BSc Archaeology (part time)   **UCAS code:**
For students entering Part 1 in 2011/2

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):   Archaeology
Faculty: Arts, Humanities and Social Science Faculty
Programme length: 5 years
Date of specification: 22/May/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, the Mediterranean region and 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 and cross-culturally, to learn independently, to interpret evidence, to critically analyse and draw conclusions from archaeological, scientific and historical data, and to communicate these through written and oral media. Through practical and fieldwork 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 the critical analysis of data, and be able to think comparatively and cross-culturally. Through practical and field work they will also have the opportunity to develop proficiency in data collection and analysis and in decision-making, together with 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 (Level 4) 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.

BSc Archaeology (Part-Time) Programme 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 adviser, 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 or choose modules from another department. In Parts 2 and 3 up to 20 credits can be taken from modules available elsewhere in the University.
Part 1 (Level 4) introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles, environments and human social development.
Part 2 (Level 5) provides the opportunity to engage with primary archaeological data, through participation on the Silchester Field School (which will include training specifically geared to on-site aspects of archaeological science) and laboratory-based practicals, and through the study of archaeological science. Approaches to interpretation are explored, and modules are provided on Palaeolithic, prehistoric, Roman and medieval archaeology, primarily in Britain, continental Europe, the Mediterranean region, and the Near East. In Part 2 recommended options have been suggested for students intending to take Archaeology as a vocational degree. Career learning is also emphasised, and there is an opportunity to apply for an accredited placement.
In Part 3 (Level 6) students write a dissertation (40 credits) on a topic related to the application of science in archaeology and select from a range of specialist modules (including a minimum of two modules focused on aspects of archaeological science). The actual list of modules may vary from year to year according to staffing.

Part 1 (three terms)
Compulsory modules (Level 4):

AR1TS3	Practising Archaeology: methods and approaches	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4

Optional modules
Students must choose **at least one** of the following 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

For the remaining credits, students can choose modules from elsewhere in the University, including the Archaeology module:

MC1AM	Analysing Museum Displays	20	4

Modules chosen from elsewhere in the University can include the language modules offered by the Institution-Wide Language Programme (IWLP). It is strongly recommended that BSc students choose at least 20 of their remaining optional credits from modules offered by the Faculty of Science.
Students may take up to 20 Archaeology credits from the level above (i.e. Part 2), although any such choices **must** be first discussed with, and approved by, the Programme Director.

Part 2 (three terms)
Compulsory modules

AR2F3	Silchester Field School (summer vacation)	20	5
AR2F10	Careers in Archaeology	10	5
AR2T1	Archaeological Thought	10	5

| AR2S1 | Archaeological Science | 20 | 5 |

There are four compulsory modules at Level 5, and a selection can be made from a range of vocational options and period module options, totalling 120 credits. Career learning and the opportunity to undertake a placement for credit is emphasised within module AR2F10. Students can select up to 20 credits chosen from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology credits from the level below (i.e. Part 1) or the level above (i.e. Part 3), although any such choices **must** be first discussed with, and approved by, the Programme Director.

Optional modules (60 credits)
At least one period module (20 credits) chosen from a list approved each year. Those approved in 2011/12 (as an example) included:

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
AR2R9	Celts & Romans: Northern Europe and 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 a list of vocational or science-based options approved each year. Those available in 2011/12 (as an example) included:

AR2F5	Techniques in Artefact Interpretation	10	5
AR2F6	Techniques in Skeletal Interpretation	10	5
AR2Z1	Introduction to Zooarchaeology	10	5
AR2F9	Geophysics	10	5
GG2P3	Human Activity & Environmental Change	10	5
ES2M5	Quaternary Global Climate Change	10	5
ES2C5	Crime Scene Analysis	10	5
MC2OA	Object Analysis and Museum Interpretation	20	5

There is also a Study Abroad module (AR2L1). If you are interested in this option you must discuss this with the Study Abroad Co-ordinator (currently Dr Anna Boozer):

| AR2L1 | Study Abroad | 50 | 5 |

Part 3 (three terms)
Compulsory modules
There is a compulsory dissertation module (the dissertation must be chosen in an area of archaeological science) plus a choice of option modules (of which at least two must be science-based), totalling 120 credits at Level 6. However, those interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Students may take up to 20 Archaeology credits from the level below (i.e. Part 2), although any such choices **must** be first discussed with, and approved by, the Programme Director.
Compulsory module

| AR3D1 | Dissertation | 40 | 6 |

Optional Modules
At least two modules (totalling 40 credits) from a list of science-based options (with Module Codes beginning AR3S). Those approved in 2011/12 (as an example) included:

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

| AR3S9 | Coastal and Maritime Archaeology | 20 | 6 |
| AR3S13 | Vegetation History and Archaeobotany | 20 | 6 |

Students can choose no more than two other archaeology modules (maximum 40 credits), from a list approved each year. Those approved in 2011/12 (as an example) included:

AR3P17	Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3P9	British Prehistory 1: the Age of Stonehenge	20	6
AR3P10	British Prehistory 2: the Age of Hillforts	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3R8	Imperial Encounters in the Roman World	20	6
AR3R10	The Archaeology of Money: Coins, Power and Society	20	6
AR3M9	Archaeology of the "Dark Ages"	20	6
AR3M3	Expansion or contraction in the 12th century	20	6
AR3M5	The Archaeology of Later Medieval Religion & Belief	20	6
AR3T1	Burial Archaeology	20	6
MC3OA	Object Analysis and Museum Interpretation	20	6

(Please note that 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.)

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 (ARTS2, AR1TS3, and either AR1P2 or AR1RM2); and
b) Achieve an overall average of 40% over 120 credits taken at Part 1; and
c) Achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken at 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 3.
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/Exams/classificationpost2007.pdf.

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 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 (a self-assessment document, performance in the field and an on-site examination). 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 but applicants for the BSc must have at least 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: 280 points 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. A mature applicant is more likely to receive an offer of a place if he or she has undertaken or is undertaking recent study, for example A-levels or an Access course, but each case is assessed on its individual merits. For those with special needs, we are happy, where necessary to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note taking and examinations.
Applications from international students are welcomed. If you are not offering A-levels or an International Baccalaureate, we advise you to contact an Admissions Tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr G Thomas

Support for students and their learning
University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-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 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 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

Opportunities for study abroad
The Department of Archaeology participates in an active Socrates 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 [http://www.ecologyofcrusading.com/], the Central Zagros Archaeological Project [http://www.czap.org/], and the Inner Hebrides Archaeological Project [http://www.reading.ac.uk/archaeology/research/Projects/arch-project-IHAP.aspx]). A limited number of placements are also available to graduating 3rd year students within our commercial scientific company (QUEST), which provides archaeological, forensic, and environmental services to the commercial sector (http://www.reading.ac.uk/afess/). You will have also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (http://www.reading.ac.uk/merl/about/merl-support.aspx): the Ure Museum of Classical Archaeology (http://www.reading.ac.uk/Ure/index.php), the Museum of English Rural Life (MERL; http://www.reading.ac.uk/merl/), and the Coles Museum of Zoology (http://www.colemuseum.reading.ac.uk/). Voluntary post-excavation opportunities are also available in the form of finds processing and assisting with human bone curation.

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

Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, 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; 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.	At Part 1, all areas are taught largely through illustrated lectures. Aspects 3-5 are fundamental to all modules in the programme and are taught at all levels through lectures and seminars. Aspects 2-5 are further developed in Part 2 through participation in the Field School, and in dedicated modules by lectures, seminars and problem-oriented class work. There is further opportunity to pursue Aspects 1, 2 and 5 in depth through selected seminar-based options at Level 6. Aspect 6 is developed through selected period modules at Level 5, taught by informal lectures and seminars, and through more specialised, seminar-based modules at Level 6. 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. At Level 6, 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 at Level 6 and in a dedicated module on Archaeological Thought in Level 5. Awareness of current approaches is encouraged and Level 6 options are often linked to lecturers' research interests. Group and/or individual feedback is 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
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 archaeological drawings and/or 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.

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 Level 5, 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 modules provide experience searching for information via the WWW. IT skills are additionally developed through on-line assessments and self-study at Part 1, at Level 5 through selected practical modules, and through independent dissertation study.

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

D. Transferable skills - *able to:*

Teaching/learning methods and strategies

1. to communicate clearly and effectively in speech and in a variety of types of writing;
2. to deal effectively with a variety of 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.

Skill 1 is developed throughout the course 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 Level 5 modules, as well as in selected Level 6 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 careers and placements module.

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.