UNIVERSITY OF LEICESTER

1. **Programme title(s) and UCAS code(s):**

   BA Archaeology (V400)
   BA Archaeology with a Year Abroad*
   Archaeology Major
   Archaeology Minor
   *Students may only enter these degree programmes by transferring at the end of year 1

2. **Awarding body or institution:**

   University of Leicester

3. **a) Mode of study:**
   Full-time or Part-time

   b) Type of study:
   Campus-based

4. **Registration periods:**

   Full Time
   The normal period of registration is 3 years full-time
   The maximum period of registration is 5 years full-time

   Part Time*:
   The normal period of registration is 4 years part-time
   The maximum period of registration is 7 years part-time

   Year Abroad:
   The normal period of registration is 4 years full-time
   The maximum period of registration is 6 years full-time

   *Applicable to students on the BA Archaeology only.

5. **Typical entry requirements:**
   BBB at A-level; International Baccalaureate, pass diploma with 28-30 points

6. **Accreditation of Prior Learning:**
   Direct entry to level 2 is possible, based on level 1 qualifications in a relevant subject or subjects, or equivalent qualifications or experience, and with the approval of the School of Archaeology & Ancient History.

7. **Programme aims:**
   The **BA Archaeology** aims to

   • provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History
   • provide a stimulating and challenging learning experience for all students
   • develop students' knowledge and understanding of the full chronological and geographical range of their discipline

- develop students' abilities to apply archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in archaeology
- enable students to demonstrate a variety of approaches used by archaeologists to understand past societies
- enable students to develop and demonstrate a range of skills necessary for the study of archaeology
- Enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition, the Year Abroad aims to:
- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in Archaeology through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

The **Major in Archaeology** aims to

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History
- provide a stimulating and challenging learning experience for all students
- develop students' knowledge and understanding of the chronological and geographical range of their discipline
- develop students' abilities to apply archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in archaeology
- enable students to demonstrate a variety of approaches used by archaeologists to understand past societies
- enable students to develop and demonstrate a range of skills necessary for the study of archaeology
- Enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

The **Minor in Archaeology** aims to

- provide knowledge and understanding of the origins and development of archaeology as a subject
- enable students to appreciate the historical, social, cultural, ethical, and political contexts of archaeological research, management, interpretation, and presentation
- provide familiarity with the diverse sources of evidence used by archaeologists (including excavated, documentary, observational, artefactual, environmental and scientific)
- a broad and comparative knowledge of the archaeology of a number of geographical regions and chronological periods
- enable students to appreciate the importance of the recovery of primary data and new information through practical experience in the field or through collection- based, records-based, or artefact-based study.

8. **Reference points used to inform the programme specification:**
   - QAA Benchmarking Statement for Archaeology
     http://www.qaa.ac.uk/crntwork/benchmark/archaeology.pdf
   - QAA Subject Review
     https://www.qaa.ac.uk/reviews/reports/subjectlevel/q485_01_textonly.htm
   - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

- University of Leicester Learning Strategy
- University of Leicester Employability Strategy
- University of Leicester Periodic Review Reports
- University of Leicester Periodic Developmental Review Reports (March 2014)
- National Student Survey 2014
- First Destinations Data
- Graduate Survey
- External Examiners' reports
- Annual Developmental Review of the School of Archaeology & Ancient History for 2014-15 and previous years

9. Programme Outcomes:

BA Archaeology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate mastery of an appropriate body of archaeological knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes.
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of archaeological evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past. Demonstrate comprehension of and practice in a variety of archaeological practical techniques.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. Tutorials, seminars, independent research, computer practical classes, team problem solving exercises. Field school and survey and excavation experience.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; weekly in-class quizzes; computer-based exercises and project work; contributions to discussions; oral presentations; problem-based exercises; laboratory classes. Participation in level 2 and 3 fieldwork and completion of fieldwork reports.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(iii) Critical analysis of key issues		
Compare and analyse the development of different societies and cultures. Analyse past human societies through the assessment of continuity and change over extended time spans. Reflect critically on the nature and theoretical basis of Archaeology as a discipline.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays; short-answer and essay-based examinations; seminar presentations; posters; wikis; independent research projects; contributions to discussions; problem-based exercises.
(iv) Clear and concise presentation of material		
Present archaeological problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations); seminar presentations; contributions to discussions; dissertations.
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence. Read, analyse, and reflect critically archaeological source materials and their contexts, and on the variety of such sources.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises.	Essays; essay-based examinations, seminar presentations; independent research projects; contributions to discussions; problem-based exercises; dissertations.
(vi) Other discipline specific competencies		
Design, research, and present a sustained and independently conceived piece of writing about an archaeological problem. Gain direct experience of materials handling and interpretation. Develop understanding of relevant disciplinary guidelines, standards, legislative and professional frameworks.	Independent research, hands-on practical classes, vocational fieldwork training, Lectures, Seminars, problem-solving exercises, tutorials.	Independent research projects; class-based practical handling sessions; dissertation; fieldwork reports.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of archaeological issues. Participate effectively in group discussions.	Seminars, tutorials, team problem-solving exercises.	Seminar presentations, contributions to discussions, assessed and non-assessed oral presentations.
(ii) Written communication		
Develop and sustain arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues.	Seminars, tutorials, team problem-solving exercises. Seminars, tutorials, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), posters, contributions to discussions, a dissertation.
(iii) Information technology		
Use IT effectively to support their studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research.	Coursework; independent research projects; computer-based exercises; problem-based exercises; wikis; effective use of VLE.
(iv) Numeracy		
Analyse archaeological data using statistical and graphical techniques.	Seminars, lectures, IT practical classes; fieldwork exercises.	Research projects; computer-based exercises (databases and spreadsheets); problem-based exercises; fieldwork reports.
(v) Team working		
Be able to work collaboratively to explore archaeological issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises, field school, excavation training.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, fieldwork project reports.
(vi) Problem solving		
Address archaeological problems in depth using contemporary text and material sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises.	Essays; independent research projects; computer-based exercises; problem-based exercises (group-based and individual).
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretations.	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises; dissertations.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems. Reflect upon own learning and achievements and plan for personal, educational and career development.	All of the above, particularly independent research Tutorials, career development programmes, resource based learning, personal development planning programme.	All of the above, particularly first year dedicated academic and transferable skills straining; first and second year group project work; curriculum vitae; personal tutor meetings; the dissertation.

Major in Archaeology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated
(a) Discipline specific knowledge and competencies		
(i) Proficiency of an appropriate body of knowledge		
Demonstrate proficiency of an appropriate body of archaeological knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays, short-answer, multiple choice and essay-based examinations, seminar presentations, contributions to discussions, oral presentations, problem-based exercises.
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of archaeological evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past. Demonstrate comprehension of and practice in a variety of archaeological practical techniques.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. Tutorials, seminars, independent research, computer practical classes, team problem solving exercises. Field school and survey and excavation experience.	Essays, short-answer and essay-based examinations, dissertations, seminar presentations, contributions to discussions, computer-based exercises and projects, problem-based exercises. Participation in Field School and Field Placement and completion of Fieldwork Reports.
(iii) Critical analysis of key issues		
Compare and analyse the development of different societies and cultures. Analyse past human societies through the assessment of continuity and	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Lectures, tutorials, seminars, directed reading, independent	Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.

| change over extended time spans. | research, team problem solving exercises. | |
| Reflect critically on the nature and theoretical basis of archaeology as a discipline. | Tutorials, seminars, directed reading, independent research, team problem solving exercises. | |

(iv) Clear and concise presentation of material		
Present archaeological problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations); seminar presentations; contributions to discussions.

(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence. Read, analyse, and reflect critically archaeological source materials and their contexts, and on the variety of such sources.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises.	Essays; essay-based examinations, seminar presentations; independent research projects; contributions to discussions; problem-based exercises.

(vi) Other discipline specific competencies		
Design, research, and present a sustained and independently conceived piece of writing about an archaeological problem.	Independent research.	Independent research projects and fieldwork reports.

(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of archaeological issues. Participate effectively in group discussions.	Seminars, tutorials, team problem-solving exercises.	Seminar presentations, contributions to discussions, assessed and non-assessed oral presentations.

(ii) Written communication		
Develop and sustain arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues.	Seminars, tutorials, team problem-solving exercises Seminars, tutorials, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions.

(iii) Information technology		

Use IT effectively to support their studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence.	Induction programme, computer practical classes, independent research.	Coursework; independent research projects; computer-based exercises; problem-based exercises.
(iv) Numeracy		
Analyse archaeological data using statistical and graphical techniques.	Seminars, lectures, IT practical classes; fieldwork exercises.	Research projects; computer-based exercises (databases and spreadsheets); problem-based exercises; fieldwork reports.
(v) Team working		
Be able to work collaboratively to explore archaeological issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises, field school, excavation training.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, fieldwork project reports.
(vi) Problem solving		
Address archaeological problems in depth using contemporary text and material sources and advanced secondary literature.	Tutorials, seminars, team problem-solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises.
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretations.	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises.
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems. Reflect upon own learning and achievements and plan for personal, educational and career development.	All of the above, particularly independent research. Tutorials, career development programmes, resource based learning, personal development planning programme.	All of the above.

Minor in Archaeology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated
(a) Discipline specific knowledge and competencies		
(i) Aptitude of an appropriate body of knowledge		
Demonstrate aptitude of an appropriate body of archaeological knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays, short-answer, multiple choice and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, oral presentations, problem-based exercises.
(ii) Understanding and application of key concepts and techniques		
Demonstrate understanding of the problematic and varied nature of archaeological evidence. Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. Tutorials, seminars, independent research, computer practical classes, team problem solving exercises.	Essays, short-answer and essay-based examinations, dissertations, seminar presentations, contributions to discussions .
(iii) Critical analysis of key issues		
Compare and analyse the development of different societies and cultures. Reflect critically on the nature and theoretical basis of Archaeology as a discipline.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research, team problem solving exercises.	Essays, short-answer and essay-based examinations, seminar presentations, , contributions to discussions, problem-based exercises.
(iv) Clear and concise presentation of material		
Present archaeological problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations); seminar presentations; contributions to discussions .
(v) Critical appraisal of evidence with appropriate insight		
Develop and sustain archaeological arguments, formulating appropriate questions and utilising evidence. Read, analyse, and reflect critically archaeological	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises. Tutorials, seminars, directed reading, independent research.	Essays; essay-based examinations, seminar presentations; independent research projects; contributions to discussions; problem-based exercises .

source materials and their contexts, and on the variety of such sources.		
(vi) Other discipline specific competencies		
Design, research, and present a sustained and independently conceived piece of writing about an archaeological problem.	Independent research; individual supervision.	Independent research projects.
(b) Transferable skills		
(i) Oral communication		
Demonstrate clarity, fluency and coherence in oral expression of archaeological issues. Participate effectively in group discussions.	Seminars, tutorials, team problem-solving exercises.	Seminar presentations, contributions to discussions, assessed and non-assessed oral presentations.
(ii) Written communication		
Develop and sustain arguments in a variety of literary forms. Demonstrate clarity, fluency and coherence in written expression of historical and archaeological issues.	Seminars, tutorials, team problem-solving exercises. Seminars, tutorials, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions.
(iii) Information technology		
Use IT effectively to support their studies, including using IT for bibliographic searches, data analysis and written/visual presentation of evidence.	Induction programme, independent research.	Coursework; independent research projects; problem-based exercises.
(iv) Numeracy		
Analyse archaeological data using statistical and graphical techniques	Seminars, lectures, IT practical classes, fieldwork exercises.	Computer-based exercises (databases and spreadsheets); problem-based exercises.
(v) Team working		
Be able to work collaboratively to explore archaeological issues and arguments and to recognise the value of working closely with others.	Tutorials, seminars, team problem-solving exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises.
(vi) Problem solving		

Address archaeological problems using contemporary text and material sources.	Tutorials, seminars, team problem-solving exercises.	Essays, problem-based exercises.
(vii) Information handling		
Gather and deploy evidence and data to find, retrieve, sort and exchange information and interpretations.	Tutorials, seminars, directed reading, i team problem solving exercises.	Essays, problem-based exercises.
(viii) Skills for lifelong learning		
Demonstrate intellectual independence through the setting of research tasks and the solving of historical and archaeological problems.	All of the above, particularly independent research.	All of the above.

10. Progression points:

Not applicable

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

11. Scheme of Assessment

The programme complies with the standard scheme of award and classification set out in Senate Regulation 5.

12. Special features:

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the BA and the Major will undertake a fieldwork module in the first year and will undertake compulsory fieldwork in the second year as well as study visits to local sites of archaeological interest.
- Students taking the BA have the option of a Year Abroad. The School participates in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

13. Indications of programme quality

Our research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction. Graduates of this degree programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take Master's courses at Leicester or elsewhere; many have entered teaching or archaeological careers; and many enter graduate employment soon after graduation.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme can be found here (https://www2.le.ac.uk/offices/sas2/assessments/external/current-undergraduate). The most recent External Examiners' reports can be found here. For the major/minor variant of this programme, these are to be included following receipt of first report.

Appendix 1: Programme structure (programme regulations)

BA ARCHAEOLOGY

During their degree course, Honours students are normally required to complete a total of 6 weeks of fieldwork (including the Level 1 Fieldschool) to the satisfaction of the School.

FIRST YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AR1004	Introduction to World Archaeology BC	20
AR1007	Archaeology: the Essentials	10
AR1009	Practical Aims and Methods in Archaeology	10
	Supplementary Subject	20
	Semester Total	**60**

SEMESTER 2

Core Modules

		Credits
AR1005	Introduction to World Archaeology AD	20
AR1008	Using Archaeological Evidence	10
AR1010	Archaeological Research	20
AR1011	Fieldschool	10
	Semester Total	**60**

SECOND YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AR2044	Fieldwork I (The Fieldschool)	(15)

Optional Modules

	45 credits of approved options in Archaeology:	45
AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2028	Archaeological Survey & Geomatics	(15)
AR2046	Archaeology of the Roman Empire	(15)
AR2034	Living in Towns: Medieval and Post-Medieval Archaeology	(15)
	Semester Total	**60**

SEMESTER 2

Core Modules

		Credits
AR2036	Heritage Skills	(15)
AR2029	Theory and Archaeology	(15)

Optional Modules

	30 credits of approved options in Archaeology:	30
AR2031	Artefact Analysis	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2043	The Medieval Mediterranean World	(15)
AR2042	Towards Modernity: Postmedieval and Historical Archaeology	(15)
	Semester Total	**60**

THIRD YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AR3044	Fieldwork II (Summer Fieldwork Projects)	(15)
AR3059	Dissertation I	(15)

Optional Modules

30 credits of approved options in Archaeology

AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AR3012	Early Christian Europe	(15)
AR3017	Archaeozoology	**(30)**
AR3076	Human Skeletal Analysis	**(30)**
AR3083	Conflict, Heritage and Archaeology	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3088	Archaeology of Islamic Societies	(15)
	Semester Total	**60**

SEMESTER 2

Core Modules

		Credits
AR3060	Dissertation II	(30)

Optional Modules

	30 credits of approved Archaeology options	30
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)

| AR3087 | Plants and People | (15) |
| AR3089 | Material transformations: difference and power in prehistoric Britain and Ireland | (15) |

| | **Semester Total** | **60** |

BA ARCHAEOLOGY WITH A YEAR ABROAD

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

FIRST, SECOND AND FOURTH YEAR MODULES

The regulations for first, second and final year modules are as for the three-year programme (above).

THIRD YEAR MODULES

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

MAJOR IN ARCHAEOLOGY

FIRST YEAR MODULES 2017/18

SEMESTER 1

Core Modules

| | | Credits |
| AR1004 | World Archaeology BCE | 20 |

AR1007	Archaeology: The Essentials	10
AR1009	Practical Aims and Methods in Archaeology	10
	Semester Total	**40**

SEMESTER 2

Core Modules

		Credits
AR1005	World Archaeology AD	20
AR1011	Archaeology Fieldschool	10
AR1008	Using Archaeological Evidence	10
	Semester Total	**40**

SECOND YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AR2044	Fieldwork I (The Fieldschool)	(15)

Optional Modules

	30 credits of approved options in Archaeology:	30
AR2008	Environmental Archaeology	(15)
AR2032	The Archaeology of Prehistory	(15)
AR2028	Archaeological Survey & Geomatics	(15)
AR2046	Archaeology of the Roman Empire	(15)
AR2034	Living in Towns: Medieval and Post-Medieval Archaeology	(15)
	Semester Total	**45**

SEMESTER 2

Core Modules

		Credits
AR2036	Heritage Skills	(15)
AR2029	Theory and Archaeology	(15)

Optional Modules

	15 credits of approved options in Archaeology:	15
AR2031	Artefact Analysis	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2043	The Medieval Mediterranean World	(15)
AR2042	Towards Modernity: Postmedieval and Historical Archaeology	(15)
	Semester Total	**45**

THIRD YEAR MODULES

SEMESTER 1

Core Modules

		Credits
AR3044	Fieldwork II (Summer Fieldwork Projects)	(15)
AR3059	Dissertation I	(15)

Optional Modules

15 credits of approved options in Archaeology

AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AR3012	Early Christian Europe	(15)
AR3083	Conflict, Heritage and Archaeology	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3088	Archaeology of Islamic Societies	(15)

		Semester Total	**45**

SEMESTER 2

Core Modules

		Credits
AR3060	Dissertation II	(30)

Optional Modules

	15 credits of approved Archaeology options	15
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AR3087	Plants and People	(15)
AR3089	Material transformations: difference and power in prehistoric Britain and Ireland	(15)

		Semester Total	**45**

MINOR IN ARCHAEOLOGY

FIRST YEAR MODULES FROM 2016/17

SEMESTER 1

Core Modules

Credits

| AR1004 | World Archaeology BC | | 20 |
| | | **Semester Total** | **20** |

SEMESTER 2

Core Modules

			Credits
AR1005	World Archaeology AD		20
		Semester Total	**20**

SECOND YEAR MODULES

SEMESTER 1

Core Modules

			Credits
AR2032	The Archaeology of Prehistory		(15)
		Semester Total	**15**

SEMESTER 2

Core Modules

			Credits
AR2029	Theory and Archaeology		(15)
		Semester Total	**15**

THIRD YEAR MODULES

SEMESTER 1

Optional Modules

	15 credits of approved options in Archaeology	
AR3012	Early Christian Europe	(15)
AR3083	Conflict, Heritage and Archaeology	(15)
AR3085	The Archaeology of Colonialism in the Americas	(15)
AR3088	Archaeology of Islamic Societies	(15)
	Semester Total	**15**

SEMESTER 2

Optional Modules

	15 credits of approved Archaeology options		15
AH3080	The Roman Labyrinth: Crete Under the Emperors		(15)
AR3087	Plants and People		(15)
AR3089	Material transformations: difference and power in prehistoric Britain and Ireland		(15)
		Semester Total	**15**

Appendix 2: Module specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3: Skills matrix

Programme specification appendix 3
Skills matrix: BA Archaeology V400/Major/Minor
Date amended: February 2015

Programme learning outcomes	AR1004–5 Introduction to world archaeology	AR1007 Archaeology the essentials	AR1008 Using Archaeological Evidence	AR1009 Practical Aims and Methods	AR1010 Archaeological Research	AR1011 Fieldschool	AR2008 Environmental Archaeology	AR2028 Archaeological Survey and	AR2029 Theory in Archaeology	AR2036 Professional Skills	AR options level 2	Dissertation	AR options level 3
(*a*) Discipline specific knowledge and competencies													
(vi) Other discipline specific competencies													
Design, research and present a sustained and independently conceived piece of ancient historical and/or archaeological writing										X		X	
(*b*) Transferable skills													
(i) Oral communication													
Demonstrate clarity, fluency and coherence in oral expression of ancient historical/archaeological issues							X		X	X	X		X
Participate effectively in group discussions	X	X	X	X	X	X	X	X	X	X	X		X
(ii) Written communication													
Develop and sustain ancient historical/archaeological arguments in a variety of literary forms	X	X		X	X	X	X	X	X	X	X	X	X
Demonstrate clarity, fluency and coherence in written expression of ancient historical/archaeological issues	X	X	X	X	X	X	X	X	X	X	X	X	X
(iii) Information technology													
Use IT to effectively support archaeological studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence	X	X	X	X	X	X	X	X	X	X	X	X	X
(iv) Numeracy													

	1	2	3	4	5	6	7	8	9	10	11	12	13
Analyse ancient historical/archaeological data using statistical and graphical techniques			X		X	X		X	X				
(v) Team working													
Be able to work collaboratively jointly to explore ancient historical/archaeological issues and arguments and to recognise the value of working closely with others	X		X		X	X	X		X	X			
(vi) Problem solving													
Address ancient historical/archaeological problems in depth using contemporary text and material sources and advanced secondary literature	X	X	X	X	X	X	X	X	X	X	X	X	X
(vii) Information handling													
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	X	X	X	X	X	X	X	X	X	X	X	X	X
(viii) Skills for lifelong learning													
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical/archaeological problems					X		X	X	X	X	X	X	X
Reflect upon own learning and achievements and plan for personal, education and career development									X	X	X		X