

Programme Specification

| | | |
|----|--|--|
| 1 | Awarding body | University of London |
| 2 | Teaching Institution | Birkbeck College |
| 3 | Programme Title(s) | BA Archaeology and Geography BA Archaeology and Geography with Foundation Year |
| 4 | Programme Code(s) | UUBAACGE_C (Full-time 3 years) UBAARCGE_C (Part-time 4 years) UUBFACGE_C (Full-time 4 years with Foundation Year) UBFARCGE_C (Part-time 6 years with Foundation Year) |
| 5 | UCAS code (if applicable) | LV74; LV7G (with Foundation Year) |
| 6 | Home Department | History, Classics and Archaeology |
| 7 | Exit Award(s) | Cert Continuing Education, Dip HE, Cert HE |
| 8 | Duration of Study (number of years) | 3 years full time, 4 years part time; 4 years full-time with foundation year; 6 years part-time with foundation year |
| 9 | Mode of Study (FT/PT/DL) | Full-time/Part time |
| 10 | Level of Award (FHEQ) | 6 |

| | | |
|----|--|-----------------------|
| 11 | Other teaching depts or institution | Geography |
| 12 | Professional, Statutory Regulatory Body(PSRB) details | N/A |
| 13 | QAA Benchmark Group | Archaeology/Geography |

| | | |
|----|---------------------------------------|---|
| 14 | Programme Rationale & Aims | <p>BA Archaeology and Geography:</p> <p>The BA Archaeology and Geography Degree, leading to the BA Honours Degree of the University of London, is a structured programme of taught courses, designed to develop historical and environmental understanding and critical skills. The combination of Archaeology and Geography teaches students how to use a range of evidence, including textual/material/environmental remains, to explore the lives of people in the past. Study of these two distinct but interrelated disciplines provides a rounded view of ancient societies on spatial and temporal terms. Teaching includes lectures, seminars, and an archaeological field school.</p> <p>The main aims are:</p> <ol style="list-style-type: none"> 1. to enable students to develop and deepen their understanding of the conceptual and theoretical bases of the disciplines, methods of inquiry, materials and common interpretations; |
|----|---------------------------------------|---|

| | |
|--|--|
| | <ol style="list-style-type: none"> 2. to offer students the opportunity to develop and deepen their skills of critical evaluation and analysis; and 3. to enable students to develop and extend their key skills as a foundation for personal development, employment or further academic study. 4. (for the part-time programme) to enable mature students in full-time employment to undertake undergraduate study in Archaeology and Geography, in fulfilment of the mission of the College. <p>BA Archaeology and Geography with Foundation Year</p> <p>For the BA Archaeology and Geography with Foundation Year programme, the purpose of the Foundation Year 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> |
|--|--|

| | |
|----|--|
| 15 | <p>Entry Criteria</p> <p>BA Archaeology and Geography:</p> <p>Students will normally require a minimum of 2 B’s and a C at A-Level (or the equivalent of 112 UCAS tariff points), one of which must be in History or Geography. Students who fail to achieve these grades in A-Levels may still be considered for entry if they demonstrate the required level of intellectual commitment and potential.</p> <p>Birkbeck welcomes 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>BA Archaeology and Geography with Foundation Year:</p> <p>This programme is designed for people who can demonstrate the ability and motivation to complete the BA Archaeology and Geography 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 | <p>Learning Outcomes</p> <p>Foundation Year Students will have acquired:</p> <ol style="list-style-type: none"> 1. A foundational understanding of the different disciplines offered by the School of Social Science, History and Philosophy 2. A foundational understanding of some key concepts in those disciplines 3. Key academic reading, writing, research and assessment skills appropriate to the study of those disciplines 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>All routes of study Students completing the BA Archaeology and Geography will have:</p> <ol style="list-style-type: none"> 1. demonstrated an ability to apply critically the main theories, concepts and approaches used in the disciplines to the analysis of archaeological and geographical topics 2. demonstrated knowledge and understanding of: <ol style="list-style-type: none"> a. a variety of social and environmental changes within specific periods and areas of the past b. the nature of archaeological and geographical evidence, their problems and potentials in providing us with knowledge of the past and its landscapes c. the shape of particular fields of archaeological and geographical theory, including the factors which influence different interpretations of time and space 3. successfully completed an independent research project, in the form of a supervised dissertation (HCA) or Research Project (Geography), ideally making use of primary source materials/data 4. extended and developed their analytical, evaluative and critical capacities; and 5. developed transferable skills, including the ability to take responsibility for their own learning, learning how to learn, making oral/visual/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. |
| 17 | <p>Learning, teaching and assessment methods</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</p> |

| | |
|--|---|
| | <p>knowledge and understanding, and to foster key analytical skills. The BA Archaeology and Geography 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/visual/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, projects and unseen written examinations across the taught modules. In addition, students are required to complete zero-weighted essays and other assignments, which provide valuable formative feedback. Essays enable students to read 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. The archaeological field school is assessed by means of a submitted descriptive report (level 4) and portfolio (level 5).</p> <p>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</p> |
|--|---|

| | |
|----|---|
| 18 | <p>Programme Structure</p> <p>Description</p> <p>The BA Archaeology and Geography programme consists of eleven modules (360 credits). Students will be required to undertake 20 days of archaeological fieldwork, part of which is provided via the field school module.</p> <p>The Compulsory Modules</p> <p>There are five compulsory modules, four at level 4 and one at level 5. They aim to provide students with the essential tools for undertaking historical study. Students must also complete successfully a level 6 Final Year dissertation/project in either discipline.</p> <ul style="list-style-type: none"> • Level 4: <i>Approaching the past</i> (New): 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. <p><i>Buried Humanities:</i> a compulsory field school module</p> <p><i>Discovering Archaeology: From Field to Finds Room:</i> a compulsory skills module, assessed by exam and coursework.</p> |
|----|---|

Introduction to Spatial Thinking introduces students to the concepts and methods of digital mapping.

- **Level 5: Exploring the past (New):** 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.

Students must complete a 60-credit level 6 Final-Year project, EITHER **Writing the Past: Dissertation (New)** OR **Geography/Environment Research Project (GGPH073D6-AAA)**. Each of these modules aims to demonstrate that the student is capable of independent study. Students develop their own dissertation/project topics and carry out their own research, in collaboration with a supervisor. Students must normally obtain a pass in the dissertation or project in order to graduate.

Note - *Year 1 consists entirely of compulsory modules for this degree. This sets a clear trajectory that is rooted in both Geography and HCA, and lets students on the degree have a presence in both Year 1 cohorts. The field school, **Buried Humanities**, is grounded within archaeology and geography. The study skills are positioned within HCA both because the BA programme will be located in HCA and also because students are more likely to have geographical study skills in place before starting the programme since they can take geography at A-level but not archaeology.*

Option modules

- Level 5 modules (2nd year modules). These are more focussed modules. They develop in greater depth the themes established at level 4 modules. Full time students will take three optional level 5 modules in their second year. PT students will take two level 5 options in year 2 and one further in year 3. Level 5 modules are assessed by essays and examination.
- Level 6 modules (3rd year modules). These are highly focussed modules that are strongly research-led. 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.

There are a large variety of modules on offer within the degree, and for further information see the department's website: <http://www.bbk.ac.uk/history> and <http://www.bbk.ac.uk/departments/geography/>

BA Archaeology and Geography with Foundation Year:

Students in the BA Archaeology and Geography with Foundation year take 120 credits at Level 3 in the foundation year). There are four core modules:

1. Fundamentals of Study: Learning through the Global City
2. Breaking Boundaries of Knowledge
3. Crossing Borders: Studying in SSHP
4. Contemporary Global Issues: Approaches in Social Science, History and Philosophy

Students who successfully pass all modules with grades of 40% or higher may progress onto Year one of BA Archaeology and Geography Foundation Year.

| 4 year part-time programme | | | | |
|--|-------------------------|--|---------|------------|
| Year 1 - 90 credits at level 4 | | | | |
| 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 | SSHC429S4 | Field School: Buried Humanities | 30 | Compulsory |
| Year 2 - 30 credits at level 4, 60 credits at level 5 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 4 | SSGE027S4 | Introduction to Spatial Thinking | 30 | Compulsory |
| 5 | | Option* (Listed below) | 30 | Option |
| 5 | | Option* (Listed below) | 30 | Option |
| Year 3 - 60 credits at level 5, 30 credits at level 6 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 5 | SSHC407S5 | Exploring the Past | 30 | Compulsory |
| 5 | | Option * (Listed below) | 30 | Option |
| 6 | | Option * (Listed below) | 30 | Option |
| Year 4 - 90 credits at level 6 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 6 | SSHC408D6/ GGPH073D6 | Writing the Past: Dissertation (HCA) or Geography/Environment Research Project | 60 | Compulsory |
| 6 | | Option * (Listed below) | 30 | Option |
| 3 year full-time programme | | | | |
| Year 1 - 120 Credits at level 4 | | | | |
| 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 | SSHC429S4 | Field School: Buried Humanities | 30 | Compulsory |
| 4 | SSGE027S4 | Introduction to Spatial Thinking | 30 | Compulsory |
| Year 2 - 120 credits at level 5 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 5 | SSHC407S5 | Exploring the Past | 30 | Compulsory |
| 5 | | Option * (Listed below) | 30 | Option |
| 5 | | Option * (Listed below) | 30 | Option |
| 5 | | Option * (Listed below) | 30 | Option |

| Year 3 - 120 credits at level 6 | | | | |
|--|-------------------------|---|---------|------------|
| Level | Module Code | Module Title | Credits | Status |
| 6 | SSHC408D6/ GGPH073D6 | Writing the past: Dissertation (HCA)* OR Geography/Environment Research Project* | 60 | Compulsory |
| 6 | | Option * (Listed below) | 30 | Option |
| 6 | | Option * (Listed below) | 30 | Option |

BA Archaeology and Geography with Foundation Year (Full-time 4 years)
FOUNDATION Year (0) -120 credits at level 3

| 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 |

Year 1 - 120 Credits at level 4

| 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 | SSHC429S4 | Field School: Buried Humanities | 30 | Compulsory |
| 4 | SSGE027S4 | Introduction to Spatial Thinking | 30 | Compulsory |

Year 2 - 120 credits at level 5

| Level | Module Code | Module Title | Credits | Status |
|-------|-------------|-------------------------|---------|------------|
| 5 | SSHC407S5 | Exploring the Past | 30 | Compulsory |
| 5 | | Option * (Listed below) | 30 | Option |
| 5 | | Option * (Listed below) | 30 | Option |
| 5 | | Option * (Listed below) | 30 | Option |

Year 3 - 120 credits at level 6

| Level | Module Code | Module Title | Credits | Status |
|-------|-------------------------|---|---------|------------|
| 6 | SSHC408D6/ GGPH073D6 | Writing the past: Dissertation (HCA)* OR Geography/Environment Research Project* | 60 | Compulsory |
| 6 | | Option * (Listed below) | 30 | Option |
| 6 | | Option * (Listed below) | 30 | Option |

| BA Archaeology and Geography with Foundation Year (Part-time 6 years) | | | | |
|--|-------------------------|--|---------|------------|
| FOUNDATION Year (0a) - 60 credits at level 3 | | | | |
| 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 |
| FOUNDATION Year (0b) - 60 credits at level 3 | | | | |
| 3 | SSSS001S3 | Crossing Borders: Studying in SSHP | 30 | Core |
| 3 | SSSS002S3 | Contemporary Global Issues: Approaches in Social Science, History and Philosophy | 30 | Core |
| Year 1 - 90 credits at level 4 | | | | |
| 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 | SSHC429S4 | Field School: Buried Humanities | 30 | Compulsory |
| Year 2 - 30 credits at level 4, 60 credits at level 5 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 4 | SSGE027S4 | Introduction to Spatial Thinking | 30 | Compulsory |
| 5 | | Option* (Listed below) | 30 | Option |
| 5 | | Option* (Listed below) | 30 | Option |
| Year 3 - 60 credits at level 5, 30 credits at level 6 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 5 | SSHC407S5 | Exploring the Past | 30 | Compulsory |
| 5 | | Option * (Listed below) | 30 | Option |
| 6 | | Option * (Listed below) | 30 | Option |
| Year 4 - 90 credits at level 6 | | | | |
| Level | Module Code | Module Title | Credits | Status |
| 6 | SSHC408D6/ GGPH073D6 | Writing the Past: Dissertation (HCA) or Geography/Environment Research Project | 60 | Compulsory |
| 6 | | Option * (Listed below) | 30 | Option |

Indicative Options for Level 5 include:

SSHC264S5 Field School: Buried Humanities 2

Basic Principles of Geographic Information Systems
GGPH071S5 Environmental Processes

Indicative Options for Level 6 include:

- SSHC 362S6: The Archaeology of Human Evolution
- SSHC285S6: Beginnings: The Archaeology of Prehistory
- SSHC539S6 The Archaeology of Early Medieval Britain
- SSGE096S6 Living with Climate Change
- SSGE067S6 Landscape Change: Past and Future
- GGPH036S6 Principles of Geographical Information Systems
- SSGE094S6 Advanced Applications of GIS

| | |
|----|---|
| 19 | <p>Regulations</p> <p>Admissions This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</p> <p>These regulations require that all students demonstrate proficiency in the English language to the satisfaction of the College.</p> <p>Credit Transfer Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/mybirkbeck/services/rules/AccreditedPriorLearning.pdf</p> <p>Programme Regulations This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations</p> <p>Programme Specific Regulations Information specific to the BA History & Archaeology degree can be found in the programme handbook: http://www.bbk.ac.uk/history/current-students/undergraduateresources</p> <p>It is essential that all BA History& Archaeology students familiarise themselves with the handbook's contents</p> |
| 20 | <p>Student Attendance Framework – in brief</p> <p>The full version of the ‘Student Attendance Framework’ is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf .</p> <p>Principle Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student</p> |

| | |
|--|---|
| | <p>success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p>Attendance expectation</p> <p>Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p>E-Registers</p> <p>All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p> |
|--|---|

| | |
|----|---|
| 21 | Student Support and Guidance |
| | All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/mybirkbeck/services/facilities |

| | |
|----|---|
| 22 | Methods of Enhancing Quality and Standards |
| | <p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality</p> |

| | | |
|----|--|-----------------|
| 23 | Programme Director | Lesley McFadyen |
| 24 | Start Date (<i>term/year</i>) | September 2018 |
| 25 | Date approved by TQEC | Summer 2017 |
| 26 | Date approved by Academic Board | Summer 2017 |
| 27 | Date(s) updated/amended | June 2020 |