

## Programme specification

### 1. Overview/ Factual Information

Programme/award title(s)	BA (Hons) History & Archaeology
Teaching Institution	The University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2021
Date of latest OU (re)validation	N/A
Next revalidation	2025/26
Credit points for the award	360
UCAS Code	V400
HECoS Code	VV14
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	History, Archaeology
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Chartered Institute of Archaeology, English Heritage.  Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	3 years in full time mode 4 years in part time mode
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	August 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational Aims and Objectives

- To provide a comprehensive programme of study, based on QAA benchmarks and professional body standards of the fields of history and archaeology.
- To provide students with the necessary practical and fieldwork skills to enable them to progress into a career in commercial archaeology.
- To produce graduates with a developed understanding of historical methodologies and strong historical research skills - including the ability to undertake archival research.
- To meet local, national labour market needs for skilled graduates by providing insight into - and opportunities to practice in - the heritage industries and commercial archaeology.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing labour market and wider environment.
- Encourage a systematic, creative and flexible approach to solving complex social problems.
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop within their chosen career pathway.
- To instil a lifelong passion for history and archaeology.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within Higher Education, research and professional development.

## 2.2 Relationship to Other Programmes and Awards

The BA (Hons) History and Archaeology programme sits with other Arts and Humanities programmes at the University Centre. These include BA (Hons) English Literature with Creative Writing and BA (Hons) Acting for Stage and Screen.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

#### 2.4 List of all Exit Awards

- Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at level 4.
- Diploma of Higher Education (Dip HE) upon successful completion of 240 credits at levels 4 and 5.
- Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6).

3. Programme structure and learning outcomes					
Programme Structure - Level 4 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Birth & Development of Modern Europe	30			No	Sem 1 & 2
Practical Aspects of Archaeology	30			No	Sem 1
Themes in Archaeology	15			Yes	Sem 1
Heritage Management	15			No	Sem 2
Prehistory: A European Perspective	30			No	Sem 2
Programme Structure – Level 4 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Birth & Development of Modern Europe	30			No	Y1 S1 & 2
Practical Aspects of Archaeology	30			No	Y1 S1
Prehistory: A European Perspective	30			No	Y2 S2
Themes in Archaeology	15			Yes	Y2 S2
Heritage Management	15			No	Y2 S2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Recognise and describe specific chronological periods and geographical areas of the past.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities.</li> <li>• Field trips, site visits and surveys and heritage walks.</li> </ul> <p>Students will be introduced to the key methodologies and tools of historical and archaeological enquiry in their first semester of study and encouraged to adopt cross-disciplinary, problem-solving approaches to these problems.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. The aim of assessment is to ascertain the student's acquisition of an adequate knowledge-base in the subject to enable them to progress to levels 5 and 6. Assessment types include essays, written examinations, portfolios (contents detailed on relevant Module Specifications), oral presentations, reviews, reports, discussion boards, critical reflections and In addition, online quizzes will be utilised to check academic progress.</p>
A2 Identify and explain the different theoretical approaches employed by archaeologists and historians to understand past societies.	
A3 Identify and describe a diverse range of sources of evidence used by historians and archaeologists.	
A4 Handle, describe and discuss archaeological objects and materials.	
A5 Summarise and discuss the use of historical claims in public life through awareness of the contested, conflicting and complex nature of history.	
A6 Reflect on their own career aspirations through an increasing understanding of the heritage industry and the labour market for history and archaeology graduates.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Outline and describe the merits of competing theories and explanations.	<p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
B2 Identify and explain a range of different kinds of evidence that historians use in developing arguments.	
B3 Recognise and describe archaeological sites in the field.	

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Gather, retrieve and synthesise information.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include; lectures, tutorials, seminars, directed reading, computer-aided learning, computer practical classes, field work and site visits.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
C2 Carry out basic archaeological techniques for the identification, recovery and recording of field data.	
C3 Recognise the practical purposes that history often serves.	

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Adopt a collaborative and problem-solving approach to complex problems.	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to historical and archaeological problems. They will work with students from other disciplines and be supported in developing innovative solutions. Teaching strategies utilised include;</p> <p>Seminar presentations, contributions to discussions, contributions to team problem solving exercises,</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings, and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
D2 Work independently and creatively to set deadlines and communicate complex ideas in written and oral form.	
D3 Act on feedback and reflect on their own developing knowledge and practice.	

Certificate of Higher Education (CertHE) upon successful completion of a minimum of 120 credits at Level 4

Programme Structure - Level 5 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Rome and the Roman World	15			Yes	Sem 1
The Role of Science in Archaeology	15			No	Sem 1
Ritualised Landscapes	15			No	Sem 1
Historiography and the Historian	15			No	Sem 1
Working in the Heritage Industries: Work Placement & Reflective Portfolio	30			No	Sem 2
Imperialism and Empire	15			Yes	Sem 2
Desk-Based Assessment	15			Yes	Sem 2
Programme Structure – Level 5 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Rome and the Roman World	15			Yes	Y2 S1
The Role of Science in Archaeology	15			No	Y2 S1
Ritualised Landscapes	15			No	Y3 S1
Historiography and the Historian	15			No	Y3 S1
Working in the Heritage Industries: Work Placement & Reflective Portfolio	30			No	Y3 S2
Imperialism and Empire	15			Yes	Y2 S2
Desk-Based Assessment	15			Yes	Y2 S2



Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Formulate and investigate questions relating to the past, through structured enquiry, drawing on a range of materials, including primary sources.	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Tutorials, seminars, directed reading, independent research and team problem solving exercises.</li> <li>• Field trips, site visits and surveys and heritage walks.</li> <li>• They will learn key research skills and methods through subject-specific workshops focussing on how to apply these skills in their own independent research.</li> </ul> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. Students are expected to demonstrate the capacity for independent research and the ability to construct an argument. Types of assessment include essays and written examinations. Online quizzes will be utilised (to check academic progress at the half-way point of the module). Portfolios (contents detailed on relevant Module Specifications), oral presentations, reviews, reports, discussion boards, critical reflections.</p>
A2 Apply appropriate, scholarly, theoretical and scientific principles and concepts to historical and archaeological problems.	
A3 Demonstrate familiarity with a diverse range of sources of evidence used by historians and archaeologists.	
A4 Handle, describe and interpret archaeological objects and materials.	
A5 Evaluate and the use of historical claims in public life through awareness of the contested, conflicting and complex nature of history.	
A6 Develop a career strategy based on a developed understanding of the heritage industry and the labour market for history and archaeology graduates.	

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>B1 Compare and contrast competing theories and approaches and start to utilise these theories in your own work.</p> <p>B2 Read and analyse historical texts and other primary sources, including visual and material sources, critically and empathically while bearing in mind genre, content and purpose.</p> <p>B3 Recognise, describe and interpret archaeological sites in the field.</p>	<p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. This includes; tutorials, seminars, directed reading, independent research, computer aided learning, computer practical classes and team problem solving exercises.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment. Students are expected to be able to demonstrate developed analytic skills at this level and assessment is geared towards establishing this.</p>

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>C1 Identify, select and draw upon a wide range of material, printed and electronic sources.</p> <p>C2 Practise core fieldwork techniques of identification, surveying, recording, excavation and sampling.</p> <p>C3 Recognise how contemporary issues and political contexts influence our construction of past societies and events and utilise this as a basis for practical critique.</p>	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Lectures, tutorials, seminars, directed reading, computer aided learning and computer practical classes.</li> <li>• Field work and site visits.</li> </ul> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Students are expected to be more aware of their particular strengths and weakness. For this reason, self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence.</p> <p>D2 Demonstrate self-confidence and self-awareness both in collaborative activities and independent study.</p> <p>D3 Respond to feedback and criticism and reflect on their own developing knowledge and practice.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will continue to be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to historical and archaeological problems. Teaching strategies utilised include; seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project and fieldwork project reports.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment. As students undertake their placement at level 5 a proportion of assessment is geared towards evaluation of their placement experience.</p>

Diploma of Higher Education (DipHE) upon successful completion of a minimum of 240 credits at Levels 4 and 5.

Programme Structure – Level 6 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Sem 1 & 2
Urban Experience and Identity in Early Modern Europe	30			No	Sem 1
Pre-Industrial Technology	15			Yes	Sem 1
The Social Role of Buildings from the Medieval to the Victorian Period	15			Yes	Sem 2
The Archaeology of Human Bone	15			Yes	Sem 2
		Conflict and Society in European History	15	Yes	Sem 2
		Surveying the Historic Environment	15	Yes	Sem 2

Programme Structure – Level 6 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Y4 S1 & 2
Urban Experience and Identity in Early Modern Europe	30			No	Y4 S1
Pre-Industrial Technology	15			Yes	Y3 S1
The Social Role of Buildings from the Medieval to the Victorian Period	15			Yes	Y4 S2
The Archaeology of Human Bone	15			Yes	Y3 S2
		Conflict and Society in European History	15	Yes	Y4 S2
		Surveying the Historic Environment	15	Yes	Y4 S2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>A1 Develop and design a research project relating to the past, drawing on and evaluating a range of primary and secondary sources.</p> <p>A2 Apply appropriate, scholarly, theoretical and scientific principles and concepts to historical and archaeological problems.</p> <p>A3 Realise and apply best ethical practice in the field of historical and archaeological enquiry, in accordance with best practice as set out by professional bodies.</p> <p>A4 Evaluate the relationship between historical sources, evidence, argument and interpretation.</p> <p>A5 Evaluate and critically assess the use of historical claims in public life through awareness of the contested, conflicting and complex nature of history.</p> <p>A6 Develop a detailed career strategy based on a realistic assessment of your strengths and weaknesses, and a thorough understanding of the trends and developments in the heritage industry.</p>	<p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Tutorials, seminars, directed reading, independent research, team problem solving exercises.</li> <li>• Field trips, site visits and surveys and heritage walks.</li> <li>• Students will be supported to undertake a major piece of independent research.</li> </ul> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. At this level students are expected to be able to demonstrate a broad range of historical and archaeological knowledge and an in-depth knowledge of methodologies. Assessment forms include essays, reflective logbooks, online quizzes, group work and written examinations. In addition, the students will give a presentation to their peers, review (academic papers on a given subject area), write Reports, discussion boards, critical reflection and dissertations.</p>

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>B1 Evaluate and assess historical evidence, appraise the relative merits of competing theories and interpretations and apply these theories in your own work.</p> <p>B2 Evaluate and assess a range of different historical written records and oral statements.</p> <p>B3 Recognise, describe and interpret archaeological sites in the field, drawing on a developed knowledge-base and a widening experience of archaeological practice.</p>	<p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Tutorials, seminars, directed reading, independent research, computer aided learning, computer practical classes and team problem solving exercises.</li> <li>• Field visits, site visits, heritage walks.</li> </ul> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations as developed analytical skills are assessed at this level. Assessment strategies offer students clear guidance with reference to future development and it encourages students to be proactive in addressing areas of perceived weakness. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>



3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Design and implement an independent research project.	<p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include:</p> <ul style="list-style-type: none"> <li>• Lectures, tutorials, seminars, directed reading, independent research, computer-aided learning and computer practical classes.</li> <li>• Field work and site visits.</li> </ul> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
C2 Practise core fieldwork techniques of identification, surveying, recording, excavation and sampling.	
C3 Recognise and challenge, through the use of developed historical arguments, forms of prejudice and abuses of power.	

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
<p>D1 Be able to work collaboratively to explore historical and archaeological issues and arguments and to recognise the value of working closely with others.</p> <p>D2 Demonstrate self-confidence and self-awareness both in collaborative activities and independent study and demonstrate an ability to make critical judgements.</p> <p>D3 Digest feedback and criticism and utilise this to deepen their knowledge and improve their practice.</p>	<p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. These include; seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project and fieldwork project reports, tutorials and supervision sessions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. The expectation at this level is that students will be able to produce near-professional standard outputs and the assessment tasks reflect this expectation. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

Ordinary Degree (BA) upon successful completion of a minimum of 300 credits (60 credits at Level 6).

#### 4. Distinctive Features of the Programme Structure

Where applicable, this section provides details on distinctive features such as:

- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The distinctive features of the History and Archaeology programme are:

- The programme offers a progression route for students with level 3 qualifications including BTEC, A levels, and HE Access courses.
- It combines History and Archaeology in a single programme.
- The course focuses on commercial archaeological skills and offers a route into careers in commercial archaeology.

#### 5. Support for Students and Their Learning.

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques,

undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6.

Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensure there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

#### 6. Criteria For Admission

5 GCSE grade C or above including English, Maths and Science and 88 UCAS points which should be from a related subject in one of the following;

- A-levels
- BTEC Level 3 National Diploma
- IB Diploma
- Access to HE
- Related work experience.
- Overseas qualifications judged to be equivalent to above

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience. We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

7. Language of Study
English

8. Information About Non-OU Standard Assessment Regulations (Including PSRB Requirements)
N/A

9. For Apprenticeships in England End Point Assessment (EPA).
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
<p>The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.</p> <p>Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.</p> <p>Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.</p> <p>UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.</p> <p>All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.</p>



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11. Changes Made to the Programme Since Last (Re)Validation

### Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module / Unit	Programme Outcomes														
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Birth & Development of Modern Europe	✓	✓					✓	✓		✓			✓		✓
	Practical Aspects of Archaeology	✓		✓	✓			✓	✓	✓	✓			✓		
	Themes in Archaeology	✓			✓			✓	✓		✓					✓
	Heritage Management	✓	✓				✓	✓				✓	✓		✓	
	Prehistory: A European Perspective				✓	✓		✓	✓		✓				✓	



Level	Study module / Unit	Programme Outcomes														
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3
5	Rome and the Roman World	✓			✓			✓		✓			✓		✓	
	The Role of Science in Archaeology	✓			✓			✓			✓			✓		
	Ritualised Landscapes		✓	✓					✓			✓			✓	
	Historiography and the Historian					✓		✓			✓					✓
	Working in the Heritage Industries Work: Placement and Reflective Portfolio				✓		✓	✓		✓		✓				✓
	Imperialism and Empire	✓			✓			✓					✓		✓	
	Desk-Based Assessment			✓	✓					✓		✓				✓

Level	Study module / Unit	Programme Outcomes														
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3
6	Undergraduate Major Project	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	Urban Experience and Identity in Early Modern Europe	✓	✓		✓				✓		✓				✓	
	Pre-Industrial Technology		✓		✓					✓		✓			✓	
	The Social Role of Buildings from the Medieval to the Victorian Period	✓				✓		✓				✓			✓	
	The Archaeology of Human Bone		✓	✓				✓				✓			✓	
	Conflict and Society in European History		✓			✓			✓				✓		✓	
	Surveying the Historic Environment		✓		✓					✓		✓				✓