

Programme Specification¹ 2026-27

Certificate in World Archaeology

Programme title	<i>World Archaeology</i>
Name of final award	<i>Certificate</i>
Awarding Body	<i>University of Cambridge</i>
Teaching institution	<i>University Of Cambridge Professional and Continuing Education</i>
PSRB/Accreditation details and date the course was last accredited	<i>None</i>
UCAS code	<i>None</i>
HECoS code(s)	<i>None</i>
ATAS code	
<u>Relevant QAA benchmark statement(s)</u>	<i>Archaeology 2022</i>
Qualification framework level	<i>Level 4</i>
Date specification approved	<i>December 2025</i>
Linked course	

Brief overview of the course

(Please explain the purpose of the programme in a brief paragraph of no more than 5-6 sentences.)

This certificate, comprising three units studied part time over three terms, allows students to experience the diversity of the approaches of the field of archaeology, studying the subject at three geographical areas and three time periods in three units. The first unit will introduce students to major themes that recur in the study of World Archaeology in order

¹ 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 academic year.

to prepare them subsequent terms. The choice of culture / society / themes for both other two units will be chosen from the archaeology of other regions of the world such as Africa, Asia, Australia, Polynesia, Middle East, and the Americas. The choice will be at the discretion of the Academic Director depending on tutor availability. Topics for units each year can be chosen be at the level of continents / regions / countries or specific peoples / cultural groupings / societies, or thematic approaches to these.

Educational Aims

What are the educational aims of the programme?

The course is targeted at adult students, irrespective of previous educational experience, with an interest in studying introductory archaeology. The programme of study as a whole aims to:

- develop students' awareness and understanding of archaeological terms, theories, approaches and concepts that provide an evidence-based, analytical and critical approach to understanding past societies;
- familiarise students with key case studies within the field;
- give students an understanding of a range of archaeological societies across the globe and of different periods;
- promote skills of interpreting and evaluating primary and secondary evidence, as a means of fostering independent thinking and the ability to construct a scholarly argument based upon appropriate judgements about evidence;
- provide opportunities for progression to further study within the field of archaeology.

Learning Outcomes - What is a student expected to learn from the programme? These should have been included on the new course proposal when the course was first approved.

(Please refer to the guidance on Learning Aims and Outcomes and the Office for Students sector-recognised standards for sector expectations of the graduates of higher education qualifications)

As a result of studying this programme students should meet the following learning outcomes:

Knowledge and Understanding

- A1 knowledge of the underlying concepts and principles associated with archaeology, and an ability to evaluate and interpret these within the context of that area of study;
- A2 an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Subject-specific Skills

- B1 appreciate the chronological and conceptual scope of archaeological endeavour;

- B2 a familiarity with the diverse sources of evidence used by archaeologists (including excavated, documentary, representational, observational, artefactual, environmental and scientific);
- B3 a familiarity with the basic concepts which underpin the subject (such as archaeological uses of assemblage, culture and style; approaches to typology, taxonomy and ancient technology; stratigraphic context; temporality; and landscape);
- B4 be able to identify and question cultural assumptions in a variety of contexts, such as those still shaped by the legacy of colonialism;
- B5 be aware of ethical issues surrounding the legacy and uses of the discipline and to critically evaluate and use relevant modes of communication and engagement;
- B6 be able to interpret and analyse a variety of textual, oral, visual and digital forms;
- B7 a preliminary awareness of methodologies for quantifying, analysing and interpreting primary data;
- B8 a general overview of the archaeology of a number of geographical regions;
- B9 a general overview of the archaeology of a number of chronological periods.
- B10 apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems;
- B11 recognise the archaeological significance of material remains and landscapes;
- B12 have a preliminary understanding of how to conduct their own research;
- B13 produce logical and structured arguments supported by relevant evidence;
- B14 make critical and effective use of information retrieval skills using paper-based and electronic resources at a preliminary level;
- B15 appreciate and be sensitive to different cultures, and deal with unfamiliar situations;
- B16 evaluate critically, at a preliminary level, one's own and others' opinions.

Transferable skills

- E1 Improved literacy and composition skills;

E2 producing logical and structured arguments supported by analytical and critical reference to relevant evidence;

E3 working methodically and accurately, with attention to detail.

Key Skills

D1 evaluate the appropriateness of different approaches to solving problems;

D2 communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;

D3 undertake further training and develop new skills within a structured and managed environment.

Programme structure

Please give a brief outline of the course structure and how it supports progress. Please note details of individual papers/modules are not needed. What elements does the programme contain? If you have a part-time route show how this is aligned with the full-time course.

Themes in World Archaeology (2026-27)

The Archaeology of the Americas (2026-27)

African Archaeology (2026-27)

Teaching and Learning

Please indicate which methods are used, i.e., lectures, seminars, practical sessions etc. Include any activity that does not lead to summative assessment. How is the programme taught? How do students learn?

The programme is delivered remotely using a combination of synchronous and asynchronous approaches. Synchronous sessions will be delivered using a platform such as Zoom or Microsoft Teams. Asynchronous material will be provided through the course virtual learning environment and will allow students to engage with teaching material at a suitably convenient time. Examples of the type of teaching methods used include, but are not limited to, live and pre-recorded lectures, seminars, group discussions, online readings, quizzes, data handling exercises, group activities and discussion forums. Peer-to-peer learning forms an important element of course teaching.

Assessment

Assessment	Learning Outcome
The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments. Summative assessments will consist of tasks appropriate to the discipline of study and may include, but not be limited to, essays, reports, presentations, posters, critical reviews, data handling and analysis, and group activities. The volume of work	As a result of studying this programme students should meet the following learning outcomes: Unit 1: European Archaeology / Themes in World Archaeology: A1-A2, B1-B16, D1-D3, E1-E3. Unit 2: The Archaeology of the Americas: A1-A2, B1-B16, D1-D3, E1-E3 Unit 3: African Archaeology: A1-A2, B1-B16, D1-D3, E1-E3

required to complete the award shall be 9,000–12,000 words or the equivalent.	
---	--

Progression and Career Destinations
--

<i>Please describe the opportunities for the students' personal and professional development (including transferable and employability skills). Please include information relating to successful graduates' prospects for employment.</i>

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.
--