

## History with Archaeology: Programme Specification

1. **Awarding body:** Bangor University
2. **Teaching institution:** Bangor University
3. **Programme accredited by:** Bangor University
4. **Final award:** BA (Hons)
5. **Name of programme:** History with Archaeology
6. **UCAS code:** V1V4
7. **QAA benchmarking group:** History and Archaeology
8. **Date of validation / revalidation:** February 2010
9. **Main educational aims of the programme:**

This programme aims to develop your knowledge and understanding of a wide range of human history and prehistory. It encourages you to take an analytical approach to the past, so that you can understand and contribute to historical and archaeological controversies, and can understand ways in which the past is at least partly constructed in the present. It therefore hopes to train you intellectually so you can explain the relevance of the past in the present, understand the problems of interpreting written, material and other evidence, and gain skills of research, data collection, analysis, problem-solving, construction of argument and communication. By including archaeological alongside historical study, the scheme enables you to appreciate the differing and related contributions that material culture, landscape and documentary evidence offer to our understanding of past societies and social change. There is a focus on the archaeology of Britain, Ireland and Europe during the module; whilst an increasing practical element enables you to gain skills in data collection and analysis. Many of the modules on offer take advantage of the proximity to Bangor of numerous important archaeological sites and landscapes. Graduates of this scheme enter a wide range of employment: especially fields which require skills of communication, analysing large quantities of information, and understanding human nature and material culture. These include teaching, the heritage industry, management and administration, librarianship, accountancy, law, and retail. Many graduates enter higher education schemes - especially masters degrees in archaeology.

### 10. Programme outcomes:

When you have successfully completed this degree scheme, you will have the following skills and attributes:

#### ***Knowledge and understanding***

1. A range of historical knowledge which a) is more geographically diverse than a single country; b) covers at least two of the conventionally recognised periods of western history (medieval, early modern, modern); c) includes consideration of continuity and change over extended periods of time; d) includes detailed acquaintance with particular aspects of the past
2. A broad and comparative archaeological knowledge of selected regions and chronological periods.

3. An understanding of the principles and methods by which archaeological data are analysed.
4. An understanding that interpretation of the past is often contested and controversial, and an understanding of debates within the disciplines of history and archaeology.
5. An understanding of how written and material evidence may be used to judge between possible interpretations, and how it may be used to support historical arguments.
6. An understanding of the limits and possibilities of human thought, action and interaction in different historical circumstances.
7. An understanding that the past is at least partly constructed in the present, and of the contemporary issues of identity and legitimation which this raises.

### *Teaching strategy / methods*

Outcome 1 is promoted through directed reading, in lectures, and by introducing material in seminars, feedback on written work (scope of reading and contents section of feedback sheet), and individual supervision. Several or all of these methods are used on all modules. At Level 4, students study modules taking a very broad overview of historical periods: but in Level 5 & 6 they study more defined periods and topics in greater detail.

Outcome 1a is promoted by Level 4 modules which cover and compare a wide range of countries; and encouraged by a wide choice of level 5 & 6 modules

Outcome 1b is promoted by the requirement to choose at least 2 Level 4 modules covering different periods; and encouraged by a wide choice of Level 5 & 6 modules.

Outcome 1c is promoted by the requirement to take at least 1 general module at Level 5 & 6. General modules cover extended periods of history, and require students to consider long-term developments which span these periods

Outcome 1d is promoted by the requirement to take a special subject and write a dissertation—both require detailed knowledge of particular aspects of the past. It is also promoted by elements of general modules at Level 5 & 6 requiring concentration on particular aspects of the period considered, and is encouraged by a wide choice of topic modules on particular historical themes.

Outcome 2 is promoted through directed reading, in lectures, and by introducing material during seminars, field trips and museum-based tutorials, feedback on written work (scope of reading and contents section of feedback sheet), and individual supervision. Several or all of these methods are used on all modules. At Level 4, students study modules taking a very broad overview of archaeological periods; but in level 5 & 6 they study more defined periods and topics in greater detail.

Outcome 3 is promoted through directed reading, in lectures, practicals and by introducing material during seminars, field trips and museum-based tutorials, feedback on written work, and individual supervision. Several or all of these methods are used on all modules. At Level 4, students are introduced to the principles and methods by which archaeological data are analysed; but in Level 5 & 6 they study theory and method in more detail either as part of a dedicated module (Interpreting Archaeology) or within topic modules.

Outcome 4 is promoted by directing reading to historical and archaeological controversies, by discussing these controversies in lectures, seminars and feedback on written work; and by challenging students to master controversies in essay questions. It is also promoted through the appreciation of a particular historians work demanded in the Perceptions of the Past module, particularly through the seminar leader guidance, and the feedback on an appreciation proposal, built into this module.

Outcome 5 is promoted by directing reading to discussion of evidence in historical controversies; and by discussing evidence in lectures, seminars, and feedback on written work.

Outcome 6 is promoted by directing reading to discussion of differences between modern and past human thoughts and actions, by discussing these issues in lectures, seminars and essay feedback.

Outcome 7 is promoted by lectures, seminars and coursework in the Perceptions of the Past module, which deal explicitly with issues of identity, legitimation and construction of the past. It is also promoted in other modules.

### *Assessment*

Outcomes 1–7 are assessed through examinations, and through the writing of essays, projects or dissertations outside timed conditions. At least one of these assessment methods is used on every module.

In particular:

1c is assessed in the examination for general modules, where questions ask about broad themes which run through the whole period considered.

1d is assessed through special subject examinations—where questions centre on detailed points of controversy; through the dissertation - which is expected to concentrate on a tightly defined aspect of the past; through essays or examinations in topic modules; and through essays on general modules—where questions ask about specific aspects of the period considered.

2-6 are assessed by setting essay and examination questions which require students to construct arguments about controversial or contested aspects of the past, which require them to back these arguments with evidence, and which ask them to discuss the special features of human behaviour in particular past societies.

7 is assessed by the essay in the Perceptions of the Past module, which demands that students answer on an issue of identity, legitimation or construction of the past. It is also assessed in other modules.

### ***Cognitive (mental) skills***

1. The ability to analyse large bodies of evidence—particularly sorting evidence into appropriate categories, weighing it against other evidence, distinguishing between crucial and less significant evidence, and discovering patterns in evidence.

2. The ability to analyse arguments for coherence, logic, and consistency with evidence; and the ability to construct cogent arguments

3. The ability to think laterally and creatively

4. Problem solving

### *Teaching strategies*

Outcomes 1-4 are promoted iteratively throughout the scheme. Repeated experience of directed reading, lectures, seminars, coursework essays and individual supervision (several or all techniques used on all modules) provide students with opportunities to improve their cognitive skills. In particular, directed reading and lectures introduce students to quantities of evidence, and how to analyse that evidence. They also demonstrate historians criticising and constructing arguments; describe historical problems and explore possible solutions;

and give examples of creative thought. Seminars also perform these functions, but student presentations, and the free-ranging debate they encourage, give further practice and feedback in the construction, criticism and defence of argument. Seminars also provide opportunity for practising creative thought, and also involve practice in problem solving as groups discuss how to resolve historical questions. Tasks set for written coursework demand that students deploy skills 1–4, and feedback suggests how they might improve them. Individual advice and dissertation supervision provides further help with these skills. Advice in the student handbook, and from personal tutors, further promote outcomes 1–4.

### *Assessment*

Outcomes 1–4 are assessed through examinations, and through the writing of essays, projects or dissertations outside timed conditions. At least one of these assessment methods is used on every module. Tasks set for these assessments demand analysis of evidence, they demand criticism and construction of argument, they ask students to solve historical problems, and they encourage creative responses.

### **Key (transferable) skills**

1. Clear and effective communication in a range written forms, and in a range of situations.
2. Tolerant debate and discussion.
3. The ability to work independently, and with self-discipline and successful time management, at complex and sustained tasks.
4. Basic competence on I.T. such as word processors and the Internet.

### *Teaching strategies*

Outcome 1 is promoted through feedback on essays, dissertation drafts, and examinations. It is also promoted through advice on study skills in the student handbook. It is encouraged by feedback on presentations in seminars. Remedial help is available for students whose written English or Welsh is poor, and a dyslexia unit aids students with that condition.

Outcome 2 is promoted through practice in seminar discussions.

Outcome 3 is promoted through feedback on complex and sustained assignments. Producing written modulework, seminar presentations and dissertation drafts requires skills of time-management and organisation, as well as the efficient sequencing of research, argument and presentation. Feedback on these tasks therefore promotes outcome 3. Advice on the skills needed for outcome 3 is also available in the student handbook, and individually from personal tutors, seminar leaders, module co-ordinators and dissertation supervisors.

Outcome 4 is promoted through individual advice on the use of I.T. where needed (from staff in the information services School, as well as history staff); by the requirement to word-process dissertations and encouragement to word process essays; by the requirement to download bibliographies and the other material from the web in certain core modules; and through use of the computerised library catalogue. It is encouraged through optional Level 4 modules in information technology, through teaching on a range of Level 4 and Level 5 & 6 modules which make extensive use of I.T.; and through dissertation supervision when use of I.T is appropriate to the research project.

### *Assessment*

Outcome 1 is assessed through a variety of written forms, produced under different conditions. At Level 4, all students are assessed through a mixture of examination and essays written outside timed conditions. At Level 5 & 6, all students will be assessed through conventional examinations asking essay questions (in at least their general modules and special subject), through an examination asking them for brief analysis of passages of primary documents (in their special subject), through c.4,000 word essays (in at least their general modules), through a 10,000–12,000 word dissertation, and through a 4,000 word appreciation of the work of a particular historian (in the Perceptions of the Past module). They may also be assessed through reports on work placements, and special projects attached to individual modules.

Outcome 2 is assessed in so far as skills of open debate are essential to benefiting from the seminar discussions which form a vital part of the teaching and learning for all modules, and which help students formulate the ideas and arguments they will deploy in examinations, assessed essays and other assessed work.

Outcome 3 is assessed through all forms of assessment—but especially the dissertation, which takes a year to produce, and requires efficient organisation of project formulation, research, formation of argument, structuring and writing up.

Outcome 4 is assessed through the requirement to word-process dissertations, and by the requirement to discuss material gained from the Internet in the assessment for some core, and several optional, modules.

### ***Subject specific (historical and archaeological) skills***

1. The ability to design and undertake a programme of historical or archaeological research, leading to a written presentation of conclusions
2. The ability to collect and analyse primary source material or archaeological data in detail, and set it in context
3. The ability to participate in current historiographic debates.

### *Teaching strategy*

Outcome 1 is promoted through supervision for the compulsory dissertation, and encouraged through supervision for research projects on certain topic modules

Outcome 2 is promoted through supervision for the compulsory dissertation, by documents classes in special subjects where primary documents are analysed in detail and through participation in archaeological field trips, practicals and museum-based tutorials. It may also be promoted where primary material is used in other modules

Outcome 3 is promoted through directed reading and lectures which introduce students to historiographic and archaeological debates; it is promoted by seminars which centre on issues of current historiographic controversy; and it is promoted by feedback on written work - the tasks set for which often demand that students take a position on an issue of current controversy.

### *Assessment*

Outcome 1 is assessed through the dissertation, and through projects on certain topic

modules

Outcome 2 is assessed through the dissertation, and by the special subject examination which calls for close comment on passages of primary documents. It may also be assessed where other modules demand analysis of primary material.

Outcome 3 is assessed through examinations and degree essays—the tasks set require students to take a position on issues of current controversy. It is also assessed through the dissertation, where students are expected to set their findings in a current historiographic context.

## 11. Structure, requirements, levels, modules and awards

The scheme is offered full time over three years, or part time with each of the years below being studied over several years (up to a maximum of ten years).

### Level 4 (Year 1 full time mode)

#### Structure and rules on choice

Students take 120 credits worth of modules. No modules have pre-requisites at Level 4, but the Level 4 Archaeology modules are pre-requisites for many modules at Levels 5 & 6

At least 40 credits must come from taking two of the three foundation modules in History listed in Column A of the table below (although students may take all three of these foundation modules should they choose to do so).

20 credits must come from the compulsory Archaeology module HXA1005—Archaeological Techniques & Principles listed in Column A.

At least 20 credits (and preferably 40 credits) must come from the two foundation modules in Archaeology: HXA1006—Introduction to British Prehistory (20 credits) and/or HXA1008—Introduction to Historic Archaeology: Roman & Medieval Britain (20 credits), listed in Column A.

Students may take up to 20 credits from modules offered outside the School of History, Welsh History and Archaeology, provided it is relevant to their degree scheme and subject to timetabling restraints and any pre-requisites.

Column A	Column B
<p><b>Foundation modules in History</b>            HXH1001—Apocalypse Then: The Crisis of the Fourteenth Century (20 credits)            HXH1002—Birth of Modern Europe, 1470–1600 (20 credits)            HXH 1004—Introduction to Modern History 1815–1914 (20 credits)</p> <p><b>Compulsory module in Archaeology</b>            HXA1005—Archaeological Techniques &amp; Principles (20 credits)</p> <p><b>Foundation modules in Archaeology</b>            HXA1006—Introduction to British Prehistory</p>	<p>HXW1002—The Age of the Princes, 1137–1420 (10 credits)            HXW1005—Images of Wales (10 credits)            HXW1006—Wales in the Modern World, c.1800–2000 (20 credits)            HXH1007—Ideas that Shaped the 20th Century (20 credits)            HXH1005—Introduction to History and Heritage (20 credits)</p>

(20 credits) HXA1008—Introduction to Historic Archaeology: Roman & Medieval Britain (20 credits)	
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### Note on types of module

Foundation modules in History introduce students to key themes in a particular era, they demand that students range over a number of countries, and they introduce study skills - including coping with and deploying evidence, criticising and constructing argument, and recognising differences of historical interpretation. The compulsory module in Archaeology introduces students to the principles and methods by which archaeological data are analysed, whilst the other foundation modules in Archaeology introduce the main chronological periods studied at Bangor. Other modules introduce other academic disciplines. All modules at Level 4 are intended to help students to bridge the gap between school and university.

### Progression

To progress to Level 5 & 6, students need an average mark of over 40%; no module below 30%, at least 80 credits over 40%. On fulfilling these requirements student may leave with a Certificate of Higher Education.

### **Level 5 & 6 (Year 2 and 3 full time mode)**

#### Structure and rules on choice

Over Levels 5 & 6 as a whole, students must ensure that they:

- (a) have taken at least two 'general' modules in History or Welsh History; and
- (b) take no less than 80 credits worth, and no more than 120 credits worth, of modules in Archaeology (composed of topic modules on archaeological themes, rated 20 credits each, and/or a dissertation on an archaeological subject, rated at 40 credits).

Students may substitute 20 credits worth of the topic or general modules listed below for a workplace module. At Level 5 they may substitute 20 credits worth of topic or general modules with electives from other Schools (the results of electives will not count towards their final degree). Any such substitutions must preserve the preceding rules on generals and the number of Archaeology credits.

#### **Level 5 (Year two of full time mode):**

Students take 120 credits worth of modules.

Students must take either HCH2048 Perceptions of the Past (20 credits) or the Welsh medium alternative HCG2011/3011 Dehongli'r Gorffennol (which must be taken at some point in Level 5 & 6 as a whole).

The remaining 100 credits come from choosing from Level 5 versions of general, Welsh general, or topic modules listed below (current at time of revalidation):

HGH2132 Europe in the High Middle Ages, c. 1000–c. 1250 (20 credits)

HGH2118	The United States 1877–1945 (20 credits)
HGH2131	Ireland, Scotland and Wales (20 credits)
HGH2113	England and Wales 1642–1727 (20 credits)
HGH2119	Britain since 1945 to 2000 (20 credits)
HGC2002	Cymru 1660–1789 (20 credits)
HTH2136	Gender and Society in the Twelfth Century (20 credits)
HTH2146	Witchcraft and Magic in the Medieval and Early-Modern World (20 credits)
HTH2130	Doing Oral History (20 credits)
HTH2109	The Nazi State (20 credits)
HTH2145	The Lion of Justice: The Reign of Henry I (1100–1135) (20 credits)
HTH2141	Reinventing the Middle Ages (20 credits)
HTH2145	European Colonialism 1880–1990 (20 credits)
HTH2124	Heritage and Identity (20 credits)
HTW2120	Acts of Union (20 credits)
HTC2120	Deddfau Uno (20 credits)
HTH2105	Modern Ideas and Movements (20 credits)
HTA2100	Interpreting Archaeology (20 credits)
HTA2106	Early Medieval Wales: Warlords and Holy Men (20 credits)
HTA2107	Britons and Romans (20 credits)
HTA2112	Atlantic Archaeology (20 credits)
HTA2103	Early-Medieval Ireland (20 credits)
HTA2111	Ancestral Landscapes (20 credits)

**Level 6** (Year three of full time mode):

Students take 120 credits worth of modules.

Students must write a dissertation (40 credits).

If the dissertation is in Archaeology, students must take one of the special subjects in History (40 credits) listed below (current at the time of revalidation).

HSH3096/3097	The Norman Conquest (40 credits)
HSH3098/3099	Going to the Devil? The Life and Rule of Henry II (1133–1189) (40 credits)
HSH3092/3093	Ruled by an Orange (40 credits)
HSH3100/3101	Home and Front in the First World War (40 credits)
HSH3102/3103	Anarchism in Europe & America in the Nineteenth and Twentieth Centuries (40 credits)
HSH3082/3083	Poverty, Society & State (40 credits)
HSH3110/3111	Britain in the '60s (40 credits)
HSC3015/3016	Bonedd a Gwreng (40 credits)

The remaining credits come from the Level 6 versions of the general, Welsh general and topic courses offered (see above).

Students should bear in mind the requirement that between 80 and 120 credits over Levels 5 & 6 as a whole should be in Archaeology.

#### Note on types of module

NB Where modules exist in Level 5 and Level 6 versions, the Level 6 version requires closer engagement with primary sources or scholarly interpretations.

*Perceptions of the past (Compulsory in Level 5)*

Covers ways in which history is constructed in the present, and the issues of identity, legitimation and historiographic dispute which these raise.

*General modules (Level 5 or 6, At least two to be taken over Levels 5 & 6 as a whole— though a Welsh general may substitute for one)*

Cover an extended period in a particular geographic region, requiring students to form views about its overall development as well as about specific aspects

*Welsh general modules (Level 5 or 6 Optional)*

Cover an extended period in Welsh history, requiring students to form views about its overall development as well as about specific aspects

*Topic modules (Level 5 or 6 Optional)*

Cover specific aspects of the past, requiring an in-depth mastery of historical or archaeological material and controversy in the appropriate area

*Special subjects (One compulsory, reserved for Level 6)*

Consider a very specific aspect of history with close consideration of primary sources

*Dissertation (Compulsory, reserved for Level 6)*

10-12,000 word research piece, taught by individual supervision. Students receive advice by subject group (archaeology, medieval, early-modern, and modern history) at the end of their second year regarding sources and methodology. Each supervisor meets with his/her supervisees at the beginning of their third year, to check on their progress over the long vacation and to provide further advice and instruction. Students produce a progress report at the end of Week 6 of the first semester (worth 20 per cent of the mark). In addition to these compulsory meetings, students are also allowed a maximum of three hours of one-on-one supervision.

*Workplace module (Level 5 or 6, Optional, only one allowed at Levels 5 & 6 as a whole)*

Involves students working in a local archaeological unit, museum, record office, library or archive, and writing a report on their experiences.

## Progression

Progression is in accordance with Bangor University regulations (please refer to <https://www.bangor.ac.uk/regulations/>) and codes of practice. To progress from Level 5 to Level 6 students an average mark of over 40% in their Level 5 assessment; with no module below 30%, and at least 80 credits over 40%. Students may leave after completing these requirements with a Certificate in Higher Education.

Progression from Level 5 to Level 6 involves expanding the range of skills. At Level 5 students gain an ability to consider continuity and change over a period of time; the ability to judge between interpretations - including current archaeological and historiographic controversies; the ability to synthesise historical and archaeological arguments and deploy evidence to back them; the ability to consider aspects of the past in detail, and an awareness of issues of identity, legitimation and present-construction which occur whenever the past is invoked. At Level 6 students are expected to maintain these skills, but in addition, take modules which inculcate close familiarity with primary documents; an ability to set this evidence in context, and to judge its qualities as a source for understanding the past; and the ability to design, execute and present a research project, constructing an individual argument based on the findings of this.

## Award

Degree classifications are based on modules representing a minimum of 120 credits at Level 6 and up to 120 credits at Level 5, with a weighting of 2:1 applying between Level 6 and Level 5 modules counted towards the degree classification.

For consideration for the award of an Honours degree, a candidate must have:

### **For students who commenced Level 5 study before 1 September 2009**

- (i) achieved a pass mark in no fewer than two thirds of those credits that contribute towards the final award;
- (ii) achieved a pass (a mark of at least 40%) in all designated core modules at Level 6; and
- (iii) achieved all the programme learning outcomes.

### **For students who commenced Level 5 study on or after 1 September 2009**

- (i) achieved a pass mark in no fewer than 80 credits at Level 6;
- (ii) achieved a pass (a mark of at least 40%) in all designated core modules at Level 6; and
- (iii) achieved all the programme learning outcomes.

## **12. Criteria for admission**

University rules for basic matriculation apply. Normal offer is 220–260 UCAS points, including a humanities subject—but this can be lowered if UCAS form and/or interview are encouraging. Formal points requirements are usually waived for mature students.

## **13. Student Employability and Careers**

The range of transferable skills, such as of analysis, argument and the organization of information, acquired in the module of pursuing degrees in History, Archaeology and Welsh History, provide our students with a flexibility which makes them attractive to potential employers. The great majority enter the world of work within a year of graduating or enter postgraduate schemes. The School encourages a close association with the Careers service, and the personal tutor system encourages the service among its students. The School also arranges work-related learning associated with its disciplines via the Workplace module which can be pursued during the Level 5 and Level 6 years.

## **14. Particular support for learning**

Close personal attention to students in third year dissertations, and more generally through accessibility of teaching staff, small group teaching, personal tutor system, detailed individual attention in feedback and strong sense of community in the School. Teaching by research-active lecturers. In house video-equipped seminar rooms, computer rooms, and archaeological drawing room. Student handbook providing unusually detailed advice on study skills. University dyslexia unit, and support for students who have difficulties with written communication.

Robust mechanisms for evaluating and improving teaching quality.