<table>
<thead>
<tr>
<th></th>
<th><strong>Part A: Subject Component Summary Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Subject component title:</strong> Archaeology</td>
</tr>
</tbody>
</table>
| 2. | **Award which the component will contribute to:**  
|    | ☒ BA (Hons)  
|    | ☐ BSc (Hons)  
|    | ☐ Other. Please specify: |
| 3. | **Subject Component type:**  
|    | ☒ Major (75%)  
|    | ☐ Minor (25%)  
|    | ☐ Joint (50%) |
| 4. | **Credit:**  
|    | Credit in year 1 (level 4) 90  
|    | Credit in year 2 (level 5) 90  
|    | Credit in year 3 (level 6) 90 |
| 5. | **Date of first intake:** September 2014 |
| 6. | **Frequency of intake:** Annually |
| 7. | **Duration and mode of study:** 3 years, full time |
| 8. | **Applicable framework:** Model for non-clinical first degree programmes |
|    | **Framework exemption required:**  
|    | ☒ No (please go to section 9)  
|    | ☐ Yes (please provide a brief summary below) |
|    | **Date exemption approved by AQSC:** N/A |
| 9. | **Applicable Ordinance:** Ordinance 37 (general ordinance for undergraduate degrees) |
### New/Revised Ordinance Required
- **No** (please go to section 9)
- **Yes** (please provide a brief summary below)

<table>
<thead>
<tr>
<th>Date New/Revised Ordinance Approved by Council</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### 10. Faculty
- Faculty of Humanities and Social Science

#### 11. Level 2 School/Institute
- School of Histories, Languages and Cultures

#### 12. Level 1 Unit
- Department of Archaeology, Classics and Egyptology

#### 13. Campus
- Liverpool

#### 14. Other Contributors from UoL
- School of Environmental Sciences

#### 15. Teaching Other Than at UoL
- N/A

#### 16. Director of Studies
- Dr Matthew Fitzjohn

#### 17. Board of Studies
- School of Histories, Languages and Cultures (Academic Quality and Standards Sub-Committee)

#### 18. Board of Examiners
- School of Histories, Languages and Cultures

#### 19. External Examiner(s)
- Dr William Davies
  - Lecturer
  - University of Southampton

#### 20. Professional, Statutory or Regulatory Body
- N/A

#### 21. QAA Subject Benchmark Statements
- Archaeology (2014)

#### 22. Other Reference Points
- N/A

#### 23. Fees
- Standard home/EU and international fees for undergraduate programmes

#### 24. Additional Costs to the Student
- Students may choose to purchase textbooks or print materials at their discretion.
  - A cost of £30 is made to students attending the Archaeological Field School.
  - For students undertaking archaeological fieldwork overseas, the cost of transport
and accommodation will need to be covered.

25: AQSC approval: N/A

Part B: Subject Component Aims & Objectives

26. Aims of the subject component

Archaeology as a major (75%) subject component is designed for students who have a real and practical interest in archaeology as a means for investigating the past, and as a study of the major developments in human societies from the origins of humans to the florescence of the great civilisations. Participation in required modules ensures a shared knowledge of the distinct methods, theories and evidence of archaeological research. Optional modules allow the exploration of specific cultural areas, time periods, analytical methods and/or interpretive themes from an archaeological perspective within a critical, reflexive, stimulating and supportive academic setting. This knowledge may form a complimentary component of the student’s minor subject area (e.g. Ancient History, History, Classics etc.), or it may enhance the student’s personal and intellectual development through the structured exploration of an area of specialist interest. The strong student-led research focus will enable students to engage with supervised research in both taught modules and the research dissertation at Level 6. The programme aims to provide students not only with a comprehensive graduate-level education in Archaeology, but also with a range of employability skills that the student can take into the work- or life-long learning.

No.  Aim:

1  To equip students to acquire detailed knowledge of the practice and theory of archaeology as an approach to understanding past societies.

2  To equip students to demonstrate a practical knowledge of the techniques of archaeological excavation and recording.

3  To equip students to acquire a critical understanding of the particular methods and sources employed in the study of two or more chronological periods or cultural areas.

4  To equip students to acquire a critical understanding of the social, theoretical and scientific context of Archaeology.

27. Learning Outcomes

No.  Learning outcomes – Bachelor’s Honour’s degree

1  Demonstrate broad comparative knowledge of the archaeology of selected geographical regions.

2  Demonstrate broad and comparative knowledge of the archaeology of selected chronological periods.

3  Demonstrate a good understanding of the principles and methods by which
<table>
<thead>
<tr>
<th>Learning Outcomes - Bachelor’s Non-Honour’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some evidence of some of the outcomes below, but either with significant omissions or at a level insufficient to justify conferral of an Honours degree:</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

**27a. Mapping of learning outcomes:**

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALGY106, 131, 210, 283, 360, CLAH 114</td>
<td>Essays, examination, seminars, presentations</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>3</td>
<td>ALGY101, 102, 140, 141, 211, 220, 260, 266, 330, 397, ENVS392</td>
<td>Laboratory projects, practical assessment, presentations, essays, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td></td>
<td>Module Code/Description</td>
<td>Assessment Types</td>
<td>Benchmark Statement</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>4</td>
<td>ALGY102, 211</td>
<td>Practical assessment, portfolio, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>5</td>
<td>All ALGY modules</td>
<td>Essays, examination, seminars, presentations</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>6</td>
<td>All ALGY modules esp. 101, 102, 211, 250, 260, 266, 397</td>
<td>Laboratory projects, practical assessment, presentations, essays, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>7</td>
<td>ALGY 101, 399</td>
<td>Essays, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>8</td>
<td>All ALGY modules</td>
<td>Essays, examination, seminars, presentations</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>9</td>
<td>All ALGY modules, esp. 101, 102, 140, 141, 211, 220, 216, 250, 260, 266, 397</td>
<td>Laboratory projects, practical assessment, presentations, essays, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>10</td>
<td>ALGY450</td>
<td>Dissertation</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>11</td>
<td>ALGY101, 102, 211, 214, 250, 260, 266, 330, 397, ENVS392</td>
<td>Laboratory projects, practical assessment, presentations, essays, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>12</td>
<td>ALGY101, 102, 399</td>
<td>Essay, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>13</td>
<td>ALGY101, 102, 131, 399</td>
<td>Portfolio, essay, examination</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>14</td>
<td>All ALGY modules, esp. 101, 102, 220, 219, 233, 283, 284, 361, 387</td>
<td>Essays, examination, seminars, presentations</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>15</td>
<td>ALGY102, 399, 450</td>
<td>Portfolio, essays, examination, dissertation</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
<tr>
<td>16</td>
<td>ALGY101, 102, 228, 250</td>
<td>Portfolio, essays, examination, seminars, presentations</td>
<td>QAA Archaeology Benchmark statement (2014) 6</td>
</tr>
</tbody>
</table>

28. Skills and Other Attributes
### Skills and attributes:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Generic Skills</strong></td>
</tr>
<tr>
<td>1</td>
<td>Identify research problems and design coherent research projects</td>
</tr>
<tr>
<td>2</td>
<td>Make a critical judgement of the relative strengths and weaknesses of particular arguments</td>
</tr>
<tr>
<td>3</td>
<td>Undertake the analysis of factual information in a systematic and coherent way</td>
</tr>
<tr>
<td>4</td>
<td>Communicate information effectively and appropriately to distinct audiences, by oral, visual and written means</td>
</tr>
<tr>
<td>5</td>
<td>Act independently in planning and undertaking tasks</td>
</tr>
<tr>
<td>6</td>
<td>Work as a participant or leader of a team, contributing effectively to decision-making and the achievement of objectives</td>
</tr>
<tr>
<td>7</td>
<td>Appreciate issues relating to professional conduct and health and safety in both laboratory and field contexts</td>
</tr>
<tr>
<td>8</td>
<td>Develop an awareness and appreciation of human cultural diversity</td>
</tr>
<tr>
<td>9</td>
<td>Reflect on his/her own progress, making use of feedback and reflection relevant to the academic, professional and ethical context of one’s studies</td>
</tr>
<tr>
<td>10</td>
<td>Appreciate the importance of health and safety procedures and responsibilities in the field and laboratory</td>
</tr>
<tr>
<td>11</td>
<td>Engage with relevant aspects of current broad instrumentalist agendas such as global perspectives, employability, enterprise and creativity</td>
</tr>
<tr>
<td></td>
<td><strong>Subject-specific skills</strong></td>
</tr>
<tr>
<td>12</td>
<td>Bring together and effectively integrate information, methodologies and concepts from a variety of sources in order to address archaeological problems</td>
</tr>
<tr>
<td>13</td>
<td>Acquire and practice core skills in collecting, documenting and analysing primary archaeological data</td>
</tr>
<tr>
<td>14</td>
<td>Demonstrate visual skills in recognising and describing material remains, and recognising anomalies</td>
</tr>
<tr>
<td>15</td>
<td>Demonstrate spatial awareness (both 2D and 3D) in terms of interpreting and producing plans and landscapes</td>
</tr>
<tr>
<td>16</td>
<td>Apply classification and analytical skills, including appropriate numerical methods, with critical awareness in collating and categorising data</td>
</tr>
</tbody>
</table>

### Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
</table>

TQSD/14.15 8 of 22
### Honours Select Subject Component

<table>
<thead>
<tr>
<th></th>
<th>Modules</th>
<th>Learning, Research, Employability</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All ALGY Modules, esp. ALGY 450</td>
<td>Research</td>
<td>Essays/dissertation, laboratory projects</td>
</tr>
<tr>
<td>2</td>
<td>All ALGY Modules</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination</td>
</tr>
<tr>
<td>3</td>
<td>All ALGY Modules</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination, laboratory projects</td>
</tr>
<tr>
<td>4</td>
<td>All ALGY Modules</td>
<td>Learning, Employability</td>
<td>Essays, seminars, reviews, presentations, examination</td>
</tr>
<tr>
<td>5</td>
<td>All ALGY Modules, esp. ALGY 450</td>
<td>Learning, Employability</td>
<td>Essays/dissertation, laboratory projects</td>
</tr>
<tr>
<td>6</td>
<td>ALGY 101, 102, 211</td>
<td>Employability</td>
<td>Portfolio and supervisor assessment</td>
</tr>
<tr>
<td>7</td>
<td>ALGY 211, 399 H&amp;S briefings in YR 1 modules</td>
<td>Employability</td>
<td>Portfolios, examination, 1:1 supervision</td>
</tr>
<tr>
<td>8</td>
<td>All ALGY Modules</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination</td>
</tr>
<tr>
<td>9</td>
<td>All ALGY Modules, esp. ALGY 101, 102, 399</td>
<td>Learning, Employability</td>
<td>Essays, seminars, reviews, examination</td>
</tr>
<tr>
<td>10</td>
<td>ALGY 211, 214, 250, 260, 266, 397</td>
<td>Learning, Employability</td>
<td>Not assessed</td>
</tr>
<tr>
<td>11</td>
<td>ALGY 101, 397</td>
<td>Learning, Employability</td>
<td>Not assessed</td>
</tr>
<tr>
<td>12</td>
<td>All ALGY Modules</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination, portfolios, laboratory projects</td>
</tr>
<tr>
<td>13</td>
<td>ALGY 101, 102, 211, 250, 260, 266, 397</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination, laboratory projects</td>
</tr>
<tr>
<td>14</td>
<td>ALGY 211, 250, 397</td>
<td>Learning, Research, Employability</td>
<td>Essays, seminars, reviews, examination, portfolios, laboratory projects</td>
</tr>
<tr>
<td>15</td>
<td>ALGY 102, 211, 220, 310</td>
<td>Learning, Research, Employability</td>
<td>GIS and mapping projects, portfolios, essays</td>
</tr>
<tr>
<td>16</td>
<td>ALGY 101, 102, 250, 260, 266, 397</td>
<td>Learning, Research, Employability</td>
<td>Laboratory projects, dissertation, essays</td>
</tr>
</tbody>
</table>

#### Career opportunities:

The Archaeology degree provides a comprehensive and balanced...
Undergraduate level training in Archaeology, ranging widely, and in depth, over the field. The degree provides a strong Undergraduate platform from which to progress to Postgraduate study, at both MA and PhD level. Within ACE, there is a complete PG programme with an MA in Archaeology (offering a range of dedicated Masters level modules) and PhD level study supervised by the 16 members of staff. The MA programme has an entry requirement of at least a 2.1 degree at UG level. We are therefore in a position to develop student expertise, learning and research at both MA and PhD level in Archaeology. Historically, a number of our Archaeology students have used the opportunities made available to them to further their active involvement in archaeological work throughout their Postgraduate studies. Alternatively, our BA and MA programmes equip our students to move to study at other Universities. Some students have used the UG qualification as a platform to branch out into related fields that are not taught currently at Liverpool, such as Museum Studies and Forensic Archaeology.

There are currently more than 5300 professional archaeologists across these various sectors at work in the UK. Career opportunities in Archaeology exist in a number of sectors including the University and Museum sectors, local government (posts in planning and archaeology) and in private professional archaeological companies engaged in archaeological work in advance of and in response to development.

General Graduate employment opportunities:
Graduates are well equipped for a wide variety of jobs in the private or public sector employment – in finance, journalism, law, the police, Civil Service, retail management etc – but private sector employment also includes jobs in tourism and heritage management where a knowledge of archaeology is often a specific advantage. Sample graduate employment testimonials from Archaeology graduates can be found at: http://www.liv.ac.uk/archaeology-classics-and-egyptology/archaeology/our-graduates/

Part C: Entrance Requirements

30. Academic Requirements:
The typical offer is ABB with no specific subject requirements.

Further information is available at http://www.liv.ac.uk/study/undergraduate/courses/archaeology-ba-hons/overview/

31. Work experience:
N/A

32. Other requirements:
N/A

Part D: Subject Component Structure
33. **Subject Component Structure:**

### Year 1 (FHEQ Level 4)

#### Semester 1
- ALGY101 Principles of Archaeology (15 credits) *(required)*
- ALGY105 The Origins of Humanity (15 credits) *(required)*
- ALGY106 Bronze Age Civilisations (15 credits) *(required)*

#### Semester 2
- ALGY102 The Practice of Archaeology (15 credits) *(required)*
- ALGY131 Empires and Citizens (15 credits) *(required)*
- CLAH114 – Using Visual Culture (15 credits) *(required)*

### Year 2 (FHEQ Level 5)

30 credits of required modules and 60 credits of Optional modules in semester 1 and 2. Modules must be chosen so that 45 credits are taken in Semester 1 and 45 credits are taken in Semester 2.

#### Semester 1
- ALGY250 – Artefacts and Technology (15 credits) *(required)*
- ALGY211 – Archaeological Excavation Skills (15 credits) *(required)*

**Optional modules - Archaeology**

*Archaeological Methods and Practice*
- ALGY220 – Plants and People in the past: an introduction to Archaeobotany (15 credits)
- ALGY260 – Animals in Archaeology (15 credits)

*Prehistory*
- ALGY229 – Human Origins: archaeology of the middle and later Pleistocene (15 credits)
- ALGY283 – Mesolithic to Medieval: critical approaches in British Archaeology
- ALGY284 – The Anthropology of Risk (15 credits)

*Ancient Near East*
- ALGY210 – Ancient Warfare (15 credits)

*Classical and pre-Classical Mediterranean*
- ALGY210 – Ancient Warfare (15 credits)
- ALGY219 – Democratic Spaces (15 credits)

#### Semester 2
45 credits of optional modules in Archaeology

**Optional modules - Archaeology**

*Archaeological Methods and Practice*
- ALGY266 – Human Osteoarchaeology (15 credits)
- HLAC212 – Volunteering and Experience 2 (15 credits)*
# Honours Select Subject Component

<table>
<thead>
<tr>
<th>Prehistory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGY228 – Hunter/Gatherer Societies (15 credits)</td>
<td></td>
</tr>
<tr>
<td>ALGY268 – The Archaeology of the Upper Palaeolithic in Europe (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ancient Near East</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGY213 – Akkadian Language and Literature (15 credits)</td>
<td></td>
</tr>
<tr>
<td>ALGY224 – Death and burial in Prehistoric Near East (15 credits)</td>
<td></td>
</tr>
<tr>
<td>ALGY288 – The Sumerians (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classical and pre-Classical Mediterranean</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGY234 – The Archaeology of Roman Britain (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

* Following discussion with the Director of Fieldwork, students will take either ALGY211 or HLAC 212. Students who have taken ALGY 211 may take HLAC212 but not as a placement in the Garstang Museum of Archaeology.

- For period pathways, students must have taken the relevant pre-requisite introductory module at Level 4.

## Year 3 (FHEQ Level 6)

### Whole session

ALGY450 - Dissertation (30 credits) *(required)*

15 credits of required modules and 45 credits of optional modules from your TWO chosen pathways

### Semester 1

ALGY399 Archaeology and Heritage in Contemporary Society: Ethical and Political Issues (15 credits) *(required)*

### Optional modules

**Archaeological Methods and Practice**

ALGY397 – Analytical Methods in Archaeology (15 credits)

**Prehistory**

ALGY361 – Palaeolithic Art (15 credits)

ALGY363 – Early Human Ancestors: archaeology and behaviour (15 credits)

**Ancient Near East**

ALGY342 – Biblical Archaeology (15 credits)

ALGY356 – The Origins and Agriculture and Sedentism in the Near East (15 credits)

**Classical and pre-Classical Mediterranean**

ALGY336 – Ancient Greek Colonisation and British Imperial Thought (15 credits)

ALGY398 – Roman Frontier Systems (15 credits)

### Semester 2

**Archaeological Methods and Practice**

ALGY362 – Researching Prehistoric Economies (15 credits)

ENVS392 – Geoarchaeology (15 credits)

**Prehistory**

ALGY358 – Iron Age Europe: beyond the Celts (15 credits)
ALGY360 – African Archaeology (after 400,000 BP) (15 credits)

*Ancient Near East*
ALGY386 – Sumerian Language and Literature (15 credits)

*Classical and pre-Classical Mediterranean*
ALGY310 – Houses and Households of the Classical World (15 credits)

It is also possible to choose 15 credits from those offered at Level 5 so as to fit the themed pathway or support your dissertation.

34. **Industrial placement/work placement/year abroad:**

**Study Abroad**
Study Abroad (outside Europe) and Erasmus (within Europe) exchanges are available at a number of approved partner institutions. Study Abroad placements will be arranged by the relevant departmental Study Abroad co-ordinator, who will advise students on suitable module choices within the chosen partner institution in negotiation with the individual student to ensure that they are appropriate to their needs and equate with the training needs of the student’s programme. During the period of Study Abroad, responsibility for supervision will be with the overseas host institution in accordance with their standard practices. Study Abroad most commonly consists of a one or two semesters of study at a partner institution during the second year of study, although other forms of arrangement will be considered by negotiation with the relevant Director of Studies. Students will be assessed by the host department, using the assignments and methods appropriate to the modules chosen by the visiting student.
35. Liaison between the Level 2 Schools/Institutes involved:

In the case of ENVS392 the subject lead liaises with the School of Environmental Sciences.

Part E: Learning, Teaching And Assessment Strategies

36. Learning, Teaching and Assessment Strategies:

Teaching and learning on this programme are governed by the policies and practices of the Department of Archaeology, Classics and Egyptology.

Teaching and learning strategies for the programme reflect the importance of:

- the specific learning outcomes for individual modules within the programme;
- the level and the contribution of the learning outcomes for the module related to the learning outcomes of the programme as a whole (Level 4, Level 5 and Level 6).

The delivery of the programme employs a clear and progressive learning and teaching strategy. Modules are delivered by a mixture of lectures and seminars in Year 1, in Year 2 the lecture element within modules is complemented by student-led seminars. Finally, in Year 3, most modules are delivered by a short series of lectures to establish a framework and focus on student-led seminars thereafter. This strategy is designed to enable critical enquiry and promote increasing independence in students as learners. That independence as a learner culminates for the student in the dissertation in Year 3.

36a. Learning, Teaching and Assessment methods:

The teaching and learning strategies are characterised by a diversity which the staff view as an important contribution to the promotion of the development of key aspects of knowledge and understanding and skills acquisition:

- Lectures supported by tutorials and/or seminars deliver lecturer-led teaching in conjunction with periodic student-led small class sessions, deployed particularly for modules covering wide-ranging areas of study and attracting large numbers of students. These are combined with self-directed learning components based on background reading and essay work (which may be formative or assessed, depending on the module). Typically such modules are assessed by assessed essay work, by examination or by a combination of the two.
- Small class discussion groups (which often incorporate student-led seminar sessions), primarily used for language and text classes. The module organiser functions as facilitator and guide co-ordinating, guiding, and reacting to student contributions. Student contributions are based on self-directed learning and study in preparation for the class. Typically such modules are assessed by examination, by project, or by a combination of both.
- Practical and laboratory sessions, primarily used for teaching
techniques and knowledge for the analysis for specific classes of archaeological material. Some modules taught by practical session are examined by continuously assessed coursework alone, often comprising short practical examinations and longer reports on an assemblage of artefacts or remains.

- Dissertation supervisions at Level 3. Although self-directed research plays a growing role through the progression from levels 1 to 3, the two-module yearlong dissertation provides the key aspect of this facet of the degree programme, enabling students to study in depth a relevant topic within the field in conjunction with regular one-to-one supervisions with a member of staff.

Student work within each semester (and thus time management) is equally diverse: students will be engaged in class by class preparation for language classes alongside preparing work for the periodic deadlines for essay work.

Assessment strategies reflect the same importance of the role of the individual module and the level of its learning outcomes as positioned within the broader degree programme; they similarly reflect the diversity of the teaching and learning strategies and the concomitant learning outcomes.

Summative assessment is delivered in several ways depending on the learning and teaching strategies of the module. In all cases, summative assessment also has a formative element and feedback is given, in different forms, on all assessed work (either ad personam or generically, as is typically the case with examinations) in accordance with the feedback on Assessment Policy (section 11 Code of Practice on Assessment) located at: http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/code_of_practice_on_assessment.pdf and Appendix N of the Code of Practice on Assessment located at: http://www.liv.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix_N_cop_assess.pdf

Typical forms of summative assessment are
- Examination: learning outcomes are demonstrated in student performance through preparation for and the sitting of an examination. Such examinations may cover essay-based work (usually by selection of a set number of questions) or language work (mostly translation and commentary of set passages).
- Assessed work, usually essays or projects: learning outcomes are demonstrated in student performance through the preparation and delivery of a piece of work as an act of self-directed learning with full access to all the relevant learning and research tools and supports.
- A combination of the two strategies is being deployed within modules in order to allow learning outcomes to be demonstrated in a more diverse manner within the same module.
- Portfolio: a critical summary of seminars presented by students reflecting on the material discussed in seminars and subsequently researched and presented as a discussion of the topic or theme.
- Presentations: modules summatively (and formatively) assess presentation skills and in several modules require the use of Microsoft PowerPoint.
- Language modules: class tests.

E-Learning:
E-Learning in all Ace programmes is delivered primarily through the use of the
University’s VITAL system. ACE has commenced (2014) a module by module review of VITAL use in order to enhance the student experience and learning environment through full utilisation of VITAL’s potential. Posting of PPT files and/or lecture notes is now common practice as is the posting of required and supplemental readings (and other materials) and the use of VITAL’s on-line test facilities. Modules, such as ALGY101 have used VITAL's Wiki function as a tool for group project work. Modules such ALGY 102 and 219 have used VITAL's discussion board and blog functions to continue subject based discussion and feedback outside of the classroom.

37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The model for non-clinical first degree programmes;
- The system for classifying three-year, non-clinical, undergraduate degrees;
- The system for classifying four-year, non-clinical, undergraduate degrees that include a year in industry or a year abroad;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students;
- The code of practice relating to external examining (see also below);
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

These grading descriptors elaborate on the descriptors of the University Code of Practice on Assessment. They also relate to the subject benchmark statements for Classics and Ancient History and for Archaeology, and are measured according to the methodologies relevant to each subject.
(archaeological, historical, or linguistic).

Progression:
The grading descriptors assume that progression is inherent within the
different level of assessment tasks and questions set at level 4, 5 and 6 and
together with the demands made by the conceptual content of modular and
lecture materials.

Application of the criteria:
The appropriate mark band is achieved if a piece of work shows a
preponderance of the criteria outlined. The more closely a piece of work
reflects the full range of criteria, the higher up the mark scale in that band it
should be placed. Presentational and bibliographical qualities, where
appropriate, are factors used to moderate marks within the mark bands
arrived at by reference to the grading descriptors.

0-20 Fail Answer does not relate to the question or target area in any
significant way. Most factual material is incorrect. Very poor syntax, grammar,
punctuation, and spelling. Extremely limited relevant reading apparent
(coursework has no bibliography). Little or no evidence of knowledge of
primary text(s)/material shown, or extensive misunderstandings of primary
source material present. Extensive misunderstandings of lecture material. No
understanding of relevant basic methodologies. Very limited coherence and
very poor structure in answer. In target areas where quantitative data
collection, presentation, and analysis would be appropriate, it is lacking.
Expression predominantly or very unclear.
In the case of translations and linguistic work: translations entirely
discontinuous and rarely correct, displaying almost no grasp either of the
language or the meaning of the passage, though some word-recognition may
be present. Displays almost no understanding of syntax or grammar or
familiarity with set texts.

21-34 Fail Answer includes subject matter relevant to the question, but
does not address the question or research aims. A significant proportion of the
factual material is incorrect. Poor syntax, grammar, punctuation, and spelling.
Very limited reading apparent (coursework has very little bibliography and no
evidence of its use in the work). Very little knowledge of primary
text(s)/material shown, and/or significant misunderstanding of primary source
material present. Significant misunderstanding of lecture material. Significant
misunderstanding of basic relevant methodologies. Limited coherence and
poor structure in answer. In target areas where quantitative data collection,
presentation, and analysis would be appropriate, it is minimal or the data
lacks any analysis. Expression often unclear.
In the case of translations and linguistic work: translations entirely
discontinuous and rarely correct, displaying very little grasp either of the
language or the meaning of the passage, though there may be substantial
evidence of approximate word-recognition. Displays little or no understanding
of syntax or grammar or familiarity with set texts. There may be serious gaps
or missing passages in the translation.

35-39 Compensatable fail. Some elements of an answer bear some
relationship to the question, but the answer does not directly address the
question or research aims or is seriously lacunose. A significant presence of
factual error, possibly including some major errors. Poor syntax, grammar,
punctuation, and spelling. Limited relevant reading apparent (coursework has
Honours Select Subject Component

small and/or not fully relevant bibliography, and little evidence of its use in the work). Highly dependent upon lecture material. Some misunderstanding of lecture material. Some knowledge of primary text(s)/material shown, but some misunderstanding present. Limited misunderstanding of basic relevant methodologies. Limited coherence and poor structure in answer. In target areas where quantitative data collection, presentation, and analysis would be appropriate, it is minimal or lacunose, or the data is misunderstood or lacks analysis. Expression often unclear.

In the case of translations and linguistic work: fails to complete the assignment, demonstrating significantly deficient understanding of the ancient language; failure to absorb grammar and syntax covered to date. Translations make only occasional sense, are lacunose and exhibit heavy reliance on guesswork or paraphrase.

40-49 Third class. Answer deploys some material relevant to the question or research aims. However, there is also significant irrelevant material and/or significant absences in the evidence. Represents a partial answer to the question, but some elements of the question may not be addressed at all. May be heavily dependent upon secondary source material and/or lecture material, and heavily narrative. Some, but limited, factual errors. Some, but not a substantial amount, of relevant reading apparent (limited bibliography in coursework and/or limited evidence of its use in the work). Clarity of expression generally, but not consistently, achieved. Lecture and source materials predominantly understood. Very limited discursive content; overuse of repetition, narrative or paraphrase, and/or tenuously relevant background material. Poor organisation of the material. Argument involves unfounded assertions. Syntax, grammar, punctuation, and spelling contain a significant proportion of errors. Some but limited understanding of basic relevant methodologies. Where appropriate quantitative data collection and/or presentation is reasonable, data analysis is very limited, but mostly accurate.

In the case of translations and linguistic work: completes the assignment adequately, but less than satisfactorily or satisfactorily, but not completely. Demonstrates deficiencies in the grasp of the ancient language and a degree of failure to absorb some of the main elements of grammar and syntax covered to date. Translations are likely to make only intermittent sense and exhibit reliance on guesswork or paraphrase.

50-59 Lower second. Answer is generally relevant to the question or research aims. Answer shows genuine understanding of the question, but may be limited by overreliance on a narrow range of secondary sources. Some dependence upon lecture material. Reasonable amount of relevant reading (coursework bibliography may be rather small and/or there is not extensive evidence of its use in the work). Factual material essentially correct. Answer shows good understanding of lecture and source material but deploys this material without showing any critical evaluation of the material. Limited discursive comment; tendency to depend on narrative and/or paraphrase. Argument sometimes involves unfounded assertions. Answer is substantially dependent upon secondary source material. Reasonable understanding of basic relevant methodologies. Syntax, grammar, punctuation, and spelling contain fairly limited errors. Reasonable structure and coherence, although treatment may be insufficiently well prioritised in terms of what evidence is more and what less important. Where appropriate quantitative data collection and/or presentation is reasonable, data analysis is limited, but reasonably accurate. Clarity of expression mostly achieved.

In the case of translations and linguistic work: completes the assignment satisfactorily. Demonstrates a basic grasp of the ancient language and of the
main elements of grammar and syntax covered to date. Translations will be largely accurate, but may not make entirely continuous sense. Translations may be unidiomatic, overliteral, or depart significantly from the original towards paraphrase. Translations show areas of accuracy, but also portions where the text has been substantially misunderstood.

60-69 Upper second. Answer shows a reasonable analysis of the question or research aims and gives a reasonably well-balanced coverage of most areas required by the question. Little irrelevant material is deployed in the answer and factual error is rare. Limited dependence upon lecture material. Range of relevant reading apparent (coursework bibliography will contain a good sample of relevant and timely items with good evidence of its use in the work). Answer shows some evidence of a basic critical evaluation of the lecture and primary and secondary source materials. There is some attempt to construct a discussion of issues or evidence. Arguments mainly supported by evidence or authority. Arguments show some logical ability. A range of source material has been consulted (and duly referenced in coursework). Beginnings of awareness of problems and possibilities of data and methodologies. Predominantly good syntax, grammar, punctuation, and spelling and an awareness of appropriate academic style. Good structure and coherent treatment. Communicates clearly. Where appropriate, quantitative data collection and/or presentation are good, range and quality of analysis is apt and very largely accurate.

In the case of translations and linguistic work: completes the assignment well. Generally demonstrates a sound grasp of the ancient language and of all grammar and syntax covered to date. Translations will be largely accurate, idiomatic, and in an appropriate style, although in some places they may not rise above the literal, and may reveal intermittent defects in comprehension.

70-79 First. An extensive analysis of the question or research aims is apparent. Analysis of the question shows the beginnings of an ability to place the question within the wider context of the discipline and relates the question to other questions. A critical approach to the arguments encountered in source material is apparent (bibliography in coursework is of a good size, is well referenced in the work itself, and may indicate engagement with the history of the scholarship.) May show some significant area of independence from lecture material. Extensive consultation of sources, including primary and/or secondary material from outside the core. Evidence is regularly deployed to support arguments. Arguments involve clear and explicitly verbalised logic. Excellent structure with no irrelevant material or digressions. Well integrated. Genuine understanding of problems with, and possibilities of, data and methodologies. Consistently good syntax, grammar, punctuation and spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and/or presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment very well. Demonstrates a mastery of the ancient language that is well above average for the stage reached. Has clearly understood and absorbed material covered. Demonstrates very good grasp of grammar and syntax, as well as some stylistic sensitivity both in the ancient language and in English. Translations are essentially accurate, with only minor errors.

80-89 High quality first. A sophisticated analysis of the question or research aims is apparent. A thoroughly critical approach to source materials. Evidence of a comprehensive consultation of source material including primary and secondary source material from outside the core (coursework bibliography will
be of good size and indicate an overview of scholarship with some historical depth which will be reflected in the work itself). Clear evaluation of evidence. Consistently accurate and expressive syntax, grammar, punctuation and consistently accurate spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment outstandingly well, with an impressive mastery of the language: grammar and syntax typically more or less flawless, and only minor limitations of vocabulary. Translations also in polished English, attentive to style, and register.

90-100 Exceptional first. A very sophisticated analysis of the question or research aims is apparent. A thoroughly explicit critical approach to source materials. Comprehensive consultation of source material including primary and secondary source material from well beyond the core (in the case of coursework, fully supported by the bibliography and in-text referencing). Clear and explicit evaluation of evidence. Consistently accurate and expressive syntax, grammar, punctuation, and consistently accurate spelling. Expression very clear and in consistently appropriate academic style. Where their use is appropriate, quantitative data collection and presentation are excellent and analysis is apt, wide ranging, and accurate.

In the case of translations and linguistic work: completes the assignment outstandingly well, with an impressive mastery of the language: grammar and syntax typically more or less flawless. Translations also in polished English, showing clear response to the style, nuance, and register of the target text.

Part F: Student Representation And Feedback

38. Student representation and feedback:

A departmental Staff/Student Liaison Committee (SSLC) is established in accordance with the University Code of Practice on Student Representation (a copy of which can be accessed at: http://www.liv.ac.uk/tqsd/pol_strat_cop/cop_on_student_representation.doc)

The SSLC normally meets twice a year. Its membership, terms of reference, and the manner in which it conducts its business conforms to the requirements of the Annex to the Code of Practice on Student Representation. Elections to SSLCs are carried out within the structure determined by the University Student Representation Steering Group, and all students whether studying the subject at 100%, 75%, 50% or 25% will be encouraged to participate. Training is provided by the Guild of Students. Student representation is encouraged on all decision-making committees in the School and participation in these settings are welcomed and appreciated.

Students are also asked to take part in module evaluation exercises, using module evaluation questionnaires (MEQs) to feedback on their experiences of modules. Staff feedback on issues raised and actions taken via lectures, VITAL or other methods (SSLC) and MEQs form a large element of the module review process and Module Review Boards. Other avenues of providing feedback via focus groups, open forums or through the University’s quality assurance processes (e.g. Periodic Review or Holistic Review) may take place.
from time to time and the participation of students in these settings is valued very highly. Students are further encouraged to make use of less formal mechanisms for feedback such as through speaking to relevant members of staff or academic advisors at any time. Formal complaints may be made to the Head of Department, but issues can normally be resolved through informal discussion or the mechanisms noted above at an early stage should any difficulties occur.

Part G: Status Of Professional, Statutory Or Regulatory Body Accreditation

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

   N/A

Part H: Diversity & Equality Of Opportunity And Widening Participation

38. **Diversity & Equality of Opportunity and Widening Participation:**

   The subject component’s design, structure and content are consistent and Comply with the University’s Diversity and Equal Opportunities Policy ([http://www.liv.ac.uk/diversity-and-equality/policies/](http://www.liv.ac.uk/diversity-and-equality/policies/)).

   Within the Department there is a diverse student population consisting of a wide ethnic mix, home/EU and international students and a number of mature students. The annual subject review (ASR) identifies where there may be particular difficulties placed on a particular group of students allowing for any processes to ensure equality can be put into place.

   The Department strives to ensure that all students, whatever their background, have a good range of opportunities to enhance their employability and skills throughout their programme of study.

ANNEX 1

**ANNEX OF MODIFICATIONS MADE TO THE SUBJECT COMPONENT**

Please complete the table below to record modifications made to the Subject Component.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>

TQSD/14.15

21 of 22