

**BA Ancient History and Archaeology (part time)
For students entering Part 1 in 2011/2**

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Archaeology and Classics and Ancient History
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	5 years
Date of specification:	19/Jun/2013
Programme Director:	Dr Rob Hosfield
Programme Advisor:	Prof Barbara Goff
Board of Studies:	Archaeology
Accreditation:	Not applicable

Summary of programme aims

The programme aims to provide a thorough degree-level education in Ancient History and Archaeology. It aims to produce historians and archaeologists who have experience of chronological, archaeological, thematic and genre-based approaches to both the history and culture of antiquity. The syllabus aims to familiarise students with the core chronological and geographical range of Greek and Roman cultures, and with the archaeology of later prehistoric, proto-historic, Roman and early medieval Europe and the Mediterranean region. Students will develop the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts. They will expand the range, depth and sophistication of their knowledge in both ancient history and archaeology 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. This programme is distinctive both in its emphasis on the application of archaeological techniques and theory, particularly through the opportunity to participate in the Silchester Field School, and because of the interdisciplinary, cross-cultural, approach to the ancient world adopted by both the Departments of Classics and Archaeology at Reading. 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 ancient 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 experience 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 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. Ancient History and Archaeology are both disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation, together with the ability to think comparatively and cross-culturally. 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 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 Structure:

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 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 100 credits and no more than 120 Level 4 credits (120 credits are equivalent to one year of full-time study). Students must complete at least 80 credits at Level 4 before they can proceed to study any Level 5 (Part 2) module. Students must take 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.

Part 2 & Part 3: Students must complete at least 80 credits at Level 5 before they can proceed to study any Level 6 modules.

BA Ancient History & Archaeology (Part-Time) Content:

The profile which follows outlines the compulsory modules together with optional modules from which the student must make a selection in consultation with their programme advisor, to make 120 credits in each Part of the programme. The number of credits for each module is shown after its title. In Part 1, students may opt to take all the remaining optional credits in Archaeology and/or Ancient History or choose modules from another Department. In Part 2 up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 (Level 4) in Ancient History introduces students to the study of Greek and Roman Civilisations, with a particular emphasis upon the development of the study of primary sources and source criticism, alongside the development of historical writing skills to explore specific historical topics. Part 1 in Archaeology introduces the methods of the discipline of archaeology, and reviews basic evidence for past lifestyles and human social development.

At Part 2 (Level 5) the Ancient History and Archaeology degree develops the students' knowledge of the protohistoric and historic periods within the Mediterranean, Europe and Britain. It also provides the opportunity to engage with primary archaeological data through participation on the Silchester Field School. Career learning is also emphasised, and there is an opportunity to apply for an accredited placement.

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

The precise list of modules available may vary from year to year according to staff availability.

Part 1 (three terms)

Compulsory modules

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

Compulsory modules:

AR1RM2	From Rome to the Reformation: an introduction to historical archaeology	20	4
AR1TS3	Practising Archaeology: methods and approaches	20	4
CL1CA	The Civilisation of Fifth-Century Athens	20	4
CL1CB	Rome in the Augustan Age	20	4

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

Modules taken from elsewhere in the University may include language modules provided by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology or Ancient History credits from the level above (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**

In the Classics Department:

Optional module:

CL1TO	Text and Object: the History of Greek and Roman Writing	20	4
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Part 2 (three terms)

Compulsory modules

AR2F10	Careers in Archaeology	10	5
OR			
CL2PR	Prospects for Classicists and Ancient Historians	10	5
OR			
CL2PL	Work Placement for Classicists and Ancient Historians	10	5

There is one compulsory module (10 credits), taken either in the Department of Archaeology (AR2F10) or in the Department of Classics (CL2PR or CL2PL). In addition, you will have to choose a further 50 (if taking the compulsory module in Archaeology) or 60 (if taking the compulsory module in Classics) credits in Archaeology from a list of optional modules (totalling 60 credits in the Department of Archaeology).

There are three core modules in Ancient History (20 credits each), of which at least two must be taken (a minimum of 40 credits), plus a further 20 credits (or 10 credits if either CL2PR or CL2PL has also been taken). These additional credits may be taken in either 20 credit or 10 credit optional modules. A total of 60 credits must be taken in Ancient History.

However, those interested in a broader degree may substitute up to 20 credits chosen from University-wide subjects, including the language modules offered by the Institution-Wide Language Programme (IWLP). Of the 120 credits in total, career learning and the opportunity to undertake a placement for credit is emphasised through modules AR2F10, CL2PR and CL2PL (only **one** of these modules is taken). Students may take up to 20 Archaeology or Ancient History credits from the level below (i.e. Part 1) or above (i.e. Part 3), **although any such choices must first be discussed with, and approved by, the Programme Director.**

In the Department of Archaeology (50 or 60 credits)

Optional modules (totalling 50 or 60 credits, depending on whether or not AR2F10 has also been taken) chosen from a list approved each year. Those approved for 2011/12 (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
AR2P20	People and Societies of the Ancient Near East	20	5
AR2P21	The Mesolithic of North-West Europe	10	5
AR2P6	Later Prehistoric Europe	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2R9	Celts & Romans: Northern Europe & Britain	20	5
AR2M4	Later Medieval Europe	20	5
AR2M4	Post-Roman and Early Medieval Europe	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
AR2F9	Geophysics	10	5
AR2Z1	Introduction to Zooarchaeology	10	5
AR2L1	Study Abroad	50	5

The Study Abroad module (AR2L1) must be discussed with the Study Abroad Co-ordinator (currently Dr Anna Boozer).

Students should note that module CL2PR may clash with the preparatory week for the Silchester Field School (AR2F4). If you are considering taking both CL2PR and AR2F4 you must discuss this first with the Programme Director.

In the Department of Classics (50-60 credits)

At least 40 credits must be taken from the core modules and no more than 20 credits from the options (or 10 credits, depending on whether or not CL2PR or CL2PL has also been taken). The third core may be taken as a 20 credit option (IF CL2PR or CL2PL have not been selected)

Core Modules

CL2GH	Greek History	20	5
CL2RO	Roman History	20	5
CL2TIH	Themes and Issues in History	20	5

Optional Modules

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 2 modules normally include options in Classical Literature, History, Art, Culture, Reception and languages. Students may also take MC1AM and MC2OA, which are cross-listed modules.

Students may take IWLP Modern Greek in place of one level 5 module.

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 modules taken in Archaeology or Classics

AR3D1	Dissertation (Archaeology)	40	6
Or			
CL3DP	Preparation for Dissertation (Classics)	10	6
And			
CL3DN	Dissertation for Classics	30	6

In the Archaeology Department

Two modules (totalling 40 credits) chosen from a list approved each year. Those currently planned for 2013-4 include:

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
AR3S15		20	6
	People, Plants and Environment Change		
AR3S16	Climate Change and Human Society	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
AR3P17	Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3V1	Vikings in the West	20	6
AR3R10	The Archaeology of Money: Coins, Power and Society	20	6
AR3R8	Imperial Encounters in the Roman World	20	6
AR3R4	Roman Material Culture	20	6
AR3M12	Artefacts and Medieval Daily Life	20	6
AR3M3	Expansion or contraction in twelfth century England	20	6
AR3M7	Archaeology of Crusading	20	6

Students may take up to 20 Archaeology credits from the level below (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**

In the Department of Classics (40 credits)

Optional modules

A complete list of optional modules is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options, and languages. Students may also take MC2OA and MC3OA which are cross-listed modules.

Progression requirements

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

- a) Obtain a mark of at least 40% in **each** of the compulsory modules in Archaeology (AR1RM2 and AR1TS3) and Ancient History (CL1CA and CL1CB); 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 taken in Part 1.

In order to progress from Part 2 to Part 3 students must:

- a) Obtain an overall average of 40% in 120 credits taken at Part 2; and
- b) Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken at Part 2.

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.

Assessment and classification

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes

Part 2 one-third

Part 3 two-thirds

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Levels 4 & 5); (ii) work in the field and/or the laboratory (Level 5); and (iii) principally seminars and small-group lectures (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 performance in the field, on on-site examination, and a written self-assessment. 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 range of combinations of A-Levels will be appropriate. Entrants should have achieved:

UCAS Tariff: 280 points (ie BBC) from 3 full A-levels. 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: BBBBB

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. 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 Baccalaureat, 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 H Eckardt

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 Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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 Archaeology Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories with diverse teaching collections, computer laboratories (undergraduate 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 surveying equipment; excavation equipment; soil and sediment coring equipment; and audio-visual resources. The Classics Department is housed in the Humanities and Social Sciences Building and curates the Ure Museum of Greek Archaeology. The University Library is well stocked with works relating to many different aspects of ancient history and archaeology.

Career prospects

Graduates in Ancient History and Archaeology have found that their degree programme has been a good basis for careers in the arts, media, management, administration, the civil service, commerce, law, publishing, librarianship and teaching, as well as being a route into archaeology (including field archaeology, museums and heritage management). Graduates have also gone onto postgraduate programmes within the fields of Archaeology, History or Classics at Reading and elsewhere. The emphasis on field and/or practical training in the Archaeology part offers a broad range of vocational skills, in addition to those of communication and problem-solving. Whether direct from a BA degree, or following graduate study, a number of 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

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, Placement and Experience Centre (CPEC) provides all Reading students with information about a wide range of placement opportunities (<http://www.reading.ac.uk/careers/placements/>), including the Reading Internship Scheme, the Reading Experience and Development Award, and the Undergraduate Research Opportunities Programme. Placements can also be taken for credit, through the Careers for Archaeologists module (AR2F11).

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. Another culture's history and political and social organisation;
2. A diverse range of primary materials, their variability and reliability;
3. A range of problems of dating, interpretation and evaluation of primary materials;
4. A range of techniques and methodologies, including scientific methods for archaeological data;
5. The origins and growth of archaeology as a discipline, and the current practice of archaeology within its wider political, social and institutional context.

Teaching/learning methods and strategies

Knowledge and understanding are gained through formal teaching (lectures, seminars, and group and/or individual essay feedback), recommended reading, and the writing of essays, other coursework 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 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 through a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework. The Dissertation and oral presentations also contribute.

Skills and other attributes

B. Intellectual skills - *able to*:

1. To engage in analytical and evaluative thinking about texts, sources, arguments and interpretations,

Teaching/learning methods and strategies

Skills will be introduced in lectures, developed through reading, writing of essays and other

independently estimating their relevance to the issue in question, discriminating between opposing theories, and forming judgements on the basis of evidence and argument.

2. To locate, extract, and assess the character and quality of archaeological data, and to synthesise and integrate evidence from multiple and diverse sources critically and independently, organising the material in order to articulate an argument effectively, while recognising and critically evaluating past and current theoretical approaches and competing interpretations, and thinking comparatively and cross-culturally.

C. Practical skills - able to:

1. Gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence;
2. Develop the capacity for critical judgement in the light of evidence and argument;
3. Select and apply appropriate methodologies in assessing the meaning and significance of evidence or data;
4. 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 deploy a range of IT resources effectively;
2. To present material orally in a clear and effective manner;
3. To present material in a variety of written forms, with discrimination and lucidity in the use of language, professional referencing, and clear layout;
4. To deal effectively with a variety of numerical data and visual material;
5. To identify and devise strategies for solving problems;
6. To work creatively and flexibly with others;
7. To write and think under pressure and to meet deadlines;
8. To make informed career plans.

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.

coursework, the dissertation and examinations, with group and/or individual written feedback provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and subsequent progress are supported through workshops and supervisions.

Assessment

Assessed through coursework and examinations, as well as in the dissertation.

Teaching/learning methods and strategies

These are developed through the deployment of seminar classes and essay and other coursework assignments, and through participation in the Silchester Field School and/or in problem-oriented class work. Oral presentation also constitutes a percentage of the assessment of the dissertation.

Assessment

Assessed through coursework and examinations, as well as in the dissertation.

Teaching/learning methods and strategies

Skills are developed in lectures and seminars and applied in 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 careers and placements module (with specific options available in both Ancient History and Archaeology).

Assessment

Assessed through coursework, oral presentations, and examinations, as well as in the dissertation.