



The
University
Of
Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills
that underpin a taught programme of study leading to
an award from
The University of Sheffield

Programme Details

1. Programme title	Archaeology and Heritage
2. Programme code	HSTT71
3. QAA FHEQ level	
4. Faculty	Arts & Humanities
5. Department	History
6. Other departments providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	Not applicable
8. Date of production/revision	29 August 2023

Awards	Type of award	Duration
9. Final award	MA	12 months / 24 months
10. Intermediate awards	PG Diploma	12 months / 24 months
	PG Certificate	9 months / 18 months

Programme Codes

11. JACS code(s) <i>Select between one and three codes from the HESA website.</i>	V400		
12. HECoS code(s) <i>Select between one and three codes from the HECoS vocabulary.</i>	100299		

Programme Delivery

13. Mode of study	Full-time or Part-time
14. Mode of delivery	Face to Face, (on Campus)

15. Background to the programme and subject area

The MA in Archaeology and Heritage combines two existing MA programmes (MA Archaeology; MA Heritage and Archaeology) to offer a programme which allows students to create a bespoke degree around their interests and ambitions through a combination of core and optional modules. The MA has three pathways: 'Archaeology', 'Landscape' and 'Heritage'. Each pathway capitalises on the Archaeology's existing strengths and fits with our ambition to enhance our reputation for research-led teaching. Each pathway offers the opportunity to engage in either a research project (Dissertation) or develop employability through a Work Placement.

The 'Archaeology' pathway provides a route into advanced study of Archaeology for students with generalist interests or little background in the subject. This pathway offers students the opportunity to create a bespoke programme within a clear structure that allows them to engage specific interests in period, region or approach while building on a strong foundation of understanding Archaeology as a discipline.

The 'Landscape' pathway offers students the opportunity to pursue advanced research training in the method and theory of landscape archaeology, which offers the most powerful framework to understand societal change, by utilising field and laboratory methods, key skills enhancing employability in field archaeology.

The 'Heritage' pathway reflects Sheffield's long-established reputation for producing students at Masters' level who have built successful careers within both the commercial and the conservation sectors in the heritage industry worldwide. This pathway will draw on our external partnerships and strong reputation in the heritage sector. It will meet our objective of enhancing recruitment into programmes closely aligned with professional and commercial practice within archaeology.

The MA, with its three pathways, will produce postgraduates with the academic training to go onto doctoral courses, which many of our students currently do here at TUoS. At the same time, our graduates will also have the opportunity to receive the vocational training required and the work experience with our Work Placement option to gain employment within the 'heritage industry', such as archaeological consultants for commercial archaeology units, industrial companies, museums and other heritage providers - improving employability.

16. Programme aims

MA Archaeology and Heritage aims to:	
A1	provide a learning and training environment which is qualitatively more advanced than BA-level study by increasing the opportunities and proportion of time available for independent study and practice.
A2	allow a greater depth of understanding of a particular aspect of archaeology, specialising in a particular research or career skill in an area which is relevant and integral to their chosen discipline.
A3	provide transferable skills within and outside the discipline and enhance employability.
A4	provide students with the relevant training and opportunities for self-reflection to evaluate whether or not they have the ability, motivation and interest to pursue further research or to enter the specialist employment market.

The pathways also have the following specific aims:	
A5	Archaeology Pathway: To provide advanced, intensive and applied training in a bespoke and chosen suite of modules, combining landscape, field and environmental research and practice in order to understand the historic environment and allow skills development to enhance career prospects in this broad field.
	Landscape Pathway: To provide advanced research training in the method and theory of landscape archaeology by utilising field (land and geophysical survey, GIS, aerial methods) and laboratory methods (pXRF, magnetic susceptibility soil and sediment analysis), key skills enhancing employability in field archaeology.
	Heritage Pathway: To provide an understanding and appreciation of the practice of conserving and managing historic sites and landscapes, focussing on the professional roles within heritage protection and conservation sectors and environmental stewardship and management of sites, underpinned by practical understanding of the Historic Environment.

17. Programme learning outcomes

Knowledge and understanding		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		Links to Aim(s)
K1	Advanced knowledge of method and theory in Archaeology, Landscape and Heritage, explored through the chosen pathway.	A1-3 & A5
K2	Critical understanding of the most important current issues and controversies within Archaeology, Landscape and Heritage, explored through the chosen pathway.	A1-3 & A5
K3	A conceptual understanding that enables students to evaluate critically written sources in Archaeology, Landscape and Heritage, explored through the chosen pathway.	A1-3 & A5
K4	A sophisticated understanding, which enables students to undertake independent analyses of relevant issues in Archaeology, Landscape and Heritage, explored through the chosen pathway.	A1-3 & A5
K5	Developed the ability to identify an area of archaeological enquiry and engage in independent archaeological research or fieldwork.	A1-3 & A5
Skills and other attributes		
On successful completion of the programme, students will have acquired:		
S1	Transferable lifetime skills in written and oral communication and in both independent and collaborative working.	A3
S2	The ability to select and apply techniques to particular data with the aim of examining and resolving archaeological problems.	A2 & A5
S3	The ability to participate constructively in debate and criticism.	A2 & A5
S4	Skills in effective time management, including the ability to work productively alone.	A1-A2

S5	The skills needed to undertake doctoral research or to take up professional positions in their chosen field.	A1, A2, A4
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18. Learning and teaching methods

For Masters' and Diploma students:

All three pathways utilise core and a choice from a restricted suite of optional modules, plus some free choice to enable students to choose specific period or methodologically based themes relating to their career aspirations. All of the modules currently offered are part of our existing programmes.

The teaching methods to deliver the programme consist of:

Lectures provide in-depth understanding of the development, current standing and theoretical basis of Archaeology, Landscape and Heritage (K1-4).

Field classes emphasise group work in the identification and interpretation of archaeological monuments and landscapes and emphasise transferable principles and practices (S1). They introduce the basic procedures of field survey and develop skills of field identification and interpretation. They provide students with the skills and confidence necessary to carry out the independent research linked to the dissertation and to become able archaeological practitioners (K5, S2-3 & S5).

Laboratory classes allow students to work in teams or individually to analyse material and data collected in the field and to practise analytical skills utilising different types of data, such as aerial photographs, soils, survey data (K3). The laboratory setting encourages students to engage with a wide variety of practical skills necessary to carry out independent research in their dissertation or work placements.

Collection and management of digital data and the issues relating to storage and ethics are important concerns in Archaeology, Landscape and Heritage. Students will be challenged to understand how data are managed and collected.

Seminars are student or staff-led and they reinforce information imparted through lectures and fieldwork. They are used throughout the programme to encourage the oral expression and exchange of views, to cultivate the ability to respond constructively to the presentation of alternative views and to assess critically research methodologies (S3). They also provide a forum for students to work cooperatively in the evaluation of the research issues raised by the teaching (K1-4). Seminar learning thus contributes to students' attainment of archaeological knowledge and understanding and to the acquisition of key skills (S1).

Written assignments encourage students to develop their ability to summarise material critically, to present coherent and independent arguments and to support their arguments with appropriate evidence (K1-4). Preparing such assignments, particularly defining and researching an appropriate topic and formulating independent questions, is essential to the acquisition of archaeological knowledge and understanding. As the form and the length of written assignments vary (from essays to the dissertation), students also develop a range of learning and time-management strategies in response to them (S4-5).

For Masters' students

Through the dissertation, Masters' students demonstrate their ability to engage in independent and extended archaeological research and to construct and sustain an argument on the basis of the data collected, presenting the findings in an extended (15,000 words maximum) piece of writing (S5). Dissertation work, under one-to-one supervision, allows specialist knowledge to be further extended up to the level required to begin a PhD or specialist employment and provides an opportunity to use and refine research methodologies defined in lectures, seminars and fieldwork to address specific problems in Archaeology, Landscape or Heritage (K5, S5). Alternatively, through the work placement report, Masters' students demonstrate their ability to engage in independent and extended archaeological fieldwork and to construct and sustain an argument on the basis of the data collected, presenting the findings in an extended (7,000 words maximum) piece of writing (S1, S5). This project

work, under one-to-one supervision, allows specialist knowledge to be further extended up to the level required to begin a specialist employment and provides an opportunity to use and refine research and practical methodologies defined in lectures, seminars and practical classes (optional) and fieldwork to address specific problems in Archaeology, Landscape or Heritage (K5, S5).

19. Assessment and feedback methods

All written and verbal assignments are marked against the Department's marking criteria for Masters-level assessment. They should be well presented (S2), and well researched and argued (S1, S4).

For Masters' and Diploma students

Essays allow students to demonstrate their familiarity with the relevant theoretical issues, their ability to handle theoretical or methodological material, and also their critical and analytical capacities. This allows for the evaluation of learning outcomes K2, K5 and S2, S5.

Project reports of 3000 words (15 credits) or 5000 words (30 credits) allow students to show their ability to collect, analyse and present Landscape archaeological data. This allows for the evaluation of learning outcomes K3, K4 and S2, S3.

Portfolios allow students to reflect on practical experiences and gain a more robust understanding of their strengths and weaknesses. This provides students with the opportunity to develop new approaches to developing skills and to exploring professional practice. This allows for evaluation of learning outcomes K2, K3 and S2, S3.

Oral presentation enables students to develop their ability to present data and interpretation in a direct and succinct manner and to respond to questions from staff and students about their research methodologies and research aims and objectives. This allows for the evaluation of learning outcomes K1-4 and S1-5.

For Masters' students

The **dissertation** or the **work placement report** make it possible to demonstrate achievement of learning outcomes K5 and S2, S4, S5.

Students will receive verbal feedback from their tutor, the research technicians and peer feedback during seminar and practical-based classes. Feedback from tutors in seminar or practical classes may be individual as well as whole cohort feedback. Such continuous feedback enables the students to monitor their own progress through self-reflection.

Students have the opportunity to discuss their progress with their module tutor or programme director either by prior arrangement or during staff office hours.

Depending on the form of assessment, students receive written feedback on essays, laboratory reports or portfolios; this individual feedback is provided within three weeks of the submission deadline. Feedback on presentations may be given verbally in class, either to the individual or the group, depending on the format of the presentation. This verbal feedback may then be followed by written feedback to enable the students to self-reflect on their progress.

Information and guidance on how the students can best use their feedback is provided in the PGT handbook, whilst students are also encouraged to discuss any queries around their feedback with the programme director and/or module coordinator.

20. Programme structure and student development

The programme fits within the University modular format but is structured in a more directed manner in accordance with programme-level approaches, directing students to particular learning and career outcomes depending on the pathway chosen. Masters' students complete 180 credits over 12 months of FT study, Diploma students 120 credit over two semesters FT study (c. 8 months), Certificate students 60 credits over one semester (c.4 months). Students are encouraged to take an even spread of modules to balance their workload and timetabling takes this into account. Work

placements and dissertation research take place in the period from the end of the Spring semester to the end of their registration.

The programme is modular in format. Both the Masters and Diploma students on **all three pathways** must accumulate credits from study of the following:

- Two **core** modules in Reinventing Archaeology (AAP6146 – 15 credits), with Research Design: Planning, Execution and Presentation (AAP641 – 15 credit).

In addition:

Students taking the *Archaeology* pathway will choose from the following options:

2 x Core modules (30 credits)	3 or 4 x 'Optional' modules (45-60 credits)	Guided modules (15 credits, where possible)
GIS for Archaeologists (15 credits) Later Neolithic & Bronze Age Britain & Ireland (15 credits)	Heritage, History & Identity (15 credits) Investigating Ancient Environments (15 credits) Digital Cultural Heritage: Theory & Practice (15 credits) Landscape Survey project (30 credits) Heritage, Museum & Field: Archaeology in Practice (15 credits)	Digital Mapping for the Humanities (15 credits) Society & Culture in the Later Middle Ages (15 credits) Archaeobotany (15 credits) Heritage, Place & Community (15 credits) Applied Bioarchaeological Science (15 credits)
Dissertation (60 credits): c. 10000 words Or Work placement (60 credits)	Funerary Archaeology (15 credits) Mediterranean Landscapes (15 credits)	

Students taking the *Landscape* pathway will choose from the following options:

2 x Core modules (45 credits)	2 or 3 x 'Optional' modules (30-45 credits)	Guided modules (15 credits, where possible)
Landscapes in Archaeology (15 credits) Landscape Survey project (30 credits)	Heritage, History & Identity (15 credits) Investigating Ancient Environments (15 credits) Later Neolithic & Bronze Age Britain & Ireland (15 credits)	Digital Mapping for the Humanities (15 credits) Society & Culture in the Later Middle Ages (15 credits) Archaeobotany (15 credits) Heritage, Place & Community (15 credits)
Dissertation (60 credits): c. 10000 words Or Work placement (60 credits)	Mediterranean Landscapes (15 credits)	Applied Bioarchaeological Science (15 credits)

Students taking the *Heritage* pathway will choose from the following options:

2 x Core modules (30 credits)	2 or 3 x 'Optional' modules (30-45 credits)	Guided modules (15 credits, where possible)
<p>Heritage, History & Identity (15 credits)</p> <p>Digital Cultural Heritage: Theory & Practice (15 credits)</p>	<p>GIS for Archaeologists (15 credits)</p> <p>Digital Mapping for the Humanities (15 credits)</p> <p>Heritage, Museum & Field: Archaeology in Practice (15 credits)</p> <p>Heritage, Place & Community (15 credits)</p>	<p>Society & Culture in the Later Middle Ages (15 credits)</p> <p>Archaeobotany (15 credits)</p> <p>Applied Bioarchaeological Science (15 credits)</p> <p>Mediterranean Landscapes (15 credits)</p>
<p>Dissertation (60 credits): c. 10000 words</p> <p>Or</p> <p>Work placement (60 credits)</p>	<p>Later Neolithic & Bronze Age Britain & Ireland (15 credits)</p> <p>Funerary Archaeology (15 credits)</p>	

A total of 60 credits entitles students to a Postgraduate Certificate in Archaeology and Heritage, 120 credits entitles students to the Postgraduate Diploma in Archaeology and Heritage. To proceed to the Dissertation or Work Placement a candidate must first have been awarded 120 credits in the taught modules and progression is dependent upon the recommendation of the examiners based on performance in the taught units.

In addition to the taught modules' students must accumulate further credits from the following to be eligible for the award of MA in Archaeology and Heritage:

- Either a fieldwork placement and project report, or a dissertation carrying 60 credits (summer).

This provides a total of 180 credits.

Student development

For all students the taught elements of the programmes (Semesters 1 & 2) allow a broadening and deepening of knowledge in their chosen pathway and the different approaches to that subject. By the end of Semester 2 students will have expertise and the skills to allow them to progress to a workplace placement or to further research in a dissertation. Such students can envisage, even at this stage, being able to use their expertise with commercial professional services.

For Masters' students, the programme is structured so as to lead up logically to the writing of the dissertation, the major indicator of the successful achievement of the learning outcomes. The teaching in semesters 1 and 2 provides the student with an opportunity to select a topic or analytical approach which can be developed in depth during the dissertation through application to a specific archaeological problem.

The analyses required and the writing of the dissertation is undertaken over the summer after completion of the taught modules. Planning and preparation of this research will, however, begin in the Spring semester as part of the compulsory, *Research Design: Planning, Execution and Presentation*, module.

For students who choose to do the work placement rather than a dissertation, the teaching in semesters 1 and 2 provides the student with an opportunity to select a topic, analytical approach or experience which can be developed in the context of the work placement. The work placement and written report are undertaken over the summer after completion of the taught modules.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

21. Criteria for admission to the programme

A minimum of a good honours' degree (2.1 or better) in archaeology or another humanities or science subject is required. IELTS score of 6.5 with at least 5.5 in all the component tests. Two references (at least one should be an academic reference).

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

23. Additional information

None

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.