

BSc Chemistry with Archaeology
For students entering Part 1 in 2009/0

UCAS code: F1V4

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Chemistry
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	13/Apr/2011
Programme Director:	Dr Matthew Almond
Programme Advisor:	Dr Elizabeth Page
Board of Studies:	Chemistry
Accreditation:	Recognised by the Royal Society of Chemistry

Summary of programme aims

The programme is designed to provide a broad and rigorous study of modern Chemistry and to provide knowledge of key areas of modern archaeology. It is designed to receive recognition by the Royal Society of Chemistry.

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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team-working, and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

As part of this programme students are expected to have gained experience and show competence in the following skills: IT (word-processing, use of spreadsheets and databases), scientific writing, oral presentation, team-working, problem-solving, use of library resources, time-management, and career planning and management.

Programme content

The BSc Chemistry with Archaeology degree programme is divided into three Parts, each of 120 credits. The degree profile outlined below lists the compulsory modules and gives some indication of the optional modules from which the student must make a selection. Students choose such optional modules in consultation with the Programme Adviser or the Programme Director. The number of credits for each module is given after its title.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AR1TS3	Practising Archaeology: methods and approaches	20	4
CH1IN1	Fundamentals of Atomic Structure and the Periodic Table	20	4
CH1OR1	Shape, Structure and Reactivity in Organic Chemistry	20	4
CH1PH1	Physical Processes and Molecular Organisation	20	4
CH1PRA	Laboratory Skills for Chemists	20	4
CH1CC1	Chemical Concepts in Context	10	4
CH1M2	Mathematics M2	10	4

The following module is **compulsory** for students who do not have an A or AS level pass in Mathematics:

CH1M	Chemistry M	20	4
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The following module is **compulsory** for those students with an A-level pass at grade **C-E** and **optional** for those with a grade **A-B**:

CH1M2	Mathematics for Chemistry 2	10	4
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Optional modules (10 or 20 credits)

Students who are not required to take CH1M or CH1M2 will take one of the following two twenty-credit archaeology modules. Students who are required to take CH1M2 will take one 10-credit module from outside the Department of Chemistry.

AR1P2	Primates to Pyramids: An introduction to World Prehistory	20	4
AR1RM2	From Rome to the Reformation: An Introduction to Historic Archaeology	20	4

Part 2 (three terms)

Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
AR2S1	Archaeological Science	20	5
CH2AN1	Analytical Chemistry and Professional Skills 1	20	5
CH2IN1	Further Inorganic Chemistry	20	5
CH2OR1	Further Organic Chemistry	20	5
CH2PH1	Further Physical Chemistry	20	5
CH2PRA	Extended Laboratory Skills for Chemists	20	5

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
CH3AN1	X-ray Techniques & Databases in Analytical Chemistry	10	6
CH3AN2	Advanced Analytical Techniques for Inorganic Structure Determination	10	6
<i>And:</i>			
CH3PR	BSc Chemistry Project	40	6
<i>Or:</i>			
CH3PRE	BSc Chemistry Education Project	40	6

Optional modules

60 credits must be selected from the following of which at least 20 credits must be from Group 1. No more than 20 credits of level 5 material may be selected:

Group 1:

CH3I1	d- and f- Block Chemistry	10	6
CH3I2	Clusters, Extended Arrays and Solid State Chemistry	10	6
CH3O1	Advanced Organic Chemistry: Synthesis of Complex Targets	10	6
CH3O2	Advanced Organic Chemistry: Contemporary Synthetic Methodology	10	6
CH3P1	Advanced Topics in Physical Chemistry 1	10	6
CH3P2	Advanced Topics in Physical Chemistry 2	10	6

Group 2:

AR3S6	Paleopathology	20	6
AR3S4	Micromorphology and the Study of Early Agricultural and Urban Settlements and Landscapes	20	6
AR2F4	Silchester Field School (Joint Honours)	10	5
AR2F5	Techniques in Artefact Interpretation	10	5
AR2F6	Techniques in Skeletal Interpretation	10	5
AR2T1	Archaeological Thought	10	5
GG2P3	Human Activity and Environmental Change	10	5
GO2P5	Crime Scene Analysis	10	5

Progression requirements

Progression from Part 1 to Part 2:

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1 and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1 and achieve an overall average of 40% over 120 credits taken in Part 1 **and**

- not less than 40% in the compulsory core modules (CH1IN1, CH1OR1 CH1PH1 and CH1PRA) averaged together **and**
- not less than 40% in the practical chemistry module CH1PRA **and**
- not less than 30% in CH1M if taken

Progression from Part 2 to Part 3:

To gain a threshold performance at Part 2 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 2 and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2, **and**

- not less than 40% in the practical chemistry module CH2PRA **and**
- not less than 40% in the compulsory Archaeology module AR2S1

Students who do not average 40% in their Archaeology modules in Part 1 or Part 2 but who are otherwise qualified may transfer to the BSc Chemistry programme.

Part 2 contributes one third and Part 3 contributes two thirds towards the Final Degree classification. A pass of at least 40% in module CH3PR or CH3PRE is required to qualify for an honours degree.

Summary of Teaching and Assessment

Teaching is organised in modules that involve a combination of lectures, tutorials, workshops and practical sessions. Modules are assessed by a mixture of coursework and formal examinations. At least 50% of the assessment will normally be by formal examination except for the Part 3 project and the Silchester Field School, which will be assessed through laboratory or field work, the written report and oral presentation.

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade C or better in Mathematics and English in GCSE; and to have achieved

UCAS tariff: 260 from 3 A levels including B in Chemistry (two AS grades are acceptable in place of one A-level), or

International Baccalaureate: 30 points including 6 in chemistry, or

Scottish Highers: BBBB including B in Chemistry, or

Irish Leaving Certificate: BBBBC including B in Chemistry.

Admissions Tutor: Dr JM Elliott (email: j.m.elliott@reading.ac.uk)

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Within the Department of Chemistry additional support is given through practical classes and tutorials in every Part of the degree programme. There are Course Advisers for every Part of the programme and the Director of Undergraduate Studies is also available for consultation and advice on academic and personal matters.

Career prospects

A BSc degree in Chemistry with Archaeology from the University of Reading provides a strong platform from which to undertake a wide range of careers both within the chemical community and outside. The degree contains a core of chemistry modules and as such Chemistry with Archaeology graduates will have available to them most of the career options that are also available to BSc Chemistry graduates. Chemists are highly valued for their numerical and problem solving skills as well as their technical knowledge. They can use their chemical knowledge as research workers, technical assistants, or sales and marketing personnel within the chemical industry. Alternatively, Chemistry graduates from Reading have found employment using their numerical and other skills in more general areas such as accounting and computing. In addition, some students with a BSc chemistry degree pursue postgraduate work, either at Reading or elsewhere, by studying for a higher degree in specialised areas of Chemistry. Chemistry with Archaeology graduates will be qualified to follow all of the career paths listed above. In addition they will gain specialised knowledge of scientific archaeology and of analytical chemistry. This will allow employment in areas where analytical chemistry is utilised to investigate archaeological problems.

Opportunities for study abroad or for placements

Only limited opportunities for study abroad are available in this programme. The programme specification does not allow language modules to be taken, as such study abroad would only be available to those students who already have sufficient language skills. For those students it would be possible for a non-assessed year abroad to be intercalated between Parts 2 and 3 of the programme.

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 fundamental concepts and techniques of chemistry
2. A selection of more specialist topics in the three main branches of the subject and in analytical chemistry
3. The main techniques involved in practical work
4. The spectroscopic methods used to identify molecules and to determine their structure and the basics of the underlying theory
5. Specialised topics in archaeology particularly in scientific archaeology
6. The principles of archaeological fieldwork

Teaching/learning methods and strategies

The knowledge required for the basic topics is provided in formal lectures supported by problem sets for students to tackle on their own and which are discussed formally in tutorial sessions with members of staff. Practical classes are held throughout Parts 1 and 2 in which students develop their skills prior to applying them in their Part 3 project. Feedback on student work is provided by the discussion and return of work in tutorials and by regular workshop sessions during which students tackle unseen problems in the presence of academic staff who provide support. All practical work is marked and returned to the student.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations, although 3 and 6 are assessed by coursework. Dissertations and oral presentations also contribute to assessment, particularly in Part 3.

Skills and other attributes

B. Intellectual skills - *able to*:

1. Think logically
2. Analyse and solve problems
3. Organise tasks into a structured form
4. Understand the evolving state of knowledge in a rapidly developing area
5. Transfer appropriate knowledge and methods from one topic within the subject to another
6. Plan, conduct and write a report on an independent project

C. Practical skills - *able to*:

1. Follow practical instructions safely and accurately
2. Carry out a variety of experimental procedures
3. Measure and interpret various spectroscopic techniques
4. Interpret quantitatively the results of their experiments
5. Formulate safety protocols
6. Devise suitable experimental methods for tackling a particular problem
7. Carry out archaeological study in the field

D. Transferable skills - *able to*:

1. Use IT (word-processing, spreadsheets and chemical databases)
2. Communicate scientific ideas
3. Give oral presentations
4. Work as part of a team
5. Use library resources

Teaching/learning methods and strategies

Logic is an essential part of the understanding and construction of synthetic methods and mechanistic pathways which form the framework for much organic and inorganic chemistry. While not exclusively the preserve of physical chemistry, problem solving plays a major part in this section of the course and in the Silchester Field School. Latest developments in the subject are introduced where appropriate, particularly in Part 3. Practical reports in Part 1 and 2 provide training for the Part 3 project report.

Assessment

1-4 are assessed directly and indirectly in most parts of this chemistry with archaeology programme, while 5 contributes to the most successful work. 6 is assessed in the Part 3 project report.

Teaching/learning methods and strategies

Detailed practical manuals are provided for all practical courses in Parts 1 and 2, together with sources of recommended further reading. Staff and postgraduate demonstrators are present during every practical session to guide and help students and to mark their reports. Workshop sessions are held to assist students in interpreting spectroscopic information obtained on unknown compounds. In Part 3 students work on individual projects under the supervision of one or more members of staff.

Assessment

1 to 4 are tested to different extents by the practical work associated with Parts 1 and 2 of the chemistry course and in Archaeological Science. 3 is assessed through problems set in written examinations. 5 is specifically assessed during the organic practical course in Part 2, although safe working procedures are emphasised at every stage. 3 is specifically but not exclusively assessed within core modules CH2AN1 and CH3AN1 and CH3AN2. 6 is assessed in the Part 3 project. 7 is assessed through the Silchester Field School

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme but, is specifically addressed in the core modules CH1IN1 and CH1PH1. Team work and career planning are part of module CH2AN1 and teamwork is also a major component of the Silchester Field School. Oral presentations are

6. Manage time
7. Plan their career

associated with modules CH3PR and CH3PRE.
Library resources are specifically addressed within the third year project.
Time management is essential for the timely and effective completion of the programme

Assessment

1 - 5 contribute assessed coursework within the two compulsory modules on analytical and professional skills, CH2AN1 and CH3AN1 and CH3AN2.
Career planning is assessed through the 5 credit CMS course embedded within module CH2AN1.

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.