

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

**UCAS code: PV14**

|                                             |                                   |
|---------------------------------------------|-----------------------------------|
| Awarding Institution:                       | University of Reading             |
| Teaching Institution:                       | University of Reading             |
| Relevant QAA subject Benchmarking group(s): | BA Museum Studies and Archaeology |
| Faculty:                                    | Science Faculty                   |
| Programme length:                           | 3 years                           |
| Date of specification:                      | 02/Sep/2015                       |
| Programme Director:                         | Dr Rhi Smith                      |
| Programme Advisor:                          | Ms Isabel Hughes                  |
| Board of Studies:                           | Museum Studies                    |
| Accreditation:                              | Archaeology                       |

**Summary of programme aims**

This programme provides a thorough degree-level education in Museum Studies and Archaeology (through the University Museums, Archives and Special Collections Service (UMASCS) and the Department of Archaeology), and provides a sound preparation for those students considering a career in the museums and heritage sector. The degree integrates the contemporary theory and practice of museum studies with the academic and practical study of the archaeology of prehistoric, Roman and medieval periods, primarily in Britain, Continental Europe, the Mediterranean regions and the Near East.

Archaeology is the study of the past using material remains. The programme therefore builds upon the Archaeology Department's existing strengths in artefact analysis and develops and integrates these approaches into the study of all periods up to the recent past. The degree focuses on how we can learn about the past through objects, and how we can actively use those objects as part of the process of educating the public about our past through museums and heritage sites.

The programme provides an integrated emphasis upon the practical, philosophical and ethical considerations of working with objects and collections, both within and outside of a museum setting. This is achieved through experiential and enquiry-based learning, and through the embedding of core themes (e.g. object interpretation, the creation and storage of archives) across both the archaeological and museum studies elements of the degree. Visits to major national and regional museum collections will also enhance students' understanding of global and cross-cultural themes in the material culture of the distant and recent past.

The degree is especially distinctive in providing students with the opportunity to gain hands-on experience working with museum objects alongside a range of professional archive and museum staff, employed across the University's Museums and Special Collections Service (UMASCS), including its three museums; MERL, the Ure Museum of Classical Archaeology, and the Cole Museum of Zoology. Students will also have the opportunity to experience archaeological site archiving and finds management through the Archaeological Field School.

Students will expand the range, depth and sophistication of their knowledge of Museum Studies and Archaeology through the structured progression of the degree programme over Parts 1-3 (including building towards an independent project focused on the design and creation of an original museum display, and be encouraged to opt to write an independent research dissertation, both in Part 3). The Part 2 museum placement (mini placement module) is a core and distinctive element of the degree, and additional voluntary placement opportunities within UMASCS are currently available to students taking this programme.

**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 and data analysis, problem-solving and decision-making, 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.

Museum Studies and Archaeology are both disciplines which emphasise critical judgement and problem-solving, both through personal engagement with materials and issues and through dialogue and group discussion. Also integral to both subjects is the collection, collation and analysis of substantial quantities of evidence and its communication and presentation, together with the ability to think comparatively and cross-culturally. Students utilise the powerful tools of research, analysis, and presentation associated with information technology in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work, and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

Through practical and/or field work in both Museum Studies and Archaeology they will also have the opportunity to develop proficiency in decision-making, and a sense of personal and group responsibility.

### **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 option modules) for the combined degree. Students must choose such additional modules as they wish, in consultation with their programme adviser(s), 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 available elsewhere in the University. In Part 2, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 in Museum Studies introduces students to the principles and practices of the museum sector, including critical approaches to the roles and uses of museum display spaces and other techniques for communicating with the public, and an introduction to the historical, political and ethical influences upon museums. Part 1 in Archaeology introduces the history and methods of the discipline of archaeology and reviews the basic evidence for past lifestyles and human social development.

At Part 2 the Museum Studies and Archaeology degree develops the students' practical and theoretical knowledge. Museum Studies at Part 2 develops the students' practical understanding of the workings of museums and matches theory to practice, principally through the mini placement module, while also developing students' awareness of the educational roles of modern museums and how these roles are undertaken. This part of the degree also develops skills in the management, analysis and interpretation of material culture. Within Archaeology, the students build upon their knowledge of the prehistoric and/or historic periods within the Mediterranean and the Near East, Europe and/or Britain. Part 2 of the degree also provides the opportunity to engage with primary archaeological data through practical modules and/or participation in the Archaeological Field School.

In Part 3, there is an increasing specialisation and progression in both Museum Studies and Archaeology, enabling students to explore and research topics in greater depth through the provision of specialist optional modules, the opportunity to research a dissertation topic in depth, and the requirement to develop (design, plan, create and evaluate) a museum display through the supervised project.

### **Part 1 (three terms)**

#### *Compulsory modules*

| <i>Mod Code</i> | <i>Module Title</i>                            | <i>Credits</i> | <i>Level</i> |
|-----------------|------------------------------------------------|----------------|--------------|
| MC1HPE          | Museum History, Policy and Ethics              | 20             | 4            |
| AR1TS3          | Practising Archaeology: methods and approaches | 20             | 4            |
| MC1PP           | Presenting the Past                            | 20             | 4            |

Students must take at least 40 credits in the Department of Archaeology, AR1TS3 and either AR1RM2 or AR1P2. A further 40 credits must be chosen either from optional modules in Archaeology, or from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP).

Optional modules in the Department of Archaeology (if not already taken as a core module):

| <i>Code</i> | <i>Title</i>                                                          | <i>Credits</i> | <i>Level</i> |
|-------------|-----------------------------------------------------------------------|----------------|--------------|
| AR1RM2      | From Rome to the Reformation: an introduction to historic archaeology | 20             | 4            |
| AR1P2       | Primates to Pyramids: an introduction to world prehistory             | 20             | 4            |
| AR1TS2      | Bones, Bodies and Burials: the archaeology of death                   | 20             | 4            |

### **Part 2 (three terms)**

#### *Compulsory modules*

| <i>Module Code</i> | <i>Module Title</i>                                    | <i>Credits</i> | <i>Level</i> |
|--------------------|--------------------------------------------------------|----------------|--------------|
| MC2CCM             | Curatorship & Collections Management                   | 20             | 5            |
| MC2BM              | Break into the Museum: Work Placement (Mini-Placement) | 20             | 5            |
| MC2LE              | Museum Learning and Engagement                         | 20             | 5            |
| AR2F11             | Careers for Archaeologists                             | 10             | 5            |
| AR2F14             | Artefacts in Archaeology                               | 10             | 5            |

There are two compulsory modules in Archaeology (20 credits; AR2F11 and AR2F14) and three compulsory modules in Museum Studies (60 credits; MC2CCM, MC2BM and MC2LE). The remaining 40 credits are selected from optional modules from Archaeology (including modules from Classics and History of Art), totalling 120 credits (suggested modules, on offer in 2011/12, are included in the lists below as an example). However, those interested in a broader degree may substitute up to 20 credits chosen from University-wide special subjects, including the language modules offered by the Institution-Wide Language Programme (IWLP). Of the 120 credits, Career Management Skills are specifically addressed as within AR2F8). Students may also take up to 20 Museum Studies and Archaeology credits from the level below (i.e. Part 1) or above (i.e. Part 3), **although it is strongly recommended that such choices are discussed first with the Programme Director.**

Students must take 60 credits in Museum Studies (the compulsory modules MC2CCM, MC2BM and MC2LE) and 60 credits in the Department of Archaeology (including the compulsory modules AR2F5 and AR2F11). At least 20 of the optional credits in Archaeology must be chosen from a list of 'Period Modules' (see below). Students interested in a broader degree may substitute up to 20 Archaeology credits chosen from modules available elsewhere in the University, including the language modules offered by the Institution-Wide Language Programme (IWLP). Students may also 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.**

### In the Department of Archaeology

Optional modules 40 credits, selected from a list approved each year and including at least 20 credits of 'Period Modules'. Those modules approved in 2014/15 (as an example) included:

#### Period Modules (need to choose at least 20 credits)

| 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 |
|-------|--------------------------------------------|---------|-------|
| TBA   | Archaeological Fieldschool (Joint Honours) | 10      | 5     |
| AR2F6 | Techniques in Skeletal Interpretation      | 10      | 5     |
| AR2S1 | Archaeological Science                     | 20      | 5     |
| AR2Z1 | Introduction to Zooarchaeology             | 10      | 5     |
| GV2P3 | Human Activity and Environmental Change    | 10      | 5     |

### Part 3 (three terms)

#### Compulsory modules

| Module Code | Module Title                                          | Credits | Level |
|-------------|-------------------------------------------------------|---------|-------|
| MC3DD       | Display Design, Planning and Creation: Project Module | 40      | 6     |

#### Optional modules:

In addition to the compulsory Museum Studies project module MC3DD, students must take 80 credits of optional modules. At least 60 credits should be in the Department of Archaeology, up to 20 may be in related disciplines such as History (including History of Art) or Classics. **It is strongly recommended that students undertake a dissertation and therefore select the dissertation module AR3D1 as part of their optional modules.** Students interested in a broader degree may substitute 20 of their Archaeology credits by modules offered elsewhere in the University (including the Institution-Wide Language Programme (IWLP)) or take up to 20 credits from the level below (i.e. Part 2), **although any such choices must first be discussed with, and approved by, the Programme Director.**

### In the Archaeology Department

Students must choose at least 60 and no more than 80 credits from a list of optional modules approved each year. Those currently approved for 2014/15 (as an example) included:

| Code   | Title                                         | Credits | Level |
|--------|-----------------------------------------------|---------|-------|
| AR3D1  | Dissertation in Archaeology                   | 40      | 6     |
| 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     |
| 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     |

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:

- Take a total of at least 40 credits in Part 1 Archaeology (must include AR1TS3, and AR1RM2 or AR1P2) and 40 credits in Part 1 Museum Studies (MC1CI and MC1HPE);
- Obtain an overall average of 40% in 120 credits taken in Part 1, including at least 40% in each of the compulsory Part 1 Archaeology modules (AR1TS3, and AR1P2 or AR1RM2), and at least 40% in each of the compulsory Part 1 Museum Studies modules (MC1CI and MC1HPE); and c) Obtain 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; AND
- 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.

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.

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 in both Museum Studies and Archaeology is delivered by a mixture of lectures, seminars, practicals, placements and fieldtrips in Parts 1, 2 and 3, with a greater emphasis on seminars in Part 3. Museum Studies modules emphasise working in the University's museums and/or other collections, through practical classes, coursework assessments, and the work placement module. Archaeology modules at Part 2 and 3 also involve workshops and practical sessions in the field and/or the laboratory. Modules are assessed by a mixture of formal examination and diverse forms of coursework, with the proportion of coursework (including seminar performance) increasing as the degree progresses. Coursework assessment methods include reports, essays, a dissertation, learning journals and logs, posters, catalogue entries and labels, seminar presentations and participation, and employer's reports, and include both groupwork and individual submissions. Coursework covers a wide range of topics, including the analysis of museum displays and educational events, evaluating ethical issues and other factors surrounding museum development, the analysis and/or presentation of objects, and the critical investigation of theoretical and practical issues in Archaeology. Several modules are assessed entirely by coursework, including the Archaeological Field School on the basis of both performance in the field and a formal piece of assessed work, and the Break into the Museum work placement module (MC2BM), where assessment focuses on placement performance and a post-placement report and presentation. The Part 3 project module involves the creation of a museum display, based on supervised groupwork, and is also assessed entirely by group and individual coursework. The recommended but optional dissertation in Part 3 comprises a piece of work based on supervised independent study and is assessed entirely by coursework.

### **Admission requirements**

No previous experience of Archaeology or Museum Studies is required for admission. 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 D Garrow

### **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)

Support for students in their studies is provided through the University's personal tutorial system, in which students meet their personal tutors regularly to review their progress.

The Departmental Handbooks provide extensive information on resources and study skills. The Archaeology Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories with diverse teaching collections, computer laboratories (undergraduate access), and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and Total Station/GPS survey equipment; excavation equipment; soil and sediment coring equipment; and audio-visual resources. The Museum of English Rural Life is also housed in a purpose-built building and is home to a diverse range of collections, containing objects, books, archives, photographs, film, and sound recordings relating to the history of food, farming and the countryside. These collections are designated by the Museums, Libraries and Archives Council as being of national importance. MERL's wide-ranging Library collections embrace a variety of issues including farming through the ages, the development of agricultural technology, the history of food and diet, garden and landscape history, and rural crafts and industries. The MERL library holds uniquely accessible, extensive runs of historically significant farming and countryside journals from the 19th century onwards, and the University Library is also well stocked with works relating to many different aspects of museum studies and archaeology. The Ure Museum's artefact collections are representative of the different areas of manufacture of Greek pottery, and also include material culture from the daily life (and death) of the ancient Greeks and a number of Egyptian antiquities. The Cole Museum of Zoology contains 3,500 specimens, and was extensively refurbished in 2003.

### **Career learning**

Museum specific careers training is provided as part of planning of the MC2BM placement module. Student will also be provided with broader careers training via the module AR2F11.

### **Career prospects**

Graduates in Museum Studies and Archaeology will find that their degree programme has been a good grounding for developing a career in the museums or heritage sector (including field archaeology and/or heritage management), through the emphasis upon working with objects and collections within and outside of museum settings. However the degree will also provide a sound basis for careers in other areas including the arts, media, management, administration, the civil service, commerce, law, publishing, librarianship and teaching. Graduates should also be able to proceed onto postgraduate programmes within the fields of Archaeology and/or Museum Studies. The emphasis on practical training in both the Archaeology and Museum Studies components of the degree offers a broad range of vocational skills, in addition to those of communication and problem-solving.

### **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**

The Museum Studies and Archaeology degree provides a formal museum placement (a mini placement, as part of the Break into the Museum module MC2BM) for all students, but other valuable volunteering opportunities within UMASCS may also be available to students taking this programme, giving them the opportunity to develop further curatorial skills at one or more of the University's museums: the Ure Museum of Classical Archaeology, the Museum of English Rural Life and the Cole Museum of Zoology.

During their time in the Archaeology Department students will have the opportunity to develop their archaeological employability through various placements. They will be able to develop their fieldwork skills (e.g. planning and post-excavation archive management, presentation to the public, excavation and recording, geophysics and other scientific techniques) through the Archaeological 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. These currently include: The Ecology of Crusading, the Central Zagros Archaeological Project, and the Inner Hebrides Archaeological Project. 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. 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 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, including the Summer Enterprise Experience & Discovery internship scheme, the Community Service Volunteering scheme (tutoring in local schools), the Student Associates Scheme (work experience in local schools), and the Undergraduate Research Opportunities Programme.

### **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:**

- A. Knowledge and understanding of:
1. A diverse range of primary materials, their variability and reliability
  2. A range of problems and principles associated with the dating, interpretation, evaluation, and presentation of primary materials
  3. A range of techniques and methodologies, including scientific methods for archaeological data and techniques for the presentation through display of primary materials
  4. The ethical debates and professional guidelines associated with the contemporary museums sector
  5. The current theories, principles and practices of the museums sector, within its wider historical, political and ethical contexts
  6. The origins and growth of archaeology as a discipline, and the current practice of archaeology within its wider political, social and institutional context

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

Knowledge and understanding are gained through formal teaching (lectures, seminars, and group and individual feedback on coursework), the museum placement, recommended reading, the practical production of artefact and museum displays, and the writing of essays and reflective reports, and other coursework including the recommendation of a research-based dissertation. Knowledge of practical techniques and methodologies are further developed through the museum placement, the creation of artefact and museum displays, participation in the Archaeological Field School, and/or in dedicated practical modules by problem-oriented class work. In all Parts students are expected to undertake independent reading on the basis of bibliographies issued for each module, and prepare essays, seminar papers, and other written coursework. The compulsory designing of a museum display and the optional dissertation provide major opportunities for the further development of independent research.

##### *Assessment*

Most knowledge is tested through a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework. The oral presentations in the display design modules, and in other Part 2 and 3 modules, also contribute.

#### **Skills and other attributes**

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

1. Engage in analytical and evaluative thinking about the management, interpretation and presentation of material culture, with reference to both practical and theoretical considerations and integrating evidence from museum displays (observational) and archival sources, independently judging material displays with relevance to the requirements of different user groups (e.g. the provider and the audience), and forming judgements on the basis of evidence and argument.
2. Locate, extract, and assess the character and quality of archaeological data, and to synthesise and integrate evidence from multiple and

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

Intellectual skills will be introduced in lectures, seminars, practicals, field trips, and placements, and will be developed through reading, writing of essays and other coursework (including reflective pieces), practical activities, designing of displays, and examination, with individual feedback provided on the content and organisation of essays and other coursework. Independent thinking is developed especially through the mini placement module, and the display design module, and the optional dissertation, for which initial preparation and regular support are provided.

##### *Assessment*

diverse sources critically and independently, organising the material in order to articulate an argument effectively, while recognising and critically evaluating past and current theoretical approaches and competing interpretations, and thinking comparatively and cross-culturally.

### **C. Practical skills - able to:**

1. Gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence
2. Develop the capacity for critical judgement in the light of evidence and argument
3. Select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
4. Select and apply appropriate methodologies for the visual and/or written presentation of primary material evidence or data
5. Have effective bibliographical, internet and library research skills
6. Plan, design, implement and evaluate a primary research project, working independently and within a group

### **D. Transferable skills - able to:**

1. Deploy a range of IT resources effectively
2. Present material orally in a clear and effective manner
3. Present material in a variety of written and visual forms to a variety of audiences, with discrimination and lucidity in the use of language, professional referencing, and clear layout
4. deal effectively with a variety of numerical data and visual material
5. Identify and devise strategies for solving problems
6. Work creatively and flexibly with others
7. Write and think under pressure and to meet deadlines
8. Make informed career plans based on professional resources and a work placement in a professional setting

Intellectual skills are tested through coursework and written examinations, with coursework incorporating written work, oral presentations, and practical tasks.

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

These practical skills are principally developed through the seminar and practical classes, through essay and other written coursework assignments, through oral presentations, and through the mini placement module, the display design module, and/or the Archaeological Field School, and/or in problem-oriented class work. They may also be developed through the recommended optional dissertation module where work on collections will be encouraged.

#### *Assessment*

These skills are tested through coursework and examinations, with a particular emphasis upon the practical-based modules and the independent research modules (the display design module and optional dissertation module at Part 3).

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

These skills are developed in lectures, seminars and practical classes in both Archaeology and Museum Studies, and are applied through self-study and in the writing of coursework and examination assignments, as well as being developed through the museum work placement and/or the Archaeological Field School, and the display design module. Career management is taught through a distinct Part 2 module linked with other professional practices in Archaeology and Museum Studies, and is also indirectly taught through the museum work placement module.

#### *Assessment*

These transferable skills are assessed through written coursework, oral presentations, and examinations, with a number of modules assessing group working alongside individual performance.

**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.**