

University of Cambridge: Programme Specifications

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UNDERGRADUATE ADVANCED DIPLOMA IN ARCHAEOLOGY

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education *
3	Accreditation details	120 credits at FHEQ Level 6
4	Name of final award	Undergraduate Advanced Diploma in Archaeology
5	Programme title	Undergraduate Advanced Diploma in Archaeology
6	UCAS code	N/A
7	JACS code(s)	V400
8	Relevant QAA benchmark statement(s)	2007 Subject benchmark for Archaeology
9	Qualifications framework level	FHEQ Level 6 part-time
10	Date specification produced/ last revised	April 2012
11	Date specification last reviewed	November 2010

* Cognate Faculty endorsement provided by Human, Social and Political Science (Division of Archaeology)

The Undergraduate Advanced Diploma in Archaeology will be delivered by the University of Cambridge Institute of Continuing Education (ICE), as part of its credit-bearing programme at FHEQ levels 4, 5 and 6, 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.

The Undergraduate Advanced Diploma in Archaeology will be directed and taught by Dr Gilly Carr, ICE's UTO 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 supervisors should have academic qualifications and specialised expertise in their discipline appropriate to the supervision that they are invited to undertake. Academic responsibility for monitoring the performance of individual supervisors rests with Dr Gilly Carr.

Programme structure

The course is a part-time named Undergraduate Advanced Diploma, equivalent to 120 credits at FHEQ level 6, the third year of an undergraduate degree and is undertaken over two years with the support and guidance of a supervisor.

Programme Overview

The two assignments, six supervisions spread across the period of study as appropriate, and the dissertation, form the framework for the course. The periods between assignments demonstrate some flexibility. The two summative assignments (each between 3,000 and 4,000 words) are completed in the first six months of the course. The final dissertation of between 10,000 – 12,000 words is submitted 12 months later.

Programme details

The dissertation proposal submitted by the student will be used both as a method of application for the advanced diploma and as a basis for discussion in the first supervision. During this first meeting, the proposal will be honed, where necessary and appropriate, and in negotiation with the supervisor, to make it a wholly viable project.

The theme of the first two assignments in the first year of study will be chosen by the tutor in discussion and negotiation with the student and must be approved by the Course Director. They will likely be on the wider theme of the dissertation and will be chosen with the aim of providing the student with a firm foundation to carry out their dissertation research.

Educational aims

The programme aims to:

- provide an 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 two assignments with a combined total of 6,000 - 8,000 words and a dissertation of between 10,000 – 12,000 words.

Learning outcomes

Knowledge and understanding

By the end of the Advanced Diploma, within the constraints of the course, students should demonstrate that they 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 demonstrate that they are equipped to:

- plan, design, execute and report on an extended personal research project in two assignments of 6,000 – 8,000 words and 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 methods

The course will begin with a mandatory induction day including introduction and guidance to both subject specific and generic research and study skills. Teaching and learning on the course will then be delivered through a combination of six personal supervisions supplemented by communication through the Institute's virtual learning environment (VLE) and progression through written formative and summative assignments (see also Assessment Methods, below).

Students are expected to attend all supervisions.

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 six supervisions, and culminating in two extended essays of 6,000 – 8,000 words and a dissertation of 10,000 – 12,000 words.

Students' work is undertaken in a series of 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. Formative and summative assignments are carefully structured to follow the stages of the research process.

Supervisions are supplemented by written general and detailed comments on the assignments and by a limited volume of advice by telephone via the VLE.

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

The course is assessed through:

- Formative assignments, each of which must be completed in order to pass the course
- Summative assignment(s) amounting to 6-8,000 words, or their equivalent, inclusive of references and footnotes and exclusive of bibliography,
- A summative dissertation of 10-12,000 words, or their equivalent, inclusive of references and footnotes and exclusive of bibliography,

The word length specified for the assignment(s) and dissertation is inclusive of references in the main body of the text of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and of any abstract, list of contents or abbreviations that may be included at the beginning or end of the assignment.

Additional raw data collected by the student and not available in published form, should be presented in appendices after discussion with the supervisor.

The final mark will be a composite of the marks for the assignments and the dissertation, weighted 30% and 70% respectively. However, it is necessary to achieve a pass mark of 40% or above both the assignments and the dissertation.

Entry and/or progression requirements

Applicants seeking entry to ICE 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, a Diploma 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 the conditions for their entry to the course.

The Advanced Diploma will equip students for further study in the field of Archaeology, or related disciplines. Students who have completed an Undergraduate Advanced Diploma to an appropriate standard may be able to progress to Master's degrees.

Credit awarded by the Institute can be transferred into the degree programmes of some 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.

Student support

Academic advice to students taking ICE courses is available both before and after they have registered for a course: first, from the appropriate member of the academic staff and, once the course has begun, at the induction day and also from their appointed supervisor. Communication channels with academic staff and with fellow students are provided by the ICE virtual learning environment, which also holds generic and subject specific learning resources. Students have borrowing rights in the University Library and can access the library's online resources. On request they may have a letter of introduction for university or college libraries for the area in which they live.

Administrative enquiries are dealt with by Academic Programme Managers.

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

Graduate employability and career destinations

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.

Management of 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. The report of the moderating External Examiner is made available to all students on the course via the Institute's virtual learning environment.

Quality indicators

The teaching quality and standards of the unit will be monitored throughout by the Course Director in line with the QAA 2007 Subject Benchmark Statement for Archaeology. The Course Director will report annually to the Subject Moderation Panel consisting of the internal, university and external moderators plus other Faculty and ICE members as agreed by the Education Committee.

Links to further information

Further information for applicants is available at www.ice.cam.ac.uk