

**University of Plymouth  
Academic Partnerships**

**Truro & Penwith College**

# **Programme Quality Handbook**

**FdSc Archaeology**

**2023-24**



**UNIVERSITY OF  
PLYMOUTH**

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# WELCOME AND INTRODUCTION

## Welcome to Truro and Penwith College.

The College has a vibrant teaching environment and we hope that you will enjoy your time studying with us. The FdSc in Archaeology has many distinctive features such as its practical laboratory sessions and the teaching of digital applications in archaeology.

The FdSc, together with its predecessor HND, has been running now for 17 years and was designed to meet local employer need and student interest. This programme has been designed to meet the Foundation Degree Qualification Benchmark (FDQB) and is based on a vocational experience of academic study. Assessments are often work related and use live briefs from employers.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the Truro and Penwith Student handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment (Digital Campus).

## 1. Award

<b>Final Award Title:</b>	<b>FdSc Archaeology</b>
<b>Level 4 Intermediate award title:</b>	<b>N/A</b>
<b>UCAS Code:</b>	<b>V400</b>
<b>HECoS Code:</b>	<b>100299 Archaeology</b>

**2. Awarding Institution:** University of Plymouth

**2.1 Teaching Institution:** Truro and Penwith College

## 3. 3. Accrediting Body(ies)

Not applicable

## 4. Distinctive Features of the Programme and the Student Experience

- Expert staff qualified to PhD level
- Opportunity to undertake placements in a wide range of archaeological employers within the region
- Valuable networking opportunities within Cornwall and the UK
- Guest speakers (which has previously included our Visiting Lecturer, Julian Richards of Time Team and Blood of the Vikings)
- Incorporation of geology and environmental knowledge and skills through staff background
- Training in digital methods that are cost effective and do not require huge expenditure like Structure from Motion Photogrammetry
- Incorporation of experimental and experiential archaeology as key elements of interpretation, tying in staff specialisation
- Incorporation of business skills and professional development

## 5. Relevant QAA Subject Benchmark Group(s)

The programme development was informed by the following: -

[Framework for Higher Education \(FHEQ\) programmes at level 4 and 5](#)

[Foundation Degree Characteristics Statement \(2015\)](#)

QAA Subject Benchmark Statement: Archaeology (2022) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/archaeology#> <https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf>

## 6. Programme Structure

TPC FdSc Archaeology  
Programme Quality Handbook 2023-24  
Last Updated: May 2022

## 6.1. Full-time Route

YEAR 1 (LEVEL 4) 120 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1257	Archaeology, Landscape & Environment From Prehistory to Roman Times	20	Core	1
TRUR1258	Excavation, Post-Excavation & Archives	20	Core	1
TRUR1259	History of Archaeological Debate	20	Core	1
TRUR1260	Post-Roman to Recent Times	20	Core	2
TRUR1261	Field Survey & Site Reconstruction	20	Core	2
TRUR1262	Entrepreneurship & Professional Development	20	Core	2
YEAR 2 (LEVEL 5) 120 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2257	Archaeology, Geology & Landscapes of Cornwall	20	Core	1
TRUR2258	Museum Conservation and Management	20	Core	1
TRUR2259	Archaeological & Environmental Science	20	Core	2
TRUR2260	Landscape and Site Mapping, Imaging & Modelling	20	Core	2
TRUR2261	Professional Project	40	Core	1 & 2

## 6.2. Part-time Indicative Route

YEAR 1 (LEVEL 4) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1257	Archaeology, Landscape & Environment From Prehistory to Roman Times	20	Core	1
TRUR1259	History of Archaeological Debate	20	Core	1
TRUR1261	Field Survey & Site Reconstruction	20	Core	2
YEAR 2 (LEVEL 4) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1258	Excavation, Post-Excavation & Archives	20	Core	1
TRUR1260	Post-Roman to Recent Times	20	Core	2
TRUR1262	Entrepreneurship & Professional Development	20	Core	2
YEAR 3 (LEVEL 5) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2257	Archaeology, Geology & Landscapes of Cornwall	20	Core	1
TRUR2259	Archaeological & Environmental Science	20	Core	2
TRUR2260	Landscape and Site Mapping, Imaging & Modelling	20	Core	2
YEAR 4 (LEVEL 5) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2258	Museum Conservation and Management	20	Core	1
TRUR2261	Professional Project	40	Core	1 & 2

## 6. Programme Aims

- A1. To develop an understanding of archaeology derived from a variety of sources and to communicate the principles in a manner appropriate to the programme of study.

- A2. To develop the ability to demonstrate skills in a range of archaeological techniques, including professional engagement.
- A3. To develop the knowledge, understanding and skills required for progression into employment or further study in archaeology.
- A4. To increase students' capacity for continuing personal development and effectiveness in adult and working life, by developing wider skills
- A5. To develop students' commitment to subsequent role development and lifelong learning, acting autonomously to achieve learning needs and acknowledging the need to meet relevant occupational standards.

## **7. Programme Intended Learning Outcomes**

### **8.1 Knowledge and understanding**

On successful completion graduates should have developed the ability to:

- 8.1.1 Communicate basic archaeological principles and theories and the relevance of archaeology within the modern world and its interaction with other sectors in industry.
- 8.1.2 Understand the origins and development of archaeology and the development over time to include a wide range of current methodology and techniques.
- 8.1.3 Describe and evaluate the application of gathering and analysing primary data within archaeology and its interpretation

### **8.2 Cognitive and intellectual skills**

On successful completion graduates should have developed the ability to:

- 8.2.1 Research, interpret and present archaeological arguments in a range of different forms.
- 8.2.2 Research and present spoken material and written texts.
- 8.2.3 Construct practical strategies for answering research questions analysing data to draw relevant conclusions.
- 8.2.4 Understand the interactions between social cultural and environmental contexts and their impact on archaeological reporting

### **8.3 Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 8.3.1 Gather, organise and deploy evidence and data and information,
- 8.3.2 Work with others to set goals, integrate information and make appropriate decisions.

8.3.3 Present information and ideas, orally and in written form, to a range of audiences.

#### 8.4 Employment related skills

On successful completion graduates should have the ability to:

8.4.1 Understand the application of ethical issues in the conduct of archaeology.

8.4.2 solve complex problems using critical thinking, their own initiative, and analysis and evaluation of diverse, partial or ambiguous data.

8.4.3 Demonstrate an understanding of the organisation and career structure of areas of archaeology.

8.4.4 express themselves clearly through excellent oral and written communication skills that demonstrate logical structured arguments.

#### 8.5 Practical skills

On successful completion graduates should be able to:

8.5.1 Work collaboratively, participate in group discussions and to have respect for others' reasoned views.

8.5.2 Apply specialist skills which are necessary with archaeological areas including fieldwork, experimental archaeology, landscape, recording and conservation.

8.5.3 Demonstrate imaginative insight and creativity.

8.5.4 manipulate data and use and understand graphical and statistical procedures using computer programmes.

### 8. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent will be considered) Maths and English at Grade 4/C or above plus a relevant level 3 qualification. Applicants will be interviewed to assess the experience/capabilities for successful entry and completion of the course.

Entry Requirements for PROGRAMME TITLE	
Level 3: at least one of the following in a relevant subject: - AS/A Levels - Advanced Level Diploma - BTEC National Certificate/Diploma - VDA: AGNVQ, AVCE, AVS - Access to HE or Year 0 provision - International Baccalaureate - Irish/Scottish Highers/Advanced Highers	48 UCAS points from relevant Level 3 qualification.  Achievement of an Access to HE Diploma
Work Experience	Considered on an individual basis through an interview process.



Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current DBS, if required for placement.

Apply online at [www.ucas.com](http://www.ucas.com). For further information on the admissions process contact [heEnquiry@truro-penwith.ac.uk](mailto:heEnquiry@truro-penwith.ac.uk) or 01872 305746.

## 9. Progression criteria for Final and Intermediate Awards

Students who successfully complete the FdSc Archaeology may progress to Year Three, level 6 of the BSc (Hons) Archaeology at TPC. Alternatively, progression opportunities may be available at other Universities offering Archaeology.

- Year Three, Level 6 of the BSc (Hons) Archaeology at Truro & Penwith College.
- Year Three, in other universities offering Archaeology

Other institutions may also offer appropriate progression choices and students are encouraged to discuss other options with their Personal Tutor. Applications for progression will be subject to availability and must be submitted by the given deadline.

Upon completion of the FdSc Archaeology, students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- Academic researcher
- Archaeologist
- Conservator
- Heritage manager
- Historic buildings inspector/conservation officer
- Museum education officer
- Museum/gallery curator
- Museum/gallery exhibitions officer

With the opportunity to explore wider employment as an

- Archivist
- Cartographer
- Higher education lecturer
- Records manager
- Social researcher
- Tourism officer
- Mine searches
- Surveyor / Survey equipment sales

- Laboratory work / Laboratory supplies

## **10. Non-Standard Regulations**

N/A

## **11. Transitional Arrangements**

Students will be supported to complete the programme in which they were enrolled onto.

# LEVEL 4

## MODULE RECORDS

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1257      **MODULE TITLE:** Archaeology, Landscape & Environment From Prehistory to Roman Times

**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology

**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Human ecology and society in Britain from prehistory till the Romano-British period will be studied, in context with the relevant world archaeology. Interpreting the evidence of fossil landscapes and archaeological evidence is the focus of the module with a programme of field trips, reinforcing the science and theory.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	40%	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)	60%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide a chronological framework within which the student can develop a deeper understanding of the prehistoric and Romano-British archaeology of Britain
- To place this knowledge in the necessary European and World contexts
- To provide each student with an overview of the field monuments of these periods
- To enable students to progress to the later periods in the Post-Roman to Recent Times (TCARC120) module

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. know the basic outline of the prehistoric and Romano-British archaeology of Britain within wider European and World contexts	PILO 8.1.3
2. recognise major classes of prehistoric and Roman archaeological sites in Britain	PILO 8.1.3
3. recognise fossil landscape features & other indications of palaeoenvironments	PILO 8.2.1
4. begin to show 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)	PILO 8.1.2

**DATE OF APPROVAL:** May 2022  
**DATE OF IMPLEMENTATION:** September 2022  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Human ecology and society in Britain from prehistory till the Romano-British period will be studied, in context with the relevant world archaeology. Interpreting the evidence of fossil landscapes and archaeological evidence is the focus of the module with a programme of field trips, reinforcing the science and theory	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Practical classes and workshops	10	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Image and Source Selection (AMLO 2, 3)	100%
Online Open Book Assessment	Online Assessment: Case Study (AMLO 1, 2, 3, 4)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Image and Source Selection (AMLO 2, 3)	100%
Online Open Book Assessment	Different Case Study (AMLO 1, 2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1258      **MODULE TITLE:** Excavation, Post-Excavation & Archives  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module covers the how and why of excavations, and subsequent post-excavation processes. Particular attention is given to stratigraphy. It shows how provision for the long-term study and conservation of materials and structures recovered from excavations is built into the excavation design. Finally, the role of archives in managing and displaying the results of such work is investigated.

#### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	100%	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- to give students a solid working foundation in the theory and practice of archaeological excavation and post-excavation
- to give students a foundation in recording, analysis and presentation of archaeological data
- to lay the foundations for practical work to lay the foundations for practical work.

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. begin to appreciate the complexity of how and why sites are selected for excavation	PILO 8.2.3
2. understand the basic principles of the interpretation of excavated evidence	PILO 8.5.2
3. solve and manage problems given classifications / principles, whilst weighing up the reliability of evidence	PILO 8.2.3
4. appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field	PILO 8.4.1 & 8.5.1
5. use computers for word-processing, illustration and presentation in a predictable and standard format	PILO 8.5.4

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module covers broad issues such as how and why excavations are, and have been carried out. Particular attention is given to issues of stratigraphy (e.g. context sheets and matrices). It then shows how provision for the long-term study and conservation of materials and structures recovered from excavations is built into the excavation design. Finally, The role of archives in managing and displaying the results of such work is investigated	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Practical classes and workshops	20	
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>	
Coursework	Coursework 1 Excavation Documentation (AMLO 1, 2, 3, 4, 5)	60%	
	Coursework 2 Archive Report (AMLO 1, 3)	40%	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>	
Coursework	Coursework 1 Excavation Documentation (AMLO 1, 2, 3, 4, 5)	100%	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1259      **MODULE TITLE:** History of Archaeological Debate  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

The content of this module includes the history of archaeology to the present, and the interpretation of archaeology, including issues such as nationalism, gender and racism. It also investigates ICT technologies as sources of reliable and appropriate information.

**ELEMENTS OF ASSESSMENT** – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	100%	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- to detail the origins and historical development of the discipline of archaeology in Britain and the World
- to demonstrate how archaeological information can be variously interpreted due to different historical/political agendas
- to lay the foundations for interpretation in the chronological modules (TRUR1257 & TRUR1260) and for Entrepreneurship & Professional Development (TRUR1262)

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:		Programme Intended Learning Outcomes (PILOs) contributed to:
1.	demonstrate knowledge and understanding of the origins and development of archaeology as a discipline in Britain and the World	PILO 8.1.2
2.	begin to understand the intellectual vitality of archaeology, its theoretical basis, current debates over approaches to interpretation, and archaeology's relationship to other disciplines	PILO 8.2.2
3.	identify and understand the implications of politically biased versions of the past, in both history and archaeology, while appreciating and being sensitive to different cultures	PILO 8.2.2
4.	present their work orally and effectively before their peer group	PILO 8.3.3
5.	make effective and appropriate use of web technologies as sources of information	PILO 8.3.3

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The content of this module includes the history of archaeology to the present, and the interpretation of archaeology, including issues such as nationalism, gender and racism. It also investigates ICT technologies as sources of reliable and appropriate information.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Website Proof Reading, Correction & Redesign (AMLO 1, 2, 3, 5)	40%
	Coursework 2 Conference Paper Abstract & Presentation (AMLO 1, 2, 3, 4)	60%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Website and Presentation (AMLO 1,2, 3, 4, 5)	100%
		100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1262      **MODULE TITLE:** Entrepreneurship and Professional Development  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module is designed to enable students to demonstrate that they have the qualities, skill and innovation needed for employment in their chosen sector. The module will enable students to exercise a sustainable approach to decision making including the ability to relate their professional practice to underlying theory and principles

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	100%	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To enable students to develop evidence that supports their career development and professional practice.
- To enable students to demonstrate an innovative approach to sustainable practice that is informed by relevant theories and principles.
- To support students to develop as an autonomous learner.

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate how entrepreneurial ideas can be applied to own professional development.	PILO 8.4.1
2. Demonstrate how theory and principles can be used to inform sustainable professional practice	PILO 8.4.3
3. Evaluate own skills and identify strengths, weaknesses and areas for future development.	PILO 8.4.4
4. Work with others to set goals, integrate information and make appropriate decisions	PILO 8.3.2

**DATE OF APPROVAL:** May 2022

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** September 2022

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b>  This module is designed to enable students to demonstrate that they have the qualities, skill and innovation needed for employment in their chosen sector. The module will enable students to exercise a sustainable approach to decision making including the ability to relate their professional practice to underlying theory and principles	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Career Development Report – Assess Current Skill and Knowledge levels (AMLO 3, 4)	50%
	Coursework 2 Career Development Report – Assess further Skill and Knowledge needs, and how to achieve them (includes grant or award application) (AMLO 1, 2)	50%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Career Development Review (AMLO 1, 2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1260      **MODULE TITLE:** Post-Roman to Recent Times  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

Students will study the periods in Britain from the Late Roman period until the present, with particular emphasis on anthropological and economic aspects. As well as basic chronological and environmental outline, recent topics of research will be covered. The scientific and theoretical background will complement the field trips. Also, this module covers an introduction to the use of statistics, spreadsheets and databases.

#### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To provide a chronological framework within which the student can develop a deeper understanding of the Roman to Recent archaeology of Britain
- To place this knowledge in the necessary European and World contexts
- To provide each student with an overview of the field monuments of these periods to show how basic computer packages: word-processing, the Internet, spreadsheets and databases can be used to aid archaeological projects
- to lay the foundations for interpretation to lay the foundations for interpretation.

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. recognise major classes of Roman to Recent archaeological sites in Britain	PILO 8.1.3
2. place these classes of site and fossil landscapes within wider European and World contexts	PILO 8.2.4
3. understand the use of analogy and experiment in archaeological analysis	PILO 8.2.1
4. make effective and appropriate use databases; and spreadsheets	PILO 8.5.4
5. use computers, in a predictable and standard format, to facilitate data collection, storage and analysis	PILO 8.2.1

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The periods in Britain from the Late Roman period until the present will be studied, with particular emphasis on the anthropological and economic aspects. As well as the basic chronological and environmental outline, recent topics of research will be covered. The scientific and theoretical background will complement the programme of field trips. Also, this module covers an introduction to the use of statistics, spreadsheets and databases.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Practical classes and workshops	10	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Statistical Analysis of Archaeological Data with an explanation of the science (AMLO 3, 4, 5)	100%
Online Open Book Assessment)	Online Assessment: Questions/ Case Studies (AMLO 1, 2, 3)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Statistical Analysis of Archaeological Data with an explanation of the science (AMLO 3, 4, 5)	100%
Online Open Book Assessment)	Different Questions/ Case Studies (AMLO 1, 2, 3)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1261      **MODULE TITLE:** Field Survey and Site Reconstruction  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will cover the development of surveying ideas and techniques, analysing their whys and limitations. Crucial concepts of modern survey are introduced and linked to practical exercises, covering a broad range of conventional techniques. Students analyse the role of experimental and experiential archaeology in recording structures. This informs what and how archaeologists record structures more effectively.

#### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To provide a solid working foundation in the theory and practice of archaeological field survey
- To provide a foundation in the recording, analysis and presentation of archaeological data
- To provide a foundation in the concepts and principles of experimental and experiential archaeology

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. practice core fieldwork techniques of identification, surveying, recording, and sampling under supervision	PILO 8.5.2
2. appreciate the value and attributes of standing building surveys, including an understanding of architectural history	PILO 8.1.2
3. produce neat, effective and well-presented notes	PILO 8.3.1
4. appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field	PILO 8.3.2
5. appreciate the importance of experimental and experiential archaeology, and the difference between the two	PILO 8.5.2

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2022

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b>  This module will cover the development of surveying ideas and techniques, analysing why they were used and what their limitations are. Crucial concepts of modern survey are introduced and linked to the practical exercises, which cover the broad range of conventional surveying techniques. The role of experimental and experiential archaeology is analysed to understand the implications of recorded structures. This informs what and how archaeologists record structures more effectively.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Practical classes and workshops	20	
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Field Survey Strategy Document (AMLO 1, 2, 3, 4)	50%
	Coursework 2 Monument Reconstruction (AMLO 2, 4, 5)	50%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework Reviewing Field Survey and Reconstruction Procedures (AMLO 1, 2, 3, 4, 5)	100%
		100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

# LEVEL 5

## MODULE RECORDS



# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2257      **MODULE TITLE:** Archaeology, Geology & Landscapes of Cornwall  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students will learn the importance of local geological knowledge in archaeological projects, making effective use of geology and integrating it with archaeological data. They will also study all periods of Cornish archaeology, developing an appreciation of detailed local archaeological knowledge. The scientific and theoretical background will complement the field trips.

**ELEMENTS OF ASSESSMENT** – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)	<b>50%</b>	<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To provide a detailed case study which the student can use to develop a deeper understanding of the study of archaeology
- To provide depth and distinctiveness to the region in which they are operating
- To provide an understanding of the limitations of wider contexts such as British and European when applies to a regional archaeology
- To enable students to build on their skills and knowledge.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:		Programme Intended Learning Outcomes (PILOs) contributed to:
1.	know what identifies and distinguishes the regional archaeology of Cornwall from wider trends	PILO 8.1.1
2.	place these monuments in context more critically & discriminatingly	PILO 8.2.2
3.	begin to understand the intellectual vitality of archaeology, its theoretical basis, current debates over approaches to interpretation, and archaeology's relationship to other disciplines	PILO 8.2.3
4.	draw down appropriate scientific principles and concepts to archaeological problems	PILO 8.4.2

**DATE OF APPROVAL:** May 2022  
**DATE OF IMPLEMENTATION:** September 2023  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Students will learn the importance of local geological knowledge in archaeological projects, making effective use of geology and integrating it with archaeological data. They will also study all periods of Cornish archaeology, developing an appreciation of detailed local archaeological knowledge. The scientific and theoretical background will complement the field trips	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Fieldwork	20	
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Geological Report (AMLO 1, 2, 3, 4)	100%
In-Class Test	In-Class Test (AMLO 1, 2, 3, 4)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Geological Report (AMLO 1, 2, 3, 4)	100%
In-Class Test	New In-Class Test (AMLO 1, 2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2258      **MODULE TITLE:** Museum Conservation & Management  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

Students study a wide range of techniques and principles, including organisation, conservation, ethics and analysis in managing and presenting objects for display

#### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL** to which module should be linked: Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- Introduce some of the key political and ethical issues in staging events
- To explore the issues of health and safety and personal responsibility
- To appreciate the need for and practice of museum conservation

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. To understand the social, cultural, and political context of their event	PILO 8.2.4
2. Will be able to explain the ethical issues relating to their event	PILO 8.4.4
3. Understands the practice of entrepreneurship and event management	PILO 8.4.3
4. Critically assess their role concerning safety issues and team work	PILO 8.5.1
5. Identify the key conservation issues in displaying historic materials and archives	PILO 8.3.1

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2023

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Organisation and structure of museums, history of museums, management of collections, recording (including databases, illustration and photography), exhibitions, ethics, conservation of materials, museum environments, laboratory safety.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Project Supervision	10	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Report (AMLO 1, 2, 3, 4, 5)	60%
	Coursework 2 Presentation (AMLO 1, 2, 3, 4, 5)	40%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Report (AMLO 1, 2, 3, 4, 5)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2259      **MODULE TITLE:** Archaeological and Environmental Science  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module will include scientific approaches and techniques for dating and materials analysis, with assessment of scientific reports, field assessment and some theoretical considerations

#### ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- to create an awareness of the importance of science to the discipline
- to provide an opportunity for students to receive a sound understanding of the scientific applications encountered in modern archaeology
- to provide a sufficient insight into these topics to enable students to communicate with scientific specialists
- to enable students to interpret critically the findings of scientific specialists through the medium of their own reports
- to build on the scientific concepts and skills introduced in the previous modules

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. possess a basic understanding of scientific methods used in collecting, analysing, and interpreting archaeological data	PILO 8.1.3
2. marshal and critically appraise their own and other people's arguments	PILO 8.4.2
3. draw down appropriate scientific principles and concepts to archaeological problems from specialist scientific investigations	PILO 8.4.2
4. understand the causes of variation in the reliability of different classes of evidence from archaeological contexts (such as: taphonomy; cultural and non-cultural transformations; depositional processes; and recovery procedures)	PILO 8.3.1

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2023

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The basic science behind archaeology and quaternary studies will be drawn together from previous work on the programme and further developed. This will include: Dating, especially Radio-Carbon, Dendrochronology & Thermoluminescence; Materials Analysis; Conservation Applications; Environmental Archaeology, especially soil science, botanical & faunal evidence & hydrology; Climatic Modelling & Interpretation; Ethics, Health & Safety.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Supervised Time in Studio/Workshop	20	
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Scientific Analysis Review Form (AMLO 1, 3, 4)	100%
Online Open Book Assessment	Online Assessment: Questions/ Case Studies (AMLO 2, 3, 4)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Scientific Analysis Review Form	100%
Online Open Book Assessment	Different Questions/ Case Studies (AMLO 2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR2260	<b>MODULE TITLE:</b> Landscape and Site Mapping, Imaging and Modelling	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECoS CODE:</b> 100299 Archaeology
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> )		
Students will learn how to plan survey critically and make professional assessments in the field in the light of recent approaches. This module will cover the development of surveying ideas and techniques, analysing why they were used and what their limitations are. The importance of managing and modelling data is also covered. The module includes practical experience of modern technologies.		

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)	<b>50%</b>		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To provide a practical grounding in the application of techniques in the survey and excavation as well as the assessment of archaeological sites and standing buildings
- To provide a practical understanding of computer, electronic and laser technologies in modern field survey and excavation
- To extend and apply taught concepts and skills

**ASSESSED LEARNING OUTCOMES:** (*refer to Programme Specification for relevant Programme Intended Learning Outcomes*)

At the end of the module to learner will be expected to be able to:

<b>Assessed Module Learning Outcomes:</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to:</b>
1. appreciate the importance of the recovery of primary data through practical experience	PILO 8.5.2
2. make critical and effective use of information retrieval skills using paper-based and electronic	PILO 8.5.4
3. collaborate effectively in a team via experience of working in a group, for example through fieldwork and/or project work	PILO 8.3.2
4. possess a critical awareness of methodologies for quantifying, analysing, and interpreting primary data with increasing autonomy	PILO 8.5.3
5. appreciate the importance of managing and modelling graphic data	PILO 8.5.3

**DATE OF APPROVAL:** May 2022  
**DATE OF IMPLEMENTATION:** September 2023  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Students will learn how to plan survey critically and make professional assessments in the field in the light of recent approaches. This module will cover the development of surveying ideas and techniques, analysing why they were used and what their limitations are. The importance of managing and modelling data is also covered. The module includes practical experience of modern technologies.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Tutorial	5	
Fieldwork	20	
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Digital Fieldwork Desktop Group Proposal (AMLO 1, 2, 3, 4, 5)	100%
Online Open Book Assessment	Online Assessment: Questions/ Case Studies (AMLO 1, 2, 5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Digital Fieldwork Desktop Proposal	100%



Online Open Book Assessment	New Questions/ Case Studies (AMLO 1, 2, 5)	100%
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**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023
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# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2261      **MODULE TITLE:** Professional Project  
**CREDITS:** 40      **FHEQ LEVEL:** 5      **HECoS CODE:** 100299 Archaeology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** No  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Students develop and apply skills and knowledge from a relevant or appropriate work situation/ placement. They develop awareness of learning from experience and planning for their own continued development as independent learners. The Project involves the completion of data collection, the synthesis of evidence and the effective presentation of the results. The topic will normally require the collection of primary data.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>60%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>40%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Archaeology

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To apply skills and knowledge acquired during the course of the Foundation Degree as well as any other work-based experiences they may have undergone
- To provide an opportunity for students to use skills and experience gained through a work placement as well as in other parts of the course

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

At the end of the module to learner will be expected to be able to:

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. To provide prospective employers with a value indicator of the student's ability as developed on the course	PILO 8.5.3
2. To achieve the effective integration of the discrete skills and techniques gained during the course in an investigation of the student's choice	PILO 8.1.1
3. Demonstrate a critical awareness of learning from experience and an ability to reflect on and evaluate learning from experience, informed by a period of work placement	PILO 8.2.2
4. Plan, design and execute a programme working independently with an appropriate degree of supervision	PILO 8.5.3
5. Work independently with an appropriate degree of supervision	PILO 8.5.3
6. Understand the application of ethic issues to their research	PILO 8.4.1

**DATE OF APPROVAL:** May 2022

**DATE OF IMPLEMENTATION:** September 2023

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1 & 2

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 126
<b>MODULE LEADER:</b>	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Students will undertake a work placement. There will also be opportunities for students to work alongside or under the supervision of local employers (and from elsewhere too) carrying out work in a professional capacity as part of the course. Using a skills passport, students will document their work-based skills and knowledge. This may include a range of experiences with organisations such as archaeological units, museums, archives, community groups, research centres etc. It will be necessary for the student to be directly responsible for some of his or her own work. Students will learn about professional project work and the standards required which they can transfer to their project reports.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	30	
Tutorial	5	
External Visits	20	
Work Based Learning	60	
Guided Independent Study	285	
<b>Total</b>	<b>400</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 Project Report (AMLO 2, 3, 4, 5, 6)	100%
Practical	Placement and Professional Skills Presentation (AMLO 1, 3, 6)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Different Project Report (AMLO 2, 3, 4, 5, 6)	100%
Practical	Different Placement and Professional Skills Presentation (AMLO 1, 3, 6)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: September 2023	<b>Approved by:</b> Date: September 2023

