

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

BSc (Hons) Archaeology

2024-25



WELCOME AND INTRODUCTION

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1. Welcome and Introduction to BSc (Hons) Archaeology

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 BSc (Hons) in Archaeology has many distinctive features such as a museum exhibition, mock press interview, site management practical experience and world archaeology.

The programme has been running now for 14 years and was designed to meet local employer need and student interest. 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 [University Centre Student Handbook](#) (on SharePoint) which contains information on issues such as finance, student support, careers, learning resources and studying at University Centre Truro and Penwith; the University of Plymouth Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook>; and your Teaching, Learning and Assessment Handbook available on SharePoint.

1. Award

Final Award Title: BSc (Hons) Archaeology
Level 4 Intermediate award title: N/A
UCAS Code: V401
HECoS Code: 100299 Archaeology

2. Awarding Institution: University of Plymouth

2.1. Teaching Institution: Truro and Penwith College

3. Accrediting Body(ies)

None

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 environmental knowledge and skills through staff background
- Working with employers with a particular interest in community archaeology and heritage conservation like the Cornwall AONB and the Cornwall Archaeological Unit
- Collaboration with staff from other departments (including media) to train students in dealing with the press
- Incorporation of experimental and experiential archaeology as key elements of interpretation tying in staff specialisation

5. Relevant QAA Subject Benchmark Group(s)

The programme development was informed by the following: -

[Framework for Higher Education \(FHEQ\) programmes at level 6](#)

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

Full-time Route

YEAR 1 (LEVEL 6) 120 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3103	World Archaeology	20	Core	1 & 2
TRUR3104	Experimental Archaeology and Event Management	20	Core	1 & 2
TRUR3105	Current Debates in Archaeology	20	Core	1 & 2
TRUR3106	Heritage Conservation & Environmental Archaeology	20	Core	1 & 2
TRUR3107	Dissertation	40	Core	1 & 2

Part-time Route

YEAR 1 (LEVEL 6) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3103	World Archaeology	20	Core	1 & 2
TRUR3104	Experimental Archaeology and Event Management	20	Core	1 & 2
TRUR3106	Heritage Conservation & Environmental Archaeology	20	Core	1 & 2
YEAR 2 (LEVEL 6) 60 Credits				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR3105	Current Debates in Archaeology	20	Core	1 & 2
TRUR3107	Dissertation	40	Core	1 & 2

7. Programme Aims

- A1. To develop an in depth understanding of archaeology derived from a variety of sources and disciplines and to communicate the principles in a range of media 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 in novel scenarios.
- A3. To develop the knowledge, theory, understanding and flexible 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 and critical and analytical skills
- A5. To develop students' commitment to subsequent role development and lifelong learning, acting increasingly confidently and autonomously to push beyond limits of their learning needs and acknowledging the need to meet and surpass relevant occupational standards.

8. Programme Intended Learning Outcomes

8.1 Knowledge and understanding

On successful completion graduates should have developed the ability to:

- 8.1.1 Evaluate a range of archaeological principles and theories and the relevance of archaeology within the modern world and its interaction with other sectors in industry.
- 8.1.2 Appraise 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, evaluate and undertake the process 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 critically examine and reflect on spoken material and written texts.
- 8.2.3 construct practical strategies for answering complex and novel research questions analysing data to draw relevant conclusions.
- 8.2.4 understand the interactions and relationships 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 Identify and use investigative strategies that gather, organise and deploy evidence and data and information,
- 8.3.2 Work with others to set goals, integrate information, make appropriate decisions, negotiate in a professional manner and avoid or manage conflict.
- 8.3.3 Present information and ideas, orally and in written form, to a range of audiences and identify processes to evaluate performance.

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 and incorporate a professional code of conduct into practice.
- 8.4.2 solve complex problems using critical thinking, their own initiative, and analysis and evaluation of diverse, partial or ambiguous data and recognise the possibility of new concepts within existing knowledge.
- 8.4.3 demonstrate an in depth 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 in novel situations.
- 8.5.3 Demonstrate imaginative insight and creativity and work with ideas and hypotheses to develop new lines of enquiry.
- 8.5.4 manipulate data and use, understand and apply graphical and statistical procedures using computer programmes to support the communication of ideas.

9. 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 6: at least one of the following: <ul style="list-style-type: none">- 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 Access	Achievement of a level 5 qualification in a relevant archaeological discipline (Exceptionally a level 5 qualification in history or a similar subject with evidence of mapped experiential learning or bridging activity*) *UoP Regs apply
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 and evidence of mapped experiential learning or bridging activity
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. For further information on the admissions process contact heEnquiry@truro-penwith.ac.uk or 01872 305746.

10. Progression criteria for Final and Intermediate Awards

Students undertaking the BSc Archaeology may progress onto a range of higher-level programme at masters or PhD level and will be advised by appropriately qualified staff during course tutorials.

Other institutions may also offer appropriate progression choices and students are encouraged to discuss other options with their Personal Tutor..

Upon completion of the BSc 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

11. Non-Standard Regulations

N/A

12. Transitional Arrangements

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

LEVEL 6

MODULE RECORDS

2. UNIVERSITY OF PLYMOUTH MODULE RECORD

2.1. SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3103 **MODULE TITLE:** World Archaeology
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100299 Archaeology
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

World Archaeology will give the detailed analytical knowledge of a range of international developments in Archaeology. This is a student-led module. The lecturer introduces the broad themes and gives guidance, but it is the students who actually research and present the specific topics to their fellow students.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	80%	E1 (Examination)		P1 (Practical)	20%
T1 (In-Class Test)		O1 (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 promote a critical and evaluative understanding of the chronology & key themes of World archaeology
- To discuss and compare a sense of approaches, ideas and theories employed in different parts of the world
- To improve students' self-initiative and sense of personal responsibility
- To develop detailed knowledge of one chosen aspect of world 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.	Conduct and manage research to an appropriate level including acquisition of coherent and detailed knowledge, at least some of which is at or informed by the forefront of defined aspects of archaeology	PILO 8.1.1, 8.1.2 & 8.2.1
2.	Evaluate and synthesise research and present topics at an appropriate academic level	PILO 8.3.1
3.	Demonstrate an ability to deploy accurately established techniques of critical analysis and enquiry to complex problems within archaeology	PILO 8.4.4
4.	Demonstrate an ability to convey complex ideas in both written and oral forms	PILO 8.3.3, 8.5.1

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: 1 & 2

2.2. 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.

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 126
MODULE LEADER: Mike Dymond	OTHER MODULE STAFF:
SUMMARY OF MODULE CONTENT: The Archaeology of the Americas, Sub Saharan Africa, Asia (North, South & East), Oceania / Australasia, Northern & Eastern Europe & the Mediterranean Primatology, Evolutionary Psychology & Anthropology The critical application and analysis of Anthropology & Ethnography Hunter-gatherers / foragers past & present Farming societies & technologies, Urbanism & Civilization Communication & Trade, Theory in World Archaeology	

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 Abstract & Conference Paper (AMLO 1, 2 ,3)	100%
Practical	Preliminary Presentation of the Conference Paper (AMLO 2, 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework Conference presentation and written paper (AMLO 1, 2, 3, 4)	100%
Practical	Different Preliminary Presentation of the Conference Paper (AMLO 2, 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

3. UNIVERSITY OF PLYMOUTH MODULE RECORD

3.1. SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3105 **MODULE TITLE:** Current Debates in Archaeology

CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100299 Archaeology

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

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

Students will examine the current debates and philosophies behind today's archaeology. They will also critically examine the literature in other disciplines that have influenced archaeology. They will learn how archaeology is part of a much wider academic discussion, and a much wider academic community.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	50%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (online open book assessment)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Archaeology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To gain a critical, evaluative understanding of the wider philosophic debates that influence archaeology
- To explore and analyse underpinning philosophies and discourse
- To promote critical and lateral thinking

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 an appropriate level of critical understanding of critical and philosophical theory	PILO 8.2.4. 8.1.2
2. Critically evaluate arguments, assumptions and abstract concepts to make judgements	PILO 8.2.2
3. Evaluate the significance and effect of selected theory upon the development and practice of archaeology	PILO 8.1.1

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: 1 & 2

3.2. 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.

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 126
MODULE LEADER: Dave Spiller	OTHER MODULE STAFF:
SUMMARY OF MODULE CONTENT: Archaeology Debates Modern Philosophies Modern Developments in Related Disciplines	

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 Book Review (AMLO 1, 2, 3)	100%
Online Open Book Assessment	Online Assessment: Questions/ Case Studies (AMLO 1)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Different Coursework 1 Book Review (AMLO 1, 2, 3)	100%
Online Open Book Assessment)	New Online Assessment: Questions/ Case Studies (AMLO 1)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

4. UNIVERSITY OF PLYMOUTH MODULE RECORD
4.1. SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3106 **MODULE TITLE:** Heritage Conservation & Environmental Archaeology

CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100299 Archaeology

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will critically evaluate laboratory and field techniques of Environmental and Conservation Archaeology. This module will examine the principles and practices of Environmental and Conservation Archaeology, current issues and debates within the field, and investigate the interrelationship between them.

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

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

SUBJECT ASSESSMENT PANEL to which module should be linked: Archaeology

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop a critical understanding of the fields of Heritage Conservation and Environmental Archaeology
- To evaluate and apply a variety of methods and techniques of environmental and conservation archaeology with due recognition of sustainability and health and safety practice
- To critically explore the issues confronting Heritage Conservation and Environmental 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. Critically evaluate the principles and approaches of Heritage Conservation and Environmental Archaeology	PILO 8.3.2, 8.4.3
2. Evaluate a variety of methods and techniques of Heritage Conservation and Environmental Archaeology	PILO 8.5.2
3. Apply an understanding of procedures of laboratory health and safety practice	PILO 8.3.2, 8.4.1
4. Critically evaluate issues of Heritage Conservation and Environmental Archaeology	PILO 8.4.2
5. Evaluate the requirements of a work proposal as well as fully costing it using appropriate computer programmes	PILO 8.1.3, 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 & 2

4.2. 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.

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 126
MODULE LEADER: Dave Spiller	OTHER MODULE STAFF:
SUMMARY OF MODULE CONTENT: Environmental Archaeology Approaches & Techniques Theories of Environmental Archaeology Laboratory Health & Safety Law & Practice Microscopy, the use of fume cupboards and associated computer-management of data. Basic pollen types, land & freshwater mollusc types & soil types. Human ecology & environments and the debates & theories involved	

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 Archaeological Landscape Assessment & Management Report (AMLO 1, 2, 4, 5)	100%
Online Open Book Assessment	Online Assessment: Questions/ Case Studies (AMLO 2, 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Different Coursework 1 Archaeological Landscape Assessment & Management Report (AMLO 1, 2, 4, 5)	100%
Online Open Book Assessment	New Online Assessment: Questions/ Case Studies (AMLO 2, 3)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

5. UNIVERSITY OF PLYMOUTH MODULE RECORD

5.1. SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3104 **MODULE TITLE:** Experimental Archaeology and Event Management
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100299 Archaeology
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

Students will learn to present material to different types of public audience. They will develop an understanding of audience so as to present the material in a way that is understandable and enjoyable for those audiences, whilst retaining the essence and integrity of the material. They will also learn how their statements may be liable to misinterpretation or manipulation.

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

C1 (Coursework)	60%	E1 (Examination)		P1 (Practical)	40%
T1 (In-Class Test)		O1 (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 explore issues and techniques regarding communication with a range of publics on a variety of levels
- To examine the balance between the public interest and professional responsibility
- To develop self-initiative and sense of personal responsibility to meet work deadlines
- To apply an understanding of audience to public communication

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. communicate information, ideas, problems, and solutions to both specialist & non-specialist on a variety of levels in complex and unpredictable contexts, in a professional manner to a range of audiences	PILO 8.2.1, 8.3.3, 8.4.4 & 8.5.2
2. demonstrate self-initiative, entrepreneurship and a sense of personal responsibility	PILO 8.2.3, 8.4.2 & 8.5.1
3. demonstrate an ability to critically evaluate the materials and the range of past interpretations, and to frame appropriate questions for those materials	PILO 8.5.3, 8.3.1
4. incorporate a critical ethical dimension to their work	PILO 8.4.1
5. Demonstrate an ability to work creatively with others to meet deadlines	PILO 8.3.2

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 & 2

5.2. 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.

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 126
MODULE LEADER: Dave Spiller	OTHER MODULE STAFF:
SUMMARY OF MODULE CONTENT: Forms, codes and conventions of popular media Ethics, representation and responsibility of broadcasters Interview and presentational techniques in different media Popular media – cultural and ideological understandings	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	35	
Tutorial	5	
Project Supervision	20	
Guided Independent Study	140	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 Exhibition Portfolio (AMLO 1, 2, 3, 4, 5)	100%
Practical	Press Statement & Media interview (AMLO 1, 2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Different Exhibition Portfolio (AMLO 1, 2, 3, 4, 5)	100%
Practical	Different Press Statement & Media interview (AMLO 1, 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

6. UNIVERSITY OF PLYMOUTH MODULE RECORD
6.1. SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3107 **MODULE TITLE:** Dissertation
CREDITS: 40 **FHEQ LEVEL:** 6 **HECoS CODE:** 100299 Archaeology
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will build upon the experiences of Foundation Degree projects. Students will research themes, topics or sites from a more critically analytical perspective. Students will examine appropriate philosophical and theoretical themes in relevant research areas. Students will be expected to demonstrate a critical understanding of archaeological theory relevant to their project work.

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

C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (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 develop the ability to examine pre-existing theory in the context of their research materials
- To develop an independence of thinking through critical reflection on evidence
- To develop an ability to research and exercise academic skills of writing and presentation at level 3

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 an ability to manage their own learning under supervision, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).	PILO 8.2.3
2. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) and to reassess existing data	PILO 8.1.3, 8.2.1, 8.2.2
3. make judgements, and frame appropriate questions to achieve a solution - or identify a range of solutions –in response to a complex archaeological problem	PILO 8.2.4
4. exercise initiative and personal responsibility	PILO 8.5.3
5. incorporate a critical ethical dimension to a major piece of work	PILO 8.4.1
6. Make links to the research's place within the vocational structure of archaeology	PILO 8.4.3
7. Show flexibility and initiative in the use and applications of appropriate computer programmes	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 & 2

6.2. 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.

ACADEMIC YEAR: 2024-25	NATIONAL COST CENTRE: 126
MODULE LEADER: Dave Spiller	OTHER MODULE STAFF: Mike Dymond
SUMMARY OF MODULE CONTENT: Forms, codes and conventions of popular media Ethics, representation and responsibility of broadcasters Interview and presentational techniques in different media Popular media – cultural and ideological understandings	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	
Tutorial	10	
Fieldwork	40	
Guided Independent Study	310	
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 A1 & A0 Research Posters (AMLO 4, 6, 7)	30%
	Coursework 2 Dissertation Report (AMLO 1, 2, 3, 4, 5, 6)	70%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework Dissertation and Online Blog (AMLO 1, 2, 3, 4, 5, 6, 7)	30%
		70%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

