Module Code: ARC5016-B
Academic Year: 2016-17
Credit Rating: 20
School: School of Archaeological Sciences
Subject Area: Archaeology
FHEQ Level: FHEQ Level 5
Module Coordinator: Chris Gaffney

Additional Tutors:

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>28</td>
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<tr>
<td>Tutorials</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory</td>
<td>16</td>
</tr>
<tr>
<td>Directed Study</td>
<td>154</td>
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Availability Periods

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Semester 2 (Feb - May)</td>
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Module Aims

To provide students with the opportunity to apply and practice one or more techniques for heritage management from threat mitigation to results publication. To reflect on the factors that encourage or inhibit effective management of the heritage (built) environment. To provide the theoretical framework and practical experience for working with Geographical Information Systems in order to analyse maps and other spatial data for management of the heritage.
Outline Syllabus

Introduction to current Heritage Management legislation; roles of local Heritage Environment Records; desk-based assessment techniques such as use of archives, map regressions and on-line HER resources; site evaluation strategies; various levels of and responses to curatorial briefs; drafting of contractual specifications; post-survey/excavation processing and publication. GIS as a tool for manipulating and investigating spatially-arranged data such as maps. From initial question to GIS database design and analysis plan; breaking the question into logical parts, identifying what data are needed and developing a strategy to answer each part of the question and reaching a final conclusion. Creating a database containing the spatial data require - digitizing existing maps, obtaining electronic data from varied sources and formats, ensuring the co-ordinate systems match. Coping with different data formats, such as vector and raster models. Analysing the data be overlaying, querying and combining. Communicating the final results in a clear format. ArcGIS software will be used to analyse case study examples in realistic Heritage Management environments.

Module Learning Outcomes

On successful completion of this module, students will be able to...

1. Demonstrate knowledge and critical appreciation of one or more aspects of Heritage Management processes, the factors influencing mitigation strategies and methods for bringing Heritage Management issues into the public domain. Demonstrate the ability to identify the requirement for a particular project and to develop a strategy to answer each part of the question being asked.

2. Respond to a specific Heritage Management issue and develop the project to completion and publication at a relevant level. Demonstrate effective use of a GIS package to solve problems and aid investigations. Demonstrate use of appropriate data sources and be able to utilise data in different formats. Demonstrate usage of teh software to analyse and display results in an effective form depending on the purpose of the study.

3. Present an understanding of Heritage management issues and the ability to formulate, execute and deliver a project, both orally and in written form, thus demonstrating employability skills. Demonstrate effective problem-solving. Demonstrate confident use of IT packages for Heritage purposes. Demonstrate effective report writing.

Learning, Teaching and Assessment Strategy

Concepts, theories principles and practice are explored in directed reading, formal lectures and hands-on practical experience in guided workshops on usage of a GIS computer package. Group workshops and individual written coursework will assess ability to apply knowledgeand critique processes. Case study projects will be used for formative learning and feedback and for summative assessment. Group work and costed mitigation strategies and project designs will provide a strong practitioner focus for the module. During Directed Study hours, students are expected to undertake relevant reading to consolidate and expand on the content of formal taught sessions; research and prepare for assessments; revise material from formal taught sessions and undertake specific elements of reading, as directed. Guided and unguided workshops will build and expand on the content of the lectures.

formal taught sessions, research and prepare for the formal assessments and group practical sessions.
Mode of Assessment

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<th>Type</th>
<th>Method</th>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Report 500 word</td>
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<td>Summative</td>
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<td>Project Design 1500 words</td>
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Legacy Code (if applicable)
AR-5311D

Reading List
To view Reading List, please go to rebus:list.