

INSTITUTE OF ARCHAEOLOGY, UCL
ARCL 0011 FIELD METHODS & TECHNIQUES

2020

1ST YEAR CORE MODULE (15 credits)



The site of the first year training course at Downley, Singleton, West Sussex. Drone photograph taken at the end of June 2019, looking north across the Downs into the Weald.

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Synopsis

This document is available on-line at:-

<http://www.ucl.ac.uk/archaeology/studying/undergraduate/courses/coursehandbooks/ARCL0011>

and on the module Moodle page.

Submission through Moodle (Turnitin is now via Moodle)

Year password: IoA1920

Assignment hand-in () and return [] dates.

1/. Maps and aerial photographs. (**February 6th** Groups 1 – 3: **February 13th** Groups 4 - 6), [March 5th: March 12th]. 20%

2/. Stratigraphy, the Harris Matrix. (**February 27th** Groups 1-3: **March 12th** Groups 4 – 6), [March 26th: April 9th mark & cover sheet only, scripts at start of term]. 20%

3/. Essay. (Choice of three topics). (**April 27th**), [May 27th]. 30%

4/. Fieldwork notebook. On the Thursday at the end of each student's field course. (**May – June 2020**), [Friday morning next day]. 30%

Lectures: Term 2. IOE - Bedford Way (20) C3.11. Tuesdays 11.00-12.00.

Practicals: Term 2. Room 412 at the Institute. Thursdays 10.00-13.00. The practicals/tutorials run on alternate weeks throughout Term 2. The class has been subdivided into six groups three of whom attend for one week with the remaining three groups attending the following week.

Archive Course

This part of the course will run during the Term 2 Reading Week February 17th – 21st. The year group will be divided into three sub-groups to visit the London Archaeological Archive Centre at Mortimer Wheeler House, with two groups visiting

on Monday 17th and one on Tuesday 18th. Group 1 10.30-12.30; Group 2 14.00-16.00 on February 17th, Group 3 10.30-12.30 on February 18th.

The Summer Field Course

This course will be based at West Dean and runs from the 4th of May until the 26th of June for the project staff and from the 17th May until the 26th of June for first year students. The year group has been subdivided into five sub-groups, each of whom will be on the course for a fortnight. The dates are as follows:- Group 1 May 17th – May 29th, Group 2 May 24th – June 5th, Group 3 May 31st – June 12th, Group 4 June 7th – June 19th, Group 5 June 14th – 26th.

M.B. Roberts December 2019

Overview

ARCL 0011 comprises an introduction to archaeological field methods and techniques taught by lectures, small group practical classes and fieldwork. All of the teaching takes place in the latter two terms of the academic year, and is supported by an archive course in the Reading Week of Term 2 and a two-week field training course during May/June 2020.

Module composition

The distribution of learning hours is as follows: lectures 10 hours; practicals 6 hours; laboratory/museum work 8 hours; private study and reading 35 hours; fieldwork 90 hours; written work 40 hours

Module contents and delivery

Topics covered will include: locating archaeological sites; methods of archaeological survey; planning and costing field projects and excavation; excavating archaeological sites – general principles; excavating archaeological sites – specific techniques; recording archaeological sites; dating and sampling archaeological sites; post-fieldwork planning post-excavation analysis and research and the publication of fieldwork reports. Taught through lectures, smaller group practical classes and a fieldwork training course. The teaching will take place in the second term and culminate in a two-week field training course in Sussex during May / June, where students will undertake a broad range of the archaeological excavation, recording and survey techniques previously discussed in lectures. In the Reading Week of Term 2 all students attend a tour and practical session at the London Archaeological Archive Centre (LAARC), the main aim of which is to demonstrate to the students the consequences of excavation and collection in terms of end-product analysis, archiving and conservation; storage, the linkage between finds and written/drawing records (electronic or hard copy), and attendant research requirements and opportunities throughout and after the aforementioned stages.

Module aims

The aims of this module are to provide students with a broad understanding of archaeological field techniques and methods: it highlights the aims and limitations of these techniques and demonstrates their use in a variety of different archaeological scenarios. The course will provide taught and practical training in desk-top and field survey techniques; excavation; the uses and application of paper and electronic resources, including archival material, together with mapping and GIS data. . Students are also taught about the implications and responsibilities arising from invasive excavation techniques, and the necessity for the publication and dissemination of the ensuing results. **The taught course and field course are thoroughly interlinked, in order to provide students with a working example of research-led teaching in a connected curriculum.**

Intended learning outcomes

1. To give the students the degree of competency and confidence to enable them to participate in fieldwork, across the globe, and in any time period.
2. To raise awareness of the methodological issues surrounding archaeological survey and fieldwork.
3. To critically consider the process of designing and managing a project from initial survey to the final publication.
4. Develop the student's group working skills.
5. Expand and improve basic observation and recording skills.
6. Emphasise and develop the many transferable and key skills that are implicit in the execution of fieldwork and its subsequent, analysis and publication stages.

Application of the learning outcomes

Subject knowledge, understanding and skills. To:-

- a) demonstrate a good understanding of the principles and methods by which archaeological data are acquired and analysed.
- b) demonstrate a range of practical experience of the recovery of primary archaeological data and associated post-excavation methods.
- c) show an awareness of the issues involved in planning, designing, and executing a programme of field, laboratory or museum-based study.

Generic skills. To:-

- a) work as a participant or leader of a team, contributing effectively to decision making and the achievement of objectives.
- b) demonstrate visual skills in recognising and describing material remains, and recognising anomalies.
- c) understand the importance of health and safety in the work environment.

Lectures

Lecture 1: 14/1/20. Archaeological Field Methods: an introduction.

Lecture 2: 21/1/20. Locating archaeological sites.

Lecture 3: 28/1/20. Methods of archaeological survey.

Lecture 4: 4/2/20. Excavating and recording archaeological sites – general principles

Lecture 5: 11/2/20. Stratigraphy and the Harris Matrix.

READING WEEK 17th-21st FEB Three sub-group visits to the LAARC 17/2/20 x 2 and 18/2/20 x 1.

Lecture 6: 25/2/20. Dating and sampling archaeological sites.

Lecture 7: 3/3/20. The River Thames: intertidal and foreshore archaeology.

Lecture 8: 10/3/20. . Commercial archaeology.

Lecture 9: 17/3/20. Post-fieldwork planning, post-excavation analysis and research and the publication of fieldwork reports.

Lecture 10: 24/3/20. Course overview, the essays and the field course.

Practicals/tutorials

Practical 1: 16/1/20. Map reading.

Practical 1: 23/1/20. Map reading

Practical 2: 30/1/20. Working with aerial photographs. (Assign 1 Hand-in 6/2/20).

Practical 2: 6/2/20. Working with aerial photographs. (Assign 1 Hand-in 13/2/20).

Practical 3: 13/2/20. Stratigraphy, context recording and the Harris Matrix. (Ass 2 Hand-in 27/2/20).

READING WEEK 17-21st February - LAARC.

Practical 3: 27/2/20. Stratigraphy, context recording and the Harris Matrix. (Ass 2 Hand-in 12/3/20).

Practical 4: 5/3/20. Working with on-line resources: HERs, the Archaeology Data Service & HE's Pastscape.

Practical 5: 12/3/20. Visit to Thames foreshore, with the TDP. (All the year).

Practical 4: 19/3/20. Working with on-line resources: HERs, the Archaeology Data Service & HE's Pastscape.

Practical 6: 26/3/20. Tutorial, revision, course assessment, and the forthcoming field course (All the year).

Practical/Tutorial Groups

Practicals/tutorials are held in Room 412 at the Institute.

Practical Group 1 Thursday 10.00 - 11.00. Alternate weeks on January 16th, 30th, February 13th, March 5th, March 12th, 26th.

Practical Group 2 Thursday 11.00 - 12.00. Alternate weeks on January 16th, 30th, February 13th, March 5th, March 12th, 26th.

Practical Group 3 Thursday 12.00 - 13.00. Alternate weeks on January 16th, 30th, February 13th, March 5th, March 12th, 26th.

Practical Group 4 Thursday 10.00 - 11.00. Alternate weeks on January 23rd, February 6th, February 27th, March 12th, 19th, 26th.

Practical Group 5 Thursday 11.00 - 12.00. Alternate weeks on January 23rd, February 6th, February 27th, March 12th, 19th, 26th.

Practical Group 6 Thursday 12.00 - 13.00. Alternate weeks on January 23rd, February 6th, February 27th, March 12th, 19th, 26th.

Methods of assessment

A 2000 word essay (from a choice of three). 30% Hand in 27/4/20

1/. Knowing what you have been taught and learnt about Downley, outline the procedure you would follow for producing a **desk-based assessment (DBA) proposal** for the future excavation of the nearby deer park and lodge at East Dean Park, West Sussex, also part of the Honor of Arundel and a possession of the Earl. Specify the types of data you need to gather to inform your report, and their sources. Describe with whom you would need to collaborate with to achieve your goal.

2/. Having attended lectures that have drawn heavily on the 2014-2019 excavations at Downley, along with reading the published interim reports (Roberts 2014, 2018) and preliminary post-excavation reports posted on Moodle, construct a **project design** for the 2020 excavations at the site. You will need to outline and justify your plans and explain how you will implement them with the resources at your disposal. Describe with whom you would need to collaborate with to achieve your goal, and

finally, you will consider the post-excavation planning required, given the scale of the project you are going to undertake and what you are likely to find.

3/. You have been asked to prepare a document for guiding a group of archaeology students from Germany and Austria (who are all fluent English speakers), to the Thames between Rotherhithe and Tower Bridge. What would you have to put in the document with regard to planning; including health and safety, liaison with authorities and specialists; secondly, what would you show them on their tour to give them a picture of archaeology and history of the Thames and its environs from the Middle Pleistocene to the present day. You should make sure that the report is well-illustrated and adequately referenced.

Two practical assignments. Hand-in Assignment 1: 7/2/20* & 14/2/20#. Hand-in Assignment 2: 27/2/20* & 12/3/20#. (40%)

The assignments are given out during the practical/tutorial classes and then go up on Moodle for the whole class to see and draw down the accompanying information electronically.

*Practical groups 1-3, # Practical groups 4-6.

Marking of the Field Notebook. 30% Late May and June 2020

Your notes taken at the LAARC, the Thames, and during the field course at Downley are assessed and marked.

Attendance

A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Departments are required to report each student's attendance to UCL Registry at frequent intervals throughout each term. Students are expected to attend at least 70% of classes.

Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should collect hard copy of the Institute's coursework guidelines from Judy Medrington's office (411A).

Dyslexia

If you have dyslexia or any other disability, please make your Course Co-ordinators aware of this fact and 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 coursework.

Feedback

In trying to make this course as effective as possible, we welcome feedback from students during the course of the year. All students are asked to give their views on the course in an anonymous questionnaire which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the co-ordinator to develop the course. The summarised responses are considered by the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of this course we hope they will feel able to talk to the Course Co-ordinator, but if they feel this approach is not appropriate, they should consult their Personal Tutor, the Academic Administrator (Judy Medrington), or the Chair of Teaching Committee.

Health and safety

The Institute has a Health and Safety policy and code of practice which provides guidance on field work, site visits, laboratory work etc. This policy 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. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of this course. Specific information pertaining to activities associated with this course shall be given prior to their undertaking. Written and *pro forma* risk assessments are prepared for the field course and field trips and lodged with Sandra Bond at the Institute.

UCL IoA Code of Conduct for Fieldwork

The fieldwork code of conduct is based around UCL's Code of Conduct for Students and Code of Conduct and Zero Tolerance to Sexual Misconduct policies. All staff and students are expected to abide by the code during fieldwork whether the project falls under the auspices of UCL or an outside organisation. The Institute's statement is available on the website or from Moodle.

Lecture 1. 14/1/20. Archaeological field methods: an introduction.

The lecture runs through all the topics to be covered in the course and constitutes an informal introduction to its contents and aims. The lecture also covers the structure of the course in terms of the practical work to be undertaken on Thursdays, together with the required coursework, submissions dates and procedures. The lecture and all subsequent lectures are made available on-line. In this course, especial emphasis is placed on research-led teaching, this means applying the methods and techniques taught in the course back to the specific object of this year's Field Course, the excavation and survey

of the “lost” deer park and lodge at the site of Downley, Singleton, West Sussex, and the preparation for the continuation of a new project, begun in 2017, researching the forest and lodge at Lamb Lea 5km to the east. Many of the maps, photographs and digital terrain models (DTMs) are available via the Powerpoint presentation for this lecture.

Principal texts

The principal texts are Renfrew and Bahn (2008) and Carver (2009), multiple copies of which are available in the library. A newly revised textbook that I particularly recommend is Principles of Archaeology by Price and Knudson, which contains a thoroughly modern view of the discipline. There are various other texts on archaeological field methods including Drewett’s textbook (1999) and his seminal work on Bullock Down (1982); Barker (1993), and that by McIntosh (1986). The Downley interim reports are available in Archaeology International (Roberts 2014, 2018), other background information is given on the Moodle site.

Barker, P.A. 1993. *Techniques of Archaeological Excavation*. London: Batsford (3rd Edition). ISSE DESK INST ARCH AL BAR & INST ARCH AL BAR.

Carver, M. 2009. *Archaeological Investigation*. London: Routledge. ISSUE DESK IOA CAR 6 & INST ARCH AL 10 CAR 6.

Drewett, P.L. 1982. *The Archaeology of Bullock Down, Eastbourne, East Sussex. The development of a landscape*. Lewes: Sussex Archaeological Society. ISSUE DESK INST ARCH DRE & INST ARCH DAA 410 S.10 DRE.

Drewett, P.L. 2011. *Field Archaeology: an introduction*. (2nd Edition) Oxford: Routledge. ISSUE DESK IOA DRE 2 & INST ARCH AL 10 DRE.

McIntosh, J. 1999. *The practical archaeologist: how we know what we know about the past*. London: Thames and Hudson. 2nd revised edition. INST ARCH AH MCI.

Morrison, W., Thomas, R. and Gosden, C. 2014. Laying Bare the Landscape: commercial archaeology and the potential of digital spatial data. Internet Archaeology. <http://dx.doi.org/10.11141/ia.36.9>

Price, T.D. and Knudson, K. 2018. *Principles of Archaeology*. London: Thames and Hudson.

Renfrew, C. and Bahn, P. 2008. *Archaeology, Theories, Methods, and Practice*. London: Thames and Hudson. (5th edition). ISSUE DESK INST ARCH AH REN & INST ARCH AH REN.

Roberts, M.B. 2014. The Institute of Archaeology Field Course 2014: the search for the lost hunting lodge of the Earls of Arundel at Downley, Singleton, West Sussex, UK. *Archaeology International* 17, 109-121.

Roberts, M.B. 2018. The Institute of Archaeology Field Course at Downley Park, Singleton, West Sussex, UK. Multi period excavations around the hunting lodge of the Earls of Arundel. *Archaeology International* 21 (1) 141-152.

Practical 1. 16 & 23/1/20. Maps and map reading.

Orientating the map.

In the field you must know how to orientate the map so that you can relate features on the map to the physical features around you. To do this you will need a magnetic compass, which you line up with Eastings lines. The top of the map is always orientated to the North. See the OS guide which outlines the three types of north.

The scale of the map.

There are many different map scales: essentially, the larger the number the larger the amount of ground covered. Compare the 1:25,000 and 1:10,000 examples you have been given. 1:25,000 means that 1cm on the map equals 25,000 on the ground or 1cm = 250m; 1:10,000 means that 1cm on the map equals 10,000 on the ground or 1cm = 100m.

Locating your OS identifier square.

Great Britain is divided up by the Ordnance Survey into 100km² blocks each of which is given a unique two letter code e.g. TQ, SU. You must always use these prior to giving your grid reference. You can find these letters on the map you have been given. Each 100km² also has two identifier numbers for example SU is 41, 400km to the east and 100km to the north (see handout).

Eastings and Northings.

Read the Easting first; these are the numbers along the bottom of the map that increase eastwards, and then the Northing; these are the numbers along the side of the map which increase northwards.

Finding places and features.

You will be given a grid reference and told to find a place, and then you will be given a place and told to provide a grid reference.

How contours work.

The contour lines on your map indicate the height of the ground above sea level AOD (above Ordnance Datum). The lines join up spots of identical height. The further the lines are apart the gentler the relief, the closer together the steeper the relief.

Other types of map used by archaeologists.

Archaeologists use many other different types of map, including geological and marine maps. We shall have an attempt at using a geological map.

Ordnance Survey. 2013. *Map Reading: from the beginner to the advanced map reader*.

Available on-line at <https://www.ordnancesurvey.co.uk/docs/leaflets/map-reading.pdf> or from the Moodle site.

Lecture 2. 21/1/20. Locating archaeological sites

Archaeological sites are to be found both beneath our feet and all around us. Many sites are extant and visible in the modern landscape: some continue their original function into the present day, whereas others might now be used for a purpose unintended and unimagined by their constructors. There are also sites whose landscape setting has completely changed due to a combination of topographic and environmental change; these might be now buried by substantial depths of sediment or perhaps been overtaken by marine transgression.

It is axiomatic that sites and landscapes are preserved in many differing states dependent upon the taphonomic processes operating over time; in addition to natural taphonomic processes, the actions of successive generations of humans in the landscape must also be considered. Archaeologists have to be able to recognise and interpret sites at these many preservation levels. Similarly, project planning, the type and scale of interventions, survey and sampling, will all be facilitated by understanding the landscape type and history, together with the past and present physical and biological processes and conditions that could affect a site and its associated archaeological material.

In any given area, past find spots and sites are contained within the Historic Environment Record of local authorities, these records are in some instances further supported by data held by the national statutory bodies such as Historic England, the Royal Commission, the National Archives, etc. From these organisations the prospective excavator can gain access to scheduling data, maps and plans, a description of the site types mentioned, and a bibliography of past investigation history. More mapping information is available through Edina Digimap, where it is possible to view and download maps and map data, including different scale Ordnance Survey (OS) maps, old versions of maps, geological and marine maps.

Aerial photography constitutes one of the key tools in the identification of archaeological sites. The principles behind its methods and applications are given in your key texts and in more detail below. Key elements that reveal sites are crop marks, shadow marks, and parch marks but there are many further nuances of these main categories which are shown in the lecture. Today the technology also exists to see sites and topography where the ground surface is covered by woodland; this technique is known as LiDAR (Light Detection and Ranging) and has been used to locate archaeological sites, with great success, in both Britain and other parts of the world. We shall look at the recent Lidar project undertaken in the area of our fieldwork – “The secrets of the High Woods Project”. On a larger scale

remote sensing from satellites has produced detailed LANDSAT images that are of immense use to archaeologists working on a landscape and regional scale, especially in otherwise inaccessible areas.

Carpenter, E., Small, F, Truscoe K. and Royall, C., 2016. *South Downs National Park: the High Woods from Above NMP*. Swindon: Historic England.

Riley, D.N. 1987. *Air Photography and Archaeology*. London: Duckworth. INST ARCH AL 21 QTO RIL.

Riley, D.N. 1996. *Aerial Archaeology in Britain*. Princes Risborough: Shire. ISSUE DESK INST ARCH AL 21 RIL.

Roberts, M.B. and Pope, M.I., 2018. *The Boxgrove Wider Area Project: mapping the early Middle Pleistocene deposits of the Slindon Formation across the coastal plain of West Sussex and eastern Hampshire*. Spoilheap Monograph 15. Suffolk: Lavenham Press.

Scollar, I., Tabbagh, A., Hesse, A. and Herzog, I. 1990. *Archaeological Prospecting and Remote Sensing*. Cambridge: CUP. (Latest edition CUP 2009).

South Downs National Park Authority (SDNP), 2016. Secrets of the High Woods Project. <http://www.southdowns.gov.uk/secretsofthehighwoods>

Tilley, C. 2004. Round Barrows and Dykes as landscape Metaphors. *Cambridge Archaeological Journal*. 14 (2), 185-203.

Tilley, C. 2010. *Interpreting landscapes: geologies, topographies, identities*. Walnut Creek CA: Left Coast Press.

Wilson, D.R. 1975. *Aerial reconnaissance for archaeology*. London: CBA Research Report 12. INST ARCH DAA QTO SERIES COU 12. Also available through the on-line reading list.

Wilson, D.R. 1982. *Air Photo Interpretation for Archaeologists*. London: Batsford. ISSUE DESK INST ARCH WIL 12; see also 3rd edition by Tempus Publishing. INST ARCH AL21 WIL.

NB There is a very important resource for technical papers and guides that relate to specific subjects such as survey, environmental archaeology and project management (especially important for you FM's essay), available from Historic England as downloadable pdfs at:- <https://historicengland.org.uk/advice/technical-advice/>

I strongly recommend that you browse through the titles and save any that are of relevant to your assignments and interests. These volumes pertain to all of the following lectures and practicals.

Lecture 3: 28/1/20. Methods of archaeological survey.

Having identified a site/landscape for investigation from the Historic Environment Record (HER) and/or by means of aerial analyses, the archaeologist's attention now turns to on the ground field surveys. An effective method of physically covering large areas of terrain, especially under tree cover, is to undertake a landscape survey, using a line of people to record potential archaeological features. The exercise is normally undertaken in a series of transects, whereby the line stops each time a feature

is observed, its characteristics are recorded and a grid reference taken using a hand-held GPS. During the 2009 field course, the students located one of the best examples of a downland burnt mound in Southern England using this method of survey. An example sheet is given in the appendices at the end of the field course handbook. Once a site or site complex has been discovered, other non-invasive methods of investigation can be employed. In essence these methods produce data that is converted into a visual image: thus, informing the archaeologist of the type and nature of structures buried at the site. These methods are used to locate sites within an archaeological landscape or to provide detail on specific areas within sites; for example, a considerable amount of investigation and analysis has been applied to the interior of Iron Age hillforts (see Historic England volumes). The main methods considered in the lecture are resistivity, magnetometry and ground penetrating radar. In the first instance you should gain a general working knowledge of the techniques and the suitability of their application by reading the appropriate sections in Price and Knudson, Renfrew and Bahn, and Carver, and then expand your reading by choosing something from the list below. In terms of the fieldwork we are going to carry out, the Schmidt *et al* EAC 2016 publication is excellent.

Clark, A. 1996. *Seeing Beneath the Soil: Prospecting Methods in Archaeology*. London: Batsford. INST ARCH AL 13 CLA.

David, A. 1995. *Geophysical Survey in Archaeological Field Evaluation*. London: English Heritage. INST ARCH AL 12 QTO DAV & available through the on-line reading list.

Drewett, P.L. 1982. *The Archaeology of Bullock Down, Eastbourne, East Sussex. The Development of a Landscape*. Lewes: Sussex Archaeological Society. (p. 99). INST ARCH DRE and INST ARCH DAA 410 S 10 DRE.

[*English Heritage. 2008. *Geophysical Survey in Archaeological Field Evaluation*. Swindon: English Heritage. This is the updated version of David, A. 1995 given above, and is available on line with free download at:

<http://www.english-heritage.org/upload/pdf/GeophysicsGuidlines.pdf>

No longer available except from the Moodle site, it has been largely superseded by Schmidt *et al* 2016]

*Gaffeny, C. And Gator, J. 2003. Revealing the Buried Past. *Geophysics for Archaeologists*. Stroud: Tempus. INST ARCH AL 12 GAF. (The best introduction to modern archaeological geophysics).

Gaffeny, C., Gator, J. and Ovenden S. 2002. The use of Geophysical Techniques in Archaeological Field Evaluations. *IFA Paper* No. 6. Reading: Institute of Field Archaeologists. (Quite a thin pamphlet.).

Johnson, J.K. (ed.) 2006. *Remote sensing in archaeology: an explicitly North American perspective*. Tuscaloosa: University of Alabama Press. INST ARCH AL 13 JOH. (Excellent and very useful book, and not just for North America.)

Schmidt, A., Linford, P., David, A., Gaffney, C., Apostolos, S. and Fassbinder, J., 2016. EAC Guidelines for the use of Geophysics in Archaeology: Questions to Ask and Points to Consider. EAC Guidelines 2 http://old.european-archaeological-council.org/files/eac_guidelines_2_final.pdf

Use also Renfrew and Bahn (pp.95-106) and Carver (pp.89-112) from the main reading list.

If you would like to follow up this topic have a look at the journal *Archaeological Prospection*. Available online from volume 54, number 1.

Practical 2: 03/1/20 & 6/2/20. Working with aerial photographs.

See the reading list for Lecture 2 above. You can download the aerial photographs and the maps used in the class practical (SU91) from the Moodle site.

In this class we are going to combine the information given in the first set of lectures, with some practical examples of studying aerial photographs and combining them with information given on the OS map. The photographs of the Heyshott Down Barrow Group were taken six years apart, see what has changed in the time between the two images, you should also look for clues as to what time of year they were taken and how the archaeological monuments appear in each. Taking these images, and the one showing a range of archaeological sites from a location to the east, you then need to locate them on the OS map; use the hints and guides we discussed in Practical 1 to work out where the images are on the map. The third photograph is accompanied by a Digital Terrain Model (DTM) made by the students on the 2016 surveying course, using this model in conjunction with the aerial photograph, locate their site on the map (SU81) and describe the class of monument they were surveying. At the end of the class you will be given Assignment 1. Groups 1-3 hand in on the 31st of January and Groups 4-6 on the 7th of February.

Lecture 4: 4/2/20. Excavating and recording archaeological sites.

Excavation of archaeological sites is conducted at various scales that are dependent on factors such as: the size of the archaeological feature(s) under investigation; the time allowed to carry out the work, time can be determined by contractual parameters or physical restraints such as daylight etc.; the budget available for the works; the fieldwork methods chosen to effect the aims of the research design and many other factors, some which might be anticipated and others that might be unanticipated. Preliminary physical investigation might take the form of test pits, and auger or boreholes depending on the depth of stratigraphy; within these individual categories the rigour and precision of execution and recording may vary according to constraints. Having established a case for excavation there are many different techniques and methods that can be employed to achieve the final objective. In many cases today, full or complete excavation of a site or landscape is not possible and in these cases the intervention will constitute a sample, normally defined in square metres, of the complete area. In addition to the factors mentioned above, the excavation of a site will also be dictated by the physical nature of the site, which includes varied factors e.g. sedimentology; depth of deposits; survivability of standing structures like banks, walls or barrow mounds; deep structures such as wells and ritual shafts;

the presence of groundwater and waterlogging; presence and preservation of associated palaeoenvironmental remains; and many more. Specific techniques have been developed to cope with all these factors and this lecture will examine a sample of them. In preparation for next week's talk we will examine the relationship between excavation and recording and how the streamlining of these processes will aid the writing –up and dissemination of the data generated by excavation. The lecture will also look at the integration of excavation and land restoration during the course of a project, this is especially germane on many big commercial projects where the site might be incorporated into the finished structure, in the case of some buildings or where the design of a project is altered and the site is largely preserved beneath a structure.

English Heritage. 1991. *Management of Archaeological Projects (MAP 2)*. London: English Heritage. INST ARCH DAA 100 ENS. Available through the on-line reading list.

English Heritage. 2006. *Management of Research Projects in the Historic Environment: the MoRPHE Project Managers' Guide*. Swindon: English Heritage.

English Heritage. 2008. MoRPHE Technical Guide 2 Project Inception and Project Governance for the Governance for the English Heritage Research Department. <http://www.english-heritage.org.uk/publications/morphe-technical-guide-2/intmorphetechnicalguide2.pdf>

English Heritage. 2008. *SHAPE 2008: a strategic framework for historic environment activities and programmes in English Heritage*. London; English Heritage.

English Heritage. 2008. *MoRPHE PPN 3: Archaeological Excavation*. Swindon: English Heritage.

The articles given above concern the procedure and standards required for archaeological project management and strategy by the statutory body English Heritage. Have a look at summaries of these on-line as they will give you a background to this particular facet of archaeological techniques and methods.

Baker, D. 1993. *Model Briefs and Specifications for Archaeological Assessments and Field Evaluations*. Association of County Archaeological Officers. INST ARCH AL 10 ASS.

Barker, P.A. 1993. *Techniques of Archaeological Excavation*. London: Batsford (3rd Edition). ISSUE DESK INST ARCH AL BAR & INST ARCH AL BAR.

Collis, J. 2001. *Digging up the Past*. Stroud: Sutton. (Chapter 2). ISSUE DESK IOA COL 8 & INST ARCH AL 11 COL. Also available through the on-line reading list.

Drewett, P.L. 1999. *Field Archaeology: an Introduction*. London: UCL Press. (Chapters 5 and 6). ISSUE DESK IOA DRE 2 & INST ARCH AL 10 DRE.

Greene, K. 2002. *Archaeology, an Introduction*. London: Batsford. (Chapter 3). (4th Edition). INST ARCH AL GRE. Also available through the on-line reading list.

Roskams, S. 2001. *Excavation*. Cambridge: Cambridge University Press.

Westman, A. (ed.) 1994. *Archaeological Site Manual*. London: Museum of London. ISSUE DESK INST ARCH AL WES & INST ARCH AL WES. Also available through the on-line reading list and as a free download.

The course has covered the location and non-invasive recording of archaeological landscapes, through the media of desk-based surveys, field surveys, metal detecting, geophysics and aerial photography, in earlier lectures. Having also considered the physical aspects of excavation we now come to recording what we excavate. The bottom line of recording is to use the best practices and equipment available to us, to effect the virtual reconstruction of both the site and the excavation. There will always be constraints placed upon recording as there are on excavation but the archaeologists should do their best to obviate them or work with them. If it is considered that the constraints are such that the site cannot be adequately recorded then excavation should not take place.

In the field there are three main types of record: the written record; the drawn record and the photographic record. Within these broad categories sit numerous sub-categories such as context sheets and bulk recording sheets; plans and sections; and film and digital photographs. The recording of the site is an integral part of the excavation process and is a key facilitator in the post-excavation process; the quality of the records kept will determine the quality of the post-excavation methodology and analysis, and ultimately the publication of the work.

Most sites across the world now employ the system of single context recording system although you should still be cognisant of other methods such as Area/Feature/Layer. The single context system can be illustrated during and after excavation by the construction of Harris matrices which can be used to illustrate the chronological relationship of the excavated contexts. Further work on Harris matrices will be undertaken in the next set of practicals. The key to success in recording excavations is to keep detailed records; these might then be additionally supported by the use of site notebooks and an informal photographic record. The database produce should be fully integrated so that context sheets link up to feature sheets, specialist recording sheets, drawings and photographs. The records should also include details of other activities such as metal detecting of spoil heaps, geophysics carried out on areas of the excavation, samples taken for dating etc.

When considering the recording methodology to be used on site, the archaeologist must also consider how the data will be used off-site; for example how do the records lend themselves to construction of computerised data bases? Does the system lend itself to effective comparison with other databases? It is vital that these sorts of questions are weighed and solved before excavation begins but the responses and methods must also be flexible enough to allow for manipulation and change during the excavation stage.

Barham, A.J. and Macphail, R.I. (eds.) 1995. *Archaeological Sediments and Soils: Analysis, Interpretation and Management*. London: Institute of Archaeology. ISSUE DESK INST ARCH BA 23 BAR & INSTARCH BA 23 BAR.

- Barker, P.A. 1993. *Techniques of Archaeological Excavation*. London: Batsford (3rd Edition). ISSUE DESK INST ARCH AL BAR & INST ARCH AL BAR.
- Bettess, F., 1998. *Surveying for Archaeologists*. Durham: University of Durham. [ARCH AL 12 BET; TEACHING COLLN ARCH 2518]
- Courty, M.A., Goldberg, P.A. and Macphail R.I. 1989. *Soils and Micromorphology in Archaeology. Manuals in Archaeology*. Cambridge: Cambridge University Press. ISSUE DESK INST ARCH COU.
- Drewett, P.L. 1982. *The Archaeology of Bullock Down, Eastbourne, East Sussex. The development of a landscape*. Lewes: Sussex Archaeological Society. Various relevant pages but look at 9–12 and the Roman farmstead excavation 97–142. ISSUE DESK INST ARCH DRE & INST ARCH DAA 410 S.10 DRE. Available through the on-line reading list.
- Harris, E.C. 1975. The stratigraphic sequence: a question of time. *World Archaeology*. 7: 109–121. INST ARCH PERS. Available through the on-line reading list.
- Harris, E.C. 1977. Units of archaeological stratification. *Norwegian Archaeological Review*. 10: 84–94. INST ARCH PERS
- Harris, E.C. 1989. *Principles of Archaeological Stratigraphy*. (2nd edition). London: Academic Press. (See especially chapters 7, 8, 9 and 11, although this is quite a short book and fundamental). INST ARCH AL HAR (028). Now available as a PDF file <http://www.harrismatrix.com/>
- Harris, E.C., Brown M.R. and Brown G.J. (eds.) 1993. *Practices of Archaeological Stratigraphy*. Academic Press: London. INST ARCH AL HAR.
- Renfrew, C. and Bahn, P. 2008. *Archaeology, Theories, Methods and Practice*. (5th edition) . London: Thames and Hudson. Pages 107–117. INST ARCH AH REN.
- Roskams, S. (ed.) 2000. *Interpreting Stratigraphy: site evaluation, recording procedures and stratigraphic analysis: papers presented to the Interpreting Stratigraphy Conferences 1993–1997*. Oxford: British Archaeological Reports International Series 910. INST ARCH AL 10 QTO ROS.
- Westman, A. (ed.) 1994. *Archaeological Site Manual*. London: Museum of London. ISSUE DESK INST ARCH AL WES & INST ARCH AL WES. Also available through the on-line reading list and as a free download.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. Oxford: Oxford University Press. (Especially chapter 4). INST ARCH AL WHE.

Lecture 5: 11/2/20. Stratigraphy and the Harris Matrix.

This session builds on the introduction given in Lecture 4 and looks at the laws/rules pertaining to the elucidating of geological and archaeological stratigraphy and, specifically, the Law of Superposition. The lecture will go on to examine two different recording systems: the feature/layer method and single context recording. From the single context system we shall look at the powerful tool that is the Harris Matrix and study some specific examples using this method. The lecture will also address the description of archaeological sections, looking at key features and the descriptive terms utilised to describe them.

In addition to the references for Lecture 4 you should also try and look at:-

Hodgson, J.M. 1976. *Soil Survey Field Handbook*. Soil Survey Technical Monograph 5. Harpenden: Soil Survey.

Jones, A.P., Tucker, M.E. and Hart, J.K (eds.). 1999. *The description and analysis of Quaternary stratigraphic field sections*. QRA Technical Guide No. 7. London: Quaternary Research Association.

Trudgill, S. 1989. *Soil Types: a Field Identification Guide*. Field Studies Council, AIDGAP Guide 196.

Tucker, M.E. 1996. *Sedimentary rocks in the field* (2nd edition). Chichester: Wiley.

The MoLAS excavation manual available from the Moodle page and referenced in Lecture 6 under its editor A. Westman.

Practical 3: 13th & 27/2/20. Stratigraphy, context recording and the Harris Matrix.

This practical builds on what you have learnt in Lecture 5 and involves the classes working through some examples of archaeological section drawings and photographs in order to establish a stratigraphic description of the sections and discuss the context numbering system which the excavators employed. We shall then look at a hypothetical Harris Matrix, details of which are downloadable from the Moodle site. The pdf of Ed Harris's seminal work is available on the Moodle site for reading and download. At the conclusion of the class you will be given your second assignment, which will involve the description of a section photograph and the construction of a Harris Matrix from archaeological plan and section drawings.

Lecture 6. 25/2/20. Dating and sampling archaeological sites.

Methods for dating sites are covered by ARCL 0010, during the first term, thus in this lecture we shall concentrate on looking at how we shall go about dating the very different occupation horizons at Downley (Iron Age – Tudor) and Boxgrove (Lower Palaeolithic), and also the Bronze Age Burnt Mounds excavated as part of the field course between 2010 & 2015. Having excavated, recorded and established the stratigraphy at the sites we shall move on to looking at our sampling strategies; thinking about the rationale behind sampling, constraints on sampling and the practical application of the various methodologies.

Dobney, K., Hall, A., Kenward, H. and Miles, A., 1992. A working classification of samples types for environmental archaeology. *Circaea* 9 (for 1991): 24–26. INST ARCH PERS. Available through the on-line reading list.

Evans, J. and O'Connor, T 1999. *Environmental Archaeology*. Stroud: Sutton Publishing. Chapter 8. INST ARCH BB 6 EVA. Available through the on-line reading list.

Holden, T. and Gerber-Parfitt, S., 1992. Environmental sampling, processing and some preliminary results from Bull Wharf. *London Archaeologist* 6: 427-34. INST ARCH PERS; TEACHING COLL. INST ARCH 118. Available through the on-line reading list.

Murphy, P. L., and Wiltshire, P. E. J. W. 1994. A guide to sampling archaeological deposits for environmental analysis. Unpublished manuscript. INST. ARCH. TEACHING COLLECTION 1178. Available through the on-line reading list.

Westman, A (ed.), 1994. *Archaeological Site Manual*. London: Museum of London. Read the section on Environmental Sampling. INST ARCH AL WES. Available through the on-line reading list.

Lecture 7: 3/3/20. The River Thames: intertidal and foreshore archaeology.

The River Thames cuts a long geological and archaeological section through London and its environs. The sediments of the Thames contain a vast repository of archaeological material ranging from Palaeolithic flintwork and Pleistocene fauna, through Bronze Age fish traps and votive offerings, to the Medieval and modern development of the capital city of a growing maritime state and its empire. This lecture covers the period from the diversion of the Thames into its present valley c.450ka through to the present day with major new developments such as the Thames Gateway Project.

A lighter touch with the bibliography here, whereby apart from a recommendation for a favourite book and some websites of importance, it is for you to browse the web and put together some facts about the Thames that can accompany your notes taken during the trip on the 7th of March and help you with the third essay option if you choose it.

Ackroyd, P., 2008. *Thames: sacred river*. London: Vintage.

Cohen, N and Wragg, E., 2017. *The River's Tale: Archaeology on the Thames foreshore in Greater London*. London: MoLA.

Current Archaeology <https://www.archaeology.co.uk/articles/features/liquid-history-excavating-londons-great-river-the-thames.htm>

Thames Discovery Programme <http://www.thamesdiscovery.org/>

CITiZAN <https://citizan.org.uk/>

Practical 4: 5/3 & 19/3/20. Working with on-line resources: Historic Environment Records (HERs), British History On-Line, the National Archives, the Archaeology Data Service & HE's Pastscape.

The internet has made a wide range of resources available to archaeologists; as little as twenty years ago the amount of data you can collect and store in an hour would have taken months to

find, study and copy. Today's practical will begin with us creating a Downley File, with three sub-folders, Texts, Maps and Figures, into which you will begin to put material from the lectures and practicals. We shall look for the Downley site in a conventional Google search; you will learn how to refine your search using other parameters, such as county suffixes and other relevant identifiers, paying attention to the caveat that there are many variations in place names both at the time and through time. We shall then look for information on Downley from historical records and the main archaeological data bases, and see how information is linked through bodies such as The Archaeology Data Service and English Heritage. You will be asked to locate the data pertaining to the Downley site and link this to other tools such as Google Earth and Edina Digimap. Part of your fortnightly course work will be to download the SU81 25k tile from Edina and crop it to include the deer park perimeter. You will also have to find some correspondence dating from the reign of Henry VIII that pertains to or was sent from Downley. Finally, you should search some other field relevant to Downley (i.e. Medieval hunting with dogs) and capture some relevant images for your folder.

Lecture 8: 10/3/20. Commercial archaeology.

Developer Funded Archaeology comprises the largest single source of field work and excavations in Britain today. Archaeological assessments, both desk-based and physical, watching briefs, and full scale excavation mitigation are now integrated into the planning and development framework. Under the recent, 2012, National Planning Policy Framework (NPPF), an easing of planning restrictions has been thought by the archaeological profession to be potentially deleterious to the buried archaeological record, although this fear has yet to be realised. The lecture covers the range of work covered by commercial archaeologists and discusses the pros and cons of the developer funded system. The implications for access to archaeological excavations for amateurs and students and the re-emergence of the local society as sources of fieldwork are examined.

Rather than adding a reading list here, as you will already have one from Introduction to Archaeology, I have attached some relevant articles on the Moodle site, some of which contain interesting further reading. The Current Archaeology article is a good place to start as it covers a wide range of opinion across many sectors, at the beginning of the Millennium. My own general list of pros and cons is available from the Powerpoint slides. The four web sites below give a good example of the potential of liaison between the sectors to produce high quality research and the effect of developer funding on the availability of places on excavations, it includes the latest results from the Crossrail Project.

<http://www.cotswoldarchaeology.co.uk/developer-funded-roman-archaeology-in-england>

<http://www.archaeologyuk.org/participation/recommendations/non-developer>

<https://www.ucl.ac.uk/archaeologyse>

<https://www.museumoflondon.org.uk/discover/tunnel-developmental-archaeology-crossrail-docklands>

Practical 5 is the visit to the Thames foreshore on March 12th 2020

A visit to the river with experts from the Thames Discovery Programme and CITiZAN brings the archaeology to life and will enable you to understand the complexity of multi-layered stratigraphy and virtually continual occupation over a millennial time scale.

Please see the Moodle site, nearer to the date of the trip, for more information.]

Lecture 9: 17/3/20. Post-fieldwork planning, post-excavation analyses and research, and the publication of fieldwork reports.

This lecture will outline and discuss the important stages of work which must follow any archaeological fieldwork, i.e., the reporting and analysis of what was undertaken and found. Post-fieldwork planning is often an overlooked part of the archaeological process both in terms of fiscal and time budgeting, which in turn has an axiomatic knock-on effect on the ensuing analyses, research and publication. Your visit to the LAARC will have given you a good idea about the end product of archaeological excavations and the corollary logistics concerning the storage of the physical, paper and electronic archives. In the lecture we shall consider what type of planning we need to undertake for our excavations at Downley, what analyses are likely to be required and how we shall have to structure the research. Although now replaced, we shall also analyse the Historic England guidelines for this type of work using the MoRPHE and SHAPE blueprints and also the more specific data given in the relevant MoRPHE Project Planning Notes. The lecture also examines the publication process, in the first instance deciding what the appropriate vehicle for publication might be, including both conventional and web-based media. We shall look at submitting a journal article, getting a book proposal accepted, using the internet and grey literature. The lecture also considers different ways of publishing archaeological fieldwork and considers how texts, images and pictures shape our perceptions and expectations of the past.

Andrews, G. 1991. *Management of Archaeological Projects (MAP 2)*. London: English Heritage. INST ARCH DAA 100 ENS Available through the on-line reading list.

Boulton, P. 1991. *Signposts for Archaeological Publication* (3rd edition). London: Council for British Archaeology. ISSUE DESK INST ARCH CoU.

Drewett, P.L. 1982. *The Archaeology of Bullock Down, Eastbourne, East Sussex. The development of a landscape*. Lewes: Sussex Archaeological Society. Issue desk: INST ARCH DRE; main

collections: INST ARCH DAA 410 S.10 DRE. This volume is an example of an end product of the post excavation process.

Drewett, P.L. 1999. *Field Archaeology: an Introduction*. London: UCL Press, chapter 8. INST ARCH AL 10 DRE; ISSUE DESK IoA DRE 2.

English Heritage. 2008. *SHAPE 2008: a strategic framework for historic environment activities and programmes in English Heritage*. London: English Heritage.

English Heritage. 2013. *MoRPHE PPN 6: Writing standards and guidance*. Swindon: English Heritage.

Grinsell, L., Rahtz, P. and Williams, D.P. 1974. *The Preparation of Archaeological Reports* (2nd edition). London: Barker. ISSUE DESK INST ARCH GRI

Historic England. 2015. *Management of Research Projects in the Historic Environment: the MoRPHE Project Managers' Guide*. Swindon: English Heritage.

<https://historicengland.org.uk/images-books/publications/morphe-project-managers-guide/>

The publication of fieldwork reports.

Ancient Monuments Board (DoE). 1975. *Principles of Publication in Rescue Archaeology*. INST ARCH AL 30 ANC; ISSUE DESK INST ARCH ANC.

Andrews, G. 1991. *Management of Archaeological Projects (MAP 2)*. London: English Heritage. INST ARCH DAA 100 ENS Available through the on-line reading list.

Boulton, P. 1991. *Signposts for Archaeological Publication* (3rd edition). London: Council for British Archaeology. ISSUE DESK INST ARCH COU.

Council for British Archaeology. 2001. From the ground up: the publication of archaeological projects. <http://www.archaeologyuk.org/publications/puns>

Grinsell, L., Rahtz, P. and Williams, D.P. 1974. *The Preparation of Archaeological Reports* (2nd edition). London: Barker. ISSUE DESK INST ARCH GRI

The current debate on publication 'styles' and the use of imagery:-

Hamilton, S. 1996. Reassessing Archaeological illustrations: breaking the mould. *Graphic Archaeology*, 20–27. IOA TEACHING COLLECTION: INST ARCH 1402.

Hamilton, S. 1999. Lost in translation? A comment on the excavation report. *Papers from the Institute of Archaeology* 10: 1–8. INST ARCH PERS.

Hodder, I. 1995. *Theory and Practice in Archaeology*. Routledge: London/New York. Chapter 18. TEACHING COLL INST ARCH 326; ISSUE DESK INST ARCH AH HOD. /

Hodder, I. 1999. *The Archaeological Process. An Introduction*. Oxford: Blackwell. INST ARCH AH HOD.

Molyneaux, B. L. (ed.) 1997. *The Cultural Life of Images*. Routledge (Theoretical Archaeology Group): London/New York. ISSUE DESK INST ARCH AL MOL; INST ARCH AL MOL.

Shanks, M. 1991. *Experiencing the Past*. Routledge: London/New York. SHORT LOAN COLL ANTHROPOLOGY C9 SHA; INST ARCH AH SHA.

Tilley, C. 1989. Excavation as Theatre. *Antiquity* 63, 275–80. INST ARCH PERS; INST ARCH TEACHING COLLECTION 1612.

An example of a standard project publication format:

Drewett, P.L. 1982. *The Archaeology of Bullock Down, Eastbourne, East Sussex. The development of a landscape*. Lewes: Sussex Archaeological Society. Issue desk: INST ARCH DRE; main collections: INST ARCH DAA 410 S.10 DRE.

Two examples of ‘non-standard’ project publication formats:

Bender, B., Hamilto, S., and Tilley, C. 1997. Leskernick: stone worlds; alternative narratives; nested landscapes. *Proceedings of the Prehistoric Society* 63. INST ARCH PERS; SCIENCE TEACHING COLLECTION 3961.

Pitts, M., and Roberts, M.B. 1997. *Fairweather Eden: the Excavation of Boxgrove and the First Europeans*. London: Century. INST ARCH DAA 410 S.8 PIT.

Relevant web sites:

<http://catal.arch.cam.ac.uk/catal/catal.html> <http://www.ucl.ac.uk/leskernick>

Lecture 10: 24/3/20.

A recap of the lectures given during the course, with special emphasis on the lectures that are germane to the writing of the end of course essays.

Practical 6: 26/3/20 Final Tutorial.

The final Thursday class of the term will involve the merging of the two groups for a final tutorial where we shall discuss the topics covered in the practical side of the course and the forthcoming field course, other summer fieldwork, and the Institute’s Code of Conduct for Fieldwork.

Appendices

APPENDIX A General

Word counts

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

2019/20

<i>Past</i>	<i>Present</i>
5,000	4,750-5,250
4,500	4,275-4,725
4,000	3,800-4,200
3,500	3,325-3,675
3,000	2,850-3,150
2,500	2,375-2,625
2,000	1,900-2,100
1,500	1,425-1,575
1,000	950-1,050

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

In the 2019-20 session, penalties for over-length work will be as follows:

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

Coursework submission procedures

All coursework must normally be submitted both as hard copy and electronically unless instructed otherwise. (However, bulky portfolios and lab books are normally submitted as hard copy only).

You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work).

All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.

Instructions are given below. Please note that the procedure has changed for 2019-20, and work is now submitted to Turnitin via Moodle.

1. Ensure that your essay or other item of coursework has been saved as a Word doc., docx. or PDF document, Please include the module code and your candidate number on every page as a header.
2. Go into the Moodle page for the module to which you wish to submit your work.
3. Click on the correct assignment (e.g. Essay 1).
4. Fill in the "Submission title" field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 Essay 1), Note that this changes each year.
5. Click "Upload".
6. Click on "Submit".
7. You should receive a receipt – please save this.
8. If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.

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

APPENDIX B: POLICIES AND PROCEDURES 2019-20 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to modules. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the IoA Student Administration section of Moodle: <https://moodle.ucl.ac.uk/module/view>

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

GENERAL MATTERS

ATTENDANCE: A register shall be taken at each class. If you are unable to attend a class, please notify the lecturer by email. Students are normally required to attend at least 70% of classes.

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

COURSEWORK

LATE SUBMISSION: Late submission shall be penalised in accordance with current UCL regulations, unless formal permission for late submission has been previously granted.

The UCL penalties are as follows: _

The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).

The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).

Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

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

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

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. After your marked essay has been returned to you, please remember to return it to the Module Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

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

RESOURCES

MOODLE: Please ensure you are signed up to the module on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)



Cesspit on the northern edge of the lodge building, part filled with cess and overlain with household and demolition rubble, at Downley, Singleton, West Sussex, UK.