

# Programme Specification

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## Academic Year 2017-18

### BA (Hons) Archaeology and Anthropology; BA (Hons) Archaeology and Anthropology (with a Year Abroad)

Programme code: 6056, 6184 (PT), 6057 (Year Abroad)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	Highfield Campus
Mode of study	Full time or Part time is permitted
Duration in years	3 years or 4 years with year abroad
Accreditation details	Not applicable
Final award	Bachelor of Arts (Honours)
Name of award	Archaeology and Anthropology
Interim Exit awards	Certificate of Higher Education, Diploma of Higher Education
FHEQ level of final award	6 (NQF level H)
UCAS code	V402 BA Archaeology and Anthropology; V403 BA Archaeology and Anthropology (with a Year Abroad)
QAA Subject Benchmark or other external reference	This programme has been designed to be in line with National Qualifications Framework and QAA subject benchmarking descriptors for Archaeology (revised 2007) and Anthropology (revised 2007)
Programme Lead	Dr Yvonne Marshall
Date specification was written	02/06/2014
Date specification last updated	September 2017

## Programme Overview

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Since the mid-19th century, Archaeology and Anthropology (both social and biological) have evolved and developed in association as disciplines that aim to comprehend what it is to be human. Archaeology is the study of the human past through its material remains such as buildings, monuments, artefacts, biological remains, written sources and the landscape we inhabit today. Anthropology is traditionally divided in the UK into *Social Anthropology*, which examines how people in different places create meaning and build communities, and *Biological Anthropology*, which explores the physiological and genetic diversity in present and past human societies. The *BA (Hons) Archaeology and Anthropology* programme offers a unique perspective on the human present and past in a broad geographic and temporal context, providing you with an understanding of how the human species evolved, how human societies came into being and changed over time, and the underlying reasons for human social and biological diversity today. A special feature of this programme is that all three disciplines – Archaeology, Social and Biological Anthropology – are closely integrated over the three years, allowing you to explore global human diversity, in time and space, in a truly interdisciplinary fashion.

The programme explores how humans engage, and their ancestors engaged, with their world, both physical and social. It teaches the methods, approaches and techniques used to find out about and understand human societies: from archaeological prospection and excavation, to the anthropological and archaeological analyses of artefacts and human and animal remains, survey and ethnographic fieldwork techniques, statistical analysis of social data, and the exploration and application of a broad range of philosophical ideas. These approaches involve a wide range of techniques and critical thinking skills, combining aspects of both sciences and humanities, which provide insight into human worlds both contemporary and ancient, and often greatly different from that of the 21st-century West.

## **Special Features of the programme**

Students will attend a one week field school at the end of your first year, and then participate in a minimum three weeks fieldwork as part of an active research project. This is usually undertaken during the summer of the first or second year of study and may be in the UK or overseas. Opportunities for undertaking further fieldwork, including participation in overseas research projects, are also available.

You have the opportunity to study abroad for either a semester or a full year as part of this programme. Students on the Year Abroad programme will spend Part Three of their programme at one of the Faculty's partner universities and will continue with Part Four of the curriculum upon return to Southampton in their fourth year. Students who choose to spend a semester abroad will do so in their second year and will continue their Part Two curriculum at the partner university, Part Three of the programme will be completed at Southampton.

All students intending to go abroad are required to take the HUMA2012 preparation module before their departure. For students wishing to go abroad for one semester they will normally complete HUMA2012 during Part One of their programme. For all other students going abroad for a full year they will complete HUMA2012 during Part Two of their programme. All students who spend the year abroad are also required to complete HUMA3013 whilst they are away.

## **Learning and teaching**

The programme is delivered through lectures; tutor-led and student-led seminars and tutorials, laboratory practicals, group projects, individual and group presentations, field visits, field work and independent research. In Part One, the emphasis is on discovering the nature and co-development of Archaeology and Anthropology, their methods and philosophies, and a basic outline of the development of the human species and its current social and biological diversity. Part Two consolidates and enhances knowledge of the human present and past, and of archaeological and anthropological methodology and theory. Part Three permits students to specialise in the study of selected themes (e.g. regional, temporal, social), as well as carrying out a piece of independent research. Students are encouraged to explore the full potential of interdisciplinary research.

## **Assessment**

The varied assessment types of knowledge and understanding include examinations, essays, shorter pieces of assessed coursework, practical assignments in both the laboratory and the field, individual and group presentations, online discussions, portfolios and the dissertation. Progression is recognised in the assessment scheme, which tests the breadth and complexity of knowledge and understanding through to consolidation and application.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality handbook.

## **Educational Aims of the Programme**

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The aims of the programme are to:

- Introduce the disciplines of Archaeology and Anthropology
- Develop knowledge and understanding of the global human story from the emergence of early hominins to the diversity of the present day
- Place modern humans into a broader evolutionary and political background
- Develop knowledge of how humans create and sustain relationships with each other and the physical world, and how they comprehend their world (and the worlds of others)
- Enhance knowledge and understanding of how material culture is embedded in human life both present and past

- Enhance knowledge and understanding of how biological attributes can inform our understanding of cultural variability, both present and past
- Enhance students' ability to read, think and write critically across and between three disciplines
- Provide a foundation for progression to postgraduate study
- Provide a foundation for students to pursue a career, whether in Archaeology, Anthropology, a related profession or in some other field.

## Programme Learning Outcomes

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### Knowledge and Understanding

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Having successfully completed this programme, students will be able to demonstrate knowledge and understanding of:

- A1 The relationship and connections between the disciplines of Archaeology and Anthropology
- A2 The basic sequence of human development from the emergence of early hominins to the present
- A3 The methods and theories used by archaeologists and anthropologists to investigate past and present societies
- A4 How material culture can inform our understanding of societies both past and present
- A5 How contemporary issues, ethics and political contexts influence our understanding of human nature, societies and events
- A6 Key aspects of human cultural, biological and social diversity

### Teaching and Learning Methods

Knowledge and understanding will be developed through lectures; tutor-led and student-led seminars and tutorials, laboratory practicals, group projects, individual and group presentations, field visits, field work and independent research. During the Part One, the emphasis is on discovering the nature of Archaeology and Anthropology and their methods, and in providing a basic outline of the development of the human species, developing cultural and material diversity, and the constitution of everyday life in contemporary and past societies. Part Two will consolidate and enhance knowledge of the human past, of archaeological and anthropological methodology, human cognition, and society and belief in contemporary and ancient worlds. Part Three involves specialisation in the study of selected themes, as well as carrying out a piece of independent research in the form of an undergraduate dissertation.

### Assessment methods

Assessments of knowledge and understanding include examinations, extended essays, shorter pieces of assessed coursework, practical exercises in both the laboratory and field, individual and group presentations, and the dissertation. Progression is recognised in the assessment scheme, which tests the breadth and complexity of knowledge and understanding through consolidation and application.

## Subject Specific Intellectual and Research Skills

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Having successfully completed this programme, students will be able to:

- B1 Collect and synthesise information from a range of textual and material sources, including empirical (qualitative and quantitative) data
- B2 Evaluate the evidential value of data used to substantiate arguments
- B3 Evaluate the appropriateness of methodologies employed to generate data
- B4 Evaluate and decide between competing arguments and different conceptual frameworks
- B5 Evaluate the social and political context in which arguments are, and were, formulated

### Teaching and Learning Methods

Activities particularly designed to enhance thinking skills include tutor-led and student-led seminars and tutorials, group projects, oral and group presentations and the dissertation. Specifically, students will develop understanding of a range of philosophical traditions and interdisciplinary methodologies.

### ***Assessment methods***

Extended essays and shorter pieces of assessed work such as book reviews, individual and group presentations, peer and staff feedback in seminars and tutorials, and the Year Three dissertation (ARCH3025/SOCI3033) will all assess intellectual skills. Progression is recognised in the assessment scheme, which tests cognitive skills, moving from articulation of concepts through to synthesis and evaluation.

### **Transferable and Generic Skills**

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Having successfully completed this programme, students will be able to:

- C1 Communicate ideas and arguments in a variety of formats (written; oral; formal presentations; digital media)
- C2 Identify, select and draw upon a wide range of material, printed and electronic sources
- C3 Collate, synthesise and present both philosophical ideas and different types of evidence, applying different disciplinary vocabularies and approaches
- C4 Demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence
- C5 Demonstrate awareness of ethical issues related to fieldwork methods, data collection and use
- C6 Demonstrate an appreciation of cultural diversity in a sensitive and inclusive manner

In addition, students who successfully complete the full BA programme will be able to:

- C7 design and implement a project of independent research

### ***Teaching and Learning Methods***

In addition to lectures, key transferable skills will be developed through tutor-led and student-led seminars and tutorials, IT workshops, library sessions, group projects and independent research. Formative assessment will enable the development of increased student confidence in applying varied approaches.

### ***Assessment methods***

Students will be asked to demonstrate key skills through the submission of a variety of written assignments, through participating in individual and group oral presentations, in collaboration with peers in class exercises and group projects, and in a dissertation. Progression is recognised in the assessment scheme, which tests key skills at appropriate levels of study.

### **Subject-Specific Practical Skills**

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Having successfully completed the programme, students will be able to:

- B6 Handle, describe and interpret archaeological and anthropological objects and materials
- B7 Recognise, describe and interpret archaeological sites in the field and carry out basic archaeological techniques for the identification, recovery and recording of field data
- B8 Use the technical vocabulary of human evolution and skeletal biology as applied to anthropology

### ***Teaching and learning methods***

Professional skills will be developed in the laboratory and field through the handling and recording of objects and materials, and in the recording of field data.

### ***Assessment methods***

Professional and practical skills are assessed in feedback from field directors and peer workers during field work, and during laboratory-based practicals.

## Graduate Attributes

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Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include but extend beyond your knowledge of an academic discipline and its technical proficiencies. Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.

We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate Attributes presumes basic competencies on entry to the University.

- *Critical understanding* is developed in many ways in this programme, focussing on the critical question of what it is to be human, and through deeper knowledge of the diversity and complexity of contemporary and past societies;
- Archaeology and Anthropology encourage both *greater awareness of the provisional nature of knowledge* and *how knowledge is created, advanced and renewed* through learning how our understanding of human worlds has changed and developed through time, particularly since the Enlightenment, and about the relationship of archaeological and anthropological knowledge to broader currents in thought such as evolution, modernism, postmodernism and globalisation;
- The *ability to identify and analyse problems and issues* is central to the production of archaeological and anthropological knowledge, and is developed through assessments such as essays and research designs while the *ability to formulate, evaluate and apply evidence-based solutions and arguments* is developed academically in all modules, and practically during fieldwork;
- The *ability to apply a systematic and critical assessment of complex interdisciplinary problems and issues* is developed throughout the programme through core interdisciplinary modules and in many optional specialist modules in Part 3;
- *Familiarity with advanced techniques and skills* is promoted by optional modules in Parts 2 and 3 in (for example) Osteology, Object interpretation and analysis, Survey (both archaeological and ethnographic), Computational approaches and Molecular archaeology;
- *Understanding of the need for a high level of ethical, social, cultural, environmental and wider professional conduct* is introduced in the core modules in Part 1 and further developed at Part 2, with questions of both research and professional ethics also central to many Part 3 specialist programmes;
- *Conceptual understanding that enables critical evaluation of current research and advanced scholarship* is developed through the incorporation of theoretical knowledge into period-based and thematic modules throughout the programme;
- *Originality and creativity in the application and evaluation of knowledge* is valued in all areas of archaeological and anthropological study, but particularly developed through feedback given to assessed work and reflected in our grade criteria
- *The ability to deal with complex issues and make sound judgements based upon qualitative or incomplete data* is at the heart of all good archaeological and anthropological study; the study of human societies remains extremely complex. These skills are developed through assessed work such as essays, examinations and through independent research leading to the dissertation.
- *Skills in evaluating critically your own role in and contribution to a project* are central to the reflexive methodologies of anthropology, and are developed through the theoretical and methodological modules central to the course from Part 1-3.

## Programme Structure

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### *Opportunity to Study a Minor Subject*

The structure of your degree programme offers a significant level of choice in each year of study. This can be exercised in a number of ways.

- You can use these modules to deepen your knowledge of your main subject
- You can combine additional modules from your main subject with modules from other disciplines, or choose from a selection of interdisciplinary modules.

- You can choose modules that build into a minor pathway, the title of which will be mentioned in your degree transcript. Details of the minors available and the modules that are included can be found at [www.southampton.ac.uk/cip](http://www.southampton.ac.uk/cip). These options can be discussed with your personal academic tutor.

## Programme details

The programme is normally studied over three years full-time, but may also be taken on a part-time basis for a period of not less than four and not more than eight academic years. Study is undertaken in three parts (each corresponding to one year of full-time study). There are 30 study weeks in each year.

The programme is divided into modules, eight being taken in each Part. Usually four modules are taken in each semester but a 3/5 split is possible if agreed between a student and their tutor. Single modules have a credit (CATS) value of 15 (7.5 ECTS), while double modules have a CATS value of 30 (15 ECTS). Each part has a total CATS value of 120 (60 ECTS).

The expected exit award is a BA, and to achieve this you must gain 360 CATS (180 ECTS). If you complete 120 CATS (60 ECTS) in Part 1, you will be eligible for a Certificate of Higher Education, and if you complete 240 CATS (120 ECTS) in Parts 1 and 2 you will be eligible for a Diploma of Higher Education.

### Availability of Modules

**The information contained in programme specification is correct at the time it was published. Typically, around a quarter of optional modules do not run due to low interest or unanticipated changes in staff availability. If we do have insufficient numbers of students interested in an optional module, this may not be offered. If an optional module will not be run, we will advise you as soon as possible and help you choose an alternative module.**

### Part 1

<b>Compulsory modules</b>		<b>Credits</b>
ARCH1057	Archaeological Thought	7.5 ECTS (15 CATS)
ARCH1005	Archaeological Method	7.5 ECTS (15 CATS)
ARCH2037	Archaeological Fieldwork	0 ECTS (0 CATS)
ANTH1001	Exploring Other Cultures	7.5 ECTS (15 CATS)
<b>Option modules - choose six modules, including at least 3 ARCH1xxx ones and 1 from the SOCI1xxx/STAT1003 list</b>		
ARCH1001	Human Origins	7.5 ECTS (15 CATS)
ARCH1030	Ancient and Medieval Worlds	7.5 ECTS (15 CATS)
HUMA1038	Introduction to Ethnography: Food and Culture	7.5 ECTS (15 CATS)
ARCH1047	Debates and Issues in Archaeological Science	7.5 ECTS (15 CATS)
ARCH1002	Emergence of Civilisation	7.5 ECTS (15 CATS)
ARCH1028	Landscapes and Seascapes of Britain's past	7.5 ECTS (15 CATS)
ARCH1062	Wonderful Things: World history in 40 objects	7.5 ECTS (15 CATS)
SOCI1001	Understanding Everyday Life	7.5 ECTS (15 CATS)
SOCI1002	Transformations of the Modern World	7.5 ECTS (15 CATS)
SOCI1003	Social Problems and Social Policy	7.5 ECTS (15 CATS)
SOCI1014	Foundations in Social and Anthropological Theory	7.5 ECTS (15 CATS)
STAT1003	Introduction to Quantitative Methods	7.5 ECTS (15 CATS)
LING1001	Elements of Linguistics – Sound, Structure and Meaning	7.5 ECTS (15 CATS)
LING1003	Applications of Linguistics	7.5 ECTS (15 CATS)

In addition students must complete 3 weeks fieldwork training on an approved field project. This will normally be undertaken in the summer between Parts 1 and 2. Students cannot pass the programme without completing this requirement.

- This is an indicative timetable: not all option modules will be available each year, and the semester in which modules are taught may vary.

2. You may choose to substitute up to TWO of the non-compulsory modules for selected alternate modules of equivalent value from across the university

**Exit Award:** Certificate of Higher Education

#### Part 2

<b>Compulsory modules</b>		<b>Credits</b>
ANTH2001	Cosmology, Ritual and Belief	7.5 ECTS (15 CATS)
ARCH2028	Advanced Methods of Archaeological Analysis	7.5 ECTS (15 CATS)
<b>Core modules</b>		<b>Credits</b>
HUMA2012	Study Abroad (For students taking a Year Abroad only)	Pass/Fail (non-credit bearing)
<b>Option modules - choose five from the following, including at least 1 from both the ARCH2xxx and ANTH2002/STAT2009/SOCI2xxx lists</b>		
ARCH2001	Human Dispersal and Evolution	7.5 ECTS (15 CATS)
ARCH2004	Introduction to European Prehistory	7.5 ECTS (15 CATS)
ARCH2012	Archaeology and Society	7.5 ECTS (15 CATS)
ARCH2013	Approaching the Past: Trends in Archaeological Theory	7.5 ECTS (15 CATS)
ARCH2027	Boned, Bodies and Burials: Osteology and Comparative Anatomy	7.5 ECTS (15 CATS)
ARCH2017	Maritime Archaeology	7.5 ECTS (15 CATS)
ARCH2033	Pots and People: Ceramic analysis for archaeology	7.5 ECTS (15 CATS)
ARCH2029	Digging into data: quantitative data analysis in archaeology	7.5 ECTS (15 CATS)
ARCH2001	Human Dispersal and Evolution	7.5 ECTS (15 CATS)
ARCH2003	The Power of Rome: Europe's First Empire	7.5 ECTS (15 CATS)
ARCH2024	Archaeological Survey for Landscapes and Monuments	7.5 ECTS (15 CATS)
ARCH2039	Experimental Archaeology: the social prehistory of technology	7.5 ECTS (15 CATS)
ARCH2036	Critical Chronologies: Archaeological dating	7.5 ECTS (15 CATS)
HUMA2008	The life and afterlife of the Vikings	7.5 ECTS (15 CATS)
ANTH2002	Culture, Communication and Cognition	7.5 ECTS (15 CATS)
SOCI2031	Social Theory	7.5 ECTS (15 CATS)
STAT2009	Research methods in the social sciences	7.5 ECTS (15 CATS)
SOCI2017	Class structure and social inequality	7.5 ECTS (15 CATS)
LING2002	Psycholinguistics	7.5 ECTS (15 CATS)
LANG2005	Learning about Culture: Introduction to Ethnography	7.5 ECTS (15 CATS)
LING2003	Syntax: Studying Language Structure	7.5 ECTS (15 CATS)
SPAN2014	Ethnography of Latin America	7.5 ECTS (15 CATS)
GEOG2036	Cultural Geography	7.5 ECTS (15 CATS)

There are a number of CIP modules that are available to you.

1. This is an indicative timetable, and the semester in which modules are taught may vary.
2. Students may also choose to substitute up to TWO of the non-compulsory modules for selected alternate modules of equivalent value from across the university.
3. Not all option modules will necessarily be available in any given year

**Exit Award:** Diploma of Higher Education

#### Part 3 (Year Abroad)

Students will spend the year abroad in a country where the chosen language is spoken, either as:

- studying on a University course
- on an approved work placement

During the year abroad students are required to complete a Year Abroad Report (HUMA3013). This is assessed on a pass/fail basis.

#### Part 4

<b>Compulsory modules</b>		<b>Credits</b>
ARCH3025 OR SOCI3033	Dissertation	15 ECTS (30 CATS)
	Dissertation	15 ECTS (30 CATS)
<b>Optional modules – choose six from the following, including at least 2 from the ARCH3xxx list and at least 2 from the ANTH3xxx/SOCI3xxx one (at least one of which must be an ANTH module)</b>		
ARCH3034	Archaeology of Seafaring	7.5 ECTS (15 CATS)
ARCH3017	Presenting the past: Museums and Heritage	7.5 ECTS (15 CATS)
ARCH3008	Stonehenge to Skara Brae: the Neolithic of Britain	7.5 ECTS (15 CATS)
ARCH3011	Iron Age Societies	7.5 ECTS (15 CATS)
ARCH3014	Seeing beneath the soil: Geophysical Survey for Archaeology	7.5 ECTS (15 CATS)
ARCH3028	Living with the Romans and exploring their towns and cities	7.5 ECTS (15 CATS)
ARCH3036	Molecular Archaeology	7.5 ECTS (15 CATS)
ARCH3042	Ecology of human evolution	7.5 ECTS (15 CATS)
ARCH3043	Later Anglo-Saxon England	7.5 ECTS (15 CATS)
ARCH3044	GIS for Archaeology	7.5 ECTS (15 CATS)
ANTH3002	Sexuality and Intimacy	7.5 ECTS (15 CATS)
ANTH3003	Anthropology, Film, and Representations of the 'Other'	7.5 ECTS (15 CATS)
SOCI3002	Comparing Welfare States- Evolution, Politics and Impact	7.5 ECTS (15 CATS)
SOCI3073	Cyber Lives? New Technologies and Social Change	7.5 ECTS (15 CATS)
LING3001	Second Language Acquisition	7.5 ECTS (15 CATS)

1. This is an indicative timetable and the semester in which modules are taught may vary.
2. Students may also choose to substitute up to TWO of the non-compulsory modules for selected alternate modules of equivalent value from across the university.
3. Not all modules will be available in any given year

**Exit Award:** Conferment of award/graduation

## Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for are included in Appendix 2:

## Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) and the [Academic Regulations for the Faculty of Humanities](#) as set out in the University Calendar: <http://www.calendar.soton.ac.uk>

Please see Section [Bachelor of Arts \(Hons\)/Bachelor of Science \(Hons\) - Non-Modern Language Programmes](#)

## Intermediate exit points (where available)

Students will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

<b>Qualification</b>	<b>Minimum overall credit in ECTS</b>	<b>Minimum ECTS required at level of award</b>
Diploma of Higher Education	at least 120	45
Certificate of HE	at least 60	45

## **Support for student learning**

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There are facilities and services to support learning, some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides:

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; and provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access, under supervision:

- Laboratory facilities, including laboratories for human and animal osteology, ceramics, lithics and isotope studies;
- Extensive equipment resources for fieldwork, geophysical survey, digital imaging and photography;
- Extensive reference collections of ceramics, lithics, animal bone and human bone.

## **Methods for evaluating the quality of teaching and learning**

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Students have the opportunity to have a say on the quality of the programme in the following ways:

University of Southampton  
HUMS CQA 2016/17

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of the programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency

## **Criteria for admission**

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### **University Commitment**

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equal Opportunities Policy Statement. This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University
- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;
- ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

### **Undergraduate programmes**

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
GCE A level	ABB-BBB		General Studies	One grade below the standard offer, conditional on an A grade in the EPQ.	BBB-BBC

### **Mature applicants**

Studying for a degree later in life can be extremely rewarding and mature students are often among our most successful.

If you are over 21 and feel you would benefit from degree-level studies, we can be more flexible about our entry requirements. For full-time courses, selectors will expect you to demonstrate your commitment by means of some recent serious study, for example, one or two A level passes, successful completion of an Open University foundation course or an appropriate Access course. Your application will be considered on individual merit and you may be asked to attend an interview.

More information on the entry requirements for BA Archaeology and Anthropology can be found on the Archaeology and Anthropology webpage here:

[http://www.southampton.ac.uk/humanities/undergraduate/courses/archaeology/v402\\_ba\\_archaeology\\_and\\_antropology.page?](http://www.southampton.ac.uk/humanities/undergraduate/courses/archaeology/v402_ba_archaeology_and_antropology.page?)

For further information, please contact our Admissions Team: UGapply.FH@southampton.ac.uk

The University's Admission policy is available at

<http://www.southampton.ac.uk/studentadmin/admissions/admissionspolicies/policy/>

#### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

#### English Language Proficiency

Overall	Reading	Writing	Speaking	Listening
6.5	6.5	6.5	6.0	6.0

### Career Opportunities

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An Archaeology and Anthropology degree is excellent preparation for future employment, offering a balance of sciences and arts and providing a range of both practical and intellectual components. These allow graduates to demonstrate many of the abilities that employers are known to look for such as working as part of a team, presentation skills, evidence-based reasoning, problem solving, project management, report writing and independent critical thinking.

A high proportion of our graduates find full-time employment within six months of completing their degree (94% in 2012 compared with the national average for all graduates of 91%) and they follow a very wide range of career paths. Recently, our graduates have found jobs in such diverse areas as accountancy, administration, civil service, cartography and aerial photography, computer engineering and animation, geographic information systems, graphic design, life-guarding, nursing, the police, the armed services, environmental health, countryside management, engineering management, marketing, business, retailing and entertainment management.

The BA (Hons) in Archaeology and Anthropology is also an ideal preparation for further study (for a Masters or research degree) or for a subject-related career in professional Archaeology, heritage management, digital heritage, museums, archaeological research , teaching (in subjects such as geography, history or archaeology), geophysical survey, or heritage tourism.

### External Examiners(s) for the programme

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#### External examiner(s):

##### Archaeology

Dr Kris Lockyear	Institution: University College London
Dr Chris Fowler	Institution: Newcastle University
Dr Joanna Bruck	Institution: Bristol University
Prof Kate Welham	Institution: Bournemouth University
Dr James Cole	Institution: University of Brighton
Dr Michael Scott	Institution: London School of Economics

##### Anthropology

Dr Tom Hall	Institution: University of Cardiff
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Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

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**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook (or other appropriate guide) or online at (give URL).

## Appendix:

### Learning outcomes and Assessment Mapping document template

Module Code	Module Title	Knowledge and Understanding						Subject Specific Intellectual and Practical Skills							
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8
ARCH1057	Archaeological & Anthropological Thought	X	X	X	X			X	X	X	X			X	X
ARCH1005	Archaeological Method			X	X	X		X	X	X			X	X	
ANTH1001	Exploring other cultures		X		X	X	X					X	X		
ANTH2001	Cosmology Ritual and Belief			X	X		X					X			X
ARCH2028	Archaeological and anthropological analysis and research Skills			X	X			X	X	X	X		X	X	X
ARCH3025 /SOC13033	Dissertation	X		X	X	X	X								

Module Code	Module Title	Transferable/Key Skills						
		C1	C2	C3	C4	C5	C6	C7
ARCH1057	Archaeological & Anthropological Thought	X		X				
ARCH1005	Archaeological Method		X	X	X	X		
ANTH1001	Exploring other cultures		X				X	
ANTH2001	Cosmology Ritual and Belief		X				X	
ARCH2028	Archaeological and anthropological analysis and research Skills	X		X	X			X
ARCH3025 /SOC13033	Dissertation	X	X	X		X		X

<b>Module Code</b>	<b>Module Title</b>	<b>Coursework 1</b>	<b>Coursework 2</b>	<b>Exam</b>
ARCH1057	Archaeological and Anthropological Thought	Seminar discussion participation (2 x1 hour) Formative <b>0%</b>	Essay 1200-1500 words <b>50%</b>	Critical review 1200-1500 words <b>50%</b>
ARCH1005	Archaeological Method	1 x 1500 word Essay <b>50%</b>	Portfolio Based on the output from the five module practical's (2000 words, made up of 5 x 400 words). <b>50%</b>	
ANTH1001	Exploring other Cultures	1 x 1000 word review paper <b>40%</b>	1 x 2000 word essay <b>60%</b>	n/a
ANTH2001	Cosmology, ritual and belief	1 x 1500 word review paper <b>40%</b>	1 x 2500 word essay <b>60%</b>	
ANTH2002	Culture, communication and cognition	1 x 1500 investigation report <b>40%</b>	1 x 2500 word essay <b>60%</b>	
ARCH2028	Archaeological Analysis and research Skills	Literature and data search <b>50%</b>	1 x Project design including risk assessment and ethics statement <b>50%</b>	n/a
ARCH3025	Dissertation	Presentation (not assessed)	Dissertation <b>100%</b>	n/a
SOCI3033	Dissertation		Dissertation <b>100%</b>	

## **Appendix 2:**

### **Additional Costs**

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for: [insert relevant bullet points from the following list]:

- Books and Stationery Equipment (such as Lab equipment, Field Equipment, Art equipment, Recording Equipment, stethoscopes, fob watch, Excavation equipment, Approved Calculators)
- Materials (such as laboratory materials, textbooks, drawing paper, fabric, thread, computer disks, Sheet Music)
- Software Licenses
- Clothing (such as Protective Clothing, Lab Coats, specific shoes and trousers)
- Printing and Photocopying Costs (such as Printing coursework for submission, Printing and binding dissertations or theses, Academic Poster (A1) printing).
- Typing Costs
- Field Trips (including accommodation costs for the field trips)
- Work Experience and Placements (including accommodation costs near the placement, additional insurance costs)
- Travel Costs for placements, field trips and to and from the University and various campus locations (including travel insurance).
- Paying for immunisation and vaccination costs before being allowed to attend placements.
- Obtaining Disclosure and Barring Certificates or Clearance Subsistence Costs
- Paying for a Music accompanist
- Translation of birth certificates (for programmes abroad)
- Conference expenses
- Professional exams
- Parking costs (including on placements at hospitals)
- Replacing lost student ID cards
- Other activities (e.g. visiting specialist marine stations and other institutions)
- Costs of attending a graduation ceremony (e.g. hiring a gown for graduation).

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).

### **Specific Costs for Archaeology**

#### **Equipment and Materials:**

During your degree you are likely to go on a number of fieldtrips, and to take part in fieldwork. The exact number and nature of these trips will depend on your module and fieldwork choices. However, wherever and whatever you do you are likely to need access to; waterproofs, sturdy shoes or boots, sun hat and a small rucksack. For some sites you may be asked to have steel toed boots.

For those qualified to do so, you may become involved in diving projects. In these circumstances you would normally be required to bring/hire your own mask, fins, snorkel, knife, exposure suit and dive watch (and if possible, dive computer).