

**BA Archaeology and History (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):	
Faculty:	Arts and Humanities Faculty
Programme length:	5 years
Date of specification:	14/Apr/2011
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Dr Emily West
Board of Studies:	Archaeology
Accreditation:	Not appropriate

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/or 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 4, 5 and 6. 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

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. 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/or 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:

- 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 1, 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 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 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. 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 6), 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 (three terms)

Compulsory modules

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

		<i>Credits</i>	<i>Level</i>
AR1RM2	From Rome to the Reformation: an introduction to historical archaeology	20	4
AR1TS3	Practising Archaeology: methods and approaches	20	4

Optional modules

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4
MC1AM	Analysing Museum Displays	20	4

In the Department of History

Compulsory modules

HS1APH	Approaches to History	20	4
HS1LMH	Landmarks in History	20	4

Optional modules which may only be taken if the compulsory modules are also studied

HS1DSH	Directed Study in History	20	4
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Part 2 (three terms)

Compulsory modules

There is one compulsory module in Archaeology (10 credits), 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

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

Optional modules (totalling 50 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

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 (three terms)

Compulsory modules

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

		<i>Credit</i>	<i>Level</i>
AR3D1	Dissertation in Archaeology	40	6
Or			
HS3HLD	Dissertation in History	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
AR3S13	Vegetation History and Archaeobotany	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
AR3P4	Early Agricultural Societies in the Mediterranean	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
AR3P17	Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe	20	6

AR3R8	Imperial Encounters in the Roman World	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3M9	Archaeology of the Dark Ages: early Christian Britain	20	6
AR3M10	Archaeology of the Medieval City	20	6
AR3M5	Archaeology of Later Medieval Religion & Belief	20	6
AR3T1	Burial Archaeology	20	6

In the Department of History [40 credits]

Optional modules:

Students choose two 20 credit Topic modules. A complete list of Topic modules is available from the Department of History.

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 levels 5 and 6.

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 4, 5 and 6 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 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.

Summary of Teaching and Assessment

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Levels 4 & 5); (ii) work in the field and laboratory (Level 5); and (iii) principally seminars (Level 6). Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed entirely by coursework, including both performance in the field and a formal piece of assessed work. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework (including a research design and an oral presentation).

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

No previous experience of Archaeology is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, almost any combination of A-Levels will be appropriate. Entrants should have achieved:

UCAS Tariff: Either: 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 5, 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 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 (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

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 Resource Room in 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 or for placements

Students may spend a period of study abroad, normally during Level 5, 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.

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 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:

the growth of archaeology as a discipline, and its current practice within its wider political, social and institutional context;
the broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;
the contextualisation of forces, events, and individual experiences in the historical process;
a diverse range of primary archaeological and historical source material and evidence, their variability and reliability;
a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;
a range of techniques and methodologies, including scientific methods in Archaeology and the nature of debate and dispute in historical writing.

Teaching/learning methods and strategies

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/or in dedicated modules by problem-oriented class work.

At Level 4 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.

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 by coursework and oral presentation. At Level 6, oral presentations also contribute to some modules.

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.

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 develop the capacity for critical judgement, including self-awareness as a working historian;
3. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
4. 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.

D. Transferable skills - *able to:*

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

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.

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/or 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.

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and writing of assignments, as well as through the

- 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.

Field School and/or in the practical elements of several Archaeology modules. Career management is taught through a distinct Level 5 module linked with other professional practices 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 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.