

## Programme Specifications

### ARCHAEOLOGICAL AND ANTHROPOLOGICAL TRIPOS

<b>1</b>	<b>Awarding body</b>	University of Cambridge
<b>2</b>	<b>Teaching institution</b>	Faculty of Human, Social and Political Sciences
<b>3</b>	<b>Accreditation details</b>	n/a
<b>4</b>	<b>Name of final award</b>	Bachelor of Arts (Honours)
<b>5</b>	<b>Programme title</b>	Archaeological and Anthropological Tripos
<b>6</b>	<b>UCAS code</b>	LV64 BA/AA
<b>7</b>	<b>JACS code(s)</b>	L600, V400
<b>8</b>	<b>Relevant QAA benchmark statement(s)</b>	Archaeology; Anthropology
<b>9</b>	<b>Qualifications framework level</b>	6 (Honours)
<b>10</b>	<b>Date specification produced/ last revised</b>	July 2014
<b>11</b>	<b>Date specification last reviewed</b>	July 2014

The Archaeological and Anthropological Tripos is taught at the Faculty of Human, Social, and Political Science. Teaching is provided in the main by three Divisions, those of Archaeology, Biological Anthropology and Social Anthropology.

Undergraduate students on the Tripos all study a common Part I course (see below), but for Parts IIA and IIB (in the second and third year), specialise by studying one of the three disciplines on offer through that Division. Within the following Specification for the course there are subdivisions under subject headings to indicate the individual practices and philosophies adopted by each of the Divisions.

#### Programme structure

##### **Part I**

In 2013-14, Part I of the Archaeological & Anthropological Tripos was not offered; students entered Part I of the Human, Social, and Political Science Tripos.

##### **Part II**

Note that 2014-15 will be the first year of Part IIA on the Human, Social, and Political Sciences Tripos, and only Part IIB of the Archaeological & Anthropological Tripos will be offered.

In the second and third years students specialise in either Archaeology (including Assyriology and Egyptology options), Biological Anthropology or Social Anthropology. They take a range of papers offered by their "home" Division, and can opt for one paper (or two-half papers) offered by another Division.

### *Part IIB Archaeology*

In Part IIB, for the Archaeology option (Option 1) there are two compulsory papers in Theory and Practice, and then the student may choose another two or three from a further 19 option papers. Each student must take examinations in four subjects, plus either a fifth examination paper (taken from the same list of option papers) or a dissertation.

For students taking the Assyriology and/or Egyptology options (Options 2-4) a language paper is compulsory along with the corresponding regional archaeology paper, with either two further regional papers or one regional paper and one of the core Archaeology papers, or instead of one of these a dissertation.

### *Part IIB Biological Anthropology*

At Part IIB level, the study of Biological Anthropology is pursued through a core course which examines how evolutionary and biological anthropology is carried out in theory and in practice, and through the detailed study of special subjects in the discipline. This year represents a clear progression and deepening of specific knowledge in the field and cognate areas. The course consists of one core paper, multiple Optional Papers selected from a range of 10-12 choices, and/or a dissertation.

### *Part IIB Social Anthropology*

The Part IIB programme aims to broaden and deepen the knowledge previously acquired, to provide the opportunity for regional specialisation and dissertation research, and to give students access to innovative teaching informed by the recent research of the academic staff. Candidates take five papers or four papers and a dissertation. The compulsory part of the programme consists of two core papers in Social Anthropology (the topics complement one another and vary every few years). Students choose one specialised Ethnographic Area paper from a current range of eight regions and one Optional Paper chosen from a current list of nine themes. They may also choose to do a dissertation, and if not, they select a further paper from the list of Optional Papers.

## **Educational aims**

### *Part II Archaeology*

The Division of Archaeology is the principal institution providing archaeological teaching within the University of Cambridge at the undergraduate, MPhil and PhD levels. It also draws upon the resources of several other Faculties in the University of Cambridge to optimise its teaching programme, including Classics, and Geography.

### *Divisional Aims*

- to provide education of the highest calibre in archaeology, and in the languages and culture of Egypt and Mesopotamia, at both the undergraduate and graduate level;
- to enable students to attain a critical appreciation of archaeology and the human past;
- to equip students with confidence in critical thinking and in a wide range of intellectual skills, taking advantage of archaeology's unusually broad range across the humanities and sciences, and its diverse interdisciplinary links;

- to continue to attract outstanding students from varied backgrounds and to equip them as future leaders of archaeology and heritage management around the world and as versatile graduates in a range of professions;
- to encourage and pursue archaeological research of the highest quality, and to maintain Cambridge's position as one of the world's leading centres in archaeology;
- to maintain the highest academic standards in undergraduate and graduate teaching and to keep open the channels between current research and curriculum design.

The primary focus of the undergraduate teaching programmes falls in the following subject areas:

- Archaeological Theory and Practice;
- Archaeological Science (including geoarchaeology, zooarchaeology, osteology, archaeobotany, isotopic analyses, archaeo-genetics, materials technology, geographical information systems and remote sensing);
- World Archaeology (including a variety of courses on the prehistory of the Near East, Mesopotamia, Africa, Britain, Europe and the Americas, and the Historic periods of Britain, Europe and Scandinavia).
- the principal languages of ancient Egypt and Mesopotamia (Akkadian and Sumerian) and their literature, culture and history.

### *Part II Biological Anthropology*

The Department of Biological Anthropology is the principal provider of undergraduate, MPhil and PhD level teaching in human evolution, human ecology, human and primate molecular genetics and primate behaviour. As such it provides teaching to Archaeology & Anthropology students over three years, as well as to Natural Scientists (NST) in their first year (Part IA Evolution & Behaviour), and Medical and Veterinary (MVST) and NST students in their final year. The MVST students either follow the full course as Biological Anthropology Part IIB candidates, or they can take single paper options within the Natural Science Part II Tripos. The Division has an Academic Coordinator Part II, and for each of the graduate programmes. There are also 'Paper Coordinators', who are responsible for the organisation of the teaching courses provided by the Division in preparation for each examination paper. Teaching within the department occasionally draws on resources from Archaeology, Social Anthropology, Anatomy, Zoology and Genetics, as well as from other institutions to optimise its diversity and teaching quality.

### *Divisional Aims*

- To provide information on human biology, ecology and evolution sufficient to allow for the advanced exploration of concepts and theories in the field of study;
- To enable a critical and synthetic understanding of human adaptation, evolution and diversity;
- To provide a comprehensive ecological, behavioural and evolutionary perspective on the non-human primates, and to be able to critically relate this understanding to human adaptations.
- To develop quantitative skills and facilitate the manipulation, assessment and interpretation of data in the human and biological sciences;
- To stimulate independent analysis, both quantitative and qualitative, of concepts and issues in biological anthropology;
- To develop the interactive exchange of ideas and problem-solving methods between cohorts of students, as well as with staff, in combination with College-based teaching;
- To explore new styles of learning, from conventional class based lectures to individual explorations in laboratories, museums, or field environments.

At Part IIB, the aims are to develop an in-depth perspective on human biology, behaviour and adaptations integrating the biology with a whole organism approach, as well as a detailed understanding of patterns and processes in human evolutionary history.

### *Part II Social Anthropology*

The Division has a teaching staff of twelve, including a Head of Division, an Undergraduate Education Committee Chairman, and an Undergraduate Advisor, to respond to student queries. There are also 'Paper Co-ordinators', who are responsible for the organisation of the teaching courses provided by the Division in preparation for each examination paper.

#### *Divisional Aims*

- to provide an excellent education in Social Anthropology and associated subdisciplines, informed by current research;
- to provide a stimulating environment in which students may realise their intellectual potential;
- to provide, in collaboration with Colleges, an integrated system of learning and teaching which can be tailored to the needs of individual students;
- to help students develop a range of intellectual abilities, writing and investigative skills, and qualities of mind that will enable them to make a significant contribution in their chosen careers and walks of life;
- to develop a critical awareness and understanding of human social and cultural diversity.

### **Learning outcomes**

#### Knowledge and understanding

##### Part II<sup>1</sup>

#### *Archaeology*

By the end of the third year (Part IIB) students are expected to have:

- consolidated their understanding of the history, theory and practice of archaeology, and placed it in the context of a wider awareness of archaeology of different regions of the world;
- expanded their knowledge and critical in-depth understanding of their selected sub-fields of archaeology;
- in the Assyriology or Egyptology option, reached a level of language competence enabling them to consider starting text-based research on linguistic or cultural topics

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<sup>1</sup> Students normally enter from Part I of the Archaeological & Anthropological Tripos. They may exit at the end of Part I (first year) or they can continue to Part II (second and third years). Students from other Triposes may also enter the IIA course with the agreement of the College Director of Studies (in some cases with the requirement of a 2.1 in Part I.) In either case, students are expected to start Part IIA with some knowledge of the subject. This may derive from the Part I in Archaeology and Anthropology or the Part I in Politics, Psychology, and Sociology (both of which have papers in Social Anthropology), or from preparatory reading courses designed by College Directors of Studies for students changing into the subject from other Triposes. Students normally progress from Part IIA to part IIB and do not exit from the course after the second year. It is a requirement that Part IIA be passed in order to enter Part IIB.

- had the option of completing a largely self-motivated study of an archaeological problem, either through intensive library work and/or as a hands-on project.

The educational emphasis of this final year is thus upon consolidating and adding further depth to knowledge and understanding, and opening the way to self-directed and self-motivated study and analysis. The latter are most developed through individual practical projects and/or the dissertation research and presentation.

### *Biological Anthropology*

By the end of the third year (Part IIB) students are expected to have:

- advanced their detailed knowledge of human biology, behaviour and evolution;
- understood the genetic and behavioural bases for evolutionary patterns, human variation and human adaptations;
- enhanced their skills in written presentation, independent research work, laboratory practices, computing use, and quantitative and analytical methods;
- presented independent research work through the extended essays or dissertation;
- the capacity to manipulate data and carry out analyses via the practical and project work;
- gained the skills in critique, synthesis and original thought necessary for the examination papers.

### *Social Anthropology*

By the end of the third year (Part IIB) students are expected to have:

- competence in using major theoretical perspectives and concepts in anthropology;
- ability to formulate, investigate and discuss anthropologically informed questions about human societies and cultures;
- advanced understanding of the following core themes in Social Anthropology: (a) thought, belief, and ethics, and (b) political economy;
- advanced knowledge of the social, cultural, economic and political features of one region of the world and the anthropological debates concerning this area;
- capacity to use ethnographic description in relation to theory and assess the qualities of different kinds of description;
- advanced understanding of at least one specialised theme in anthropology (such as, medical anthropology; the anthropology of cities and space; anthropology and law; communication and the arts; development anthropology; post-socialist transformations of society; anthropology of colonialism and empire);
- the ability to plan, undertake and present scholarly work that demonstrates an understanding of anthropological aims, methods and theoretical considerations.

## **Skills and other attributes**

### *Part IIB Archaeology*

Learning skills are further developed through personal study, essay writing for supervisions, producing written work for assessment, participation in practical classes and presenting a small group seminar. The course is assessed by four written papers and a dissertation, or five examination papers. Most papers have at least a 20-25% assessed component based on the submission of practical work and/or reports.

### *Part IIB Biological Anthropology*

Part IIB students further develop skills through personal study, essay writing for supervisions, producing written work for assessment, participation in practical classes and presenting a small group seminar. The course is assessed by the equivalent of four written papers and a dissertation, or the equivalent of five examination papers. Students are examined in a variety of ways in Biological Anthropology. For example, some papers are assessed via an extended essay, while some others have a 20-25% assessed component based on the submission of practical work and/or reports. The dissertation provides students with independent research skills, fieldwork and/or laboratory experience. The dissertation is optional, but activities can be supported by University Awards, the Colleges and Faculty.

### *Part IIB Social Anthropology*

Learning skills are developed through personal study, essay writing for supervisions, producing written work for assessment and participation in group seminars. The course is assessed by four written papers and a dissertation, or five examination papers. For dissertations, students conduct their own independent research project under the supervision of a member of staff. This research can include the student's own ethnographic fieldwork, usually conducted in the summer vacation prior to Part IIB.

## **Transferable skills**

Students on the course develop the following transferable skills:

Generic skills:

- **Intellectual skills:** General problem-solving as an intellectual exercise, with critique, analysis, synthesis and original thinking as key components – gained via attending lectures, seminars, practicals, supervisions, and by undertaking independent research and project work, sitting examinations.
- **Communication skills:** Developing oral and written presentation skills, using diverse approaches to presentations, discussions within specific contexts, listening to others, and responding to critique.
- **Organisational skills:** The capacity for independent work requiring initiative, motivation and resourcefulness in the context of formal deadlines – time management, project management, and organisation of events. Project design and implementation in the course of independent work.
- **Inter-personal skills:** Teamwork in small group supervisions, seminars and practical groups, as well as the participation in Departmental and Faculty committees, leading to joint management of goals, discussion and outcomes; the ability to work with and motivate others. The development of flexibility and adaptability; and the recognition of diversity in approaches.
- **Report writing:** through essays, laboratory projects and dissertations – skills in making reports accessible to a range of users.
- **Numeracy and quantitative skills:** the ability to generate, assess and interpret quantitative information, as well as understand the output and limitations of the procedures.
- **IT skills:** familiarity with a wide range of computer applications, including the use of computers for bibliographic research, word-processing for the presentation of written work, graphics packages, data handling and analysis via complex statistical packages. Archaeology students in particular will obtain a large range of transferable skills in digital applications, including mapping, data processing and analysis, and report preparation.

## **Teaching methods – PartII**

### *Archaeology*

The primary forms of teaching and learning in the Division of Archaeology are conducted through a combination of lectures, seminars, practicals and supervisions. In general, students take a required core series of practical and theoretical modules including all above methods to structure their learning framework and provide fundamental knowledge necessary in the discipline. The core modules are supplemented by two/three topical classes selected by the student allowing them to tailor their course to their own interests. Syllabi are provided which outline each module's goals, aims and assessment methods. The syllabi also provide details of each lecture, seminar and practical with required preparatory readings.

**Lectures:** This is the primary vehicle for teaching within the Division. The aim of the lecture is to provide foundation information regarding a specific topic with a 50-minute slot within a prescribed weekly timetable. Lectures provide the framework for learning through the introduction of new information, theories and methods within the discipline. The lectures should provide the student with the necessary information on the module topic in a clear manner – often utilising visual and graphic media – and provide the student access to current/new research and critical analysis. Each lecture is outlined in the module's syllabus with a list of required and supplemental readings for the student. Students are often encouraged to participate or ask questions of the speaker during or after the lecture.

**Seminars:** Topical modules include up to two seminars a term in order to encourage student-directed discussion, with the co-ordinator or lecturer mainly facilitating the flow of discussion. Typically, the seminar is thematic and is accompanied by a short reading list so students have a basis for discussion and debate. Often students will prepare a short presentation on a specific perspective or view or evaluate a specific site in the seminar context and this will be shared with the rest of the seminar participants. The seminar setting encourages students to practice presentational skills and critical analysis of the material provided both in the seminar and in the module more generally.

In addition, the Division houses a wide range of seminar groups and encourages student participation and attendance. The Garrod lecture series is the key departmental seminar series and brings in internationally recognised researchers to lecture on current research projects and theoretical views. Topic specific seminar series – often organised and led by the postgraduate student community – are also conducted on a regular schedule and provide the student with the opportunity to acquire supplementary learning on topics of specific interest through interaction with others interested in the same topic.

**Practicals:** Topical modules and some core modules require students to participate in practical teaching and learning scenarios. The practicals provide the student with the opportunity to handle archaeological artefacts and access a more material-based learning and teaching scenario. The goal of the practicals is also to provide a more technical approach to academic learning, providing hands-on skills useful for and applicable to archaeological career choices. Skills learned in practicals include quantitative analysis, recording and detailing of material culture and background researching required for analysis. Assessment generally includes an analysis incorporating these skills of a particular material culture object from the Museum of Archaeology and Anthropology.

**Supervision:** Supervision complements all module teaching – both core and topical – in both parts of the Tripos. Typically, students will have at least one and usually two supervisions per module, per term. Teaching and learning in this context is more interactive and

discursive than the lecture context, often requiring independent preparation by individual students in the form of question-oriented topical essays. This format encourages writing skill development, greater positive interaction within the student cohort and time management organisation on the part of the student. The supervision forum allows for small group interaction, discussion and a less formal arena in which students may ask questions and work through their understanding of the material presented in the modules. Supervisions may be conducted by the course lecturer, course co-ordinator or approved course supervisor. In archaeology, IIA and IIB core module supervisions are centrally organised by the department, although individual colleges and Directors of Studies may arrange supervisions for their own students.

The above methods are employed for both Parts IIA and IIB. During Part IIA, these methods are supplemented with a departmentally run field trip and training excavation after the end of Lent term. During Part IIB, these methods may be supplemented with an undergraduate dissertation under the guidance of specific departmental staff.

IIA Division-organised Archaeological Fieldtrip: At the conclusion of the Lent term, the IIA Archaeology students are required to participate in a week-long field trip guided by the Division. IIA students studying Assyriology and Egyptology are welcome to go on the Easter fieldtrip, although it is not a compulsory part of their fieldwork requirement. The location of the field trip varies annually, dependent on the staff members leading the trip that year. The goal is to take advantage of the range of different regional and period specialities within the staff and to expose students to a variety of archaeological sites, regions and periods. As part of our commitment to improving practical teaching, a range of evaluation methods are being integrated into the fieldtrip experience. Primary evaluation includes a short essay and presentation on specific topics and sites experienced during the field trip, but also may include presentation of photography and artwork expressing the fieldtrip experience.

IIA Training Excavations: During the first two weeks of Easter term, all IIA students are required to participate in the Division-organised training excavations. The training excavations provide further practical and technical skills required in the archaeological discipline. The goal of the excavation is to familiarise students with basic methods, techniques and hands-on experience in archaeological excavations, all of which will be useful in future career endeavours in archaeology. The Division provides sufficient staff and assistants to ensure students have ample guidance and exposure to a wide range of techniques, methods and technologies employed in archaeological fieldwork. Students present a report on the training dig worth 10% of their final mark on the practical paper A10.

IIB Dissertation: Students in part IIB may elect to do a third option paper in their final year or complete an undergraduate dissertation. The dissertation allows students ample independent learning opportunity, guided by one or two key specialists on their topic within the Division. This staff member will facilitate access to material for analysis, provide instruction on methods of analysis and suggest perspectives and interpretative models which may be used/considered/critiqued by the student in their analysis. The goal of the dissertation is to refine students' writing and research skills, to encourage independent research interests and develop skills required in postgraduate or career contexts.

### *Biological Anthropology*

The major forms of delivery of teaching and learning are as follows:

Lectures: these aim to provide information about a major topic within 50 minutes in order to stimulate interest in a particular area or field of study. They can consist of a critique of existing ideas, or the presentation of a new perspective based on recent research. Typically they combine visual images with analysis or graphical presentations. Opportunities for

students to interrogate the lecturer about lecture material are made available. Students are provided with a lecture list giving the structure of the course, and with core and supplemental readings in the form of a syllabus.

Seminars: the Division holds weekly research seminars for the formal presentation of internationally recognised researchers. Research seminars provide opportunities for observing presentation styles, discussion and debates, as well as ground-breaking science. In addition, seminar teaching is widely used for special subjects and as supplementary teaching for some lecture courses. Teaching Seminars provide training in exchange, debate, listening, and critique and allow students to present material of their own.

Practical classes: these provide students with opportunities to handle material and place this into a “real world, real time” perspective. Skills in measurement, accuracy, group work, and analysis are all developed through the practical classes, while the write-ups require analysis, interpretation and presentation skills. These are designed also to provide technical knowledge specific to each practical problem, and to become proficient in the practical methods of the discipline.

Supervisions: These complement the main teaching course work, and are designed to provide a forum for independent learning which then is translated into interactive exchange between small numbers of students and an experienced researcher in a specific field. These also enhance essay writing skills and time management required by the regular submission of essays for assessment.

IIB Dissertation: Students in Part IIB may choose, in their final year, to undertake an undergraduate dissertation. The dissertation allows students with an independent learning opportunity, guided by one or two key specialists on their topic within the Division. The staff member will facilitate access to a field site, museum or material for analysis, provide instruction on methods of analysis and suggest perspectives and interpretative models which may be used/considered/critiqued by the student in their analysis. The goal of the dissertation is to encourage independent research interests, develop skills required for postgraduate study or in future career contexts and refine students’ writing and research skills.

### *Social Anthropology*

The following methods are used in the Tripos: lectures, seminars, supervisions, preparation classes for particular tasks such as writing dissertations. In addition: practicals, film analysis, reading-groups and informal discussions are sometimes used for specific courses. The general strategy is to combine three major forms of teaching and learning: relatively formal presentation of material in lectures, opportunity for analysis and argument in seminars, and work on individual / small group attainments and shortcomings in College supervisions.

Lectures: cover a range of learning objectives: providing a framework of information and/or critical approaches; stimulating interest in the subject; opening up new perspectives related to current research. Specialist lecturers from outside the University are regularly invited to contribute to the programme. Course outlines and reading-lists are always provided, and lecturers make regular use of audio-visual aids, hand-outs, and other materials relevant to their topics.

Seminars: complement the lecture programme. They provide a forum for discussion, enable students to learn how best to present ideas and materials, and accustom them to take part in constructive argument, criticism and evaluation of evidence. Seminars are frequently the forum for innovations in teaching and learning, such as group presentations, teamwork in handling opposed ideas, work with items of material culture, and assessment and analysis of

non-standard ethnographic evidence (documentary film, indigenously-authored film, oral and musical materials, literary materials, etc.).

College supervisions: complement lectures and seminars in Part II and all supervisors have access to lecture course abstracts, reading-lists and hand-outs. Supervisions are interactive sessions in small groups (from 1 – 4 students), usually lasting one hour, and based on written work submitted in advance and marked by the supervisor. They are the principal academic forum in which students develop the ability to work independently, learn with and from others, acquire the ability to write clearly, and how to question their own assumptions. Supervisions are also intended to provide guidance for students following up individual intellectual interests beyond the lecture and seminar programme. The discipline of regular essay writing teaches students how to cope with deadlines.

Preparation classes: are provided for specific purposes such as: making oral presentations, researching and writing dissertations, and taking unseen examinations. Divisional advice on essay and dissertation writing is also available on the website.

The balance, intellectual progression, and future development of the Tripos is discussed annually by Teaching Groups for each major theme in anthropology. These groups also make sure that essential ideas are covered, that courses are integrated, and that any overlap in the teaching has a pedagogical purpose. For individual students, progress and overall workload is monitored by the College-based Director of Studies. In the third year (Part IIB) students are expected to attend all lectures, seminars and preparation classes for the programme they have chosen (up to 15 hours per week) and they are expected to write at least one essay per week. Students increasingly select lectures according to their intellectual interests and choice of options. There is a norm of 24-8 lectures / seminars per option over the academic year, though more may be provided for certain courses in which supervision plays a lesser role than usual. The Division provides an Academic Liaison Officer, whom student may consult on a range of problems, including the relation between College and Departmental teaching.

### **Assessment methods**

The three years of this course offer a clear progression in terms of intellectual content and knowledge. However, each part of the Archaeological and Anthropological Tripos is fully examined at the end of each academic year and no marks are carried forward from year to year.

### **Part II Archaeology**

At the end of d Part IIB there is a compulsory Tripos examination (comprising a set of individual examination papers). Summative assessment is aimed to provide an objective framework for testing students' knowledge, understanding, and ability to communicate. Candidates take three-hour, unseen, written examinations at the end of the academic year. The candidates are anonymous (they enter by number, not by name) and all papers are double-marked by two examiners (also anonymous), adjudicated in cases of disagreement by an External Examiner. The External Examiner also looks at a sample of scripts with agreed marks from the point of view of standards overall. The criteria for marking and classification are published in the Student Handbook and on the Divisional Website.

#### Written work

During Part IIB most of the option papers (A5 – A38) include an assessed and/or practical component, which counts as a proportion (c. 20 - 25%) of the final paper mark.

The bulk of written work is in the form of essays written for a supervisor which are discussed for an hour in a supervision with the supervisor and one or two other students. This small group teaching is a distinctive feature of teaching at Cambridge. These supervision essays do not contribute to the final paper mark, but allow checks on student achievement, progression and elaboration of material presented in lectures by the Divisional and College teaching staff. Supervisors prepare reports which are reviewed by the College Tutor and Director of Studies, and each student's progress is discussed with the Director of Studies at the end of every term.

The Part IIB dissertation offers an alternative form of assessment taken by the majority of candidates. Dissertations are independently marked by two examiners and, in most cases, by the External Examiner.

Part IIB students with final averages on the borderline between classes (e.g. 59.0-59.9, 69.0-69.9) may be invited to attend a viva voce, which is non-mandatory. The viva allows candidates to clarify aspects of their written exams as well as to put their knowledge in a wider context. Vivas are qualitative rather than quantitative; the degree class will be assessed, but individual and average marks will not be changed.

The Teaching Committee of the Department discusses the standards of each year overall and makes recommendations for the following year. Students have access to the reports of internal and external examiners to the Faculty Board.

With regard to particular skills, assessment is further carried out as follows:

- **Intellectual skills:** Assessment of these skills is made through several methods: unseen written examinations designed to test students' knowledge and understanding; examinations of dissertations, allowing assessment of students' ability to identify an intellectual problem and carry out a sustained piece of research and analysis. Supervisions and regular feedback on supervisions (including not only comments by teachers but also the possibility for students to respond to these comments) are a central element in the Cambridge assessment system.
- **Communication skills:** Assessment of these skills is informal and qualitative. Supervisors provide regular and ongoing comments on essay writing skills of individual students. Discussions with teachers and other students at seminars enable students to improve their oral presentation skills in a supportive context.
- **Organisational skills:** Assessment of these skills is carried out informally in a variety of contexts, such as: evidence of independent library reading; of co-ordination of work for different courses; of formative planning, managing and executing in good time a research project for a dissertation; of collaborative presentations at seminars; participation in workshops, exhibitions, museum displays. They are formally assessed through marked assessed practical work (including reports on fieldwork and fieldtrips) and projects.
- **Statistical and computing techniques:** These skills are taught in Part IIA. Many candidates use statistical and analytical skills developed in previous years in their dissertations and practical work submitted in Part IIB.
- **Research skills:** These skills are assessed by a combination of various methods: comments on supervision essays; termly written comments by supervisors on intellectual progress; practical projects; written examinations of dissertations.
- **Audio-visual skills:** These skills are assessed in Part IIB in an assessed oral presentation in Paper A4.
- **Scholarly and information-retrieval skills:** These skills are assessed through reports on the scholarly quality of supervision work, practical projects, and the dissertation.

## Part II Biological Anthropology

For Part IIB, one core paper is assessed by written examination in the Easter Term and a combination of Optional Papers examined by written papers, practical work and submitted essays, depending on the course. Where relevant, practical work carried out over the course of the year is submitted in the form of notebooks. Students taking other papers through another Division (Archaeology or Social Anthropology) take written examinations as laid out by the relevant Division. For NST candidates reading single paper options, the practical sessions associated with a lecture course may represent up to 15% of the final paper mark. The Division publishes the assessment criteria for each paper yearly.

The other assessed element is that of an optional dissertation for full Part IIB students. These can either be based on independent research, data analysis, or on a literature review or a theoretical or philosophical consideration of a major issue in Biological Anthropology (extended essay). For most candidates, the Part IIB mark represents their result for graduation, and reflects only the marks attained in the final year.

### Written essay work

The submission of an extended essay in some of the Optional Papers for Part IIB aims to provide students with an experience of independent investigation of a topic. Background material is presented via readings and seminar discussions (guided by one or more members of staff). The student then designs a specific research question within the context of the seminar topics, receives advice on its appropriateness, and develops a focussed argument in relation to the chosen topic. The essay is a maximum of 4000 words, including references, footnotes and appendices. The word limit is designed to facilitate the presentation of an argument within a concise and well-structured written presentation.

The dissertation at Part IIB level aims to provide students with the opportunity to develop independent research skills in the form of posing relevant questions, methodologies for exploring and analysing questions, and written presentation of research results. Dissertations take the form of an extended essay, a report, or a practical project. The form of the dissertation is very flexible and it can be based on laboratory or museum work, observational studies, fieldwork, investigations of databases, or a literature review of a relevant topic. Each student is assigned to a supervisor, chosen as a function of the major topic area of the dissertation. The dissertation is a maximum of 10,000 words (excluding footnotes, appendices and bibliography).

For all three years of study, essays (typed 4-6 pages) are written for the major topics studied, which are then considered in the course of supervisions. The supervisions typically last one hour, and have between 2-4 students present. Topics for essays are provided by the supervisors, along with suggested readings. At Part IIB, supervisions are organised by the lecturers, and thus are closely linked to the taught material. However, the main goal of the essay work is not the practice of examination question answers, but rather the acquisition of knowledge, the capacity to use bibliographic techniques, the ability to present coherent and synthetic written work, and the facility to discuss challenging concepts in groups. Students receive qualitative feedback on essays rather than marks. Supervisors provide feedback on general student performance to Colleges and Directors of Studies, who review this with the student every term.

With regard to particular skills, assessment is further carried out as follows:

- **Intellectual skills:** Assessment of these skills is made through several methods: unseen written examinations designed to test students' knowledge and understanding; examinations of dissertations, allowing assessment of students' ability to identify an

intellectual problem and carry out a sustained piece of research and analysis. Supervisions and regular feedback on supervisions (including not only comments by supervisors but also the possibility for students to respond to these comments) are a central element in the Cambridge assessment system.

- **Communication skills:** Assessment of these skills is informal and qualitative. Supervisors provide regular and ongoing comments on essay writing skills of individual students. Discussions with lecturers, seminar leaders and other students at seminars enable students to improve their oral presentation skills in a supportive context.
- **Organisational skills:** Assessment of these skills is carried out informally in a variety of contexts, such as: evidence of independent library reading; of co-ordination of work for different courses; of formative planning, managing and executing in good time a research project for a dissertation and of collaborative presentations at seminars. They are formally assessed through marked assessed practical work (including lab reports).
- **Statistical and computing techniques:** Activities in core courses in Part IIB include the statistical manipulation and interpretation of data. These skills are taught in the second and third year. Many candidates use these skills in their dissertations and also in practical work submitted in Part IIB.
- **Research skills:** These skills are assessed by a combination of various methods: comments on supervision essays; termly written comments by supervisors on intellectual progress; practical projects; written examinations of dissertations.
- **Audio-visual skills:** These skills are developed in presentations and write-ups for some Optional Papers and in Part IIB when students are given the opportunity to give a brief oral presentation of their dissertation results.
- **Scholarly and information-retrieval skills:** These skills are assessed through reports on the scholarly quality of supervision work, practical projects, and the dissertation.

## Part II Social Anthropology

Formative assessment is provided mainly through the supervision system. Supervision essays allow students the opportunity to develop a discursive account or argument, supported by reference to primary or secondary literature, often completed within a prescribed word-limit. Students are given regular feedback on essays through written comments and discussion of their work, and supervisors also provide termly reports which often include provisional forecasts of examination grades. These reports are discussed in interviews at the beginning and end of each term with College Directors of Studies.

Summative assessment is aimed to provide an objective framework for testing students' knowledge, understanding, and ability to communicate. The principal method is by three-hour, unseen, written examination at the end of the academic year. The candidates are anonymous (they enter by number, not by name) and all papers are double-marked by two examiners (also anonymous), adjudicated in cases of disagreement by an External Examiner. The External Examiner also looks at a sample of scripts with agreed marks from the point of view of standards overall. Part IIA and Part IIB are classed separately. There is no carry-over from one year to the next. The criteria for marking and classification are published in the Student Handbook.

The Part IIB dissertation offers an alternative form of assessment, taken last year by 68% of candidates. Independent marking by two examiners is followed by an oral examination. The oral is designed to assess depth of understanding, verify authorship, offer feedback, and allow students to defend and discuss their work in detail.

Directors of Studies receive a breakdown of their students' performance in examinations and provide end-of-year advice to students moving from Part IIA to IIB. The Teaching Committee

of the Division discusses the standards of each year overall and makes recommendations for the following year. Students have access to the reports of Internal and External Examiners to the Faculty Board.

With regard to particular skills, assessment is further carried out as follows:

- **Intellectual skills:** Assessment of these skills is made through several methods: unseen written examinations designed to test students' knowledge and understanding; examinations of dissertations, allowing assessment of students' ability to identify an intellectual problem and carry out a sustained piece of research and analysis. Supervisions and regular feedback on supervisions (including not only comments by teachers but also the possibility for students to respond to these comments) are a central element in the Cambridge assessment system. For dissertations, oral examinations allow students to defend and discuss their work in detail.
- **Communication skills:** Assessment of these skills is informal and qualitative. Supervisors provide regular and ongoing comments on essay writing skills of individual students. Discussions with teachers and other students at seminars enable students to improve their oral presentation skills in a supportive context.
- **Organisational skills:** Assessment of these skills is carried out informally and verified in a variety of contexts, such as: evidence of independent library reading; of co-ordination of work for different courses; of formative planning, managing and executing in good time a research project for a dissertation; of collaborative presentations at seminars; participation in workshops, exhibitions, museum displays.
- **Inter-personal and inter-cultural skills:** These are embedded in the handling of ethnographic and theoretical materials. There is no formal assessment of these skills, but students are provided with feedback by supervisors and College tutors when appropriate.
- **Statistical and computing techniques:** There is no specific requirement for such skills in Part II but credit is given if they are used well, for example an IT-based project presented at a seminar, or as part of an argument in a dissertation.
- **Research skills:** These skills are assessed by a combination of various methods: comments on supervision essays; termly written comments by supervisors on intellectual progress; written and oral examinations of dissertations.
- **Audio-visual skills:** These skills are assessed in the course of regular examination procedures, such as audio-visual materials submitted as part of a dissertation.
- **Scholarly and information-retrieval skills:** These skills are assessed through reports on the scholarly quality of supervision work and the dissertation.

### Other related programmes

#### *Biological Anthropology*

There is a one-year Part IIB course in Biological Anthropology for third year students from Medical and Veterinary Sciences (MVST) or Natural Sciences. Candidates either follow the full Part IIB course or take a variety of paper combinations from Biological Anthropology and other biological or clinical subjects. These options are offered to MVST students as an educational opportunity to gain a valuable perspective on the whole human organism, from an evolutionary perspective, in terms of comparisons with other primates, and living in diverse environments.

## Entry and/or progression requirements

### *Archaeology*

In any one year, there are about 20-30 students going on to do Part II Archaeology. The pass rate is usually 100%.

To remain at Cambridge, students must normally achieve at least Third Class honours standard each year; none in recent years has failed to do so.

The continuous formative assessment provided by supervisions is at least as important in monitoring progress as the summative assessment provided by the Tripos exams. As well as giving frequent feedback to students, in comments on their written work, supervisors provide termly reports that are discussed at end-of-term interviews between the student and his/her Director of Studies and Tutor. The University-wide CamCORS system of on-line supervision reporting now also means that each student has a ready-made file created on their progress which is available to the student and the Director of Studies. Students also receive feedback on their practical reports and on the first drafts of project reports and dissertations from individual staff members. There is also a Part IIA and Part IIB co-ordinator in the Division who meets termly with each student to review progress and any problems with the course.

The level of achievement is high. The majority achieve an upper second or first class honours. Thirds are almost unknown, and there are very few dropouts.

### *Biological Anthropology*

In any one year, between 15-20 students pursue biological anthropology at Part II level. The second year is also joined by natural scientists who have completed a Part IA, or occasionally students from other disciplines (Arts or Social Sciences) who have a relevant Biology A-level.

In the third year, Medical and Veterinary students contribute to the total numbers to such an extent that there is a quota of 35 full Part IIB students allowed to follow the subject. The quota is necessary for effective student participation in practical work and for ensuring high quality supervision of independent research.

Overall student achievement in biological anthropology is high. The majority of candidates receive an upper second or first class honours degree, with no fails in the past 10 years. Overall performance and gender balance are audited each year in the Division's Annual report.

### *Social Anthropology*

Directors of Studies review the supervision programme provided by their College at interviews at the beginning and end of each term. They, together with Paper Organisers, also review the quality of supervisors who put their names forward to teach on given subjects. All supervisors are required to attend the course for supervisors organised by the University. Self-assessment forms give students the opportunity to comment on College teaching. The Tutorial system complements this and enables students to raise questions they might not wish to raise with their Director of Studies. The Division provides an Undergraduates Advisor, who holds regular open office hours, to give general advice and catch any additional problems that might arise (e.g., changing courses, time-tabling, access to books, IT provision).

The Chair of Examiners reports to the Teaching Committee on the conduct of the examinations, the standard achieved by the candidates, and other issues that may arise.

These reports are discussed initially by the Teaching Committee at the Examiners' Meeting and a more formal consideration of their content and measures to be taken in response is carried out at the beginning of the following Michaelmas Term. A written response, especially on the contents of the External Examiner's Report, is sent to the Faculty Board of the Faculty of Human, Social, and Political Science during the Michaelmas Term.

## **Student support - Part II**

### *Archaeology*

The Division, the University and the Colleges provide students with a wide range of support and guidance. Each student has a College Director of Studies and usually also a Tutor. The former is primarily concerned with academic progress; the latter has a more general role in pastoral welfare. Students meet with their Director of Studies on a regular basis, but are most frequently seen by their supervisors, who thus provide the front line of support and guidance. Supervisors contact the Tutor or Director of Studies if a student gives cause for concern. Directors of Studies hold termly meetings. In addition to the Tutor, College chaplains and nurses are also on hand to help students. Those experiencing exceptional problems may be referred by college officers, or may refer themselves, to the University Counselling Service.

Colleges also provide student induction and offer social and cultural facilities. The Colleges assist with graduate students' accommodation needs and provide tutorial and pastoral support, social and recreational facilities, and an environment for interaction with staff and students from other disciplines. Within the Division, students run an Archaeological Field Club with the support of staff members, and publish a peer reviewed archaeological journal, *Archaeological Review* from Cambridge.

The University and Division offers support networks for disabled students so that they are not disadvantaged in any way.

### *Biological Anthropology*

Within the Division, there is a Director of Undergraduate Studies, and each course module is co-ordinated by a specific individual. They are responsible for ensuring liaison between students and lecturers during a course. Lecturers also have office hours for students to consult when there are learning issues or problems relating to course or practical work. The primary support for personal problems occurs in the context of the colleges, via Directors of Studies and Tutors. Members of the Division are often involved in dual roles within the Colleges, and thus are well placed to monitor and ensure the academic progress of individual students.

Students with disabilities or illness have extensive support networks within the University and the Colleges and issues of special access, provision of additional teaching support material or submission of practical write-ups and practical examination schedules are dealt with in the Division in conjunction with the Colleges.

### *Social Anthropology*

Many of these are provided by Colleges (e.g., libraries, computer links, technical IT support). Undergraduate students of the Division have access to a specialist Archaeology and Anthropology library (the Haddon Library), a specialist Museum, and to a video / documentary film / audio collection dedicated to anthropology. With permission they may also consult the collection of historical anthropological photographs held in the Museum. Within the Division's main building there are two teaching rooms, a common room, and a

suite of administrative offices. Lectures for large classes are held in well-equipped University lecture theatres. Students also have access to the following University facilities: the University Library, the Audio-Visual Aids Unit; the language laboratories. Students are entitled to attend lectures in any Faculty in the University, and they may also consult specialist research centres / libraries for access to information about particular areas of the world (Latin America; South Asia; Africa; Polar regions; Mongolia and Inner Asia, etc.).

### **Graduate employability and career destinations**

#### *Archaeology*

Many of our students go on to further degrees or professional qualifications; unemployment rates are low with less than 6% of undergraduate students still seeking employment in the December following graduation.

#### *Biological Anthropology*

Employment prospects of Biological Anthropology graduates appear to be excellent with no graduates reportedly seeking employment six months after the completion of the course. Approximately one half of graduates gain permanent employment within six months, and approximately 30% go on to either further post-graduate degrees or to certificate or diploma courses.

Careers are diverse, ranging from the legal professions, education, the civil service, and health professions, as well as to industry, consulting work (particularly with NGOs and in development), banking and commerce. Other graduates have pursued careers in the media, film or written, or in drama.

#### *Social Anthropology*

Our graduate students continue to have outstanding success in employment in a wide range of careers, with the most significant destinations being NGO and development work, policy analysis, either in the UK or abroad, the Foreign Office, private research, consultancy, curatorship. Post-graduate study also continues to be very strong, comparing favourably with any other Department of Social Anthropology in the UK. Our post-graduate students are very successful in obtaining teaching and research posts in eminent higher education establishments all over the world.

### **Management of teaching quality and standards**

#### *Archaeology*

Teaching quality and standards for archaeology Part II are overseen by the Division of Archaeology's Teaching Committee, which reports to the Department of Archaeology & Anthropology. Representatives are co-opted from among the teaching staff but usually include the Academic Secretary, Chair of Examiners, coordinators for IIB, and people who can speak for ANE subjects, science subjects and the MPhils (often as not these roles overlap). Students have representation at the Teaching Committee and their input is sought when proposals for improvement and change are brought to that Committee.

#### *Biological Anthropology*

In the Division of Biological Anthropology, Part II teaching is managed by the Academic Board and a Director of Undergraduate Studies. The Academic Board meets twice each term and undergraduate student representatives are invited to attend the open sessions in order to provide feedback to the Board and to serve as a communication link between the Board, the Director of Undergraduate Studies and the Part II undergraduates.

The Division participates in standard internal and external auditing schemes. At the end of each course, undergraduates are asked to complete a questionnaire on lecture quality. Responses are analysed and summarised and discussed during Academic Board meetings to determine how improvements can be made. The questionnaires, summaries, and suggestions for improvement, are kept in the Division's administrative office and are available to the Head of Division and the Director of Undergraduate Studies. Two External Examiners annually evaluate all elements of the undergraduate programme, including student performance and the curriculum. Their reports are sent to various offices in the University and the Academic Board discusses the feedback in an annual end of year meeting. The Division also responds in writing to these reports.

In the Division's end of year meeting, academic staff and the Director of Undergraduate Studies meet to make plans for teaching in the following year and to consider how best to implement the student and External Examiner feedback.

### *Social Anthropology*

The Undergraduate Education Committee (which includes elected student representatives) and the Executive Committee of the Division have prime responsibility for effective management of the undergraduate teaching programme in Social Anthropology.

At the end of each course, undergraduates are asked to complete a questionnaire on lecture quality. Responses are analysed and summarised by the lecturer and sent to the Paper Co-ordinator, and they together discuss any improvements to be made. The questionnaires, summaries, and suggestions for improvement, which are kept in the Division's administrative office, are available to the Head of Division and the Undergraduate Education Committee Chairman. An annual meeting of the Undergraduate Education Committee is designated for discussion of responses to questionnaires. In general, the Division operates a policy of trust of lecturers (rather than critical scrutiny of their performance), and feedback to lecturers on their performance is given through the regular appraisal process.

The Division operates a 'stints policy', designed to help teaching staff to effectively balance and co-ordinate their duties of teaching, research and administration. All academic staff are appraised regularly and given the opportunity to discuss individual contributions with a senior member of staff.

### **Quality indicators**

The course has received consistently high scores in student satisfaction on the National Student Survey, scoring an average of over 90% across the last three years (2011-2013). Students are given the opportunity each term to provide feedback on their lectures and all feedback is discussed within Divisional Teaching Committees.

Teaching excellence is encouraged by personnel practices. All new appointees are mentored by a suitably experienced colleague. Regular two-yearly (annually for new appointees) staff appraisals are a useful mechanism through which teaching performance can be monitored and, if appropriate, a course of action for improving performance can be agreed.

The Faculty supports a tiered system of student representation, electing undergraduate representatives in each subject to sit on the Student Forum as well as two undergraduate representatives to sit on the Faculty Board. The Forum is an interdisciplinary, Faculty-wide meeting of undergraduates and graduates in all subjects, to share good practice and support development of Faculty policy. Forum representatives also attend subject-level Teaching Committees, making an important contribution by alerting staff to problems and developing solutions.

External Examiner's reports are reviewed by the Faculty Board yearly and published to students. The organisation and quality of undergraduate supervision and the coordination between lecture courses and supervision are considered by the Directors of Studies Committee, at which Directors of Studies are able to convey problems experienced by the students for whom they are responsible to the Directors of Undergraduate Education, Heads of Departments and the Faculty Board. Feedback from the Faculty to the Directors of Studies also occurs through this Committee.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: [www.admin.cam.ac.uk/univ/camdata/archive.html](http://www.admin.cam.ac.uk/univ/camdata/archive.html)