

**BA Archaeology and History of Art (part time)
For students entering Part 1 in 2009/0**

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology and History of Art, Architecture and Design
Faculty:	Arts and Humanities Faculty
Programme length:	5 years
Date of specification:	19/Apr/2011
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Dr Paul Davies
Board of Studies:	Archaeology
Accreditation:	Not applicable

Summary of programme aims

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History of Art. The Archaeology element combines practical experience (in the field and/or in the laboratory) and the academic study of the archaeology of prehistoric, protohistoric, Roman and medieval Europe and the Mediterranean region. The History of Art element gives students a framework for examining changing categories of art, architecture and visual artefacts in different places and times. The programme will provide a basis for interpreting primary and secondary sources of evidence, and understanding methods of analysis, appreciate the changing nature of each discipline's priorities and approaches, and in History of Art it will promote a critical understanding of the relationship between contemporary conceptions of art and architecture and those of the past. All this will be achieved through 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 career management, communication (both written and oral), information handling, 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.

Archaeology and History of Art and Architecture 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 will learn to think historically, comparatively and cross-culturally, and will be skilled at visual analysis, learning how to describe evidence from visual sources in oral and written forms. They will learn how to organise their own work schedule, to become independent and self-motivating and to take independent initiatives to develop their studies. Students utilise the powerful tools of research, analysis, and presentation associated with information technology in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work and, where appropriate, the use of more sophisticated databases and exploitation of the internet. Through practical and/or field work they will also have the opportunity to develop proficiency in decision-making, and a sense of personal and group responsibility. The programme will include opportunities to develop skills at making oral presentations and to use visual images to support an argument.

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:

- Level 4
- Level 5
- Level 6

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:

- Level 4 100 credits minimum
- Level 5 100 credits minimum
- Level 6 100 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 level 4 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 Level 4 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 Level 4.

Students must complete at least 80 credits at Level 5 before they can proceed to study any Level 6 modules.

The content of this particular degree programme is:

Part 1 (Level 4) in Archaeology introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 1 History of Art and Architecture provides different introductions to aspects of the study of history of art and architecture. A compulsory core module introduces students to art historical skills, categories and methods. Other optional modules allow students to orientate themselves in different ways in relationship to the subject - through the study and critique of a canon of western art, or in terms of art as part of the history of visual artefacts and their makers.

Part 2 (Level 5) 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. In Part 2 History of Art through a compulsory core module, students engage with material on the historiography of history of art and its objects of study and includes a study trip abroad where works of art and architecture are studied at first hand. Optional modules in selected periods, approaches and distinctive media each provide a focus on broad aspects of visual culture.

In Part 3 (Level 6), there is an increasing specialisation and progression in both Archaeology and History of Art and Architecture to approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic in depth.

Part 1 (three terms)

Compulsory modules

Students must take at least two Archaeology modules (40 credits) and two History of Art and Architecture modules (40 credits), and make up a further 40 credits chosen either from extra modules in Archaeology and/or History of Art and Architecture, or from modules available elsewhere in the University.

In the Department of Archaeology

Students must take at least two Archaeology modules (40 credits), including the compulsory module *Practicing Archaeology*, and two History of Art and Architecture modules (40 credits), and make up a further 40 credits chosen either from other modules in Archaeology and/or History of Art and Architecture, or from modules available elsewhere in the University.

In the Department of Archaeology

Compulsory module

Credits Level

AR1TS3	Practising Archaeology: methods and approaches	20	4
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At least 20 credits from:

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	4
AR1RM2	From Rome to the Reformation: an introduction to historical archaeology	20	4

Optional modules

AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4
MC1AM	Analysing Museum Displays	20	4

In History of Art

At least 20 credits from

HA1AA	Art's Histories: a survey	20	4
HA1AC	Makers and Making: artists, architects and their practices	20	4

Part 2 (three terms)

Compulsory modules

There is one compulsory module in Archaeology (10 credits) with a further 50 credits taken from the list below. Two compulsory modules (20 credits) must be taken in History of Art and Architecture, with the remaining 40 credits to be selected from the optional modules, totalling 120 credits in all. However, those interested in a broader degree may substitute up to 20 credits chosen from University-wide special subjects. Of the 120 credits, 5 comprise Career Management Skills.

In the Department of Archaeology [60 credits]

Compulsory module

		<i>Credits</i>	<i>Level</i>
AR2F8	Contemporary Practice in British Archaeology (including Career Management Skills)	10	5

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

AR2F4	Silchester Field School Joint Honours (summer vacation)	10	5
AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	5
AR2P6	Later Prehistoric Europe	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2R7	Roman Britain	20	5
AR2M4	Later Medieval Europe	20	5
AR2M1	Post-Roman & Early Medieval Europe	20	5
AR2S1	Archaeological Science	20	5
AR2T1	Archaeological Thought	10	5
GG2P3	Human Activity & Environmental Change	10	5
AR2F5	Techniques in Artefact Interpretation	10	5
AR2F6	Techniques in Skeletal Interpretation	10	5
AR2L1	Study Abroad	50	5
MC2OA	Object Analysis and Museum Interpretation	20	5

In the Department of History of Art and Architecture

Compulsory modules (40 credits)

HA2ST	Study Trip abroad	20	5
HA2DD	Distance and difference: perspectives on art, architecture and visual culture	20	5

Optional modules (20 credits)

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

Part 3 (three terms)

Compulsory modules

Compulsory module jointly held between the Departments

AR3D1	Dissertation (Archaeology)	40	6
or			
HA3DI	Dissertation (History of Art and Architecture)	40	6

In the Archaeology Department

Two modules (totalling 40 credits) chosen from a list approved each year. Those approved in 2010/11 (as an example), included:

AR3V1	Vikings of the West	20	6
AR3S4	Micromorphology & the study of early agricultural & urban settlements & landscapes	20	6
AR3S6	Palaeopathology	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S12	Science and the Dead: taphonomy and molecular analysis	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
MC3MT	Museum Theory, History & Ethics	20	6
AR3P4	Early Agricultural Societies in the Mediterranean	20	6
AR3S13	Vegetation History and Archaeobotany	20	6
AR3P9	British Prehistory 1: the Age of Stonehenge	20	6
AR3P10	British Prehistory 2: the Age of Hillforts	20	6
AR3P13	The Emergence of Civilisation in Mesopotamia	20	6
AR3R8	Imperial Encounters in the Roman World	20	6
AR3P17	Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe	20	6
AR3R4	Roman Material Culture	20	6
AR3M9	Archaeology of the Dark Ages: early Christian Britain	20	6
AR3M5	Archaeology of the Later Medieval Religion & Belief	20	6
AR3M10	Archaeology of the Medieval City	20	6

In the Department of History of Art

Optional modules (40 credits)

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

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at level 4. 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 4 (Part 1) students must have passed modules totalling at least 80 credits at level 4 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 level 5 before they can proceed to any module at level 6. Re-examinations for level 4, 5 and 6 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 4 and 20 credits at any Level.
- Diploma of Higher Education: 240 credits, with at least 100 credits at Level 5 or above.

The specific progression requirements for this programme are as follows:

In order to progress from Level 5 to Level 6 students must:

- a) Obtain at least 40% in the compulsory modules.
- b) Obtain an overall average of 40% in 120 credits taken at Level 5; and
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken at Level 5.

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 by a mixture of lectures, seminars, and essay tutorials. Some Archaeology modules also involve workshops and practical sessions in the field and laboratory. 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 dissertation in Part 3 comprises a piece of work based on supervised independent study supported by workshops and is assessed entirely by coursework.

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: UCAS Tariff: Either: 280 (i.e. BBC) from 3 A levels, or 300 from 3 A levels + 1 AS level. Total points exclude Key Skills and General Studies.

International Baccalaureate: Pass Diploma and achieve 5, 5, 5 in the three higher level subjects

Scottish Highers: 280-340 UCAS points

Scottish Advanced Highers: 280-340 UCAS points

Irish Leaving Certificate: 280-340 UCAS points

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 G Thomas

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 (SEECC), 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

The Departmental programme Handbooks provide extensive information on resources and study skills. Each student in the Department of History of Art and Architecture is assigned a Course Adviser, normally their academic tutor, to advise on their choice of modules within the programme. 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. Within the Department History of Art and Architecture, additional support is provided through a subject-specific reading room containing essential course texts, reference works, some current periodicals and photocopying facilities. There is also a slide library containing 84,000 slides from all periods of art and architecture history which students will consult as part of their studies. It includes resources in video tapes and computers and in digital imaging and e-learning such as BlackBoard. First hand study of works of art is provided through particular classes taught in museums, art galleries or on architectural visits and by a period of study at a centre abroad, as well as through the department's own collections mainly of drawings. The University Library is well stocked with works relating to many different aspects of archaeology and history of art and architecture.

Career prospects

The degree in Archaeology and History of Art 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 of Art and Architecture programme, and the emphasis on development of transferable skills including teamwork, oral presentation, numeracy and IT, and essay/report writing, makes Reading Archaeology and History of Art graduates highly suitable for a wide range of professional careers in publishing, teaching, the arts, media, communication, business, and other fields. A number of specialised careers are open to Archaeology and History of Art graduates, such as jobs in field archaeology, museums, auction houses, and increasingly the heritage and leisure industries. Their visual skills also make them attractive to the advertising industry. Graduates in Archaeology and in History of Art 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 or for placements

Students may spend a period of study abroad, normally during Part 2, through either the Department of Archaeology's exchange with the University of Lund, Sweden, or the Department of History of Art's Socrates scheme.

Placement Opportunities

During your time in the Archaeology Department you will have the opportunity to develop your archaeological employability through various placements. You will be able to develop your fieldwork skills (e.g. excavation and recording, geophysics and other scientific techniques, planning and post-excavation, presentation to the public) through the Silchester Field School module and, in your second and third years, through the Placement and Trainee Schemes at Silchester.

Other optional placements are provided by fieldwork projects run by different members of the Department (these currently include: The Ecology of Crusading [<http://www.ecologyofcrusading.com/>], the Central Zagros Archaeological Project [<http://www.czap.org/>], and the Inner Hebrides Archaeological Project [<http://www.reading.ac.uk/archaeology/research/Projects/arch-project-IHAP.aspx>]).

A limited number of placements are also available to graduating 3rd year students within our commercial scientific company (QUEST), which provides archaeological, forensic, and environmental services to the commercial sector (<http://www.reading.ac.uk/afess/>). You will have also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (<http://www.reading.ac.uk/merl/about/merl-support.aspx>): the Ure Museum of Classical Archaeology (<http://www.reading.ac.uk/Ure/index.php>), the Museum of English Rural Life (MERL);

<http://www.reading.ac.uk/merl/>), and the Coles Museum of Zoology (<http://www.colemuseum.reading.ac.uk/>). Voluntary post-excavation opportunities are also available in the form of finds processing and assisting with human bone curation.

During your time at Reading you will also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost your employability through a diverse range of other placement opportunities. The University's Careers Advisory Service (CAS) provides all Reading students with information about a wide range of placement opportunities (<http://www.reading.ac.uk/careers/placements/>), including the Summer Enterprise Experience & Discovery internship scheme (<http://www.reading.ac.uk/careers/placements/seed/>), the Community Service Volunteering scheme (tutoring in local schools; <http://www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx>), the Student Associates Scheme (work experience in local schools; http://www.reading.ac.uk/internal/urop/urop_home.aspx), and the Undergraduate Research Opportunities Programme (UROP; http://www.reading.ac.uk/internal/urop/urop_home.aspx).

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

A. Knowledge and understanding of:

1. the growth of archaeology as a discipline, and current practice within its wider political, social and institutional context;
2. the diverse sources of evidence used by archaeologists, their variability and reliability;
3. the main methods by which archaeologists acquire, date and analyse their primary evidence, including scientific methods;
4. the range of interpretative approaches applied to archaeological evidence in their historical, political and social context
5. the development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean;
6. a broad range of art, architecture and visual culture from the Middle Ages to the present day both in the West and in comparison to selected cultures in other times and places;
7. specialist knowledge of certain chosen periods and issues in art history;
8. key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to the historiography of the subject.;
9. advanced abilities to interpret visual artefacts, their function and meaning;
10. technical language of the subjects.

Teaching/learning methods and strategies

Basic knowledge is provided through formal lectures in Part 1, supported in History of Art by set tasks for practising the elementary analysis of visual artefacts. Feedback is initially through tutorials, seminars and through assessed work. Specialist knowledge and deeper understanding is fostered in the guided selection of options at Part 2, where the teaching is increasingly seminar and discussion based. In later parts of the programme, and beginning at Part 2, students will take increasing responsibility for their own learning, fostered through the guided selection of increasingly specialised options and independent study, including a dissertation.

Feedback is provided through tutorials, written reports on seminar presentations and in formative assessed work. Knowledge of practical techniques and methodologies are further developed through participation in the Silchester Field School, and/or in dedicated modules by problem-oriented class work.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.

Skills and other attributes

B. Intellectual skills - able to:

1. To assess the character and quality of archaeological data;
2. To analyse and interpret visual artefacts.

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,

3. To synthesise and integrate evidence from multiple and diverse sources, including visual resources;
4. To transfer appropriate skills and methods from one topic within the subject to another;
5. To recognise and critically evaluate past and current theoretical approaches and competing interpretations;
6. To think comparatively and cross-culturally;
7. To think critically and independently;
8. To locate, extract and assemble data and information;
9. To organise material in order to synthesise and articulate an argument effectively.

C. Practical skills - able to:

1. To gather, organise and deploy evidence and information, including visual sources, and to show awareness of the consequences of the unavailability of evidence;
2. To memorise and be able to recall key features of different visual resources;
3. To develop the capacity for critical judgement in the light of evidence and argument;
4. To select and apply appropriate methodologies in assessing the meaning and significance of evidence or data to have effective bibliographical, internet and library research skills;
5. To plan and carry out a primary research project, working independently.

D. Transferable skills - able to:

1. To communicate clearly and effectively in speech and in a variety of types of writing,

seminars, and practicals. How to analyse and interpret visual artefacts is constantly exemplified in formal lectures and in seminars from the start of Part 1. Lectures and seminars will also demonstrate how to use visual evidence in the construction of arguments and students will develop advanced skills in this through seminar presentations and coursework tasks. Such skills are additionally fostered through opportunities to study visual artefacts at first hand including in the compulsory module in History of Art involving study abroad. The ability to transfer knowledge from one area of the programme to another is evidence of high level performance. The ability to organise and structure arguments is emphasised throughout but particularly in compulsory modules and through modules in independent study and the dissertation. Awareness of current approaches is encouraged as options are often linked to lecturers' research interests. Individual feedback is provided on content and organisation of essays.

Assessment

These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and unseen examinations. Examinations in History of Art also include compulsory questions analysing visual artefacts.

Teaching/learning methods and strategies

Identifying visual artefacts and sources is taught in History of Art from Part 1, including assessed tasks which test the student's ability to find and select appropriate visual evidence for analysis and comparison. Such skills are additionally fostered in Part 2 where greater emphasis is placed on increasingly complex and sophisticated analyses, including the ability to recall and use visual and other data from often disparate and widely separated sources and locations. Technical skills in archaeology are primarily taught through participation in the Field School and/or by problem-oriented class work in dedicated modules in Part 2, following preliminary lectures in Part 1. 4 to 7 are taught throughout the course but particularly emphasised in the independent study tasks in Part 2 and dissertation in Part 3.

Assessment

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

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and the writing of assignments and the dissertation,

including the description of evidence from visual sources, showing discrimination and lucidity in the use of language, professional referencing, and clear layout;

2. To deal effectively with a variety of visual material and numerical data;
3. To evaluate evidence and use reasoned arguments
4. To identify and devise strategies for solving problems;
5. To work effectively in a team;
6. To locate information and use a range of information technology effectively;
7. To organise their own time purposefully and work independently;
8. To make informed career plans.

as well as through the Field School and/or in the practical elements of several Archaeology modules and in the compulsory module Study Trip Abroad in History of Art. The use of IT is embedded throughout the programme. Time management is essential for the effective completion of the programme. Career management is taught through a distinct Part 2 module linked with other professional practices in Archaeology.

Assessment

These skills are assessed by a combination of coursework, practical performance, essays, oral presentations, dissertation and examinations.

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.