

BA Archaeology and History
For students entering Part 1 in 2005

UCAS code: VV14

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Archaeology and History
Faculty of Science	Programme length: 3 years
Date of specification:	April 2007
Programme Director:	Dr Mary Lewis
Programme Adviser:	Dr R Wolfe
Board of Studies:	Archaeology and History
Accreditation:	Not appropriate

[Http://www.rdg.ac.uk/Archaeology](http://www.rdg.ac.uk/Archaeology)

Summary of programme aims

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History. The Archaeology element combines practical experience (on the Silchester Field School and in the laboratory) and academic study of archaeology, with an opportunity to specialise in the archaeology of the historic periods, while the History element offers insights into the richness and variety of human experience covering a wide range of subjects and approaches. Students will gain knowledge of a wide range of chronological periods, as well as developing the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts. Students will expand the range, depth and sophistication of their knowledge in both archaeology and history through the structured progression of the programme through Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

Archaeology and History are both disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Students of Archaeology and History will also develop skills in the collection, collation, and critical analysis of quantities of data, and in its communication and presentation. They will be able to think historically, comparatively and cross-culturally. Through practical and field work in Archaeology they will also have the opportunity to develop proficiency in decision-making, and a sense of personal and group responsibility.

Programme content

The profile which follows states which modules must be taken (the compulsory part) together with one or more lists of modules from which the student must make a selection (the option modules) for each half of the combined degree. Students must choose such additional modules as they wish, in consultation with their programme adviser(s), to make 120 credits in each Part. The number of credits for each module is shown after its title. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 in Archaeology introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 1 in History provides a general introduction to the discipline and methodology of history through the Approaches module, and to periodisation and causation in history through the Landmarks module.

Part 2 Archaeology provides the opportunity to engage with primary archaeological data through participation on the Silchester Field School, to explore techniques, and approaches to interpretation, and to gain more detailed knowledge of the archaeology of the Mediterranean, Europe and Britain. Part 2 History provides the opportunity to study different Periods in more depth and to engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop.

In Part 3, there is an increasing specialisation and progression in both Archaeology and History to approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic in depth.

Part 1 (three terms)

Credits Level

Students must take two compulsory Archaeology modules (40 credits) and two compulsory History (40 credits), and make up a further 40 credits chosen either from extra modules in Archaeology and/or History, or from modules available elsewhere in the University.

In the Department of Archaeology

Compulsory modules

AR1RM1	<i>Introduction to Historical Archaeology</i>	20	C
AR1TS1	<i>Archaeological Practice</i>	20	C

Optional modules

AR1P1	<i>Introduction to World Prehistory</i>	20	C
AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C

In the School of History

Compulsory modules

HS1APH	<i>Approaches to History</i>	20	C
HS1LMH	<i>Landmarks in History</i>	20	C

Optional modules which may only be taken if the compulsory modules are also studied

HS1DSH	<i>Directed Study in History</i>	20	C
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Part 2 (three terms)

Credits Level

There are two compulsory modules in Archaeology (10 credits each), plus a number of optional modules totalling 40 credits, while in History a total of 30 credits must be taken from a compulsory group of Period modules, together with 30 credits from any Period group. Altogether 60 credits must be taken in each subject. However, those interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University. Of the 120 credits, 5 are taken up by Career Management Skills.

In the Department of Archaeology [60 credits]

Compulsory modules

AR2F4	<i>Silchester Field School Joint Honours</i> (summer vacation)	10	I
AR2F7	<i>Professional Careers in Archaeology</i> (including <i>Careers Management Skills</i> - 5 credits)	10	I

Modules (totalling 40 credits) to be chosen from:

AR2S1	<i>Archaeological Science</i>	20	I
AR2P5	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	I
AR2P6	<i>Later Prehistoric Europe</i>	20	I
AR2P9	<i>First Civilisations: culture & society in the East Mediterranean c.3500-1200 BC</i>	20	I
AR2P10	<i>From Collapse to Complexity: the Aegean in the first millennium BC and the origins of the classical polis</i>	20	I
AR2P11	<i>Pharaohs, Ptolemies & Caesars: Egyptian archaeology</i>	20	I
AR2R4	<i>Rome & the Mediterranean</i>	20	I
AR2M1	<i>Post-Roman & Early Medieval Europe</i>	20	I
AR2M2	<i>Later Medieval Europe</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I
GG2P3	<i>Human Activity & Environmental Change</i>	10	I
GO2P5	<i>Crime Scene Analysis</i>	10	I
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I
AR2L2	<i>Study Abroad</i>	60	I

In the School of History [60 credits]

Two modules from Periods with their Skills co-requisites, totalling 60 credits in all must be taken from the following. One Period and Skill must be taken in Medieval History. Not all optional modules will necessarily be available in any year and admission to optional modules is at the discretion of the Programme Director.

Compulsory module group

One Period chosen from:

Periods and Skill in Medieval History		30 credits	
HS2P04	<i>England 1272-1485</i>	20	I
HSKK04	<i>Skills in England 1272-1485</i>	10	I
HS2P05	<i>Women in the Medieval and Renaissance Worlds:...</i>	20	I
HS2K05	<i>Skills in Women in the Medieval & Renaissance Worlds:...</i>	10	I
HS2P06	<i>End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries</i>	20	I
HS2K06	<i>Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries</i>	10	I
HS2P07	<i>New Medieval Period</i>	20	I
HS2K07	<i>Skills in New Medieval Period</i>	10	I

Period and Skills in Early Modern History			30 credits
HS2P31	<i>Europe 1450-1600: Government, Culture and Society</i>	20	I
HS2K31	<i>Skills in Europe 1450-1600</i>	10	I
HS2P32	<i>Britain in Europe, 1500-1707</i>	20	I
HS2K32	<i>Skills in Britain in Europe, 1500-1707</i>	10	I
HS3P34	<i>Change and Stability in Europe of the Old Regime</i>	20	I
HS2K34	<i>Skills in Change and Stability in Europe Regime</i>	10	I
HS2P35	<i>British History 1640-c.1800</i>	20	I
HS2K35	<i>Skills in British History 1640-c.1800</i>	10	I
HS2P36	<i>The Making of Early Modern Britain</i>	20	I
HS2K36	<i>Skills in The Making of Early Modern Britain</i>	10	I
HS2P37	<i>The politics of religion: Britain c. 1529-1689</i>	20	I
HS2K37	<i>Skills in The politics of religion: Britain c. 1529-1689</i>	10	I

Or:

Period and Skills in Modern History			30 credits
HS2P61	<i>Central Europe, 1740-1919</i>	20	I
HS2K61	<i>Skills in Central Europe, 1740-1919</i>	10	I
HS2P63	<i>Themes in the Social History of Europe 1789-1914</i>	20	I
HS2K63	<i>Skills in Themes in the Social History of Europe</i>	10	I
HS2P64	<i>Socialists, Radicals & Trade Unionists – The Making & Development of the British Labour Party, 1880-1945</i>	20	I
HS2K64	<i>Skills in Socialists, Radicals & Trade Unionists</i>	10	I
HS2P65	<i>Region, Nation and Global Power. The US, 1865 to the present day</i>	20	I
HS2K65	<i>Skills in Region, Nation & Global Power. U S,</i>	10	I
HS2P66	<i>Imperial Britain, 1815-1982</i>	20	I
HS2K66	<i>Skills in Imperial Britain, 1815-1982</i>	10	I
HS2P67	<i>A People and a Nation: A Social History of the US, 1815-1945</i>	20	I
HS2K67	<i>Skills in A People and a Nation: A Social History of the United States, 1815-1945</i>	10	I
HS2P69	<i>Modern British History: The Changing Role of the State</i>	20	I
HS2K69	<i>Skills in Modern British History: The Changing Role of the State</i>	10	I
HS2P70	<i>American State & Society & the Wider World, 1890-1990</i>	20	I
HS2K70	<i>Skills in American State and Society and the Wider World, 1890-1990</i>	10	I
HS2P72	<i>The Development of Modern Britain: Town and Country since 1800</i>	20	I
HS2K72	<i>Skills in The Development of Modern Britain</i>	10	I
HS2P73	<i>The Poor and the Masses in Britain and France, 1789-1914</i>	20	I
HS2K73	<i>Skills in The Poor and the Masses in Britain and France</i>	10	I
HS2P74	<i>Changing Perspectives in Irish History, 1801-1973</i>	20	I
HS2K74	<i>Skills in Changing Perspectives in Irish History, 1801-1973</i>	10	I
HS2P75	<i>An Historical Approach to British Rural Sociology</i>	20	I
HS2K75	<i>Skills in An Historical Approach to British Rural Sociology</i>	10	I
HS2P76	<i>Birth Control, the history of an idea from Malthus to Marie Stopes</i>	20	I
HS2K76	<i>Skills in Birth Control, the history of an idea from Malthus to Marie Stopes</i>	10	I
HS2P77	<i>New American Period</i>	20	I
HS2K77	<i>Skills in New American Period</i>	10	I

Part 3 (three terms)

Not all optional modules will be available in any one year. The availability of all optional modules is subject to availability of staff and will require a minimum number of participants. Admission to optional modules will be at the discretion of the Programme Director

Compulsory module taken in Archaeology or History

Mod Code	Module Title		
AR3D1	Dissertation in Archaeology	40	H
OR			
HS3HLD	Dissertation in History		

In the Archaeology Department

Two of the following selected modules (to total of 40 credits):

AR3S1	<i>Environmental Archaeology & the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment & Landscape in Historic Periods</i>	20	H
AR3S4	<i>Micromorphology & the study of early agricultural & urban settlements & landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H
AR3S10	<i>The Archaeology of Food and Nutrition</i>	20	H
AR3S11	<i>Information Molecules: biomolecular methods for the archaeologist</i>	20	H
AR3S9	<i>Coastal and Maritime Archaeology</i>	20	H
GG333	<i>Geographic Information Systems</i>	20	H
AR3T1	<i>Burial Archaeology</i>	20	H
AR3T2	<i>Gender Archaeology: Sex, Sexuality & Gender in the study of the past</i>	20	H
MC3MT	<i>Museum Theory, History & Ethics</i>	20	H
MC3OA	<i>Object Analysis and Museum Interpretation (2007-8 only)</i>	20	H
AR3P4	<i>Early Agricultural Societies in the Mediterranean</i>	20	H
AR3P5	<i>Early Complex Societies in the Mediterranean</i>	20	H
AR3P9	<i>British Prehistory 1: the Age of Stonehenge</i>	20	H
AR3P10	<i>British Prehistory 2: the Age of Hillforts</i>	20	H
AR3P13	<i>The Emergence of Civilisation in Mesopotamia</i>	20	H
AR3P16	<i>Ancient Aegean Landscapes: human interaction with the natural environment between the Neolithic & Classical periods</i>	20	H
AR3P17	<i>Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe</i>	20	H
AR3R6	<i>Roman Britain</i>	20	H
AR3R4	<i>Roman Material Culture Studies</i>	20	H
AR3M1	<i>The Archaeology of Early Anglo-Saxon England</i>	20	H
AR3M3	<i>Expansion or Contraction in Twelfth Century England</i>	20	H
AR3S1	<i>Environmental Archaeology & the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment & Landscape in Historic Periods</i>	20	H
AR3S4	<i>Micromorphology & the study of early agricultural & urban settlements & landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H

In the Department of History [40 credits]

Optional modules:

Students choose either two optional 20 credit Topic modules, or, a Special Subject consisting of two co-requisite 20 credit modules to make a total of 40 credits. A complete list of optional modules is available from the BA Programme Coordinator, and a list of current options can be

found in the BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options, and languages.

Progression requirements

In order to progress from Part 1 to Part 2 students must:

- a) Take a total of at least 40 credits in Part 1 Archaeology and at least 40 credits in Part 1 History.
- b) Obtain an overall average of 40% in 120 credits taken in Part 1, including at least 40% in two of the Part 1 Archaeology modules and 40% in 20 credits of History modules. *NB: candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

In order to progress from Part 2 to Part 3 students must:

- a) Obtain at least 40% in the compulsory modules.
- b) Obtain an overall average of 40% in 120 credits taken in Part 2; and
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Summary of teaching and assessment

Teaching is delivered by a mixture of lectures, seminars, and essay tutorials. Some Archaeology modules also involve workshops and practical sessions in the field and laboratory. Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed by coursework (a self-assessment document) and an on-site examination. The dissertation in Part 3 comprises a piece of work based on supervised independent study supported by workshops and individual supervisions, and is assessed entirely by coursework and oral presentation.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

No previous experience of Archaeology or History is required for admission. Entrants to this programme are normally required to have obtained:

UCAS Tariff: 3 A levels 260pts. 3 A levels and 1 AS level 280pts, including at least one grade B at Advanced level; or

International Baccalaureat: 29 pts, preferably with History Grade 5 or 6; or

Advanced GNVQ: 12 units at Distinction and a Grade C or higher at A Level or 18 units at Distinction; or

Scottish Highers: BBBB; or

Irish Leaving Certificate: BBBC

Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken or is undertaking recent study, for example one or more A levels or an Access course, but each case is assessed on its individual merits. You are advised to contact an Admissions Tutor as soon as possible to discuss your individual circumstances.

Applications from international students are welcomed. If you are not offering A-levels or an International Baccalaureat, we advise you to contact an Admissions Tutor before applying in

order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr H Eckardt

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

The Departmental programme Handbooks issued to Part 1 and to degree course students in both Departments provide extensive information on resources and study skills. Additional support is given through orientation sessions on module choices. There is full written feedback on essay work. Each Module Convenor gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. The PAR scheme also assists in helping students assess their development. The Archaeology Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories, computer laboratories, and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and tacheometric survey equipment; excavation equipment; soil and sediment coring equipment; audio-visual resources. There is a Departmental Library in the School of History which provides quiet study space, a photocopier and networked computers. The University Library is well stocked with works relating to many different aspects of archaeology and history.

Career prospects

The degree in Archaeology and History at Reading offers a firm foundation qualification in the humanities and social sciences, and a set of skills relevant to many careers and life-long learning. The interdisciplinary nature of the Archaeology and History programme, and the emphasis on development of transferable skills including teamwork, oral presentation, numeracy and IT, essay/report writing, independence and adaptability, makes Reading Archaeology and History graduates highly suitable for a wide range of professional careers in management, the civil service, local government, accountancy, banking and commerce, law, publishing, librarianship, teaching, media, communications, and social work. A number of specialised careers are open to Archaeology and History graduates, such as jobs in field archaeology, museums, and increasingly the heritage and leisure industries. Graduates in Archaeology and in History have also gone onto postgraduate courses at Reading and elsewhere. Whether direct from a BA degree, or following graduate study, a number of Archaeology graduates have found positions in UK and European archaeology.

Opportunities for study abroad

Students may spend a period of study abroad, normally during Part 2, through either the Department of Archaeology's exchange with the University of Lund, Sweden, or the School of History's Socrates exchange with the University of Barcelona and Paris VII. History also has access to American university placements.

Educational aims of the programme

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History. The Archaeology element combines practical experience (on the Silchester Field School and in the laboratory) and academic study of archaeology, with an opportunity to specialise in the archaeology of the historic periods, while the History element offers insights into the richness and variety of human experience covering a wide range of subjects and approaches. Students will gain knowledge of a wide range of chronological periods, as well as developing the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts, together with a critical awareness of the variety of ways in which the past has been interpreted in archaeological and historical writing. Students will expand the range, depth and sophistication of their knowledge in both archaeology and history through the structured progression of the programme through Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from historical and archaeological evidence and to communicate these through written media. Through practical experience they will gain proficiency in problem-solving and decision-making, numeracy, information technology and working with data. Experience of teamwork in the field assists in developing skills of communication and a sense of personal and group responsibility. Through their coursework students develop skills of oral expression, independent learning, and the critical analysis of data.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<ol style="list-style-type: none">1. the growth of archaeology as a discipline, and its current practice within its wider political, social and institutional context;2. the broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;3. the contextualisation of forces, events, and individual experiences in the historical process;4. a diverse range of primary archaeological and historical source material and evidence, their variability and reliability;5. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;6. a range of techniques and methodologies, including scientific methods in Archaeology and the nature of debate and dispute in historical writing.	<p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Knowledge of practical techniques and methodologies are further developed through participation in the Silchester Field School, and in dedicated modules by problem-oriented class work.</p> <p>At Part 1 formal lectures impart crucial information and perspective, which is reinforced by seminars. As the degree progresses, less use is made of the lecture form and students engage with primary evidence and archaeological and historical problems through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. In all Parts students are expected to undertake independent reading on the basis of bibliographies issued for each module, and prepare essays and seminar papers. The dissertation provides an opportunity for the further development of independent research.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested by a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework; the dissertation is by coursework and oral presentation. In Part 3, oral presentations also contribute to some modules.</p>

Skills and other attributes

B. Intellectual skills – able to:

1. to assess the character and quality of archaeological and historical data;
2. to synthesise and integrate evidence from multiple and diverse primary and secondary sources, and to formulate arguments based on evidence;
3. to recognise and critically evaluate past and current theoretical approaches, issues, and competing interpretations;
4. identify and appreciate the forces which generate historical change;
5. to think comparatively and cross-culturally;
6. to think critically and develop creative intelligence in independent research and interpretation;
7. to locate, extract and assemble data and information;
8. to organise material in order to synthesise and articulate an argument effectively.

Teaching/learning methods and strategies

These skills are developed throughout the programme. Modules at all levels deal with questions of evidence and interpretation in lectures, seminars, workshops and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems. Awareness of current approaches is encouraged as Part 3 options are often linked to lecturers' research interests. Individual feedback is provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and regular support are provided.

Assessment

These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.

C. Practical skills – able to:

1. to gather, organise and synthesise large quantities of material and information, and to show awareness of the consequences of the unavailability of evidence;
2. to identify, excavate, record and analyse archaeological stratigraphy, features and deposits, and to recognise and interpret archaeological traces in the landscape;
3. to develop the capacity for critical judgement, including self-awareness as a working historian;
4. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
5. to engage in group discussion and debate on historical and archaeological issues
5. to have effective bibliographical, internet and library research skills;
6. to plan and carry out individual research programmes and strategies, working independently.

Teaching/learning methods and strategies

These skills are developed throughout the programme. Skills will be introduced in lectures, developed through reading, seminar discussion and workshop participation, and tested in the writing of essays, dissertation and examinations. The Skills in Period modules in History consist of various appropriate exercises aimed at promoting, amongst other things, research, IT and referencing skills. Practical skills in Archaeology are taught primarily through the Silchester Field School and by problem-oriented class work in dedicated Part 2 modules. Individual feedback provided on content and organisation of essays encourages constructive self-criticism. Independent thinking is developed especially through the dissertation module for which initial preparation and regular support are provided.

Assessment

These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.

D. Transferable skills – able to:

1. to communicate clearly and effectively in speech and in a variety of types of writing, showing discrimination and lucidity in the use of language, professional referencing, and clear layout;
2. to deal effectively with a variety of numerical data;
3. to identify and devise strategies for solving problems;
4. to work effectively in a team;
5. to locate information and use a range of information technology effectively;
6. to organise their own time purposefully and work independently;
7. to make informed career plans.

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and writing of assignments, as well as through the Field School and in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional skills in Archaeology.

Assessment

Coursework, oral presentations, and examinations, as well as in the dissertation.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.