

BA Archaeology
For students entering Part 1 in 2008/9

UCAS code: V400

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology
Faculty:	Faculty of Science
Programme length:	3 years
Date of specification:	05/Oct/2009
Programme Director:	Dr Mary Lewis
Programme Advisor:	Prof Grenville Astill
Board of Studies:	Archaeology
Accreditation:	Not applicable

Summary of programme aims

The programme aims to provide a thorough degree-level education in Archaeology. It integrates practical experience (in the field and laboratory) with the academic study of the archaeology of Palaeolithic, prehistoric, Roman and medieval periods, primarily in Britain, continental Europe and the Mediterranean region. This programme is distinctive in its emphasis on experiential learning through excavations at Silchester Roman town and vocational options in Part 2 (ie human remains and artefacts analysis). Its strengths lie in the application of theoretical concepts, knowledge and philosophies in understanding past peoples and landscapes. Students will expand the range, depth and sophistication of their knowledge of archaeology with the structured progression of the programme through Parts 1, 2 and 3.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, team working, use of IT and problem-solving, and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

By the end of the programme, students also should have acquired: a basic competence in empirical research and the critical analysis of data; an ability to place issues in a wider context; to think comparatively and cross-culturally; an ability to relate theoretical knowledge and ideas to practical situations; writing, reasoning, verbal and presentation skills. Through practical and field work students will also have the opportunity to develop proficiency in data collection and in decision-making, together with a sense of personal and group responsibility.

Programme content

The profile which follows outlines the compulsory modules, together with optional modules, from which the student must make a selection in consultation with their programme adviser, to make 120 credits in each part of the programme. The number of credits for each module is shown after its title. In Part 1, students may opt to take all the remaining optional credits in Archaeology or choose modules from another department. In Part 2 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 and technique-based modules. Approaches to interpretation are explored, and modules are provided on Palaeolithic, 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. Part 3 students write a dissertation (40 credits) and select from a range of special modules. The actual list of modules may vary from year to year according to staffing.

Part 1 (three terms)

Compulsory modules

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	C
AR1RM2	From Rome to the Reformation: an introduction to historic archaeology	20	C

AR1TS3	Practising Archaeology: methods and approaches	20	C
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Students must take the three compulsory Archaeology modules (totalling 60 credits), and make up a further 60 credits chosen from either the extra modules in Archaeology, or from modules available elsewhere in the University.

Optional modules

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

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AR2F3	Silchester Field School (Single Honours)	20	I
AR2T1	Archaeological Thought	10	I
AR2F8	Contemporary Practice in British Archaeology	10	I

There are three compulsory modules (40 credits), with a further 40 credits to be chosen from the Period options. The remaining 40 credits may be made up from the recommended options for vocational students or, for those interested in a broader degree, from further period modules. Up to 20 credits may be chosen from modules available elsewhere in the University. Of the 120 credits, 5 comprise Career Management Skills.

Two period modules (40 credits) chosen from a list approved each year. Those currently approved include:

AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	I
AR2P6	Later Prehistoric Europe	20	I
AR2P9	First Civilisations: culture and society in the East Mediterranean c.3500-1200 BC	20	I
AR2P12	First millenium Greece and the origins of Classical states	20	I
AR2M4	Later Medieval Europe	20	I

Recommended Options for Vocational Students:

AR2S1	Archaeological Science	20	I
GG2P3	Human Activity and 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

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AR3D1	Dissertation	40	H

There is a compulsory dissertation module (40 credits) plus a choice of option modules, totalling 120 credits.

Optional modules:

Four modules (to a total of 80 credits) chosen from a list approved each year. Those currently approved include:

AR3V1	Vikings of the West	20	H
AR3S4	Micromorphology and the study of early agricultural and urban settlements and 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 and Ethics	20	H
AR3P4	Early Agricultural Societies in the Mediterranean	20	H
AR3P5	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
AR3P16	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:

- Obtain an average of at least 40% in two of the Part 1 Archaeology compulsory modules.
- Achieve an overall average of 40% over 120 credits taken in Part 1.
- Achieve 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:

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

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%.

Summary of teaching and assessment

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Parts 1 and 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 by coursework (a self-assessment document) and an on-site examination. 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).

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: 280 points from 3 full A-levels, or: 300 points from 3 A-levels and 1 AS level. Total points exclude Key Skills and General Studies.

International Baccalaureat: Pass Diploma and achieve 6, 5, 5 in three higher level subjects

Scottish Highers: BBBB

Scottish Advanced Highers: BBC

Irish Leaving Certificate: BBBB

We welcome deferred-entry applications from those wanting to take a gap year between School and University, and mature students, and student with special needs, for whom we may take a broader view of entry requirements. 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 A levels or an Access course, but each case is assessed on its individual merits. For those with special needs, we are happy, where necessary to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note taking and examinations.

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 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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online, or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website.

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.

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:

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

Teaching/learning methods and strategies

At Part 1, all areas are taught largely through illustrated lectures. 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

archaeological evidence in their historical, political and social context

6. the development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean.

depth through selected seminar-based options in Part 3.

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.

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 - *able to:*

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 - *able to:*

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,

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.

working independently.

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 - able to:

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 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 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.