The Royal Agricultural University

Programme Specification:

MSc Heritage and Archaeology

Academic Year 2025/26

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

Section 1 – Material Programme Information

Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Land and Property Management (LPM)
Entry Award(s)	MSc Heritage and Archaeology Postgraduate Diploma Heritage and Archaeology Postgraduate Certificate Heritage and Archaeology
Final Award and exit route(s)	MSc Heritage & Archaeology Postgraduate Diploma Heritage and Archaeology Postgraduate Certificate Heritage and Archaeology
Programme title	MSc Heritage and Archaeology
Location(s) of study	RAU Cultural Heritage Institute, Swindon
Full time study	One year
Part-time study	Two to Six Years
Language of study	English
Programme start month	September or January
Period of validation	September 2024-August 2029
Name of Professional, Statutory or Regulatory Body	N/A
Type of Accreditation	N/A
Accreditation due for renewal	N/A
Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	An Undergraduate Honours Degree (2:2 or above) from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above. For information on international qualifications, please, see our country specific pages. For countries not listed please contact admissions@rau.ac.uk
Non-standard application	We welcome applications from applicants with non-standard qualifications who are able to demonstrate knowledge, experience and skills developed in the workplace or elsewhere and which are relevant to the programme of study. Applicants will need to use their personal statement to provide further details supported by a CV. All non-standard applications will be considered by the Programme Manager on a case-by-case basis, please feel free to contact the Programme Manager to discuss. An interview may be required as part of the admissions process.
English language	If English is not your first language, you will need to reach the requirements outlined in our English language requirements for the level of study. For postgraduate taught programmes this is IELTS Academic min. overall 6.5 with no element below 5.5(or equivalent). English language tests usually have a validity of 2 years from the date the test is taken.

Interviews	Interviews are sometimes required for non-standard applications.
UCAS Code	N/A
Quercus Code	HTA/HTAD/HTAC
HECoS Code	100807 – Heritage Management
QAA Subject Benchmark Statement(s) and other reference points	This MSc programme has been designed to meet: Archaeology (including Master's) 2022 The professional standards criteria of the Institute for Historic Building Conservation (2012), the Chartered Institute for Archaeology (2016) & the Royal Institute of Chartered Surveyors (2019).
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
Approval at AQSC	17 July 2024 (Academic Board)

Section 2 - Programme Structure

The structure of all University awards complies with the University's Academic Regulations for Taught Programmes which includes information about the:
- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

The programme will be delivered as a form of block teaching built around two intensive teaching days per week for full-time students and one teaching day a week for part-time students over two years. Students taking more than two years to complete will take blocks as available.

The MSc programme consists of four x 30 credit taught modules and one 60 credit dissertation.

For those taking the MSc degree full-time, four modules are taken over two semesters (two 30 credit modules in each semester). For those beginning their studies in September, the dissertation will extend until the end of August. For students beginning their studies in January, the dissertation will begin in semester two, extend over the Chrsitmas period, and with a deadline in January.

For those taking the MSc degree part-time over two-years participants will take two 30 credit modules per year (usually one per semester) with the dissertation being submitted in August of the second year (for September starters), or January of the second year (for January starters).

For students taking the MSc degree part-time over three, four, five or six years, the expectation is that they will study a minimum of one module (30 credits) per year and submit the dissertation as the final element in either the August of the final year (for September starters), or January of the final year (for January starters).

MSc Heritage and Archaeology (180 credits)

The accumulation of 180 credits (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project. Students must take a minimum of one module from heritage and one module from archaeology through the course of their studies), through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 7					
4700	Dissertation	7	60	Core	1 and 2
4737	The Past in Principles and Practice	7	30	Core	1
4765	Specialist Project by Practice or Research	7	30	Optional	1 or 2
Heritage					
4733	Understanding Buildings and Landscapes	7	30	Optional	1
4736	Heritage Interpretation	7	30	Optional	2
4761	Practical Conservation, Retrofitting and Sustainability	7	30	Optional	2
Archaeology					
4729	Landscape Archaeology	7	30	Optional	1
4731	Excavation and Post Excavation	7	30	Optional	2
	Total Credits: MSc Heritage & Archaeology		**180**		

PG Diploma Heritage and Archaeology (120 credits)

The accumulation of 120 credits (or more) at level 7, through the assessment of programme elements as detailed below. Students must take a minimum of one module from heritage and one from archaeology over the course of their Diploma studies.

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 7					
4765	Specialist Project by Practice or Research	7	30	Optional	1 or 2
4737	The Past in Principles and Practice	7	30	Core	1
Heritage					
4733	Understanding Buildings and Landscapes		30	Optional	1
4736	Heritage Interpretation	7	30	Optional	2
4761	Practical Conservation, Retrofitting and Sustainability		30	Optional	2
Archaeology					
4729	Landscape Archaeology	7	30	Optional	1
4731	Excavation and Post Excavation	7	30	Optional	2
	Total Credits: Diploma Heritage and Archaeology		**120**		

PG Certificate Heritage and Archaeology (60 credits)

The accumulation of 60 credits (or more) at level 7 through the assessment of programme elements as detailed below. Students must take the core module in combination with one other module.

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 7					
4737	The Past in Principles and Practice	7	30	Core	1
4733	Understanding Buildings and Landscapes	7	30	Optional	1
4729	Landscape Archaeology	7	30	Optional	1
4736	Heritage Interpretation	7	30	Optional	2
4761	Practical Conservation, Retrofitting and Sustainability	7	30	Optional	2
4731	Excavation and Post Excavation	7	30	Optional	2
	Total Credits: Postgraduate Certificate Heritage and Archaeology		**60**		

Section 3 – Programme overview and Programme Aims

As many sector practitioners know, there is a great deal of overlap between the fields of heritage and archaeology. Many roles - particularly those Shortage Occupation roles at specialist and managerial level - require knowledge of both. For example, a field archaeologist who would like to move up the career ladder is likely to need understanding of the UK conservation framework or archaeological approaches to standing buildings or heritage interpretation. Likewise, a historic house manager may well need to develop their knowledge of buried archaeology, landscape, or setting in order to properly understand and manage their historic building. The MSc in Heritage and Archaeology is designed to address these professional skills gaps and give learners the ability to complete a tailored heritage sector degree that meets their unique professional needs and supports their ambitions for the future. We therefore anticipate that this degree will suit students who have existing competencies in some or several aspects of heritage or a closely related field, who need to build a specific set of skills to take the next step in their careers in archaeology or the broader heritage sector.

MSc Heritage & Archaeology allows learners to construct their own programme from within our wide range of heritage and archaeology options outlined below. Every student is supported in planning their degree through a process of career planning, entrance interview, skills audit, sector research, tutorials, and periodic reviews of aims and progress. Students who choose this programme will need to have clear goals in mind and be ready to take responsibility for designing their own learning.

The programme is built around one core module The Past in Planning and Practice and six optional modules, plus a core dissertation module. Students must choose **at least one module from heritage and at least one module from archaeology**. Students may then choose any two optional modules from the remaining. Your choice of module should

reflect your current interests, skills gaps and ambitions for the future. Students are strongly advised to discuss their options with the programme leader prior to finalising their choices.

Optional Archaeology modules

4729 Landscape Archaeology
This module provides a professional grounding in landscape archaeology to prepare learners for careers in the archaeology sector or to undertake further postgraduate study. Learners may study concepts of landscape, landscape chronology and ideas of palimpsest, walk-over and recording, landscape analysis, using cartographic and textual sources, Historic Environment Record data and GIS, aerial imagery, lidar, UAV and multispectral imaging and geophysical investigation.

4731 Excavation and Post-excavation

This module provides a professional grounding in archaeological excavation and post-excavation to prepare learners for further postgraduate study or careers in the archaeology sector. Learners will study archaeological processes, non-invasive techniques, stratigraphy and context, archaeological recording (plans, sections and elevations), recovery and stabilisation of material evidence, finds processing and artefact categories, conservation, dating and report writing.

Optional Heritage modules

4733 Understanding Buildings and Landscapes
This module sets out to provide a detailed understanding of historic buildings. Students will cover areas such as buildings styles in context, working with the documentary record, phasing and dating, use and function, setting within a wider landscape, drawing, photography, laser-scanning, etc.

4761 Practical Conservation, Retrofitting and Sustainability
This module has two components: understanding practical conservation which will introduce students to common historic building materials (brick, stone, timber, thatch, lime, etc.) and provide them with an understanding of the conservation, repair and replacement issues that accompany them. The second component focuses on building pathology; the diagnosis and remediation of problems within historic buildings such as unexplained condensation or water ingress. It then introduces learners to the correct ways to assess a building for retrofitting purposes, and guides them in providing advice to owners and managers of historic buildings.

4736 Heritage Interpretation
Heritage Interpretation explores the ways in which the past is part of our everyday experience. We begin with understanding audiences, from which all interpretation work stems. We then study various forms of communicating heritage including print media, broadcast, museum and site interpretation, exhibitions, live events and the future of interpretation with sessions on digital media, AR and VR. Alongside this, we will be thinking about ideas of authorised heritage discourse, inclusiveness and the role of heritage interpretation in society.

Optional open-content module for PG Diploma Students only

4765 Specialist Project by Practice or Research
This module enables participants to design, plan and manage a professional piece (or pieces) of innovative and original work. This module is designed to support learners undertaking a research or practice-based project either independently or as part of their related professional employment. It is designed to scaffold the learner through this process and be flexible and responsive to learner's desired specialism and future needs. By the end of the module, learners will not only feel competent and confident in designing and managing research projects for professional agencies, academic institutions, consultancy, or even their own heritage funding bids but will also have produced an independent piece of research work to a professional standard.

Section 4 – Programme Sustainability

This programme is aligned to UN Sustainable Development Goal (SDG) 11 which aims to make cities and human settlements inclusive, safe, resilient and sustainable. It also contributes towards several other SDG goals, especially SDG3 (wellbeing). It does this by training heritage practitioners in the sustainable management of heritage assets (sites, buildings, artefacts, etc.) and their deployment in pursuit of wider social, cultural and economic good. While individual module choices will effect different emphases, this programme will in general ensure that the historic environment:

- is managed as efficiently as possible in terms of energy and other resources (SDG1, SDG3, SDG7, SDG8 & SDG11);
- is valued for its historically captured carbon, reducing the need for the production of new materials (SDG12);
- is interpreted in ways that enable people to understand, enjoy and conserve the historic environment (SDG4 & SDG13);
- is managed to reduce inequalities and promote social inclusion and equality within local communities (SDG10)
- will be more resilient to the impacts of a more severe climate (SDG13);
- has a viable future in terms of historic buildings, sites and materials (SDG8);
- saves money and contributes towards an economically viable future (SDG8);
- helps communities to become more resilient (SDG3, SDG10 & SDG11);
- reduces fuel poverty (SDG1 & SDG10) and produce efficient water use (SDG12);
- provides better standards of housing and workplace environments, which increases the wellbeing of users (SDG3).

Section 5 – Programme intended learning outcomes

The learning outcomes employ those of the OfS Sector standards, QAA Master's degree specification and the QAA Archaeology specification. They use established skill group descriptors which relate to national standards from the Institute of Historic Building Conservation and the Royal Institute of Chartered Surveyors
On successful completion of the named award, students will be able to demonstrate the following Learning Outcomes (LOs):

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	**Historic Environment in Context** Understand and critically evaluate the values and significance framework and to apply this framework to the historic environment. Understand how economic, cultural, ethical, and social factors shape public and political perceptions of the historic environment at community, national and international level.	All modules
2.	**Threats to the Historic Environment** Investigate and evaluate the range of threats facing the historic environment and develop and implement strategies to minimise or mitigate them through good management and practice.	All modules
3.	**Historic Environment Protections** Understand and be familiar with the use of appropriate guidance documents, legislative tools and instruments, and best practice to manage and conserve aspects of the historic environment. Demonstrate a critical awareness of the roles of appropriate international, national and local agencies in historic environment protection.	All modules
4.	**Sustainability in the Historic Environment** Demonstrate a critical understanding of the the UN Sustainable Development Goals and how these relate to and interact with the historic environment sector. Students will also be able to articulate a coherent vision for the future in their chosen specialism and contribute to debates around sustainable use of heritage assets.	All modules
Intellectual, Professional, Key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	**Personal Responsibility for Learning** Successfully plan and follow a tailored pathway through Master's level study with due consideration of career planning, identifying and meeting skills gaps, target setting and operationalisation.	All modules
2.	**Research Design & Implementation** Identify needs or problems, and design and conduct research either individually or as part of a team to address these problems. Students will be able to identify appropriate and relevant approaches and methodologies, be able to analyse data and provide conclusions, and be able to evaluate the effectiveness of their own work and that of others.	All modules

3.	**Personal Effectiveness** Demonstrate critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations, and the ability to continue to learn through self-managed study, reflection on practice and experience.	All modules
4.	**Interpersonal Skills (Teamwork)** Demonstrate effective performance within teams and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, working with stakeholders, development and management.	All modules
5.	**Communication Structure and Narrative** Carry out effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of outputs appropriate to the audience. Understand the importance of narrative and storytelling within wider communication methods.	All modules
6.	**Digital Skills** (a) effective comprehension and professional use of IT including email and internet, word processing, PowerPoint, image manipulation, and where appropriate the use of databases, spreadsheets, photography, digital recording, visualisation, etc.	All modules
7.	**Critical & Creative Thinking** Think critically and be creative: To manage the creative processes in self and others; The capability to organise thoughts, identify assumptions and evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise creatively but appropriately.	All modules
8.	**Problem Solving & Decision Making** Solve complex problems and make decisions: establish criteria using appropriate decision-making techniques, apply them to create and evaluate options and then implement and review decisions.	All modules
9.	**Synthesis, Analysis & Evaluation** Locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to problems. Understand how to select appropriate tools for quantitative or qualitative analysis and the implications of these choices.	All modules
10.	**Data management** Plan and apply a system for data management taking into account ethical concerns, security and GDPR.	All modules
Programme specific skills		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**

1.	**Historic Environment Management** Identify conservation issues within the broad historic environment sector and produce a professional practice report to professional standard and in the appropriate industry format to address these issues.	All modules
2.	**Historic Environment Research** Plan and undertake independent research using a wide range of appropriate digital and paper-based archives and/or ethnographic sources. Evaluate and assess social, economic and/or historical data in a number of formats, such as texts, images, maps, objects, interview, focus groups, etc. Synthesise data and, where necessary, perform qualitative and/or quantitative analysis.	All modules
3.	**Analysis and Significance** Use multiple lines of evidence to place a given asset within the historic environment into a wider context and to communicate its significance within a professional framework.	All modules
4.	**Communication** Be able to assess, evaluate and employ different media forms to communicated and promote the aims and aspirations for the historic environment. Students will also be able to articulate a coherent and professional strategy for a heritage project.	All modules
5.	**Project Management** Develop, plan and operationalise an original research project, including assessing viability, feasibility and utility, and delivering an appropriate output to a defined audience.	All modules but especially 4700 & 4765
Specialism specific skills		
LO no.	Depending on the optional modules chosen, students will also be able to demonstrate a competency in one or more of the specialisms below:	**Module Code/s**
1.	**Heritage Interpretation** Demonstrate a critical understanding of interpretation and the interpretive narrative and practical approaches to the interpretation of buildings, sites, monuments and landscapes. Understand audiences, segmentation, costs and benefits in interpretation decision making.	4736 (4731)
2.	**Landscape Approaches** Ability to analyse historic landscapes and contextualise them in terms of setting and wider social and economic understandings. This may include use of technologies such as GPR, resistivity or UAVs, desk-based approaches, such as aerial photo or map analysis, or field-based studies to assess the contribution to setting of heritage assets	4729 (4733)

3.	**Regeneration and reuse in the historic environment** Demonstrate a critical understanding of the principles and practice of social, economic and environmental regeneration and explore, research, understand and be able to critically assess heritage resources in a regeneration context. To be able to relate these ideas to the UN Sustainable Development Goals. Students will also be able to articulate a coherent vision for the future of historic buildings, sites, environments and landscapes. Contribute to debates around sustainable repurposing and reuse of heritage assets with reference to 'sense of place' and community needs.	4761 (4737)
4.	**Archaeological Excavation** Understand chronology and context and how archaeological evidence is employed to understand the past. Evaluate and select appropriate approaches to research. Confidently plan, target and undertake excavation, survey and all forms of on-site recording. Competently undertake post-excavation processes including site phasing and stratigraphy, finds processing and identification, and interpretation.	4731
5.	**Artefact Analysis and Interpretation** Understand a broad selection of artefact types including ceramics, animal and human bone, glass, metal, building materials and ecofacts in terms of date, style or type, use, manufacture and meaning. Understand how to clean, conserve and manage collections of artefacts and ecofacts for storage and future study. Be able to draw data from and contextualise artefacts and ecofacts in terms of wider site and thematic narratives. Understand the role of artefacts and ecofacts in building chronologies and reference collections.	4731
6.	**Historic Buildings** Understand broad outlines of building history, architectural styles and movements. Be able to contextualise building form within the physical, economic and social environment through time and use this to provide interpretations. Understand and be able to use the methods and techniques of building recording and analysis to discuss building history, evolution and significance.	4733 (4761)
7.	**Practical Conservation Skills** Pursue a holistic approach to historic buildings showing good understanding of the use of materials and the interactions between them. Understand the role of the heritage practitioner in assessing and rectifying building pathology. Understand how to professionally approach an archaeological investigation, process artefacts and protect archaeological resources.	4761 (4733)

Section 6 – Approach to Learning and Teaching delivery

Practitioners in the Heritage and Archaeology sectors are required to have skills from across a range of heritage, archaeology and applied disciplines. From audience development, through to excavation, PESTLE analysis and the value and significance framework. Like all applied heritage approaches, it has the attributes and requirements of a professional practice that makes it amenable to being taught in a reflective setting, with opportunities for practical fieldwork and fieldtrips.

This programme has specifically been designed to meet the needs of postgraduate learners many of whom may be combining study with work and/or caring or other responsibilities. Teaching is designed to be fully flexible, to allow full participation for both part-time and full-time students. This includes one-to-one support with identifying skills needs, career planning and the implications of module choices.

All classroom-based sessions are offered in a blended format and learners can choose whether to attend any session in-person or to participate remotely, as best suits their needs. We would, however, strongly recommend that learners attend in person for all field trips and some practical sessions. Please discuss this with your module tutor before selecting your module. All classroom-based sessions, including practical workshops are recorded live and made available for viewing to support learners who need to access the sessions asynchronously. This also ensures that recorded material is available to all for revision purposes throughout the module. Learners who are frequently unable to participate synchronously may request additional tutorials to discuss and consolidate session content.

Our sessions are built around exercises to support and scaffold the learning process, and to provide valuable opportunities for peer-to-peer learning. Material is taught in workshop format combining formal elements, such as lectures, with more hands-on exploratory or consolidatory exercises, for example discussions, 'live' group research to explore or apply a particular concept, group-crit sessions, supported writing exercises, and problem-based learning. Preparatory and Directed work is made available through the VLE as are suggestions and materials for taking your self-directed learning further through independent study.

We know that learners have many and varied motivations and ambitions for taking this programme. We therefore concentrate on drawing out and articulating these with the learner to create a tailored route through the programme, whether that be tailored training opportunities, targeted reading, or support in designing assessment projects that will be relevant to their needs.

This programme recognises that there are many demands on learner's time and that these may fluctuate over the course of the programme. We therefore provide for a flexible spectrum of participation. We ask learners to complete a minimum of 30 credits (one module) per academic year with a maximum time allowance of six years to complete the full 180 credit programme. Should a learner's personal circumstances change, they may switch between full and part time modes of study. They are also able to move between the PG Certificate, PG Diploma, and MSc programmes by the completion of the appropriate number and combination of core modules.

Our building, seminar rooms, lecture theatre, laboratory and toilet facilities are fully accessible with parking provision for Blue Badge holders at the front door. Care is taken to ensure practical sessions and field trips are accessible to as wide a range of students as possible and module leaders are always happy to discuss ways of improving access to learning.

Here at the RAU, we are always looking for ways to better support our students. We recognise that a number of our students may be working or have caring responsibilities alongside studying which can sometimes make it difficult to attend every teaching session in person. As such we have the ability for you to join lectures and seminars through an alternative digital format in prior discussion with your programme leader. Please note that for international students on a student visa, you are expected to attend your classes in person. Remote delivery is not a UKVI-authorised mode of attendance for the taught element of your course and therefore non-attendance would affect your student visa.

Section 7 – Approach to Assessment

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome. All our assessments are built around professional practice, with students producing the kinds of outputs they would in industry. These range from conservation management plans, standing building reports, regeneration plans, audience segmentation analyses, interpretation plans, artefact reports, excavation reports, landscape assessments, etc. Assessments are flexible to allow specialisation but discussions with module leaders during the ideas development process are essential to ensure that the learner's work will meet ILOs. All learners are encouraged to work on live projects during their assessments in order to build up a portfolio of professional standard projects that will help them with their future careers. They are supported to make connections with heritage organisations, architect's firms, museums, developers, local government, community groups, etc. to allow them to do this and staff draw on their connections with a wide selection of potential organisations to facilitate this process.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction weighted average of	70%
Merit weighted average of	60% - 69%
Pass weighted average of	40% - 59%
Fail average	0% - 39%

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners.

Overall, the programme is taught and assessed through*:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	22.8%	77.2%	0.0%	0.0%	100.0%	0.0%

based on electives 4731, 4736 and 4733

Section 8 – Course work grading and feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction weighted average of	70% and above
Merit weighted average of	60% - 69%
Pass weighted average of	40% - 59%
Fail average	0% - 39%

In addition to assigning a percentage mark to the work, tutors provide written feedback for all assessments which normally includes the strengths and weaknesses of the piece as well as advice about improving the work. Individual feedback is provided within 20-working days of the deadline for submission. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

Section 9 – RAU Graduate Framework

At the RAU we have chosen five values to underpin our learning community. These are the values which we will all work by and for which we want the RAU to be known for. We aim for our graduates to be:

Collaborative
We believe in the power of working together. We are stronger as a community of practice - inspiring each other, identifying shared goals, and providing reciprocal support leads to greater success.

Open-minded
We are receptive to new ideas and we value the diversity of experiences and skills. We are committed to listening to everyone across the RAU community.

Resourceful

We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

Responsible
Individually and collectively we take accountability for our actions working with integrity to achieve the highest ethical standards.

Inclusive
We acknowledge the fundamental value and dignity of all individuals and are committed to maintaining an environment that seeks to eliminate all forms of discrimination and respects diverse traditions, heritages, and experiences.

Section 10 - Progression

This programme is designed to provide a tailored and specialist route through the broad and rapidly changing disciplines of archaeology and heritage. It sets learning in a wider professional context, allowing the learner to develop their career skills in one of a number of directions according to their personal ambitions and requirements. This programme is designed with Shortage Occupations in heritage and archaeology in mind and is able to equip learners for specialist, managerial and consultancy roles so sought after within the sector.

The completion of live projects as assessment ensures that learners leave with a recent and relevant portfolio of work to demonstrate their professional competency, ability to complete complex projects and manage stakeholder engagements. Through these projects, they will also have developed a useful professional network on which they will be able to draw for help, advice and career opportunities. The public-facing nature of their portfolio projects will ensure good visibility of the learner's work and helps them to establish their professional reputation.

The degree will enable graduates to pursue a wide range of specialist, management and consultancy careers in the archaeology and heritage sector. The wide choice of optional modules will allow us to offer tailored learning to students from a range of backgrounds and with a range of ambitions.

Section 11 – Student support, wellbeing and counselling

The [University](#) is offering a wide range of support to all RAU students including practical advice & guidance as well as emotional support.

Disability & neurodiversity support

We support students with a range of disabilities, learning difficulties, and other health and mental health conditions, helping them to access funding via the [Disabled Students Allowance](#) .

When you tell us about a disability, you will be offered support based on your specific needs which can include:

- **Alternative exam arrangements** such as extra time, rest breaks, or a smaller room.
- **Access to support workers** such as study skills tutors, specialist mentors, readers and scribes.

Please feel free to also discuss your learning needs with your programme and module leaders who will be able to make adjustments on a day to day basis.

Mental health Support
We are also here to support students with the ups and downs of university life, offering drop-in sessions, providing expert advice and support for students in crisis or with more complex needs, and together the team runs events and campaigns throughout the year to encourage positive wellbeing.

We also can help students to access external counselling sessions and these are generally delivered in collaboration with our long-term partners at Cotswold Counselling.

Academic Support Tutor Programme
Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ATS provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focus on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

Section 12 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:
- External Examiner Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring