

## University of Cambridge: Programme Specifications

Every effort has been made to ensure the accuracy of the information in this programme specification. Programme specifications are produced and then reviewed annually by the relevant teaching faculty or department and revised where necessary. However, we reserve the right to withdraw, update or amend this programme specification at any time without notice.

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### ADVANCED DIPLOMA IN ARCHAEOLOGY

1	<b>Awarding Body</b>	University of Cambridge
2.	<b>Teaching Institution</b>	Institute of Continuing Education
3.	<b>Programme endorsed by</b>	Faculty of Archaeology and Anthropology
4.	<b>Name of Final Award</b>	Advanced Diploma in Archaeology
5.	<b>Programme Title</b>	Archaeology
6.	<b>JACS code</b>	V400
7.	<b>Benchmark Statement(s)</b>	Archaeology
8.	<b>Qualifications Framework Level</b>	FHEQ Level 6
9.	<b>Date of Revision of Programme Specification</b>	February 2009
10.	<b>Last Reviewed</b>	November 2010

An **Advanced Diploma in Archaeology** is proposed by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6 (HE levels 1, 2 and 3), offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

Applicants seeking entry to Public Programmes courses at FHEQ Level 6 should normally be able to demonstrate significant previous study in disciplines cognate to the course to which they have applied. Academic experience up to and including the second year of undergraduate study in a cognate discipline, for example, the Diploma of Higher Education (made up of the two Diplomas CE offered by ICE) or an equivalent qualification, will normally be regarded as a minimum requirement. Applicants who have undertaken significant work at an appropriate level in this field, but who lack the appropriate academic qualifications may, however, also be considered, and may be asked to submit a piece of written work as part of conditions for their entry to the course.

The Advanced Diploma will be directed and taught by Dr Gilly Carr, University Lecturer with responsibility for Archaeology, assisted where required by Supervisors chosen from ICE's Tutor Panel, all of whom are assessed under quality assurance procedures approved by the General Board. It is a requirement of Panel membership that tutors should have academic qualifications and specialised expertise in their discipline appropriate to the teaching which they are invited to undertake, as well as experience in teaching adult learners with widely differing levels of academic experience and expertise. Academic responsibility for monitoring the performance of individual tutors working within the Advanced Diploma in Archaeology rests with Dr Carr.

## **Aims of the Programme**

The course aims to:

- provide a one-year course offering academic grounding in research skills in archaeology through a research project which will enable students to investigate aspects of the discipline in which they have developed an interest;
- offer an opportunity to develop research skills to those who wish to undertake a higher level qualification but do not wish to undertake a longer-term course such as a Master's degree;
- provide an entry route for progression into a Master's degree for individuals who would benefit from study at that level but who are not, at this stage, appropriately qualified;
- develop in students an understanding of the concepts, processes and skills required for researching an analytical question relating to archaeology;
- help students to place their research within the context of the wider academic literature to which their interests relate, and to understand the importance of developing arguments which explain relationships between a specific question and general theoretical concepts, issues and debates;
- encourage in students the development of appropriate critical skills, especially: evaluating the work of other researchers; identifying and evaluating appropriate primary data and secondary material; and identifying and evaluating appropriate methods of analysis, interpretation, and evaluation;
- support students in undertaking and completing a dissertation of between 10,000 – 12,000 words.

## **Learning Outcomes of the Programme**

### *Knowledge and understanding*

By the end of the Advanced Diploma, within the constraints of the course, students should have:

- acquired critical, in-depth knowledge of their selected sub-field of archaeology;
- gained a critical awareness of how changing theoretical positions have influenced the manner in which archaeological data within their chosen speciality is collected, analysed and interpreted;
- gained a critical ability to evaluate the diverse sources of evidence used by archaeologists within their chosen specialised area;
- gained an understanding of the concepts and application of scientific methods used in collecting, analysing and interpreting archaeological data in their specialised area of research (where relevant);
- analysed and applied scientific information, integrating chronometric, environmental and materials science data with archaeological models where relevant to their data;

### *Critical skills*

At the end of the Advanced Diploma, students should be equipped to:

- plan, design, execute and report on an extended personal research project in a dissertation of 10,000 – 12,000 words a programme of primary research relating to an archaeological problem, working independently.

- demonstrate autonomy in planning and managing resources within broad guidelines;
- demonstrate a critical evaluation of research strategies, primary and secondary sources, research methods and methodologies and the wider literature.
- expand their knowledge and critical in-depth understanding of their selected sub-fields of archaeology;
- evaluate and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems;
- discover, recognise and evaluate the archaeological significance of material remains and landscapes;
- interpret spatial data, integrating theoretical models, traces surviving in present-day landscapes and excavation data;
- observe and describe different classes of primary archaeological data, and objectively record their characteristics;

### **Teaching and Learning Methods**

The course focuses on research methods bringing together students' own interests in a particular archaeological period, class of evidence, geographical area and site(s) with a programme of independent study, guided by five supervisions, and culminating in a dissertation of 10,000 – 12,000 words.

Students' work is undertaken in six stages which are designed to familiarise them with archaeological theories, concepts and debates and their application to a problem in archaeology, and to teach them the elements of constructing a research proposal, putting together and managing a research timetable, as well as the essential, skills and methods of the research process, and the writing of a logical and well-argued dissertation. The assignments are carefully structured to follow the stages of the research process.

Each of the five assignments is followed by a supervision. Supervisions are supplemented by written general and detailed comments on the assignments and by a limited volume of advice by telephone and e-mail.

Students are eligible for borrowing rights in the University Library and in the Haddon Library of the Department of Archaeology. On request they may have a letter of introduction for university or college libraries for the area in which they live. Generic learning resources are available on the Institute's Virtual Learning Environment.

### **Assessment Methods**

- Five formative assignments, each of which must be completed in order to pass the course;
- A summative dissertation of 10,000 – 12,000 words, inclusive of bibliography and exclusive of appendices.

Although the five formative assignments are required, the award of the Advanced Diploma is made on the basis of the dissertation.

In addition, students will be expected to attend all supervisions.

### **Programme Structure**

The course will be a named advanced diploma, a nationally recognised qualification which is equivalent to 120 credits at FHEQ Level 6. The Advanced Diploma is equivalent to the third year of an undergraduate degree.

The course is undertaken with the support and guidance of a Supervisor. The five assignments, five supervisions and dissertation form the framework for the course. The periods between assignments demonstrate some flexibility, but the whole course cannot be extended beyond 36 weeks after the first supervision except in exceptional circumstances and with prior agreement with Dr Gilly Carr and the Programme Manager.

The five assignments (each between 3,000 and 3,500 words) are formative. The final (summative) assignment is a dissertation of 10,000 – 12,000 words.

## **Delivery**

This course is offered over nine months but has the possibility of up to six months' extension, if there are mitigating circumstances.

## **Programme Requirements**

The course is targeted at:

- those who wish to gain the a qualification at FHEQ 6 in Archaeology
- those seeking entry to a Master's degree but who are not yet appropriately qualified.
- those engaged in working in all aspects of archaeology, whether directly or indirectly, and whether as professionals or volunteers, who wish to undertake their own research project;
- those seeking entry to a Master's degree but who are not yet appropriately qualified.

## **Progression**

Successful completion of the Advanced Diploma will require students to demonstrate the appropriate level of achievement against the learning outcomes of the Advanced Diploma as a whole. The minimum criteria for achieving a pass at FHEQ Level 6 are outlined in the *ICE Student Handbook*.

Students who have completed the Advanced Diploma to an appropriate standard may be able to progress to Master's degrees such as the MPhil in Archaeology in the Department of Archaeology (which is available in a number of different aspects of the discipline), or to Master's degrees which are currently offered by a number of other universities.

Credit awarded by the Institute can be transferred into the degree programmes of other higher education providers. The amount of credit which can be transferred into degree programmes varies from institution to institution and is always at the discretion of the receiving institution.

## **Employability**

Students completing this Advanced Diploma will have demonstrated high levels of motivation and personal commitment through part-time study. They will also have gained and demonstrated a number of valuable transferable skills, including:

- The capacity to analyse and critically examine diverse forms of archaeological evidence
- The ability to marshal and critically appraise other people's arguments.
- The ability to produce logical and structured arguments supported by relevant evidence

- The ability to make critical and effective use of information retrieval skills at an intermediate level, using paper-based and electronic resources.
- General problem-solving as an intellectual exercise, with critique, analysis and synthesis as key components.
- Oral and written presentation skills, using diverse approaches to presentations, discussions within specific contexts, listening to others, and responding to critique.
- The capacity for independent work requiring initiative, motivation and resourcefulness in the context of formal deadlines – time management, project management, and organisation of events.

## **Managing Teaching Quality and Standards**

The teaching quality and standards of the course will be monitored throughout by Dr Gilly Carr, who will report annually to the Subject Moderation Panel, consisting of the internal, university and external moderators and other Faculty and ICE members as agreed by the Education Committee.

## **Student Support**

Academic advice to students taking Public Programmes courses is available both before and after they have registered for a course: first, from Dr Gilly Carr and, once the course has begun, from the course director and/or the course tutor.

Administrative enquiries are dealt with by Academic Programme Managers.

All students are provided at the start of a course with the ICE Student Handbook.