BA Archaeology   UCAS code: V400
For students entering Part 1 in 2013/4

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:	22/Jul/2014
Programme Director:	Dr Gundula Müldner
Programme Advisor:	Prof Roger Matthews
Board of Studies:	Archaeology
Accreditation:	Not applicable

Summary of programme aims

This programme provides a thorough degree-level education in Archaeology. It integrates practical experience (in the field and laboratory) with the academic study of the archaeology of prehistoric, Roman and medieval periods, primarily in Britain, continental Europe, the Mediterranean region, and the Near East. This programme is distinctive in its emphasis on experiential learning through excavations at Silchester Roman town and vocational options in Part 2 (i.e. human remains and artefacts analysis). Its strengths lie in the application of theoretical concepts, knowledge and philosophies in understanding past peoples and landscapes. Students will expand the range, depth and sophistication of their knowledge of archaeology within the structured progression of the programme through Parts 1, 2 and 3.

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. By the end of the programme, students also should have acquired: a basic competence in empirical research and the critical analysis of data; an ability to draw conclusions from archaeological evidence and to communicate these through written media and oral presentations; an ability to place issues in a wider context; to think comparatively and cross-culturally; an ability to relate theoretical knowledge and ideas to practical situations; independent learning skills; and writing, reasoning, verbal, information technology and presentation skills. Through practical and field work students will also have the opportunity to develop proficiency in data collection, problem-solving, and in decision-making, together with communication skills and a sense of personal and group responsibility.

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 remaining optional credits in Archaeology and/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 introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 2 provides the opportunity to engage with primary archaeological data, through participation on the Silchester Field School, and through the study of archaeological science and technique-based modules. Approaches to interpretation are explored, and modules are provided on Palaeolithic, prehistoric, Roman and medieval archaeology, primarily in Britain, continental Europe and the Mediterranean and Near East regions. For Part 2 recommended options are suggested for students intending to take Archaeology as a vocational degree. Part 3 students write a dissertation (40 credits) and select from a range of specialist modules. The actual list of modules may vary from year to year according to staffing.

Part 1 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level

| AR1TS3 | Practising Archaeology: methods and approaches | 20 | 4 |

Students must take Archaeology module AR1TS3 (Practising Archaeology) and two Archaeology modules from the following three modules (total 60 credits):

AR1P2	Primates to Pyramids: an introduction to world prehistory	20	4
AR1RM2	From Rome to the Reformation: an introduction to historical archaeology	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4

Students make up a further 60 credits chosen from the extra optional modules in Archaeology and/or 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 above (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director**.
Optional modules (Archaeology):

AR1P2	Primates to Pyramids: an introduction to world prehistory**	20	4
AR1RM2	From Rome to the Reformation: an introduction to historic archaeology**	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death**	20	4
MC1CI	Museum Communication and Interpretation	20	4
MC1HPE	History, Policy & Ethics	20	4

** Unless already taken as one of the three core modules.

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
AR2F11	Careers for Archaeologists	10	5

There are three compulsory modules (40 credits), with a minimum of 40 further credits to be chosen from the Period options. The remaining 40 credits may be made up from the recommended options for vocational students or from further period options. For those interested in a broader degree, up to 20 credits may be chosen from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Of the 120 credits, career learning is emphasised within module AR2F11. Students may take up to 20 Archaeology 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**.
Optional modules:
At least two period modules (40 credits) must be chosen from a list approved each year. Those approved for 2013/14 (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 & Early Medieval Europe	20	5
AR2M4	Later Medieval Europe	20	5

Recommended options for vocational students:

AR2S1	Archaeological Science	20	5
GV2P3	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
MC2CCM	Curatorship and Collections Management	20	5
AR2L1	Study Abroad	50	5

The Study Abroad (AR2L1) module **must be discussed with the Study Abroad Coordinator** (currently Dr Aleks Pluskowski).

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
AR3D1	Dissertation	40	6

There is a compulsory dissertation module (40 credits) plus a choice of four optional modules (20 credits each), totalling 120 credits. 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 first be discussed with, and approved by, the Programme Director**. (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)
Optional modules:
Four modules (to a total of 80 credits) chosen from a list approved each year. Those approved for 2013/14 (as an example) included:

AR3S4	Micromorphology and the study of early agricultural and urban settlements and landscapes	20	6
AR3S6	Palaeopathology	20	6
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S9	Coastal and Maritime Archaeology	20	6
AR3S15	People, Plants & Environmental Change	20	6
AR3S16	Holocene Climate Change & Human Societies	20	6
AR3P17	Hominims, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3P20	Neolithic and Early Bronze Age Britain	20	6
AR3R4	Roman Material Culture	20	6
AR3R10	The Archaeology of Money: Coins, Power & Society	20	6
AR3V1	Vikings in the West	20	6
AR3M3	Expansion or contraction in twelfth century England	20	6
AR3M12	The Artefacts of Medieval Daily Life	20	6
AR3M7	The Archaeology of Crusading	20	6

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 (AR1TS3, and two from three of AR1P2, AR1RM2, and AR1TS2); 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 achieve a threshold performance. To gain a threshold performance at Part 2, a student shall normally be required to achieve:

(i) a weighted average of 40% over 120 credits taken at Part 2;
(ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and

(iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

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: 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 (Parts 1 and 2); (ii) work in the field and laboratory (Part 2); and (iii) principally seminars and small-group lectures (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 by coursework: a skills self-assessment document, an on-site examination, and performance in the field. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and is 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: 300 points (i.e. BBB) from 3 full A-levels. 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

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 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-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, 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 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 learning

Career prospects
The degree in Archaeology at Reading is both a route into archaeology (including field archaeology, museums and heritage management), or a good basis for other careers in the areas of the arts, 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. 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
As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement. The Department of Archaeology participates in an active ERASMUS exchange through which students can currently spend the second term of Part 2 at the University of Lund, Sweden (through module AR2L1).

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 Cole 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 Careers, Placement and Experience Centre (CPEC) provides all Reading students with information about a wide range of placement opportunities (www.reading.ac.uk/careers/placements/), including the Summer Enterprise Experience and 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).
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:	**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 in Part 3. Aspect 6 is developed through selected period modules in Part 2, taught by lectures and seminars, and through more specialised, seminar and small lecture-based, modules 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 assessed entirely by coursework. In Part 3, oral presentations are also assessed.

Skills and other attributes

B. Intellectual skills - *able to:*	**Teaching/learning methods and strategies**
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.	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 and progress are supported through workshops and supervision meetings.

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 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 modules provide experience in searching for information via the WWW.

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:*

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.

Teaching/learning methods and strategies

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 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 dedicated Part 2 module, and is linked with placement opportunities and the skills acquired through the Silchester Field School and other aspects of the degree.

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.