

**BA Archaeology and History**  
**For students entering Part 1 in 2010/1**

**UCAS code: VV14**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology and History
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	05/Mar/2012
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Dr Emily West
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. 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 Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from historical and archaeological evidence and to communicate these through written media. Through practical experience they will gain proficiency in problem-solving and decision-making, numeracy, information technology and working with data. The opportunity to gain experience of teamwork in the field assists in developing skills of communication and a sense of personal and group responsibility. Through their coursework students develop skills of oral expression, independent learning, and the critical analysis of data.

**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 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**

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 option modules) for each half of the combined degree. Students must choose such additional modules as they wish, in consultation with their programme adviser(s), 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 Part 2 up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 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 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 (including the Near East), 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, 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*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HS1APH	Approaches to History	20	4
HS1LMH	Landmarks in History	20	4
AR1RM2	From Rome to the Reformation: an introduction to historic archaeology	20	4
AR1TS3	Practising Archaeology: methods and approaches	20	4

Students must take two compulsory Archaeology modules (40 credits) and two compulsory History modules (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**

#### *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 School of History**

#### *Optional module*

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

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
AR2F8	Contemporary Practice and Ethics in Archaeology	10	5

There is one compulsory module in Archaeology (10 credits), plus a number of optional modules totalling 50 credits, while in History a total of 30 credits must be taken from a compulsory group of Period modules, together with 30 credits from any 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]**

*Optional modules (totalling 50 credits) chosen from a list approved each year. Those approved in 2010-11 (as an example), included:*

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
AR2M3	Post-Roman & Early Medieval Europe	20	5
AR2M4	Later Medieval Europe	20	5
AR2R7	Roman Britain	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2S1	Archaeological Science	20	5
AR2T1	Archaeological Thought	10	5
GG2P3	Human Activity and 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 School of History [60 credits]**

#### **Compulsory modules (60 credits)**

Students must take two Period modules (20 credits each) with the co-requisite skill module (10 credits each), totalling 60 credits. At least one of these must be from the Early (Medieval or Early Modern) era. A complete list of Period modules is available from the Department of History. Not all optional modules will necessarily be available in any year.

#### **Part 3 (three terms)**

##### *Compulsory modules*

*Compulsory module taken in Archaeology or History:*

AR3D1	Dissertation (Archaeology)	40	6
<i>or</i>			
HS3HLD	Dissertation (History)	40	6

*Optional modules 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 and the Study of Early Agricultural and Urban Settlements and Landscapes	20	6
AR3S6	Paleopathology	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S9	Coastal and Maritime Archaeology	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 Paleolithic of North-Western Europe	20	6
AR3R4	Roman Material Culture	20	6
AR3M9	Archaeology of the Dark Ages: Early Christian Britain	20	6
AR3M5	The Archaeology of Later Medieval Religion and Belief	20	6
AR3M10	Archaeology of the Medieval City	20	6

Not all Part 3 optional modules will be available in any one year. The availability of all optional modules is subject to the availability of staff and will require a minimum number of participants. Admission to optional modules will be at the discretion of the Programme Director. Students may take up to 20 of their Archaeology or History credits from modules in the level below (i.e. Part 2), but any such choices must first be discussed with, and approved by, the Programme Director.

## **In the Department of History [40 credits]**

### *Optional modules:*

Students choose two optional 20-credit Topic modules. A complete list of optional modules is available from the Department of History. Not all optional modules will be available in any year.

### **Progression requirements**

In order to progress from Part 1 to Part 2 students must:

- a) Take a total of at least 40 credits in Part 1 Archaeology and at least 40 credits in Part 1 History;
- b) Obtain an overall average of 40% in 120 credits taken in Part 1, including at least an average of 40% in the compulsory Part 1 Archaeology modules, and 40% in 20 credits of the History modules;
- c) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken 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 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 by a mixture of lectures, seminars, and essay tutorials. Some Archaeology modules also involve workshops and practical sessions in the field and/or the 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 assessment of on-site performance) and an on-site examination. The dissertation in Part 3 comprises a piece of work based on supervised independent study supported by workshops and individual supervisions, and is assessed entirely by coursework and 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. 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 applications from 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 fieldwork 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 (SECC), 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](http://www.reading.ac.uk/student)

The Departmental Programme Handbooks provide extensive information on resources and study skills. Support is given through orientation sessions on module choices. There is full written feedback on essays and other coursework. The Archaeology Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories (including reference collections), computer laboratories (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. There is a Departmental 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, numeracy 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 Part 2, through the Department of Archaeology's exchange with 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/](http://www.ecologyofcrusading.com/)), the Central Zagros Archaeological Project ([www.czap.org/](http://www.czap.org/)), and the Inner Hebrides Archaeological Project ([www.reading.ac.uk/archaeology/research/Projects/arch-project-IHAP.aspx](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 ([www.reading.ac.uk/afess/](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 ([www.reading.ac.uk/merl/about/merl-support.aspx](http://www.reading.ac.uk/merl/about/merl-support.aspx)): the Ure Museum of Classical Archaeology ([www.reading.ac.uk/Ure/index.php](http://www.reading.ac.uk/Ure/index.php)), the Museum of English Rural Life (MERL; [www.reading.ac.uk/merl/](http://www.reading.ac.uk/merl/)), and the Cole Museum of Zoology ([www.colemuseum.reading.ac.uk/](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 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/](http://www.reading.ac.uk/careers/placements/)), including the Summer Enterprise Experience and Discovery internship scheme ([www.reading.ac.uk/careers/placements/seed/](http://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](http://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](http://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](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 its current practice within its wider political, social and institutional context;
2. The broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;
3. The contextualisation of forces, events, and individual experiences in the historical process;
4. A diverse range of primary archaeological and historical source material and evidence, their variability and reliability;
5. A range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;
6. 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 group and/or 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 Part 1 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. 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 examinations, except that in most practical-based modules it is examined entirely by coursework; the dissertation is by coursework and oral presentation. In Part 3 modules, oral presentations also contribute to assessment.

#### **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

##### **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

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 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.

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, where initial preparation and subsequent progress are supported through workshops and tutorials.

#### *Assessment*

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

### **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 Part 2 modules. Group and/or individual feedback provided on content and organisation of essays encourages constructive self-criticism. Independent thinking is developed especially through the dissertation module, where initial preparation and subsequent progress are supported by workshops and tutorials.

#### *Assessment*

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

### **Teaching/learning methods and strategies**

These skills are developed in lectures and seminars and applied through self-study and writing of assignments, as well as through the Field School and/or in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional practices in Archaeology.

#### *Assessment*

These skills are assessed through 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.**