SUBJECT BENCHMARK STATEMENT

IN

ARCHAEOLOGY

Quality Assurance and Accreditation Council
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CONTENT

FOREWORD

The work in connection with the development of Subject Benchmark Statements was begun in August 2003 as a part of the overall quality assurance framework that supports academic standards and the furtherance and dissemination of good practice in Universities in Sri Lanka. Subject Benchmark Statements will support and promote quality and standards by:

- Providing universities with a common and explicit reference point for internal and external programme approval and review;

- Guiding and promoting curriculum development, especially in new departments and new universities, and in other institutions of higher education;

- Evolving over time to take account of changes and innovations that reflect subject development and new expectations;

- Providing an authoritative and widely recognized statement of expectations of what is expected of a graduate in a specific (or designated) subject area in a form readily accessible to students, employers and others with a stake in higher education;

- Providing a clear and transparent reference point for External Examiners;

- Assisting international comparison and competitiveness of higher education awards and student achievement.

SUBJECT BENCHMARK STATEMENT

ARCHAEOLOGY

1. INTRODUCTION

1.1 Subject Benchmark Statement – Scope and Purpose

Benchmarking of Academic Standards is an essential component of quality assurance in the higher education system. Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualification at a given level and articulate the attributes and capabilities that those possess. Such qualifications should be able to be demonstrated.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework. Subject benchmark statements also provide support to institution in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Finally, Subject benchmark statements are one of a number of external sources of information that are drawn upon for the purposes of academic review and for making judgments about threshold standards being met. Reviewers do not use subject benchmark statements as a crude checklist for these purposes however. Rather, they are used in conjunction with the relevant programme specifications, the institution's own internal evaluation documentation, together with primary data in order to enable reviewers to come to a rounded judgment based on a broad range of evidence. This benchmark statement refers to the bachelors' degree programms in Archaeology of the universities in Sri Lanka. The statement represents the first attempt to make explicit the general academic characteristics and standards of General and Special degrees in this subject area, in Sri Lanka.

Archaeology has been taught as a distinct subject in Sri Lanka universities since the early years of the twentieth century. There are currently 6 archaeology departments and PGIAR, in Sri Lanka and archaeology programmes are taught at several others. Few incoming students have had the opportunity to undertake formal courses in archaeology, and few departments require previous archaeological experience or specific qualifications in other areas. The educational background of incoming students is extremely varied; this diversity, embracing a range of subjects across the humanities and sciences all with some relevance to archaeology, provides a very stimulating environment for staff and students and is one of the strengths of archaeology programmes. Mature students have traditionally provided a significant

proportion of the intake, many entering with non-traditional qualification, but often with practical experience of the subject.

1.2 Level of Teaching

Archaeology may be taught for both B.A. (General) Degree level and B.A. (Special) Degree level in the universities in Sri Lanka. Furthermore, Post-Graduate Degrees in Archaeology can be followed in the universities as well as in Post-Graduate Institution of Archaeology where there are enough facilities and resources. There are external B.A. (General) Degree courses in some universities in Sri Lanka.

1.3 Nature and Extent of the Subject

Archaeology is concerned "with writing history" in the sense of narrative accounts of past cultures and societies, both prehistoric and historic. This archaeology must engage adequately with other disciplines studying the same cultures through other sources of evidence such as art, architecture, and visual culture, (variously analysed in terms of form, style, function, chronology, and social meaning) and, for the historical periods, texts and documents. Archaeology is also embedded in the events, structures, and development of the contemporary world. it is through this close association with contemporary structures such as class, ethnicity, and gender that archaeology derives its power as an intellectual discipline. Archaeology is often a contested discipline, with different stakeholders disagreeing over interpretation and appropriate action towards the remains of the past and their display. The subject provides the material resources through, which identity is created at many levels in society.

The four contexts of Historical and Social, Ethical and Professional, Theoretical and Scientific are the four foundation stones, upon which all archaeology degrees, whether general or special, are built. However, we expect degree programmes to vary in their aims, objectives, and emphases as a reflection of the diversity, vitality, and confidence of our discipline, though the integration of the humanities and sciences is likely to underpin most degree programmes given that this inter-disciplinarily is as much philosophical as practical/methodological. Particular degree programmes will be located at different points within a triangle drawn between the complementary archaeologies of the humanities, sciences, and professional practice. A department teaching General and Special degrees will probably position them at different locations within the tri-polar range. The triangle stresses the contexts, the inter-disciplinarity, and the overarching practice which departments seek to instill in students. The combination of practice, the commitment to primary data, and the focus on object- and landscape- centred learning, provides the means to identity the extent of the discipline.

In some universities, Archaeology can be offered as courses with compulsory core courses and electives.

1.4 Scope of Employment of Learners

Archaeology is now recognized in many countries as central to the heritage and tourism industries and increasingly important in the environmental, development,

and planning sectors. The commercial and educational opportunities that archaeology is seen to offer have opened up, bringing their own requirements for professional standards and bodies to monitor and develop these standards. In many countries artifacts, monuments, and landscapes of the past are protected through government guidance, national legislation and international treaty, for example the World Heritage Convention. These developments have not only led to greatly increased employment opportunities for archaeology graduates, but encouraged archaeologists to reflect on the role of the past in the present and their own position within the process of gaining knowledge. One of the most important questions posed has been: who owns the past? a question, which reflects how the sources of authority to study and interpret the past have changed.

The exit routes of archaeology graduates are equally varied: Masters courses (increasingly a prerequisite for research degree and professional advancement) museums; the burgeoning profession of field archaeology; the wider tourism, heritage, and media sectors, and more general graduate positions. The broad – based nature of the subject and of the skills it gives graduates provide a strong grounding for a wide range of career paths: the archaeology graduate is extremely well equipped with transferable skills from the mix of humanities and science training, engagement with theory and practice, and individual and team-based learning, together with the intellectual curiosity to continue learning, and the skills benefit from challenging work environments. Archaeology also offers much non-professional involvement, via continuing education courses, local societies, museums, heritage groups and so on, so graduates not employed within archaeology have many opportunities for life- long leaning and to share their expertise within the community.

2. SUBJECT AIMS

The main aims of a degree programms in or including Archaeology as a major component are:

- To provide training in the principles of Archaeology and their application appropriate to the type of degree concerned: a general degree; and special degree;
- To stimulate students intellectually through the study of Archaeology and lead them to appreciate its application to a range of problems and its relevance in a variety of contexts;
- To develop in students the ability to apply the knowledge and skills they have acquired to the solution of theoretical and applied problems in Archaeology;
- To develop in students a range of transferable skills that will be of value in employment and self- employment;
- To provide students with analytical skills and an ability to develop simplifying frameworks for studying the real world.

3. SUBJECT KNOWLEDGE AND UNDERSTANDING

Despite the inter-disciplinary nature of archaeology, and the varied pathways through it that different Archaeology programmes can be expected to improve, all graduates of degree courses, which contain a substantial component (at least 50 per cent) of archaeology can be expected to possess a platform of knowledge and understanding in certain areas. These areas include.

- Knowledge and understanding of the origins and development of archaeology as a discipline
- Understanding of the intellectual vitality of archaeology, its theoretical basis, current debates over approaches to interpretation, and archaeology's relationship to other disciplines
- Appreciation of the historical, religious social, cultural, and political context of archaeological interpretation
- Familiarity with the diverse sources of evidence used by a archaeologists (including texcavated, documentary, representational, observation, artefactual, environment and scientific)
- Familiarity with the basic concepts which underpin the subject (such as: archaeological uses of assemblage, culture, and style; approaches to typology, taxonomy, and ancient technology; stratigraphic context; temporality; and landscape)
- Understanding of the causes of variation in the reliability of different classes of evidence from archaeological contexts (such as: taphonomy; cultural and non-cultural transformation; depositional processes; and recovery procedures)
- Understanding of the relationship between the practice of archaeology and the institutional context of that practice
- Appreciation of the importance of the recovery of primary data through practical experience
- Critical awareness of methodologies for quantifying, analysing, and interpreting primary data
- Understanding of the concepts and application of scientific methods used in collecting, analysing, and interpreting archaeological data
- Understanding of the use of analogy and experiment in archaeological analysis
- Board and comparative knowledge of the archaeology of selected geographical regions
- Broad and comparative knowledge of the archaeology of selected chronological periods
- From specialised investigation, deep understanding of one or more distinct classes of archaeological material.
- History of archaeology, theory and practice, laws and ethics, field archaeology, art/architecture, city planning, epigraphy, numismatics, ancient technology, heritage management, cultural anthropology, environmental archaeology, landscape, conservation, Museo logy, prehistory and protohistory are the common components.

4. SKILLS AND ATTITUDES

4.1 Skills

The range and depth of the skills acquired by an archaeology graduate will of course vary according to the location of the degree programme within the humanities – science- practice triangle and the number of archaeology modules taken. However, the platform of knowledge and understanding outlined above will ensure that any archaeology graduate will have acquired a broad range of skills. The single general graduate will normally have most, and the special Honours graduate many , of the skills identified below. As appropriate to the breadth and depth of the programmed they have pursued, they will be equipped to

- Draw down and apply appropriate scholarly, theoretical and scientific principles and concepts to archaeological problems.
- Practice core fieldwork techniques of identification , surveying , recording, excavation , and sampling
- Practice core laboratory techniques of recording, measurement, analysis , and interpretation of archaeological material
- Discover and recognise the archaeological significance of material remains and landscapes
- Interpret spatial data, integrating theoretical models, traces surviving in present - day landscapes, and excavation data
- Observe and describe different classes of primary archaeological data, and objectively record their characteristics
- Select and apply appropriate statistical and numerical techniques to process archaeological data, recognizing the potential and limitations of such techniques
- Assemble coherent research/project designs
- Marshal and critically appraise other people's arguments
- Produce logical and structured arguments supported by relevant evidence
- Present effective oral presentations for different kinds of audiences
- Prepare effective and appropriate use of C & IT (such as word processing packages; data bases; and spreadsheets)
- Make critical and effective use of information retrieval skills using paper – based and electronic (including WWW) resources
- Make effective and appropriate forms of visual presentation (graphics, photographs, spreadsheets)
- Plan, design , and execute a programme a primary research , working independently
- Collaborate effectively in a team via experience of working in a group , for example through fieldwork, laboratory and / or project work
- Appreciate the importance of safety procedures and responsibilities (both personal and with regard to others) in the field and the laboratory
- (as fieldwork often involves working in new environments with minimal support) appreciate and be sensitive to different cultures, and deal with unfamiliar situations
- To be able critically to evaluate one's own and others' opinions, from an appreciation of the practice of archaeology in its changing heoretical, methodological, professional , ethical, and social contexts.

4.1.1 Generic Skills

- Demonstrate broad and comparative knowledge of the archaeology of selected geographical regions
- Demonstrate broad and comparative knowledge of the archaeology of selected chronological periods
- Demonstrate a good understanding of the principles and methods, by which archaeological data are acquired and analyses
- Demonstrate a range of practical experience of the recovery of primary archaeological data
- Evaluate the variety of approaches to understanding, constructing, and interpreting the past
- Demonstrate comprehension of the problematic and varied nature of archaeology evidence
- Demonstrate an understanding of the development of archaeology as a discipline
- Gather and appropriately deploy archaeological evidence from primary and secondary sources
- Analyze and reflect critically upon a range of archaeological data
- Design, research, and present a sustained piece of archeological writing
- Demonstrate knowledge of archaeological field and laboratory skills, particularly in relation to the recording, , description, and analysis of primary data
- Apply and understanding of the social, cultural, and political context of archaeological interpretation and practice
- Demonstrate a critical awareness of the ethical dimension of archaeology
- Apply and understanding of theoretical concepts to other areas of archaeology
- Show and awareness of the issues involved in planning , designing, and executing a programme of field-laboratory-, or museum – based study

Threshold Standard
- Demonstrate knowledge of the archaeology of selected geographical regions
- Demonstrate knowledge of the archaeology of selected chronological periods
- By which archaeological data are acquired and analyzed
- Demonstrate practical experience of the recovery of primary archaeological data
- Describe the variety of approaches to understanding, constructing, and interpreting the past
- Describe the problematic varied nature of archaeological evidence
- Describe the development of archaeology as a discipline
- Gather the present archaeological evidence from primary and secondary sources
- Recognize the range of archaeological data
- Research and present and extended piece of archaeological writing

- Demonstrate knowledge of archaeological field and laboratory skills, particularly in relation to the recording and description of primary data
- Demonstrate awareness of the social, cultural, religious and political context of archaeological interpretation and practice
- Demonstrate awareness of the ethical dimension of archaeology

4.1.2 Subject Specific Skills

Typical Standard
- Demonstrate broad and comparative knowledge of the archaeology of selected geographical regions
- Demonstrate broad and comparative knowledge of the archaeology of selected chronological periods
- Demonstrate a good understanding of the principles and methods by which archaeological data are acquired and analyzed
- Demonstrate a range of practical experience of the recovery of primary archaeological data
- Evaluate the variety of approaches to understanding , constructing, and interpreting the past
- Demonstrate comprehension of the problematic and varied nature of archaeological evidence
- Demonstrate an understanding of the development of archaeology as a discipline
- Gather and appropriately deploy archaeological evidence from primary and secondary sources
- Analyse and reflect critically upon a range of archaeological data
- Design, research. and present a sustained piece of archaeological writing
- Demonstrate knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description, and analysis of primary data
- Apply an understanding of the social, cultural, religious and political context of archaeological interpretation and practice
- Demonstrate a critical awareness of the ethical dimension of archaeology
- Apply an understanding of theoretical concepts to other areas of archaeology
- Show an awareness of the issues involved in planning, designing, and executing a programmed of field -, laboratory-, or museum- based study

Threshold Standard
- Demonstrate knowledge of the archaeology of selected geographical regions
- Demonstrate knowledge of the archaeology of selected chronological periods
- Demonstrate understanding of the principles and methods by which archaeological data are acquired and analysed
- Demonstrate practical experiences of the recovery of primary archaeological data
- Describe the variety of approaches to understanding, constructing, and interpreting the past

- Describe the problematic and varied nature of archaeological evidence
- Describe the development of archaeology as a discipline
- Gather and present archaeological evidence from primary and secondary sources
- Recognise the range of archaeological writing
- Research and present an extended piece of archaeological field and laboratory skills, particularly in relation to the recording and description of primary data
- Demonstrate awareness of the social, cultural, and context of archaeological interpretation and practice
- Demonstrate awareness of the ethical dimension of archaeology

4.2 Attitudes

There is a range & skills and attitudes, which an Archaeology graduate will have acquired during the programme of study. An Archaeology graduate will be aware of the need for compliance with health and safety policies, good laboratory and field practices and importance & quality control and quality assurance. Under the attitudes the following two components should be considered

- Proactive approach
- Ethical practices

5. TEACHING AND LEARNING STRATEGIES

Given archaeology's variety of intellectual styles and traditions, the teaching and learning environments developed by different departments will reflect their position within the Humanities-Science- Practice triangle. However, archaeology programmes generally demonstrate a considerable concern and interest in pedagogical developments evidenced in a wide variety of teaching methods, using C&IT where appropriate. The interactions between teaching, research, and primary data handing are key elements of the environment in which archaeology courses must be taught, to the extent that courses should only be delivered in departments with strong research cultures. Staff teaching within archaeology programmes must be individually competent to deliver those course units, for which they are responsible and collectively able to provide the breadth and depth of specialist and non specialist subject embraced by the course as a whole.

Students reading for an archaeology degree should be taught within an environment conducive to learning, which is intellectually stimulating, and which embraces intellectual diversity. There should be access to relevant published literature, IT facilities appropriate primary sources, archaeological materials (such as artifacts, archives, hand – specimens, and comparative collections), and (for science – based work) properly equipped and staffed laboratories . Given the importance for archaeology graduates of the development of technical skills in a variety of areas of archaeological practice, institutions should facilitate access to the equipment and technical resources for the pursuit of these within the archaeology programmes they manage.

Archaeology students should be provided with full documentation for their programme of study and on each component within it, including clear learning objectives. Amongst the documentation provided by departments there should be information regarding contextual

aspects of the programme, together with health and safety instructions for fieldwork and laboratory analysis, and guidance on ethical issues associated with archaeological practice. An education in archaeology involves an active engagement with the archaeological community as a whole. Students should be encouraged to participate in archaeological projects within and outside the institution, in which they are studying and to be made aware of relevant learned societies and statutory and professional bodies. Fieldwork constitutes an essential aspect of the engagement with professional practice.

The balance of teaching and learning methods will vary between programmes according to departmental missions, aims, and interests. However , it will be characteristic of archaeology programmes in all institutions that there will be a wide and diverse range of learning and teaching styles, as befits the intellectual focus of a discipline whose core interest is the evolution and variety of human society . Much of the best teaching and learning in archaeology will be an interactive process from which students and academics gain mutual benefit because of the research – led environment of teaching. Students need to be encouraged to team through experience, both as individuals and as members of defined teams, with practicals and fieldwork playing important roles in such provision. Directed reading represents a cornerstone for the establishment of the knowledge base. Increasingly, well- designed self – taught materials, many delivered through C&IT, may play an important role in a student's learning experience. The principles learning and teaching methods that an archaeology student may experience will depend on the aims and objectives of the programme, but are likely to comprise an appropriate combination of some of the following:

- Directed reading within the specialist literature (including books and periodicals)
- Field – visits to appropriate monuments, structures and collections for direct experience of material covered by the course
- Field investigation projects including excavations and surveys of various sorts
- Hands-on' practical exercises and science- based experiments, laboratory – based demonstrations, artifact handing and identification work
- Lectures that inform by capturing interest and exciting curiosity
- Placement or workplace experience with an archaeological organization of museum
- Practical exercises and demonstrations (in door and out) in excavation and survey methodologies
- Seminars that provide the context for group work and small – group discussions
- Team based exercises
- Tutorials and supervisions for structured regular contact with tutors and supervisors
- A range of self – guided student- centered learning resources , from paper – based materials to IT based tutorial modules, chat rooms, message boards, web – sites and so on.

Further developments in teaching and learning methods are to be expected.

Within most special archaeology degree programmes, there will be a requirement that students should undertake some form of independent research work, often in the form of project work and/or a dissertation presented in the later stages of the programme. Where field-based research is carried out, this represents an area of the student's learning, in which mature and intelligent reflection will also be needed on the potential risks and moral and ethical issues associated with a proposed project.

6. ASSESSMENT STRATEGIES

There should be an explicit assessment strategy as part of the curriculum design for all archaeology courses. It is important that the adopted strategy clearly and explicitly reflects the learning outcomes of the courses components, supports student learning , and enables students to demonstrate progressive levels of attainment. The strategy should reflect the variety of abilities and skills developed within the curriculum, and be tied to the methods of teaching and learning adopted by the course.

The assessment of archaeology courses should include a mix of assessment methods that are, overall, accessible to students from varying educational and cultural backgrounds within different learning situations. It is essential that the procedures used for assessment cover the subject knowledge (breath and depth), abilities, and skills developed through the degree programme. The assessment of work undertaken in practical classes is most likely to be through exercise or project submissions. Seminar contributions may be assessed either directly or indirectly. Coursework may be part of the overall assessment of a student, or regarded as a pedagogic device for developing research and presentation skills, with formative assessment and regular feedback being provided by the tutor. Feedback and assessment may also be provided by the peer group. Assessment procedures should be fair, transparent, and externally moderated. The existing system of external examiners ensures rigour and comparability of standards.

Students of archeology are likely to encounter a range of assessment methods during their courses reflecting the range of learning objectives. The following list provides a general indicator of the range of current practice and is not meant to be a specific check- list against, which to measure individual programmme.

- An extend personal research project carried out over a prolonged period and involving primary data collection or extensive synthesis of secondary data, to assess powers of data assembly and analysis (including quantitative and qualitative analysis as appropriate), presentation, knowledge deployment, argument, and reasoning
- Essays and assignments prepared to a defined timetable to assess knowledge and understanding of a topic, communication, analytical, and presentation skills
- Examination through unseen and seen papers under timed condition requiring written essays and/ or multiple choice questions to assess knowledge –base, understanding , and analytical, and presentation skills
- Fieldwork and/.or laboratory notebooks and reports to assess observational procedures, practical skills, and methodologies
- Oral presentations to assess presentation and communication skills and group work
- Observed participation of practical team –based exercises in the field, laboratory and or classroom, to assess skills in collaboration and group problem- solving
- On-line examinations and electronic work books
- Annotated bibliographies
- Creation of WWW pages
- Portfolios of work relating to practical exercises
- Reports on external placements
- Unseen tests
- Video, CD, posters, exhibitions, and other media forms

7. MAINTAINING STANDARDS

The statement sets out both the minimum achievement and that, which an average student will have demonstrated before she/he is awarded a special degree in archeology. It applies only to those students, who acquire at least 50 per cent of the credits for their degree programme in archaeology.

A student at the very bottom of the special class will have satisfactorily demonstrated achievement in most of the areas of performance listed below under Threshold Standard on a sufficient number of occasions or over a sufficient range of activities to give confidence that they have the range of knowledge, understanding, and skills expected in graduates in archaeology. The vast majority of students will perform significantly better than the minimum standard, at the Typical Standard listed below (identified here is indicative of performance within the lower range of the 11.1 class in conventional degree classifications). Each institution will have its own method of determining what is appropriate evidence of this achievement, but the external examiner system and the academic review system established by the QAA monitor adherence to these minimum standards.

The major curriculum revision should take place once in every five years in each of the department of Archaeology in the Universities. And also, minor revisions which are essential can be done periodicity. On graduating with a special degree in archaeology, students should be able to:

Typical Standard
* Demonstrate broad and comparative knowledge of the archaeology of selected geographical regions
* Demonstrate broad and comparative knowledge of the archaeology of selected chorological periods
* Demonstrate a good understanding of the principles and methods by which archaeological data are acquired and analyzed
* Demonstrate a range of practical experience of the recovery of primary archaeological data
* Evaluate the variety of approaches of understanding, constructing, and interpreting the past
* Demonstrate comprehension of the problematic and varied nature of archaeological evidence
* Demonstrate an understanding of the development archaeology as a discipline
* Gather and appropriately deploy of archaeological evidence from primary and secondary sources
* Analyze and reflect critically upon a range of archaeological data
* Design, research, and present a sustained piece of archaeological writing
* Demonstrate knowledge of archaeological field and laboratory skills, particularly in relation to the recording, description, and analysis of primary data
* Demonstrate a critical awareness of the ethical dimension of archaeology
* Apply an understanding of theoretical concepts of other areas of archaeology
* Show an awareness of the issues involved in planning, designing, and excuting a programme of field- laboratory-, or museum based study

Threshold Standard

- Demonstrate knowledge of the archaeology of selected geographical regions
- Demonstrate knowledge of the archaeology of selected chronological periods
- Demonstrate understanding of the principles and methods by which archaeological data are acquired and analyzed
- Demonstrate practical experience of the recovery of primary archaeological data
- Describe the variety of approaches to understanding, constructing, and interpreting the past
- Describe the problematic and varied nature of archaeological evidence
- Describe the development of archaeology as a decupling
- Gather and present archaeological evidence from primary and secondary sources
- Recognize the range of archaeological data
- Research and present and extend piece of archaeological writing.
- Demonstrate knowledge of archaeological field and laboratory skills, particularly in relation to the recording and description of primary data
- Demonstrate awareness of the social, cultural, and political context of archaeological interpretation and practice
- Demonstrate awareness of the ethical dimension of archaeology

8. STUDENTS ATTAINMENT AND BENCHMARK LEVEL (STANDARD)

Student attainment is the achievement graded from the minimum acceptable knowledge and skill level in the areas specified in this statement (Threshold Level) to an excellent performance where graduates have demonstrated range of competencies and skills at an enhanced level (Good Level)
The benchmark levels proposed below are for both a special degree and general degree where Archaeology is one of the subjects.

(a) Threshold Level

- Be able to access Archaeology information from a variety of sources and to communicate the principles in a manner appropriate to the programme of study;
- Have ability in a range of practical Archaeology techniques including data collection, analysis and interpretation of those data, and testing of hypotheses;
- Have an understanding of the explanation of Archaeology phenomena at a variety of level (from molecular to ecological systems) and be able to explain how evolutionary theory is relevant to their area of study;
- Be able to plan, execute and present an independent piece of work (eg: a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident;
- Have some understanding of ethical issues and the impact on society of advances in Archaeology;
- Be able to record data accurately, and to carry out basic manipulation of data (including qualitative data and some statistical analysis when appropriate;
- Have developed basic strategies to enable them to update their knowledge of Archaeology

(b) Good Level

- Be able to access and evaluate information on Archaeology from a variety of sources and to communicate the principles both orally and in writing (e.g.- essays, field reports, laboratory reports) in a way that is well– organized, topical and recognizes the limits of current hypotheses;
- Demonstrated ability in a range of appropriate practical techniques and skills relevant to research in Archaeology. This will include the ability to place the work in context and to suggest lines of further investigation and reseme;
- Have a secure and accurate understanding of the Archaeological explanation of phenomena at a variety of levels (from molecular to ecological systems) and be able to understand the relationship of evolutionary theory to their area of study;
- Be able to plan, execute and present an independent piece of work (eg. a Research project) in which qualities such as time management, problem solving and independence are evident, as well interpretation and critical awareness of the quality of evidence;
- Be able to construct reasoned arguments to support their position on the ethical and social impact of advances in Archaeology;
- Be able to apply relevant advanced numerical skills (including statistical analysis where appropriate) to Archaeological
- Have well- developed strategies for updating, maintaining and enhancing their knowledge of Archaeology

9. ANNEX1. MEMBERSHIP OF THE BENCHMARK GROUP

Prof. A. Lagamuwa	Rajarata University of Sri Lanka
Dr. R. M. M. Chandraratne	University of Peradeniya
Prof. Sudharshana Seneviratne	University of Peradeniya
Prof. Prishantha Gunawardena	University of Kelaniya
Prof. A. A. D. Amarasekara	University of Kelaniya
Prof. Anura Manatunga	University of Kelaniya
Mr. P. B. Mandawala	University of Sri Jayewardenepura
Prof. Nimal De Silva	Postgraduate Institute of Archaeology
Prof. Jagath Weerasinghe	Postgraduate Institute of Archaeology
Mr. Gamini Adikari	Postgraduate Institute of Archaeology