

**The University of Edinburgh**

**Archaeology**

**School of History, Classics and Archaeology**

**MA Single and Combined Honours Degrees in  
Archaeology**



**Pre-Honours**

**Degree Handbook**

**2017-18**

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Please note that every effort has been made to ensure that the information contained in this handbook was correct at the time of going to press.

**If you require this document or any of the internal University of Edinburgh online resources mentioned in this document in an alternative format, please contact School Reception, Room G.06 Teviot Place, or email [archaeology@ed.ac.uk](mailto:archaeology@ed.ac.uk) / telephone 0131 650 2501.**

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# Contents

Archaeology at Edinburgh .....	5
MA Single and Combined Honours degrees in Archaeology .....	6
The Aims of the MA Honours Curriculum .....	7
BSc degree in Environmental Archaeology .....	11
The Aims of the BSc Curriculum.....	12
Archaeology Degree Programmes .....	14
Archaeology in the BA (Humanities and Social Sciences) degree.....	15
Foundation Years .....	16
Structure .....	16
Foundation Years Course Outlines.....	17
Assessment in the Foundation Years .....	17
Entry to Honours.....	18
Study Abroad in Third Year .....	19
Archaeology Honours Options.....	19
Fieldwork.....	19
Getting Support and Making Choices.....	22
The Role of the Personal Tutor (PT) and of the Student Support Officers (SSO) in the School of History, Classics and Archaeology.....	22
Difficulties and Support.....	24
Special Circumstances .....	27
Dignity and Respect.....	28
General Principles of Assessment .....	28
The Function of Assessment .....	28
The Board of Examiners .....	29
University Undergraduate Common Marking Scale .....	30

Coursework submission.....	31
Good academic conduct: our expectations about your written work .....	33
Examinations.....	34
Attendance Monitoring .....	35
University Regulations .....	37
Resources .....	37
Archaeology Staff .....	37
Student Intranet .....	38
Use of Email .....	38
Contacting Staff (and other students) .....	39
Course Announcements and Other Notices .....	39
Staff-Student Liaison Committee .....	40
Resources for Learning in Archaeology .....	40
Resources for Learning in the University.....	42
Getting More Involved .....	45
The Edinburgh University Archaeology Society (ArchSoc) .....	46
Learned Societies for Archaeology .....	46
Learned Societies for Environmental Archaeology .....	47

## Archaeology at Edinburgh

Archaeology has been taught at Edinburgh since the nineteenth century. The present department of archaeology can trace its origins to the establishment of the Munro Lectureship a hundred years ago and is one of the oldest in the UK. The initial holder of the Abercromby Chair of Prehistoric Archaeology, established in 1927, was Gordon Childe, one of the twentieth century's most distinguished archaeologists. Since September 2010 Archaeology has been housed in the West Wing of the Old Medical Building (built in 1874), which is located beside the McEwan Hall, the University's graduation hall. The building includes teaching and laboratory space with facilities comprising laboratories for analytical procedures, a computer laboratory, a graphics studio, and an extensive reference collection of European and Near Eastern archaeological material, as well as an animal and fish bone reference collection. Since almost all of our students arrive with little or no formal acquaintance with the subject, our starting point is to provide a good grounding and a broad survey in the first year. In second year, we build on that with more detailed study as a preparation for the choice of specialised courses in the junior and senior honours years.

Archaeology is something you practice rather than just think about, and an important component of the degree course is therefore concerned with aspects of how archaeology is done. There are introductory technical and method components to our courses as well as theoretical studies.

The four-year Honours degree gives students time to get to grips with a new subject and to reach some academic maturity by graduation. It also offers three long vacations which can be used for gaining practical experience. In the first two years of the degree, the University's liberal arts tradition invites students to combine their archaeological studies with other subjects - ideal for a discipline like archaeology, which – in its wide concern with the human past – interfaces with many other subjects.

We focus primarily on a broad geographical range of the old World extending from the British Isles and Scandinavia through continental Europe and the Mediterranean basin to Turkey, Iraq and Iran, the Ancient Near East. Over that area, we consider

the whole of the prehistoric period and beyond into early history: The scope of our courses begin with human evolution and end at the climax of the classical civilisations of Greece, Rome and Byzantium.

Archaeology may be a vocational subject for some students; it is also recognised as having an important place in the University as an excellent academic education because of its intellectual and disciplinary breadth. An archaeology degree is a good qualification in the eyes of potential employers in many walks of life, because it requires both intellectual and practical skills. Our students have a very good record of finding employment after graduation, either in some aspect of archaeology – within museums, local and central government agencies, applied archaeological companies and consultancies, teaching, or in providing specialist services specific projects, although not necessarily permanent jobs in the first instance - or in any area of work where employers are looking for graduates who can work as team members and take responsibility - skills which may be acquired while undertaking field - and other practical work.

### **MA Single and Combined Honours degrees in Archaeology**

The subject of Archaeology is the study of the human past through the medium of surviving material remains; it is therefore a huge and potentially complex intellectual field which deals with fundamental questions ranging from the origin and development of our species through the major transformations of human societies through time. Archaeology's goal is to provide a broadly based education in this challenging subject area. All our curricula aim:

- to provide an education in Archaeology appropriate to the ambitions and requirements of the vocational and non-vocational student.
- to provide a multidisciplinary understanding of Archaeology within a specific Geographic and Chronological framework.
- to explore the theoretical and methodological basis of Archaeology and its relationship to other disciplines and the contribution which it makes to the past and contemporary worlds.

- to develop the intellectual and professional tools required to work effectively with material drawn from all forms of archaeological investigation.
- to develop the student's ability to evaluate and question different bodies of data, formulate and test hypotheses and to present evidence using the full range of written, numeric and graphic skills.
- to give practical experience of the practice of archaeology.
- to encourage the students' intellectual and creative independence, through the acquisition of a wide range of transferable skills.
- to equip students for progression to a wider range of careers or further academic study

These goals inform the ways in which we teach all our MA Honours and MA Combined Honours Curricula. What differs between programmes is the depth of knowledge which a student may be expected to acquire in conjunction with another specified subject; the basic concepts are identical — it is only the specific applications which vary. This handbook therefore naturally concentrates upon the Archaeology MA Honours curriculum since that forms the basis upon which combined honours courses are constructed.

## **The Aims of the MA Honours Curriculum**

Our aim is for our curricula fully to comply with the Benchmark Statement for Archaeology, most recently revised by the Quality Assurance Agency in 2014.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Archaeology.aspx>

## **Knowledge and Understanding**

A graduate should have:

- understanding of the relationship between the theory and practice of archaeology.
- understanding of the ethical, social and political issues which surround the practice of archaeology and the interpretation of archaeological data.

- understanding of the professional organisation and structure of archaeology in one or more countries.
- experience a substantial basis of training in field archaeological techniques, or training in related areas of applied archaeology.
- understanding to an appropriate level of laboratory-based techniques and applications.
- understanding of the processes of data management and quantitative methods as applied to archaeology.

### **Intellectual/Thinking Skills**

The programme is designed to encourage students to develop, or progressively acquire, the following intellectual skills:

#### **Skills and abilities in Research and Enquiry**

- ability to identify, define and analyse archaeological problems
- ability to develop a reasoned argument, support it with relevant evidence, and communicate it appropriately and persuasively
- ability to extract key elements and meanings from complex data sets
- ability to create own research questions and to undertake independent research
- ability to design a research programme and to formulate and test hypotheses through the collation of existing data and/or the generation of new information
- ability to exercise critical judgement in the evaluation of the opinions and arguments of archaeologists

#### **Skills and abilities in Personal and Intellectual Autonomy**

- openness to new ideas, methods and ways of thinking
- ability to identify processes and strategies for learning
- independence as a learner, with readiness to take responsibility for one's own learning, and commitment to continuous reflection, self-evaluation and self-improvement
- ability to make decisions on the basis of rigorous and independent thought.
- ability to test, modify and strengthen one's own views through collaboration and debate

- intellectual curiosity
- ability to sustain intellectual interest

### **Skills and abilities in Communication**

- ability to make effective use of oral, written and visual means convey understanding of archaeological problems and issues and one's interpretation of them.
- ability to marshal argument lucidly and coherently
- ability to collaborate and to relate to others
- readiness to seek and value open feedback to inform genuine self-awareness
- ability to articulate one's skills as identified through self-reflection

### **Skills and abilities in Personal Effectiveness**

- an ability to employ appropriate participative team skills and team leadership skills (notably managing a small group and directing the work of others in the context of archaeological fieldwork)
- an ability to manage their own time and of working to defined objectives within strict limitations of time and/or resources
- possession of the confidence to make decisions based on one's understanding and personal/intellectual autonomy
- an ability to transfer knowledge, learning, skills and abilities flexibly from one context to another
- an ability to work effectively with others, capitalising on diversities of thinking, experience and skills
- working with, managing, and leading others in ways that value their diversity and equality and that encourage their contribution

### **Technical/Practical Skills**

- an understanding of the relationship between the theory and practice of archaeology.
- an understanding of the ethical, social and political issues which surround the practice of archaeology and the interpretation of archaeological data.
- an understanding of the professional organisation and structure of archaeology in one or more countries.

- undertaken a substantial basis of training in field archaeological techniques, or training in related areas of applied archaeology.
- an understanding to an appropriate level of laboratory-based techniques and applications.
- an understanding of the processes of data management and quantitative methods as applied to archaeology.
- an ability to read a foreign language, where relevant
- an ability to use a range of presentation aids and electronic resources for effective communication

### **Transferable Skills**

By participation in the programme students should have developed the following abilities:

- to evaluate critically a body of data and to generate from it inferences or interpretative models against a given set of criteria
- to engage inter-actively in discussion and evaluation with peer groups and others
- to make oral presentations on a pre-prepared topic and to lead discussion
- to participate positively in group discussions generated or led by others
- to undertake self-directed learning exercises using resources such as library, Internet, unpublished archives
- to express the outcome of learning exercises in coherent and accurate written, numeric, graphical or illustrative form to pre-determined specifications
- to employ appropriate participative team skills and team leadership skills (notably managing a small group and directing the work of others in the context of archaeological fieldwork)
- to manage their own time and of working to defined objectives within strict limitations of time and/or resources.

## **BSc degree in Environmental Archaeology**

**\*\*Not offered in 2017/18\*\***

Environmental Archaeology is the study of the ecology of past human groups; it seeks to understand the relationship between past human populations and the environments in which they lived. To do this it is necessary to understand the nature of environmental change and the way in which human populations have responded to, or indeed have promoted, such changes. Environment is here used in its broadest sense, to include all physical, biological and socio-economic aspects of human existence.

Environmental Archaeology operates within the methodological framework of the earth and biological sciences — it does not, however, seek merely to reconstruct the "diorama backdrop" against which prehistory and history have been enacted, but attempts "to reconstruct the dialogue between peoples and their environments" (Thomas, 1990). Within Archaeology this relationship is seen as fundamental to the understanding of social and economic change in prehistory. In other fields, such as Geography and Ecology, an understanding of the origins and evolution of human ecosystems over time is seen as necessary to permit a full understanding of present, and possible future, situations.

In summary, the BSc programme aims:

- to provide an education in Environmental Archaeology appropriate to the requirements of the vocational and non-vocational student.
- to provide a multidisciplinary understanding of Archaeology and the Environmental Sciences
- to explore the component parts of social and environmental systems and how their functioning through time may be reconstructed using techniques drawn from the archaeological, physical, biological and earth sciences.
- to develop the intellectual and professional tools required to work effectively with material drawn from archaeology and from the physical, biological and earth sciences.

- to develop the ability to evaluate and question different bodies of data, formulate and test hypotheses and to present evidence using the full range of written, numeric and graphic skills.
- to give practical experience of the practice of environmental archaeology.
- to encourage, through the acquisition of a wide range of transferable skills, participants intellectual and creative independence.

## **The Aims of the BSc Curriculum**

The BSc curriculum in Environmental Archaeology at Edinburgh reflects the multi-disciplinary nature of the subject; integrating Archaeology with the earth, biological and social sciences. The core of the curriculum is intended to provide a framework to which you can add and develop your own particular interests — the emphasis is upon flexibility — one of the great virtues of the Scottish higher education system. As a graduate in Environmental Archaeology we aim for you to acquire knowledge and skills in four key areas:

### **Knowledge and Understanding**

A graduate should have:

- understanding of the relationship between the theory and practice of archaeology.
- understanding of the ethical, social and political issues which surround the practice of archaeology and the interpretation of archaeological data.
- understanding of the professional organisation and structure of applied archaeology in one or more countries.
- experience a substantial range of training in field archaeological techniques, and/or training in related areas of environmental archaeology.
- understanding to an appropriate level of laboratory-based techniques and applications.
- understanding of the processes of data management and quantitative and qualitative methods as applied to archaeology.

### **Intellectual/Thinking Skills**

As for the MA Honours Curriculum.

## **Professional/Practical Skills**

- an understanding of the relationship between the theory and practice of archaeology.
- an understanding of the ethical, social and political issues which surround the practice of archaeology and the interpretation of archaeological data.
- an understanding of the professional organisation and structure of the practice of applied archaeology in one or more countries.
- undertaken a substantial range of training in field archaeological techniques, or training in related areas of applied archaeology.
- an understanding to an appropriate level of laboratory-based techniques and applications.
- an understanding of the processes of data management and quantitative methods as applied to archaeology.
- an ability to comprehend one or more foreign languages, ancient or modern, where relevant
- an ability to deploy a range of presentation aids and electronic resources for effective communication

## **Transferable Skills**

As for the MA Honours Curriculum and also:

- an appreciation and cognisance of health and safety practices and legislation in both the field and laboratory.

## Archaeology Degree Programmes

The MA Honours Programmes utilise two variants of a common core structure: one version is used for our Single Honours Programme, the other for all our Combined Honours Programmes. All degree programmes are based on students taking course elements normally totalling 120 credits in each year of study.

### The MA Single Honours Structure: Summary

- 1st Year      *Archaeology 1A & 1B* + specified outside subject + outside subject
- 2nd Year      *Archaeology 2A & 2B* + specified outside subject + outside subject
- 3rd Year      Archaeology 3 (six elements)  
                  2 Core Courses: *Theoretical Archaeology* and *Archaeology in Practice* (20 credits each)  
                  Four Honours Option Courses (20 credits each)
- 4th Year      Archaeology 4 (five elements)  
                  1-4 Four Honours Option Courses (one of which may be *Archaeological Fieldwork*)\* (20 credits each)  
                  5 Dissertation (40 credits)

### The MA Combined Honours Structure: Summary

- 1st Year      *Archaeology 1A & 1B* + Combined Subject 1 + outside subject
- 2nd Year      *Archaeology 2A & 2B* + Combined Subject 2 + outside subject
- 3rd Year      Archaeology/Combined (six elements in total)  
                  2 Core Courses: *Theoretical Archaeology* and *Archaeology in Practice* (40 credits)  
                  1 additional Archaeology Honours Option Course (20 credits)  
                  3 Combined Courses (generally half specified curricula for combined subject) (normally totalling 60 credits)
- 4th Year      Archaeology/Combined (five elements)  
                  Normally two option courses from Archaeology, plus courses totalling 40 credits in combined subject; and a dissertation (40 credits) (which may be in either or combined subject areas but must be taken under the rules of one subject or the other )

The combined degrees currently offered are:

- MA with Honours in Ancient Mediterranean Civilizations
- History and Archaeology
- Archaeology and Ancient History
- Archaeology and Social Anthropology
- Architectural History & Archaeology
- Celtic and Archaeology
- Scottish Ethnology and Archaeology
- Geography and Archaeology

Full details of all Degree Regulations and Programmes of student can be found on the website: <http://www.drps.ed.ac.uk/>

### **Archaeology Practical Work Requirement:**

All students taking Combined Honours Degrees including Archaeology must meet the Archaeology Fieldwork requirement (3 week field project).

### **Final Assessment**

Final degree class is awarded on the basis of eleven units of assessment derived from both third and fourth year assessment procedures. All courses are normally examined at the end of the year in which they are taught with the exception of *Archaeology in Practice* and *Archaeological Fieldwork* which are assessed solely by coursework in Third and Fourth year respectively. Normally the Honours Years are weighted equally i.e. 50% of the final result is derived from 3<sup>rd</sup> year work and 50% from Fourth Year work.

### **Archaeology in the BA (Humanities and Social Sciences) degree**

Many of the courses which make up the single or joint honours degrees in Archaeology are available as units in the BA (Humanities and Social Science) degree, which may be taken over 3 years full-time or over a longer period part-time. Students on this programme study one major subject for all three years and choose

other courses from subject areas both within and outside the College of Humanities and Social Science.

Thus, for the BA degree it is possible to study Archaeology for one, two or three years, taking *Archaeology 1A* and *1B* as the first level courses, followed by *Archaeology 2A* and *2B*. For Students taking Archaeology as their major subject take three Archaeology Honours Option\*\* courses, to make up the required 60 credits at Level 10.

\*\* BA students should note that *Theoretical Archaeology*, *Archaeology in Practice* and *Archaeological Fieldwork* are not open to them and many third/fourth year Archaeology Option courses are taught in alternate years. Not every option may be taught in any two year period.

## Foundation Years

### Structure

The Foundation Years maintain the tradition of broad-based Scottish education and join the study of Archaeology with that of a range of so called “outside” courses. In each of the first two years you normally take between four and six courses totalling 120 credits, and a pass at the requisite level in each is required for progression onto the next stage in your degree. The way in which foundation courses are combined is one of the key differences between the Single and Combined Honours curricula.

In the case of Archaeology MA Honours, the range of potential ‘outside’ courses is very large being drawn from across the spectrum of courses in the College of Humanities and Social Sciences although we do recommend certain courses as having a particular intellectual or practical linkage to the study of Archaeology and hence being of greater direct utility to your involvement with Archaeology. In the case of Ancient Mediterranean Civilisations and the Combined Honours programmes, the range is obviously somewhat circumscribed by the need to take courses in the other subject! In most Combined Degrees, however, forty credits worth of courses are a free choice.

## **Foundation Years Course Outlines**

All course information can be found on our website by following the links below:

Archaeology 1A - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08004.htm>

Archaeology 1B - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08005.htm>

Archaeology 2A - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08013.htm>

Archaeology 2B - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08012.htm>

The Human Skeleton - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08014.htm>

Archaeological Fieldwork (3 week field project) - <http://www.drps.ed.ac.uk/17-18/dpt/cxarca08015.htm>

## **Assessment in the Foundation Years**

Each course taken is examined by the Board of Examiners of the subject area running the course. The examination is always in the academic year in which the course was taken. Some examinations take place in December, others in May. In Archaeology, Archaeology 1A, Archaeology 2A and The Human Skeleton in Archaeology and Forensic Science are taught in the first (Autumn) semester and examined in December. Archaeology 1B and 2B are examined in May.

Generally, courses employ a mixture of continuous assessment (via essays, reports, and other practical assignments) and formal examinations to reach a final course mark or grade (these are given in detail in the course handbooks provided by the subject area in question). The nature of the actual examination (essays, multiple choice, practical, etc.) varies between subject areas and it is vitally important that you are aware of the different examination requirements of each subject area - read the rubric on every paper you sit and do not assume that you know it! All subject areas must use the University's extended common marking scale.

Our exams normally ask you to write the answer to each question in a separate script book. This is to speed up marking because the questions are marked by

different members of staff. You should also remember to write the question number on the outside of the script book in the indicated column: you may know which question you have answered, but this information also needs to be obvious to whoever is distributing the scripts to the markers!

Note that it is necessary to pass all the courses taken in any one year to proceed to the next level. Students failing any foundation course may re-sit the examination in August, although it should be noted that this may affect your entry to honours.

## **Entry to Honours**

Entry to Honours in the MA Single Honours curriculum occurs at the end of second year and normally requires a satisfactory pass (50 or higher) at the first attempt in Archaeology 2 i.e. (the average of the two course marks for Archaeology 2A and 2B) together with a pass (40) in the other courses studied in Second Year. In the case of inward transfers, i.e. students who decide late in the day to change to an Archaeology curriculum, they can gain entry by fulfilling particular conditions notified on behalf of the Head of Subject Area to the relevant students. In exceptional circumstances, the Head of Subject Area has the right to waive some or all of these conditions for particular students.

Entry to Honours in the MA Combined Honours curricula also occurs at the end of second year and normally requires a satisfactory pass (normally 50%, i.e. grade C) at the first attempt in both of the two Honours Subjects, together with a pass (40) in the outside courses. In the case of inward transfers, i.e. students who decide late in the day to change to a combined Archaeology curriculum, they can gain entry by fulfilling particular conditions notified on behalf of the Heads of the Subject Areas concerned to the relevant students. In exceptional circumstances, the Head of Subject Area has the right to waive some or all of these conditions for particular students.

In cases of inward transfer where the student does not have all required foundation courses and wishes to substitute another successfully completed course for a specified core course, a formal concession is required from the College of Humanities & Social Sciences. This is obtained via your Personal Tutor.

Students who marginally fail to gain admission to honours (for example by passing all the courses but failing to gain the required level in Archaeology 2) may be eligible to transfer to the BA Degree programme in accordance with College regulations (see the University's Degree Regulations and Programmes of Study). The BA degree may include further courses in Archaeology.).

## **Study Abroad in Third Year**

It is possible to study abroad under two different arrangements:

- the Erasmus Exchange Programme for study within Europe
- the International Exchange Programme for study beyond Europe.

Students on non-compulsory years abroad will transfer credit only; you will proceed to your 4th year of study but your degree will normally be classified only on the basis of the work you complete in your 4th year at Edinburgh. Archaeology students will normally be expected to take the third-year option *Theoretical Archaeology* during their fourth year.

<http://www.ed.ac.uk/schools-departments/international-office/exchanges>

## **Archaeology Honours Options**

Not all Honours Options are offered annually, since they are contingent on the availability of particular members of staff. During the summer after second year a list of options available during your honours years will be available via the web and you will be asked to select your preferences via an online form.

## **Fieldwork**

### **Summary of Practical Archaeological Work (“Fieldwork”) Requirements**

Archaeological Fieldwork is a major element of these degree programmes since the discipline's primary material is obtained by survey and excavation. Through participation in archaeological practical work or fieldwork students gain a vital understanding of the nature of the archaeological record. Our fieldwork requirements recognise the constraints which students have on their time particularly outwith teaching terms either due to family commitments or the need to earn money during

the vacations, while also enabling students who want to study archaeology but do not necessarily wish to participate substantially in practical work to achieve an honours degree in archaeology without a heavy vacation commitment to practical work.

Thus, all students enrolled on Archaeology Single and Combined Honours Programmes are expected to participate in practical archaeological work during their first year of study, in particular during the long excavation at the end of that year, but are then free to decide whether or not they wish to undertake further practical work in their later years. If they do, this can be assessed as part of their Honours programme in the optional course called “Archaeological Fieldwork”.

The formal Field and Practical Archaeological Work Requirement is:

**First Year:** Intending Single and Combined Honours students will be required to undertake a minimum of **three weeks** of fieldwork on a project approved by the Head of Archaeology (normally, this will be either a departmental project or another project based in the UK) and to submit a written report on this work by the beginning of the first term of their second year. Special arrangements will be made for transfer students.

**Second to Fourth Year:** Before the summer vacation of their Second Year intending Single and Combined Honours students must choose either (a) to undertake a programme of field and practical work in preparation for the 4th Year Honours course Archaeological Fieldwork Or (b) to undertake no assessed fieldwork and substitute another Archaeology Honours option course in fourth year.

Those students opting to take *Archaeological Fieldwork* are required to undertake a total of 10 weeks field and/or practical work during the summer vacation of their second year and the Easter and Summer Vacations of their third year. The Archaeological Fieldwork handbook is available at: <http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/your-degree-programme/history-programme-and-course-handbooks>

Approved projects can extend from traditional excavations and landscape surveys to museum work and a range of activities within public archaeology. This degree of

flexibility in the type of Practical Archaeological Work which you can carry out is designed to accommodate both different career goals and interests, the needs of students with family commitments and the demands of study in a financially pressured environment. Note that the responsibility for finding and attending practical archaeological work projects rests with the student (see Fieldwork Notices, below).

Further information about the Practical Work Requirement, how to obtain Approval for your intended Practical Work and how to apply for a Vacation Grant to help with the cost of your fieldwork, is available on the Learn page. Note that grants can only be made available for approved fieldwork and may be reclaimed from the student if, in the event, they do not participate in the fieldwork for which support was intended.

Students taking *Archaeological Fieldwork* (in 4<sup>th</sup> year) need to collect information on the ten weeks practical work undertaken prior to undertaking the assessed components of this optional course in their final year. They will be briefed in detail on the requirements for this option at the end of their second year.

### **Fieldwork Notices**

Notices about fieldwork and other projects are posted on the notice board located near School Reception, Room G.06. Fieldwork opportunities offered by members of staff in the department will be posted on Archaeology's fieldwork page:

<http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/beyond-your-studies/fieldwork-and-fieldschools>

In addition, the CBA Briefing listing current fieldwork opportunities can be found on the web at: <http://new.archaeologyuk.org/fieldwork-and-conferences/>

### **IMPORTANT - PLEASE NOTE**

The posting of notices about archaeological projects where the director is not a member of the department of Archaeology does NOT necessarily imply approval of these projects for the purposes of fulfilling the compulsory requirement for practical archaeological work as part of the undergraduate curriculum UNLESS the notice has been signed and dated by the Head of Archaeology.

As separately notified to second and third year students each year during the spring semester, approval of all required fieldwork should be sought from the Head of Archaeology BEFORE you commit yourself.

## **Getting Support and Making Choices**

### **The Role of the Personal Tutor (PT) and of the Student Support Officers (SSO) in the School of History, Classics and Archaeology**

All students are allocated to a Personal Tutor when they enter the University. The School of History, Classics and Archaeology also has a [Student Support Office](#), there to help you with any problems relating to your studies. The Student Support Office should be your first point of contact for issues related to administrative matters. The team are available Monday to Friday, 9.00 am to 5.00 pm. Email inquiries should be sent to [hca-ssso@ed.ac.uk](mailto:hca-ssso@ed.ac.uk) or call 0131 651 1800.

Your Personal Tutor is there to provide you with academic advice that you may need during your Edinburgh career. The main exception to this pattern is during Welcome Week. In your first and second years, you should make an appointment with your Personal Tutor in order to confirm attendance and to discuss course selection.

For questions involving the administration of the courses that you are taking, please contact the relevant course administrator.

The Student Support Office is able to offer help with the following matters, among others:

- Routine queries about your programme of study (about curricula, regulations and procedures, or about study abroad, for example).
- Referrals to your Personal Tutor for more major issues.
- Checking accuracy of course and programme data on the University Student Administration database.
- The maintenance of a personal (and confidential) record of special circumstances, such as illness or personal problems, which affect academic performance or attendance. In consultation with your Personal Tutor, the Student Support Office will ensure that this information is distributed to relevant staff (e.g.

Examination Board conveners, course organisers, administrators and tutors, as appropriate) in a form that protects confidentiality as far as is reasonably possible.

- The provision of factual references (confirmation that you are a student at this university) for letting agencies and so on. For personal or academic references, your Personal Tutor might be the appropriate person to approach, although it would be useful to inform the Student Support Office that a reference is required. Please ensure that your file includes an up-to-date copy of your CV. (In some cases, you might also find that one of your tutors is the appropriate authority for personal and, in particular, academic references.)

Personal Tutors are well-informed about academic and welfare procedures and sources of information and guidance. They are aware of the variety of ways in which personal problems can interfere with academic progress, and are always ready to respond to students' academic and personal difficulties sympathetically. Personal Tutors are often called upon to write references when students are applying for postgraduate courses or seeking employment after graduating.

Email is generally the easiest means of contact and the staff list (available on the School website) includes the email addresses and office hours of members of staff.

## **Peer Support**

Peer Support in the context of the University means a student with more experience sharing their knowledge, skills, abilities and expertise with a new or less experienced student. Peer Support may focus around advancing your academic work, providing opportunities to socialise with other students within your School or offering additional support to ensure your wellbeing while at University. Edinburgh University Students' Association (EUSA) and the University have been widely developing the Peer Support Project across the University since 2012.

## **Peer Support – for first year courses**

New students will benefit from a friendly environment in which to ask for general information and advice. The Advice Surgery will be run by third or fourth year students of the School.

These volunteers will be able to share their experience and refer students on to other sources of support within the School and the wider University as appropriate.

Advice Surgeries will then be held in either room 2.30, the new Undergraduate Common Room or room 3.07, the smaller Student Research Room. Times and frequency will be arranged to suit demand.

Further information can be found at: <http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/support-and-advice>

## **Undergraduate Common Room**

Undergraduate Students have access to the Common Room, 2.30, a social space which offers a mix of comfy seating, lunch tables and laptop tables for casual surfing on your laptop. It has two fridges (cleared out at 5pm every Friday), a kettle, sink and water dispenser, and vending machine. This room is only accessible Monday-Friday 0800-1800h, i.e. the period of building opening hours, and holds a maximum of 60 at a time.

## **Difficulties and Support**

### **Getting to Grips with University Study**

Entry to University should mark the start of an accelerated period of learning for you in an atmosphere where you are likely to be far more independent than during your school career. Many of you will find the challenge enjoyable and stimulating: however, it does mark a decided change in the pace and style of studying. To help you we suggest that you look at the following which provide many useful ideas on how to approach the process of learning:

Northedge, A. 2005 *The Good Study Guide*. The Open University: Milton Keynes. 2 rev edn ISBN 0 7492 0044 8

Northedge, A. Thomas, J., Lane, A., & Peasgood, A. 1997 *The Sciences Good Study Guide*. The Open University: Milton Keynes. ISBN 0 7492 3411 3

Cottrell, S. 2008 *The Study Skills Guide*. London: Palgrave Macmillan. 3 rev edn. ISBN 0230573053.

If these do not seem to help, don't despair! There are very few “natural” scholars; most of us have to actively learn to study and strive very hard to acquire the necessary skills. Many of the courses in this curriculum will indirectly improve your study skills. However, you also have the chance to study study-skills at the University's Institute for Academic Development. The Institute for Academic Development runs non-assessed courses and workshops for undergraduates on study skills, including several aspects of work for examinations. Drop in and pick up their information leaflets and flyers or check out their web page:

<http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate>

### **Students with disabilities**

We welcome students with disabilities (including those with specific learning difficulties such as dyslexia) and are working to make all our courses accessible. If you wish to talk to a member of staff about the course requirements and your particular needs, please first contact the [School's Student Support Office](#) (Room G.08 Teviot Place, 0131 651 1800, [hca-ssso@ed.ac.uk](mailto:hca-ssso@ed.ac.uk)) who will direct you to the appropriate member of academic staff and/or to the University's Student Disability Service.

You can also contact the Student Disability Service directly (Third Floor, Main Library Building, 0131 650 6828), and an Advisor will be happy to meet with you. The Advisor can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Student Disability Service with evidence of disability - either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Student Disability Service can put you in touch with an independent Educational Psychologist.

<http://www.ed.ac.uk/student-disability-service>

## **Illness and Other Problems**

If you are ill during the term and this affects your studies you should seek medical advice and certification from the Student Health Centre or your own medical practitioner. A doctor's note/certification should then be given to your PT who will copy it and forward relevant information to the course organisers of the subjects you are studying. Allowance may be made in respect of, for example, assessment deadlines at the discretion of the Course Organiser (see below). If the illness is persistent and debilitating a case for amelioration of your marks may be made to the Board of Examiners but this can only be done if the illness is properly documented. <http://www.health-service.ed.ac.uk/> Please notify periods of ill-health or other difficulties timeously; it is very much more difficult to make adjustments on your behalf retrospectively.

## **Changing Course**

If you discover that a course you have embarked upon is not suited to your interests or talents you may wish to change course. Provided the new course chosen meets the Curriculum requirements you may normally transfer without difficulty up to the end of the first week of any given teaching block. Once you are into the second week you will have missed fundamental introductory material and you will need to make a special arrangement with the course organiser in order to transfer; transfer to all courses may not be possible at this stage. You must consult your PT before making any such course changes; this is so that (a) he/she can make the necessary adjustments on-line to inform Student Administration of your change of course and (b) so that he/she can advise you of any hidden problems with your proposed choices (compatibility, curriculum requirements, etc).

## **Changing Degree and taking Time Out**

If your ideas have undergone more fundamental changes (for example you might be reconsidering your choice of career) you might consider changing your degree registration. In general, this might include (a) transferring to another degree programme offered by Archaeology or its partners in combined degree programmes or (b) moving outwith Archaeology entirely. In the latter case, you will need to be accepted by the Subject Area/School/College you are transferring to. Again, consulting your PT via the Student Support Office is a sensible course of action!

If you change programme within a given College then, provided you have passed the requisite courses for your new programme, transfer is relatively straightforward. If you transfer between Colleges however, normally for our students either from Science & Engineering to Humanities & Social Sciences, *or vice versa*, the College to which you are moving has the right to lay down entry requirements (e.g. specific grades of pass in certain courses). This reflects the fact that admission to the University is decided on a College basis and each College has different entrance requirements. Again, talking to your PT at an early stage is the sensible course of action!

In other circumstances (extended ill health, family problems, etc.) you may need to take time out from your studies. This is achieved by “suspending” your degree registration for a fixed period. Depending upon when you suspend you may have to re-sit the year in question and may have to repay any fees paid on your behalf by the Scottish Education Department, your Local Education Authority, or other sponsoring body. Again, your PT will be best placed to advise you on the best course of action for your set of circumstances.

In each case where problems of this nature arise the first port of call must be your Personal Tutor who will advise you on the possible options which you have in each case.

## **Special Circumstances**

Special circumstances can sometimes affect a student's performance in following a course, in producing coursework or in completing examinations. Procedures exist to highlight these circumstances and seek consideration of them in evaluations of academic performance.

Information on the University's Special Circumstances procedures, including the Special Circumstances Form required, are available on the Academic Services website:

<http://www.ed.ac.uk/academic-services/students/assessment/special-circumstances>

If you think you have a case for Special Circumstances, please contact your Personal Tutor to discuss it in the first instance. If your tutor is not available, please contact the School's Student Support Office.

Special Circumstances forms should be submitted as soon as possible and not more than a week after the final assessment for the semester that has been affected.

## **Dignity and Respect**

The University is currently developing a framework on Dignity and Respect and is committed to creating a culture where all staff and students are treated with respect and feel safe and fulfilled within our community. It welcomes and supports freedom of thought and expression, whilst promoting these values we must ensure we create a culture where everyone is treated with dignity and respect.

The Dignity and Respect Policy can be viewed on the University website:

<http://www.ed.ac.uk/equality-diversity/help-advice/dignityrespect>

## **General Principles of Assessment**

### **The Function of Assessment**

Assessment of your work has three key functions: (a) to provide you with a formative means of measuring your progress and to assist you in identifying strengths and weakness, (b) to enable us to monitor your progress towards a full understanding of any given curriculum, and (c) to provide a means of demonstrating to a future employer the nature and qualities of your knowledge and your particular skills and aptitudes.

In the first two years, assessment is based around the courses taken on a course-by-course basis (in other words you need to pass each course as a separate entity). In the final (Honours) years, assessment is based around the courses taken in combination (in other words your final degree class depends upon the combined results of all the courses taken in both junior and senior honours years). Under both regimes, the process of assessment is overseen by a body known as the Board of Examiners (below) and is governed by the Assessment Regulations of the University of Edinburgh.

The guiding core principle of all assessment is that candidates should receive fair and equitable treatment.

## **Feedback and Marks**

During each course, you will complete at least one piece of work on which you will receive feedback in time to be of help to you when you come to prepare other coursework.

### **Informal Feedback**

Assessment and feedback are by no means confined to formal marking: staff (and peer) responses to the things you say in class and informal chats with staff outside class should help you gauge your performances and understanding of course material.

### **Formative Feedback**

There will be a formal opportunity to receive formative feedback during each course, designed to assist in your preparation for the final piece of course work. Details of this assignment will be notified to you by the Course Organiser.

## **The Board of Examiners**

The Board of Examiners consists of the teaching staff in Archaeology together with external examiners normally drawn from other UK Universities or archaeological institutions.

The role of the Board of Examiners is to oversee the assessment of the quality of all student work according to the University's advertised mark scales and relative to standards at comparable institutions elsewhere.

External examiners are involved to ensure that the degree regulations of the University of Edinburgh are properly enforced and that there is comparability between the results achieved by students at this institution and those elsewhere. External examiners play an important role in the examination process and undertake tasks including the approval of examination arrangements and papers, the

assessment of the overall quality of examination papers, the monitoring of marking arrangements and grading; and, selectively, the second marking of both examination scripts and class work. In cases of student illness, hardship or similar circumstances, they are represented on the Special Circumstances Committee to oversee and ratify the degree of amelioration of marks or such other changes as may be deemed appropriate. Each year they report to College on the conduct of the examinations, on assessment procedures etc., and on the strengths and weaknesses of courses and of Archaeology's overall teaching programme.

Assessment Rules and Honours Classification: Archaeology follows the Rules for Classifying Honours Degrees published by the College of Humanities and Social Sciences. These Rules employ the University Extended Common Marking Scale.

### **University Undergraduate Common Marking Scale**

All work will be assessed in accordance with the University's Extended Common Marking Scheme. See <http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/school-s-regulations/markingscheme>.

Note that for entry to Honours, the level of achievement required in Second Year in the subject(s) you intend to pursue in your Honours programme is normally at minimum a 'C' i.e. 50% or above.

In the Archaeology department essays and other written assignments are marked by either your tutor, Course Organiser or Academic Staff member (who is normally also the course organizer at honours level). They are then inspected by a Moderator: a member of the Archaeology teaching staff who normally reads a selection of work from different bands with a particular eye towards consistent marking and feedback standards. All courses are also audited by an External Examiner from another university's Archaeology unit, who validates our marking process.

### **Written Comments**

Markers (less so moderators) should provide individual comments on aspects of your work.

Please pay close attention to comments you receive on your work if you wish to improve in the skills required to perform well in Archaeology. By all means, visit your tutors during their consultation hours if you have questions about your performances (either in classes or in assignments). It is usually possible via e-mail etc. to arrange alternative appointments. Please do not wait to be summoned or invited: take the initiative if you need a little more feedback.

Students are encouraged to discuss their work with those who mark it.

Please note however that disagreement with their academic judgement does not constitute grounds for appeal under university regulations.

## **Coursework submission**

It is College policy for coursework submission to be completed online and for feedback to be supplied electronically, for all assignments for which it is pedagogically appropriate to do so.

Electronic submissions must be made through a Turnitin dropbox on the course site in Learn. Turnitin will check your submission for plagiarism and will be used to provide feedback and your mark. You will be required to fill in a Declaration of Own Work for each assignment. Once this has been filled in properly, a folder containing the coursework dropbox will be made available, and you will be able to submit your coursework.

Unless your course handbook and/or course Learn site specifies differently, all coursework must be submitted as detailed below and the deadline will be 12 noon on the due date.

Please consult your course Learn site for detailed submission instructions.

## **Coursework deadlines**

It is essential for fairness that all students hand in their coursework by the same deadline (date and time). The time of electronic submission is automatically recorded, and there are penalties for any late coursework submission.

It is your responsibility to check your own deadlines.

## **Late Submission of Coursework/Extensions**

- Late coursework will only be accepted without penalty if you have provided a good reason and have been granted an extension in advance or exceptional circumstances prevented you from doing so. See:  
<http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/coursework/late-submissions-and-extensions>
- Late coursework submitted without an authorised extension will be recorded as late and the following penalties will apply: 5 percentage points will be deducted for every calendar day or part thereof it is late, up to a maximum of 7 calendar days. After this time a mark of zero will be recorded.

These penalties follow the [University's Undergraduate Assessment Regulations](#).

## **Return of coursework**

Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner.

The feedback will notify the mark and grade assigned to the coursework, and the tutor's comments and criticisms. Please note that all marks will not be ratified until the final meeting of the Board of Examiners at the end of the academic year. Until then all marks must be regarded as being provisional.

## **Retention of assessment materials**

The School retains its copies of student assessment materials, such as essays, reports, projects or exam scripts, for a limited period of time after the relevant Board of Examiners meeting, after which they will be destroyed.

Students' copies of assessment materials and feedback comments which have not been collected by the end of a session will be disposed of in teaching week 2 of the following session.

## **Good academic conduct: our expectations about your written work**

Because your written work is a way of conveying your opinions about a particular issue to your reader, it is important that you adhere to the following three rules:

1. Every essay must be written in your own words, with any quotations clearly indicated. Your opinions will have been informed by those of other scholars, but you should aim to paraphrase your sources rather than repeat them word-for-word. This shows your readers that you have understood and processed everything that you have read.
2. Whenever you use something that you have found in someone else's work, you must provide a full reference to the source which you used. Your references should be clear and concise, with the full details given in the bibliography to allow your readers to identify the source for themselves.
3. All references should refer accurately and honestly to the specific source which you used. Failing to give an accurate and honest account of your sources, or failing to provide a reference for information which you have taken from elsewhere, are examples of plagiarism. This is a form of dishonesty that runs counter to the principles of academic study, and is therefore taken very seriously by the University. This is true regardless of whether or not there was any deliberate intention to cheat, and may lead to a heavy deduction of marks, or result in the essay being given a mark of zero.

The School has put together a full document which guides you through these expectations. It provides examples of correct referencing and accurate citation methods for each subject area, as well as advice about avoiding unintentional plagiarism through accurate note-taking and citation. You can find this document online at: <https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/academic-conduct>.

### **Referencing**

Referencing should follow the modern scientific convention. Footnotes should be avoided. Bibliographic references within the text should list the author's last name, date of publication and number of page, e.g. (Clarke 1952: 211). Where an author's

name has just been cited in the text, references need be made only to the date of publication and page, e.g. (1952: 211). Extended references should be listed alphabetically at the end of the paper, e.g.

Brumfiel, E. M. and Earle, T. K. 1987. Specialization, exchange and complex societies: an introduction. In *Specialization, Exchange, and Complex Societies* (eds E. M. Brumfiel and T. K. Earle). Cambridge: Cambridge University Press, pp. 1-9.

Casey, J. 1986. *Understanding Ancient Coins*. London: Batsford.

Mezzena, F. and Palma di Cesnola, A. 1973. Oggetti d'arte mobile di età gravettiana ed epigravettiana nella Grotta Paglicci (Foggia). *Rivista di Scienze Preistoriche*, 27: 211-24.

Schick, K. A. 1984. Processes of Paleolithic site formation: an experimental study. Doctoral dissertation. Department of Anthropology, University of California, Berkeley.

Further information on referencing will be offered during your period of study. Useful online information on referencing and bibliographic practice can be found here:

<http://www.citethemrightonline.com/Basics>

## Examinations

There are two main examination diets at the University of Edinburgh, in December and April to May respectively. Resit examinations take place for first and second year courses in August. The examination timetable for all exam diets is produced by Student Administration:

<http://www.ed.ac.uk/schools-departments/student-administration/exams>

Please remember that it is your responsibility to check with this website for the precise times and venues of your examinations.

Past exam papers are available on the Library web page:

<http://www.ed.ac.uk/information-services/library-museum-gallery/exam-papers>

## **Attendance Monitoring**

The Legislation passed recently by the UK Government relating to Points-Based Immigration requires all universities to monitor the attendance of their international students.

In the College of Humanities and Social Science, we intend to meet this duty by monitoring the attendance of all our students, as this will give us a positive opportunity to identify and help all students who might be having problems of one kind or another, or who might need more support.

The University expects all students to attend all their University classes, lectures and tutorials etc, whether or not these are described as “compulsory” by the School. This includes participating fully in the requirements of all courses, including submitting assignments, contributing to tutorials and workshops or laboratories, attending meetings with Personal Tutors and sitting examinations.

Your attendance will be monitored by the School, so that staff can help you to manage your progress through the courses. We will do this so we can be quickly alerted to any additional pastoral or academic support needs any student might require, and so that the School can provide advice, guidance or support in a timely and useful manner.

We will do this by monitoring attendance at these standard contact points:

- registration including confirmation of attendance
- assignment hand-ins
- exams
- lab work hand-ins
- Personal Tutor supervisory meetings

If you miss a contact point or anticipate doing so, please report to the School’s Student Support Office or The School Office, ideally in advance and in person. If you are absolutely unable to report in person, please make contact by phone immediately on 0131 651 1800 for the Student Support Office.

If you miss a contact point and don't provide a satisfactory explanation this may be termed as non-attendance in which case we will investigate further and try to make contact you within 10 days. If we fail to do so successfully and you are an international student, we will be obliged to report the non-attendance to the Dean. This could result in our sponsorship of you and your visa being revoked. If you are not an international student, you should be aware that non-attendance may result in you being withdrawn from the programme.

## **STUDENTS ON A TIER 4 VISA**

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal duties to manage our sponsorship of your visa.

These include:

- monitoring your attendance on your programme and
- reporting to the Home Office where you suspend or withdraw from your studies, complete them early, fail to register or are repeatedly absent to the point of being excluded from studies.

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the "Downloads" section at <http://www.ed.ac.uk/international-office/immigration>

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: [immigration@ed.ac.uk](mailto:immigration@ed.ac.uk)

## University Regulations

Listed here are some useful links to the University Regulations:

Assessment Regulations:

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Student Complaints Procedure:

<http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure>

Academic Appeals:

<http://www.ed.ac.uk/academic-services/students/undergraduate/academic-appeals>

## Resources

Edinburgh has many resources for learning. Not all of them, however, are to be found within the University; as one student remarked “by the time you have found out where they all are it’s time to leave”. Here are a few short cuts.

### Archaeology Staff

The full list of Archaeology staff (along with their contact details, research interests and office hours), can be found on the School website: [http://www.ed.ac.uk/history-classics-archaeology/about-us/staff-profiles/arch\\_view.php](http://www.ed.ac.uk/history-classics-archaeology/about-us/staff-profiles/arch_view.php)

All Undergraduate queries should be made by email (see below) or to School Reception (G.06), on the ground floor of the William Robertson Wing, Teviot Place. Office Hours during the teaching semesters are Monday to Friday 8.30am to 5.30pm, and as advertised at other times.

The Lead UGTO Administrator, Ms Amanda Campbell, can be contacted by phone: +44(0)131 650 2501 or email: [amanda.campbell@ed.ac.uk](mailto:amanda.campbell@ed.ac.uk)

## **Student Intranet**

The School of History, Classics and Archaeology has developed an undergraduate student intranet to provide information which is essential to your studies. It covers your current studies, guidance on submitting coursework, assessment regulations, essential forms, plagiarism, important news and events and more. It also has contact information for your Course Administrators, Student Support Officers and Student Reps. Over the year, we will add information on choosing honours courses and degree results.

There are also sections for the School's Student Support Office and academic guidance, library and computing services and the School's student/staff liaison. And we provide links to your subject areas and student societies.

You are strongly advised to keep checking the Intranet for information or guidance throughout the year. The Intranet is available at:

<http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates>

## **Use of Email**

Email is the formal means of communication by the University with its students.

When you join the University, you are given a University of Edinburgh (UoE) e-mail account and address which will be used for a variety of essential communications. You must access and manage this account regularly as the University including the Department will send you vital information from time to time, for example on exam arrangements or changed class times or locations, and will assume that you have opened and acted on these communications. Failure to do so will not be an acceptable excuse or ground for appeal.

If you already have a web-based e-mail account and think that you are unlikely to check your UoE e-mail account, it is your responsibility to set up a forward on the UoE account to ensure that you receive all official University communications timeously. There are on-screen help instructions if you require to do this – please see: <http://www.ed.ac.uk/information-services/computing/comms-and-collab/office365/email-calendar>

### **Contacting Staff (and other students)**

The best way to contact any staff member is to use email. We aim to respond to all queries within 3 working days. Using the e-mail system is the preferred means of requesting individual appointments with members of staff. You can also use email to contact other students.

In addition, depending on their other commitments, staff have regular office hours when they guarantee to be in their office in order to see students; details are usually given on a note on the staff member's office door. Messages for staff can also be handed in at School Reception.

### **Course Announcements and Other Notices**

The notice-boards on the ground floor of the School of History, Classics and Archaeology, William Robertson Wing, Teviot Place are also used to convey key information to students. The general Archaeology notice-board is outside the Meadows Lecture Theatre, Room G.07. Fieldwork information is posted on the notice-board above the coursework drop boxes across the passage from Room G.08. General University notices and information about conferences and seminar series may be posted on the notice-boards in the entrance to the William Robertson Wing.

### **Student Representative Structure**

Staff members at the University of Edinburgh work closely with student representatives. Edinburgh University Students' Association (EUSA) coordinates student representation and provides training and support for student representatives across the University. Student representatives ('Reps') listen to you to identify areas for improvement, suggest solutions, and ensure that your views inform strategic decisions within the University, building a stronger academic community and improving your student life. Schools share students' emails with their student representatives as a matter of course; any student wishing to opt out from this should tell the Lead UGTO Administrator for Archaeology (see 'Archaeology Staff').

## **Staff-Student Liaison Committee**

The Staff-Student Liaison Committee meets each semester to consider courses and other matters affecting student life in Archaeology. Student representatives raise issues of concern regarding individual courses and the staff members on the Committee then respond to these issues. Any student with a problem relating to the organisation or teaching of a particular course can have this issue considered by the Committee by raising the matter with the student representatives. The Committee also considers general issues of concern to students, such as proposed curriculum changes and changes in facilities.

Elections to the committee are generally held on a class and year basis early in the academic year. Meetings will be minuted by the Lead UGTO Administrator, in consultation with the Convener, and posted on the Student Intranet.

## **Resources for Learning in Archaeology**

### **Laboratories**

Archaeology has extensive Laboratory facilities. These consist of a bone and chemistry laboratory, a wet processing and thin sectioning laboratory, a microscope laboratory, an osteoarchaeology laboratory and a teaching laboratory.

All these laboratories are managed by Dr Catriona Pickard, Lecturer in Scientific Archaeology and Archaeology Technical Officer, who is assisted by Mr Alan Dalton. Anyone wishing to use these facilities should consult Dr Pickard in the first instance. Please note that she works part-time so remember to contact her in advance. If she is not in her office on the third floor (room 3.20) of WRW, she can be reached by email: [Catriona.Pickard@ed.ac.uk](mailto:Catriona.Pickard@ed.ac.uk) Undergraduate students working in the Archaeology laboratories must be supervised at all times by a member of academic staff, or by Dr Pickard. All students using the laboratories will be given a health and safety briefing before they are allowed access and will be required to read, sign and comply fully with Archaeology's Laboratory Regulations. It is important for your own safety and the safety of others than you abide by these rules. Failure to do so may mean you are not permitted to access the laboratories for an extended period, or worse, in an accident.

## **Gordon Childe Artefact Reference Collection — First Floor**

Archaeology's teaching collection of ancient artefacts and materials is housed on the first floor of WRW (room 01.32). This collection is used for "hands on" teaching of the methods of artefact analysis as well as providing a valuable source of illustrative material in support of courses in European and Near Eastern prehistory. The Archaeology "drawing office" is also housed in Room 01.32 and includes all traditional means of drawing production. This is reserved primarily for research purposes but anyone needing to use this area for a specific project should contact Dr Guillaume Robin (email: [Guillaume.Robin@ed.ac.uk](mailto:Guillaume.Robin@ed.ac.uk))

## **Computer Facilities**

Information Services is the unit which provides training on various computing programmes for undergraduate students. Further information is available on their web page: <http://www.ed.ac.uk/schools-departments/information-services/help-consultancy/is-skills>

The School has a computer room for specialised computing tasks and teaching on the Second Floor (rooms 2.35 and 2.36) which is mainly for postgraduate use but undergraduate students undertaking dissertation work which requires specific archaeological software may be able to use this by special arrangement. Additionally, there are specialised graphics and mapping software machines available in the Resources Room on the third floor (3.15).

## **Library, Study and Photocopying Facilities**

Archaeology books and journals are housed in the Main Library on George Square, which also has extensive study and photocopying facilities.

## **School Student Research Rooms**

All students are welcome to use the Student Research Rooms (2M.25 and 3.13) in the School building at Teviot Place. The SRR contains seven collections of books from the School's previous class libraries and special collections donated to the School over many years. The seven collections are currently named:

- Archaeology book collection
- Centre for the Study of the Two World Wars book collection

- Classics Library
- Compton Library (American History)
- Jim McMillan Collection (European History)
- Michael Flinn Library (Economic and Social History)
- Scottish History Library

Further information about the Student Research rooms is available at:

<http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/about-the-school/student-study-space>

The School Academic Liaison Librarian, Caroline Stirling, holds help sessions in individual Level 1 courses and welcomes requests for advice and guidance.

## **Resources for Learning in the University**

### **The Institute for Academic Development and Assessment and Study Skills Courses**

The Institute for Academic Development (IAD) operates a range of courses for students on different aspects of the skills required for undergraduate and postgraduate study. These courses are free to all students and are well worth attending. The courses change from year to year according to demand and are advertised widely on posters throughout the University (check our Dept. Notice board). Places are limited and you will need to book in advance. Further information is available on the IAD website

<http://www.ed.ac.uk/schools-departments/institute-academic-development>

Useful online information on study skills and resources can also be found here:

<http://www.ed.ac.uk/schools-departments/information-services/students/study-resources>

### **The University Library**

The Main University Library in George Square contains a large stock of Archaeology books, periodicals and pamphlets — although the cataloguing system employed means that they are somewhat scattered throughout the collection. The main books for courses currently being taught should be on Reserve in the HUB and available for short term loan. Up-to-date information on opening hours, access to the Library

catalogue, information on library services, etc., and a Guide for New Users is available on the Library's web pages: <http://www.lib.ed.ac.uk/>

Note that an increasing amount of teaching and research material is available electronically to you as a member of the University community.

### **Other Libraries Within and Outwith the University**

Many other libraries within the University have books of relevance to Archaeologists. Of particular note is the Darwin Library located on the King's Buildings site. It is a University Library (from which you have automatic borrowing rights).

Outwith the University, Edinburgh is fortunate in having a copyright library, the National Library of Scotland, located on George IV Bridge. As a copyright library, by legal statute it is able to claim a copy of every publication produced in the United Kingdom. As such it is an excellent place to locate books not available within the University system. It also has a separate National Map Library Annex, on Causewayside. Note however that the National Library can only be used by postgraduates and undergraduates in their third and fourth years of study. Application forms for use of these libraries can be obtained from the front desk of the National Library.

Access to the Library of National Museums Scotland in Chambers Street is available to Fellows of the Society of Antiquaries of Scotland, since that body provided the initial collections and still contributes to this resource, is restricted to members of that society (student membership rates available). The Library is (as might be expected) very strong on the Archaeology of Scotland but also has extensive collections relating to Britain and temperate Europe. If your archaeological interests lie in this sphere than you might wish to consider being sponsored to become a Fellow of the Scottish Antiquaries. More accessible but less extensive collections of material relating primarily to the Archaeology of Scotland are to be found in the Royal Commission on the Ancient and Historical Monuments of Scotland at 16 Bernard Terrace. Access to the NMR library is by appointment — telephone 0131 662 1456.

## **Other Resources for Archaeology in Edinburgh: Edinburgh as a major archaeological centre**

We are fortunate that the Edinburgh area is home not only to the major Scottish archaeological institutions but also to other bodies, such as the National Trust for Scotland, which play a significant role in the management of both natural and cultural landscapes and the archaeological sites found therein.

The body which is responsible for the management and protection of Scotland's built environment is Historic Scotland. HS is the Scottish Government's key agency and is responsible for running the sites which are in the care of the state and for the scheduling or legal protection of selected archaeological sites owned by others. Its professional staff also manage or finance selected archaeological fieldwork and other projects relevant to Scotland (Historic Scotland, Longmore House, Salisbury Place, Edinburgh. EH9 1SH). Its companion government body which deals with the natural environment is Scottish Natural Heritage.

The body which has responsibility for recording the ancient and historical monuments of Scotland is the Royal Commission on the Ancient and Historical Monuments of Scotland (RCAHMS). Although the methods of the Commission have changed greatly in recent years it still has a primary responsibility for archaeological records and as such it incorporates the National Monuments Record (NMRS). This is an archive which aims to include every known archaeological site in Scotland. The paper and electronic records of all new survey and excavation work generally end up as part of this record. Attempts to get to grips with the archaeology of particular regions of Scotland are enhanced by visits to the record (Royal Commission on the Ancient and Historical Monuments of Scotland, John Sinclair House, 16 Bernard Terrace, Edinburgh. EH8 9NX). For individual sites, you can now do this electronically on line via the web based database known as "CANMORE" – you need to register but once you have done so it can provide you in minutes with nearly all the information which you would previously have spent hours searching for (see <http://www.rcahms.gov.uk>).

The third major archaeological body based in Edinburgh is the National Museums Scotland. The NMS have sections covering both prehistoric and mediaeval archaeology; industrial archaeology is covered by the industrial collection staff. As

might be expected the collections are an impressive and valuable resource. In addition, the NMS has very large Zoological and Botanical collections of considerable help in the identification of strange specimens (National Museums of Scotland, Chambers Street, Edinburgh). <http://www.nms.ac.uk/>

In addition to these major institutions, Edinburgh is also home to the office of the Edinburgh City Archaeologist and numerous applied archaeological companies (which together employ distinctly more archaeologists than do the older institutions) including:

AOC Scotland Ltd., Edgefield Rd Industrial Estate, Loanhead, EH20 9SY 0131-440-3593

CFA Archaeology Ltd., The Old Engine House, Eskmills Park, Musselburgh, East Lothian, EH21 7PQ. 0131-273-4380 (formerly the University's Centre for Field Archaeology)

E A S E Archaeological Consultants, Unit 8/Abbeymount Techbase, 2 Easter Road Edinburgh, EH7 5AN

Headland Archaeology (UK) Ltd , 13 Jane Street, Edinburgh EH6 5HE

Kirkdale Archaeology, 38 Palmerston Place, Edinburgh, EH12 5BJ

Simpson & Brown Architects/Addyman Archaeology, St Ninian's Manse, Quayside Street, Edinburgh EH6 6EJ

## **Getting More Involved**

Additional support for your studies can come from membership of archaeological societies (the Society of Antiquaries of Scotland is an example) or student membership of the Institute for Archaeologists (formerly the Institute of Field Archaeologists) – see <http://www.archaeologists.net/>. Membership of such bodies can also help to keep you informed of the latest developments. Jobs are often first advertised in the newsletters of specialist societies and professional associations. A main source is however the online British Archaeological Jobs Resource

(<http://www.bajr.org/>). Within Scotland, Archaeology Scotland, formerly the Council for Scottish Archaeology, based close to CFA Archaeology in Musselburgh, hosts an excellent website at <http://www.archaeologyscotland.org.uk/>.

### **The Edinburgh University Archaeology Society (ArchSoc)**

ArchSoc is open to all, whether they are members of the University or not! It meets normally weekly throughout the academic year and has a wide-ranging events programme. More information can be found on the notice board on the second floor mezzanine outside the Student Resource Room, Doorway 4 Teviot Place, on the website at <http://www.archsoc.co.uk> or by emailing [edin.archsoc@gmail.com](mailto:edin.archsoc@gmail.com)

### **Learned Societies for Archaeology**

There are many learned societies for archaeology. Some have quite specific regional or period orientations and once you have reached the honours years you would be wise to talk to your Personal Tutor about those which might be a wise career investment! In the interim, another of the better places to get general information on British Archaeology and the range of Societies which cater for it at both home and abroad is the web site of the Council for British Archaeology (CBA), which can be found at: <http://www.britarch.ac.uk/>

One society with a wide membership is the Prehistoric Society. Membership information can be obtained from The Administrative Assistant, Prehistoric Society, Institute of Archaeology, 31-34 Gordon Square, London, WC1H 0PY, UK. Again, they have a web site on which further information can be found:

<http://www.prehistoricsociety.org.>

Those with special interest in Scottish Archaeology would be advised to consider becoming Fellows of the Society of Antiquaries of Scotland. You have to be proposed for admission by an existing Fellow of the Society but this is usually a formality and since several members of staff are fellows it should not be hard to find a sponsor. Write for membership forms to: The Society of Antiquaries of Scotland, Royal Museum of Scotland, Chambers Street, Edinburgh. EH1 1JF. You can also find further information on the Society's web site: <http://www.socantscot.org/>. This

includes a link to their Programme information giving details of public lectures, the annual Rhind lectures and conferences.

## **Learned Societies for Environmental Archaeology**

Those interested in environmental archaeology are advised to join the Association for Environmental Archaeology (AEA). Membership by subscription - you do not need to be proposed or seconded. The AEA organises conferences, supplies a newsletter and publishes a learned journal. Association for Environmental Archaeology, Membership Secretary, Dr Jane Richardson, Archaeological services WYAS, P.O. Box 30, Nepshaw Lane South, Morley, Leeds, LS27 0UG, UK. or email: [membership@envarch.net](mailto:membership@envarch.net) or see the AEA home page: <http://envarch.net>