

**BA Archaeology**  
**For students entering Part 1 in 2014/5**

**UCAS code: V400**

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:	02/Sep/2015
Programme Director:	Dr Gundula Müldner
Programme Advisor:	Prof Martin Bell
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 the Department's archaeological fieldschool and vocational options in Part 2 (e.g. 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 in the departmental 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, 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 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 historical archaeology**	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death**	20	4
MC1CI	Museum Communication and Interpretation	20	4
MC1HPE	Museum History, Policy & Ethics	20	4

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

## Part 2 (three terms)

*Compulsory modules*

Module Code	Module Title	Credits	Level
AR2T1	Archaeological Thought	10	5
AR2F11	Careers for Archaeologists	10	5
AR2F12	Archaeology Field School (Single Honours)	20	5
AR2F14	Artefacts in Archaeology	10	5

There are four compulsory modules (50 credits), with a minimum of 40 further credits to be chosen from a list of Period options. The remaining 30 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 2014/15 (as an example) included:

Code	Title	Credits	Level
AR2M3	Post-Roman & Early Medieval Europe	20	
AR2M4	Later Medieval Europe	20	
AR2P20	People and Societies of the Ancient Near East	20	
AR2P21	The Mesolithic of North-West Europe*	10	
AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	
AR2P6	Later Prehistoric Europe	20	
AR2R8	Rome's Mediterranean Empire	20	
AR2R9	Celts & Romans: Northern Europe & Britain	20	
AR2L1	Study Abroad**	50	

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

*Recommended options for vocational students:*

Code	Title	Credits	Level
AR2F6	Techniques in Skeletal Interpretation	10	
AR2S1	Archaeological Science	20	
AR2Z1	Introduction to Zooarchaeology	10	

GV2P3	Human Activity and Environmental Change	10
MC2CCM	Curatorship and Collections Management	20
MC2LE	Museum Learning and Engagement	20

### Part 3 (three terms)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
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 currently approved for 2014/15 (as an example) included:

Code	Title	Credits	Level
AR3M3	Expansion or Contraction in the 12th Century?	20	
AR3M7	The Archaeology of Crusading	20	
AR3M9	Archaeology of the Dark Ages	20	
AR3P13	Emergence of Civilisation in Mesopotamia	20	
AR3P17	Hominins, Hearths & Handaxes	20	
AR3P19	The Archaeology of Early Iran	20	
AR3P20	Neolithic and Early Bronze Age Britain	20	
AR3R4	Roman Material Culture Studies	20	
AR3R9	Archaeology of the City of Rome	20	
AR3S10	The Archaeology of Food and Nutrition	20	
AR3S12	Science and the Dead	20	
AR3S15	People, Plants and Environmental Change	20	
AR3S16	Holocene Climate Change and Human Societies	20	
AR3S17	Microarchaeology	20	
AR3S6	Palaeopathology	20	
AR3S9	Coastal and Maritime Archaeology	20	

### Progression requirements

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

- 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
- Achieve an overall average of 40% over 120 credits taken in Part 1; and
- 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:

- a weighted average of 40% over 120 credits taken at Part 2;
- marks of at least 40% in individual modules amounting to not less than 80 credits; and
- marks of at least 30% in individual modules amounting to not less than 120 credits.

The University's honours classification scheme is:

<i>Mark</i>	<i>Interpretation</i>
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/web/FILES/exams/UgClassification-post-2013.pdf>

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

**Assessment and classification**

Teaching is delivered in modules that involve (i) lectures, seminars and 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 formal presentations and seminar performance) increasing as the degree progresses. The departmental Field School is assessed by a combination of on- and off-site examination and continuous assessment of performance in the field. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials with supervisors, 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 are normally required to have obtained:

ABB from three A-Level subjects, excluding Key Skills and General Studies.

International Baccalaureat: 32 points overall.

For further information about admission requirements contact [ugadmissions@reading.ac.uk](mailto:ugadmissions@reading.ac.uk).

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-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](http://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 within the School of Archaeology, Geography and Environmental Science providing research- and , 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 facilities for producing professional graphics (both digitally and manually); 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**

As part of their degree course, students will engage actively in career learning (through module AR2F11) which encourages them to consider, at an early stage in their university career, the possible career paths open to them (in Archaeology and other sectors) based upon the skills and experience gained as part of their Archaeology degree and their individual interests. The module offers the students the opportunity to enhance their career prospects through a placement.

### **Career prospects**

The degree in Archaeology at Reading is a route both into archaeology (including field archaeology, museums and heritage management and further academic qualifications), 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, graduates have found positions in UK and European archaeology and numerous other sectors.

### **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 half of Part 2 at the University of Lund, Sweden or Nicolaus Copernicus University in Torun, Poland on programmes taught in English (through module AR2L1).

### **Placement opportunities**

During their time in the Archaeology Department students will have the opportunity to enhance their employability through various placements. They will be able to develop their practical fieldwork and analytical skills (e.g. excavation and recording, geophysics and other scientific techniques, planning and post-excavation, presentation to the public) through the Field School module and, in their second and third years, through the Placement and Trainee Schemes at the Field School.

Other optional placements are provided by fieldwork projects run by different members of the Department in Britain and abroad. A number of placements are also available to 2nd year and graduating 3rd year students within our commercial scientific company (QUEST), which provides archaeological, forensic, and environmental services (<http://www.reading.ac.uk/quest/>). Students will also have the opportunity to develop curatorial skills through voluntary work placements at the University's museums (<http://www.reading.ac.uk/about/about-museums.aspx> ; see <http://www.reading.ac.uk/merl/about/merl-volunteering.aspx> ) Voluntary post-excavation opportunities are also available in the form of finds processing and assisting with human bone curation.

During their time at Reading students also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost their 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/](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)).

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. 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.

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

At Part 1, all areas are taught through illustrated lectures supported by seminars. 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*

Knowledge is tested by a combination of coursework and formal examination, with an increasing emphasis on coursework-only and in-class practical tests in Part 2 (through practical-based modules) and Part 3. In Part 3, oral presentations and seminar participation are also part of the assessment. The dissertation is assessed entirely by coursework and oral presentation.

### **Skills and other attributes**

#### **B. Intellectual skills - *able to:***

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

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

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

### **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**

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.

### **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 departmental 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.**