <p>11. the development of analytical skills</p> <p>12. the ability to synthesise different types and quantities of data and information</p> <p>13. the ability to tackle complex problems and select the appropriate evidence to solve them</p> <p>Practical:</p> <p>14. improved level of IT skills and computer literacy through experiences with databases, GIS, spreadsheets, word processing and internet</p> <p>15. ability to manipulate and assess large quantities of quantitative data</p> <p>16. to collect, process and present data</p> <p>17. to design and implement questionnaire-based survey</p> <p>18. to produce publication standard plans and illustrations</p> <p>19. to carry out documentary-based research</p> <p>Personal and Social:</p> <p>20. the ability to work successfully in teams</p> <p>21. the ability to work successfully on an independent basis</p> <p>22. to develop presentation skills</p> <p>23. to develop organisational skills</p> <p>24. to master time-management</p>
17	<p><b>Learning, teaching and assessment methods</b></p>
	<p>Teaching includes classroom lectures and seminars, as well as practical sessions in laboratories, museums, and in the field. Teaching also makes use of appropriate technologies including Moodle. In accordance with existing school guidelines, assessment of postgraduate Level 7 modules is entirely by submitted essay work, and by a dissertation of 15,000 words. Candidates must take and pass the core course and three optional modules in order to progress and to graduate. Students are permitted to retake a module if the performance in assessed coursework was inadequate in the first attempt. The final classification will be based upon all</p>

modules, equally weighed. All coursework is marked by the relevant module tutor and second marked by a member of the programme's teaching staff.

**18 Programme Description**

The programme consists of four taught modules and a dissertation. All students take the compulsory module 'Themes and Concepts in Archaeology' in the first term of their degree. They then have a choice of a further three option modules (taken across two years for the part-time degree, or within one year for the full-time degree). There is also skills training in preparation for the dissertation in the first part of the summer term; students received one-to-one supervision for their dissertation research, and the dissertation is then submitted at the end of September in the year in which the degree is completed.

Option modules for Archaeological Practice may include:

- Field school: Buried Humanities (SSHC352S7)
- Frameworks for Archaeology: Curatorial Archaeology in England (SSHC255S7)
- Archaeological Architecture (SSHC259S7)
- Material Worlds (SSHC353S7)
- Between Words and Walls: Housing in the Graeco-Roman World (SSHC295S7)
- From Temples to Museums: Post-Classical Encounters with Classical Antiquities (SSHC227S7)
- The Edge of Empire: The Archaeology of Roman Frontiers (SSHC064S7)
- The City of Rome: Ancient to Medieval (SSHC063S7)

**19 Programme Structure**
**Full Time programme**
**Year 1**

Level	Module Code	Module Title	Credits	Status
7	SSHC358S7	Themes and Concepts in Archaeology	30	Compulsory
7		(Option 1)	30	Optional
7		(Option 2)	30	Optional
7		(Option 3)	30	Optional
7	SSHC027D7	Dissertation	60	Core

**Part Time programme**
**Year 1**

Level	Module Code	Module Title	Credits	Status
7	SSHC358S7	Themes and Concepts in Archaeology	30	Compulsory
7		(Option 1)	30	Optional
7		(Option 2)	30	Optional

**Year 2**

Level	Module Code	Module Title	Credits	Status
7		(Option 3)	30	Optional
7	SSHC027D7	Dissertation	60	Core

20	<b>Regulations</b>
	<ul style="list-style-type: none"> <li>• <b>Admissions</b> This programme adheres to the College Admissions Policy: <a href="http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf">http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</a></li> <li>• <b>Credit Transfer</b> Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning <a href="http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf">http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf</a></li> <li>• <b>Programme Regulations</b> This programme adheres to the College Common Awards Scheme <a href="http://www.bbk.ac.uk/registry/policies/regulations">http://www.bbk.ac.uk/registry/policies/regulations</a></li> <li>• <b>Programme Specific Regulations (or not applicable)</b> N/A</li> </ul>
21	<b>Student Attendance Framework – in brief</b>
	<p>The full version of the ‘Student Attendance Framework’ is available <a href="http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf">http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf</a> .</p> <p><b>Principle</b> Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p><b>Attendance expectation</b> Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p><b>E-Registers</b> All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
22	<b>Student Support and Guidance</b>
	<p>All Birkbeck students have access to a range of student support services, details can be found on our website here: <a href="http://www.bbk.ac.uk/mybirkbeck/services/facilities">http://www.bbk.ac.uk/mybirkbeck/services/facilities</a></p>
23	<b>Methods of Enhancing Quality and Standards</b>
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback,</p>

	<p>student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website <a href="http://www.bbk.ac.uk/registry/about-us/operations-and-quality">http://www.bbk.ac.uk/registry/about-us/operations-and-quality</a></p>
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24	<b>Programme Director</b>	Dr Lesley McFadyen
25	<b>Start Date</b> ( <i>term/year</i> )	Autumn 2012
26	<b>Date approved by TQEC</b>	Spring 2012
27	<b>Date approved by Academic Board</b>	Summer 2012
28	<b>Date(s) updated/amended</b>	October 2017