



Institute of Archaeology MA in Artefact Studies

Degree Programme Handbook 2018/19

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Hoard from Lebus (Brandenburg, Germany), late Bronze Age

This Handbook

This handbook for the MA degree programme in Artefact Studies outlines the aims and objectives, structure and content of the degree, and includes outlines of the core module and of the most relevant options available this year. It is also available on the Institute web-site: http://www.ucl.ac.uk/archaeology/studying/masters/degrees/ma_artefact_studies/structure and on the module Moodle, which normally contains the most up-to date version and the most up-to date information on the module schedule etc. and therefore should always be consulted first.

This Handbook should be used alongside the MA/MSc Handbook (also available on the Institute web-site, web-site: <http://www.ucl.ac.uk/archaeology/administration/students>), which contains information about all MA and MSc degrees, and options within them, being taught this year. Students should consult that Handbook if they need information about an option outside those normally offered within the present programme. The MA-Handbook gives essential information on a range of topics, from enrolment to guidance on the dissertation, so students should read it carefully. Distributed along with the MA Handbook are maps of the College precinct and surrounding area of London and the complete MA teaching timetable. This handbook contains basic information about the content and administration of this module. If you have queries about the objectives, structure, content, assessment or organisation of the module, please consult the Module Co-ordinator.

Further important information, relating to all modules at the Institute of Archaeology, is to be found at <http://www.ucl.ac.uk/archaeology/handbook/common/> and in the general MA handbook. It is your responsibility to read and act on it. It includes information about originality, submission and grading of modulework; disabilities; communication; attendance and feedback. Additional information about new rules for plagiarism and anonymous submission of modulework are expected to be released this autumn, they will complement the information in this handbook.

Introduction

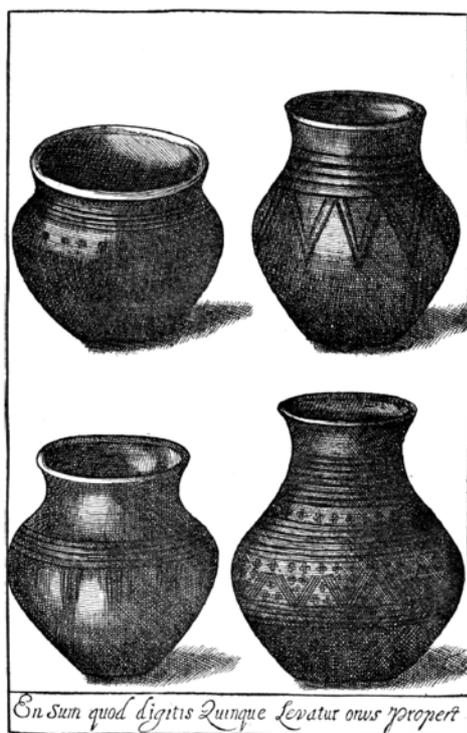
The study of artefacts has always been at the centre of archaeology; a discipline which partly emerged out of the tradition of collecting objects for their curiosity value, and which defines itself by its source of information: artefacts and traces, and its method of data-acquisition: excavation. Recently anthropologists and sociologists amongst others have also revived their interest in the role of material culture as a medium for display and communication as well as a renewed focus on the social significance of technology (Material Culture Studies). In archaeology, there was a shift from the use of artefacts to elucidate the date and cultural affiliation of excavated sites to a greater interest in how material culture shapes peoples' participation in the world, particularly the role of artefacts in constructing, reproducing and changing social relations.

Most archaeologists want to gain a better understanding of how people lived and organised their societies in the past. They do this by studying inanimate materials and the traces of past behaviour. The three main categories of material evidence are:

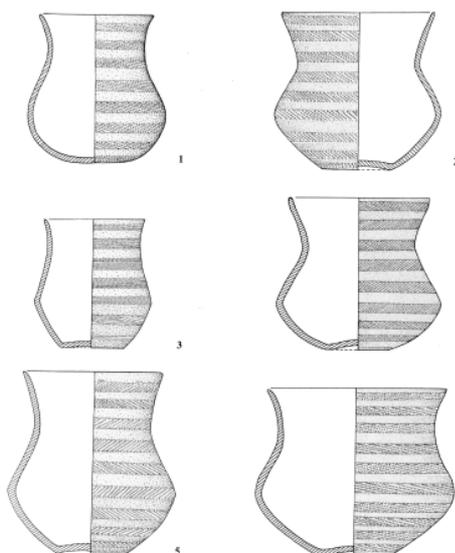
1. structures and traces (walls, postholes etc.),
2. the form, decoration and substance of objects,
3. the relation between artefacts (assemblages) and structures (associations).

From this evidence we attempt to interpret not only the techniques by which objects were made and their probable date, but we also investigate artefact biographies to understand the production, exchange, distribution, and consumption, including the social significance of the object. Even the 'problem' of rubbish disposal and site formation processes has become an opportunity to investigate cultural preferences and taboos.

Even before J. Thomsen's three-age system had come into general use, archaeologists have ordered their artefacts by the materials they were made of. During excavation we usually put stone, bone, pottery and metal into separate containers to go off for cleaning and cataloguing, and these materials usually go to different specialists for analysis and interpretation. Each material has specific qualities and limitations and in many cases different analytical techniques and methods of reporting have been adopted, so that there is much to gain from specialisation. There are experts in specific materials from specific periods (Palaeolithic flints, Roman coins, Medieval glass, Later-prehistoric pottery). Nonetheless, there is a need to exchange data and ideas between specialists working on material from the same site, to consider broad issues about cultural continuities and change during different periods, and a need to consider how changing analytical techniques and interpretations in one area of artefact analysis impinge on other aspects of the archaeological endeavour.



Trends within academic dismodule that emphasise the potential of looking at artefact biographies or 'high-tech' advances in the scientific analysis of materials may seem remote and idealistic to people dealing with the commercial realities of developer-funded evaluations, where any detailed artefact analysis pushes up the price of a competitive tender. While artefact studies have moved well beyond an obsession with typologies and dating, a primary role of the finds specialist continues to be the spot-dating of diagnostic materials from excavated contexts. But the recording methods and data management systems used by most archaeological field-units today facilitate the kind of cross-referencing and spatial analysis that would have been impossibly time-consuming even a decade ago. There is always a tension between the advantages of using intensive (and frequently expensive) methods of materials analysis that can only be utilised on a restricted number of samples and much more rapid (and cost effective) forms of visual examination that can allow a skilled finds specialist to document a large assemblage of material. In fact, this is to put the cart before the horse, as it should be remembered that any form of detailed analysis uses a sample of material from a larger assemblage. There can be no replacement for the trained finds-specialist and the expertise that they build-up during many years.



People seem to have an inherent tendency to classify and impose order on both the natural world and artefacts. None-the-less, the process of categorisation remains highly intuitive and the relationship between folk classifications used in the past and the typologies adopted by archaeologists can rarely be ascertained. Although there has been relatively little academic debate about these areas in recent years, categorisation is at the core of all artefact analysis. Various organisations, such as the Institute of Field Archaeologists have been working to promote guidelines and standards in an attempt to ensure adequate recovery, analysis, reporting and curation of artefacts. Several museums house reference collections set up to assist the consistent identification and description of artefact forms and fabrics. This stress on standardisation is in curious contrast to the academic dismodule about 'reflexive' and adaptable strategies in the practice and reporting of excavations and the subjectivity of interpretation. It also contrasts with the fact that most museums have removed the dusty shelves filled with the serried ranks of archaeological artefact classifications to more interpretative displays.

Artefact analysis may have emerged out of early antiquarians trying to impose an order on their private collections, but the excavation, curation and display of archaeological materials is now subject to legal restriction and much ethical debate. Who owns the materials of the past? Many people are requesting that foreign and national collections be returned to local institutions. Museums are also pointing out that (partly due to lack of space and lack of funding) they cannot function as the depository for all excavated material. Perhaps because of the growing importance of the leisure industry and admission charges to the running of museums the emphasis is increasingly on their role as interpretation centres rather than archives or scholarly resources. In contrast, very few finds specialists make their work available to a very wide public.

Aims, objectives and outcomes

Aims

The degree aims:

1. To provide training in the documentation, study and interpretation of artefacts from archaeological sites and museum collections
2. To provide practical experience in finds analysis and a sufficiently detailed understanding of the problems and potentials of using archaeological data for independent research
3. To provide a wide-ranging and challenging introduction to the role of artefact studies in modern archaeology
4. To engage with current debates about the collection, interpretation, reporting and curation of archaeological materials
5. To encourage students to think about technology from an anthropologically-informed perspective that focuses on how and why people make and use artefacts
6. To encourage an interdisciplinary approach to artefact studies which considers how to develop the relevance of artefact studies and the scientific analysis of materials for wider archaeological research
7. To become aware of the advantages and disadvantages of different approaches to artefact studies and foster the student's ability to develop original ideas and to explore them effectively through research.

Objectives

The purpose of this degree is for students to provide experience in some of the techniques and skills used in artefact analysis, and to debate a wide range of concepts and ideas current in artefact studies, with a strong critical consideration of the academic and theoretical significance of the research and a concern for the care, preservation and reporting of archaeological materials. An optional placement offers the opportunity to further develop practical work-orientated skills and gain first-hand experience of a work-place environment with all the different challenges this entails.

The dissertation is based on a supervised, materials-based research project, which allows specific practical, analytical and interpretive skills to be developed in more depth. There is no restriction in terms of time period, artefact type or geographic area.

Students may also learn general transferable skills by taking advantage of the many facilities offered by UCL, including courses offered by UCL's Doctoral School (<https://doctoral-skills.ucl.ac.uk/list-training.ppt>) and its Language Centre. The plethora of London museums and learned societies offers multiple materials for a dissertation, but also demonstrate the different ways artefacts can be displayed and interpreted for the general public.

Outcomes

Upon successful completion of the MA, students will, among other things, have:

1. Acquired a range of skills that are suitable for archaeological units, museums and similar institutions that require the analysis and interpretation of the materials, technologies and function of artefacts.
2. Gained a detailed understanding of recent theoretical and practical approaches to the study of artefacts in relation to wider archaeological research questions.
3. Developed their critical faculties, particularly their ability to debate the role of artefact studies in archaeology, including the potential advantages and constraints inherent within different approaches to artefact analysis.
4. Carried through a substantial programme of independent research and presented a dissertation on a specific aspect of artefact studies.

Programme Structure

The programme of study for this degree is intended to help students meet the objectives outlined above, and also to provide an opportunity for them to achieve any additional personal objectives. It comprises of two compulsory 15 credit core modules and 60 credits of options (modules taught over one term are normally 15 credit modules, two term modules are valued at 30 credits), which are chosen from a range of options, and a dissertation on a research topic related to the field of the degree. Each module addresses a specific subject and has its own Co-ordinator.

The Degree has a compulsory core Module ARCL0171, Analysing Artefacts and Assemblages, running over term 1 **and** 2 (15 credits), and another compulsory element, ARCL0169, Technology in Society (term 1, 15 credits). ARCL0171 concentrates on providing practical experience in the tasks anybody working with artefacts and assemblages is facing, while ARCL0169, co-ordinated by Bill Sillar, focusses on more theoretical problems connected with the interpretation and analysis of archaeological assemblages. The Core Module ARCL0171 thus provides more contact hours than normal, but this is necessary to cover all relevant aspects of the module.

The compulsory core module is assessed by continuous assessment of small artefact-related tasks in term 1 and 2, and a portfolio. The options are normally assessed by essays and practical projects. The optional placement within a museum or archaeological unit must be discussed in a Placement Report (not assessed). The 15,000 word dissertation will make up 50% of the final mark.

This MA is a twelve month programme and a very intensive course. It will take up most of any full-time student's time. Taught modules are normally timetabled in the first two terms, though some assessed work may be scheduled for submission in the third term, depending on which options have been selected. Full details of the timetable for each module are included in the relevant module handout. There will rarely be any formal classes in Term 3 or in the summer, when students are expected to complete their placement and to work on their dissertation.

The Core Module

The core modules are designed to provide a general foundation for all other modules and to place the specific specialist training provided by the optional modules within a broad archaeological context.

ARCL0171 provides a broad introduction to the collection, classification, recording, analysis, interpretation and publication of artefacts and assemblages, with a heavy emphasis on practical applicability. It is taught as a mixture of lectures, seminars and practicals.

In contrast, ARCLG346 introduces students to current theories in studying the social significance of technology and material culture. A central concern will be to encourage an interdisciplinary approach to artefact studies, which considers how to develop the relevance of finds analysis for wider archaeological research questions. Students will consider the significance of artefacts within society and diverse approaches to material culture studies in relation to ethnographic and historical as well as archaeological examples.

The core module is primarily a practice-based module, designed to provide an introduction to methods and theories of analysis used across a wide range of materials and periods. Many classes will include the opportunity to handle artefacts, but these are intended as examples of more wide ranging approaches. The aim is to integrate theoretical and practical aspects of artefact studies and consider how to identify and record minimal standards of information that are necessary for a finds report and link this to the formulation of research questions. The module does not provide knowledge of the archaeology of specific archaeological assemblages or time periods. It is assumed that students have some knowledge of specific archaeological materials from whatever area or time-period from their undergraduate years, they can also choose area-specific modules as options.

Options

Students must take 60 credits of optional modules (made up of 15 or 30 credit modules). Normally, students select options from those available within (and particularly relevant to) this degree programme, they can also select one option from those available in other Masters' degree programmes taught in the Institute of Archaeology, after discussion with, and subject to the agreement of, the Degree Co-ordinator. More exceptionally, it is possible to take one element provided by another Department at UCL, or one of the other Colleges of the University of London - students should discuss this with their Degree Co-ordinator. Not all of the modules listed may be available this year, please check the institute website to make sure modules are running.

The major options for this degree programme are:

- Geographic Information Systems in Archaeology and History (ARCL0094)
- Interpreting Pottery (ARCL0100, 15 credits)
- Prehistoric Stone Artefact Analysis (ARCL0101, 15 credits)
- Archaeometallurgy (ARCL0098)

- Archaeological Glass and Glazes (*ARCLG111*, 15 credits)
- Coins and the Archaeologist (15 credits), not running 2018/19
- Issues in Conservation: Understanding Objects (*ARCL0113*, 15 credits)
- Archaeological Data Science* (*ARCL0160*)

Some other options you may wish to consider are:

- Museum and site interpretation (*ARCL0088*, 15 credits)
- The Museum: Critical Perspectives (*ARCL0092*)
- Collections management and care (*ARCL0118*)
- Archaeological Photography, UG module, there may be a short course for MA/MSc students in term 2
- Managing Museums (*ARCL0093*, 15 credits)
- Nature, culture and the languages of art: theories and methodologies of art interpretation (*ARCL0174*, 30 credits)

There are also a number of **method-based** modules you may want to consider, for example:

- Laboratory and instrumental skills in archaeological science (*ARCL0170*, 15 credits)
- Archaeological ceramic analysis (*ARCL0102*)
- Geoarchaeology (*ARCL0097*)
- Archaeobotanical Analysis in Practice (*ARCL0096*)
- Zooarchaeology in practice (*ARCL0125*)

Be aware that some, but not all of these modules have prerequisites or need previous experience in the field. The relevant Degree handbooks and the IoA webpage (<http://www.ucl.ac.uk/archaeology/studying/masters/modules>) offer more information on individual modules, please check.

You may also wish to deepen your understanding of specific time periods or areas by taking relevant modules there or sitting in on undergraduate modules. Other options which can be taken (bearing in mind potential timetable clashes), after discussion and approval from the Degree Co-ordinator, are listed in the MA/MSc Handbook (www.ucl.ac.uk/archaeology/hbook/MAindex.htm) and on the Institute Website (<http://www.ucl.ac.uk/archaeology/studying/masters/modules>).

Students must make a choice at the initial meeting on 26/09/2018 and confirm their final choice of options on the pink form which is available on-line in the second week of term and enter their module-choices on Portico. This means that you can sit in on some modules before you make up your mind. Keep in mind that an MA-module takes much more work than an undergraduate degree – it may not be a good idea to take up too many totally new subjects!

Subject to space and the agreement of the Module Co-ordinators involved, students are welcome to attend modules in addition to those for which they are formally registered.

Dissertation

The dissertation of up to **15,000 words** is a report on research, the topic chosen being approved as being relevant within the general area covered by this degree. Soon after arrival, students should discuss their

area of research interest with their Degree Co-ordinator, who will help them to focus their ideas for their dissertation, or refer them to another member of staff who will be able to provide more specific advice, and will probably be appointed to be the student's Dissertation Supervisor. Your supervisor will help you define your dissertation topic, and provide guidance through the main stages of the work. The dissertation provides a further opportunity to define and achieve your own particular objectives. It might be used to apply newly learned approaches to an archaeological problem that has long been of interest, or to gain greater experience with particular methods of data analysis. If a student is studying part-time while working in the field, they might choose to analyse a data set derived from their own work, or to assess the potential of particular theoretical or methodological approaches for their work. They can treat the dissertation as a one-off research project, as a pilot study for a Ph.D. project, or use it to showcase their skills to potential employers.

I am very open to suggestions, anything that relates to artefact studies of whatever age can be used for a dissertation, provided an interesting research question can be developed. A simple catalogue, chronological determination or material analysis in itself is not sufficient for a dissertation, there always has to be an overarching research question linking the specific research to broader questions discussed in the discipline.

The dissertation must be the product of your own research undertaken during the module. It allows you to explore a specific topic that interests you, in depth, over a period of four or five months. In many cases this will combine a professional standard finds report with an academic overview of the particular field using the results of the analysis undertaken during the placement. The dissertation is a written report (illustrated as necessary and properly referenced) based upon individual research on some area of artefact analysis and interpretation. This could include excavated contexts, literary sources, archived material and/or public outreach.

When considering your dissertation topic, you should refer to the aims and objectives of the module. You will be encouraged to develop individual interests and acquire expertise in appropriate techniques through your choice of options and the placement scheme. Initial discussions with the module co-ordinator will be used to outline a general area of interest, which will be used to identify a suitable location for the placement and a suitable supervisor within the Institute of Archaeology.

It is your responsibility to maintain contact with your supervisor and ensure that you have access to suitable material for study, but the module co-ordinator and your supervisor are there to provide guidance and support in both your choice of material and your analytical approach.

Work on your dissertation, frequently in association with your placement, will be your principal activity from April to mid-September. Please give some consideration to how you are going to structure your time and work in order to ensure that you can complete this project in the time available. If you expect to find the preparation of this document difficult, it is advisable to break the work down into smaller, more manageable chunks. I am always prepared to comment on structure and content. If you send me exposés, please make sure **they contain your name!** Submissions named "dissertation-outline", "final draft2" etc. have been known to get lost, overwritten or mislaid! I am normally on fieldwork in late June and July, but keep in contact via Email or Skype, depending on network access. Please be aware that very few members of staff are physically present at the IoA all summer.

The dissertation should be submitted by Friday, **13th September 2019**. Guidelines for researching, writing and producing the dissertation are included in the MA/MSc Handbook (www.ucl.ac.uk/archaeology/hbook/Masters/disguide.htm), see also the Dissertation Handbook (<https://wiki.ucl.ac.uk/display/archadmin/For+Masters+Students?preview=/43650731/56495822/iaa-MAMSc%20dissertation%20handbook.docx>).

Advice on the preparation of the dissertation will be provided at sessions at regular intervals through the year, starting at the Second Induction Day on Thursday 27 September 2018.

Dissertation Timetable

In order to ensure that your dissertation is progressing adequately you should try to stick to the following schedule:

Term 1: Read the handbooks and consider topics for dissertation, discuss these and the location for your placement with the module co-ordinator who will advise and help to arrange the placement and the appointment of a suitable dissertation supervisor.

Term 2: By the first or second week of term 2 you are advised to prepare an outline of your dissertation proposal (in consultation with your supervisor) and submit this to both your supervisor and the module co-ordinator for comment. (A single typed side of A4 should suffice; this should specify a title, aims, possible

methodology, and sources of material and areas of literature to be examined.). By March 24th you **must** complete the dissertation form A to be signed by your supervisor and returned to the module co-ordinator.

Term 3: By mid May you are advised to prepare an outline dissertation proposal (no more than four sides of A4) including a description of the research question, a summary of your literature review, a list of chapter headings and briefly describing the source of any material/collections you are analysing and discuss it with the Module-Coordinator and supervisor.

Early June: Agree your research timetable (analysis of material, reading, data processing, preparing illustrations, writing up, proof-reading, etc.) with your Supervisor, and arrange to show her/him a substantial piece of work (e.g. a chapter of the dissertation) for comment.

Note: although a Masters module lasts a full calendar year, up to mid-September, the module co-ordinator and supervisors are very likely to be out of London for large parts of the Summer (usually undertaking field work) – make sure that you have discussed your needs well in advance of this period and made arrangements for contact or communication as necessary. Not every excavation is located in an area with internet- or even phone-access!

Middle of September (13/09/2019) Submit two copies of the dissertation in conformity with the guidelines. It also has to be submitted to turnit-in. It should contain your candidate number, not your name. Make sure that you submit everything, as the TII-Submission may be used for marking. If you have problems submitting pictures, appendices etc., get in contact with the TII-advisors, they have experience with these kinds of problem. Supervisors are **not** normally able to help with technical problems!

Dissertation structure

Although a finds report may form the core of your dissertation, you are still producing a report to be submitted for an academic qualification and it is important that there is a question or research area being addressed in your work. There are many ways of structuring a dissertation, but there is a classic form which ensures you cover the key topics which an examiner will be looking for:

Introduction: Explain the topic or research question, its context, its background and your approach – this will probably include a guide or 'route map' to how you have organised the dissertation. Why is this a worthwhile topic and how do you intend to address it?

Review of relevant literature: You must demonstrate that you have read around both the theoretical and the practical issues related to your topic and that you are aware of recent debates.

Choice of case study: Why did you choose this material, and in what way is it relevant to the research topic?

Methods of analysis: How did you examine the case study material, and why did you choose these methods?

Results of analysis: Present the data and results of your analysis – it may be more appropriate to present a summary of the data in the main body of the dissertation and provide a more detailed break-down of the data in a series of appendices.

Conclusions: So what? Did you achieve what you set out to do, in what way does your analysis address the research question? Do your results reinforce prior attitudes, theories or practices, or do they suggest the need for change? What are the wider implications of your work?

While you are developing your dissertation topic, selecting your material for analysis, studying your material and preparing your dissertation (including any tables, photos, illustrations, etc.), you should be reconsidering the research topic which is the core thread that will connect the material.

Develop the habit of stopping regularly and asking yourself what part of your topic you are addressing.

-Are you going off at a tangent in your analysis?

-Is each sentence and paragraph necessary to the argument and a logical progression from the last one?

As you undertake the analysis the need may arise to re-evaluate the research topic and adjust it in order to ensure that the material studied remains relevant. There are also minimum standards of artefact analysis in a finds report, even though they are not directly relevant to the research topic. Try to recognise these

changes in your approach and apparently contradictory demands and where possible incorporate them into the writing of the dissertation as things that you have learned from the experience.

Vivas

All Master's students are required to attend an oral examination, normally as part of their Dissertation assessment. This will normally be held in late May or early June. Students must submit to their Dissertation Supervisor and Degree Programme Co-ordinator a single sheet of A4 summarising the proposed research design of their dissertation to which they will speak. The oral examination will be conducted by two members of staff, normally the Degree Co-ordinator and the Dissertation Supervisor, and will last for approximately 20 minutes (inclusive of the student presentation and a questioning session). This may be organised with a group of students giving their presentations with their peers present. In such cases, following the presentation, then each student will have a meeting with their Dissertation Supervisor to discuss further their Presentation and Dissertation programme.

No marks are awarded for the oral examination; the assessment is satisfactory or unsatisfactory. In the event of a problem being identified by the examiners of the Dissertation, students may be invited to attend a formal viva voce examination with the External Examiner for the degree also in attendance. Part-time students and students on two-year MA programmes will normally be required to give a Dissertation presentation (viva) in the year in which they are examined in the Dissertation.

You need to pass the viva in order to graduate!

Teaching Methods

Taught modules are normally timetabled in the first two terms, though assessed work may be scheduled for submission in the third term, depending on which options have been selected. Full details of the timetable for each module are included in the module handout. Students are expected to use the remaining months to complete their placement and to work on their dissertation.

Part-time students will normally be expected to take 60 credits (which will normally include the core module) in the first year and the remaining element in the second. They must agree their choice of modules with the Degree Co-ordinator. They may start work on the dissertation at the same time as full-time students, or they may wish to start later; either way they should consult the Degree Co-ordinator, and their Dissertation Supervisor, once the latter has been appointed.

Teaching for the core module and options will include a range of lectures, seminars, practicals, material handling sessions, laboratory work, and some fieldtrips inside London. The lectures and seminars will be conducted by UCL staff, with numerous guest speakers who are professionals in their respective fields. You are required to prepare two or three essential readings prior to each class or some practical work – most classes will include a period of formal presentation by one or more lecturers and a period of class discussion, using the essential readings as a basis from which to discuss the topic and its relation to artefact analysis in archaeology. In the Core-module ARCL0169, you will also be expected to take part in online-discussions on the module Moodle.

Hours of Study

The core module consists of 20 hours of lectures and seminars in the first term and 20 hours of seminars and practicals in the second term. In addition to this, you are expected to undertake around 180 hours of private reading in preparing for classes and approximately 100 hours to prepare for your essays, portfolio and seminar presentation. There are also some field-trips, normally on Wednesday afternoon.

The 60 credits of the different option modules will involve (very approximately) some 80 hours of contact time with staff, 400 hours of private reading and 250 hours preparation for essays etc.

There will also be contact time in relation to returning essays, organising the placement, advice on object handling and the preparation of your portfolio and the preparation of student dissertations. This will involve approximately 10 hours of one-to-one contact time with university staff.

The reading weeks should be used to catch-up with any reading associated with lectures and to research and prepare assessed work. The 'vacations' are a break from structured teaching, but they remain an important time for intensive reading, writing and analysis. The placements are normally in May or early June. It is therefore advisable to plan your vacation times (if any) with these factors in mind. You should also remember that this is a twelve month module and that you will need to work on your dissertation in the summer.

Dyslexia and other Disabilities

If you have dyslexia or any other disability, please make your lecturers aware of this. Please discuss with them whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of modulework.

Prerequisites

Modules for Masters programmes do not have prerequisites; students will have been accepted to the programme on the understanding that they already have sufficient background in archaeology or a relevant field, either through their previous degree, or through relevant experience, to be able to follow the programme and modules for which they have been accepted. If, however, students wish to change their programme, or the modules in which they indicated an interest in enrolling in, in their application, they should discuss this with the relevant Degree and Module Co-ordinators.

For some modules, depending on the student's previous background, it may be recommended that they also attend (but will not be assessed for) a parallel undergraduate lecture module, to ensure that they have the background to get the most out of the Masters level seminars.

For the Degree in Artefact Studies, a sound knowledge of archaeological practice is essential, so it would be of advantage to take part in an excavation, if you do not have done so before.

It is assumed that students have a basic knowledge of word-processing, spreadsheets and presentation software and know how to use a camera, do basic image processing and are able to do independent library research. These skills will be necessary for the continuous assessment in term 1, which will also help you to further develop these skills. Additional instruction on the use of databases and image-processing software will be provided in the core-module.

Degree Assessment

The Board of Examiners normally meets in November. At that time students who have completed all elements may be recommended for the award of a degree.

Degree results will be graded as a Distinction, Merit, Pass or Fail.

Modulework

Method of Assessment

This varies from module to module, but is always set out in the relevant module handbook. Each 15 credit module is normally assessed by means of a total of 3,000 words of modulework (or its equivalent in other forms of assessment), each 30 credit module is normally assessed by means of a total of 10,000 words of modulework (or its equivalent in other forms of assessment). The nature and deadlines of individual assessments are defined in the handouts of the individual modules, available from the relevant Module Co-ordinator and on the Web (normally, module-handbooks and the module Moodle are freely available to UCL students). If students are unclear about the nature of an assignment, they should contact the Module Co-ordinator. The Module Co-ordinator will be willing to discuss an outline of his or her approach to the assessment, provided this is planned suitably in advance of the submission date.

Most essays will be first-marked by the person who set the question and second marked by the module co-ordinator (or another lecturer if the co-ordinator set the question). Dissertations will be first-marked by the dissertation supervisor and second marked (without knowledge of the 1st mark) by another staff member (frequently the module-co-ordinator). All marks are subject to scrutiny by an external examiner.

Originality

All work submitted as part of the requirements for any examination (which includes all assessed work) of University College London must be expressed in the student's own words and incorporate their own ideas and judgements. 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 AS SUCH 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 submission of identical or very similar work in more than one piece of modulework assessed as part of the degree without full citation of the location of its first submission.

To avoid charges of plagiarism or collusion, students must always ensure that their submitted work is their own and that the sources of all information are appropriately cited. They should not lend essays or essay drafts to other students because they might be penalised if the other 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 MA/MSc Handbook, and consult their Degree Co-ordinator or Personal Tutor.

Although each module is assessed independently of other modules, it is taken to be a principle is that students should not receive credit for the same work twice. Students should take care to ensure that the same or very similar work is not submitted for assessment more than once during their study for this degree: failure to do so could result in a reduction of their overall mark. If students are in any doubt, they should seek advice from the Degree Co-ordinator, or the relevant Module Co-ordinator.

It is important that students reference their sources of information as accurately and as fully as possible. If a student summarises another person's ideas or judgements, 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 MA/MSc Handbook.

Turnitin (see below) can be used to help you improve you work and avoid inadvertent plagiarism. In advance of submitting your modulework for marking you may, if you wish, run your work through the system in order to obtain a report on the originality of the wording and then make any necessary adjustments prior to final submission. Turnitin advisors will be available to help you via email: ioa-turnitin@ucl.ac.uk if you need help generating or interpreting the reports.

The final decision about whether work contains plagiarism rests with academic staff. Consequently, the presence or absence of matches in a Turnitin report does not, by itself, provide a guarantee that the work in question either contains or is free from plagiarism. There are severe penalties in place for plagiarism, for details please consult the MA-Handbook.

Presentation

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on both sides of the paper. Adequate margins should be left for written comments by the examiner. Students are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and If derived from external source, this must be clearly acknowledged. Plagiarism applies to illustrations as well as to texts! Students must adhere to word limits on essays; they are intended to help ensure equality of workloads between modules as well as to encourage the useful transferable skills of clearly structured arguments and succinct writing. College regulations require the imposition of penalties for overlength work: see below. Illustrations should be clear and legible, dim and distorted pictures produced with digital cameras are not acceptable.

UCL has guidelines on the use of non-discriminatory language which apply to students as well as staff (<www.ucl.ac.uk/hr/policy_docs/non_discrim_language.htm>). You are reminded, in particular, to avoid the use of gender-biased terms in your written work.

Students need not keep a hard copy of their essays, provided that their work is properly backed up on disc/USB-stick and on the College's R-drive – it is the student's responsibility to provide a second copy of their essay if the first copy goes missing. Stuff does get lost or mislaid in the pigeonholes or if not labelled properly.

Submission

Students are required to submit hard copy of all modulework to the module co-ordinator's pigeon hole via the Red Essay Box at Reception by the appropriate deadline. The modulework must be stapled to a completed blue coversheet (available from the web, from outside Room 411A or from the IoA library). Some module-coordinators also accept electronic submissions (via Turnit-in or as email), check the individual handbooks. The complete modulework has to be submitted, including illustrations etc. The dissertation also has to be submitted via TII, *including* the illustrations and appendices. There is a second container set up which you can use for appendices in case the submission is too big for one container. In case of technical difficulties, get in touch with the TII-advisors, in extreme cases they may set up a third container for you.

Date-stamping is via 'Turnitin' (see below), so in addition to submitting hard copy, students must also submit their work to Turnitin by midnight on the day of the deadline for each piece of work.

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. If there is any other unexpected crisis on the submission day, students should e-mail the Module Co-ordinator, and follow this up with a completed ERF that is submitted to Judy Medrington.

Please note that stringent penalties for late submission were introduced UCL-wide. Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extension Request Form (ERF) completed.

Penalties for late submission without permission:

* The full allocated mark will be reduced by 5 percentage points for the first working day after the deadline for the submission of the modulework or dissertation.

* The mark will be reduced by a further 10 percentage points if the modulework or dissertation is submitted during the following six calendar days.

* Providing the modulework is submitted by the last day of Term 3, but had not been submitted within seven days of the deadline for the submission of the modulework, it will be recorded as zero but the assessment will be considered to be complete.

Students should note that these regulations will in most cases result in failing an element and thus potentially failing the whole degree if a single item of assessed work is submitted more than 7 days late.

Turnitin

In addition to providing date-stamping, Turnitin's primary function is to scan work for evidence of plagiarism. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

In common with most other UCL Departments, the Institute now uses this system for all assessed modulework for taught modules. Students submit hard copy of modulework in the normal way, but are also required to submit each piece electronically to Turnitin, which should be done before submission of the copy to be marked. Unless instructed otherwise, all work must be submitted to Turnitin. It is essential that students upload all parts of their modulework to Turnitin (including the bibliography and images). This ensures that a complete electronic copy of all work is available in case an essay goes astray. Please be assured that markers will not include these additional elements when checking wordcounts.

Work which is not submitted to Turnitin will be subject to late submission penalties except in cases where the Turnitin Advisers have been notified of a technical problem.

In the first week of term a session will take place at which the procedures will be explained to new students, and they will be provided with the Turnitin code and password for submitting modulework for each module. The Turnitin code can also be normally be found on the module Moodles.

Grading

The grading system for modulework is set out in the MA/MSc Handbook. The mark given by the initial examiner (prior to return) is a provisional assessment for the student's guidance, and may be modified after assessment by the second internal examiner or by the External Examiner.

Timescale for return of marked modulework to students.

You can expect to receive your marked work within **four** calendar weeks of the official submission deadline. If you do not receive your work within this period or a written explanation from the marker, you should notify the IoA's Academic Administrator, Judy Medrington.

Word-length

Strict new regulations with regard to word-length were introduced UCL-wide. If your work is found to be between 10% and 20% longer than the official limit you mark will be reduced by 10%, subject to a minimum mark of a minimum pass, assuming that the work merited a pass. If your work is more than 20% over-length, a mark of zero will be recorded.

Bibliography, appendices, tables, graphs and illustrations and their captions should not be included in the word-count.

Re-submission of Modulework

Students are not normally permitted to re-write and re-submit essays in order to try to improve their marks. However, in exceptional circumstances and with the approval of their Degree Co-ordinator, they may if they wish, submit an additional piece of modulework (on a new topic) to substitute for the first piece of written modulework submitted for their degree.

Return of Modulework

All marked modulework must be returned to the Module Co-ordinator within four weeks of its return to students, so that it can be second-marked, and is available to the Board of Examiners. Because assessed work forms part of the student's permanent academic record, it needs to be retained until well after the completion of the degree. If work is not returned to the Module Co-ordinator, the student will be deemed not to have completed the module. 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.

This does not apply when an electronic copy was marked.

Tips for essays and modulework

When writing an essay, please make sure you have understood the question. Normally, the primary purpose of an MA essay is not to set out all you know about a topic, but to discuss an issue and develop a critical opinion on the topic. You need to set out appropriate factual information and examples as the basis for your discussion and conclusions, thoroughly referenced to show that you are familiar with the professional literature. Ask the module co-ordinator to explain if you are not clear about what is required.

Remember to spell-check your essays and read them through before you hand them in. A clear structure is essential, sub-headings are very helpful here! Illustrations are very useful to clarify your points, make sure that they are properly referenced and of good quality. The References should follow the Harvard-system and the IoA-referencing guidelines

(<http://www.ucl.ac.uk/archaeology/handbook/common/referencing.htm>).

Return of Modulework

All marked modulework must be given back to the Module Co-ordinator within two weeks of its return to students, so that it can be second-marked, and is available to the Board of Examiners. Because assessed work forms part of the student's permanent academic record, it needs to be retained until well after the completion of the degree. If work is not returned to the Module Co-ordinator, the student will be deemed not to have completed the module. It is an Institute requirement that you should always retain both a hardcopy and a copy on disk of your own essays, and you may wish to make a copy for retention of all work after it has been assessed and commented upon by the first examiner, if you wish to make future reference to the comments on the work.

Attendance

It is a College regulation that attendance at lectures, seminars and practicals be monitored, and a register will be taken. A 70% minimum attendance at all scheduled sessions is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation, as appropriate). Attendance is reported to College, becomes part of the student's academic record, and will be reported to their funding agency if this information is requested. Students should also be aware that potential employers seeking references often ask about attendance and other indications of reliability. You must sign the attendance record at the start of each lecture; this will be handed to the college authorities at the end of the module. Registers will be taken at all classes, and Departments are required to report the attendance of each student to UCL Registry at frequent intervals throughout each term. If you are unable to attend a class, please email the module co-ordinator to explain, in order to ensure that there is a record of the reasons for your absence. Students should also be aware that potential employers seeking references often ask about attendance and other indications of reliability.

You are also encouraged to participate fully in the Institute's academic activities by attending additional lectures and seminars that take place within the building. You are welcome to attend other masters and undergraduate modules as long as they do not interfere with your other module commitments.

Communication

The primary channel of communication within the Institute of Archaeology is e-mail. If you wish to be contacted on your personal or work e-mail address, please arrange for e-mail sent to your UCL address to be forwarded to your other address, since staff and other students will expect to be able to reach you through your College e-mail - which they can find on the UCL web-site. **Students must consult their e-mail regularly**, as well as the student pigeon-holes in the Basement Common Room for written communications. The module-information on the Moodles is also regularly updated.

Please also ensure that the Institute and your module co-ordinator have your telephone number.

Part-time Students

If you are a part-time student you must do the core modules in your first year and submit your dissertation in your second year. Ideally you should do 30 credits worth of options in the first year and another 30 credit's worth of options in the second year. Please review the timetable in order to select options that are available on days when you are able to come to UCL, you must then agree your choice of modules with the Degree Co-ordinator. Part-time students will normally be required to attend the oral examination during the first year, after completing their core module. You can take a twenty day placement, this can be arranged to best suit your needs, and in consultation with the host institution, any time after the taught part of your first year modules. You may start work on the dissertation at the same time as full-time students, or you may wish to start later. Either way you should decide on a general topic in your first year and it is highly advisable to start reading around the subject during your first year. Please discuss the dissertation topic and a suitable timetable to research and write it with the Degree Co-ordinator, and your Dissertation Supervisor, before the end of the first year.

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 module. 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. This is particularly important in the context of the *laboratory/field/placement* work which will be undertaken as part of this degree.

Feedback

In trying to make this degree as effective as possible, we welcome feedback during the module of the year. Students will be asked to fill-in Progress Forms at the end of each term, which the Degree Co-ordinator will discuss with them, which include space for comment on each of their modules.

Your views on the module are vital for our quality control procedures and to help us improve the module in subsequent years. In trying to make this degree as effective as possible, we welcome feedback during the module of the year. Students will be asked to fill-in Progress Forms at the end of each term, which the Degree Co-ordinator will discuss with them, this includes space for comment on each of their modules. Please take the time to complete these forms with your honest assessment of the module. This is designed in order to ensure you are happy with your progress and to allow you to point out any areas that you feel are not being catered for adequately. You are also encouraged to discuss any problems as they occur with the module co-ordinator.

At the end of each module all students are asked to give their views on the module in an anonymous questionnaire, which will be circulated at one of the last sessions of the module. These questionnaires are taken seriously and help the Module Co-ordinator to develop the module. The summarised responses are considered by the Degree Co-ordinator, the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of a specific module, we hope they will feel able to talk to the relevant Module Co-ordinator, but if they feel this is not appropriate or have more general concerns, they should consult their Degree Co-ordinator or the Graduate Tutor (Kevin MacDonald). They may also consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Bill Sillar), or the Director (Sue Hamilton).

Resources

Access to Books and Periodicals

Do try to learn the library procedures as much as possible. Remember that you can reserve books in advance via the Internet, and also look up the availability and location of books on the Library catalogue. Remember that other UCL libraries hold relevant books as well (Science, Main, SEES and Bartlett are especially relevant for Archaeology). There are also libraries outside UCL, for example Senate house, the British Library and the Society of Antiquaries. Some books are in great demand. Plan to read these early on in the module so as to avoid the rush for them later. You could also arrange to share a book between you. It is illegal to scan more than one chapter, though. Bibliographies usually include more than one reference for a topic to give some choice.

There is a Teaching Collection which holds copies of articles that are much in demand; they are listed in the online catalogue. The online reading list gives you access to quite a lot of digitised material. If you plan your written work well in advance there is no reason for difficulties in getting at the reading material.

Libraries

UCL's Library contains well over one and a half million volumes and some 7,000 current journals. It is housed in several buildings within the College precinct. The Institute's own library on the fifth floor of the Institute building has an international reputation as one of the finest archaeological collections in the world, including over 900 periodicals that are currently in progress. It also includes bequests by prominent archaeologists such as Gordon Childe and Ronald Tylecote. Catalogues of the Library's holdings are provided through the Library OPAC (<http://library.ucl.ac.uk/>). As an Institute student you will have full reading and borrowing rights in all parts of the UCL Library including the use of networked databases, and all services (e.g. JSTOR, <http://www.jstor.org/>, Science Direct, <http://www.sciencedirect.com/>) available over the Internet. A large number of journals are available electronically. The Institute is also fortunate in being conveniently situated for access to major libraries in London, such as the SOAS-Library (<http://libnew.soas.ac.uk/search~S1/>), Senate House (<http://catalogue.ulrls.lon.ac.uk/search/>) and the British Library (<http://catalogue.bl.uk/>). <http://www.copac.ac.uk/> will inform you on the holdings of other British Libraries which you can access via Inter-library loans

(<http://library.ucl.ac.uk/F/YRSQ9JYQDL6QPQIAAJ258XD4Y9EACXFSFGVFUD-BEM1C2DXPK9212661?func=new-ill-request-!>).

The London Society of Antiquaries

(<http://sal.ads.ahds.ac.uk/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=bbsearch>) has a marvellous library, which is unfortunately be closed for refurbishment this year.

This module has an online-reading-list (<http://www.ucl.ac.uk/silva/archaeology/admin/online-reading-list/>), which is also accessible via the module Moodles (<http://moodle.ucl.ac.uk/module/view.php?id=2448> for Strand A and <http://moodle.ucl.ac.uk/module/view.php?id=3713> for Strand B).

The Photographic Laboratory

The photographic department is a teaching and service facility with extensive experience of getting the best results from difficult-to-photograph finds and samples. It also houses a scanner that is available to students. The MA module in Archaeological Photography covers a wide diversity of techniques in the use of photography in Archaeology, including digital imaging. If you have any questions relating to the use of these facilities, please contact Stuart Laidlaw (s.laidlaw@ucl.ac.uk).

Scientific Laboratory Facilities

The Wolfson Archaeological Science Laboratories in the basement provide excellent facilities for the examination and analysis of a wide variety of archaeological materials, facilities for wet and dry sieving and the sorting and storage of artefacts and sediment cores, a small furnace for controlled experimentation with melting and firing conditions and facilities for preparing polished and thin-sections.

More 'high-tech' facilities include an electron-probe X-ray Microanalyser which allows analysis of the elements present within minute areas of an object without damage to the object itself, an X-ray fluorescence spectrometer which provides an accurate method of analysing major and trace elements in bulk samples, particularly in metals, slags, ceramics and glasses, and a Fourier-transform infrared spectrometer, which enables the user to analyse both organic and inorganic compounds.

A wide range of microscopes are available for use, including a Hitachi and a JEOL scanning electron microscope, and a brand-new Philips environmental (low pressure) SEM, for a non-destructive way of examining entire objects, stereoscopic light microscopes for small and detailed examination of objects such as seeds and teeth, and petrological and metallurgical microscopes with digitising equipment for image analysis.

There are also newly refurbished laboratories for archaeological conservation on the sixth floor which are equipped for the examination and treatment of archaeological and ethnographical materials. If you have any questions relating to the use of these facilities, please contact Prof. Ian Freestone (i.freestone@ucl.ac.uk) or Patrick Quinn (p.quinn@ucl.ac.uk).

Museum Collections

The Institute of Archaeology houses a number of scientific, reference and teaching collections and is responsible for the Museum of Classical Archaeology and the Petrie Museum. Currently a Collections Management Project is in the process of re-evaluating and re-accessioning the collections throughout UCL. The Institute's collections include prehistoric pottery and stone artefacts from many parts of the world, as well as collections of Roman pottery, coins and glass. Western Asiatic material includes the famous Petrie collection of Palestinian artefacts, collections from excavations at Jericho and a wide range of objects from ancient Mesopotamia.

The Petrie Museum contains a superb collection of Egyptological material excavated or purchased by Sir Flinders Petrie together with material subsequently donated by the Egypt Exploration Society and other benefactors. You will find further information about both the Institute of Archaeology's, and the rest of UCL's, collections at <http://collections.ucl.ac.uk/archaeol/>. If you have any questions about accessing the Institutes collections you should consult Collections Manager Ian Carroll, i.carroll@ucl.ac.uk.

Queries relating to the archaeozoological or osteological collections should be addressed to Sandra Bond, sandra.bond@ucl.ac.uk.

UCL has a wide range of other collections, ranging from prints and paintings to zoology and medicine (see <http://www.ucl.ac.uk/museums/> for details).

The Institute is also fortunate in being conveniently situated for access to major museums in London, such as the British Museum and the Museum of London.

Placements

A placement in a relevant museum or archaeological unit can be one of the key elements of this MA module. Through the placement the student, guided by the finds specialist in the institution concerned, will gain experience in the practical study and the recording of artefact assemblages or another area of artefact studies of relevance to the student's interests. Another important element of the placement is provide the student with an overview of the working of a museum or field unit as a whole, and the chance to broaden their contacts. Students come from a variety of backgrounds with a range of different experiences and expectations, and we try to obtain placements that are relevant to each individual. However, this depends on the good will of the host institution. Students undertaking a placement should spend at least **20 working days** undertaking a specific project and gaining insight into the general running of the organisation. Students wishing to undertake a placement should have a clear idea of what they want to achieve during the placement, and which institutions they are interested in.

I will discuss arrangements for a suitable museum or field-unit placement toward the end of term 1, and the majority of your placement and dissertation work will start in April. If you have a preference for a specific type of placement, or an organisation that you would like to work with, I would be interested in discussing this with you, the sooner I know about your needs the better my chance of finding you a suitable placement. Please do not contact host institutions yourself without discussing your placement with me first. I will discuss the institution and the group of material to be worked on early on in the year. I will then arrange an interview between you and a representative of the organisation where the placement is to take place to ensure that you are matched to an appropriate placement. It would be helpful if you could produce a CV that is suitable to give to potential placement supervisors. I cannot guaranty that you will be able to do a placement in a specific organisation, as their resources and the timeslots available may be limited. Other institutions do not offer placements at all.

The project that you work on during the placement will be discussed in advance between you and a suitable member of the organisation where you are being placed. It is hoped that in this way a project will be identified that can be finished in a reasonable time. It may also be suitable to use as dissertation material. Experience of placements in previous years and in other degree programmes shows that both the student and the host organisation derive the greatest benefit when a defined task can be identified in advance.

Students are expected to meet their own costs in travelling to and from the placement.

Feedback from the placement

The placement experience is seen as a vital aspect of this module, however it would be almost impossible to adequately evaluate the placement, and for this reason, the placement itself is not assessed. However, both for your own benefit and to help us monitor the success of the placement exercise you should keep a brief diary of your experience. You are also required to write a short report (1-2.000 words) on what you learnt from the placement exercise. The placement supervisor from the host institution is also asked to write a letter or short report on the student, this may be consulted when providing references for the student in the future. In many cases the study done by the student during their placement will form the core of their dissertation work, which will be assessed.

The placement report is due two weeks after the end of the placement.

Responsibilities of Students during the placement

When on a placement, students must take their responsibilities seriously. Museums and field units are assisting the module in providing placements. You should also remember that the report provided by your placement supervisor is part of the basis for references the College may provide to prospective employers. Students must:

- Make sure they are familiar with health & safety requirements of the host organisation
- Observe good timekeeping: attend when they say they will, and arrive at work punctually
- Undertake all the tasks and duties assigned to them
- Work in a professional manner.

If you feel you are being asked to undertake too many mundane tasks consult your tutor; but remember that any job will include a substantial proportion of such tasks, and that you are expected to make a contribution to the host organisation. If you are unable to attend on a particular day you must inform the host institution as far in advance as possible.

Safety during placements: Guidelines for students

Introduction

You are required to abide both by the College regulations and by the specific safety regulations of the host institution that you are joining.

These notes are intended to provide general guidance and to raise your awareness of some of the major aspects of safety and the more common issues which you should think about. Students from the Institute benefit from the opportunity to work and study within a wide range of institutions. It is impossible to cover all aspects of safety in a document such as this. In order to ensure your own health, and to ensure that we can continue to offer a similar range of opportunities to students in future years, it is essential that you take responsibility for your own safety and that you are aware of and concerned for the safety of those around you. Take the time to consider potential risks to yourself and others and take steps to minimise these.

All students participating in a placement must complete and sign the Safety Declaration included with these Guidelines regarding their safety and medical history, providing emergency contact details and stating that they have read and considered the safety implications of the placement. A signed copy should be handed to the Degree co-ordinator before starting the placement and a copy of it given to the host institution. If you do not sign this we cannot allow you to participate in the placement.

Please remember that you have been invited to join another institution, to use their facilities, work with their staff members, and benefit from their experience. The Institute of Archaeology expects you to behave in an intelligent and respectful manner during your placement and to take every precaution necessary to ensure the safety and well-being of yourself and those around you. You must take some time at the start of your placement to familiarise yourself with your surrounding and the particularities of your work environment, ask about the safety policy and procedures of your host institution and, where appropriate, sign their risk assessment forms.

General behaviour

Students who take up the offer of a placement within another institution during their degree module of study are expected to follow the safety rules of the College. You are expected to:

- a) Co-operate with those responsible for health, safety and welfare at the host institution and familiarise yourself with that institutions safety policies, particularly safety procedures that apply to the activities you are undertaking.

- b) Respect the welfare, privacy and property of others, and observe good manners and consideration at all times. In particular, you have a duty to actively care for your own and others' safety.
- c) Abide by the law, the safety code of your host institution as well as the College regulations at all times.
- d) Maintain the reputation of College, and help to develop your own reputation, through intelligent behaviour and a sensible concern for the safety and well-being of yourself and those around you.

While at work

- a) Wear suitable clothing and footwear at all times, including protective clothing (e.g. hard-hats, eye-protection, gloves, etc.) if necessary.
- b) Make yourself aware of the location of the nearest emergency exit, fire extinguisher and First Aid kit, as well as contacting the local safety officer and identifying those trained in first aid within the immediate vicinity of where you are working.
- c) Use tools and hazardous materials with care and following any instructions or safety procedures you are informed of, when not in use they should be put away and stored safely. Suitable precautions should be taken in all activities involving potentially harmful chemicals or sharp tools, when moving heavy objects or when working near open water or deep holes.
- d) Do not undertake any potentially dangerous activity alone. If an activity you need to carry out could pose a risk to yourself, or others, then seek assistance and advice before attempting to undertake it.
- e) Use vehicles and machinery with due care for yourself and others. Seat belts and other safety measures must be used whenever advised in the operating instructions or provided by the host institution.
- f) Carry some form of identification (e.g. your UCL identity card) with you at all times. Make sure that the relevant authority within the host institutions has your emergency contact details (including telephone numbers for a close family member and for the Institute of Archaeology).
- g) Be aware of the location of the nearest telephone or point of help. (It is advisable to always carry a phone card and small change.) Get contact details for those you may need to contact in the case of an emergency (e.g. telephone numbers for first-aiders, local police, local hospital, etc.).
- h) In case of any accident, emergency or potential hazard: alert those around you, move away from any immediate danger and contact the safety officer, a first aider or the emergency services without delay. Report any accident to the local safety officer at once (even if the immediate problem has been resolved it is important to report accidents to avoid their repetition in the future, and to keep a record in case of unexpected ramifications).
- i) While at work you must not consume alcohol or any drug that could affect your balance or reduce your capacity for intelligent and speedy reaction to a problem.

Health

- a) If you are working with collections, or out of doors, you must be up to date with tetanus and any other inoculations.
- b) Ensure that those around you are aware of any medical condition from which you suffer and could require assistance, or any medication that may affect your ability to work.
- c) Always pace yourself. If you need to rest, do so. Do not attempt to lift or carry excessive loads.

You are the primary person responsible for your own well-being. Take all necessary precautions to maintain your safety, and do not engage in any activity that you believe may be a danger to yourself or others. Please also consult the general UCL-health and safety advice under <http://www.ucl.ac.uk/estates/safetynet/guidance/placements/index.htm>

Lectures, Seminars and Events

The Institute hosts a wide range of lectures and seminars that are advertised on notice boards and via your e-mail. You are welcome to attend almost all of these, and I would strongly encourage you to participate in the staff and graduate student research seminars held every Monday at 4.00 p.m.

Appendices and Forms



Institute of Archaeology
31-34 Gordon Square
London WC1H 0PY

Tel: +44 (0)20 7679 7495
Fax: +44 (0)20 7383 2572

STUDENT PLACEMENT RECORD

year: 2009/10

Degree Coordinator
Dr. Ulrike Sommer
u.sommer@ucl.ac.uk
Direct line: 020 7679 1493

Name of Student:

email:

contact phone number (during placement):

signature

date

host institution:

Adress:

workplace (if different from above):

person responsible for internship:

email:

phone:

signature

date:

beginning of placement:

end of placement:

if this does not work out as four weeks a 40 hours, explain details of arrangement:

project:

placement report due on:

Safety Declaration received at:

received on:



Institute of Archaeology
31-34 Gordon Square
London WC1H 0PY

Tel: +44 (0)20 7679 7495
Fax: +44 (0)20 7383 2572

PLACEMENT SAFETY DECLARATION

I have read and fully understood the regulations and concerns regarding safety during my participation in a work-placement away from the Institute of Archaeology. I agree to abide by these regulations at all times. I also understand that a lack of caution and care with regard to my safety and the safety of others may result in my being asked to leave the host Institution and I may also be referred to the Dean of Students for further disciplinary treatment.

Signed Print Name

Date

Do you have any medical history, or are you taking any medication, that could affect your ability to work, or that could require medical assistance, and should therefore be brought to the attention of the safety officer in your host institution. (If you are concerned about the privacy of this information, or that it could prejudice your participation on the placement, please discuss this with your module co-ordinator or your personal tutor).

Medical information

Close Family Member (or friend) that should be contacted in an emergency

Name.....
Telephone number

Name of Module Co-ordinator
e-mail address
Telephone number

Institute of Archaeology emergency contact number: 020 7679 7495

Procedures for Submitting Requests for Destructive Analysis

Scope

This guidance covers the analysis of all collections belonging to, or under the long-term care of, the Institute of Archaeology (including the Petrie Museum of Egyptian Archaeology and the collections of the former Museum of Classical Archaeology). It does not include material that belongs to other organisations or individuals which is brought into the Institute for short periods specifically for analysis or conservation by staff or students.

'Destructive analysis' is here defined as analysis that will affect or remove any part of an object. Non-destructive methods are not covered by this guidance. The definition of what constitutes destructive analysis in any particular case will rest with the curator of the collection.

Procedure

Anyone requesting permission to undertake destructive analysis on Institute collections, whether from inside or outside the Institute, should first fill in the attached request form.

If the person requesting the analysis is a student, either of the Institute or external, the form should then be passed on to his/her module tutor or supervisor, who adds his/her comments on the application and signs it. The form should then be passed back to either the Institute's Collections Manager, or the Manager of the Petrie Museum, whichever is appropriate.

If the person requesting the analysis is a member of staff of the Institute, or is a member of staff of an external academic institution, the form should be filled in and passed directly back to the Collections Manager/Museum Manager.

Requests are then considered at the Institute's Collections Group. The Collections Group includes the Institute's Collections Manager, the Manager of the Petrie Museum, a member of Conservation staff, and the Professor of Ancient Materials and Technology, who will discuss the desirability or otherwise of the work. If agreement to the analysis is reached, the form is then passed to the Director to sign and return to the Collections Manager/Museum Manager, who arranges for the analysis to take place. If the request is rejected, the Manager informs the person requesting the analysis of the decision, explaining the reasons for the rejection.

Where permission is granted, those requesting the analysis have to fulfil certain terms and conditions which are set out on the form. Failure to comply with these will prejudice further requests for analysis. The curator of the particular collection will be responsible for monitoring compliance with these conditions, including ascertaining when the work has been undertaken.

Institute of Archaeology Collections Group, December 1999

Request for Destructive Analysis of Objects in the care of the Institute of Archaeology
(including the Petrie Museum of Egyptian Archaeology)

Object Name and Composition (Materials)	Accession Number	Lab Number (if different)	Small Find Number (if different)

[Continue on separate page if necessary]

Name of person requesting analysis:

Status: staff, student (undergraduate or postgraduate), external student (undergraduate or postgraduate), external staff, freelance: Please indicate which:

(If external): Institution:

Telephone number:

E-mail:

Fax:

Reason for undertaking the analysis:

Type of sample (E.g. X-ray photo, drilling, chipping, thin section):

Size of sample:

Will you be taking the samples yourself? Yes/No

If student taking sample, who will supervise you?.....

If 'No', who will be undertaking the work for you?.....

Methods of analysis (this should include reasons for choosing this method, details of where the work will be undertaken, and what equipment is needed):

State how much and which part of the object(s) will be affected:

Name of a scientific referee who may be consulted about your work:

Name:

Address:

e-mail:

Telephone:

Fax:

If student: Comments of module tutor or supervisor:

Name of Tutor or supervisor, and Institution (PRINT)

Signature of module tutor or supervisor: _____ Date: _____

I have read, understood and agree to the terms described overleaf (applicant's signature)

Signed: _____ Date: _____

Terms and conditions:

It is important that the results of analysis are fed back into the records relating to each object. Each request for analysis is therefore granted only on the following conditions:

Analysis must normally be undertaken within six months and the results reported back to the Institute within three years. This should consist of a copy of the description of the analysis undertaken and the data generated, together with an interpretation of the results.

The Institute of Archaeology or Petrie Museum must be properly credited in any publication.

A copy of any publication or dissertation, or the relevant parts of it, must be supplied to the Museum Manager or Collections Manager.

A copy of any unpublished conservation or analytical report produced must also be supplied.

Normally samples not destroyed during analysis must be returned to the Institute of Archaeology. Samples should be numbered and/or labelled so that a) their relationship to the original object is clear, and b) they can be correctly identified in details of analyses given in the relevant report(s).

Failure to comply with these conditions will prejudice further requests for analysis.

Comments of Collections Group (including any special conditions or reasons for not approving request):

Agreement of Director of Institute of Archaeology

Signature: _____ Date: _____