BSc Archaeology **UCAS code: F420**
For students entering Part 1 in 2014/5

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:	10/Sep/2014
Programme Director:	Dr Gundula Müldner
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 departmental 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 provides a variety of transferable skills from the combination of humanities and science training.

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, 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.
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.

Programme content
The profile which follows states which modules must be taken (the compulsory part) together with one or more lists of modules from which the student must make a selection (the selected modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In 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, environments, and human social development. Part 2 provides the opportunity to engage with primary archaeological data through participation in the Field School (which will include training specifically geared to on-site aspects of archaeological science) and laboratory-based practicals. Approaches to interpretation are explored, and modules can be chosen from the prehistoric and historic periods, primarily covering Europe and the Mediterranean and Near East regions. Part 3 encourages increasing specialisation through the provision of a range of specialist subjects from which a choice is made, and the opportunity to research independently through the dissertation on a topic related to the application of science in archaeology. At least 2 of the optional modules chosen, and the dissertation, must be science-based.

Part 1 (three terms)
Compulsory modules

Mod Code	*Module Title*	*Credits*	*Level*
AR1TS3	Practising Archaeology: methods and approaches	20	4
AR1TS2	Bones, Bodies and Burials: the archaeology of death	20	4

Students must take 60 credits worth of archaeology modules, and choose a further 60 optional credits from the remaining archaeology modules and/or additional modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). A**t least 20 credits of the optional modules should be taken in the Faculty of Science (including Archaeology modules)**. Students may take up to 20 Archaeology credits from the level above (ie Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**
In addition to the two compulsory Part 1 Archaeology modules (listed above), students must take:

Either			
AR1P2	Primates to Pyramids: An Introduction to World Prehistory	20	4
or			
AR1RM2	From Rome to the Reformation: An Introduction to Historical Archaeology	20	4

Optional 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
MC1CI	Museum Communication and Interpretation	20	4
MC1HPE	Museum History, Policy & Ethics	20	4

**Unless already taken as part of the 60 core credits*

Part 2 (three terms)
Compulsory modules

Module Code	Module Title	Credits	Level
AR2T1	Archaeological Thought	10	5
AR2S1	Archaeological Science	20	5
AR2F11	Careers for Archaeologists	10	5
TBC	TBC - Field School (Single Honours)	20	5

Optional modules:
There are four compulsory modules (totalling 60 credits). In addition, students must choose at least 20 credits from a list of optional ‘Period Modules' and at least 20 credits from a list of optional 'vocational' / science modules. The remaining 20 credits (to make up the total of 120) can be chosen from the full range of vocational and period-based optional modules including modules in Museum Studies. Of the 120 credits, career learning is particularly emphasised on module AR2F11. 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 above (i.e. Part 3), **although any such choices must first be discussed with, and approved by, the Programme Director**.
Optional modules (Period):
At least one period module (20 credits) to 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	5
AR2M4	Later Medieval Europe	20	5
AR2P20	People and Societies of the Ancient Near East	20	5
AR2P21	The Mesolithic of North-West Europe	10	5

AR2P5	The Middle Palaeolithic of Europe and SW Asia	20	5
AR2P6	Later Prehistoric Europe	20	5
AR2R8	Rome's Mediterranean Empire	20	5
AR2R9	Celts & Romans: Northern Europe & Britain	20	5
AR2L1	Study Abroad**	50	5

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
AR2F5	Techniques in Artefact Interpretation *	10	5
AR2F6	Techniques in Skeletal Interpretation*	10	5
AR2Z1	Introduction to Zooarchaeology *	10	5
GV2C5	Crime Scene Analysis	10	5
GV2M5	Quaternary Global Climate Change	10	5
GV2P3	Human Activity and Environmental Change	10	5

Optional modules (Vocational/Science):

At least 20 credits to be chosen from a list of vocational or science-based options (those approved for 2013/14, as an example, included):

AR2F5	Techniques in Artefact Interpretation	10	5
AR2F6	Techniques of Skeletal Interpretation	10	5
ARF9	Geophysics	10	5
AR2Z1	Introduction to Zooarchaeology	10	5
GV2P3	Human Activity and Environmental Change	10	5
GV2C5	Crime Scene Analysis	10	5
GV2M5	Quaternary Global Climate Change	10	5

Study Abroad option (this module option **must be discussed with the Study Abroad Co-ordinator**, currently Dr Aleks Pluskowski):

AR2L1	Study Abroad	50	5

Part 3 (three terms)

Compulsory modules

Mod Code	*Module Title*	*Credits*	*Level*
AR3D1	Dissertation	40	6

There is a compulsory dissertation module (the dissertation must be chosen in an area of archaeological science) plus a choice of option modules, 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**.

Optional Modules:

At least two modules (totalling 40 credits) from a list of science-based options (with Module Codes beginning AR3S). Those approved in 2014/15(as an example) included:

Code	Title	Credits	Level
AR3S10	The Archaeology of Food and Nutrition	20	6
AR3S12	Science and the Dead	20	6
AR3S15	People, Plants and Environmental Change	20	6
AR3S16	Holocene Climate Change and Human Societies	20	6
AR3S17	Microarchaeology	20	6
AR3S6	Palaeopathology	20	6
AR3S9	Coastal and Maritime Archaeology	20	6

The remaining 40 credits can be chosen from the list of science modules approved for that year or other Archaeology modules. Those offered in 2014/15 (as an example) included:

Code	Title	Credits	Level
AR3M3	Expansion or Contraction in the 12th Century?	20	6
AR3M7	The Archaeology of Crusading	20	6
AR3M9	Archaeology of the Dark Ages	20	6
AR3P13	Emergence of Civilisation in Mesopotamia	20	6
AR3P17	Hominins, Hearths & Handaxes	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3P20	Neolithic and Early Bronze Age Britain	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3R9	Archaeology of the City of Rome	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.)
Optional modules (Period & Thematic):
No more than two modules (totalling a maximum of 40 credits) from a list of general Archaeology options. Modules are selected from a list approved each year. Those approved for 2013/14 (as an example) included:

AR3P17	Hominins, Hearths and Handaxes	20	6
AR3P19	The Archaeology of Early Iran	20	6
AR3P20	Neolithic and Early Bronze Age of Britain	20	6
AR3R4	Roman Material Culture Studies	20	6
AR3R10	The Archaeology of Money: Coins, Power and 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 Part 1 modules in Archaeology (AR1TS3, AR1TS2, and either AR1P2 or AR1RM2); 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 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; AND
(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.

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/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.
These should include at least one Science Grade B at A-Level or HL5.
For further information about admission requirements contact ugadmissions@reading.ac.uk
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).
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 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 BSc 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 Torún, 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/), 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:

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;
7. The application of science in archaeology.

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 written feedback is provided on the 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 standard 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 scientific and 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 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.