

Programme Specification 2016-17

ADVANCED DIPLOMA IN ARCHAEOLOGY

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education *
3	Accreditation details	None
4	Name of final award	Advanced Diploma in Archaeology
5	Programme title	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	August 2016

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

The Undergraduate Advanced Diploma in Archaeology is part of the Institute of Continuing Education's 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.

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 be able to 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 be able to 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.

Programme structure

The Advanced Diploma in Archaeology is part-time and 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, with six supervisions spread across the period of study as appropriate, and the dissertation, form the framework for the course. The periods between assignments are flexible. 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 is 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 is 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 are chosen by the tutor in discussion and negotiation with the student and must be approved by the Course Director. They are likely to be on the wider theme of the dissertation and are chosen with the aim of providing the student with a firm foundation to carry out their dissertation research.

Teaching methods

The course begins 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 are delivered through a combination of eight 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

Students are awarded a course grade on the basis of:

1. Formative assignments, all of which must be completed
2. Summative assignments and a dissertation totalling 16,000-20,000 words or their equivalent

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of the course.

The final grade is a composite of the grades for the assignments and the dissertation, weighted 30% and 70% respectively. However, it is necessary to achieve an overall pass for the summative assignments to progress to the dissertation.

Progression

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.

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 are monitored throughout by the appropriate member of academic staff, who reports annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner and external moderator 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.

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