

BSc Archaeology, Part-time

For students entering Part 1 in 2005

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s)	Archaeology
Faculty of Arts and Humanities	Programme length: 5-7 years
Date of specification: September 2005	
Programme Director: Dr Petra Dark	
Programme Adviser: Professor Martin Bell	
Board of Studies: Archaeology	
Accreditation:	

Summary of programme aims and learning outcomes

The programme aims to provide a thorough degree-level education in Archaeology, with special emphasis on the application of science. It combines practical experience (in the field and laboratory) with academic study of the archaeology of prehistoric, protohistoric, Roman and Medieval Europe and the Mediterranean region. There is an opportunity to specialise in aspects of landscape archaeology, environmental change, ancient diet and health, areas in which the University of Reading has particular teaching and research strengths. This programme is distinctive in its emphasis on the application of archaeological and scientific techniques and theory, particularly through the Field School, and because of the interdisciplinary approach to understanding past landscapes and environmental change. Students will expand the range, depth and sophistication of their knowledge of archaeology and archaeological science through the structured progression of the programme through the three levels of study.

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 develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology. Students of Archaeology will also develop skills in the critical analysis of data, and be able to think comparatively and cross-culturally. Through practical and field work they will also have the opportunity to develop proficiency in decision-making, and a sense of personal and group responsibility.

Programme content

Part-time degree programmes, like full-time programmes, are made up of study elements called *modules*. The size of a module is measured in terms of *credits*, a credit entails a notional 10 hours of study. For a full-time programme each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size).

Modules are offered at one of three levels. In ascending order these are:

Certificate (C) level

Intermediate (I) level

Honours (H) level

All part-time degree programmes entail study of modules totalling a minimum of 360 credits.

Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

Certificate level (C) 100 credits minimum

Intermediate level (I) 100 credits minimum

Honours level (H) 100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Certificate level credits (120 credits are equivalent to one year of full-time study), then sitting the Part 1 Examination in order to proceed to the remainder of the degree.

Post-Part I, where students take the remaining modules needed to complete their degree programme.

Students must take at C level those modules required for progression to one or more degree subjects, but may take individual modules from any available programme to make up the necessary minimum total of 100 credits at C level.

Students must complete at least 80 credits at I level before they can proceed to study any H level modules.

The content of this particular degree programme is:

Part 1 introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles, environments, and human social development. Part 2 provides the opportunity to engage with primary archaeological data through participation in the Field School (which will include training specifically geared to on-site aspects of archaeological science) and laboratory-based practicals. Approaches to interpretation are explored, and modules can be chosen from the prehistoric and historic periods, primarily covering Europe and the Mediterranean region. Part 3 encourages increasing specialisation through the provision of a range of special subjects from which a choice is made, and the opportunity to research a topic independently through the dissertation. At least two of the Part 3 options chosen, and the dissertation, must be science-based.

Part 1

<i>Compulsory modules</i>		<i>Credits</i>	<i>Level</i>
AR1TS1	<i>Archaeological Practice</i>	20	C
AR1P1	<i>Introduction to World Prehistory</i>	20	C
AR1RM1	<i>Introduction to Historical Archaeology</i>	20	C

Optional module

AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C
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Level I *Credits* *Level**Compulsory modules*

AR2F3	<i>Silchester Field School (summer vacation)</i>	20	I
AR2F1	<i>Professional Skills in Archaeology</i>	10	I
AR2T1	<i>Archaeological Thought</i>	10	I
AR2S1	<i>Archaeological Science</i>	20	I

Recommended Options for Vocational Students:

GG2P3	<i>Human Activity & Environmental Change</i>	10	I
GO2K5	<i>Forensic Geology & Analysis</i>	10	I
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I

AND:

Modules to be chosen from the following:

AR2P4	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	I
AR2P2	<i>Later Prehistoric Europe</i>	20	I
AR2R1	<i>'Celts' and Romans in Northern Europe</i>	20	I
AR2M1	<i>Post-Roman & Early Medieval Europe</i>	20	I
AR2M2	<i>Later Medieval Europe</i>	20	I

Level H *Credits* *Level**Compulsory modules*

AR3D1	<i>Dissertation</i>	40	H
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Optional modules (at least three options should be taken):

At least two of the options chosen, and the dissertation, must be science-based.

(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.)

AR3S1	<i>Environmental Archaeology and the Cultural Landscapes of Prehistory</i>	20	H
AR3S2	<i>Environment and Landscape in Historic Periods</i>	20	H

AR3S4	<i>Micromorphology and the study of early agricultural and urban settlements and landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H
AR3S7	<i>Reconstructing Ancient Diet</i>	20	H
AR3S8	<i>Biomolecular 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
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
AR3P11	<i>The Kingdoms of Late Iron Age Britain</i>	20	H
AR3P13	<i>The Emergence of Civilisation in Mesopotamia</i>	20	H
AR3P14	<i>Hominids & Regions: Studies in the Lower Palaeolithic of North-west Europe</i>	20	H
AR3R1	<i>Early 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
AR3M2	<i>Later Anglo-Saxon England</i>	20	H
AR3M3	<i>Twelfth-century England – expansion or contraction?</i>	20	H
AR3M4	<i>Crisis? What crisis? England in the Later Middle Ages</i>	20	H
AR3M5	<i>Archaeology of Later Medieval Religion and Belief</i>	20	H

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at Certificate level. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject (s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 Examination in May or June, which students have to pass in order to go on to their degree choice at Intermediate and Honours levels.

To proceed from Part 1 students must have passed modules totalling at least 80 credits at Certificate level and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from Part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at I level before they can proceed to any module at level H.

Re-examinations for C, I and H level modules are held annually in September.

Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

Certificate of Higher Education	100 credits at levels C and 20 credits at any level.
Diploma of Higher Education	240 credits, with at least 100 credits at I level or above.

The specific progression requirements for this programme are as follows:

A total of 40 credits in Part 1 Archaeology is required to progress to Archaeology Levels I and H. Students must obtain a pass (40%) in the Archaeology modules averaged together.

To proceed from Level I to Level H it is necessary to obtain an overall average of a pass (40%).

To be eligible for Honours, students must normally pass Level H modules with a total mark of at least 40%.

Summary of teaching and assessment

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Levels C & I); (ii) work in the field and laboratory (Level I); and (iii) principally seminars (Level H). 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 entirely by coursework, including both performance in the field and a formal piece of assessed work. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework (including a research design and an oral presentation).

Level I modules contribute one third of the overall assessment and Level H modules the remaining two thirds.

The University's honours classification is as follows:

Mark	Interpretation
70% - 100%	First Class
60% - 69%	Upper Second Class
50% - 59%	Lower Second Class
40% - 49%	Third Class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Admission requirements

No previous experience of Archaeology is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, almost any combination of A-Levels will be appropriate. It is recommended, however, that applicants should have at least one science A level (or equivalent). Entrants should have achieved:

UCAS Tariff: Either: 260 points from 3 full A-levels, or: 280 points from 3 A-levels and 1 AS level.

International Baccalaureat: 30 points

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

Higher Certificate of Education

OR equivalent qualifications or experience, subject to the approval of the Department and Faculty

Admissions Tutors: 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.

The Departmental Handbooks provide extensive information on resources and study skills. The 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; and a minibus. The University Library is well stocked with works relating to many different aspects of archaeology.

Career Prospects

The BSc in Archaeology at Reading offers a firm foundation for further study in the sciences, humanities or social sciences, and a set of skills relevant to many careers and life-long learning. The emphasis on practical training in the field and laboratory, coupled with wide academic provision in archaeological science and theory, and coverage of a broad range of periods and regions, makes Reading Archaeology graduates attractive candidates for a range of careers in field archaeology, archaeological science, heritage and environmental management, and museum studies. The interdisciplinary nature of archaeology, and emphasis on transferable skills such as numeracy and IT, report writing, oral presentations, problem-solving, analytical skills and team-working, produce graduates prepared for a wide range of professions in the media, tourism, communications, management and business.

Educational aims of the programme

The programme aims to provide a thorough degree-level education in Archaeology, with special emphasis on the application of science. It combines practical experience (in the field and laboratory) with academic study of the archaeology of prehistoric, proto-historic, Roman and medieval Europe and the Mediterranean region. There is an opportunity to specialise in aspects of landscape archaeology and environmental change, areas in which the University of Reading has particular

teaching and research strengths. This programme is distinctive in its emphasis on the application of archaeological and scientific techniques and theory, particularly through the Silchester Field School, and because of the interdisciplinary approach to understanding past landscapes and environmental change. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Part 1 and Levels I and H.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from 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, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. the growth of archaeology as a discipline;2. the current practice of archaeology within its wider political, social and institutional context;3. the diverse sources of evidence used by archaeologists, their variability and reliability;4. the main methods by which archaeologists acquire, date and analyse their primary evidence, including scientific methods;5. the range of interpretative approaches applied to archaeological evidence in their historical, political and social context6. the development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean.	<p>Teaching/learning methods and strategies At Part 1, all areas are taught largely through illustrated lectures.</p> <p>Aspects 3-5 are fundamental to all modules in the programme and are taught at all levels through lectures and seminars. Aspects 2-5 are further developed in Level I through participation in the Field School, and in dedicated modules by lectures, seminars, practical sessions in the laboratory and problem-oriented class work. There is further opportunity to pursue Aspects 1, 2 and 5 in depth through selected seminar-based options in Level H.</p> <p>Aspect 6 is developed through selected period modules at Level I, taught by informal lectures and seminars, and through more specialised, seminar-based modules in Level H.</p> <p>At all levels 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> 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 mostly by coursework. In Level H, oral presentations also contribute.</p>
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Skills and other attributes

<p>B. Intellectual skills – Students will be able:</p> <ol style="list-style-type: none">1. to assess the character and quality of archaeological data;2. to synthesise and integrate evidence from multiple and diverse sources;3. to recognise and critically evaluate past and current theoretical approaches and competing interpretations;4. to think comparatively and cross-culturally;5. to think critically and independently;6. to locate, extract and assemble data and information;7. to organise material in order to synthesise and articulate an argument effectively.	<p>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, and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems, particularly at Level H and in a dedicated module on Archaeological Thought at Level I. Awareness of current approaches is encouraged as Level H 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.</p> <p><i>Assessment</i> These skills are assessed at all Levels of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.</p>
<p>C. Practical skills – students will be able :</p> <ol style="list-style-type: none">1. to identify, excavate, record and analyse archaeological stratigraphy, features and deposits;2. to excavate, process, identify and analyse a variety of artefacts and environmental material;3. to recognise and interpret archaeological traces in the landscape;4. to prepare standard archaeological drawings and other forms of visual presentation;5. to locate, extract and appraise critically archaeological information in published sources and on the WWW;6. to identify and use the most appropriate software application for basic archaeological tasks7. to plan and carry out a primary research project, working independently.	<p>Teaching/learning methods and strategies Skills 1-4 are primarily taught through participation in the Field School and by problem-oriented class work in dedicated modules at Level I, following preliminary lectures in Part 1.</p> <p>Skill 5 is developed throughout the programme. Bibliographies are provided for all modules, students are trained in library use, and many modules provide experience searching for information via the WWW. The IT element is additionally in self-study sessions at Part 1.</p> <p><i>Assessment</i> Skills 1-4 and 6 are assessed by coursework. Skill 5 is assessed by a combination of coursework, examinations and dissertation. Skill 7 is assessed through the dissertation.</p>

D. Transferable skills – Students will be able:

1. to communicate clearly and effectively in speech and in a variety of types of writing;
2. to deal effectively with a variety of numerical data and visual material;
3. to identify and devise strategies for solving problems;
4. to work effectively in a team;
5. to locate information and use information technology;
6. to organise their own time purposefully and work independently;
7. to make informed career plans.

Teaching/learning methods and strategies

Skill 1 is developed throughout the course in the writing of essays, practical and laboratory reports, and the dissertation, and by participation in seminars.

Skills 2-5 are taught particularly through the Field School and in the practical elements of several Level I modules, as well as in selected Level H modules.

Skill 6 is essential for the successful completion of the programme, and is exercised particularly through the Field School and the dissertation.

Career management is taught through a distinct Level I module linked with other professional skills in Archaeology.

Assessment

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

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 expect 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 module and programme handbooks.