INFORMATION FOR NEW UNDERGRADUATES 2021:
THE FIRST FEW WEEKS

Welcome to the Institute of Archaeology!

This booklet contains essential information for Institute students for the first few weeks of Term 1. It should be read alongside the main IoA Student Handbook https://www.ucl.ac.uk/archaeology/current-students which also contains important information. Please let us know if you have any queries.

Judy Medrington     Bill Sillar     Rebecca Watts

CONTENTS

1. INTRODUCTORY EVENTS: PROGRAMME FOR WEEK 1: 27 September - 3 October 2
2. ARCHAEO-TECH FIELD COURSE 4
3. COMMUNICATION AND COVID GUIDELINES 6
4. SUPPORT STRUCTURES AT THE INSTITUTE OF ARCHAEOLOGY 7
5. MODULE INFORMATION AND COURSEWORK SUBMISSION PROCEDURES 10
6. TEACHING AND ACADEMIC SUPPORT 12
7. PHYSICAL AND MENTAL WELLBEING 14
8. PEOPLE AND PLACES 16
9. OTHER USEFUL INFORMATION 16
10. NEW UNDERGRADUATES AND THEIR PERSONAL TUTORS 18
11. STAFF LIST 19
12. FIRST-YEAR TIMETABLES FOR TERM 1 21
13. FIRST-YEAR SYLLABUS 25
14. DEGREE TUTORIAL GROUPS 26
15. MENTOR GROUPS 26
16. HOW TO UPLOAD YOUR WORK TO TURNITIN 27
17. UCL CODE OF CONDUCT 28
INTRODUCTORY EVENTS 2021: PROGRAMME FOR NEW UNDERGRADUATES: WEEK 1

A NUMBER OF OUR INTRODUCTORY EVENTS WILL TAKE PLACE ONLINE USING MICROSOFT TEAMS AS WELL AS IN PERSON AT THE INSTITUTE OF ARCHAEOLOGY. YOU WILL RECEIVE EVENT INVITATIONS IN YOUR UCL EMAIL SO PLEASE MAKE SURE THIS IS ACTIVATED AND CHECKED REGULARLY

***Please carry out a lateral flow test [https://www.ucl.ac.uk/coronavirus/testing-reporting-and-managing-potential-cases/symptom-free-testing](https://www.ucl.ac.uk/coronavirus/testing-reporting-and-managing-potential-cases/symptom-free-testing) before attending any in person events. If your test is positive, or if you feel unwell, please order an NHS PCR test [https://www.gov.uk/get-coronavirus-test](https://www.gov.uk/get-coronavirus-test) and self-isolate until you get the results***

MONDAY 27 SEPTEMBER
ROOM 612 AND STAFF COMMON ROOM. SIXTH FLOOR. INSTITUTE OF ARCHAEOLOGY (IoA)

09:30 ARRIVE
Check in at the front steps of the IoA and proceed to the following rooms:
**Room 612**: BA Archaeology, BA Archaeology with a Placement Year, BA Archaeology with a Year Abroad, BA Classical Archaeology & Classic Civilisation, BA Archaeology of Egypt & Sudan
**Room 609**: BSc Archaeology, BA Archaeology & Anthropology

10:00-11:00 WELCOME (in rooms 612 and 609)
All new students will be welcomed by the First Year Tutors Dr. Bill Sillar and Dr. Rebecca Watts

ISSUE OF DEPARTMENTAL INFORMATION
Introduction to the Institute and a chance to ask questions

11:00-12:30 MEETING YOUR DEGREE TUTOR
You will meet with your degree tutor. For most students your degree tutor will also be your personal tutor and there will chance to arrange a one-on-one meeting with them
**Room 612**: BA Archaeology, BA Archaeology with a Placement Year
**Room 412**: BA Archaeology with a Year Abroad
**Room 609**: BSc Archaeology
**Room 113**: BA Archaeology of Egypt and Sudan
**Room B13**: BA Classical Archaeology and Classical Civilisation
**Room 209**: BA Archaeology and Anthropology online event, followed by degree and personal tutor meeting

13:00-14:00 **************************LUNCH BREAK**************************

14:00-16:00 **Room 612**: BA Archaeology, BA Archaeology with a Placement Year, BA Archaeology with a Year Abroad, BA Classical Archaeology & Classic Civilisation, BA Archaeology of Egypt & Sudan
**Room 609**: BSc Archaeology, BA Archaeology & Anthropology

INTRODUCTION TO ARCHAEOLOGY (ARCL0010) (in rooms 612 and 609)
Prof. Andrew Reynolds will give a brief introduction to this core module

INTRODUCTION TO ARCHAEO-TECH (ARCL0012)
Prof. Bill Sillar and Charlotte Fearnson will introduce you to Butser Ancient Farm and the assessment. All students must sign risk assessment and health forms, and collect their fieldwork notebooks

16:00-16:30 MEETING YOUR MENTOR
A chance to meet your student mentors and learn about the mentoring scheme (see page 26 for groups)
**Room 612**: BA Archaeology, BA Archaeology with Year Abroad, BA Archaeology of Egypt & Sudan (Maria & Gabby)
**Room 609**: BSc Archaeology, BA Classical Archaeology & Classic Civilisation, BA Archaeology with Placement Year (Alex & Simon)
**Room 209**: BA Archaeology & Anthropology (Genevieve & Holly)
WEDNESDAY 29 SEPTEMBER  
ONLINE SESSION IN MICROSOFT TEAMS (YOU WILL RECEIVE AN INVITE TO YOUR UCL EMAIL ADDRESS)

10:00-11:30  DIRECTORS WELCOME  
Professor Sue Hamilton will welcome you to the Institute of Archaeology

FIRST YEAR TUTORS  
Bill Sillar and Rebecca Watts will start the session with a brief introduction to studying at the IoA, the year tutor system and to let you know what you can expect in terms of academic and pastoral support over the coming year

ACADEMIC ADMINISTRATOR  
Judy Medrington knows everything there is to know about admin procedures at the IoA and will talk to you about navigating the system in your first year

INTERNATIONAL STUDENT TUTORS  
Miljana Radivojevic and Yjie Zhuang have you covered if you are an international student and will provide details of the support available if you are living in the UK for the first time

IT SUPPORT  
Borja Legarra Herrero loves IT almost as much as he loves classical archaeology. Hear his recommendations on getting to grips with Moodle and Microsoft Teams

BREAK

12:00-14:00  FIELDWORK TUTOR  
Mark Roberts takes some time away from Downley Field School to talk about the fieldwork opportunities you can get involved with over the course of your degree

LIBRARY RESOURCES  
Katie Meheux is our head librarian and will give out some top tips on how to access those all-important books and journal articles

WRITING SUPPORT  
Kerry-Jo Reilly joins us from the UCL Writing Lab to talk about the support and advice they can provide during the first few weeks of term, as well as the workshops they run throughout the year

STUDENT ADVISOR  
Valerie Laryea is our wonderful student advisor and will talk about the advice and support she can provide, especially if times get tough

EQUALITY & DIVERSITY  
Charlotte Frearson needs no introduction, but will introduce you to our commitment to Equality, Diversity and Inclusion, both within the IoA and out in the world

CAREERS & VOLUNTEERING  
Its Charlotte Frearson again, this time wearing her careers hat

STUDENT ARCHAEOLOGICAL SOCIETY  
Kat Steel gives you a welcome break from the staff and will talk about what really goes on at the IoA from the student perspective

THURSDAY 30 SEPTEMBER – SATURDAY 2 OCTOBER:  
ARCHAEO-TECH FIELD COURSE  
This will take place at Butser Ancient Farm, Chalton Lane, Chalton, Waterloo, Hampshire, PO8 0BG. Coaches will be at the Institute at 8 am on Thursday morning; please be there on time! The coaches will leave Butser at 3pm on Saturday to return to London (the journey can take up to 3 hours).
2. ARCHAEO-TECH FIELD COURSE

INTRODUCTION
At the end of induction week, all first-year students spend three days on the archaeo-tech field course, which will be held at Butser Ancient Farm, Charlton Lane, Charlton, Waterlooville, Hampshire, PO8 0BG.

The course is organized jointly by Institute staff and the Society of Archaeology Students (SAS). This provides a sociable context for new students to get to know one another, as well as the officers of the SAS and members of staff. It is the first component of your teaching and assessment at UCL, and forms part of the Term 1 ‘Sites and Artefacts’ module (ARCL0012), co-ordinated by Bill Sillar.

The course will be run within Butser Ancient Farm, where we will have access to several structures that have been reconstructed on the basis of archaeological evidence from the Mesolithic, Neolithic, Iron Age, Roman and Early Medieval periods in Britain. A variety of activities take place within and around the reconstructed buildings. There will be a marquee where refuge can be sought from heavy rain, and water and basic toilet facilities are available on site.

On Monday 27th September, the aims and objectives of the course and the way it is assessed will be explained. You will also be given a risk assessment form and the IoA’s fieldwork code of conduct. You must sign both of these before you can leave for Butser. All students will be transported by coach from the UCL on Thursday morning and returned to UCL on Saturday afternoon. There is no space for private cars on site.

OBJECTIVES OF THE COURSE
Over the four days of the course students take part in a number of practical sessions, each of which is designed to be informative about activities and primary technologies used by people in the past. The sessions are designed to provoke discussion concerning the nature of archaeological evidence. We want students to develop a better understanding of the archaeological record, and think about how archaeologists can interpret past activities from the surviving material remains. So, while you are flint knapping, copper smelting, working with wood, processing or cooking animal or plant foods, building structures, or any other activity, they should think about the following:

- Which of the materials that you are handling and working with will survive in the archaeological record? For how long? Will they be there this time next year, in ten years, in one thousand years, in ten thousand years? How will they be preserved?

- Will the materials still be recognisable as the tools, foods, building materials you know them to be? Will the way you have worked with them, and their meaning, be identifiable from the traces which survive?

- How many of the materials and foods would have been available locally? This is obviously most relevant to the foods that will be processed and cooked, but how would one determine the source from archaeological traces?

  - How much of each activity can be interpretable from the archaeological record? Anything that is left behind might tell future archaeologists something, but how easy will it be to tell what was done? Will they be able to tell why the activities were undertaken? What aspects of your daily life at the camp site will not be recorded?

- As students finish their activities and before leaving on Sunday, they should assess the impact they have made on the fields they have been camping and working in. If an impact has been made, how long will that impact be detectable, and in what ways? Is it possible to estimate how many individuals were here, or for how long they stayed? Is there any indication of what time of year they were here or for how long? Considering what individual students originally brought onto the site, what will be left behind and what will be taken away? What has been acquired on the site - whether in terms of materials or knowledge - and will be taken away, and will there be any way to identify this once the student has returned to London?
During the course staff will discuss some of these questions with students. Hopefully, students will also discuss some of these issues amongst themselves during the course. Several members of Institute staff will be on site during the course and we hope that you feel free to discuss these issues with them.

**ASSESSMENT**

You are required to write a brief (1000 word) illustrated account of ONE experiment or activity that you undertook during the course. This will count for 33% of the final module mark for Sites & Artefacts (ARCL0012). This should be submitted by Wednesday 13th October.

During the course you should be making notes in your Green Field Notebook summarising important points from each of the activities you do. When you return to London you should then write the 1000 word essay. Describe and illustrate the activity, discuss the material remains that may survive, use an academic reference (see below) to link this to the concept of archaeological formation processes, and you may wish to comment on what you learnt from undertaking this activity. (This is somewhat similar to writing up a science experiment at school).

Essential readings – see Sites & Artefacts (ARCL0012) moodle page.


For information on submitting assessments and coursework, see page 9 of this document.

When describing activities you should consider the following issues:

- Explain what the activity was and what the person running it was trying to achieve
- Explain your own participation and what you were doing
- Describe the raw materials and tools that you were using
- Describe the practical techniques you used and what effect these had
- Even if you have been given information in a handout, you should try to describe what you did in your own words while using any appropriate technical terms that you have been taught, explain these for the benefit of the marker and to show your own understanding of them
- Provide illustrations (annotated drawings are particularly informative - but also photos) and refer to your illustrations within the text of your essay
- Describe (and you could usefully draw or photograph) what was left behind at the end of the activity, and then consider how long this would survive in the archaeological record
- Which aspects of the activity could you correctly interpret using only the evidence from the material remains? Which aspects of your activities would you find difficult to identify from these archaeological remains?

We hope that students will find their time at Butser interesting. Many of the concepts discussed in this course will crop up time and time again, for different periods, different parts of the world and for different materials, technologies and processes. We hope that students will find the Experimental Archaeology Course a useful introduction to such concepts; we also hope that everyone will enjoy themselves.

**PREPARATION**

It is important that students bring with them all the items listed below. Transport to and from the site will be by coach from the Institute, so students need not worry about transporting their equipment. Students do not need to be an experienced camper, but it is important that you are well equipped for the potential of rain, very cold weather or hot sunshine.

1. Tent
2. Warm sleeping bag
3. Insulating mat
4. Waterproof clothing
5. Waterproof footwear
6. Plenty of warm clothing
7. Warm / waterproof headgear
8. Mug, bowl or plate, knife, fork, spoon, lunchbox and waterbottle
9. Torch and alarm clock
10. Several large bin liners (useful for protecting sleeping bags from rain)
11. Supply of pens and pencils

This may sound a lot, but all these items will be useful for future fieldwork, including the summer training course. For further information consult the Institute's pamphlet: Survival Guide for Archaeological Fieldwork which gives comprehensive advice on equipment, clothing, etc., this is available from Charlotte Frearson.

All the food and drink you need will be provided, including some alcoholic drinks that are supplied via the SAS in the evenings for those who wish. You may bring some snack foods if you wish, but students should not bring any alcohol. Smoking is not permitted around the museum or reconstructed huts at Butser and will only be possible at the designated area.

Fieldwork often involves some inherent risks, and common sense should be used at all times. Students should make sure that they have been vaccinated against tetanus. If they have not had a vaccination against tetanus in the last 10 years, they should have a booster. If for any reason a student has not been appropriately vaccinated by the start of term, they should inform Charlotte Frearson.

If a student has a medical condition or other good reason which they think will prevent them from attending the course, they should inform Judy Medrington or Charlotte Frearson as soon as possible. Please also inform us if you have any medical condition at all, even if this does not affect your attendance on the course, we need to know of any medication that you are taking, or any concerns that you may have. All dietary requirements will be taken into account. Please make these clear on the appropriate form.

You are required to read and sign separate information on the risk assessment, safety and code of conduct at the field course which will be issued prior to departure.

3. COMMUNICATIONS AND COVID GUIDELINES

TEACHING PROGRAMME
Teaching will consist of a mix of online and in-person delivery. Some lectures will normally be available in pre-recorded format from the relevant module Moodle page in advance of the class in which the content will be discussed. Other lectures will be delivered in person. Seminars, tutorials and practicals will normally take place in person at UCL.

If you need to contact your module co-ordinator outside of class time, you are advised to use their email address or the relevant Microsoft Teams channel for general inquiries relating to the module content, assessments and administration. For personal inquiries please contact your module co-ordinator via email. Some staff offer regular office hours when they are available for drop in enquiries from students, others will be happy to arrange a time to have an online meeting.

CORONAVIRUS PROCEDURES ON CAMPUS
In line with Government guidance and advice from UCL’s Public Health Advisory Panel we are keeping a number of coronavirus measures in place to protect you and the wider UCL community. When you’re working on campus please:

- You must not come on to campus if you feel unwell;
- You are expected to bring a face covering to wear in indoor spaces. Unless you are exempt, we expect everyone on campus to wear a face covering in indoor spaces, including in lectures, seminar rooms, study spaces, offices and labs. More information can be found on our updated face coverings guidance page
- You should get tested for COVID-19 twice a week, even if you don’t have symptoms;
- If you do have symptoms you must self-isolate and immediately order a test from the NHS. You should also report your symptoms via UCL Connect to Protect and NHS Test and Trace – find out more
- You are encouraged to get vaccinated for COVID-19 and flu when you are eligible;
- You should wash your hands frequently. Hand sanitiser is freely available on campus.

Further information can be found on the Keeping Safe on Campus webpages.
CONSIDERATION FOR OTHERS IN LECTURES AND SEMINARS
At the request of both students and staff, we issue guidance which we hope will ensure that all students have the opportunity to gain maximum benefit from lectures and seminars.
Please be aware that:
1. It is not acceptable to talk over others whilst a lecture or seminar is in progress.
2. If classes are taking place online, microphones should be muted when you are not speaking or taking part in an active discussion.
3. If you wish to attract the attention of the speaker in an online class, you can use the ‘raise hand’ function in Microsoft Teams / Blackboard, or type a question into the chat side bar.
4. When sharing screens during seminars or tutorials students may dress casually and we understand that you may be working from informal and domestic settings. But please be careful not to share inappropriate or private personal details.
Please also make every effort to arrive at classes on time. If you are unavoidably late, please do join the class, but try to enter as quietly as possible.

E-MAIL
Students will be given a UCL e-mail address when they enrol and register with Information Services. E-mail is the primary channel of communication within the Institute. This is necessary because staff and other students will expect to be able to reach students through their UCL e-mail. Students must consult their e-mail daily. College e-mail is intended primarily for internal communication and academic purposes. It should not be used for private correspondence. Abuse of the system can lead to an account being suspended by the College.

USE OF SOCIAL MEDIA
Information about careers events, fieldwork and volunteering opportunities and other events are circulated via Twitter and Facebook by Charlotte Freason.

You are reminded of the following advice with regard to the use of social media which is incorporated in UCL’s Code of Conduct:

‘Please ensure that any activity you engage in using the internet, including virtual learning environments (e.g. Moodle), social networking sites (e.g. Facebook, Instagram, Twitter etc.), blogs or other web resources, refrains from causing offence and could not be regarded as bullying or harassment’

TELEPHONES
The use of mobile phones is disruptive and students are asked to avoid using them within the Institute building and when taking part in discussions on Microsoft Teams. They must always be switched off or to silent during classes and meetings, and in the libraries and cluster rooms.

ADDRESS AND TELEPHONE CONTACT NUMBER
Students must ensure that they keep their contact details up-to-date via the UCL Student Information Service, PORTICO (www.ucl.ac.uk/portico)

4. SUPPORT STRUCTURES AT THE INSTITUTE OF ARCHAEOLOGY

OVERVIEW OF INSTITUTE SUPPORT SYSTEMS
The Institute has four complementary support systems. The Departmental Tutors have overall responsibility for all Institute undergraduates. The First, Second and Third-Year Tutors monitor each year-group. Personal Tutors follow students individually through their programme, and Degree Tutors meet with students on a fortnightly basis. Together these tutors monitor the progress of each student, as well as provide them with multiple channels for advice on academic and pastoral issues. In general, the Personal Tutors are there to be familiar with each student, the Departmental Tutor is responsible for liaising with the Faculty, the Year Tutors are familiar with the Institute structures, and the Degree Tutors draw together the different strands of each degree for students. There are also a number of other Tutors and Advisors in the Institute, who are there to provide more specialist advice to students. In addition, the Academic Administrator, Judy Medrington, and her colleague Josie Mills,
can provide practical advice on degrees, courses, and all administrative matters, and can recommend students to specific Tutors, Advisors, and offices both within the Institute and the College, for more specialised advice.

Your first port of call if you are in difficulties should be either your Personal Tutor or the Academic Administrator.

DEPARTMENTAL TUTORS
James Steele and Claudia Naeser are the Institute’s Departmental Tutors and have overall responsibility for all IoA undergraduates, undertaking administrative liaison with the Faculty and College on their behalf. They work closely with the Year Tutors and the Academic Administrator, and provide backup for Personal Tutors and other tutors in helping students deal with any problems that arise.

YEAR TUTORS
There is a ‘Year Tutor’ for each undergraduate year. They specialise in different areas which are of particular concern to students in that year of their programme. The First-Year Tutors, Bill Sillar and Rebecca Watts, are concerned to help students cope with induction, settle-in to university life, and become familiar with the study skills appropriate to academic work. The Second-Year Tutor, Andrew Reid, tends to advise students who are considering shifting their focus by transferring between degrees, and assists with the definition of areas for dissertation research. Gabe Moshenska is the Third-year Tutor, and is particularly closely involved with students’ dissertation work (as Dissertation Co-ordinator), and also advises on applications for further study, careers, and any problems involved in completion of degrees. All three are there to advise on financial matters, difficulties keeping-up with academic work, and personal difficulties.

STUDENT ADVISER
Valerie Laryea is the IoA’s student advisor. She will be circulating details of her availability at the beginning of term.

PERSONAL TUTORS
All students have been assigned a Personal Tutor, and should see them on the first day of Term. After that, first-year students should make contact regularly with their Tutor throughout the first Term, as they are settling-in. Students must see their Personal Tutor each Term to review their progress, and must bring to that meeting a completed Record Sheet (see below). If, for any reason, students wish to change their Personal Tutor, they should contact Judy Medrington who will make the necessary arrangements.

Personal Tutors are expected to:
1. See their first-year Tutees on the first day of session, or make alternative arrangements, to ensure that students are settling in to College, and to discuss accommodation and finances if the student wishes to do so.
2. See their Tutees during the week following the Reading Week of Term 1, and the week preceding the Reading Week of Term 2, to check how courses are going, and that deadlines for assessed work are manageable. Students should bring their completed Progress Form with them. The progress form includes a Skills Profile form – Personal Tutors will discuss the student’s skills profile and how best to develop it. Follow-up meetings for the last week of each Term may be arranged by either the student or the Tutor, if there are any concerns which needed to be followed up, and for a general update on how courses are going.
3. Advise first-year students on their course options and choices for the following year, ensuring that they satisfy their degree requirements and that their programme of study is coherent.
4. At the start of session, be available to advise on course choices, and planned fieldwork. Students should provide their Tutor with an up to date CV, which they can advise on, and which they will retain, as an aide memoir, if they need to write a reference for the student, for employment or to take part in fieldwork.
5. Advise on fieldwork opportunities, and advise on applications for fieldwork grants. Advise on career plans.
6. Provide advice on the submission deadlines for assessed work, and generally follow the
student's progress through the year.
7. Be available to discuss any problems as they emerge, to discuss requests for extensions to assessed work deadlines.
8. Report on the student's progress to Student Progress Meetings, and advise on any grounds that individual Course Co-ordinators or Tutors may have for concern.
9. Be available at their notified office hours, to discuss problems, concerns or general progress.
10. Liaise on the student's behalf with the First Year Tutor and Departmental Tutor over any significant problems.
11. Arrange for a substitute to be available to deal with the above, if they are away from College on leave-of-absence.

DEGREE TUTORS
In some cases your Degree Tutor will also be your Personal Tutor. As outlined above, all first-year Institute of Archaeology students will be assigned to small tutor groups which will meet fortnightly. In most cases you will meet with them on the first day of term. These groups will discuss broad-ranging issues which do not relate directly to particular courses.

STUDENT TRANSITION MENTORS
Under UCL’s Transitions Programme, student mentors will be available to give you advice – you will be introduced to them and given contact details on Monday 27 September. They will run the Mentor Discussion Groups each week in Term 1, and later in the year they will run ‘peer-assisted learning’ (PAL) sessions (see below for groups).

EQUALITY AND DIVERSITY
The IoA has four Inclusion Leads – Ian Carroll, Charlotte Frearson, Louise Martin and Judy Medrington, and the BME Representative is Renata Peters. They ensure the Institute fosters a positive cultural climate for all staff and students, where no-one feels compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL. [http://www.ucl.ac.uk/srs/academic-manual/policy-az/governance/diversity](http://www.ucl.ac.uk/srs/academic-manual/policy-az/governance/diversity)

INSTITUTE OF ARCHAEOLOGY EQUALITY AND DIVERSITY FORUM
The Institute has an Equality and Diversity Forum which meets at regular intervals throughout each term. Please contact the coordinator, Charlotte Frearson (c.frearson@ucl.ac.uk), if you would like to become involved with this group.

IoA DYSLEXIA SUPPORT GROUP
The Institute has a support group for those who have dyslexia and other neuro-diverse conditions (such as dyspraxia, dyscalculia, dysgraphia, autism spectrum disorder and attention deficit hyperactivity disorder). Please contact Lisa Daniel (l.daniel@ucl.ac.uk) if you would like to be involved.

IOA WELLBEING CHAMPIONS
The IoA has two Wellbeing Champions – Charlotte Frearson and Fiona McLean. They will circulate further information about the support that they offer to all students at the start of the year. This will include drop-in sessions both in the office and in local parks, should conditions allow. The Wellbeing Champions are there to direct you to the support you need in and out of UCL.

THERAPY DOG
Indy (a 4 year old whippet) is a therapy dog living with Charlotte Frearson. Assessed by the Pets as Therapy charity, Indy is a gentle, patient, calm and laid back dog who stays in room G4 with Charlotte whenever she is in the building. Charlotte and Indy are currently both working from home but will be touch to let you know when they will be in and when Indy is available for strokes and walks.
5. MODULE INFORMATION AND COURSEWORK SUBMISSION PROCEDURES

MOODLE
Moodle is UCL’s virtual Learning Environment system. Each module has a section, where all information is stored, including handbooks, recordings of lectures and seminars, and containers for submission of coursework.

COURSEWORK SUBMISSION PROCEDURES
Please submit all coursework through Moodle. Moodle will record the date of submission of each piece of work that you hand in. This must be done by midnight on the day of the deadline. Here is the link to Moodle: https://moodle.ucl.ac.uk/coursework/view.php?id=246#section-7

All coursework is normally marked anonymously – students are only expected to write their candidate code on coursework, you should not write your name.

Instructions as to how to do this are given on page 27 of this document.

There are strict UCL-wide penalties for late submission of work if an extension has not been formally permitted. 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).
• 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.

FINDING YOUR CANDIDATE CODE
Your candidate code is different from the student number on your UCL ID card. You can find it on Portico https://evision.ucl.ac.uk/urd/sits.urd/run/siw_lgn

EXTENSION REQUEST PROCEDURE
There are UCL-wide regulations with regard to the granting of extensions for coursework. All requests for extensions must be submitted on a 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 very limited. Students who have long-term problems should request special arrangements via UCL Student Support and Wellbeing.

WORD-LENGTH
You are required to indicate the official maximum length, and the actual length of your coursework on the coversheet. There are strict UCL-wide penalties for exceeding the official word length:

For submitted coursework, where a maximum length has been specified, the following procedure will apply:

• 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.

REFERENCING IN YOUR ESSAYS
The IoA uses the Harvard in-text referencing system (not footnotes). You must be consistent, and use the same format for all your references. This Libguide link to the Harvard system contains examples of how to cite almost any type of source you might find. The most common reference types are provided here for your reference.

How to refer to sources in the main text of your essay:
• Authors’ names are given without initials, e.g. (Ashton 1996); initials are given when two authors with the same surname are referred to, e.g. (Smith, A. 1996; Smith, W. 1994).
• If there are more than two names in the reference, the entry is abbreviated, e.g. (Bailey et al. 1981). However, in the bibliography at the end of the essay, the complete reference should be given.
• When referring to more than one article published in the same year by the same author, use lower-case letters to differentiate them, e.g. (Bailey 1981a) and (Bailey 1981b). The first source that you refer to should be designated ‘a’, etc
• Multiple citations should be in alphabetical order, separated by a semi-colon, e.g. (Bailey 1981; Jones 1970; Peters 1997; Ucko and Dimbleby 1966).
• If you are quoting an author or referring to a specific point made by them, you must give the relevant page number(s), e.g. (Bailey 1981a, 25; Bailey 1982b, 310–321). You should not repeat these page numbers in the bibliography.
• If you are referring to an author’s work in a more general sense, then page numbers are not needed.

What to include in your list of references:
At the end of the essay, there should be a full list of references, listing in alphabetical order by author of all the sources cited in the text. Only references cited in the text should be included in the list.

• **Books**: Author (surname, initial(s)), date, title (in italics), special edition, e.g. 2nd or revised, place of publication (city), name of publisher:
• **Edited books**: Editor (followed by ed. or by eds if there is more than one editor), date, title of volume (in italics), details of conference or other relevant details, including place of publication and publisher:
• **Articles in edited volumes**: Author, date, title of article, name of editor or editors (followed by ed. or eds), title of book (in italics), place of publication, publisher, page numbers:
• **Journal articles**: Author, date, title of article, name of periodical (in italics), volume number, page numbers:

**AVOIDING PLAGIARISM**
Plagiarism is defined as the presentation of another person’s thoughts or words as though they are your own. It is a very serious offense which can lead to students being excluded from the university. It is avoided by using good academic referencing to indicate the source of all information you use, and your practice essay is designed to help you adopt this from the start. If you are quoting someone else’s words you should put the copied text between double quotation marks (“ “) and then give the source e.g. (Simmons 1999: 23) – where 23 is the page number of the quotation. The full details of the source should be given in your reference list at the end of your written work. You should also give the sources of any figures, tables or other images you use in the associated captions. SELF-PLAGIARISM must also be avoided: this is the submission of identical text (authored by yourself) for different pieces of assessed work.

**ACADEMIC WRITING SUPPORT**
There is a wide range of sources of support for academic writing both at the Institute of Archaeology and broader UCL College level. Within the Institute, the Academic Writing Tutor and PGTA are available to help students improve their academic writing skills. They offer one-to-one tutorials as well as general advice on academic writing issues. Topics for discussion include essay structure and planning, grammar and syntax, citation style, avoiding plagiarism, as well as how to improve the balance between theory, data and interpretation. Whether students wish to improve existing writing skills or are seeking advice on structure and style, or struggling to convey their responses to essay
questions, the Academic Writing team can help directly or refer students on to specialist resources at College level. Help is also available for international students who are seeking advice on UK-specific academic writing conventions. A series of academic writing workshops will also be offered in the second half of Term 1, on topics such as note taking, essay planning and structure, and approaches to dissertation writing. Information about these workshops will be sent out in due course. Note that all tutorials and workshops will run remotely until further notice. To book a tutorial or discuss your academic writing concerns, in the first instance you should contact the Academic Writing Tutor, Dr Julia Shaw: julia.shaw@ucl.ac.uk. Further information about academic writing can be found on the IoA Academic Writing Moodle page (https://moodle.ucl.ac.uk/course/view.php?id=10959), and the IoA Study Skills Guide (https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide).

There are additional academic writing support resources at UCL College level. UCL Writing Lab (http://www.ucl.ac.uk/writing-lab) is a free service that runs workshops, tutorials and support sessions to enhance students’ academic writing and research skills. The Writing & Language Support Programme (http://uclu.org/wals) is offered by UCLU to assist non-native English-speaking students only with their academic writing and speaking skills. The UCL Centre for Languages and International Education (https://www.ucl.ac.uk/languages-international-education/academic-communication-centre) offers (paid-for) full and part-time English for Academic Purposes and foundation courses for international students as well as foreign language courses. The UCL Study Skills website (http://cms-app.ucl.ac.uk/students/user?destination=node/775) provides resources for developing the skills that will support students’ academic performance, including research and digital skills. The Graduate School also hosts UCL’s Royal Literary Fund Fellows (https://doctoral-skills.ucl.ac.uk/course-details.pht?course_ID=492), professional authors who offer free one-to-one tutorials in effective academic writing to all UCL students.

6. TEACHING AND ACADEMIC SUPPORT

In addition to subject-specific teaching in archaeology, the teaching of generic and academic skills is thoroughly embedded in the curriculum of all undergraduate degrees. During the first year, training in some of these skills is pursued more explicitly, to help support the student’s work in their assessed courses. This is done through a range of teaching and learning contexts.

FIRST-YEAR WEEKLY REVIEW

Every Wednesday at 10:00 in Term 1, and every Tuesday at 12:00 in Term 2 (tbc), the First-Year Tutors, Bill Sillar and Rebecca Watts, will hold a Weekly Review on Microsoft Teams, which all first-year students are expected to attend. The focus of the Review will vary each week - reminders will be given about upcoming events, e.g. particular coursework deadlines, meetings, trips, meetings with Personal Tutors, reminders about tutorials, etc. Sometimes a particularly topical issue will be raised for discussion, for example to brief students on an up-coming part of their course, discuss particular study skills, or to field questions arising from a particular exercise. Other weeks, there will be no specific topic, but a chance to discuss anything students want the First Year Tutors to follow up and report back on.

DEGREE TUTORIALS

All first-year Institute of Archaeology students are assigned to small tutor groups which will meet fortnightly with the relevant Degree Tutor:

BA Archaeology: Mark Roberts
BA Archaeology with a Placement Year: Bill Sillar
BA Archaeology with a Year Abroad: Elizabeth Graham
BSc Archaeology: Rhiannon Stevens
BA Archaeology of Egypt and Sudan: Claudia Naeser
BA Classical Archaeology and Classical Civilisation: Eva Mol
BA Archaeology and Anthropology: David Wengrow

These groups will discuss broad-ranging issues, and will not be directly linked to particular modules. Attendance will be compulsory, and it is intended that they will help students to draw together the
different strands of the degree. Groups and timings will be agreed with the tutor concerned.

**FIRST-YEAR MENTOR MEETINGS**
All first-year students have been assigned to a Mentor Group which will meet online every week on Microsoft Teams. Each group will be led by two second- or third-year mentors. You will be introduced to your mentors on the first day of term.

**KEY SKILLS**
You will find that employers are interested not only in your specific subject knowledge but also the degree to which you have taken advantage of your time at university to broaden your range of skills and experience. These are summarized on page 2 of the Progress Form (see below). Such Key Skills relate to academic, self-management, communication and inter-personal skills. Developing these skills explicitly demands that students take responsibility for their own development and encourages them to make full use of the extensive opportunities provided by the diverse and challenging programme of an undergraduate degree in archaeology, as well other opportunities available at UCL beyond the formal curriculum.

When you meet with your Personal Tutor each term to discuss you progress, you will also be asked to complete a skills profile form, and discuss how to develop these skills. The Skills Profile form is on the reverse of the Student Progress Form.

**HEAR (Higher Education Achievement Record)**
At the end of your degree your transcript will comprise two parts – your academic achievements, and a second section, known as the Higher Education Achievement Record. This will list UCL-recognized activities such as volunteering, involvement in organizing events such as open days and outreach activities, holding ambassadorial posts, elected and other positions of responsibility, as well as prizes and commendations. You should therefore take the opportunity to get involved in these activities. Your contribution will be much appreciated, and, in becoming part of the official record of your degree, it can be used in future job applications.

**VOLUNTEERING**
You are strongly encouraged to consider becoming involved in one of the many volunteering opportunities that are available at UCL, which will enable you to develop transferable skills and employability, at the same time as making a contribution to the community. More information is available here [https://studentsunionucl.org/volunteering](https://studentsunionucl.org/volunteering) or drop in to the Volunteering Services Unit office on the first floor of the UCLU Lewis Building at the top of Gower Street. You can email them at volunteering@ucl.ac.uk. Students find that through volunteering they’ve discovered London, felt more at home, and made new friends. It can also help you find paid work and gain useful experience.

**PART-TIME EMPLOYMENT**
UCL Student Union’s ‘Job Shop’ offers help finding part-time work. Here is the link [http://uclu.org/jobshop](http://uclu.org/jobshop)

**CAREERS**
You will be given advice on career development throughout your degree. The UCL Careers Service [http://www.ucl.ac.uk/careers](http://www.ucl.ac.uk/careers) is located within the University of London Union (ULU) on Malet Street. Their office is open 5 days a week and offers a friendly and supportive atmosphere with a lot of information available (paper, online and personal consultation). In conjunction with the UCL Student Union, the Careers Service also provides an employer-led Skills4Work programme which is a series of workshop and panel events which run through the Autumn and Spring terms. The Institute also holds an annual Careers Day which students from all years are encouraged to attend. In your final year you will submit practice job applications and we organize practice interviews.

**CHARTERED INSTITUTE FOR ARCHAEOLOGISTS (CIfA)**
All UCL Archaeology undergraduate degrees are accredited by the Chartered Institute for Archaeologists (CIfA) which includes free student membership to CIfA. We would like you to learn about and engage with CIfA professional standards during your degree, and provide each student with a ‘passport’ to record their development of key archaeological skills. On graduation students can apply
to upgrade to Practitioner status (PCIfA), demonstrating that they have the skills and professional standards required for employment in archaeology, heritage and museums, attributes that are also important for many other careers.

Please take advantage of the free student membership of CiF by emailing Laura Beaslet (laura.beasley@archaeologists.net) with the subject line Accredited Degree Students giving you name, UCL emails address and which degree you are studying (highlighting that this is an accredited degree at UCL). Laura will set you up with free membership for the duration of your degree and contact you with details about how to log into the CiF website so you can receive your membership card, CiF publications, and access to e-learning modules. Do NOT try to join CiF directly via their website without emailing Laura or you will be charged!

7. PHYSICAL AND MENTAL WELLBEING

ZERO TOLERANCE POLICY ON SEXUAL MISCONDUCT, BULLYING AND HARASSMENT

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate sexual misconduct, harassment or bullying of any kind and promotes an environment in which these behaviours are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly. Any UCL student experiencing harassment, bullying or unwanted and persistent behaviour of a sexual nature may access confidential support from a range of sources including their personal tutor or any other member of staff in their department or faculty who they trust, their Hall Warden, a Student Union UCL student officer, the trained staff in the Student Union.

ACTIVE BYSTANDER PROGRAMME

Students’ Union UCL and UCL have joined forces to run the Active Bystander Programme as part of the Full Stop campaign. The Active Bystander Programme is committed to enacting bold changes to address unacceptable behaviour, including sexual misconduct, bullying and harassment in any form. Improving transparency and accountability, and seeing where we can do better to make UCL a safer learning and working environment.

All students are expected to book an online training session through the following link: http://studentsunionucl.org/activebystander. This will be available from Monday 20 September (training takes around 30 minutes). Once students have completed the online training they will be able to sign up to either an online or in-person discussion workshop. These workshops will be scheduled for one hour and students will book on to them individually. The discussion workshops will run until Friday 22 October.

UCL STUDENT SUPPORT AND WELLBEING (SSW)

The SSW service is here to provide support for anything that affects your physical or mental health and wellbeing. The physical offices are located on the first floor of the UCL Student Centre on Gordon Street and provide a safe, confidential and non-judgemental space in which you can discuss any issue that may be affecting your ability to study. If you are unable, or prefer not to, access these services in-person then you can access support and advice remotely through their website, as well as book appointments. http://www.ucl.ac.uk/current-students/support/ssw

For same day appointments use the following link: https://www.ucl.ac.uk/students/support-and-wellbeing/seeing-adviser. Appointments are available each working day.

STUDENT PSYCHOLOGICAL AND COUNSELLING SERVICES (SPCS)

UCL’s Student Psychological and Counselling Services provide short-term counselling, psychiatric support and group workshops for those facing emotional and psychological difficulties. To register with the SPCS and their counselling and other service please visit http://www.ucl.ac.uk/student-psychological-services/index_home

STUDENT DISABILITY SERVICES

A comprehensive support system is provided to those with disabilities by UCL’s Student Disability
Services. [http://www.ucl.ac.uk/disability/](http://www.ucl.ac.uk/disability/) Students who have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do day-to-day activities, may register with the service to receive support and reasonable adjustments to facilitate their studies. This includes:

- Sensory impairments
- Mobility and physical impairments
- Musculoskeletal conditions (such as arthritis)
- Long-term health conditions (such as diabetes or epilepsy)
- Long-term mental health conditions (depression or eating disorders)
- Learning difficulties (such as dyslexia, dyspraxia or ADHA)
- Social and communication difficulties (such as an autistic spectrum condition)

All students who have one or more of the above conditions should register with Student Support and Wellbeing at the beginning of term. They provide a Summary of Reasonable Adjustments (SoRA) for students who need them. A SoRA is a confidential document that is passed to the IoA so staff are made aware of any adjustments they need to put in place to make sure you do not experience any barriers to your learning.

Please also contact Judy Medrington, the Institute’s Disabilities Co-ordinator if you wish the department to be aware of your disability.

### REGISTERING WITH A DOCTOR

Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare as quickly as possible if they become ill or injured. When attending a university in the UK students are also advised to be vaccinated against Meningitis C, and Archaeology students must be vaccinated against tetanus.

The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare services for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer.

- Register with a Doctor [https://www.ucl.ac.uk/students/support-and-wellbeing/health-care/register-doctor](https://www.ucl.ac.uk/students/support-and-wellbeing/health-care/register-doctor)
- Ridgmount Practice website [https://www.ridgmountpractice.nhs.uk](https://www.ridgmountpractice.nhs.uk)

### REGISTERING WITH A DENTIST

All students are strongly advised to register with a dentist. The UCL Dental Centre is located nearby, at 139 Euston Road, NW1 2AA and is open from 9-5 Monday to Friday. For an appointment call 020 380 0034

### OUT-OF-HOURS SUPPORT AND INFORMATION HELPLINE

UCL works in partnership with CARE FIRST to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties. [http://www.ucl.ac.uk/current-students/support/wellbeing/care-first](http://www.ucl.ac.uk/current-students/support/wellbeing/care-first)

### NIGHTLINE

Nightline is an anonymous confidential listening, support and information service for students. They are open every night of term from 6pm to 8am. You can call 020 7631 0101 or email listening@nightline.org.uk. See [www.nightline.org.uk](http://www.nightline.org.uk) for more information

### CRISIS SUPPORT - IMMEDIATE HELP

If a student is in crisis there are a range of UCL and external sources of help such as Nightline, Ridgmount Medical Practice, Hall Wardens, Student Psychological Services and the Samaritans. [https://www.ucl.ac.uk/students/support-and-wellbeing/crisis-support](https://www.ucl.ac.uk/students/support-and-wellbeing/crisis-support)
8. PEOPLE AND PLACES

During the first week you should identify the following people:

<table>
<thead>
<tr>
<th>Departmental Tutors</th>
<th>James Steele</th>
<th><a href="mailto:j.steele@ucl.ac.uk">j.steele@ucl.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Claudia Naesser</td>
<td><a href="mailto:c.naesser@ucl.ac.uk">c.naesser@ucl.ac.uk</a></td>
</tr>
<tr>
<td>First-Year Tutors</td>
<td>Bill Sillar</td>
<td><a href="mailto:b.sillar@ucl.ac.uk">b.sillar@ucl.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Rebecca Watts</td>
<td><a href="mailto:r.watts@ucl.ac.uk">r.watts@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Academic Administrator</td>
<td>Judy Medrington</td>
<td><a href="mailto:j.medrington@ucl.ac.uk">j.medrington@ucl.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Josie Mills</td>
<td><a href="mailto:josephine.mills.10@ucl.ac.uk">josephine.mills.10@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Fieldwork Tutor</td>
<td>Mark Roberts</td>
<td><a href="mailto:mark.roberts@ucl.ac.uk">mark.roberts@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Fieldwork Administrator</td>
<td>Charlotte Frearson</td>
<td><a href="mailto:c.fearson@ucl.ac.uk">c.fearson@ucl.ac.uk</a></td>
</tr>
<tr>
<td>and Careers Tutor</td>
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<tr>
<td>Student Advisor</td>
<td>Valerie Laryea</td>
<td><a href="mailto:valerie.laryea@ucl.ac.uk">valerie.laryea@ucl.ac.uk</a></td>
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THE INSTITUTE OF ARCHAEOLOGY

All the Institute's facilities and staff are located in the same building, except for the Petrie Museum of Egyptian Archaeology, which is located in the D.M.S. Watson building on the central UCL site.

All rooms are numbered, with the first letter (B = basement, G = ground) or digit (1xx-6xx) indicating the floor (see plans).

The principal teaching rooms are the G6 lecture theatre on the ground floor, 209, 410, 412, B13 and 612. The Library, with photocopying facilities, is located on the 5th floor, and College computer cluster rooms are located on the 1st and 5th floors.

Teaching is primarily organised by the Academic Administrator, Judy Medrington. Due to current circumstances she should be contacted by e-mail and will be happy to arrange meetings online via Teams, or in person in room 411A. Charlotte Frearson, the Admissions and Fieldwork Administrator, should also be contacted via e-mail in the first instance.

9. OTHER USEFUL INFORMATION, INCLUDING COURSE ENTRY

UCL IDENTITY CARDS

When they enrol, students will be issued with a UCL identification card. This should always be carried, as it will be needed to enter some UCL buildings, and to enter and check out books from UCL libraries. Students must also register with Information Services for the College's computer and e-mail system, which is part of the enrolment process.

COLLEGE INFORMATION SERVICE AND ENTRY FOR MODULE OPTIONS

You will all have access to PORTICO, the UCL Student Information Service. As a UCL student you own your personal data held by UCL on your central record. You are responsible for maintaining your addresses and other personal details via the PORTICO website; if you do not do this you will not receive any mail from UCL. To access PORTICO (either at UCL or from anywhere around the world), please use the link [www.ucl.ac.uk/portico] (you may find it useful to bookmark this). You will need to enter your main UCL user id [eg ycrn123] and your password to gain access to PORTICO. If you do not know your UCL ID contact Information Systems [www.ucl.ac.uk/is/helpdesk]. If you have any problems with, or questions about PORTICO, please contact Judy.

TRANSFER BETWEEN DEGREES AND SELECTING OPTIONS

If you wish to transfer to a different degree course, please contact Judy Medrington as soon as possible. This is sometimes possible if space permits and you fulfil the entry requirements for the degree in question, but there is a strict UCL deadline of 29th October.

You should enter for your option (if you have one) via PORTICO by 15th October.

SOURCES OF FUNDING

Students (both UK and overseas) who face unforeseen financial difficulties may apply to the Financial Assistance Fund. Details are given here [http://www.ucl.ac.uk/current-students/money/bursaries/financial-assistance-fund]
FOOD AND DRINK
The Upper and Lower Refectories in the central College building serve full lunches, the Bloomsbury Theatre Coffee Bar is open from c. 8.30 am and Gordon's (in the UCL Union building) is the nearest bar.

SMOKING POLICY
In accordance with UK law, smoking is not permitted anywhere in the Institute building, nor is it permitted on the front steps.

LAVATORIES
Women's lavatories are located in the basement and on floors 2, 4 and 6, men's lavatories are located in the basement and on floors 3 and 5. The lavatories on the first floor may be used by anyone. A lavatory for the use of disabled individuals is located in the building foyer, adjacent to the lifts.

SECURITY
We regret to say that a number of thefts of personal property have been reported in the Institute in recent years. All students are therefore urged to take the greatest care of their possessions at all times. Bags, packs or parcels should not be left unattended in the public spaces at the Institute (including in the Library) at any time. If a student sees an individual behaving suspiciously in the Institute, they should notify Reception (tel. ext. 27495) or a member of staff, or ring College Security (tel. ext. 32108) - they should not confront the individual themselves.

RE-CYCLING
UCL endeavours to re-cycle as much waste as possible. We can recycle most of the waste from the Institute – please use the appropriate bins for your waste. Please help us to reduce the amount of paper that we use by using both sides of the paper when printing and photocopying and reducing your printing whenever possible. Please consider using card folders rather than plastic to file your papers. Please help us reduce our waste by using reusable cups and bottles. There is a water fountain outside the library on the fifth floor, and tap water is drinkable in the student common room. UCL supports fairtrade products http://step.fairtrade.org.uk/ Please consider joining the departmental Green Group and help the Green Champions reduce our environmental impact and work towards a silver award in Green Impact. Please contact Sandra Bond (sandra.bond@ucl.ac.uk) if you would like to be involved.

HEALTH AND SAFETY
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. Further guidance is provided by the College Safety Office (<www.safety.ucl.ac.uk>).

FIRST AIDERS
Sandra Bond; room 304. Telephone: extension (2)4770 or mobile: 07941 347635.
Katie Meheux: Library. Telephone: extension (2)4733
Charlotte Frearson; room G4. Telephone: extension (2)149

EMERGENCIES
If there is a fire or if medical or other assistance is required in an emergency, dial the College Emergency Number: tel. ext. 222. If possible, students should also alert Reception (tel. ext. (2)7495).

Students are advised to note carefully where fire alarms and fire exits are located. The fire escape routes are near either end of the Institute building: the main staircase to the west, and through the alarmed fire doors into the Anthropology Department, to the east. In the event of a fire, the lifts must not be used. The alarms are usually tested with a short burst before 9.00 am on Tuesday or Wednesday mornings. If the alarm sounds at any other time, everyone should leave the building immediately and assemble across the street in the Gordon Square gardens.
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<th>BA ARCHAEOLOGY</th>
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### 11. STAFF DETAILS 2021/22

#### Teaching and research staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Dr Rahil Alipour</td>
<td>r.alipour</td>
</tr>
<tr>
<td>Dr Mark Altaweel</td>
<td>m.altaweel</td>
</tr>
<tr>
<td>Dr Manuel Arroyo-Kalin</td>
<td>m.arroyo-kali</td>
</tr>
<tr>
<td>Dr Elizabeth Baquedano</td>
<td>e.baquedano</td>
</tr>
<tr>
<td>Prof Andy Bevan</td>
<td>a.bevan</td>
</tr>
<tr>
<td>Dr Martin Bridge</td>
<td>martin.bridge</td>
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<tr>
<td>Dr Stuart Brookes</td>
<td>s.brookes</td>
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<tr>
<td>Dr Beverley Butler</td>
<td>beverley.butler</td>
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<tr>
<td>Ian Carroll</td>
<td>i.carroll</td>
</tr>
<tr>
<td>Dr Mike Charlton</td>
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<td>Dr Theano Moussouri</td>
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<td>Dr Caitlin O’Grady</td>
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<td>Dr Jill Saunders</td>
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</tr>
<tr>
<td>Prof Bill Sillar</td>
<td>b.sillar</td>
</tr>
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</table>
### 12. FIRST YEAR TIMETABLES FOR TERM 1: MONDAY 4 OCTOBER - FRIDAY 17 DECEMBER (except Reading Week 8-12 November)

Please check the UCL online timetable for updates to the schedule below:

[https://timetable.ucl.ac.uk/tt/homePage.do](https://timetable.ucl.ac.uk/tt/homePage.do)

**BA ARCHAEOLOGY, BSc ARCHAEOLOGY, BA ARCHAEOLOGY with a Year Abroad or Placement Year**

<table>
<thead>
<tr>
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<th>Module Name</th>
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<tr>
<td>1-3</td>
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<td>1-2, 2-3,</td>
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<td>Bill Sillar</td>
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<td>3-4, 4-5</td>
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<td>G6</td>
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</table>

**You should attend all modules shown in bold**

Your degree tutor and / or personal tutor will arrange tutorials with you at a mutually convenient time

**GROUP ALLOCATION**

Students will be allocated to the following groups:

(a) Mentor groups which meet online- times to be confirmed

(b) Fortnightly Degree Tutorials – times to be confirmed
### BA ARCHAEOLOGY OF EGYPT AND SUDAN

<table>
<thead>
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<th>Time</th>
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### GROUP ALLOCATION

Students will be allocated to the following groups:
- (a) Mentor groups which meet online – times to be confirmed
- (b) Fortnightly degree tutorials – times to be confirmed
# BA CLASSICAL ARCHAEOLOGY AND CLASSICAL CIVILISATION

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**GROUP ALLOCATION**

Students will be allocated to the following groups:

(a) Mentor groups which meet online – times to be confirmed
(b) Fortnightly Degree Tutorials – times to be confirmed

Please consult Eva Mol regarding the timetable for Latin or Greek language classes. These will take place on four days each week in the Department of Greek and Latin, by arrangement.
**BA ARCHAEOLOGY AND ANTHROPOLOGY**

**MONDAY**

2-4    ANTH0004 Introduction to Social Anthropology*    Lewis Daly    MS Teams

**TUESDAY**

1-2, 2-3, 3-4, 4-5    0012 Sites and Artefacts Practical Classes    Bill Sillar    410

Attend ONE of 4 groups – see module handout for more details

4-5    ANTH0001 Introduction to Material and Visual Culture*    Rafael Schacter    MS Teams

Q&A

**WEDNESDAY**

9-10    0012 Sites and Artefacts Seminar    Bill Sillar    MS Teams

Discussing issues related to the Recorded lecture

10-11    Weekly Review    Bill Sillar    Rebecca Watts

MS Teams

**THURSDAY**

9-10    ANTH0001 Introduction to Material and Visual Culture*    Rafael Schacter    MS Teams

Q&A

**FRIDAY**

1-3    0014 World Archaeology: Deep History    Manuel Arroyo-Kalin    G6

You should attend all modules shown in bold

Your degree tutor and / or personal tutor will arrange tutorials with you at a mutually convenient time

**GROUP ALLOCATION**

Students will be allocated to the following groups

(a) Mentor groups which meet online – times to be confirmed

(b) Fortnightly Degree Tutorials – times to be confirmed

(c) Anthropology tutorials

*Sessions for ANTH001 and ANTH004 will be Online. Please consult the Anthropology Department for details regarding these dates and times, and for details of weekly in person tutorial groups which will be held in addition to these online sessions.*
13. FIRST-YEAR SYLLABUS

BA and BSc in Archaeology, and BA Archaeology with a Year Abroad, BA Archaeology with a Placement Year

The following module units are compulsory:

- ARCL0002 World Archaeology: the Deep History of Human Societies 30 credits
- ARCL0006 Introduction to Social Anthropology 15 credits
- ARCL0010 Introduction to Archaeology 15 credits
- ARCL0011 Field Methods 15 credits
- ARCL0012 Sites and Artefacts 15 credits
- ARCL0013 People and Environments 15 credits

And one of the following:

- ARCL0001 Introduction to Roman Archaeology 15 credits
- ARCL0005 Introduction to Greek Archaeology 15 credits
- ARCL0007 Introduction to Egyptian and Ancient Near Eastern Archaeology 15 credits
- ARCL0009 Texts in Archaeology 15 credits

BA in Archaeology of Egypt and Sudan

The following module units are compulsory:

- ARCL0004 World Archaeology: (ii) from Early States to Globalization 15 credits
- ARCL0006 Introduction to Social Anthropology 15 credits
- ARCL0007 Introduction to Egyptian and Ancient Near Eastern Archaeology 15 credits
- ARCL0010 Introduction to Archaeology 15 credits
- ARCL0011 Field Methods 15 credits
- ARCL0012 Sites and Artefacts 15 credits
- ARCL0202 Language and Script in the Archaeology of Egypt and Sudan 15 credits

And one of the following:

- ARCL0003 World Archaeology: Evolutionary Origins to the Earliest States 15 credits
- ARCL0009 Texts in Archaeology 15 credits

BA in Classical Archaeology and Classical Civilisation

The following module units are compulsory:

- ARCL0004 World Archaeology (ii): From early states to globalization 15 credits
- ARCL0010 Introduction to Archaeology 15 credits
- ARCL0011 Field Methods 15 credits
- ARCL0012 Sites and Artefacts 15 credits
- Ancient Language (Greek or Latin) 30 credits

And two of the following:

- ARCL0001 Introduction to Roman Archaeology 15 credits
- ARCL0005 Introduction to Greek Archaeology 15 credits
- ARCL0009 Texts in Archaeology 15 credits

BA in Archaeology and Anthropology

The following module units are compulsory:

- ARCL0010 Introduction to Archaeology 15 credits
- ARCL0011 Field Methods 15 credits
- ARCL0012 Sites and Artefacts 15 credits
- ARCL0014 World Archaeology: the Deep History of Human Societies 15 credits
- ANTH0001 Introduction to Material and Visual Culture 30 credits
- ANTH0004 Introductory Social Anthropology I 15 credits
- ANTH0010 Introduction to Biological Anthropology II 15 credits
14. FORTNIGHTLY DEGREE TUTORIAL GROUPS
Students will be divided into degree tutorial groups at the start of Term 1. Dates and times to be confirmed.

**BA ARCHAEOLOGY** Co-ordinator: Mark Roberts
**BS ARCHAEOLOGY WITH A YEAR ABROAD** Co-ordinator: Elizabeth Graham
**BA ARCHAEOLOGY WITH A PLACEMENT YEAR** Co-ordinator: Bill Sillar
**BSc ARCHAEOLOGY** Co-ordinators: Yijie Zhuang and Rhiannon Stevens
**BA ARCHAEOLOGY OF EGYPT AND SUDAN** Co-ordinator: Claudia Naeser
**BA CLASSICAL ARCHAEOLOGY AND CLASSICAL CIVILISATION** Co-ordinator: Eva Mol
**BA ARCHAEOLOGY AND ANTHROPOLOGY** Co-ordinator: David Wengrow

15. MENTOR GROUPS

Each group will meet on Monday 27th September.

After that, Groups will meet on MS Teams at times to be confirmed.

**Senior Mentor and Co-ordinator:** Alex Allen

<table>
<thead>
<tr>
<th>GROUP 1 MENTORS</th>
<th>GROUP 2 MENTORS</th>
<th>GROUP 3 MENTORS</th>
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</thead>
<tbody>
<tr>
<td>Maria Cunningham</td>
<td>Holly Mill</td>
<td>Alex Allen</td>
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<td>Gabby Hart</td>
<td>Genevieve Cheung</td>
<td>Simon To</td>
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**REDACTED**
16. CHECKLIST FOR SUBMITTING COURSEWORK ON MOODLE

All coursework should normally be submitted both electronically (via Moodle to Turnitin) and as hard copy. Turnitin will date-stamp your work. The deadline is normally midnight on the day of the deadline.

Please see below for the procedure for uploading your work

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document,

2. Set up footers (with page numbers) and headers with the module code and your candidate code (available under My Studies and then Examinations on Portico) Use 1.5 spacing for your work and leave reasonable margins. Note that your candidate code changes each year, and is not normally available until late October. When submitting your practice essays, exceptionally, you should put your name on your essay. Your candidate code will comprise 4 letters and a number (eg YGBR8), and is different from your 8 digit student number on your ID card.

3. Submit your essay to the relevant Turnitin submission slot on the relevant Moodle page. When you upload your file on the My Submissions page, you will be asked to enter your ‘Submission Title’. It is essential that you type your candidate code followed by the essay title. (e.g. YGBR8 In what sense can culture be said to evolve?)

4. You should receive a receipt – please retain this. Please email ioa-turnitin@ucl.ac.uk if you don’t receive a receipt.

5. Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to ioa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Module Co-ordinator that it may be appropriate to waive the late submission penalty. One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term.
17. **UCL CODE OF CONDUCT**

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background. It was the first university in England to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute, this *includes* conduct whilst not on UCL premises.

**Good conduct means:**

*In general*
- Realising that you are an ambassador for UCL and behaving accordingly. This applies anywhere and at anytime but is particularly important in the local community around UCL, whilst on fieldwork, whilst on other study away from UCL, on the sports field and whilst engaged in any other UCL-related activity;
- Recognising the diversity of the UCL community and not discriminating against others on the basis of their: age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, sex, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction;
- Acting responsibly;
- Being honest;
- Being considerate, respectful and courteous towards others;
- Behaving in a respectful manner towards others so that they do not *feel* that they are being harassed or bullied;
- Abiding by the law.

*Whilst learning*
- Following the rules laid down by UCL for academic activity, the use of the Library, Information Services and other services;
- Being punctual for classes and other appointments;
- Informing the relevant person if you are going to be absent or delayed for an activity where you are expected to attend;
- Being aware of the advice and assistance available on academic and other matters from sources such as personal, programme and departmental tutors;
- Seeking help for yourself when you need it.

*Around UCL*
- Showing respect for UCL property;
- Informing yourself of UCL health and safety policies and following them;
- Playing your part in maintaining security and being prepared to produce your identity card when requested;
- Caring for the environment at UCL by:
  - respecting buildings, spaces and facilities;
  - recycling and disposing of litter responsibly;
  - being aware of UCL’s advice for saving energy;
  - showing consideration for others regarding noise (e.g. switching mobile phones off in classes).

*Social and sporting behaviour*
- Showing good sportsmanship whilst taking part in sporting activities;
- Refraining from exhibiting displays of drunken or loutish behaviour;
- Ensuring that any activity you engage in using the internet, including virtual learning environments (e.g. Moodle), social networking sites (e.g. My Space, Faceboook, Twitter etc.), blogs or other web resources, refrains from causing offence and could not be regarded as bullying or harassment;
- Respecting the right of freedom of speech provided it is within the law.

*Awareness and caring for others*
- Being aware of the help and support available at UCL from sources such as Student Support and Wellbeing, Student Psychological Services, Student Disability Support, and the UCL Student Union Advice Service;
- Showing consideration for the welfare of your friends and peers and, if appropriate, providing advice on seeking help.

Links to other relevant UCL policies are given in the main IoA Undergraduate Handbook

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This handbook should be read in conjunction with the Institute’s *Student Handbook* which is available on the Institute website  
http://www.ucl.ac.uk/archaeology/current-students  
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