

**BA Archaeology and History - Part-time  
For students entering in 2008**

**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:	5-7 years
Date of specification:	April 2007
Programme Director:	Dr Mary Lewis
Programme Adviser:	Dr David Stack
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 Levels C, I and H. 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**

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 Level I before they can proceed to study any H Level modules.

The content of this particular degree programme is:

Part 1 (Level C) 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 (Level I) in 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 (Level H), 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 (Level C)** *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*

AR1RM2	<i>From Rome to the Reformation: an introduction to historical archaeology</i>	20	C
AR1TS3	<i>Practising Archaeology: methods and approaches</i>	20	C

*Optional modules*

AR1P2	<i>Primates to Pyramids: an introduction to world prehistory</i>	20	C
AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C
MC1AM	<i>Analysing Museum Displays</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 (Level I)** *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 either 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 comprise Career Management Skills.

**In the Department of Archaeology [60 credits]**

*Compulsory modules*

AR2F4	<i>Silchester Field School Joint Honours (summer vacation)</i>	10	I
AR2F8	<i>Contemporary Practice in British Archaeology (including Career Management Skills – 5 credits)</i>	10	I

*Optional modules (totalling 40 credits) chosen from a list approved each year. Those currently approved include:*

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 &amp; society in the East Mediterranean c.3500-1200 BC</i>	20	I

AR2P10	<i>First Millennium Greece and the origins of Classical states</i>	20	I
AR2M4	<i>Later Medieval Europe</i>	20	I
AR2M1	<i>Post-Roman &amp; Early Medieval Europe</i>	20	I
AR2S1	<i>Archaeological Science</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I
GG2P3	<i>Human Activity &amp; 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
AR2L1	<i>Study Abroad</i>	50	I
MC2OA	<i>Object Analysis and Museum Interpretation</i>	20	I

### **In the Department 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 from the Early Period. Not all optional modules will necessarily be available in any year and admission to optional modules is at the discretion of the Programme Director.

A complete list of period options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme handbook.

### **Part 3 (Level H)**

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	<i>Module Title</i>		
AR3D1	<i>Dissertation in Archaeology</i>	40	H
OR			
HS3HLD	<i>Dissertation in History</i>		

### **In the Archaeology Department**

*Four modules (totalling 80 credits) chosen from a list approved each year. Those currently approved include:*

AR3V1	<i>Vikings of the West</i>	20	H
AR3S4	<i>Micromorphology &amp; the study of early agricultural &amp; urban settlements &amp; 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
AR3T1	<i>Burial Archaeology</i>	20	H
MC3MT	<i>Museum Theory, History &amp; Ethics</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 Greek landscapes: the archaeology of human-landscape interactions in the prehistoric Aegean</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
AR3M8	<i>The Archaeology of Later Anglo-Saxon England</i>	20	H
AR3M7	<i>Archaeology of the Crusades</i>	20	H
AR3M6	<i>'Europe' in the Middle Ages?</i>	20	H
AR3M3	<i>Expansion or contraction in twelfth century England</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**

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 Level C (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 Level 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:

In order to progress from Level I to Level H students must:

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

## Summary of teaching and assessment

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Levels C & D); (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:

<b>Mark</b>	<b>Interpretation</b>
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

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: 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 Baccalaureate: 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 students 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 Baccalaureate, 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, 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 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, 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 Level I, 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 Levels C, I and H. 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, 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*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. the growth of archaeology as a discipline, and its current practice within its wider political, social and institutional context;</li><li>2. the broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;</li><li>3. the contextualisation of forces, events, and individual experiences in the historical process;</li><li>4. a diverse range of primary archaeological and historical source material and evidence, their variability and reliability;</li><li>5. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;</li><li>6. a range of techniques and methodologies, including scientific methods in Archaeology and the nature of debate and dispute in historical writing.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <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 Level C 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. 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></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. At Level H, oral presentations also contribute to some modules.</p>
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*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 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.

*Assessment*

These skills are assessed at all Levels 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 Level I 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 at all Levels 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 Level I 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 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.**