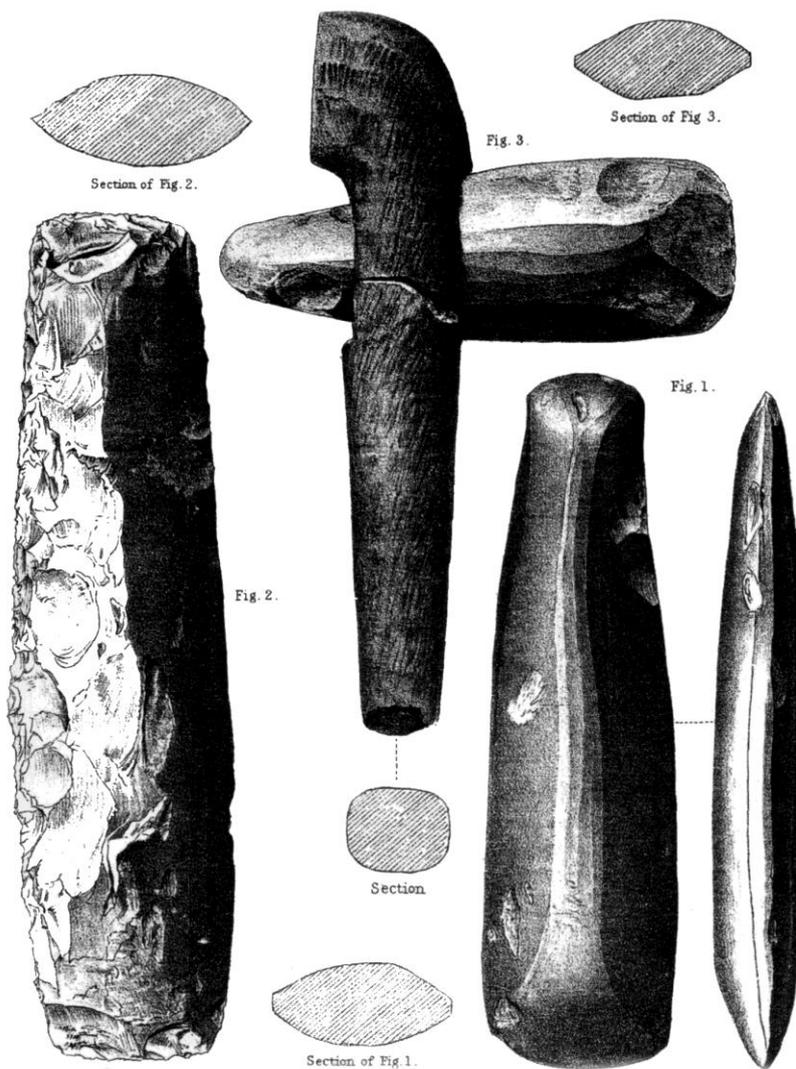




Institute of Archaeology MA in Artefact Studies

Degree Programme Handbook 2020/21

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Axes from Ehernside Tarn (Darbishire 1871)

(29/09/2020)

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

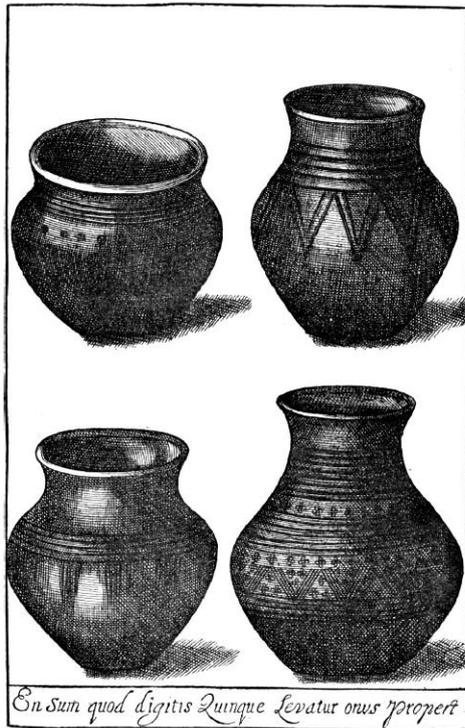
The study of artefacts has always been at the centre of archaeology; a discipline which partly emerged out of the tradition of collecting objects for their curiosity value, and which defines itself by its source of information: artefacts and traces, and its method of data-acquisition: excavation. Recently 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:

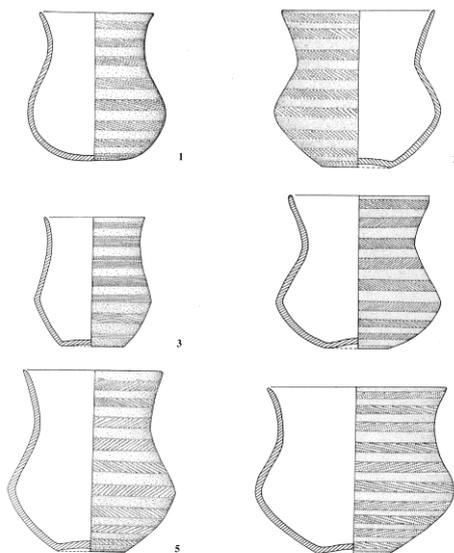
1. structures and traces (walls, postholes etc.),
2. the form, decoration and substance of objects,
3. the relation between artefacts (assemblages) and structures (associations).

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 knowledge about the methods used in the documentation, study and interpretation of artefacts from archaeological sites and museum collections
2. To provide information about 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 central UCL 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. Become familiar with 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 one compulsory 30 credit core module and 60 credits of options (modules taught over one term are normally 15 credit modules, two term modules are normally 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 (90 credits). Each module addresses a specific subject and has its own Co-ordinator.

The Degree has a compulsory core Module ARCL0211, Analysing Artefacts and Assemblages, running over term 1 and 2 (30 credits). ARCL0211 concentrates on providing practical information about the tasks anybody working with artefacts and assemblages is facing. The practical element will probably have to severely reduced this year because of the restrictions imposed because of COVID19 by UCL and the IoA.

The compulsory core module is assessed by continuous assessment of short assemblage-related tasks in term 1 and 2 ("Short work"), an essay and a research paper. 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). This year, it is highly unlikely that any placement or practical teaching can take place.

The 15,000 word dissertation will make up 50% of the final mark (90 credits).

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 module is 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.

ARCL0211 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. The practical element will be heavily reduced this year, but you will get advice how to practice technique at home, using modern materials and whatever is at hand. The core module is primarily practice-focussed, designed to provide an introduction to methods and theories of analysis used across a wide range of materials and periods. The artefacts used to illustrate the lectures 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 wider 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. It is vital that students peruse a wide range of archaeological finds in museums, in the literature and online to train their ability to identify and date artefacts of the time period and area they are interested in.

Options

Students must take a total of 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. Others have a restricted number of places due to the impact of COVID19.

Reduced number of options due to COVID19, please check availability

The major options for this degree programme normally 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)
- 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)
- Managing Museums (ARCL0093, 15 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), restricted student numbers in 2020/21
- Archaeological ceramic analysis (ARCL0102)
- Geoarchaeology (ARCL0097), not running 2020/21
- Archaeobotanical Analysis in Practice (ARCL0096), not running 2020/21
- Zooarchaeology in practice (ARCL0125), not running 2020/21

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 (<https://www.ucl.ac.uk/archaeology/study/graduate-taught-programmes>) offer more information on individual modules, please check there for up-to date information. Visit <https://www.ucl.ac.uk/archaeology/study/graduate-taught/graduate-taught-programme-modules> to check availability this year.

You may also wish to deepen your understanding of specific time periods or areas by taking relevant modules there or even 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 and on the Institute Website.

Students must make a choice in September after discussing their module choices with the Degree coordinator and confirm their final choice of options on the pink form which is available on-line and enter their module-choices on Portico. This normally 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, that is, a research question about artefacts/using mainly artefactual evidence to answer the question. 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 as 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 you are studying part-time while working in the field, you might choose to analyse a data set derived from your own work, or to assess the potential of particular theoretical or methodological approaches for your work. You can treat the dissertation as a one-off research project, as a pilot study for a Ph.D. project, or use it to showcase your 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 course. 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 consider how you are going to structure your time and work in order to ensure that you can complete this project in the short time available. If you expect to find the preparation of this long 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 to early August, but will 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 of the summer period.

The dissertation should be submitted by 1st of September 2021 at latest. Guidelines for researching, writing and producing the dissertation are included in the general MA/MSc Handbook, see also the Dissertation Handbook).

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 31. September 2020.

Please note that we have very limited laying-out space in the IoA, and the access to the finds lab is SEVERELY limited in term 3. If you want to bring material into the IoA, there are specific procedures and safety precautions to be followed, and you need to discuss this with me well in advance. This year, the finds lab will probably be unavailable and dissertations may have to be based wholly on internet sources.

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 Degree co-ordinator who will advise and help to arrange the placement and the appointment of a suitable dissertation supervisor. If you do not want to base your dissertation on a placement, you should narrow down your area of interest and discuss it with the Degree-co-ordinator, who will help you to identify suitable assemblages and institutions that hold relevant collections of materials.

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 Degree 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. After the second term reading week you **must** complete the dissertation form A to be signed by your supervisor and returned to the Degree 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 detailed table of contents and a brief description of the source of any material/collections you are analysing and discuss it with Degree-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 Degree 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!

1st of September: 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 and passed on to the external examiner. 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! There are detailed guidelines on technical matters in the general MA-Handbook.

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 a research question is 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 to 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.

A 15,000 word dissertation can look very intimidating at first. Try to write a little bit every day. If you have read a relevant article, write the corresponding part of the literature review. If you have created a detailed structure first, you can just fit it in. If you have a “bad” day, you can always work on the boring bits: illustrations, artefact and site descriptions, lists. Work will pile up, and soon you will worry about being over the word-count!

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 at least a day in advance. The oral examination will be conducted by the Degree Co-ordinator and sometimes 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. Each student then needs to arrange a meeting with their Dissertation Supervisor to further discuss their presentation and dissertation programme. The meeting may have to happen via MS-Teams this year. 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 normally 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.

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. COVID permitting, there also may be some field-trips, normally on Wednesday afternoons.

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 when returning essays, organising the placement, advice on object handling and the preparation of your portfolio and the preparation of 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.

Tips for essays and modulework

When writing an essay, please make sure you have correctly 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>). If you have problems with academic writing, get in contact with Julia Shaw (j.shaw@ucl.ac.uk), who is our academic writing tutor. She organises both classes and individual advice.

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 normally 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.

There are additional strict guidelines in place during the pandemic

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 (Louise Martin), or the Director (Sue Hamilton).

Resources

Please check for changes of access due to COVID19

Access to Books and Periodicals

Do try to familiarise yourself with the library. 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.

At the moment, all assessments can be done using online material exclusively. This is not normally good practice, most excavation reports and finds catalogues are not available online.

Libraries

Check for access in advance, many libraries are not accepting new readers

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-l>).

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

Due to COVID, the Lab is not open in term I.

The photographic department (4th floor) 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 Sandra Bond (s.bond@ucl.ac.uk).

Scientific Laboratory Facilities

Due to COVID, there are strict restrictions on lab-access

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 Mike Charlton (m.charlton@ucl.ac.uk) or Patrick Quinn (p.quinn@ucl.ac.uk).

Museum Collections

Due to COVID, the access to the collection is restricted

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 Egyptian 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 UCLs', collections at <http://collections.ucl.ac.uk/archaeol/>. If you have any questions about accessing the Institute's 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, the Museum of London, the Victoria & Albert Museum and many smaller, more specialised museums.

Placements

Placements may not be possible this Academic year due to the pandemic

A placement in a relevant museum or archaeological unit can be one of the key elements of this MA Degree in normal years. 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 normally discuss arrangements for a suitable museum or field-unit placement toward the end of term 1. 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, we should discuss this, 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 - but keep an eye open for suitable institutions. 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 guarantee 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 normally expected to meet their own costs in travelling to and from the placement, but there is a small bursary.

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 excursive 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. (online at the moment). Graduate students organise lunchtime lectures, normally on Wednesday and Thursday, it is not yet clear what the arrangements will be this year.

Appendices and Forms



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STUDENT PLACEMENT RECORD

year: 2020/21

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:



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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

