BA Archaeology   UCAS code: V400
For students entering Part 1 in 2006

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s):   Archaeology
Faculty of Science   Programme length: 3 years
Date of specification: April 2006
Programme Director: Dr Mary Lewis
Programme Adviser**:** Professor R Chapman
Board of Studies: Archaeology
Accreditation: Not appropriate

Http:/www.rdg.ac.uk/Archaeology

Summary of programme aims

The programme aims to provide a thorough degree-level education in Archaeology, combining practical experience (in the field and laboratory) with academic study of the archaeology of prehistoric, protohistoric, Roman and medieval Europe and the Mediterranean region. This programme is distinctive in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Parts 1, 2 and 3.

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

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). Students must choose such additional modules as they wish, in consultation with their programme adviser, 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 introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 2 provides the opportunity to engage with primary archaeological data, through participation on the Silchester Field School, and through the study of archaeological science. Approaches to interpretation are explored, and modules are provided on prehistoric, Roman and medieval archaeology, primarily in Britain, continental Europe and the Mediterranean region. In Part 2 recommended options have been suggested for students intending to take Archaeology as a vocational degree. For those seeking a broader Arts degree, we

encourage greater flexibility, including the choice to take up to 20 credits in any other department. 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.

Part 1 (three terms)		*Credits*	*Level*

Students must take the three compulsory Archaeology modules (totalling 60 credits), and choose a combination of 60 credits from the optional archaeology module and/or an additional one or two subjects chosen from modules available elsewhere in the University.

Compulsory modules

AR1TS3	*Practising Archaeology: methods and approaches*	20	C
AR1P2	*Primates to Pyramids: an introduction to world prehistory*	20	C
AR1RM2	*From Rome to the Reformation: an introduction to historical archaeology*	20	C

Optional modules

AR1TS2	*Bones, Bodies and Burials: the archaeology of death*	20	C
MC1AM	*Analysing Museum Displays*	20	C

Part 2 (three terms)		*Credits*	*Level*

There are three compulsory modules, plus a number of recommended options for vocational students, totalling 120 credits. Those interested in a broader degree may replace any of the recommended options with one or more further period modules chosen from any group, and/or up to 20 credits chosen from modules available elsewhere in the University. Of the 120 credits, 5 are taken up by Career Management Skills.

Compulsory modules

AR2F3	*Silchester Field School* (summer vacation)	20	I
AR2F7	*Professional Careers in Archaeology* (including *Career Management Skills* – 5 credits)	10	I
AR2T1	*Archaeological Thought*	10	I

Recommended Options for Vocational Students:

AR2S1	*Archaeological Science*	20	I
GG2P3	*Human Activity & Environmental Change*	10	I
GO2P5	*Crime Scene Analysis*	10	I
AR2F5	*Techniques in Artefact Interpretation*	10	I
AR2F6	*Techniques in Skeletal Interpretation*	10	I
AR2L1	*Study Abroad*	50	I
MC2OA	*Object Analysis and Museum Interpretation*	20	I

AND:
Two period modules chosen from:

AR2P5	*The Middle Palaeolithic of Europe and SW Asia*	20	I
AR2P6	*Later Prehistoric Europe*	20	I

AR2P9	*First Civilisations: culture & society in the East Mediterranean c.3500-1200 BC*	20	I
AR2P10	*From Collapse to Complexity: the Aegean in the first millennium BC and the origins of the classical polis*	20	I
AR2P11	*Pharaohs, Ptolemies & Caesars: Egyptian archaeology*	20	I
AR2R4	*Rome & the Mediterranean*	20	I
AR2M1	*Post-Roman & Early Medieval Europe*	20	I

Part 3 (three terms) *Credits Level*

There is a compulsory dissertation module plus a choice of option modules, totalling 120 credits.

Compulsory modules

AR3D1	*Dissertation*	40	H

Four of the following selected modules (to total of 80 credits):
Modules are selected from a list approved each year. Those currently approved include:

AR3V1	*Vikings of the West*	20	H
AR3S4	*Micromorphology & the study of early agricultural & urban settlements & landscapes*	20	H
AR3S6	*Palaeopathology*	20	H
AR3S10	*The Archaeology of Food and Nutrition*	20	H
AR3S11	*Information Molecules: biomolecular methods for the archaeologist*	20	H
AR3S9	*Coastal and Maritime Archaeology*	20	H
AR3T1	*Burial Archaeology*	20	H
MC3MT	*Museum Theory, History & Ethics*	20	H
AR3P6	*Early Agricultural Societies in the Mediterranean*	20	H
AR3P7	*Early Complex Societies in the Mediterranean*	20	H
AR3P9	*British Prehistory 1: the Age of Stonehenge*	20	H
AR3P10	*British Prehistory 2: the Age of Hillforts*	20	H
AR3P13	*The Emergence of Civilisation in Mesopotamia*	20	H
AR3P18	*Ancient Greek landscapes: the archaeology of human-landscape interactions in the prehistoric Aegean*	20	H
AR3P17	*Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe*	20	H
AR3R6	*Roman Britain*	20	H
AR3M8	*The Archaeology of Later Anglo-Saxon England*	20	H
AR3M7	*Archaeology of the Crusades*	20	H
AR3M6	*'Europe' in the Middle Ages?*	20	H
AR3M3	*Expansion or contraction in twelfth century England*	20	H

Progression requirements
In order to progress from Part 1 to Part 2 students must:
a) Obtain an average of at least 40% in two of the Part 1 Archaeology modules.
b) Achieve an overall average of 40% over 120 credits taken in Part 1.
c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits in Part 1.

In order to progress from Part 2 to Part 3 students must:
a) Obtain at least 40% in the Part 2 compulsory modules.

b) Achieve an overall average of 40% over 120 credits taken in Part 2.

c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits in part 2.

Summary of teaching and assessment

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Parts 1 & 2); (ii) work in the field and laboratory (Part 2); and (iii) principally seminars (Part 3). 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).

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 is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, almost any combination of A-Levels will be appropriate. 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

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 Tutors: Dr R Hosfield

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 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; and audio-visual resources. The University Library is well stocked with works relating to many different aspects of archaeology.

Career prospects
The degree in Archaeology at Reading is both a route into archaeology (including field archaeology, museums and heritage management), or a good basis for other careers in the areas of the arts, media, management, administration, the civil service, local government, commerce, law, publishing, librarianship and teaching. The emphasis on field training, coupled with wide academic provision in archaeological theory, science, and period and area topics, offers a broad range of vocational skills, in addition to those of communication and problem-solving. Whether direct from a BA degree, or following graduate study, a number of graduates have found positions in UK and European archaeology.

Opportunities for study abroad or for placements
The Department of Archaeology participates in an active Socrates exchange through which students can spend the second term of Part 2 at the University of Lund, Sweden.

Educational aims of the programme
The programme aims to provide a thorough degree-level education in Archaeology, combining 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. This programme is distinctive in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Parts 1, 2 and 3.

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

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. the growth of archaeology as a discipline;	At Part 1, all areas are taught largely through illustrated lectures.
2. the current practice of archaeology within its wider political, social and institutional context;	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 Part 2 through participation in the Field School, and in dedicated modules by lectures, seminars and problem-oriented class work. There is further opportunity to pursue Aspects 1, 2 and 5 in depth through selected seminar-based options in Part 3.
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 context	Aspect 6 is developed through selected period modules in Part 2, taught by informal lectures and seminars, and through more specialised, seminar-based modules in Part 3.
6. the development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean.	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.
	Assessment 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 Part 3, oral presentations also contribute.

Skills and other attributes

B. Intellectual skills – Students will be able:
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.

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 in Part 3 and in a dedicated module on Archaeological Thought in Part 2. 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 – students will be able :
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 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 plan and carry out a primary research project, working independently.

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 in Part 2, following preliminary lectures in Part 1.

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 provided self-study sessions at Part 1, and at Part 2 through demonstrations and group practical work.

Assessment
Skills 1-4 are assessed by coursework. Skill 5 is assessed by a combination of coursework, examinations and dissertation. Skill 6 is assessed through the dissertation.

D. Transferable skills – Students will be able:	**Teaching/learning methods and strategies**
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.	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 Part 2 modules, as well as in selected Part 3 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 Part 2 module linked with other professional skills in Archaeology. *Assessment* These skills are assessed in all Parts 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 the module description and in the programme handbook. The University reserved the right to modify this specification in unforeseen circumstances, or when 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.