BSc Archaeology   **UCAS code: F420**
For students entering Part 1 in 2010/1

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	01/Mar/2012
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Prof Martin Bell
Board of Studies:	Archaeology
Accreditation:	Not applicable

Summary of programme aims

The programme aims to provide a thorough degree-level education in Archaeology, with special emphasis on the application of science. It combines practical experience (in the field and laboratory) with academic study of the archaeology of prehistoric, protohistoric, Roman and medieval Europe and the Mediterranean region (including the Near East). There is an opportunity to specialise in aspects of landscape archaeology, environmental change and ancient diet and health, areas in which the University of Reading has particular teaching and research strengths. The programme is distinctive in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School, and because of the interdisciplinary approach to understanding past landscapes and environmental change. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Parts 1, 2 and 3.

The programme also aims to develop a variety of transferable skills from the combination of humanities and science training, enabling students to think comparatively, to learn independently, to interpret evidence, to draw conclusions from archaeological, scientific and historical data, and to communicate these through written and oral media. Through practical experience they will gain proficiency in data collection and analysis, numeracy and use of information technology, problem-solving and decision-making. Experience of teamwork in the field also develops 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.

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.

Students of Archaeology will also develop skills in independent learning and the critical analysis of data, be able to think comparatively and cross-culturally, and communicate ideas through oral presentations and writing. Through practical and field work they will also have the opportunity to develop proficiency in data collection and analysis, numeracy and IT, and in decision-making and problem-solving, together with a sense of personal and group responsibility.

Programme content

The profile which follows states which modules must be taken (the compulsory part) together with one or more lists of modules from which the student must make a selection (the 'selected' modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 introduces the history and methods of the discipline of archaeology, and reviews basic evidence for past lifestyles, environments, and human social development. Part 2 provides the opportunity to engage with primary archaeological data through participation in the Field School (which will include training specifically geared to on-site aspects of archaeological science) and laboratory-based practicals. Approaches to interpretation are

explored, and modules can be chosen from the prehistoric and historic periods, primarily covering Europe and the Mediterranean region (including the Near East). Part 2 also explores the place of archaeology in contemporary society. Part 3 encourages increasing specialisation through the provision of a range of special subjects from which a choice is made, and the opportunity to research a topic independently through the dissertation on a topic related to the application of science in archaeology. At least 2 of the specialist modules chosen, and the dissertation, must be science-based.

Part 1 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
AR1TS3	Practising Archaeology: methods and approaches	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4

Students must take 60 credits worth of archaeology modules, and choose a further 60 credits from the remaining archaeology modules and/or additional modules available elsewhere in the University. It is desirable that at least 20 credits of the optional modules are taken in the Faculty of Science.

In addition to the two compulsory Part 1 Archaeology modules students must take:

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

Optional modules

AR1P2*	Primates to Pyramids: an introduction to world prehistory	20	4
AR1RM2*	From Rome to the Reformation: an introduction to historical archaeology	20	4
MC1AM	Analysing Museum Displays	20	4

(*whichever was not taken as part of the compulsory credits)

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
AR2F3	Silchester Field School (Single Honours)	20	5
AR2T1	Archaeological Thought	10	5
AR2S1	Archaeological Science	20	5
AR2F8	Contemporary Practice and Ethics in Archaeology	10	5

There are four compulsory modules (totalling 60 credits) and students must choose at least one period module (20 credits) and at least 20 credits from a list of 'vocational modules'. The remaining 20 credits (to make up the total of 120) can be chosen from a range of vocational options and period modules. Students can select up to 20 credits chosen from modules available elsewhere in the University. Of the 120 credits, 5 comprise Career Management Skills.

At least one period module (20 credits) to be chosen from a list approved each year. Those approved for 2010-11 (as an example) included:

AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	5
AR2P6	Later Prehistoric Europe	20	5
AR2R7	Roman Britain	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2M3	Post-Roman and Early Medieval Europe	20	5
AR2M4	Later Medieval Europe	20	5

At least 20 credits from this list of vocational or science-based options (those approved for 2010-11 (as an example) included:

GG2P3	Human Activity and Environmental Change	10	5
GO2P5	Crime Scene Analysis	10	5
AR2F5	Techniques in Artefact Interpretation	10	5
AR2F6	Techniques of Skeletal Interpretation	10	5
ES2L4	Earth Surface Processes	10	5
MC20A	Object Analysis and Museum Interpretation	20	5

Part 3 (three terms)
Compulsory modules

Mod Code	*Module Title*	*Credits*	*Level*
AR3D1	Dissertation	40	6

There is a compulsory dissertation module plus a choice of option modules, totalling 120 credits. Those interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University.

At least *two modules (totalling 40 credits) from a list of science-based options (with Module Codes beginning AR3S*). Those currently approved for 2010-11 (as an example), included:*

AR3S4	Micromorphology and the Study of Early Agricultural and Urban Settlements and Landscapes	20	6
AR3S6	Palaeopathology	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S13	Vegetation History and Archaeobotany	20	6

No more *than two modules (totalling maximum 40 credits) from a list of general Archaeology options. Those currently approved for 2010-11 (as an example) included:*

AR3T1	Burial Archaeology	20	6
MC3OA	Object Analysis and Museum Interpretation	20	6
AR3P4	Early Agricultural Societies in the Mediterranean	20	6
AR3P5	Early Complex 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
AR3R4	Roman Material Culture Studies	20	6
AR3R8	Imperial Encounters in the Roman World	20	6
AR3V1	Vikings in the West	20	6
AR3M2	Expansion or contraction in twelfth century England	20	6
AR3M9	Archaeology of the Dark Ages	20	6
AR3M7	Archaeology of the Crusades	20	6
AR3M6	'Europe' in the Middle Ages?	20	6

Progression requirements
In order to progress from Part 1 to Part 2 students must:
a) Obtain at least 40% in at least two of the Part 1 Archaeology modules averaged together; and
b) Achieve an overall average of 40% over 120 credits taken in Part 1; and
c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits in Part 1.

In order to progress from Part 2 to Part 3 students must:
a) Achieve an overall average of 40% over 120 credits taken in Part 2; and
b) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits in Part 2.

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

Summary of Teaching and Assessment
Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Parts 1 and 2); (ii) work in the field and laboratory (Parts 2 and 3); and (iii) principally small group lectures and seminars (Part 3). Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed entirely by coursework, including both performance in the field, an on-site exam, and a self-reflective 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).

Admission requirements
No previous experience of Archaeology is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, a wide range of combinations of A-levels will be appropriate but applicants for the BSc must have at least have one science A-level (or equivalent).

Applicants without the required science A-Level (or equivalent) are encouraged to apply for the BA programme. Entrants to the BA programme can choose their optional modules to conform to requirements for the BSc and request transfer to the BSc programme after successful completion of Part 2 (provided all progression requirements for the BSc programme are fulfilled).

Entrants should have achieved:
UCAS Tariff: Either: 280 points from 3 full A-levels, or: 300 points from 3 A-levels and 1 AS level. Total points exclude Key Skills and General Studies.
International Baccalaureat: Pass Diploma and achieve 5, 5, 5 in three higher level subjects
Scottish Highers: BBBB
Scottish Advanced Highers: BBC
Irish Leaving Certificate: BBBBB

Applications from mature candidates are welcomed. 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 one or more A levels or an Access course, but each case is assessed on its individual merits. You are advised to contact an Admissions Tutor as soon as possible to discuss your individual circumstances.

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-sessional 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 Handbooks provide extensive information on resources and study skills. The Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching

laboratories (including reference collections), computer laboratories (including UG access), and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and Total Station/GPS survey equipment; excavation equipment; soil and sediment coring equipment; and audio-visual resources. The University Library is well stocked with works relating to many different aspects of archaeology.

Career prospects

The degree in Archaeology at Reading is a route into archaeology (including archaeological science, field archaeology, museums and heritage management), or a good basis for other careers in the areas of the media, management, administration, the civil service, local government, commerce, law, publishing, librarianship and teaching. The emphasis on field training, coupled with wide academic provision in archaeological theory, science, and period and area topics, offers a broad range of vocational skills, in addition to those of communication and problem-solving.

Opportunities for study abroad or for placements

The Department of Archaeology participates in an active Socrates/Erasmus exchange through which students can spend the second term of Part 2 at the University of Lund, Sweden.

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 [www.ecologyofcrusading.com/], the Central Zagros Archaeological Project [www.czap.org/], and the Inner Hebrides Archaeological Project 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 (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 (www.reading.ac.uk/merl/about/merl-support.aspx): the Ure Museum of Classical Archaeology (www.reading.ac.uk/Ure/index.php), the Museum of English Rural Life (MERL; www.reading.ac.uk/merl/), and the Coles Museum of Zoology (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 Student Employment, Experience and Careers Centre (SEECC) provides all Reading students with information about a wide range of placement opportunities (www.reading.ac.uk/careers/placements/), including the Summer Enterprise Experience & Discovery internship scheme (www.reading.ac.uk/careers/placements/seed/), the Community Service Volunteering scheme (tutoring in local schools; www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx), the Student Associates Scheme (work experience in local schools; www.reading.ac.uk/internal/urop/urop_home.aspx), and the Undergraduate Research Opportunities Programme (UROP; www.reading.ac.uk/internal/urop/urop_home.aspx).

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:	Teaching/learning methods and strategies
1. The growth of archaeology as a discipline; 2. The current practice of archaeology within its wider political, social and institutional context;	At Part 1, all areas are taught largely through illustrated lectures. Aspects 3-5 are fundamental to all modules in the

3. The diverse sources of evidence used by archaeologists, their variability and reliability;
4. The main methods by which archaeologists acquire, date and analyse their primary evidence, including scientific methods;
5. The range of interpretative approaches applied to archaeological evidence in their historical, political and social context;
6. The development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean;
7. The application of science in archaeology.

programme and are taught at all levels through lectures and seminars. Aspects 2-5 and 7 are further developed in Part 2 through participation in the Field School, and in dedicated modules by lectures, seminars, practical classes and problem-oriented class work. Aspect 6 is developed through selected period modules in Part 2, taught by informal lectures and seminars. There is further opportunity to pursue all aspects in depth through selected seminar-based options in Part 3.

In all Parts students are expected to undertake independent reading on the basis of bibliographies issued for each module, and prepare essays and seminar papers. The dissertation provides an opportunity for the further development of independent research.

Assessment
Most knowledge is tested by a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework; the dissertation is entirely by coursework. In Part 3 modules, oral presentations also contribute.

Skills and other attributes

B. Intellectual skills - *able to:*

1. To assess the character and quality of archaeological data;
2. To synthesise and integrate evidence from multiple and diverse sources;
3. To recognise and critically evaluate past and current theoretical approaches and competing interpretations;
4. To think comparatively and cross-culturally;
5. To think critically and independently;
6. To locate, extract and assemble data and information;
7. To organise material in order to synthesise and articulate an argument effectively.

Teaching/learning methods and strategies

These skills are developed throughout the programme. Modules at all levels deal with questions of evidence and interpretation in lectures, seminars, and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems, particularly in Part 3 and in a dedicated module on Archaeological Thought in Part 2. Awareness of current approaches is encouraged as Part 3 options are often linked to lecturers' research interests. Individual feedback is provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and regular support are provided.

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

C. Practical skills - *able to:*

1. To identify, excavate, record and analyse archaeological stratigraphy, features and deposits;
2. To excavate, process, identify and analyse a variety of artefacts and environmental material;
3. To recognise and interpret archaeological traces in the landscape;
4. To prepare standard archaeological drawings and

Teaching/learning methods and strategies

Skills 1-4 are primarily taught through participation in the Field School and by problem-oriented class work in dedicated modules in Part 2, following preliminary lectures in Part 1.
Skill 5 is developed throughout the programme. Bibliographies are provided for all modules, students are trained in library use, and many

other forms of visual presentation;
5. To locate, extract and appraise critically archaeological information in published sources and on the WWW;
6. To plan and carry out a primary research project, working independently.

modules provide experience searching for information via the WWW. The IT element is additionally provided through self-study sessions at Part 1, and at Part 2 through demonstrations and individual and group coursework.

Assessment
Skills 1-4 are assessed by coursework. Skill 5 is assessed by a combination of coursework, examinations and dissertation. Skill 6 is assessed through the dissertation.

D. Transferable skills - *able to:*

1. To communicate clearly and effectively in speech and in a variety of types of writing;
2. To deal effectively with a variety of scientific and numerical data and visual material;
3. To identify and devise strategies for solving problems;
4. To work effectively in a team;
5. To locate information and use information technology;
6. To organise their own time purposefully and work independently;
7. To make informed career plans.

Teaching/learning methods and strategies

Skill 1 is developed throughout the programme in the writing of essays, practical and laboratory reports, and the dissertation, and by participation in seminars.
Skills 2-5 are taught particularly through the Field School and in the practical elements of several Part 2 modules, as well as in selected Part 3 modules.
Skill 6 is essential for the successful completion of the programme, and is exercised particularly through the Field School and the dissertation.
Career management is taught through a distinct Part 2 module linked with other professional practices in Archaeology.

Assessment
These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, the 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.