

### Programme Specification

1	<b>Awarding body</b>	University of London
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>
3	<b>Programme Title(s)</b>	<b>BA Archaeology</b> <b>BA Archaeology with Foundation Year</b>
4	<b>Programme Code(s)</b>	UBAARCHY_C 4 years part time UUBAARCH_C 3 years full time UUBFARCH_C 4 years full time with Foundation Year UBFARCHY_C 6 years part time with Foundation Year
5	<b>UCAS code</b>	V400; V401 (with foundation year)
6	<b>Home Department</b>	History, Classics and Archaeology
7	<b>Exit Award(s)</b>	Dip HE, Cert HE
8	<b>Duration of Study (number of years)</b>	3 years full time, 4 years full time with foundation year, 4 years part time, 6 years part time with foundation year
9	<b>Mode of Study</b> (FT/PT/DL)	Part time/Full-time
10	<b>Level of Award (FHEQ)</b>	6
11	<b>Other teaching depts or institution</b>	N/A
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A
13	<a href="#"><u>QAA Benchmark Group</u></a>	Archaeology
14	<b>Programme Rationale &amp; Aims</b>	
	<p>The BA Archaeology Degree, leading to the BA Honours Degree of the University of London, is a structured programme of taught courses, designed to develop historical understanding and critical skills. Study from a broad chronological and geographical perspective, with topics ranging from Prehistoric Britain to Greek sculpture, and the Roman Middle East to Medieval Italy. Learn the essential analytical techniques of archaeology to develop your understanding of the relationship between theory and practice in the interpretation of material remains. Practical archaeological experience is a key element of the degree, and includes learning through the resources of archives, collections and practice in the field, through an archaeological field school.</p> <p>The main aims are:</p> <ol style="list-style-type: none"> <li>1. to enable students to develop and deepen their understanding of the conceptual and theoretical bases of the discipline, its methods of inquiry, its materials and common interpretations;</li> <li>2. to offer students the opportunity to develop and deepen their skills of critical evaluation and analysis; and</li> <li>3. to enable students to develop and extend their key skills as a foundation for personal development, employment or further academic study.</li> </ol>	

	<p>4. (for the part-time programme) to enable mature students in full-time employment to undertake undergraduate study in Archaeology, in fulfilment of the mission of the College.</p> <p><b>BA Archaeology with Foundation Year:</b>          For the BA Archaeology with Foundation Year programme, the purpose is to prepare students for successful completion of their undergraduate degree. The Foundation Year (one year FT or two years PT) provides students the opportunity to explore their interests and build on their study skills, and on successful completion of the Foundation Year, students may progress onto year one of the PT or FT programmes. The curriculum for the 'with foundation year' programme after the completion of the foundation year modules is the same as the full-time or part-time BA programme. Students who successfully complete the versions of the degree programme 'with foundation year' are awarded the same final degree title as students on the full-time or part-time degree routes.</p>
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15	<b>Entry Criteria</b>
	<p><b>BA Archaeology:</b>          We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgement of academic potential.</p> <p>The UCAS tariff entry requirement is 104-120 points, and one of the subject should studied should be an appropriate subject. Students who fail to achieve required grades in A-Levels may still be considered for entry if they demonstrate the required level of intellectual commitment and potential. The UCAS tariff applies to students who have recently studied a qualification that has a UCAS tariff equivalence.</p> <p><b>BA Archaeology with Foundation Year:</b>          This programme is designed for people who can demonstrate the ability and motivation to complete the BA Archaeology but who do not currently meet the entry criteria for direct entrance onto the degree. Applicants will often be invited for interview to discuss their interests and future plans, and to assess their needs and aptitudes. For those students who already have Level 3 qualifications the expectation is that they will have qualifications equivalent to 48 UCAS tariff points. Given that students on the foundation year will be enrolled on degree programmes, applicants will be offered a place only if there is significant evidence to suggest they have the ability to complete the full degree.</p>

16	<b>Learning Outcomes</b>
	<p><b>Foundation Year:</b>          Students will have acquired:</p> <ol style="list-style-type: none"> <li>1. A foundational understanding of the different disciplines offered by the School of Social Science, History and Philosophy</li> <li>2. A foundational understanding of some key concepts in those disciplines</li> <li>3. Key academic reading, writing, research and assessment skills appropriate to the study of those disciplines</li> </ol>

	<p>4. An understanding of other key learning skills required for university-level study and knowledge of how to access support at Birkbeck to develop these.</p> <p><b>All modes of study:</b> Students completing the BA Archaeology will have:</p> <ol style="list-style-type: none"> <li>1. demonstrated an ability to apply critically the main theories, concepts and approaches used in the discipline to the analysis of historical and archaeological topics</li> <li>2. demonstrated knowledge and understanding of:             <ol style="list-style-type: none"> <li>a) a variety of social, cultural, and material changes within specific periods and areas of the past</li> <li>b) the nature of historical and archaeological sources, their problems and potentials in providing us with knowledge of the past and</li> <li>(c) the shape of particular fields of archaeological theory, including the factors which influence different interpretations of the past</li> </ol> </li> <li>3. successfully completed an independent research project, in the form of a supervised dissertation, ideally making use of primary archaeological data</li> <li>4. extended and developed their analytical, evaluative and critical capacities; and</li> <li>5. developed transferable skills, including the ability to take responsibility for their own learning, learning how to learn, making oral and written presentations, planning and producing written assignments in accord with basic scholarly standards, working independently, managing time effectively, and, where they have so chosen, using information technology.</li> </ol>
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17	<p><b>Learning, teaching and assessment methods</b></p> <p>Lecturers provide an overview of issues relevant to the subject being studied. Seminars mix tutor-led instruction with group discussion, depending on the attainment level. They allow students to explore issues in depth and there is an expectation that all students will participate actively by reading recommended texts in advance and offering questions and viewpoints to the group. Where students work in areas related to their course, their experiences enrich discussion. Both lectures and seminars are used to develop subject knowledge and understanding, and to foster key analytical skills. The BA Archaeology degree has been designed to guide and support students towards the attainment of the skills necessary to independent learning: by the end of their studies, students should be able to read critically, prioritise evidence, and present arguments coherently in written and oral forms.</p> <p>Teaching, learning and assessment are regularly reviewed in the light of student feedback, student achievement, external examiners' reports and peer monitoring. Students frequently consult staff outside formal teaching hours, often by e-mail. Teaching is supported by comprehensive written guidance designed to support independent learning. A detailed coursebook for each course gives contact details of course tutors, describes intended learning outcomes, and includes a course outline, schedule, recommendations for weekly reading, and essential information about course organisation and assessment. Further materials are distributed in class, and guidelines on dissertations, revision and exam techniques are provided to students during the year.</p> <p><i>Assessment Methods:</i> A mixture of essays, reports, book reviews, and other written work and unseen written examinations across the taught modules. Essays enable students to read</p>
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around a particular facet of a subject in depth; examinations provide an opportunity to test students' grasp of a wide range of material within a reasonably short assessment procedure. All students must demonstrate basic proficiency in both examinations and coursework.

Provision is made for students with learning difficulties, health issues, or disabilities that may affect their ability to complete coursework and examinations. The Department works closely with the Disability Office to enable all students to participate fully in our courses:

<http://www.bbk.ac.uk/mybirkbeck/services/facilities/support>

18 **Programme Description and Structure**

**BA Archaeology:**

The BA Archaeology programme consists of eleven modules. Students are required to undertake 20 days archaeological fieldwork, part of which is provided via our Fieldwork module.

**The Compulsory Modules**

There are three compulsory skills modules, one at level 4, one at level 5, and one at level 6.. They aim to provide students with the essential tools for undertaking historical study:

- Approaching the past (level 4): the module introduces students to the different methodologies in relation to the past, it provides basic training in study skills, and familiarity with assessment methods. This is taught in year 1 for FT and PT students
- Exploring the past (level 5): provides an overview of the conceptual framework of historiographical discussion, and asks students to consolidate their learning on substantive modules by reflecting on specific historiographical issues. This is taught in year 2 for FT students and normally in year 3 for PT students.
- Dissertation (level 6) (60 credits). This is a 60-credit module (double-weighted) The dissertation is completed in the final year of study. It aims to demonstrate that the student is capable of independent study. Students develop their own dissertation topics and carry out their own research, in collaboration with a supervisor. Students must normally obtain a pass in the dissertation in order to graduate.

There is also a compulsory fieldwork module:

*Thames Through Time (level 4)*

And a compulsory introductory module:

*Discovering Archaeology: From Field to Finds Room (level 4):* a compulsory introductory module, assessed by exam and coursework.

**Option modules**

- Level 4 modules (1st year modules) These introduce students to, broad time periods, a wide range of geographical areas, and essential themes. They are taught by a mixture of lecture and seminar. Full time students usually take one level 4 optional module. Part-time students usually take one optional Level 4 module in their second year. The modules are assessed by a combination of exams, essays, book reports, and source analysis.
- Level 5 modules (2nd year modules). These are more focussed modules, taught predominantly via seminar. They develop in greater depth the themes established at level 4 modules. Full time students will usually take two of these modules in their

	<p>second year. PT students will take one of these modules in year 2 and one further in year 3. Level 5 modules are assessed by essays and examination.</p> <ul style="list-style-type: none"> <li>Level 6 modules (3rd year modules). These are highly focussed modules, which rely particularly on the analysis of primary source materials. FT students will take two of these modules in their 3rd year of study. PT students will take one module in year 3 and one further module in year 4. These modules are assessed by essays and examination.</li> </ul> <p>There are a large variety of modules on offer within the degree, and for further information see the department's website: <a href="http://www.bbk.ac.uk/history">http://www.bbk.ac.uk/history</a></p> <p><b>BA Archaeology with Foundation Year</b>          Students in the BA Archaeology with Foundation year take 120 credits at Level 3 in the foundation year(s). There are four core modules:</p> <ol style="list-style-type: none"> <li>Fundamentals of Study: Learning through the Global City</li> <li>Breaking Boundaries of Knowledge</li> <li>Crossing Borders: Studying in SSHP</li> <li>Contemporary Global Issues: Approaches in Social Science, History and Philosophy</li> </ol> <p>Students who successfully pass all modules with grades of 40% or higher may <b>progress</b> onto Year one of BA Archaeology with Foundation Year.</p>
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<b>Programme Structure</b>				
<b>Part time 4 year programme</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status *
4	HICL200S4	Approaching the past	30	Compulsory
4	SSHC406S4	Discovering Archaeology: From Field to Finds Room	30	Compulsory
4	SSHC525S4	Thames through Time: Birkbeck/MOLA Field School	30	Compulsory
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
4		Level 4 Option	30	Option
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option
<b>Year 3</b>				
Level	Module Code	Module Title	Credits	Status*
5	SSHC407S5	Exploring the Past	30	Compulsory
5		Level 5 option	30	Option
6		Level 6 option	30	Option
<b>Year 4</b>				
Level	Module Code	Module Title	Credits	Status*
6	SSHC408D6	Writing the Past: Dissertation	60	Compulsory
6		Level 6 Option	30	Option

<b>Full-time 3 year programme</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
4	HICL200S4	Approaching the past	30	Compulsory
4	SSHC406S4	Discovering Archaeology: From Field to Finds Room	30	Compulsory
4	SSHC525S4	Thames through Time: Birkbeck/MOLA Field School	30	Compulsory
4		Level 4 option	30	Option
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
5	SSHC407S5	Exploring the Past	30	Compulsory
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option
<b>Year 3</b>				
Level	Module Code	Module Title	Credits	Status*
6	SSHC408D6	Writing the Past: Dissertation	60	Compulsory
6		Level 6 Option	30	Option
6		Level 6 Option	30	Option
<b>BA Archaeology with Foundation Year (Full-time 4 years)</b>				
<b>FOUNDATION Year (0)</b>				
Level	Module code	Module title	Credits	Status*
3	CASE002S3	Fundamentals of Study: Learning through the Global City	30	Core
3	CASE001S3	Breaking Boundaries of Knowledge	30	Core
3	SSSS001S3	Crossing Borders: Studying in SSHP	30	Core
3	SSSS002S3	Contemporary Global Issues: Approaches in Social Science, History and Philosophy	30	Core
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
4	HICL200S4	Approaching the past	30	Compulsory
4	SSHC406S4	Discovering Archaeology: From Field to Finds Room	30	Compulsory
4	SSHC525S4	Thames through Time: Birkbeck/MOLA Field School	30	Compulsory
4		Level 4 option	30	Option
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
5	SSHC407S5	Exploring the Past	30	Compulsory
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option

<b>Year 3</b>				
Level	Module Code	Module Title	Credits	Status*
6	SSHC408D6	Writing the Past: Dissertation	60	Compulsory
6		Level 6 Option	30	Option
6		Level 6 Option	30	Option
<b>BA Archaeology with Foundation Year (Part-time 6 years)</b>				
<b>FOUNDATION Year (0a)</b>				
Level	Module code	Module title	Credits	Status*
3	CASE002S3	Fundamentals of Study: Learning through the Global City	30	Core
3	CASE001S3	Breaking Boundaries of Knowledge	30	Core
<b>FOUNDATION Year (0b)</b>				
3	SSSS001S3	Crossing Borders: Studying in SSHP	30	Core
3	SSSS002S3	Contemporary Global Issues: Approaches in Social Science, History and Philosophy	30	Core
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
4	HICL200S4	Approaching the past	30	Compulsory
4	SSHC406S4	Discovering Archaeology: From Field to Finds Room	30	Compulsory
4	SSHC525S4	Thames through Time: Birkbeck/MOLA Field School	30	Compulsory
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
4		Level 4 Option	30	Option
5		Level 5 Option	30	Option
5		Level 5 Option	30	Option
<b>Year 3</b>				
Level	Module Code	Module Title	Credits	Status*
5	SSHC407S5	Exploring the Past	30	Compulsory
5		Level 5 option	30	Option
6		Level 6 option	30	Option
<b>Year 4</b>				
Level	Module Code	Module Title	Credits	Status*
6	SSHC408D6	Writing the Past: Dissertation	60	Compulsory
6		Level 6 Option	30	Option
<b>Indicative optional modules at level 4</b>				
Level	Module Code	Module Title	Credits	Status*
4	SSHC404S4	The Ancient World	30	Option
4	SSHC405S4	The Archaeology of Greece and Rome	30	Option

<b>Indicative optional modules at level 5</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status*</b>
5	SSHC487S5	Archaeology of the Everyday	30	Option
5	SSHC435S5	Beginnings: the Archaeology of Prehistory	30	Option
5	SSHC499S5	Crossing Borders: Passports, Bodies and the State, 1600 to Today	30	Option
5	SSHC209S5	London 1600-2000: people and power in the making of a global city	30	Option
5	SSHC514S5	The Archaeology of a Greek Sanctuary	30	Option
<b>Indicative optional modules at level 6</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status*</b>
6	SSHC515S6	A sense of space: travellers and maps in the pre-modern world	30	Option
6	SSHC517S6	Archaeological Landscapes	30	Option
6	SSHC501S6	Blood and Faith: Violence, Religion and Heresy in Medieval and Early Modern Europe	30	Option
6	SSHC350S6	Crime, Poverty and Protest in England and Beyond, 1500-1800	30	Option
6	SSHC362S6	The Archaeology of Human Evolution	30	Option
6	HICL184S6	The Athenian empire	30	Option
6	HICL203S6	The Empire of Letters: Correspondence in the Roman World	30	Option
6	SSHC521S6	The Viking Impact, c 750-1100	30	Option
6	SSHC539S6	The Archaeology of Early Medieval Britain	30	Option
6	SSHC540S6	Stories in Stuff: the medieval and early modern worlds in 20 texts and objects	30	Option

**Status\***

*CORE* – Module must be taken and passed by student; *COMPULSORY* – Module must be taken, mark can be reviewed at sub-exam board; *OPTIONAL* – Student can choose to take this module

19	<b>Programme Director</b>	Dr Tim Reynolds
20	<b>Start Date</b> ( <i>term/year</i> )	September 1996
21	<b>Date approved by TQEC</b>	Spring Term 1996
22	<b>Date approved by Academic Board</b>	Summer Term 1996
23	<b>Date(s) updated/amended</b>	22 February 2020 (for 2021/22)