



Certificate in Higher Education in Environment and Heritage Studies
Diploma in Higher Education in Environment and Heritage Studies
BSc/BSc (Hons) Environment and Heritage Studies

Course Information

(English)

Contents

Environment and Heritage Studies	3
Course Structure and Content	4
Module Content	5
Learning Agreement	15
Transcript of Records	17

Environment and Heritage Studies

Awards Available

Bachelor of Science (Hons) Environment and Heritage Studies	4 Year Course
Bachelor of Science Environment and Heritage Studies	3 Year Course
Diploma in Higher Education in Environment and Heritage Studies	2 Year Course
Certificate in Higher Education in Environment and Heritage Studies	1 Year Course

Structure of Awards

Certificate in Higher Education in Environment and Heritage Studies is a qualification in its own right and can also count as the first year of a degree programme. Students are normally expected to achieve 60 ECTS = 120 Scotcat credits during the academic year. The academic year is divided into two semesters (See college calendar).

Diploma in Higher Education in Environment and Heritage Studies is a qualification in its own right and can also count as the second year of a degree programme. Students are normally expected to achieve 60 ECTS = 120 Scotcat credits during the academic year. The academic year is divided into two semesters (See college calendar).

BSc Environment and Heritage Studies is the third year of the degree programme. Students are expected to achieve 120 Scotcat credits = 60 ECTS in the course of the academic year. The course consists of a total of 8 subjects of equal value. These subjects are listed on the following pages. Each subject carries a value of 7.5 ECTS = 15 Scotcat credits.

BSc (Hons) Environment and Heritage Studies is the fourth year of the degree programme. Students are expected to achieve 120 Scotcat credits = 60 ECTS in the course of the academic year. The course consists of a total of 8 subjects of equal value. These subjects are listed on the following pages. Each subject carries a value of 7.5 ECTS = 15 Scotcat credits.

Teaching Methods

Classes consist of lectures, tutorials and practical sessions. Some lectures may be delivered by videoconferencing.

Assessment Procedures

Certificate in Higher Education in Environment and Heritage Studies

Subjects are assessed by continuous assessment and/or examination. Examinations take place in December and May.

Diploma in Higher Education in Environment and Heritage Studies

Subjects are assessed by continuous assessment and/or examination. Examinations take place in December and May.

BSc Environment and Heritage Studies Year 3

Subjects are assessed by continuous assessment and/or examination. Exams take place in December and May.

BSc (Hons) Environment and Heritage Studies Year 4

Subjects are assessed by continuous assessment and/or examination. Exams take place in December and May.

Recommended Reading

For information regarding background reading and other course information please contact the Curriculum Leader responsible for Environment and Heritage:

Gill Berkeley

Tel + 44 1343 576315

Email: Gill.Berkeley@moray.uhi.ac.uk

Coordinators

International Coordinator: Gordon Biggs Tel. + 44 1343 576323 Email: Gordon.Biggs@moray.uhi.ac.uk

ECTS Institutional Coordinator: Gordon Biggs Tel. + 44 1343 576323 Email: Gordon.Biggs@moray.uhi.ac.uk

ECTS Departmental Coordinator: Gill Berkeley Tel. + 44 1343 576315 Email: Gill.Berkeley@moray.uhi.ac.uk

Course Structure and Content

The basic design of the course is based on the UHIMI model of eight modules at each level of study, each module involving 150 hours of study and earning 15 SCOTCAT points (= 7.5 ECTS). Eight standard modules at each of levels H1, H2, H3 and H4 will have to be achieved to gain the BSc (Hons)

CORE

STRAND: Professional			
Year 1	Year 2	Year 3	Year 4
<i>ICT</i>	<i>Introduction to GIS</i> Project and financial management for community initiatives	Applications of GIS <i>Integrated field project</i>	Techniques in GIS <i>Dissertation</i>
STRAND: Environmental			
Year 1	Year 2	Year 3	Year 4
<i>Introduction to Global environmental issues</i> <i>Environmental biology</i> <i>Introduction to soils</i> <i>Environment and heritage interpretation</i>	<i>Nature conservation</i> Management of coastal and marine resources <i>Ecology</i> Scope of environmental impact assessment <i>Ecological Field Methods</i> Managing the visitor attraction	Biodiversity, evolution and dynamics of populations Rehabilitation of degraded habitats and ecosystems Environmental change Environmental impact assessment and risk assessment Tourism and the environment Environment and heritage policy and law	Landscape ecology Management of environmental hazards Wildlife conservation and management Renewable energy and waste minimisation Woodland ecology and management <i>Environmental and heritage management in the Highlands and Islands</i> Environmental ethics and sustainability
STRAND: History/Archaeology			
Year 1	Year 2	Year 3	Year 4
<i>Introduction to archaeological theory and method</i> <i>Introduction to the historical landscape</i> <i>History of material culture</i>	<i>Archaeological Reconnaissance and Recording</i> <i>Prehistory of the Highlands and islands</i> <i>Farming in the historical landscape</i> <i>Archaeology and Built Heritage Conservation</i> Land transport in history Architectural history Outline of Scottish history	Archaeological excavation Northern Britain and its kingdoms to AD 1000 Roman iron age Britain Perceptions of heritage Environmental Archaeology	Vikings and Norse Archaeology in the North Atlantic Funerary and Burial archaeology Archaeological dating Architecture, cultural identity and social space Castles and feudal lordship

Under the new SCQF guidelines it is possible to study modules at different levels during the course. Please refer to section 4.3 of the UHI Academic standards and quality regulations for details. Details of this are on the student support Blackboard site

Module Content

(Summary and place in progression)

The information below is a guide to Module Content and place in the context of the course.

Parent Degree	Module and Description	ECTS	Scotcat Credits
MS SEMS 1003	<p>ICT</p> <p>This module introduces the student with little or no previous experience of computer systems to the use of computer application packages in their chosen vocational area and to traditional and novel communications, media, methods and technology.</p>	7.5	15
E&H*	<p>Introduction to Global Environmental Issues</p> <p>This ranges widely over issues where human impact on the environment is of world concern. It looks at frameworks for studying the environmental impacts of human beings, examining such topics as climate change, deforestation, resource depletion, mass travel and tourism, 'free' and 'fair' trade. This module provides the understanding to tackle the EIA and environmental management modules in subsequent years.</p>	7.5	15
E&H*	<p>Introduction to the historical landscape</p> <p>This module first and foremost opens the eyes of students to the great complexity of landscape; it instils the habit of analytical observation and questioning how things came to be as they are. It will give awareness that landscape is the product of an historic process of changing interactions between physical processes and human social, political, and economic factors and human mental processes. The student will acquire an historic perspective on the state of the Highland landscape and the people who inhabit it, will be set thinking about concepts of 'inheritance' and 'heritage', and should develop a clearer vision of present-day problems and ongoing trends. This module addresses the fundamentals of observation of the landscape and appreciation of the great complexity of interacting human forces, which have shaped it, as preparation for all subsequent archaeological and historical modules, and indeed, for those which address the biological and ecological aspects of landscape.</p>	7.5	15
E&H*	<p>Introduction to soils</p> <p>To introduce students to the origins, nature and practical study of soils, which will enable them to better understand the role, they play in a wide range of natural and man-made systems.</p>	7.5	15
E&H*	<p>Introduction to archaeological theory and method</p> <p>This module aims to look at the way in which the archaeological record is formed, and the methods by which archaeologists recover material for study, the ways in which this material is analysed, and the methods by which archaeologists present their ideas and interpret the past. This module provides the theoretical underpinning for subsequent archaeology modules.</p>	7.5	15
SDEM SESD 1008	<p>Environmental Biology</p> <p>This module aims to lay the foundation for further environmental studies. It included ecosystem function, biological productivity, biogeochemical cycles, populations and human effects on ecosystems. It provides the foundation for ecology, nature conservation, scope of EIA and managing coastal and marine resources, and ecological field methods at level 2, Integrated field school, BEDOP, RODHAE, EIA and RS at level 3 and the environmental management modules at level 4.</p>	7.5	15

Parent Degree	Module and Description	ECTS	Scotcat Credits
RDS	<p>Environment and Heritage Interpretation</p> <p>This module provides students with a basic knowledge and understanding of modern environment and heritage interpretation techniques. Interpretation is a tool for rural developers and community development, which assists communities, understand their development options and consequences. It is also a growing industry in the Highlands and Islands of Scotland and other rural areas throughout the UK. Students should acquire sufficient skill and expertise to understand the role of interpretation in the development of visitor attractions and their contribution to the rural economy, The course will include a substantive review of the theory and development of interpretation as a field of study, and students will apply this through fieldwork and other practical activities. This module provides the foundation for the second level module managing the visitor attraction, the third level tourism and the environment module and the fourth level environmental ethics and sustainability.</p>	7.5	15
E&H*	<p>History of Material Culture [In the highlands and islands]</p> <p>The module is intended as an introduction to the Highlands and Islands' archaeological heritage, the material element of the region's cultural identity. By looking at buildings, farming landscapes and portable artefacts the module will outline the development of Highlands and Islands society from the Mesolithic to the present day. The module will introduce concepts such as the human impact on the environment, inter-cultural contacts, technology and social evolution. The module provides the foundation for ABHC and Arch recon and record in year 2, Environmental archaeology in year 3 and Geophysical survey and Archaeological dating in year 4.</p>	7.5	15
E&H*	<p>Outline of Scottish History</p> <p>This module equips students with a working outline of Scottish political and social history from the Roman period to the twentieth century. It demonstrates the historical trends that have led to some of the present-day circumstances of Scotland and provides the historical and chronological framework essential for the assessment and interpretation of 'heritage' landscapes, historic buildings and archaeological remains. Although this module is a level 7 module students of environment and heritage can take it as an option in year 2 or beyond as progression from the year 1 History of material culture module and with the Prehistory of the Highlands and Islands.</p>	7.5	15
E&H*	<p>Archaeology and Built Heritage Conservation</p> <p>This module is intended as an introduction to those issues surrounding the management and conservation of historical monuments and archaeological landscapes. The module seeks to explore the different potential threats faced by built heritage, through examples drawn from throughout and beyond Britain. The module also considers who controls the resource, conflicts of interest within management, problems and practicalities of conservation and of preservation/ access. There should also be an awareness of the legal and ethical obligations of developers, environmentalists and archaeologists. It follows on from Archaeological theory and method at level one and leads to perceptions of heritage, archaeological excavation and tourism and the environment at level 3 and funerary and burial archaeology, geophysical survey and archaeological dating at level 4.</p>	7.5	15
SDEM	<p>Ecology</p> <p>This module builds on the general introduction to biological processes given in the Environmental biology module in level 1 and moves on to a more detailed study of the ecology of specific habitats. It aims to increase awareness of the complexity of interrelationships between living organisms, including man, and enables students to describe these quantitatively. It leads to the third level BEDOP and RODHAE modules and the environmental management modules at level 4.</p>	7.5	15

Parent Degree E&H *	Module and Description	ECTS	Scotcat Credits
E&H *	<p>Prehistory of the Highlands and Islands</p> <ul style="list-style-type: none"> To equip students with a working outline knowledge of prehistory in the Highlands and Islands. To enable students to place archaeological artefacts, monuments and landscapes in their chronological contexts To relate monuments and landscapes to their social contexts To place the prehistory of H&I in its wider context of Scottish and British prehistory To highlight recent investigations in H&I and current debates within the archaeological community as a means of exploring interpretation. 	7.5	15
E&H*	<p>Farming in the historical landscape</p> <p>This gives students, and especially those from non-farming backgrounds, a basic understanding of the processes of farming, and of how these have shaped our landscapes. The relationship between social forces and technological advances, in bringing about changes in farming practices, is explored. The student will acquire some appreciation of the forces, which have brought agricultural communities to their present state, and are invited to consider the future of rural communities in an increasingly urban-dominated world. Students having been made aware, especially through the first year module Introduction to the Historical Landscape, that landscape is a man-made artefact, the most obviously impacting human activity, farming, is examined in detail. The study of prehistoric fields and cultivation looks forward to H2 Prehistory of the Highlands and Islands, and the appreciation of the huge impact of farming on ecosystems and landscapes runs throughout the course.</p>	7.5	15
E&H*	<p>Archaeological reconnaissance and recording</p> <p>Students will be taught how to recognise sites and monuments in the field, in their locale. The module aims to introduce the student to the range of non-invasive archaeological survey methods and recording methods, and to impart an understanding of the appropriate methods for locating and exploring sites in particular circumstances. Students will be afforded the practical experience of recording standing monuments as an independent study exercise. This module follows on from archaeological theory and method in year 1 and provides the data for the integrated field study in year three and the knowledge for archaeological excavation and subsequent specialist archaeology modules.</p>	7.5	15
E&H*	<p>Ecological field methods</p> <p>This module is designed to provide the student with a “toolkit” of environmental survey methods to enable them to carry out practical ecological fieldwork during the course of their studies. This module provides the data for the integrated field school and the practical methodology for further environmental modules.</p>	7.5	15
E&H*	<p>Introduction to GIS</p> <p>The aim of this module is to provide an understanding of the principles of Geographic Information Systems (GIS), their structure and their use. It will be vital for the integrated field school and leads to the Applications of GIS in year 3 and the Techniques of GIS in year 4.</p>	7.5	15
RD	<p>Nature Conservation</p> <p>This module allows students to appraise the concepts of nature conservation and to understand the statutory and voluntary means by which it is implemented. Habitat management techniques will be compared and students will gain experience of the management planning process. It provides knowledge and the legal framework to underpin the EIA modules and the environmental modules in year 3.</p>	7.5	15

Parent Degree E&H*	Module and Description	ECTS	Scotcat Credits
E&H*	<p>Project and financial planning for community initiatives</p> <p>This module shows students the more important techniques used to manage projects within the environment and heritage area, having in mind the special circumstances of a project initiated from within and run for the benefit of a rural community. It addresses management skills and responsibilities, the identification of sources of funding, estimating and costing for projects and managing the accounts. This is an option module in year 2 which is especially important for students who might be involved with community projects either as part of a paid job or in a voluntary capacity.</p>	7.5	15
E&H*	<p>Scope of environmental impact assessment</p> <p>To introduce students to Environmental Impact Assessment (EIA): The development of EIA, the legislative framework, the basic steps of the assessment process. This carries forward the legal aspects covered in the nature conservation modules and leads to EIA and RS at level 9.</p>	7.5	15
E&H*	<p>Architectural history</p> <p>This module equips students with an outline knowledge of the history of architecture, and teaches the habit of acute observation needed to read social history from buildings and townscapes. Buildings – a fundamental component of ‘heritage’ especially as exploited for tourism – can express local culture and environments [vernacular architecture] or externally derived fashions and attitudes [mainstream or ‘polite’ architecture]; the interaction and juxtaposition of styles reveals the relationship and reaction of the community to the outside world. Local buildings and their social implications are brought into relationship with metropolitan and cosmopolitan trends. Buildings both as components of landscape and as expressions of various human aspirations, have been introduced in H1 Introduction to the Historical Landscape, while rural vernacular architecture was encountered in H1 Farming in the Historical Landscape. Themes in the present module reflect the historical narrative in H2 Outline of Scottish History and are further developed in H3 Architecture, Cultural Identity and Social Space, H3 Perceptions of Heritage, H4 Castles and Feudal Lordship; the module also provides some expanded information for those interested in the “architectural” element of H2 Archaeology and Built Heritage Conservation, and of course provides foundation knowledge for students wishing to make buildings an object of their H4 project work..</p>	7.5	15
E&H*	<p>Land transport in history</p> <p>This module addresses the practicalities of how goods and people [and thus ideas] moved, the constraints on those movements imposed by available technology, and the efforts made to overcome those constraints. Changes in transport technology affect communities and landscapes, nowhere more forcefully than in the Highlands, where the settlement patterns of today has been strongly modified by successive developments in transport since the 18th century. The students will acquire an historical perspective, which will enhance his/her contribution to the vigorously continuing debate around rural transport and development issues. The influence of transport and communications on settlement patterns was considered in H1 Introduction to the Historical Landscape. In the Highlands, the constraints of transport bear heavily on ambitions for economic improvement and industrialisation (introduced in H2 Outline of Scottish History) and must be considered by anyone making settlement patterns the subject of the H4 project.</p>	7.5	15
AES AES 2008	<p>Management of Coastal and Marine resources</p> <p>This module aims to make the student more knowledgeable and more aware of marine resources around our coasts, and the conflicts of interest, which may arise between users. It is one of the specialist environmental management modules placed throughout the degree.</p>	7.5	15

Parent Degree	Module and Description	ECTS	Scotcat Credits
RDS	<p>Managing a visitor attraction</p> <p>This module aims to give the student an good understanding of the skills, factors and functions involved in planning, operating, maintaining and providing services and facilities for the visitor to an attraction. Emphasis is strongly placed on actual business practice, case studies and promotional materials. This follows on from Environment and Heritage Interpretation and leads to Tourism and the Environment in year 3.</p>	7.5	15
E&H*	<p>Integrated field project</p> <p>To bring together the data collected during the residential field week so that students can collate, evaluate, synthesize and interpret a wide spectrum of data in order to answer an interdisciplinary question. This brings together the data collected in the field week between years 2 and 3 which followed on from the practical modules in year 2. It gives students an opportunity to do some independent work and leads on to the dissertation in year 4. For further information on this module please read the notes following these module summaries.</p>	7.5	15
E&H*	<p>Environment and heritage policy and law</p> <p>To provide students with an understanding of the legal arrangements governing the management of the countryside, environment and heritage in Scotland. The module will develop an appreciation of the statutory policy context associated with the use of the environment and heritage for social, economic and political reasons. The student is introduced to the different instruments employed and the trend towards the use of more co-operative forms of regulation are examined.</p>	7.5	15
E&H*	<p>Archaeological excavation</p> <p>Archaeology has an important practical field component. This module is intended to provide students with tuition and hands on practical experience across a range of field skills. This module uses the theory from archaeological method and theory and archaeology and built heritage conservation as well as drawing on the practical skills from archaeological reconnaissance and recording. It leads to environmental archaeology in year 3 and Geophysical survey and Archaeological dating at level 4.</p>	7.5	15
E&H*	<p>Perceptions of heritage</p> <p>This module critically examines contemporary societies' self-identifications with historically- and landscape-derived constructs of heritage. It addresses the fundamental question, 'what is heritage?' examines the intellectual origins and development of concepts of heritage and of the ensuing movements for conservation. It discusses topical conflicts and confusions arising from mutually incompatible perceptions of heritage, looks at the effects on the lives of; heritage-rich' communities, and discusses the uses, abuses and morality of heritage. This module takes up certain themes – including “invented tradition” (encountered as a force in the Highlands in Introduction to the Historical Landscape H1) and the irrationality of conservation movements (discovered in H2 Architectural History and Archaeology and Built Heritage Conservation) – and puts these into their wider context of the history of thought since the mid-18th century. At this point in the course, all students who hope to be going on to become practitioners in “heritage” should be asking the question, “what is it?”, and should know enough of the history to help them consider the dangers of heritage, the evils already committed in its name or under its incitement, and the need to apply moral judgements to its use. This module is approachable by anyone who has demonstrated academic capability at the appropriate level, but students thinking of embarking on it should be made aware of the substantial philosophical content and of the emphasis on thinking for themselves.</p>	7.5	15

Parent Degree E&H*	Module and Description	ECTS	Scotcat Credits
	<p>Northern Britain and its Kingdoms to AD1000</p> <p>This explores the formative period in the creation of Scotland, as one among the kingdoms of Western Europe, along with the social institutions, which characterise early kingdoms. Students will be introduced to the problems of co-ordinating evidence from a variety of historical, archaeological, place-name and art-historical sources, to consider such questions as the relationship between the Pictish kingdom and continental Europe, and why today we live in Scotland not in Pictland. Within an “historical” strand, this takes in detail a period which is outlined early in H2 Outline of Scottish History and at the tail end of H2 Prehistory of the Highlands and Islands; it takes the period that follows from H3 Roman Iron Age Britain and deals with the Dark-Age origins and development of the medieval social order which is offered as a study in depth in H4 Castles and Feudal Lordship. It is appropriate also to take as preparation for H4 Viking Age which looks from another angle at part of the same period, more specifically from a Western and Northern maritime perspective. In terms of methodology, Northern Britain demands a close examination and interpretation of art as a socio-historical source, thus developing a strand, which was introduced in H2 Architectural History.</p>	7.5	15
RD	<p>Tourism and the environment</p> <p>This examines and critically evaluates tourism, its use of resources and its effects on environments and on fragile biological and human communities. It carries on the theme of human impact on the environment first introduced in Introduction to global environmental issues and other modules at levels 1 and 2. It follows in the tourism strand from managing the visitor attraction and leads to environmental ethics and sustainability and environmental and social issues in mountain areas.</p>	7.5	15
E&H*	<p>Biodiversity, evolution and dynamics of populations</p> <p>This module will introduce the student to the adaptations of organisms to their environment and examine the evolutionary mechanisms involved. It will develop an understanding of the concepts and principles of biodiversity in organisms. Students will study the changes arising in individuals and populations in response to the environment, including the effect of human intervention on natural populations. It follows from the nature conservation and ecology modules at level 2 and provides an increased theoretical underpinning for the environmental management modules in year 4.</p>	7.5	15
E&H*	<p>Rehabilitation of degraded habitats and ecosystems</p> <p>This module enables the student to examine current principles and practice of improving habitat condition in a range of situations and the reasons for environmental degradation. It follows on from ecology and nature conservation in year 2 and leads to the specialist environmental management modules in year 4.</p>	7.5	15
AES AES3005	<p>Environmental Change</p> <p>Fundamental characteristics of the earth's climate system and processes, evidence for selected aspects of environmental change induced by natural and anthropogenic forces at various temporal and spatial scales; discussion of geological, archaeological, historical and instrumental records of climate, vegetation and sea level changes. Particular attention will be paid to environmental changes experienced since the last glacial maximum. There is a focus on satellite image processing and application of this to environmental analytical studies.</p>	7.5	15
E&H*	<p>Environmental impact assessment and risk assessment</p> <p>To build on the level H2 Module, Scope of Environmental Assessment and introduce students to the principles of environmental risk assessment and management. This leads into the environmental management modules in year 4.</p>	7.5	15

Parent Degree	Module and Description	ECTS	Scotcat Credits
E&H*	<p>Application of GIS</p> <p>To investigate the use of geographic information systems in a wide variety of applications in order that the student is made fully aware of the potential of this rapidly developing technology. This follows on from Introduction to GIS and leads to Applications of GIS.</p>	7.5	15
E&H*	<p>Environmental archaeology</p> <p>This module will examine the range of evidence available for the understanding of the palaeo-ecology and palaeo-economy using environmental archaeology techniques. The module will outline the principles of recovery in the field and analysis in the laboratory and critically consider consideration issues of formation process, interpretation and sampling. This follows on from Archaeological reconnaissance and recording, complements the Archaeological dating at level 9 and leads to Archaeological dating and Funerary and Burial archaeology at level 10.</p>	7.5	15
E&H*	<p>Dissertation</p> <p>The aim of the dissertation module is to provide the student with the opportunity to undertake a substantial piece of supervised research requiring advanced levels of: project design, research/experimental work/analysis, self motivation; presentation; time and resource management in addition to independent and critical thought. The dissertation will test many of the skills important to practitioners in the environment and heritage field, which are difficult to assess as part of a taught module. The dissertation will give students the opportunity to undertake in-depth investigations into a relevant topic of personal interest. Students will, however, be guided towards inter-disciplinary approaches to research that cut across conventional subject boundaries. Interdisciplinary research will help the student synthesise the various strands in the taught elements of the course demonstrating how each is relevant to the subject.</p>	7.5	15
SDEM	<p>Renewable energy and waste minimisation</p> <p>A fundamental tenet of sustainable development is the prudent use of natural resources. Two areas with a major influence on this are renewable sources of energy and waste management/minimisation. This module will provide the student with a clear picture of the range of renewable options, particularly as they exist in the Highlands and Islands, and sufficient technical background to enable comparisons between them and permit assessment of their suitability in a wide variety of situations. The module will also describe the background to the waste situation in the UK and Europe and the strategies adopted to deal with this. The understanding gained will enable the student to develop improved approaches to waste management. This module is one of a suite at level 4 that builds the knowledge gained in earlier environmental modules, which started with Introduction to global environmental issues. It complements environment and heritage management in the Highlands and Islands at the same level and provides specialist knowledge in an increasingly important field.</p>	7.5	15
SDEM SESD4001	<p>Environmental ethics and sustainability</p> <p>This introduces the general concepts of environmental ethics and philosophy and explores the extent to which ethical presumptions influence the approaches to sustainability and sustainable development. This module provides the philosophical understanding to much of the environmental theory delivered in earlier modules.</p>	7.5	15

Parent Degree E&H*	Module and Description	ECTS	Scotcat Credits
E&H*	<p>Vikings and Norse Archaeology in the North Atlantic</p> <p>The impact of the Vikings and Norse on the Islands of the Highlands and Islands is still to be read in the landscape, and figures highly in current popular imagination. This module aims to present an overview of the archaeological evidence for the period c700 to 1300AD, selectively focussing on the North Atlantic region. Evidence from a wide range of sources will be studied including archaeological, historical/literary and toponymic. Key topics/issues at the forefront of the subject will be discussed. This specialist level 10 module leads from the archaeology modules in previous levels.</p>	7.5	15
E&H*	<p>Funerary and Burial Archaeology</p> <p>The remains of the dead, and the monuments erected to them, provide a rich source of information about social practices in the past. This module concerns human experiences of, and responses to, death in past societies with particular reference to the H&I. The key features of burial rites and funerary architecture in prehistoric and historic periods will be detailed. The archaeology of death and burial will be central to the module – however to interpret burial practices and their significance in the past, we have to have an understanding of the anthropological and sociological work that archaeologists draw upon. The module will also consider our own responses to these issues, and the ethics of studying the dead. Case studies will be used as illustration throughout. This specialist level 10 module leads from the archaeology modules at previous levels.</p>	7.5	15
E&H*	<p>Castles and feudal lordship</p> <p>The term “feudal” is much tossed-around in discussing the structures of Highland society, even to the present day; and some of the terminology of feudalism is still used by Scottish lawyers. This module will attempt to coax students into studying feudalism in an historical context, and thinking seriously about to what extent societies in the Highlands and Islands at various times in history, could or should be termed feudal (or be stated not to have been feudal). Castles today continue to constitute one of the strongest images of the Highlands, and they are the expression of an ideal of lordship, which some historians have argued, amounts to an assertion of a formal feudal status. The module will scrutinise this suggestion against a background of the architectural development of the castle from its twelfth-century Norman origins to its Victorian re-invention (if it ever died out?) and its persistence to the present day. Within the historical strand, this follows naturally from the study of emergent medieval institutions in H3 Northern Britain and its Kingdoms to AD 1000, and from the narrative study of Scotland’s medieval period in H2 Outline of Scottish History. The theme of castles of course takes up a topic dealt with less intensively in H2 Architectural History. Northern Britain, Architectural History, Architecture Culture and Social Space (H3) and Castles and Feudal Lordship all explore artistic or architectural expressions of social mores.</p>	7.5	15
E&H*	<p>Architecture, cultural identity and social space.</p> <p>Vernacular architecture is for many societies the most important element of material culture, both reflecting and actively shaping the pattern of everyday life. The house is also an important emblem of group and individual status and ethnic/cultural identity. The module will examine in detail how architectural form has varied not only as the result of environmental, technological and resource factors, but also as an expression of belief systems, a buttress to social structure and an expression of belonging or exclusion. This leads from archaeological theory and method in year 1 and Roman Iron age Britain at level 9.</p>	7.5	15

Parent Degree	Module and Description	ECTS	Scotcat Credits
NS	<p>Landscape ecology</p> <p>This module aims to give students an up-to-date introduction to theories, methods and applications of the rapidly widening discipline of landscape ecology. The module will give the student access to recent developments in this field and so give them new insights into topics as wide ranging as conservation biology, sustainable development, resource management and the relationship between economics and ecology. Opportunities also exist to link with the GIS modules through the design exercise.</p>	7.5	15
E&H*	<p>Management of environmental hazards</p> <p>This module leads from environmental change at level 9. To develop a comprehensive understanding of the physical and biological functioning of Earth, to inform a critical analysis of the variety and nature of environmental hazards. From this overarching understanding the student will be able to undertake a critical assessment of the impact of environmental hazards in environmental, economic and social terms. A comprehensive review and critical assessment of the policy and management of environmental hazards, with reference to case studies, will be undertaken.</p>	7.5	15
E&H*	<p>Techniques in GIS</p> <p>To give the students experience of a range of more advanced GIS methods and build within them a highly developed ability to evaluate a problem within a chosen field and to apply appropriate GIS methods to solve it.</p>	7.5	15
E&H*	<p>Wildlife conservation and management</p> <p>The module will introduce students to the theory and practice of conservation management, with reference to real case studies drawn from local and global examples. On completion of the module students will be able to assess the relevance and application of theoretical concepts and models to the practice of conservation management. Students will have experience of current conservation management practice in a variety of contexts. This leads from the Env biol at level 7, the nature conservation at level 8 and the rehabilitation module at level 9</p>	7.5	15
E&H*	<p>Woodland ecology and management</p> <ul style="list-style-type: none"> To understand the ecology of temperate and tropical woodland ecosystems. To be able to apply the principles of nature conservation to temperate and tropical woodland management. To consider the holistic management of woodlands within the landscape This module expands the portfolio of environmental management modules offered at level 10 by dealing explicitly with woodland management. It leads from ecology and nature conservation at level 8 and rehabilitation at level 9. It complements the other two environmental management modules at this level. 	7.5	15
E&H*	<p>Environment and heritage management in the Highlands and Islands</p> <p>The module aims to critically assess past, present and future issues relating to environmental and heritage management specific to the Highlands and Islands. The area offers a unique opportunity to assess at various scales the way in which social, economic and environmental factors have influenced the evolution of the Highland landscape. An understanding of the interrelationships and influence of these factors is essential in all aspects of environmental and heritage management of the Highland landscape. Students should complete the module with a detailed understanding based on real case study analysis, of current and future issues relating to environmental and heritage management of the Highlands and Islands. It is a core module, which provides a holistic approach to management.</p>	7.5	15

Parent Degree E&H*	Module and Description	ECTS	Scotcat Credits
	<p>Archaeological dating</p> <p>Archaeological dating is crucial to the understanding of the past. The module will outline the principles of both relative and absolute dating using the latest scientific techniques. There will also be consideration of how technological advances have affected the underlying approach to archaeology. This leads from archaeological theory and method at level 7, environmental archaeology and archaeological excavation at level 9.</p>	7.5	15

(1) **Course unit code:**

Refer to the ECTS information Package

(2) **Duration of course unit:**

Y = 1 full academic year

1S = 1 semester 2S = 2 semesters

1T = 1 term/trimester 2T = 2 terms/trimesters

(3) **Description of the institutional grading system:**

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(4) **ECTS grading scale:**

ECTS Grade	% of successful students normally achieving the grade	Definition (only of failing grades)
A	10	
B	25	
C	30	
D	25	
E	10	
FX	-	FAIL – some more work required before the credit can be awarded
F	-	FAIL – considerable further work is required

(5) **ECTS credits:**

1 full academic year = 60 credits

1 semester = 30 credits

1 term/trimester = 20 credits