

**BSc Archaeology, Part-Time**  
**For students entering Part 1 in 2002**

**UCAS code: V400**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Archaeology
Faculty of Science	Programme length: 5-7 years
Date of specification: June 2006	
Programme Director: Dr Gundula Müldner	
Programme Adviser: Professor Martin Bell	
Board of Studies: Archaeology	
Accreditation: Not applicable	
Http://www.rdg.ac.uk/Archaeology	

**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 and the Mediterranean region. There is an opportunity to specialise in aspects of landscape archaeology, environmental change, ancient diet and health, areas in which the University of Reading has particular teaching and research strengths. The programme is distinctive in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School, and because of the interdisciplinary approach to understanding past landscapes and environmental change. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Parts 1, 2 and 3.

**Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology. Students of Archaeology will also develop skills in the critical analysis of data, and be able to think comparatively and cross-culturally. Through practical and field work they will also have the opportunity to develop proficiency in data collection and analysis and in decision-making, together with a sense of personal and group responsibility.

**Programme content**

Part-time degree programmes, like full-time programmes, are made up of study elements called *modules*. The size of a module is measured in terms of *credits*, a credit entails a notional 10 hours of study. For a full-time programme each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size).

Modules are offered at one of three levels. In ascending order these are:

- Certificate (C) level
- Intermediate (I) level
- Honours (H) level

All part-time degree programmes entail study of modules totalling a minimum of 360 credits.

Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

Certificate level (C)	100 credits minimum
Intermediate level (I)	100 credits minimum
Honours level (H)	100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Certificate level credits (120 credits are equivalent to one year of full-time study), then sitting the Part 1 Examination in order to proceed to the remainder of the degree.

Post-Part I, where students take the remaining modules needed to complete their degree programme.

At Level C, students must take those modules required for progression to one or more degree subjects, but may take individual modules from any available programme to make up the necessary minimum total of 100 credits.

Students must complete at least 80 credits at Level I before they can proceed to study any H Level modules.

The profile which follows outlines the compulsory modules together with optional modules from which the student must make a selection in consultation with their programme adviser, to make 120 credits in each part of the programme. The number of credits for each module is shown after its title. In Part 1, students may opt to take all the remaining optional credits in Archaeology or choose modules from another department. In Part 2 up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 (Level C) introduces the methods of the discipline of archaeology and reviews basic evidence for past lifestyles and human social development. Part 2 (Level I) provides the opportunity to engage with primary archaeological data, through participation on the Silchester Field School, and through the study of archaeological science and technique-based modules. Approaches to interpretation are explored, and modules are provided on Palaeolithic, prehistoric, Roman and medieval archaeology, primarily in Britain, continental Europe and the Mediterranean region. In Part 2 recommended options have been suggested for students intending to take Archaeology as a vocational degree. In Part 3 (Level H) students write a dissertation (40 credits) on a topic related to the application of science in archaeology and select from a range of specialist modules. The actual list of modules may vary from year to year according to staffing.

<b>Part 1</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
AR1TS3	<i>Practising Archaeology: methods and approaches</i>	20	C
AR1P2	<i>Primates to Pyramids: an introduction to world prehistory</i>	20	C
AR1RM2	<i>From Rome to the Reformation: an introduction to historical archaeology</i>	20	C

### Optional modules

AR1TS2	<i>Bones, Bodies and Burials: the archaeology of death</i>	20	C
MC1AM	<i>Analysing Museum Displays</i>	20	C

### Level I

*Credits Level*

There are four compulsory modules, and a selection can be made from a range of vocational options and period modules, totalling 120 credits. Students can select up to 20 credits chosen from modules available elsewhere in the University. Of the 120 credits, 5 comprise Career Management Skills.

### Compulsory modules (40 credits)

AR2F3	<i>Silchester Field School (summer vacation)</i>	20	I
AR2F7	<i>Professional Careers in Archaeology (including Career Management Skills)</i>	10	I
AR2S1	<i>Archaeological Science</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I

### Recommended Options for Vocational Students:

AR2S1	<i>Archaeological Science</i>	20	I
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I
AR2L1	<i>Study Abroad</i>	50	I
GG2P3	<i>Human Activity &amp; Environmental Change</i>	10	I
GO2P5	<i>Crime Scene Analysis</i>	10	I
MC2OA	<i>Object Analysis and Museum Interpretation</i>	20	I

AND:

*Two period modules chosen from:*

Modules are chosen from a list approved each year. Those currently approved include:

AR2P5	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	I
AR2P6	<i>Later Prehistoric Europe</i>	20	I
AR2P9	<i>First Civilisations: culture &amp; society in the East Mediterranean c.3500-1200 BC</i>	20	I
AR2P10	<i>First millennium Greece and the origins of Classical states</i>	20	I
AR2M1	<i>Post-Roman &amp; Early Medieval Europe</i>	20	I
AR2M4	<i>Later Medieval Europe</i>	20	I

### Level H

*Credits Level*

There is a compulsory dissertation module plus a choice of option modules, totalling 120 credits. However, those interested in a broader degree may substitute up to 20 credits chosen from modules available elsewhere in the University.

### Compulsory module

AR3D1	<i>Dissertation (topic related to the application of science in archaeology)</i>	40	H
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At least two of the following selected modules:

AR3S1	<i>Environmental Archaeology &amp; the Cultural Landscapes of Prehistory</i>	20	H
AR3S4	<i>Micromorphology &amp; the study of early agricultural &amp; urban settlements &amp; landscapes</i>	20	H
AR3S6	<i>Palaeopathology</i>	20	H
AR3S10	<i>The Archaeology of Food and Nutrition</i>	20	H
AR3S11	<i>Information Molecules: biomolecular methods for the archaeologist</i>	20	H
AR3S9	<i>Coastal and Maritime Archaeology</i>	20	H

No more than two of the following selected modules (maximum 40 credits).

Modules are selected from a list approved each year. Those currently approved include:

(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.)

AR3T1	<i>Burial Archaeology</i>	20	H
MC3MT	<i>Museum Theory, History &amp; Ethics</i>	20	H
AR3P4	<i>Early Agricultural Societies in the Mediterranean</i>	20	H
AR3P5	<i>Early Complex Societies in the Mediterranean</i>	20	H
AR3P9	<i>British Prehistory 1: the Age of Stonehenge</i>	20	H
AR3P10	<i>British Prehistory 2: the Age of Hillforts</i>	20	H
AR3P13	<i>The Emergence of Civilisation in Mesopotamia</i>	20	H
AR3P16	<i>Ancient Greek landscapes: the archaeology of human-landscape interactions in the prehistoric Aegean</i>	20	H
AR3P17	<i>Hominins, Hearths and Handaxes: studies in the Lower Palaeolithic of North-west Europe</i>	20	H
AR3R6	<i>Roman Britain</i>	20	H
AR3R4	<i>Roman Material Culture Studies</i>	20	H
AR3M1	<i>The Archaeology of Early Anglo-Saxon England</i>	20	H
AR3M2	<i>Expansion or contraction in twelfth century England</i>	20	H
AR3M8	<i>The Archaeology of Later Anglo-Saxon England</i>	20	H
AR3M7	<i>Archaeology of the Crusades</i>	20	H
AR3M6	<i>'Europe' in the Middle Ages?</i>	20	H

### Progression requirements

The structure of part-time degrees is that students first take the degree subject(s) they want to study at Certificate level. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject(s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total. Part 1 Examinations are held in May or June

To proceed from Level C (Part 1) students must have passed modules totalling at least 80 credits at Certificate level and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from Part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at Level I before they can proceed to any module at level H.

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 C and 20 credits at any Level.
- Diploma of Higher Education: 240 credits, with at least 100 credits at I Level or above.

The specific progression requirements for this programme are as follows:

In order to progress from Level I to Level H students must:

- Obtain at least 40% in the compulsory modules.
- Obtain an overall average of 40% in 120 credits taken at Level I; and
- Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken at Level I.

### **Summary of teaching and assessment**

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Levels C & I); (ii) work in the field and laboratory (Level I); and (iii) principally seminars (Level H). Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed entirely by coursework, including both performance in the field and a formal piece of assessed work. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework (including a research design and an oral presentation).

The University's honours classification is as follows:

<b>Mark</b>	<b>Interpretation</b>
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

The conventions for classification are included in the Programme Handbook but you should note that weighting between Level I and Level H for classification purposes is 33% and 67%.

### **Summary of teaching and assessment**

Teaching is delivered in modules that involve (i) both lectures and seminars or workshops (Parts 1 & 2); (ii) work in the field and laboratory (Part 2); and (iii) principally seminars (Part 3). Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. The Silchester Field School is assessed by coursework (a self-assessment document) and an on-site examination. The final year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework (including a research design and an oral presentation).

### **Admission requirements**

No previous experience of Archaeology is required for admission. Because Archaeology draws on many elements of the Arts and Sciences, almost any combination of A-Levels will be appropriate. It is recommended, however, that applicants should at least have one science A level (or equivalent). Entrants should have achieved:

UCAS Tariff: Either: 280 points from 3 full A-levels, or: 300 points from 3 A-levels and 1 AS level. Total points exclude Key Skills and General Studies.

International Baccalaureate: Pass Diploma and achieve 6, 5, 5 in three higher level subjects

Scottish Highers: BBBB

Scottish Advanced Highers: BBC

Irish Leaving Certificate: BBBB

We welcome deferred-entry applications from those wanting to take a gap year between School and University, and mature students, and students with special needs, for whom we may take a broader view of entry requirements. A mature applicant is more likely to receive an offer of a place if he or she has undertaken or is undertaking recent study, for example A-levels or an Access course, but each case is assessed on its individual merits. For those with special needs, we are happy, where necessary to take a flexible approach to field-work and practical work requirements, and to make appropriate arrangements for note taking and examinations.

Applications from international students are welcomed. If you are not offering A-levels or an International Baccalaureate, we advise you to contact an Admissions Tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr R Hosfield

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses 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, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

The Departmental Handbooks provide extensive information on resources and study skills. The Department occupies a purpose-built structure with further shared facilities providing a research laboratory, teaching laboratories, computer laboratories, and space for undergraduates to work in the Department (including a Reading Room). There are also traditional and digital drawing office facilities; geophysical and tacheometric survey equipment; excavation equipment; soil and sediment coring equipment; and audio-visual resources. The University Library is well stocked with works relating to many different aspects of archaeology.

### **Career prospects**

The degree in Archaeology at Reading is both a route into archaeology (including field archaeology, museums and heritage management), or a good basis for other careers in the areas of the arts, media, management, administration, the civil service, local government, commerce, law, publishing, librarianship and teaching. The emphasis on field training, coupled with wide academic provision in archaeological theory, science, and period and area topics, offers a broad range of vocational skills, in addition to those of communication and problem-solving. Whether

direct from a BA degree, or following graduate study, a number of graduates have found positions in UK and European archaeology.

### **Opportunities for study abroad or for placements**

The Department of Archaeology participates in an active Socrates exchange through which students can spend the second term of Part 2 at the University of Lund, Sweden.

### **Educational aims of the programme**

The programme aims to provide a thorough degree-level education in Archaeology, combining practical experience (in the field and laboratory) with academic study of the archaeology of prehistoric, proto-historic, Roman and medieval Europe and the Mediterranean region. This programme is distinctive in its emphasis on the application of archaeological techniques and theory, particularly through the Silchester Field School. Students will expand the range, depth and sophistication of their knowledge of archaeology through the structured progression of the programme through Parts 1, Levels I and H.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from archaeological evidence and to communicate these through written media. Through practical experience they will gain proficiency in problem-solving and decision-making, information technology and working with data. Experience of teamwork in the field assists in developing 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 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*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. the growth of archaeology as a discipline;</li> <li>2. the current practice of archaeology within its wider political, social and institutional context;</li> <li>3. the diverse sources of evidence used by archaeologists, their variability and reliability;</li> <li>4. the main methods by which archaeologists acquire, date and analyse their primary evidence, including scientific methods;</li> <li>5. the range of interpretative approaches applied to archaeological evidence in their historical, political and social context</li> <li>6. the development of selected human societies from our earliest ancestors to the medieval period, particularly in Europe and the Mediterranean.</li> </ol>	<p><b>Teaching/learning methods and strategies</b>            At Part 1, all areas are taught largely through illustrated lectures.</p> <p>Aspects 3-5 are fundamental to all modules in the programme and are taught at all levels through lectures and seminars. Aspects 2-5 are further developed in Part 2 through participation in the Field School, and in dedicated modules by lectures, seminars and problem-oriented class work. There is further opportunity to pursue Aspects 1, 2 and 5 in depth through selected seminar-based options at Level H.</p> <p>Aspect 6 is developed through selected period modules at Level I, taught by informal lectures and seminars, and through more specialised, seminar-based modules at Level H.</p> <p>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.</p> <p><i>Assessment</i>            Most knowledge is tested by a combination of coursework and formal examination, except that in most practical-based modules it is examined entirely by coursework; the dissertation is mostly by coursework. At Level H, oral presentations also contribute.</p>
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## ***Skills and other attributes***

### **B. Intellectual skills** – Students will be able:

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

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

These skills are developed throughout the programme. Modules at all levels deal with questions of evidence and interpretation in lectures, seminars, and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems, particularly at Level H and in a dedicated module on Archaeological Thought in Level I. Awareness of current approaches is encouraged and Level H 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 regular support are provided.

#### *Assessment*

These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.

### **C. Practical skills** – students will be able :

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 other forms of visual presentation;
5. to locate, extract and appraise critically archaeological information in published sources and on the WWW;
6. to plan and carry out a primary research project, working independently.

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

Skills 1-4 are primarily taught through participation in the Field School and by problem-oriented class work in dedicated modules in Level I, following preliminary lectures in Part 1.

Skill 5 is developed throughout the programme. Bibliographies are provided for all modules, students are trained in library use, and many modules provide experience searching for information via the WWW. The IT element is additionally provided self-study sessions at Part 1, and at Level I through demonstrations and group practical work.

#### *Assessment*

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

**D. Transferable skills** – Students will be able:

1. to communicate clearly and effectively in speech and in a variety of types of writing;
2. to deal effectively with a variety of numerical data and visual material;
3. to identify and devise strategies for solving problems;
4. to work effectively in a team;
5. to locate information and use information technology;
6. to organise their own time purposefully and work independently;
7. to make informed career plans.

**Teaching/learning methods and strategies**

Skill 1 is developed throughout the course in the writing of essays, practical and laboratory reports, and the dissertation, and by participation in seminars.

Skills 2-5 are taught particularly through the Field School and in the practical elements of several Level I modules, as well as in selected Level H modules.

Skill 6 is essential for the successful completion of the programme, and is exercised particularly through the Field School and the dissertation.

Career management is taught through a distinct Level I module linked with other professional skills in Archaeology.

*Assessment*  
These skills are assessed in all Parts of the programme by a combination of coursework, essays, oral presentations, dissertation and examination.

**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 expect 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 reserved the right to modify this specification in unforeseen circumstances, or when the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**