Institute of Archaeology, UCL

BA/BSc in Archaeology: BA Archaeology/Anthropology
BA in Egyptian Archaeology: BA Archaeology with year abroad
BA in Classical Archaeology and Classical Civilisation

Third Year Core Course

ARCL3056: 0.5cu. FIELD ARCHAEOLOGY

Summer Field Course 2016. Institute students on the Trundle, Goodwood, West Sussex.

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Turnitin Password: IoA1617
Turnitin Code: 3228815

September 2016
THIS COURSE IS BASED ON FIELDWORK UNDERTAKEN DURING YOUR FIRST AND SECOND YEARS. ALL FIELDWORK SHOULD BE COMPLETED BY THE START OF YOUR THIRD ACADEMIC YEAR.

This document should be read in conjunction with the ‘Fieldwork Section’ of your Institute of Archaeology Student Handbook, the ARCL3056 Fieldwork Bulletin and the College’s (green) booklet Guidance for Fieldwork.

Introduction
Fieldwork is a key research tool in archaeology and develops many skills that have extensive professional applications. Through your IOA/UCL-supported fieldwork you will gain knowledge of methods and the techniques that may be applied in archaeological, and many non-archaeological, contexts and situations. The emphasis of this module is on gaining competence, or on developing upon existing competence, in the broad range of techniques involved in fieldwork practice. During your fieldwork, you will variously learn and undertake: surface exploration and excavation; environmental sampling techniques; recording; post excavation processing; museum work; archival work; study trips; and outreach participation.

Aims
This course aims are to:-

- Introduce students to skills essential for the practice of field archaeology.
- Give them practical training in these skills.
- Introduce students to aspects of field archaeology at an intellectually demanding level.
- Generate the practice of maintaining Fieldwork Notebooks and Reflective Logs.
- To generate critical evaluation of the roles and outcomes of archaeological fieldwork.
- Guide students in the production of a personal evaluation of selected aspects of their fieldwork, such as might be required for a job application or for presentation at a job interview.

Objectives
The course will provide the student with the opportunities to:-

- Gain knowledge of the implementation of a project design.
- Understand the process of setting up and executing a field project or field-related project.
- Gain experience in a range of excavation and practical study techniques.
- Gain experience of post excavation processing/archival work/presentation work.
- Undertake various forms of sampling and understand the rationale behind this.
• Develop an awareness of current practices in sampling and recording.
• Undertake recording to a professional standard.
• Gain knowledge of health and safety considerations.
• Perform assigned tasks as part of a team.
• Participate in discussion.
• Identify problems and questions.
• Undertake the analysis of factual information.
• With guidance, undertake tasks independently.
• Demonstrate visual skills in recognizing and describing field remains and archived findings.

Learning Outcomes
(a) Knowledge and understanding of how to locate; recover; record; and present archaeological field data; to assess archaeological field data critically; and to solve problems of conflicting field methods and data presentation.
(b) To be able to be precise and cautious in the assessment of evidence, and to understand through practice what archaeological field data can and cannot tell us.
(c) To be able to question interpretations of field data, however authoritative, and be able to reassess evidence for yourself.
(d) To have achieved a level of competence in core archaeological fieldwork practical skills of identification; surveying; recording; excavation; sampling; presentation of field data; archiving field data; and presenting field data through outreach.
(e) To be able to appreciate the importance of safety procedures in the field.
(f) To have achieved a level of competence in a range of transferable skills including being able to apply an understanding of relevant archaeological concepts and methods in non-archaeological situations.
(g) Be able to work as part of a team.
(h) To have produced a personal portfolio, based on fieldwork experience that demonstrates acquired skills; skills of evaluation; and an understanding of the academic context and value of the project.

Course Information
This handbook contains basic information about the content and administration of the course. If students have queries about the objectives; structure; content; assessment; or organization of the course, they should consult the Course Co-ordinator.
Teaching Methods
There is no formally taught element to this course, which is based on student-centred learning. A series of meetings, based at the Institute of Archaeology, from the end of your First Year and through your Second Year will take the form of open tutorials, in which the nature and outcomes of fieldwork will be considered, followed by discussion as to how you should develop these experiences and skills acquisition in the context of your Fieldwork Portfolio. You are required to select your fieldwork in conjunction with your Personal Tutor and with the approval of the Tutor for Fieldwork (Mark Roberts). You will also meet with the Fieldwork Tutor to discuss your fieldwork choices.

What counts as Fieldwork?
Fieldwork is defined as archaeological work that takes place on archaeological excavations and survey projects, and includes excavation, surveying of features, buildings and landscapes (including relevant off-site environmental work). The definition also includes tasks closely related to fieldwork such as: on-site environmental work; finds processing; post-excavation processing and archive work; and work that focuses on the presentation of finds from specific field projects. Anthropological and ethnographical work may also be undertaken, again either in the field or via the study of museum records. Outreach work that is focused on an excavation or other form of field project, including presenting information about such fieldwork, also counts as fieldwork.

Workload
The prescribed number of days of fieldwork stipulated for your degree route, plus forty (40) hours written and illustrative work for the preparation of a Reflective Log and a Project Critique.

Method of Assessment and Monitoring:
This course is assessed on the basis of a Portfolio consisting of two elements (specified below) and not exceeding a maximum of 2625 words each. This must be supported by a hardback Field Notebook prepared in the field, and also the fieldwork report form(s) (Yellow Form) completed and signed by the director or a member of staff of the fieldwork project(s) attended. The Field Notebook and Yellow Forms are required but are not part of the marked assessment. You are required to effectively draw upon this fieldwork, and its corresponding write-up in your Fieldwork Notebook, to prepare the two elements for your ARCL3056 portfolio. Any students gaining an overall assessment of fieldwork on their Yellow Forms of ‘Exceptional’ will receive a Letter of Congratulation from the Fieldwork Tutor, which can be referred to, as appropriate, in your curriculum vitae.

PLEASE NOTE that in preparing your Portfolio you should not replicate aspects of fieldwork undertaken as part of other examined courses that form part of your degree. In particular, the
Experimental Archaeology course, undertaken at the very start of your degree, the Field Training Course undertaken in the early summer of your first year; and the day of archive work, form part of course ARCL 1016 – ‘Sites and Artefacts’ and ARCL 1015 – ‘Introduction to Archaeological Field Methods and Techniques’ and are examined within those courses, and cannot therefore contribute to the ARCL 3056 Portfolio. Please see the Course Coordinator if you require help in your selection of the fieldwork that you wish to draw upon to support your portfolio.

**Criteria for Assessment**

The criteria for assessment used in this course are those agreed by the Board of Examiners in Archaeology, and are included in the Undergraduate Handbook. The coursework is marked by two internal examiners, and can be re-assessed by the External Examiner. Therefore, the mark given by the internal examiners (prior to final return of the portfolio by the student) is a provisional assessment and may be modified after review by the External Examiner.

**Submission of Portfolio**

The submission deadlines for the Portfolio are absolute. Late submission will incur a penalty unless an extension has been granted in advance. New UCL-wide rules regarding the granting of extensions were introduced in 2015-16 and continue in 2016-17. Please see the appendices below and if necessary, consult Judy Medrington’s office for more details.

There are two pieces of written work:-

1/. A reflective log. Based upon a fieldwork placement undertaken by the student.

2/. A critique of the aims and methods of a Field Project, and its context within wider research debates.

These must be handed in, a week apart, on Friday 28th of October and the following Friday, November 4th. The two pieces of written work must each have an attached and completed coversheet. Your Chartwell Field Notebook(s) must also be handed in by Friday 4th November.

Every effort will be made to return assessed work within four weeks of the last submission date. Within a fortnight of its return to students, the assessed work should be returned to the Course Co-ordinator via the Fieldwork Administrator, so that it can be reviewed by the external examiner and is available to the Board of Examiners. Because assessed work forms part of the student’s academic record, it needs to be retained until well after the completion of the degree. If work is not returned to the Course Co-ordinator, the student will be deemed not to have completed the course. Students are strongly advised
always to keep a copy of all work, and to make a copy, for retention, of all work after it has been assessed and commented upon by the first examiner, if they wish to make future reference to the comments on the work.

Portfolio format and presentation
Each of the two pieces of work comprising the portfolio must have a completed course specific, yellow coversheet stapled to the front. Text must be word-processed and should be printed on one side of A4-size paper, using double or 1.5 line spacing. Adequate margins should be left for written comments by the examiner. **Students are positively encouraged to use photographs, diagrams and tables as appropriate.** They should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged. Each element in the Portfolio should conform to the requirements specified (see below). The total word length for the Portfolio must not, however, exceed 5250 words. Students must adhere to this word limit; it is intended to help ensure equality of workloads between courses, as well as to encourage the essential transferable skills of clearly structured reasoning and succinct writing.

It is important that students reference their sources of information as accurately and as fully as possible. If a student summarizes another person’s ideas or judgments, or reproduces their figures or diagrams, a reference must be made in the text (using the Harvard convention) and all works referred to must be documented, in full, in a bibliography. Referencing styles are outlined in the Handbook http://www.ucl.ac.uk/archaeology/administration/students/handbook/referencing. Each element/essay should have its own separate bibliography.

Plagiarism
All work submitted as part of the requirements for any examination (which includes all assessed work) of the University of London must be expressed in the student’s own words and incorporate their own ideas and judgments. All students have received a copy of the College’s rules on plagiarism; the Institute’s guidelines are included in the Undergraduate Handbook. Examiners for this course will scrutinize all work for evidence of plagiarism or collusion between students. Plagiarism is defined as the presentation of another person’s thoughts or words as though they are one’s own. Plagiarism constitutes an examination offence under the University Regulations and students found to have committed plagiarism may be excluded from all further examinations of the University and/or College. ANY QUOTATION FROM THE PUBLISHED OR UNPUBLISHED WORKS OF OTHER PERSONS MUST BE IDENTIFIED BY PLACING THE QUOTE IN QUOTATION MARKS, AND THE SOURCE OF THE QUOTATION MUST BE REFERENCED APPROPRIATELY. The concept of plagiarism also includes self-plagiarism, which is the extensive use of the same sources and materials
in more than one piece of assessed coursework, submitted for the same or for another course taken as part of the degree. To avoid charges of collusion, students should always ensure that their work is their own, and not lend portfolio work or drafts to other students because they are likely to be penalized if the second student copies the work and submits it as their own. If students are unclear about the definition of plagiarism, they should review the notes on plagiarism and examples of good and bad practice with respect to sources, included in the Undergraduate Handbook and consult their Personal Tutor.

The essays should refer to two separate and individual projects, undertaken during the course of the degree; only under the most exceptional circumstances, may the different elements of the Portfolio relate to the same fieldwork project. In this case the work submitted for each element must be clearly distinct. Failure to ensure this distinctiveness might be considered to be ‘self-plagiarism’.

Turnitin
The Turnitin code for this course is 3228815. Only the essays are entered; the hard copies for internal marking shall have the photocopied pages from the field notebook attached.

Communication
The primary channel for communication within the Institute of Archaeology is e-mail. If you wish to be contacted on your personal or work e-mail, please arrange for email sent to your UCL address to be forwarded to your other address. Students must consult their e-mail and student pigeonholes in the Basement Common Room regularly. Also please ensure that the Institute has your up-to-date landline and mobile telephone numbers.

Attendance
To complete this course you are required to undertake the number of days fieldwork specified in your Degree Handbook (70). When an excavation has one or two days off per week these may be included within the total days, provided you undertake some archaeologically related activities (e.g. writing up your field notebook, visits to local archaeological sites or museums) during this time.

Student feedback
To make this course as effective as possible, we welcome feedback from students at any time. An anonymous course assessment questionnaire will also be circulated; please complete and return these because they help the Course Coordinator to develop the course. The responses are considered by the Institute’s Staff-Student Consultative Committee, by Teaching Committee, and by the Faculty Teaching Committee. If students are concerned about any aspect of this course, we hope they feel able to talk to
the Course Co-ordinator, but if they feel this is not appropriate, they should consult their Personal Tutor; Year Tutor; the Academic Administrator (Judy Medrington); or the Chair of Teaching Committee.

The fieldwork
You must complete all the days of fieldwork specified for your degree BEFORE the start of your third year. All fieldwork must be approved by your Personal Tutor and the Fieldwork Tutor prior to being undertaken. The approval form is the same as the fieldwork grant application form and must be filled in even if a grant is not being sought. Fieldwork undertaken before you registered at UCL cannot be counted. Ideas for fieldwork can be found in the Institute’s Fieldwork Bulletin produced each January and by following up the web addresses listed therein.

The Portfolio
As noted above, this course is assessed by a Portfolio consisting of two elements, each of which should have a completed yellow coversheet (with the number of the element clearly shown) stapled to the front. The elements should include illustrations, such as photographs, plans, site drawings and drawings of finds. Credit will be given for presentation as well as content. Your Field Notebook should also be handed in with second part of the 3056 coursework.

*Throughout your fieldwork you will have been completing a Field Notebook. You were given a green hardback notebook for your field notes before you attended the Experimental Archaeology course. In the back of this is advice on how to make effective field notes. Probably by now, or by the time you return for next academic session, your field notebook might extend over two or even more volumes. For the Portfolio you are required to make specific use of field projects that form part of your Field Notebook.*

The TWO elements of the Portfolio will comprise:

1) **A Reflective Log.** For one project that you have attended as part of your UCL-supported fieldwork that has not been examined on another course.
2) **A Project Critique.** A critique of the aims and methods, and its context within wider research debates, of one field project attended as part of your fieldwork and which has not been examined on another course.

**STAFF SUPPORT** In addition to the Course-Co-ordinator, a panel of members of staff will be available to advise you on your Portfolio. Names are given at the end of this handbook.

Notes on the preparation of all Portfolio elements are given in the pages following this one.
SUBMISSION DEADLINES

Portfolio Element 1: 17.00 Friday 28th of October 2016
Portfolio Element 2 & Field Notebook: 17.00 on Friday 4th November 2016

N.B. only the Portfolio - Elements 1 and 2 are examined, but it is compulsory to submit your Field Notebook(s) as a supporting record of your fieldwork

Remember: Your Portfolio must be presented on A4 sheets only and each element properly attached together and each with a completed yellow cover sheet. Any loose material or sheets larger than A4 (e.g. a fold out) will not be marked.
THE PORTFOLIO ELEMENTS

Portfolio Element 1: Reflective Log

Description
A 2375-2625 word reflective log outlining the work you have undertaken and a personal assessment of the types of skills and knowledge that you gained and/or developed; these to be compiled from a continuous piece of fieldwork that formed part of your required number of fieldwork days for this course. This piece of written work must include an appendix of the relevant photocopied pages from your Field Notebook, to which this work refers. Any number of pages can be submitted, from a minimum of 4; they should represent one unit of consecutive work. Each page submitted must be a direct photocopy of a page in your Field Notebook, typed up pages will not be accepted. If there is material at the top or bottom part of some pages that does not relate to your chosen unit of fieldwork, draw a clear line below or above it and strike it through with 5 oblique lines. Write at the top of each page the volume and page number in your Field Notebook from which the page was taken.

Essential preliminary details at the start of the main body of your Log should include

- Project name.
- Project type.
- Project location.
- Project director.
- The Institutional affiliation of the project.
- The dates and number of days that you were present.
- The volume and pages numbers of your Field Notebook that the project is noted in.

The main body of the Reflective Log should include relevant location maps, site and object photographs and drawings that indicate the type of work that you have undertaken. Additional appendices may include items such as sample Health and Safety literature; Risk Assessments; examples of recording systems etc. The reflective aspect requires that you consider the methodologies behind the tasks that you undertook; their appropriateness; the extent to which you were able to master the tasks; and upon reflection of your contribution to the project, the further skills that you now need to develop. You can also reflect on the organisation of the site, archive or museum task as a whole and how your work fitted into this wider situation. This work is not intended to simply be a fair copy of your Fieldwork Notebook – which provides your raw data, but rather a piece of reflective writing about your fieldwork period drawing on your experiences and placing the fieldwork and your experiences in a broader context,
making references to publications on reflection within fieldwork, techniques employed and relevant field/archive/museum/outreach practice. References should be given in the usual manner.

**Guidelines**

The specific aims of this Element 1 are:-

- To invite you to reflect critically on work that you have undertaken on a project.
- To consider the appropriateness of the Fieldwork Notebook occurrences as entries for the Log.
- To be motivated to read around areas which pertain to the entry.
- Have the opportunity to highlight personal strengths and weaknesses.
- Chart the self-development process that is taking place and its outcomes in terms of personal and professional development, the latter to include relevance to possible careers or further study outside the field of archaeology.

Using your Field Notebook, you will need to consider:-

- What was the nature of the project on which you worked?
- What tasks did you undertake, for how long, and what skills did you develop?
- How well did you undertake those tasks, and what level of skill did you attain?
- What personal qualities did you possess (e.g. reliability, initiative, punctuality, conscientiousness, etc.)?
- How did you relate to other people on the project?
  - As a subordinate?
  - As a member of a team?
  - In a supervisory role (if you had one)?
  - How did decision making occur?
  - How much of your work relied on teamwork?

**Aids and additional points**

- You may find the headings given in the *Student Fieldwork Experience Form* (the ‘yellow form’, available from outside Room 411A) useful as a checklist, but do not follow them slavishly.
- You need to be very honest and scrupulous about your personal evaluation and not put your credibility at risk. Equally, do not write anything that could be seen as libellous.
- The log does not have to be wholly written like an essay, for example, bullet points and multiple headings may be appropriate.
• This is one piece of work where it might be appropriate to write the reflective log prior to consulting works given in the reading list. These references may be used as support for or contrast with your own reflections/experiences.

Criteria for marking
We realise that students’ experiences of fieldwork are often highly varied. In this element it is not the fieldwork project or projects that are being evaluated, but your own selected record of those parts of the ‘archaeological process’ which demonstrate your own learning or skills development. The relationship between your field notes and the extent to which they suffice to support your written up coursework will also be taken in to account.

Reading
The reflective log readings are to give you some background and guidance should you require it. The essay will not necessarily contain the number of multiple references that is the norm for other pieces of coursework that you prepare at the Institute. Although, of course, if you have read around the topic of reflection in an archaeological or non-archaeological context you should add these readings to the basic project references. The primary purpose of this essay is to write about one of your fieldwork experiences and how it developed you as an archaeologist, as someone about to enter the job market or embark on a higher degree and just as importantly, as a person in general.


[Of its time but very interesting nonetheless]


**From outside of archaeology**


**Portfolio Element 2: Project Critique**

An evaluation of the aims and methods of one field project attended, including a discussion of how it is situated in broader research debates

**General requirements**

Essential preliminary details at the start of the main body of your answer should include :-

- Project name.
- Project type.
- Project location.
- Project director.
- The Institutional affiliation of the project.
- The dates and number of days that you were present.
- The volume and pages numbers of your Field Notebook that the project is noted in.

You will also need to:-

- Attach a photocopy of the relevant pages of your Field Notebook. See Portfolio Element 1 for the necessary conventions.

The main body of the answer should include relevant location maps, site and object photographs and drawings that indicate the type of work that you have undertaken.

**Aims and background**

Element 2 is designed to make you look critically at an excavation or other field-related project, trying to find out:-

- What was the general research design – what was the project trying to achieve?
- Is there a general theoretical paradigm under which the project was conducted?
- Which methods were used to assemble the evidence?
• Which particular conditions influenced the application of methods (i.e. lack of money or time, unskilled workers, lack of equipment)?
• How do the above four factors interrelate?
• How do the aims of the project fit into broader research debates?

There are numerous methods of undertaking fieldwork, depending on the nature of the evidence, the questions asked of the material and the context in which the work is taking place (financial and time-restraints, nature of the workforce, weather conditions, etc.); there are also strong national and local traditions. It is important to show awareness of these various factors.

Unfortunately, there is no history of fieldwork techniques yet, but the literature provided gives you some idea of present issues. You might want to compare Wheeler (1954), with Barker (1993) to see how methods have changed since the 1950s. Evans (1989) covers the advent of open area excavation. Lucas (2001) discusses current reflective approaches to archaeological fieldwork, in addition to considering its historic traditions. The latest book by Martin Carver (2009/2013) is an excellent volume, covering all aspects of archaeology.

Guidelines

Break your critique into five sections:
• Short introduction
• Aims of the project
• Fieldwork methods
• Your assessment of the project
• A consideration of how the project fits into wider research debates

Introduction (short section)
• Give a short description of the fieldwork, its location (map), how long has it been running/ is it projected to run? The size of the area is to be excavated or surveyed etc., who is funding and directing it? Is it a research or a rescue project etc.?
• Describe your role in the work (what did you do, how long did you work on the project, etc.)
• Describe your sources: published material (cite), hand-out for excavators/visitors, induction, informal talks, personal observation, gossip, and speculation.

Aims of the project (short section)
• What are the aims of the project? How does the work fit into a broader research framework?
• Were the aims clearly stated?
- Were they explained to the members of the project?
- Were they discussed with the members of the project?

Fieldwork methods (short section)

- Which fieldwork methods were used?
- Were you been given any guideline on techniques or were you expected to pick them while working?
- Was there any discussion on the appropriateness of specific techniques?
- Were the methodologies changed according to context?
- Do you feel that the methods used were appropriate to the questions asked? If not, which methods would have been more appropriate and why? Could they realistically have been applied in the context of the project?

Your assessment of the project

- Try to present a clearly structured and balanced account of the pros and cons of the project, taking into account practical restrictions.
- How do you judge its aims and the methods used to achieve these objectives?
- If you had difficulties collecting relevant information, state so clearly and give reasons. If you give examples, provide sufficient context for the reader.
- Illustrations and maps should be used when appropriate to support and explain points in your critique.

How the project is situated in broader research debates

The aims of this part of Element 2 are:

- To encourage you to think in contextual terms about a field project with which you have been involved.
- To give you experience in researching and writing a review of how your selected project relates to a long-standing debate or the development of the discipline.

You can interpret the term ‘long-standing debate’ very broadly. The important thing is for you to demonstrate how your chosen field project relates to an existing debate within the field of archaeology. That debate may be about the specifics of the site or region in which the field project is located or it may be much broader, even global, in remit. The debate may be a conceptual one about an important issue, such as the rise of urbanism in the ancient Near East, or it may be about methods and approaches employed in fieldwork, for example the use of lap-tops as against paper records for recording in the
field. It is up to you to choose the debate. Make sure you define the debate very clearly at the outset so that you can then situate the specifics of your field project appropriately within that debate.

Make sure to address the following points:-

- What is the debate which is relevant to your chosen field project?
- What have been the major contributions to the debate in the past?
- What part of the field project that you have selected is appropriate to that debate?
- How does that field project contribute to the debate by way of new evidence; special methods or approaches; or in any other manner?

**Marking Criteria for Element 2**

This element will be marked according to standard undergraduate assessment criteria. As with Element 1, it is not the fieldwork itself that we will evaluate but your assessment of it as a fieldwork project. You should keep in mind that the project’s research may have been of the highest level, even though you did not enjoy your participation in it or feel you made a valuable contribution. Keep the discussion of the aims, the methods and your critique separate, and clearly state the reasons for your assessment.

For the second part, the examiners will be looking for a sharp definition of the selected debate and a clear demonstration of how your chosen field project is situated within, and contributes to, that debate. The relationship between your field notes and the extent to which they suffice to support your written up coursework will also be taken in to account.

**Reading**


Staff and Support

The members of staff that are available to give you specific advice on aspects of your fieldwork and on the completion of your Fieldwork Portfolio are as follows-

- **On selecting fieldwork:** Mark Roberts (Fieldwork Tutor and co-ordinator of the course), this topic should also be discussed with your Personal Tutor.

- **The status of your fieldwork course requirement;** your fieldwork database (the number of fieldwork days that you have completed; processing of Yellow Forms; your fieldwork grant applications; and compiling and distributing the Fieldwork Bulletin**: Charlotte Frearson (Fieldwork Administrator).

- **The purpose of your Fieldwork Notebook and how to fill it out:** Mark Roberts.

- **The requirements of the Portfolio and the best ways of approaching the topics of Elements 1 and 2:** Sue Hamilton, Kris Lockyear, Mike Parker-Pearson, Louise Martin, Andrew Gardner, Bill Sillar, Ulrike Sommer and Matt Pope

There will be termly fora/forums to discuss fieldwork issues and aspects of the Portfolio. Attendance at these is compulsory as they constitute part of the course.

**Year 1.** Terms 2 and 3 will introduce the course and its various components.

**Year 2.** Term 1 will focus on the Fieldwork Notebook.

**Year 2.** Term 2 will focus on Element 1, the reflective log.

**Year 2.** Term 3 will focus on Element 2, the project critique.

**Year 3.** Term 1: A reminder of the submission requirements of the Portfolio.

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<th>Staff</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Mark Roberts</td>
<td><a href="mailto:mark.roberts@ucl.ac.uk">mark.roberts@ucl.ac.uk</a></td>
<td>307</td>
<td>Course co-ordinator. Tutor for Fieldwork. Co-ordinator of Fieldwork Bulletin. Director of the Field Training Course. Chair of Fieldwork sub-committee. Field Notebook Tutor. Portfolio elements 1 &amp; 2.</td>
</tr>
<tr>
<td>Charlotte Frearson</td>
<td><a href="mailto:c.frearson@ucl.ac.uk">c.frearson@ucl.ac.uk</a></td>
<td>G4A</td>
<td>Fieldwork Administrator. First point of contact for current students regarding the status of their fieldwork course requirement; updating and maintaining fieldwork database (including your Yellow Forms); processing student fieldwork grant applications; and compiling and distributing the Fieldwork Bulletin.</td>
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Mark Roberts Tutor for Fieldwork 2016/17.
Appendices

Word counts
The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

2016/17

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Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range; the lower figure is simply for your guidance to indicate the sort of length that is expected by the course co-ordinator.

In the 2016-17 session penalties for over-length work will be as follows:

- For work that exceeds the specified maximum length by less than 10%, the mark will be reduced by five percentage marks but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

Coursework submission procedures

- All coursework must normally be submitted **both as hard copy and electronically**. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work). For ARCL 3056, the hard copies and Fieldwork notebooks are submitted to Charlotte Frearson.
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
- Instructions are given below.

Note that Turnitin uses the term ‘class’ for what we normally call a ‘course’.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, and that you have the Class ID for the course (available from the course handbook) and enrolment password (this is IoA1617 for all courses this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year).  
3. Click on ‘Create account’.  
4. Select your category as ‘Student’.  

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5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on ‘Enrol in a class’. Make sure you have all the relevant “class IDs” at hand.

7. Click on the course to which you wish to submit your work.

8. Click on the correct assignment (e.g. Essay 1).

9. Double-check that you are in the correct course and assignment and then click ‘Submit’.

10. Attach document as a “Single file upload”

11. Enter your name (the examiner will not be able to see this)

12. Fill in the “Submission title” field with the right details: **It is essential that the first word in the title is your examination candidate number** (e.g. YGBR8 In what sense can culture be said to evolve?),

13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.

14. Click on “Submit”

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact course and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Course Coordinator that you had attempted to submit the work before the deadline

**POLICIES AND PROCEDURES 2016-17 (PLEASE READ CAREFULLY)**

This appendix provides a short précis of policies and procedures relating to courses. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the following website: [http://wiki.ucl.ac.uk/display/archadmin](http://wiki.ucl.ac.uk/display/archadmin)

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual: [http://www.ucl.ac.uk/srs/academic-regulations](http://www.ucl.ac.uk/srs/academic-regulations) ; [http://www.ucl.ac.uk/academic-manual/](http://www.ucl.ac.uk/academic-manual/)

**GENERAL MATTERS**

**ATTENDANCE:** A minimum attendance of 70% is required. A register will be taken at each class. **If you are unable to attend a class, please notify the lecturer by email.**

**DYSLEXIA:** If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

**COURSEWORK**

**LATE SUBMISSION:** Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted. **Please note that these regulations have changed for the 2016-17 session.**

The UCL penalties are as follows:
• The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
• The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
• Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medrington’s office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here:

http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline (5 weeks ARCL 3056). If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Course Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations:

http://www.ucl.ac.uk/current-students/guidelines/plagiarism

RESOURCES
MOODLE: Please ensure you are signed up to the course on Moodle. For help with Moodle, please contact Tina Paphitis, Room 411a (t.paphitis@ucl.ac.uk).