

BA Archaeology and History

UCAS code: VV14

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Archaeology and History
Faculty of Science	Programme length: 3 years
For students entering Part 1 in 2003	Date of specification: January 2004
Programme Director: Dr Janet DeLaine	
Programme Adviser: Professor Grenville Astill	
Board of Studies: Archaeology and History	
Accreditation: Not appropriate	

[Http://www.rdg.ac.uk/Archaeology](http://www.rdg.ac.uk/Archaeology)

Summary of programme aims

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History. The Archaeology element combines practical experience (on the Silchester Field School and in the laboratory) and academic study of archaeology, with an opportunity to specialise in the archaeology of the historic periods, while the History element offers insights into the richness and variety of human experience covering a wide range of subjects and approaches. Students will gain knowledge of a wide range of chronological periods, as well as developing the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts. Students will expand the range, depth and sophistication of their knowledge in both archaeology and history through the structured progression of the programme through Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

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 enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Archaeology and History are both disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Students of Archaeology and History will also develop skills in the collection, collation, and critical analysis of substantial quantities of data, including numerical analysis, and in its communication and presentation. They will be able to think historically, comparatively and cross-culturally. Through practical and field work in 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 each half of 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 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 in Archaeology introduces the history and methods of the discipline of archaeology, reviews basic evidence for past lifestyles and human social development, and explores the place of archaeology in contemporary society. Part 1 in History provides a general introduction to the discipline and methodology of history through the Approaches module, and to periodisation and causation in history through the Landmarks module.

Part 2 Archaeology provides the opportunity to engage with primary archaeological data through participation on the Silchester Field School, to explore approaches to interpretation, and to gain more detailed knowledge of the archaeology of the Mediterranean, Europe and Britain. Part 2 History provides the opportunity to study different Periods in more depth and to engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop.

In Part 3, there is an increasing specialisation and progression in both Archaeology and History to approach topics in greater depth through the provision of optional units and the opportunity to research a dissertation topic in depth.

Part 1 (three terms)

Students must take two compulsory Archaeology modules (40 credits) and two compulsory History (40 credits), and make up a further 40 credits chosen either from extra modules in Archaeology and/or History, or from modules available elsewhere in the University.

Credits Level

In the Department of Archaeology

Compulsory modules

AR1RM1	<i>Introduction to Historical Archaeology</i>	20	C
AR1TS1	<i>Archaeological Practice</i>	20	C

Optional module

AR1P1	<i>Introduction to World Prehistory</i>	20	C
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In the School of History

Compulsory modules

HS1APH	<i>Approaches to History</i>	20	C
HS1LMH	<i>Landmarks in History</i>	20	C

Optional modules which may only be taken if the compulsory modules are also studied

HS1DSH	<i>Directed Study in History</i>	20	C
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Part 2 (three terms)

There are three compulsory modules in Archaeology (10 credits each), plus a number of optional modules totalling 30 credits, while in History a total of 30 credits must be taken from a compulsory group of Period modules, together with 30 credits from any Period group. Altogether 60 credits must be taken in each subject.

Credits Level

In the Department of Archaeology [60 credits]

<i>Compulsory modules:</i>			20 credits
AR2F4	<i>Silchester Field School Joint Honours (summer vacation)</i>	10	I
AR2F1	<i>Professional Skills in Archaeology (including Career Management Skills - 5 credits)</i>	10	I

40 credits

At least one of (20 or 40 credits):

AR2M3	<i>Post-Roman & Early Medieval Europe</i>	20	I
AR2M4	<i>Later Medieval Europe</i>	20	I

Any further credits required should be taken from:

AR2S1	<i>Archaeological Science</i>	20	I
AR2P5	<i>The Middle Palaeolithic of Europe and SW Asia</i>	20	I
AR2P6	<i>Later Prehistoric Europe</i>	20	I
AR2P7	<i>First Civilisations</i>	20	I
AR2R3	<i>'Celts' and Romans in Northern Europe</i>	20	I
AR2R4	<i>Rome and the Mediterranean</i>	20	I
AR2T1	<i>Archaeological Thought</i>	10	I
and no more than one of			
AR2F5	<i>Techniques in Artefact Interpretation</i>	10	I
AR2F6	<i>Techniques in Skeletal Interpretation</i>	10	I

In the School of History [60 credits]

Two modules from Periods with their Skills co-requisites, totalling 60 credits in all must be taken from the following. One Period and Skill must be taken in Medieval History. Not all optional modules will necessarily be available in any year and admission to optional modules is at the discretion of the Programme Director.

Compulsory module group

One Period chosen from:

Periods and Skill in Medieval History			30 credits
HS2PO1	<i>Byzantine Empire 324-1453</i>	20	I
HSKK01	<i>Skills in Byzantine Empire 324-1453</i>	<i>co-requisite</i> 10	I
HS2P02	<i>Britain and Europe, c.550-c.750</i>	20	I
HS2K02	<i>Skills in Britain and Europe, c.550-750</i>	<i>co-requisite</i> 10	I
HS2P03	<i>The Medieval West 1050-1200</i>	20	I
HS2K03	<i>Skills in The Medieval West 1050-1200</i>	<i>co-requisite</i> 10	I
HS2P04	<i>England 1272-1485</i>	20	I
HS2K04	<i>Skills in England 1272-1485</i>	<i>co-requisite</i> 10	I
HS2P05	<i>Women in the Medieval and Renaissance Worlds</i>	20	I
HS2K05	<i>Skills in Women in the Medieval and Renaissance Worlds</i>	10	I
<i>co-requisite</i>			

Optional module groups

One further Period module with its corequisite Skills from the Medieval list as above or one Period and its Skills module chosen from either:

Period and Skills in Early Modern History			30 credits
HS2P31	<i>Europe 1450-1600: Government, Culture and Society</i>	20	I
HS2K31	<i>Skills in Europe 1450-1600: Government, Culture</i>	10	I
<i>co-requisite</i>			

HS2P32	<i>Britain in Europe, 1500-1707</i>	20	I
HS2K32	<i>Skills in Britain in Europe, 1500-1707</i> co-requisite	10	I
HS2P33	<i>First Industrial Nation: Industrial Growth in Britain</i>	20	I
HS2K33	<i>Skills in First Industrial Nation: Industrial Growth</i> co-requisite	10	I
HS3P34	<i>Change and Stability in Europe of the Old Regime</i>	20	I
HS2K34	<i>Skills in Change and Stability in Europe Regime</i> co-requisite	10	I
HS2P35	<i>British History 1640-c.1800</i>	20	I
HS2K35	<i>Skills in British History 1640-c.1800</i> co-requisite	10	I
HS2P36	<i>The Making of Early Modern Britain</i>	20	I
HS2K36	<i>Skills in The Making of Early Modern Britain</i> co-requisite	10	I

Or:

Period and Skills in Modern History		30 credits	
HS2P61	<i>Central Europe, 1740-1919</i>	20	I
HS2K61	<i>Skills in Central Europe, 1740-1919</i> co-requisite	10	I
HS2P62	<i>Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877</i>	20	I
HS2K62	<i>Skills in Union and Disunion: The United States from Revolution to Reconstruction, 1763-1877</i> co-requisite	10	I
HS2P63	<i>Themes in the Social History of Europe 1789-1914</i>	20	I
HS2K63	<i>Skills in Themes in the Social History of Europe</i> co-requisite	10	I
HS2P64	<i>Questions of Labour History, 1800-1939</i>	20	I
HS2K64	<i>Skills in Questions of Labour History, 1800-1939</i> co-requisite	10	I
HS2P65	<i>Region, Nation and Global Power. The US, 1865 to the present day</i>	20	I
HS2K65	<i>Skills in Region, Nation and Global Power. U S, 1865 to the present day</i> co-requisite	10	I
HS2P66	<i>Imperial Britain, 1815-1982</i>	20	I
HS2K66	<i>Skills in Imperial Britain, 1815-1982</i> co-requisite	10	I
HS2P67	<i>A People and a Nation: A Social History of the US, 1815-1945</i>	20	I
HS2K67	<i>Skills in A People and a Nation: A Social History of the United States, 1815-1945</i> co-requisite	10	I
HS2P68	<i>Europe since 1870, The Fortunes of the Nation State</i>	20	I
HS2K68	<i>Skills in Europe since 1870, The Fortunes of the Nation State</i> co-requisite	10	I
HS2P69	<i>Modern British History: The Changing Role of the State</i>	20	I
HS2K69	<i>Skills in Modern British History: The Changing Role of the State</i> co-requisite	10	I
HS2P70	<i>American State & Society & the Wider World, 1890-1990</i>	20	I
HS2K70	<i>Skills in American State and Society and the Wider World, 1890-1990</i> co-requisite	10	I
HS2P71	<i>Women in Society: a comparison of Britain and America from 1850</i>	20	I
HS2K71	<i>Skills in Women in Society</i> co-requisite	10	I
HS2P72	<i>The Development of Modern Britain: Town and Country since 1800</i>	20	I
HS2K72	<i>Skills in The Development of Modern Britain</i> co-requisite	10	I
HS2P73	<i>The Poor and the Masses in Britain and France, 1789-1914</i>	20	I
HS2K73	<i>Skills in The Poor and the Masses in Britain and France</i> co-requisite	10	I

Part 3 (three terms)

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. Admission to optional modules will be at the discretion of the Programme Director

Compulsory module taken in Archaeology or History

Mod Code	Module Title		
AR3D1	Dissertation in Archaeology	40	H
OR			
HS3HLD	Dissertation in History		

In the Archaeology Department [40 credits]

Optional modules:

Students choose two optional 20 credit modules comprising:

At least one of the following modules:

AR3M1	The Archaeology of Early Anglo-Saxon England	20	H
AR3M2	Later Anglo-Saxon England	20	H
AR3M5	Archaeology of Later Medieval Religion and Belief	20	H

Any remaining credits to be made up from:

AR3S1	Environmental Archaeology and the Cultural Landscapes of Prehistory	20	H
AR3S2	Environment and Landscape in Historic Periods	20	H
AR3S4	Micromorphology and the study of early agricultural and urban settlements and landscapes		
AR3T1	Burial Archaeology	20	H
AR3T2	Gender Archaeology: Sex, Sexuality and Gender in the study of the past	20	H
AR3T4	Material Culture Studies in Archaeology	20	H
AR3P13	The Emergence of Civilisation in Mesopotamia	20	H
AR3P4	Early Agricultural Societies in the Mediterranean	20	H
AR3P5	Early Complex Societies in the Mediterranean	20	H
AR3P9	British Prehistory 1: the Age of Stonehenge	20	H
AR3P10	British Prehistory 2: the Age of Hillforts	20	H
AR3P11	The Kingdoms of Late Iron Age Britain	20	H
AR3R1	Early Roman Britain	20	H
AR3R2	Roman Art in the Public Sphere	20	H
AR3R3	Roman Art in the Private Sphere	20	H

Up to 20 credits can be taken from modules available elsewhere in the University.

In the Department of History [40 credits]

Optional modules:

Students choose either two optional 20 credit Topic modules, or, a Special Subject consisting of two co-requisite 20 credit modules to make a total of 40 credits.

HS3T01	<i>The Vikings</i>	20	H
HS3T02	<i>The Golden Age of Anglo-Saxon England</i>	20	H
HS3TO3	<i>Art & Society in France & Italy in High Middle Ages</i>	20	H
HS3T04	<i>German Imperial Age</i>	20	H
HS3T05	<i>The Medieval Town</i>	20	H

HS3T06	<i>Hundred Years War</i>	20	H
HS3T08	<i>The Reformation in Europe</i>	20	H
HS3T09	<i>The Republic of Venice from Peace of Lodi to the Battle of Lepanto</i>	20	H
HS3T10	<i>London, 1500-1700</i>	20	H
HS3T11	<i>Culture and Politics in the Age of Walpole</i>	20	H
HS3T12	<i>English Rural Society, 1793-1914</i>	20	H
HS3T13	<i>The French Revolution</i>	20	H
HS3T14	<i>'Integrating America?': Immigrants in American Society, c. 1815-1945</i>	20	H
HS3T15	<i>Britain and the American Colonies, 1607-1763</i>	20	H
HS3T16	<i>Green and Pleasant Land: The English Countryside, Culture and Environment since the Industrial Revolution</i>	20	H
HS3T17	<i>Ideas and Society in Europe 1870-1945</i>	20	H
HS3T18	<i>The 'New South': 1895-1940</i>	20	H
HS3T19	<i>Women in Britain, 1919-1939</i>	20	H
HS3T20	<i>Vichy France: Occupation, Collaboration and Resistance</i>	20	H
HS3T21	<i>The Nuremberg Trial and the Third Reich</i>	20	H
HS3T22	<i>Hidden History: The Intelligence Service and British Politics, 1911-1985</i>	20	H
HS3T23	<i>Popular Protest and Political Change in America, 1930-1980</i>	20	H
HS3T24	<i>Modern American Utopias</i>	20	H
HS3T25	<i>Medieval Magic & Origins of Witch-craze</i>	20	H
HS3T26	<i>The English Nobility, 1500-1642</i>	20	H
HS3T27	<i>Women & Politics in England 1485-1660</i>	20	H
HS3T28	<i>De Gaulle's France, 1890-1970</i>	20	H
HS3T29	<i>Labouring Women in the English Countryside, 1800-70</i>	20	H
HS3T30	<i>Ireland and the English in the Middle Ages</i>	20	H
HS3T31	<i>Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945</i>	20	H
HS3T33	<i>The Weaker Sex? Women in Britain, 1850-1914</i>	20	H
HS3T34	<i>An Historical Approach to British Rural Sociology</i>	20	H
HS3T35	<i>Religion, Society and Politics in France, 1789-1914</i>	20	H
TY2BH	<i>Book History: from clay tablets to computer screens</i>	20	I
IT207	<i>Italian History and Society since 1945: Conflict, Consumerism and Change</i>	20	I
IT314	<i>The South since 1860: Images and Reality</i>	20	H
FR207	<i>France in the Age of Revolutions, 1750-1870</i>	20	I
FR209	<i>Five Wars and Three Republics: France 1870-1962</i>	20	I
FR316	<i>The French Right since 1940</i>	20	H
FR319	<i>Political Leaders and Groups in the French Revolution</i>	20	H
CL3RM	<i>Renaissance Medicine</i>	20	H

Special Subject (A & B):

HS3S01	Gregory of Tours and his World, A	20	H
HS3S51	Gregory of Tours and his World, B	20	H
HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H

HS3S03	The Reign of Richard II	20	H
HSES53	The Reign of Richard II, A & B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B H	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S07	Agriculture and Society in Early Modern England, A	20	H
HS3S57	Agriculture and Society in Early Modern England, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S09	The American Revolution, A	20	H
HS3S59	The American Revolution, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Priests, Prelates and People: Religious Life in Nineteenth Century France, A	20	H
HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, B	20	H
HS3S12	Intellectual and Cultural Revolution in Europe, 1880-1930, A	20	H
HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H

HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S68	Sex and Society in Victorian Britain, B	20	H

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 and at least 40 credits in Part 1 History.
- Achieve an overall average of 40% in 120 credits taken in the examination, including at least 40% in at least two of the Part 1 Archaeology modules averaged together and 40% in 20 credits in History. *NB: candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
- Achieve not less than 30% in 100 credits taken at Part

In order to progress from Part 2 to Part 3 students must:

- Obtain at least 40% in the compulsory modules in Archaeology.
- Achieve an overall average of 40% across all Part 2 modules.
- Achieve not less than 30% in 100 credits taken at Part

Summary of teaching and assessment

Teaching is delivered by a mixture of lectures, seminars, and essay tutorials. Some Archaeology modules also involve workshops and practical sessions in the field and laboratory. 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 dissertation in Part 3 comprises a piece of work based on supervised independent study supported by workshops and individual supervisions, and is assessed entirely by coursework and oral presentation.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

No previous experience of Archaeology or History is required for admission. Entrants to this programme are normally required to have obtained:

UCAS Tariff: 3 A levels 260pts. 3 A levels and 1 AS level 280pts, including at least one grade B at Advanced level; or

International Baccalaureat: 29 pts, preferably with History Grade 5 or 6; or

Advanced GNVQ: 12 units at Distinction and a Grade C or higher at A Level or 18 units at Distinction; or

Scottish Highers: BBBB; or

Irish Leaving Certificate: BBBBC

Applications from mature candidates are welcomed. 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 one or more A levels or an Access course, but each case is assessed on its individual merits. You are advised to contact an Admissions Tutor as soon as possible to discuss your individual circumstances.

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 Tutors: Prof. Richard Bradley

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 programme Handbooks issued to Part 1 and to degree course students in both Departments provide extensive information on resources and study skills. Additional support is given through orientation sessions on module choices. There is full written feedback on essay work. Each Module Convenor gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. The PAR scheme also assists in helping students assess their development. The Archaeology 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; audio-visual resources. There is a Departmental Library in the School of History which provides quiet study space, a photocopier and networked computers. The University Library is well stocked with works relating to many different aspects of archaeology and history.

Career prospects

The degree in Archaeology and History at Reading offers a firm foundation qualification in the humanities and social sciences, and a set of skills relevant to many careers and life-long learning. The interdisciplinary nature of the Archaeology and History programme, and the emphasis on development of transferable skills including teamwork, oral presentation, numeracy and IT, essay/report writing, independence and adaptability, makes Reading Archaeology and History graduates highly suitable for a wide range of professional careers in management, the civil service, local government, accountancy, banking and commerce, law, publishing, librarianship, teaching, media, communications, and social work. A number of specialised careers are open to Archaeology and History graduates, such as jobs in field archaeology, museums, and increasingly the heritage and leisure industries. Graduates in Archaeology and in History have also gone onto postgraduate courses at Reading and elsewhere. Whether direct from a BA degree, or following graduate study, a number of Archaeology graduates have found positions in UK and European archaeology.

Opportunities for study abroad

Students may spend a period of study abroad, normally during Part 2, through either the Department of Archaeology's exchange with the University of Lund, Sweden, or the School of History's Socrates exchange with the University of Barcelona and Paris VII. History also has access to American university placements.

Educational aims of the programme

The programme aims to provide a complementary balance of distinctive degree-level education in Archaeology and History. The Archaeology element combines practical experience (on the Silchester Field School and in the laboratory) and academic study of archaeology, with an opportunity to specialise in the archaeology of the historic periods, while the History element offers insights into the richness and variety of human experience covering a wide range of subjects and approaches. Students will gain knowledge of a wide range of chronological periods, as well as developing the ability to analyse change over time, the nature of causal relationships, and comparative, cross-cultural and abstract concepts, together with a critical awareness of the variety of ways in which the past has been interpreted in archaeological and historical writing. Students will expand the range, depth and sophistication of their knowledge in both archaeology and history through the structured progression of the programme through Parts 1, 2 and 3. They will be able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past.

The programme also aims to develop skills of critical analysis: students will be able to think comparatively and cross-culturally, to draw conclusions from historical and archaeological evidence and to communicate these through written media. Through practical experience they will gain proficiency in problem-solving and decision-making, numeracy, 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, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<ol style="list-style-type: none">1. the origins and growth of archaeology as a discipline, and its current practice within its wider political, social and institutional context;2. the broad sweep of history and the development of selected western societies and cultures focusing on the post-classical period;3. the contextualisation of forces, events, and individual experiences in the historical process;4. a diverse range of primary archaeological and historical source material and evidence, their variability and reliability;5. a range of problems of dating, interpretation and evaluation of primary materials in their historical, political and social context;6. a range of techniques and methodologies, including scientific methods in Archaeology and the nature of debate and dispute in historical writing.	<p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Knowledge of practical techniques and methodologies are further developed through participation in the Silchester Field School, and in dedicated modules by problem-oriented class work.</p> <p>At Part 1 formal lectures impart crucial information and perspective, which is reinforced by seminars. As the degree progresses, less use is made of the lecture form and students engage with primary evidence and archaeological and historical problems through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. 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></p> <p>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 by coursework and oral presentation. In Part 3, oral presentations also contribute to some modules.</p>

Skills and other attributes

B. Intellectual skills – able to:

1. to assess the character and quality of archaeological and historical data;
2. to synthesise and integrate evidence from multiple and diverse primary and secondary sources, and to formulate arguments based on evidence;
3. to recognise and critically evaluate past and current theoretical approaches, issues, and competing interpretations;
4. identify and appreciate the forces which generate historical change;
5. to think comparatively and cross-culturally;
6. to think critically and develop creative intelligence in independent research and interpretation;
7. to locate, extract and assemble data and information;
8. 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, workshops and practicals. Set essays, seminar discussions, oral presentations and examination questions frequently involve analysis and debate of intellectual problems. Awareness of current approaches is encouraged as Part 3 options are often linked to lecturers' research interests. Individual feedback is provided on content and organisation of essays. Independent thinking is developed especially through the dissertation module for which initial preparation and 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 – able to:

1. to gather, organise and synthesise large quantities of material and information, and to show awareness of the consequences of the unavailability of evidence;
2. to identify, excavate, record and analyse archaeological stratigraphy, features and deposits, and to recognise and interpret archaeological traces in the landscape;
3. to develop the capacity for critical judgement, including self-awareness as a working historian;
4. to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data
5. to engage in group discussion and debate on historical and archaeological issues
5. to have effective bibliographical, internet and library research skills;
6. to plan and carry out individual research programmes and strategies, working independently.

Teaching/learning methods and strategies

These skills are developed throughout the programme. Skills will be introduced in lectures, developed through reading, seminar discussion and workshop participation, and tested in the writing of essays, dissertation and examinations. The Skills in Period modules in History consist of various appropriate exercises aimed at promoting, amongst other things, research, IT and referencing skills. Practical skills in Archaeology are taught primarily through the Silchester Field School and by problem-oriented class work in dedicated Part 2 modules. Individual feedback provided on content and organisation of essays encourages constructive self-criticism. 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.

D. Transferable skills – able to:

1. to communicate clearly and effectively in speech and in a variety of types of writing, showing discrimination and lucidity in the use of language, professional referencing, and clear layout;
2. to deal effectively with a variety of numerical data;
3. to identify and devise strategies for solving problems;
4. to work effectively in a team;
5. to locate information and use a range of information technology effectively;
6. to organise their own time purposefully and work independently;
7. to make informed career plans.

Teaching/learning methods and strategies

In lectures and seminars and applied in self-study and writing of assignments, as well as through the Field School and in the practical elements of several Archaeology modules. Career management is taught through a distinct Part 2 module linked with other professional skills in Archaeology.

Assessment

Coursework, oral presentations, and examinations, as well as in the dissertation.

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 module and programme handbooks.