

Foundation Year in Archaeology Programme Specification

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when an offer of a place on a programme of study at the University of Bradford is accepted. View our Student Contract for further details. Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Changes Schedule

1. Jun 26 – New programme

Programme Aims

The Archaeology Foundation Year is a pre-degree programme designed to prepare students for successful progression to undergraduate study in Archaeology. It is intended for students who wish to gain the entry requirements for an archaeology degree or who would benefit from additional academic preparation before entering higher education.

The programme introduces key archaeological concepts, methods, and approaches, while developing the academic confidence and skills required for university-level study. Students complete four modules across the year. Two modules focus on Social Sciences and Archaeology, and an applied project module allows students to explore an archaeology-related topic of their own choosing.

The Academic Literacy and Digital Competence module supports students to develop effective academic reading, writing, and research skills, the critical use of AI and digital technologies, and confidence as independent learners.

The programme provides a supportive route into higher education at the University of Bradford, equipping students with the foundational knowledge, academic skills, self-awareness, and future-focused capabilities required for successful progression to Level 4 archaeology study.

Programme Learning Outcomes

Upon successful completion of this programme, graduates will be able to demonstrate achievement of the following learning outcomes:

Subject knowledge and skills

1. Demonstrate knowledge and understanding of key concepts, theories and practices within Archaeology and the Social Sciences, and their application to contemporary issues.

2. Demonstrate awareness of diverse academic, professional and career pathways related to Archaeology and the Social Sciences.

Practical and transferable skills

3. Apply core academic and fundamental research skills including the ability to undertake structured enquiry, locate and evaluate appropriate information sources, showing awareness of ethical issues in research and practice.
4. Communicate ideas clearly in a range of formats, using relevant digital tools effectively.

Professional behaviours and qualities

5. Recognise and reflect on professional and personal responsibilities in Archaeology and Social Science contexts, diversity and inclusion, safe and responsible conduct, personal strengths and areas for development.

Student journey

This Archaeology Foundation Year course of study is one year long (full time) and provides the foundation for students to continue onto an undergraduate degree programme in Archaeology or a related subject. The year comprises 1,200 hours of study, with each 300 hours representing one module. In line with UK higher education conventions, one academic credit equates to 10 hours of study. The Foundation Year consists of four equally weighted modules, each carrying 30 credits. Successful completion of the Foundation Year awards 120 credits at Regulated Qualifications Framework (RQF) Level 3.

The academic year is divided into two semesters of approximately 12 weeks each. Foundation Year modules run in either Semester 1 or Semester 2, providing a structured and manageable progression through the programme.

The Level 3 Foundation Year is designed to support students as they transition into higher education by building confidence, academic skills, and subject understanding in a structured and supportive way. The programme aligns with the Bradford Curriculum, a framework that promotes the value of inclusive, future focused and research informed learning.

At the start of the programme, students develop essential academic literacy skills, including an understanding of academic integrity and the development of digital competence. This includes a focus on academic reading and writing, effective use of digital tools and technologies, research skills, time management, and reflective learning. This core module underpins all other study on the programme and prepares students for the types of assessment they will encounter, offering scaffolded support for written work, presentations, and portfolio-based assessment.

Alongside this, students complete an introductory archaeology module, which introduces key archaeological concepts and methods. The module examines the dynamic relationships between people and the environments they inhabit over long timescales. Integrating perspectives from archaeology, environmental science, geography, and heritage studies, it explores how landscapes are formed, experienced, altered, and remembered from prehistory to the present. Students will learn how archaeological and environmental evidence is used to reconstruct past landscapes and ecological change, and how these insights inform contemporary understandings of sustainability and human impact on the environment.

Students also undertake a project module that builds on the skills and knowledge developed throughout the year. The project encourages students to investigate an area of archaeology that interests them, supporting growing independence, research planning, and problem-solving within clearly defined Level 3 expectations. This module introduces valuable project planning and management skills, with structured guidance to prepare students for future undergraduate research projects.

By the end of the Foundation Year, students are equipped with foundational archaeological knowledge, academic confidence, and essential study skills, enabling successful progression to Level 4 undergraduate study with a clear understanding of academic expectations and their own learning journey.

The programme offers a broad introduction to the study of people and the past, providing a strong foundation for progression onto [an archaeology degree](#), where you will develop more specialised knowledge and practical skills.

Modules List 1: All modules are core for this programme.

Module Code	Module Title	Credit	Study Period	Level
SAC3021-C	Core Concepts in the Social Sciences	30	Semester 1	RQF 3
SAC3022-C	Academic Literacy and Digital Competence	30	Semester 1	RQF 3
ARC3002-C	People, Place and Environment	30	Semester 2	RQF 3
SAC3024-C	Applied Project	30	Semester 2	RQF 3

Learning, teaching and assessment strategy

Programme teaching and learning

Our foundation year brings together students from across the School of Law and Social Sciences in some modules. Together, students will enhance their academic understanding of theory and practice in their disciplinary interest, Archaeology. Our priority is for students to gain the qualification they need to confidently progress, learning with Archaeology lecturers, personal tutors, and our outstanding support services including the library, student skills and careers service.

The student experience is underpinned by the Bradford curriculum and mapped to the learning outcomes for the programme. That means our teaching considers the whole learning journey, not only each module, so students can begin Level 4 with the academic and personal competencies required to complete their degree.

Each of the four modules in this foundation year concentrate on future focused learning, skills and contexts which prepare students for careers and next steps. We introduce students to Canvas, our digital learning environment, and digital literacy units which students will complete independently. Digital resources such as satellite imagery, online mapping tools, and photographic datasets help students to practise visual and spatial interpretation in accessible ways.

In the first semester, tutors in the Academic Literacy and Digital Competence module will also guide students through the different assessments over the year, and they will scaffold their understanding

of how to create a portfolio, presentation, infographic or report. Teaching in this module is adaptive and we personalise sessions according to student need.

Artificial Intelligence (AI) is acknowledged throughout our curriculum. Tutors will explain what AI is, when students can and can't use it (to protect core cognitive development), and there will be opportunities to explore the impact and ethics of AI in Archaeology, careers and society through seminar discussion.

Our teaching focuses on active, liberated learning, meaning that students will be encouraged to interact in activities, collaborating online and face to face, rather than only listening in lectures. Teaching combines lectures with workshops and guided independent study to build students' confidence and to introduce core concepts in landscape, environment, and human-environment relationships. Lectures provide the thematic foundations, using case studies and visual material to support understanding from both archaeological and environmental perspectives. Workshops develop practical skills in interpreting maps, aerial photographs, and basic environmental or archaeological datasets. Short observational activities - conducted on campus or via virtual fieldwork - allow students to apply concepts to real or near-real landscapes. We make use of our Archaeology teaching laboratory and a computer suite with subject specialist software.

Lecturers seek to support every student with their own different needs, so our teaching is inclusive, representative and takes different modalities, ensuring accessibility throughout. Our approach encourages the development of emotional as well as academic intelligence, their ability to communicate effectively, and how to respond to feedback in ways that support improvement over time. We facilitate this through regular formative activities for feedback and feedforward, non-graded opportunities to identify strengths and areas for improvement in preparation for formal assessments.

Teaching on the Foundation year also takes a research informed approach. The second semester module, People, Place and Environment encourages students to develop skills in observing, recording, and interpreting landscape and environmental evidence.

The Project module, also in semester two, further encourages creativity and confidence as students build on knowledge and skills gained throughout the year. Students will be invited to choose a topic within Archaeology that interests them, and to develop a planning proposal with a member of the staff team who has specialist knowledge of that area. Through lectures, seminars, group work and individual tutorials for personalised support and feedback, students will gain knowledge of project management techniques, problem-solving and the transferable skills essential for effective communication and careers.

Programme assessment

Summative assessments are designed to reflect the **core academic and transferable skills required for study and practice within archaeology**. These assessments provide students with structured opportunities to demonstrate that they have met the **learning outcomes of each module** at Level 3 and will support skills consolidation while preparing students for progression to Level 4 study. Assessments across the year include:

- Written assessments, such as an applied landscape report and essay
- A development portfolio that includes academic skills and a reflection on student progress

- Multimedia presentations
- A Landscape Interpretation Poster

Where appropriate, assessments may also include creative or digital formats, such as posters, recorded presentations, aligned to social science themes.

To promote engagement and inclusivity, students are encouraged to choose topics for their assessments that reflect their interests within archaeology, supporting motivation and personal development. In some modules, students may be offered a choice of assessment mode (for example, presentation or written report), enabling them to demonstrate achievement of learning outcomes in a way that aligns with their strengths.

Formative assessments are designed to prepare students to succeed in their summative assessments and are included in all modules.

Programme regulations

This programme follows the Assessment, Continuation and Award regulations for undergraduate taught courses published on the University's Website ([Regulation 2](#)).

Entry and admission requirements

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the [request support form](#).

The programme is taught in English, so all applicants are required to have proficiency at GCSE Grade 4 (national grade C) or above in English Language. Alternative, equivalent RQF Level 2 qualifications like Key Skills are also acceptable.

A typical offer to someone seeking entry to the programme would be **64 UCAS points**:

- A-Levels DDE
- T-Levels Pass (D or E)
- BTEC Extended Diploma MPP

Profiles in other qualifications are listed on the online course webpage. If you studied overseas, examples of other equivalent international qualifications are provided on the [University of Bradford webpage for a country or region](#).

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: <https://www.bradford.ac.uk/courses/ug/foundation-in-archaeology/>

All rights reserved. This programme specification is © 2026 the University of Bradford.