



INSTITUTE OF ARCHAEOLOGY

MA in Cultural Heritage Studies

**Degree Programme Handbook
2022-2023.**



New York World's Fair – Unisphere. Image by J Gardner

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(NOTE: **most underlined text** in this document will function as web hyperlinks)

Institute of Archaeology website (see events and news sections particularly):
<http://www.ucl.ac.uk/archaeology/>

Institute of Archaeology Student Administration:
<https://moodle.ucl.ac.uk/course/view.php?id=9992>

MACHS Moodle site: <https://moodle.ucl.ac.uk/course/view.php?id=10987>

Core Modules' Moodle sites:

ARCL0149 Critical Perspectives on Cultural Heritage:
<https://moodle.ucl.ac.uk/course/view.php?id=32556>

ARCL0189 Critical Heritage Research Skills: <https://moodle.ucl.ac.uk/course/view.php?id=420>

Live@UCL Email (Outlook web access): <http://www.outlook.com/ucl.ac.uk>

Portico (your student record - find your candidate number here): www.ucl.ac.uk/portico/

UCL Library Services and main catalogue: <https://www.ucl.ac.uk/library/explore>

UCL ISD (computing, printing, email etc.): <https://www.ucl.ac.uk/isd>

UCL online timetable tool (print out custom timetables, check dates):
<https://timetable.ucl.ac.uk/tt/homePage.do>

UCL Current Students website (lots of useful information): <https://www.ucl.ac.uk/students/>

UCL Directory (find staff and student email addresses): <http://www.ucl.ac.uk/directory/>

UCL Maps (find your way around campus) <https://www.ucl.ac.uk/maps>

Transport for London Journey Planner: <https://tfl.gov.uk/plan-a-journey/>

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Introduction

This is the Handbook for the MA degree programme in Cultural Heritage Studies. It outlines the aims and objectives, structure, and content of the degree, and includes outlines of the core modules and of the most relevant options available this year. It is also available on the Institute website (<https://www.ucl.ac.uk/archaeology/study/graduate-taught/degrees/ma-cultural-heritagestudies/programme-structure-ma-cultural-heritage>) and on the Moodle site (below).

This Handbook should be used alongside the General MA/MSc Handbook (available on the Institute student intranet (<https://moodle.ucl.ac.uk/course/view.php?id=9992>) which contains information about all MA 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 General MA/MSc Handbook also gives essential information on a range of topics, from enrolment to guidance on the dissertation, so students should ensure that they read it carefully. Distributed along with the MA/MSc Handbook are maps of the College precinct and surrounding area of London, the complete MA/MSc teaching timetable and other important information.

If you have queries about the organisation, objectives, structure, content or assessment of the degree, please consult the Degree Coordinator.

Degree Context and background: The Critical Study of Cultural Heritage

Academic Beginnings: Establishing the 'Canon'

The standard means of reviewing the 'rise of heritage' is to begin by charting this 'rise' in terms of the emergence of 'heritage' as a 'new' discipline establishing itself within academia. This is achieved by tracing the 'historical approach' to cultural heritage in terms of formative intellectual links made by historians from the 1960s and 1970s onwards in their critical study of the 'past' and by mapping the increased interest in the related studies of 'tradition', 'landscape', 'identity' and 'nation' to the dynamics of 'nostalgia', 'authenticity' 'origins', 'time' and 'place.' The initial focus of critical attention has typically been upon the Euro-North American academic context and upon an historical understanding of the 'construction' or 'invention' of heritage in the 'Western' imagination. The material objectification of 'the past' and its 'preservation' in the form of monuments, museums and sites have come to characterise this (still) dominant 'Eurocentric' definition of what constitutes 'the heritage.' By these means the 'Western' imagination has consolidated its own origins, roots and cultural capital in an ancestry or 'heritage' that spans ancient and modern worlds. The establishment of lines of cultural transmission thus highlights what are invested as nodal points of rupture and reinvention: the ancient Classical period, the Renaissance, the Enlightenment and modernity's experience of the industrial revolution and post-modern fragmentation. Underpinning this 'traditional' heritage paradigm is a 'redemptive' formula: a return to the 'past' is understood as a means to prevent cultural (and epistemological) loss and erosion and to revive contemporary contexts via salvaging and preserving its 'remnants.'

Reconceptualising Cultural Heritage: Global Constituencies

The degree programme is committed to critically debating and challenging the above routinised accounts and definitions of cultural heritage and the existing 'established' canon of cultural heritage texts. As such, the programme is aligned to a wider scholarship, critical approaches (inside and outside the academy) and activisms committed to problematising the 'Eurocentrism' which continues to underpin cultural heritage theory and practice. We thus pursue a commitment to acting and thinking beyond exclusively 'Eurocentric' binary terms by refocusing on the presence of diverse strategies of memory-work and cultural transmission that constitute wider global constituencies. This shift of emphasis and of recognition offers a means to re-address major intellectual, conceptual and research issues that are presently not being addressed by existing cultural heritage texts while also being capable of acknowledging the presence of identities largely excluded or exiled outside mainstream heritage discourse.

The degree programme therefore seeks to provide the intellectual impetus, the critical theoretical frame-work, grounded professional knowledge and the research skills and methodologies by which to engage in a process of radical reflection, fundamental reconceptualisation and engage in a subsequent reconstruction of cultural heritage discourse and its core heritage values, practices and ethics. A key objective is that this programme be of transformative value in the

sense of outlining new and future agendas within cultural heritage discourse. This marks an important shift in an awareness of a globalised context in which displaced, diasporic, transnational, indigenous cultures, cultures in conflict and disempowered communities are being acknowledged as centred agents within struggles for the assertion of cultural rights, land-rights and dignity. These often are bound up in contestations with power and in policies pursued by international culture-brokers and organisations, such as UNESCO and the World Bank, directed, for example, towards poverty reduction, urban regeneration and tourist development.

Moral-Ethical Worlds: Cultural Heritage Value

As such we critically re-visit the core question – what constitutes cultural heritage? – and engage with the concerns (notably the moral-ethical issues) that shape and define a contemporary ‘politics of recognition’ and the possible futures of cultural heritage studies. We seek to identify and problematise both the intellectual and operational strategies by which cultural heritage studies can engage responsibly with these new agendas and constituencies. This degree programme will focus not only on the critical contributions of archaeology, anthropology, museology, conservation, visual and material culture studies to this new dynamic, but pursues links, and seizes upon interventions, currently being made elsewhere within the academy, at policy level and ‘on the ground’ which are led by alternative sets of values, lived experiences, strategic approaches and critical theorisations. This degree programme also seeks to show that it is possible to link this process of re-conceptualisation with practical meaning and thus link theory, practice and, for example, ethnography, in new and novel ways. Thus the consolidation and centring of critical frameworks offered, for instance, by postcolonial, literary, film and cultural theory, landscape and cultural memory studies and similarly by trauma, conflict, reconstruction, care and refugee studies and human and cultural rights discourse/ literatures is regarded as a necessary basis for discussions regarding heritage discourses’ greater moral- ethical definition and future action.

Culture Justice: What it is to be human/ more-than-human?

Similarly, the foundational cultural heritage concepts/ practices of ‘restoration’/ ‘repair’ and ‘care’ are ‘read’ across different registers and contexts in order to place alongside ‘traditional’ preoccupations with the material objectification and preservation of loss and memory, the experiences and strategies which define alternative attempts made by individuals and groups in both the performance of everyday life and those in extremis – i.e. undergoing trauma and displacement - to reconstitute their identities in projects to restore psychic/ social worlds. Finally, the commitment towards reconceptualising cultural heritage studies within these alternative intellectual, moral-ethical and also grounded concerns, is ultimately rooted in fundamental questions concerning the responsibilities and the duties of intellectuals, academics and practitioners towards the reconstructions of ‘intellectual-operational’ practice. This re-centring of cultural heritage discourse within a wider concern not only with the preservation of dignity and justice also offers an opportunity for reflecting upon the enduring question of: what it is to be human?: - while, crucially too, also seeking to understand and centre heritage vis-à-vis ‘more-than-human’ considerations and within concerns synonymous with the Anthropocene.

Aims, Objectives and Learning Outcomes of the Degree

The purpose of this degree is to equip students with an understanding and a working appreciation of both theoretical and practical approaches to key issues in the field of cultural heritage. The contested nature of cultural heritage theory and the critical examination of the application of different theoretical perspectives from which cultural heritage can be viewed constitute the bedrock of the course. Real life, real time examples of tangible and intangible heritage – including sites and structures, movable cultural property, song, dance, sound, smell etc ... and diverse cultural performances and practices - that have acquired cultural heritage value in the global context, are used as the foci for debates on key theoretical and practical issues.

OBJECTIVES - On successful completion of this degree a student should:

- have an overview of the interdisciplinary nature of the field.
- understand heritage as a cultural construct and as a conceptual, epistemological and intellectual concern.
- be familiar with, but be capable of thinking and acting beyond power, and thus beyond routinised 'Eurocentric' accounts and definitions of cultural heritage, and be able to critically appreciate 'alternative' conceptualisations and understand the complexities involved in the globalisation of heritage practices.
- to able to inquire into the complexities of the global context of cultural heritage and to appreciate the value, in particular, of anthropological perspectives in challenging dominant categories of 'world heritage' and addressing alternative heritage models.
- be able to debate the contested nature of cultural heritage, focusing on such issues as: authenticity, identity, ideology, ownership, commodification, culture and conflict, trauma and memorialisation, cultural/ indigenous/ minority rights, hybridity and cosmopolitanism, decency, dignity and care.
- to able to discuss policy-orientated issues in their fullest social and political contexts and to understand the various key skills required of heritage practitioners and other heritage actors in the contemporary context.
- understand the role of heritage agencies at international (UNESCO/ICOM/Getty/ World Bank etc...), national, local and regional levels in heritage development and agendas of citizenship, poverty reduction and cultural revivalism.
- be able to critically re-visit the core question – what constitutes cultural heritage? - and engage with the concerns (notably the moral-ethical issues) that shape the on-going process of re-conceptualisation, operational transformation and which define the possible futures of cultural heritage and cultural heritage studies.

LEARNING OUTCOMES - By the end of the course students should be able to demonstrate:

- observation and critical reflection
- application of acquired knowledge
- oral presentation skills

Programme Structure and Organisation

The programme of study for this degree is intended to help students meet the objectives outlined above, and to provide an opportunity for them to achieve additional personal study objectives.

The course comprises of **three compulsory elements**.

- **Two core modules** (each worth 15 credits (30 credits total)); each of these core modules is assessed by one 1,000 word and one 3,000 **essay per term** (see below)
- **Optional modules** (totalling 60 credits (half modules – i.e. one term only – are worth 15 credits and whole modules are worth 30), assessed by essays and/or practical projects depending on the module. Each module option addresses a specific subject and has its own Coordinator
- A **15,000-word Dissertation** (see below)

This is a twelve-month programme and a very intensive course. If you are a full-time student you should be prepared for it to take up most of your time, at least in the first two terms. 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 handbook. There will rarely be any formal classes in Term 3 or in the summer when students are expected to work on their dissertations.

Overall timetable

Taught modules are normally timetabled in the first two terms, though assessed work may be scheduled for submission in Term 3, depending on which options have been selected.

Full details of the timetable for each module are included in the relevant module handbooks. You may also use the UCL online timetable tool: <https://timetable.ucl.ac.uk/tt/homePage.do>.

The Core Modules

The core Heritage Studies modules (ARCL0149 and ARCL0189) are designed to provide a general foundation for all other modules and to place the specific specialist training provided by the option modules within a broader context of cultural heritage studies. The core modules (comprising a total of 30 credits) are taught over two terms, using a combination of formal lectures, seminars and visits. These core modules are detailed below.

Term 1 Core module: Critical Perspectives on Cultural Heritage

(15credits)

In the first term, the focus is upon **examining ‘heritage’ in conceptual, epistemological and intellectual terms**. A stress is placed on the interdisciplinary nature of the field and upon the utilisation of diverse theoretical sources and methodological approaches. Different notions of

cultural heritage are explored using models taken from, amongst others, critical museology, material and visual cultural theory, archaeology, memory-studies, postcolonial theory and law. An emphasis is placed upon anthropology and anthropological perspectives vis-à-vis addressing emergent heritage issues. These issues are subsequently grounded and problematised in a series of global case-study contexts.

A central objective here is to align with a wider scholarship committed to disrupting the 'Eurocentrism' which continues to dominate cultural heritage theory/ practice and also with a contemporary 'politics of recognition' which is bound up in articulating new, alternative or 'parallel' characterisations of heritage value. We highlight current debates and contestations by focusing in on issues such as: authenticity, identity, ideology, ownership and commodification; tangible and intangible heritage; culture and conflict; trauma and memorialisation; cultural/ indigenous and minority rights; hybridity and cosmopolitan flows; decency, dignity and care. By the end of the first term students should be capable of thinking beyond mainstream heritage concepts, categories and texts and engaging with alternative intellectual and methodological frame-works orientated towards the fundamental re-conceptualisations and reconstruction of core heritage values, practices and ethics.

Term 2 core module: Critical Heritage Research Skills [15 Credits]

In the second term, we pursue our critical exploration of cultural heritage further by refocusing upon the issues surrounding Critical Heritage Research Skills. This module provides an overview of the key sources, methodologies, and practical frameworks used in qualitative research in the fields of heritage studies. Topics include ethnography in theory and practice, research ethics, visual and object-based methodologies, archival science, participant observation, audience research, internet ethnography and digital methodologies, spatial methodologies, and research design. Throughout, the emphasis is on linking theory with practice across a variety of global and situational contexts, and equipping students to think critically about their own research. Students will learn to engage with the methods underpinning current research, as well as to develop and defend their own methodological decisions. The course will provide opportunities to develop professional skills like presenting cutting-edge research, managing qualitative data, and writing research proposals.

Options Modules

Students must take **60 credits of options modules**; this can be made up of modules of 30 credits (modules held over Terms 1 *and* 2), modules of 15 credits (modules held in *either* Term 1 or 2 only), or a combination of both (e.g. 1x 30 credit and 2x 15 credit modules). Normally, students select options from those available within (and particularly relevant to) this degree programme, but you may select options 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 Coordinator. It is also possible to take modules provided by another Department at UCL (e.g. Anthropology, or Geography etc...).

You can search other departmental options through the central UCL module Catalogue (remember you will also need the permission of other departments/tutors to take their modules): <https://www.ucl.ac.uk/module-catalogue>.

More exceptionally, students may choose modules provided by one of the other Colleges of the University of London (such as SOAS, KCL, LSE etc.) – students with a particular module in mind should discuss this possibility with their Degree Coordinator as early in the degree as possible.

Some of the popular/relevant options modules for this degree programme are:

- [ARCL0215](#) Presenting the Past to the Public (15 credits, Term 1)
- [ARCL0108](#) Managing Archaeological Sites (30 credits, Terms 1-2)
- [ARCL0121](#) Cultural Memory (15 credits, run during Term 2)
- [ARCL0145](#) Archaeologies of Modern Conflict (15 credits, Term 2)
- [ARCL0148](#) Digital Heritage: Applications in Heritage Management (15 credits, Term 1)
- [ARCL0153](#) Archaeological Heritage Management in Asia (15 credits, Term 2)
- [ARCL0091](#) Public Archaeology (30 credits, Terms 1-2)

See the MA/MSc handbook or

<https://www.ucl.ac.uk/archaeology/study/graduate-taught/graduate-taught-programme-modules> for the **full range** of IoA options (**note**: not all options will run each year or are available to all students who are not part of the required core MA programs).

You should consider pacing your options to avoid concentrating modules (and therefore, your assessment workload) in the same term.

Students must confirm their choice of options via the Portico registration system after discussions with the MA Coordinator by Friday 14th October 2023 .
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Subject to space and the agreement of the Module Coordinators involved (email before attending if at all possible), students are welcome to attend Masters and Undergraduate options modules in addition to those for which they are formally registered (i.e. to ‘**sit-in**’ or ‘**audit**’ modules without being assessed).

Dissertation

The dissertation of up to 15,000 words is a report on research, the topic chosen being approved by the degree coordinator as being relevant within the general area covered by this degree.

The dissertation should be submitted by **1st September 2023**. The details of the dissertation are discussed below.

Part-time Students

If you are a part-time student you must undertake the core modules in your first year and submit your dissertation in your second year. Ideally you should do 15-30 credits worth of options in the first year and the remainder of your 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 (and which are running each year; you must then agree your choice of modules with the Degree Coordinator. Part-time students will normally be required to attend the oral examination during the first year, after completing their core 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 Coordinator, and your Dissertation Supervisor, and attending any MA dissertation sessions, before the end of the first year.

Teaching Methods

Teaching for the core module and options will include a range of lectures, seminars, and fieldtrip visits. The lectures and seminars will be conducted by UCL staff, with the addition of guest speakers. You are usually required to read two or three essential readings prior to each class – 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 cultural heritage discourse. Much more information is available in the relevant core and options modules' handbooks.

Prerequisites

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

For some modules, depending on the student's previous background, it may be recommended that they also attend (but will not be assessed for) a parallel undergraduate lecture module, to ensure that they have the background to get the most out of the Masters level seminars. Alternatively, if you feel you are lacking in any specific area of essential knowledge please discuss what would be appropriate background reading with the module coordinator.

Attendance and Workload

Students should attend all timetabled classes. It is a College regulation that attendance at lectures, seminars and visits be monitored. Attendance is reported to College, becomes part of the student's academic record, and will be reported to their funding agency if this information is requested. Students should also be aware that potential employers seeking references often ask

about attendance and other indications of reliability. **You must sign in to your sessions electronically at the start of each lecture.** If you are subject to Visa controls it is even more important you complete this for each session you attend.

Each week in Terms 1 and 2 there will be two hours of lectures and one hour of seminar discussion for the core modules (plus the time spent in the lectures/seminars of options modules). In addition, you are expected to spend at least 10 hours per week on private reading, plus study and writing for essays and reports. The total core module workload is 300 hours across both terms.

There will be several organised field trips to a range of cultural heritage sites, museums etc., usually on alternate Mondays (**consult the ARCL0149 and ARCL0189 handbooks**). In addition, you are encouraged to visit sites and areas in your own time, and to take a personal interest in tracking cultural heritage topics that appear in the media.

There will also be contact time in relation to returning essays, progress meetings, and preparation of student dissertations.

There are **Reading Weeks** in Term 1 and Term 2; this time 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. It is therefore advisable to plan your vacation times with these factors in mind. You should also remember that this is a 12-month course and that you will need to work on your dissertation in the summer vacation.

You are also encouraged to participate fully in the Institute's academic activities by attending additional lectures and seminars that take place within the building. You can find out about these by checking your UCL email and the IoA and UCL events pages:

<https://www.ucl.ac.uk/archaeology/news-and-events> <https://www.ucl.ac.uk/events>

You are welcome to attend other masters and undergraduate modules as long as they do not interfere with your other course commitments and you check with the coordinators.

Practice Essay

Each MA degree program requires that students undertake a practice essay in order to This is not counted towards your final degree mark but is simply a means for helping students writing their graded work and identifying any potential issues early on, such as problems with language or structuring etc.

This essay should be 1000 words long and is based on a critical review of an academic paper. It should be properly formatted and draw on appropriate references according to the guidelines laid out in the General MA/MSc handbook and the practice essay guidance. Details of the assessment and the topic to be covered can be found on the MACHS Moodle site: <https://moodle.ucl.ac.uk/course/view.php?id=10987> and as an **Appendix** at the end of this document.

This assessment is not marked by the degree coordinator or lecturers of core modules but by the IoA's Academic Writing Advisor, Liz Graham, who will be able to better assist any student struggling with expression in written English or with best practice in writing academic essays.

This essay is due on **Friday October 14th 2022** (please follow usual submission procedure – but **include your name instead of your candidate number for this piece of work only**) - **AND submit to Turnitin via the MACHS Moodle page**). Digital copies with comments will be returned via email to students. Guidance to using Turnitin is located later in this handbook and the core module handbooks.

Health and Safety

The Institute has a Health and Safety policy and code of practice, which provides guidance on laboratory work, etc. and is revised annually (see <https://moodle.ucl.ac.uk/mod/folder/view.php?id=447519>). 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, fieldtrips/fieldwork which will be undertaken as part of this degree. Please consult the Departmental Safety Officer, Sandra Bond, and/or see: <https://www.ucl.ac.uk/safety-services/a-z/off-site-working>

DEGREE ASSESSMENT

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

Methods of assessment

a) The core modules are assessed by means of four pieces of coursework (totalling 4,000 words each module) If students are unclear about the nature of an assignment, they should contact the Module Coordinators.

Module Coordinators will be willing to discuss an outline of their approach to each assessment, provided this is planned suitably in advance of the submission date. The core modules comprise 30 credits towards your total degree. Further details on this assessment can be found in the relevant handbooks – see also the **Additional Information** section below.

(b) A dissertation 15,000 words (see below). This contributes 90 credits (50%) to the final grade for the overall degree.

(c) Another 60 credits of taught option modules.

(d) Oral presentation on the dissertation plan. There is an oral presentation on the dissertation plan, which will be held in May/June (see below). Each presentation will last c. 20 minutes. It will be conducted by the degree coordinator. There are no marks awarded for this but completion is compulsory to pass the degree.

UCL-WIDE PENALTIES FOR LATE SUBMISSION OF COURSEWORK

Late submission will be penalized in accordance with these regulations unless permission has been granted and an Extenuating Circumstances Form (ECF) completed. **Please see Appendix A for further important details.**

Turnitin

Date-stamping for all coursework will be via 'Turnitin', students must submit their work to Turnitin by the midnight on the day of the deadline.

Turnitin submission is through the link on each Module's Moodle page.

Please see the **Additional Information** section below for more details on using Turnitin.

DISSERTATION

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

Soon after arrival, students should discuss their area of research interest with their Degree Coordinator, 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. Staff members with specific expertise in the area of study will be appointed as the student's Dissertation Supervisor (subject to staff availability). 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 a long-standing interest, or to gain greater experience with particular methods of research/ theoretical frameworks. If a student is studying part-time while working in the field, they might choose to critically analyse a case-study context derived from their own work, or to assess the potential of particular theoretical or methodological approaches for their work. They can treat the dissertation as a one-off research project, as a pilot study for a PhD. project, or use it to showcase their skills to potential employers.

The dissertation should be submitted by 1st September 2023. Guidelines for researching, writing and producing the dissertation are included in the MA/MSc Handbook and on the IoA's student intranet, (specifically in a dedicated Dissertation handbook):

<https://moodle.ucl.ac.uk/course/view.php?id=9992#section-0>

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 case-study context with an academic/ theoretical analysis. Some students focus upon critical analysis relating to placements/volunteering. The dissertation is a written report (illustrated and fully referenced as necessary) based upon individual research and typically case-study analysis and interpretation. This could include (but is not limited to) critiques of heritage sites, museums, theoretical texts, literary sources, archived material and/or public outreach and/ or ethnographic or other methods.

When considering your dissertation topic, you should refer to the aims and objectives of the course. You will be encouraged to develop individual interests and acquire expertise in appropriate techniques through your choice of options. Initial discussions with the degree coordinator will be used to outline a general area of interest and to locate 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 degree coordinator and your supervisor are there to provide guidance and support in both your choice of material and your analytical approach.

Work on your dissertation will be your principal activity from April to September. Please give some consideration to how you are going to structure your time and work in order to ensure that you can complete this project in the time available. If you expect to find the preparation of this document difficult, it is advisable to break the work down into smaller, more manageable, chunks.

Dissertation Timetable

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

Key dissertation dates:

- Confirmation of dissertation topics by: **March 2023**
- Dissertation meetings with supervisor: **May/June/July 2023**
- Oral Dissertation Presentation: **May/June 2023**
- Dissertation submission: **1st September 2023**

Please note the Institute runs regular guidance session on Dissertations throughout the year including in Term 3 so please check your email for details from the Graduate tutor.

General tasks:

Term 1: Read the handbooks and consider topics for dissertation, discuss these with the degree coordinator who will advise and help to arrange the appointment of a suitable dissertation supervisor.

Term 2: Early in the term prepare an outline of your dissertation proposal in consultation with your supervisor, and submit this to both your supervisor and the MA coordinator if they are different, for comment. A single typed side of A4 should suffice; this should specify a title, aims, possible methodology, and sources of material and areas of literature to be examined. By the end of term you must complete the dissertation form, to be signed by your supervisor, and returned to the MA coordinator.

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

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 course lasts a full calendar year, up to 1st September, the course coordinator and supervisors are very likely to be out of London for large parts of the Summer vacation (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.

September 1st 2023: Submitted to Turnitin via the Dissertation ('15,000 words') Moodle page (ARCL0089).

Dissertation Structure

Students are asked to be aware that they are producing a piece of work to be submitted for an academic qualification and it is important that you define and address a research question or research area in your work (more details can found in the dissertation handbook – available on the MACHS Moodle page/ IoA Student Administration Moodle)

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. Below is an example of such a structure:

Introduction:

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

Review of relevant literature:

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

Choice of Case study:

Why did you choose this material, and in what way is it relevant to the research topic?

Methods of analysis:

How did you examine the case study material, and why did you choose these methods?

Results of analysis:

Present the case study findings/ 'data' and 'results' i.e. the themes and issues arising from your analysis. In some specific cases it may be appropriate to present a more detailed break-down of the findings/ 'data' in a series of appendices (consult your supervisor for guidance on whether this is appropriate).

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? I.e. both intellectually and operationally.

All the time that you are developing your dissertation topic, selecting your material for case-study 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 together. Try to 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? It may be that as you undertake the analysis there is a need to re-evaluate the research topic and adjust it in order to ensure that the material studied remains relevant. 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.

Oral Dissertation Presentation ('Viva')

There is a mandatory oral presentation which will be held in May/June of the degree. Students must submit to their Dissertation Supervisor and Degree Programme Coordinator a single sheet of A4 summarising the proposed research design of their dissertation and which they present typically via power-point. The presentation will normally be conducted by the Degree Coordinator and the Dissertation Supervisor(s) and will last for c. 20 minutes. This will be organised with a group students giving their presentations, with their peers present. Following the presentation each student will have a meeting with their Dissertation Supervisor to discuss their Presentation and Dissertation programme. **No marks are awarded for this**; 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 will normally be required to give a Dissertation presentation in the year in which they are examined in the Dissertation.

ADDITIONAL INFORMATION

Coursework Submission Procedures

Students are required to submit all coursework by the appropriate deadline and to Turnitin (via each Module's Moodle page).

Students should put their **Candidate Number** on all coursework and coversheets and in filenames: all coursework marking is anonymous - **do not include your name**. The Candidate Number is a 5-digit alphanumeric code and can be found on Portico: it is different from the Student Number/ ID/UPI. Please also put the Candidate Number and module code on **each page** of the work as a header/footer.

It is also essential that students put their Candidate Number at the start of the title line (and in the file name) of the submission on Turnitin, followed by the short title of the coursework – e.g. 'YBPR6 Funerary practices'.

Please remember that it is the student's responsibility to submit their coursework on time and correctly.

Students who encounter technical problems submitting their work to Turnitin should email the nature of the problem to joa-turnitin@ucl.ac.uk in advance of the deadline in order that the Turnitin Advisers can notify the Module Coordinator that it may be appropriate to waive the late submission penalty.

If there is any other unexpected crisis on the submission day, students should telephone or (preferably) e-mail the Module Coordinator, and follow this up with a completed ECF (see below and **Appendix**).

Turnitin and plagiarism

In addition to providing date-stamping, Turnitin's primary function is to scan work for evidence of plagiarism. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the IoA, UCL and other universities. In common with most other UCL Departments, the Institute uses this system for the majority of assessed coursework for taught modules. The declaration that students sign on coursework coversheets includes a statement confirming that the work has been submitted to Turnitin.

Turnitin can be used to help you improve your work and avoid inadvertent plagiarism. In advance of submitting your coursework for marking you may, if you wish, run your work through the system in order to obtain a report on the originality of the wording and then make any necessary adjustments prior to final submission. Turnitin Advisers will be available to help you via email.

Contact ioa-turnitin@ucl.ac.uk if you need help generating or interpreting the reports. It is important to recognise that the final decision about whether work contains plagiarism rests with academic staff. Consequently, the presence or absence of matches in a Turnitin report does not, by itself, provide a guarantee that the work in question either contains or is free from plagiarism.

Brief guide to avoiding plagiarism

The term “plagiarism” means presenting material (words, figures etc.) in a way that allows the reader to believe that it is the work of the author he or she is reading, when it is in fact the creation of another person.

In academic and other circles, plagiarism is regarded as theft of intellectual property. UCL regulations, all detected plagiarism is to be penalized and noted on the student’s record, irrespective of whether the plagiarism is committed knowingly or unintentionally. The whole process of an allegation of plagiarism and its investigation is likely to cause considerable personal embarrassment and to leave a very unpleasant memory in addition to the practical consequences of the penalty. The penalties can be surprisingly severe and may include failing a module or a whole degree. It is thus important to take deliberate steps to avoid any inadvertent plagiarism.

Avoiding plagiarism should start at the stage of taking notes. In your notes, it should be wholly clear what is taken directly from a source, what is a paraphrase of the content of a source and what is your own synthesis or original thought. Make sure you include sources and relevant page numbers in your notes.

When writing an essay any words and special meanings, any special phrases, any clauses or sentences taken directly from a source must be enclosed in inverted commas and followed by a reference to the source in brackets. It is not generally necessary to use direct quotations except when comparing particular terms or phrases used by different authors. Similarly, all figures and tables taken from sources must have their origin acknowledged in the caption. Captions do not contribute to any maximum word lengths.

Paraphrased information taken from a source must be followed by a reference to the source. If a paragraph contains information from several sources, it must be made clear what information comes from where: a list of sources at the end of the paragraph is not sufficient. Please cite sources of information fully, including page numbers where appropriate, in order to avoid any risk of plagiarism.

To guard further against inadvertent plagiarism, you may find it helpful to write a plan of your coursework answer or essay and to write the coursework primarily on the basis of your plan, only referring to sources or notes when you need to check something specific such as a page number for a citation. It may also help to follow the method of running your work through Turnitin prior to the deadline described above.

Collusion (the act of collaborating with someone else on an assessment exercise which is intended to be wholly your own work), except where required, is also an examination offence. While discussing topics and questions with fellow students is one of the benefits of learning in a

university environment, you should always plan and write your coursework answers entirely independently.

You can find more information on how to avoid plagiarism here:

<https://moodle.ucl.ac.uk/course/view.php?id=34>.

See UCL's academic manual for more information on plagiarism definitions: <http://www.ucl.ac.uk/academic-manual/>.

Extensions of deadlines for the submission of coursework

UCL-wide regulations with regard to the granting of extensions for coursework have been introduced. Details are in **Appendix A** at the end of this document) and are also available here: <https://www.ucl.ac.uk/students/exams-and-assessments/deferral> and <http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>. Note that **Module Coordinators are not permitted to grant extensions.**

All requests for extensions must be submitted on a **UCL Extenuating Circumstances Form** (see links above). All requests for extensions with effect from 2022-23, will be submitted via Portico and some rules which were eased due to the pandemic will be reinstated. It will therefore be essential for students to understand the importance of complying with the letter of the regulations and the penalties for failing to do. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements; please see information here: <http://www.ucl.ac.uk/disability>.

Grading

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

Timescale for return of marked coursework to students

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

Support for Writing Academic English

Dr Miljana Radivojevic is Tutor to International Students. Miljana's main concern is the support of Masters students for whom English is their second language and who have come from widely differing educational backgrounds. Support for academic writing more generally and avoiding plagiarism is available from Liz Graham (the IoA's Academic Writing tutor).

Communication

The primary channel of communication within the Institute of Archaeology is e-mail. If you wish to be contacted on your personal or work e-mail address, please arrange for e-mail sent to your UCL address to be forwarded to your other address, since staff and other students will expect to be

able to reach you through your College e-mail (which they can find on the UCL Directory). Students must consult their e-mail regularly, as well as the student pigeon-holes in the Basement Common Room for written communications. Please also ensure that the Institute and your MA coordinator has an up-to-date telephone number for you, in case you need to be contacted.

Student feedback

Your views on the course are vital for our quality control procedures and to help us improve the course in subsequent years. In trying to make this degree as effective as possible, we welcome feedback during the course of the year. Students will be asked to fill-in Progress Forms at the end of each term, which the Degree Coordinator 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 coordinators.

At the end of each module all students are also asked to give their views on it in anonymous questionnaires, which will be circulated at one of the last sessions. We ask you to complete this at the time they are distributed in class, because experience shows that if they are taken away only a few are returned and we are keen to hear the views of everyone in the class. You will receive feedback on this evaluation process during the last class of term. These questionnaires are taken seriously and help the Module Coordinator to develop the module. The summarised responses are considered by the Degree Coordinator, 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 Coordinator, but if they feel this is not appropriate or have more general concerns, they should consult their Degree Coordinator, or the Graduate Tutor. They may also consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Louise Martin) or the Director (Prof. Kevin MacDonald).

UCL administration

For any queries related to fees, student status and other administrative matters either consult Judy Medrington in room 411a, or visit the **UCL Student Centre** located across from the IoA on Gordon Street: <https://www.ucl.ac.uk/students/student-centre>

Facilities at the IoA & in London Relevant to Cultural Heritage Studies:

Library Facilities

UCL's Library contains well over one and a several million books and some thousands of current journals both in print and online, as well as extensive special and archival collections. It is housed in 18 buildings sites both within and outside the main College campus. The Institute's own library on the fifth floor of the Institute building has an international reputation as one of the finest archaeological and heritage collections in the world. Catalogues of the Library's holdings are provided online through the **Explore** catalogue. As an Institute student you will have full reading

and borrowing rights in all parts of the UCL Library including databases, and all electronic services. AS part of the University of London you will also have guest access to Senate House Library, SOAS, King's College, LSE and others. The Institute is also fortunate in being conveniently situated for access to major libraries in London, such as the British Library. For more information see: <http://www.ucl.ac.uk/library>.

The Photographic Laboratory

The photographic department is a teaching and service facility with extensive experience of getting the best results from difficult-to-photograph finds and samples. Introductory sessions on Archaeological/Object Photography are offered during teaching terms which demonstrate a wide diversity of digital and analogue techniques in the use of photography in Archaeology/ Collections.

Museum Collections

The Institute of Archaeology houses a number of scientific, reference and teaching collections. It is also closely linked to the [Petrie Museum of Egyptian Archaeology](#). The Institute's collections include prehistoric pottery and stone artefacts from many parts of the world, as well as collections of Roman pottery, coins and glass. Western Asiatic material includes the famous Petrie collection of Palestinian artefacts, collections from excavations at Jericho and a wide range of objects from ancient Mesopotamia. The Petrie Museum contains a superb collection of Egyptological material excavated or purchased by Sir Flinders Petrie together with material subsequently donated by the Egypt Exploration Society and other benefactors. If you have any questions about accessing the Institute's collections you should consult Ian Carroll, the Collections Manager (i.carroll@ucl.ac.uk). The Institute is also fortunate in being conveniently situated for access to major museums in London, such as the British Museum and the Museum of London. For more information on UCL's numerous other collections see:

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

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 and on the IoA's events [webpage](#). You are welcome to attend almost all of these, and are encouraged to attend the seminars organised by the [Heritage Section](#) at the IoA and the public lectures organised by the UCL/UGOT [Centre for Critical Heritage Studies](#).

KEY DATES

Module changes

Students can change their options until 14 October but please note that many modules are full. Changes can be made to Term 2 options until 5 December. Students should email me Judy Medrington (j.medrington@ucl.ac.uk) if they wish to make any changes.

Practice essay

All students must submit a practice essay by Friday 14 October. Each Degree should have a separate Moodle link where the essay should be submitted.

In the case of large cohorts, Liz Graham or one of her TAs will be marking the work. For smaller cohorts the degree coordinator should mark the essays.

Progress forms, dissertation topics, vivas

Please draw your students' attention to the following key dates

1. Completion and discussion of progress forms in Nov/Dec and Feb/Mar
2. Confirmation of dissertation topics by March
3. Vivas in May/June

Dissertation submission deadline

1st September 2023

Masters room

Please tell students about the Masters room (G8 on the ground floor). The entry code is 5210

ADDITIONAL GUIDANCE FOR ASSESSMENTS

When writing an essay, please make sure you have understood the question. Normally, the primary purpose of an MA essay is not to set out all you know about a topic, but to discuss an issue and develop a critical opinion on the topic. You need to set out appropriate factual information and examples as the basis for your discussion and conclusions, referenced to show that you are familiar with the professional literature. Ask the module coordinator 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. Please give large margins to your essays, to allow for comments and annotations during marking.

Access to books and journal articles

Do try to learn the library procedures as much as possible and attend the library induction. Remember that you can reserve/request books in advance via the Internet, and look up the availability and location of books on the Library [catalogue](#). Remember also that other UCL libraries hold relevant books, not just the Institute of Archaeology library and that there are no many ebooks available through the library catalogue (though not all key texts). Bibliographies usually include more than one reference for a topic, so as to give some choice.

UCL and the IoA are subscribed to thousands of academic journals including many relevant to the course; you can search for journal articles on the library catalogue or specific journal titles: see the core module handbooks for further details.

All core module texts and most options are listed (and linked to, if digitised) on **electronic reading lists** besides their paper handbooks – please see the handbooks for details or search <http://readinglists.ucl.ac.uk/index.html>. The IoA library is currently pursuing a new process of digitisation which means that most Core Module ‘essential readings’ have been digitised for easier student access. If you plan your written work in advance there is no real reason for you to find it difficult to get access to the reading material.

Presentation, formatting and use of language

Please see the MA/MSc handbook for up-to-date details and here:

<https://moodle.ucl.ac.uk/course/view.php?id=9992>

APPENDIX A: POLICIES AND PROCEDURES 2022-23 (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/course/view.php?id=9992>

For UCL policies and procedures, see UCL's Academic Regulations and the UCL Academic Manual:
<https://www.ucl.ac.uk/students/policies> <http://www.ucl.ac.uk/academic-manual/>.

GENERAL MATTERS

ATTENDANCE: Students are asked to register for each class. **If you are unable to attend a class, please notify the lecturer by email.**

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

COURSEWORK

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

The UCL penalties are as follows: <https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-3-module-assessment#3.12>

GRANTING OF EXTENSIONS: Again please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Module/ Degree Coordinators are not permitted to grant extensions. All requests for extensions with effect from 2022-23, will be submitted via Portico and some rules which were eased due to the pandemic will be reinstated. It will therefore be essential for students to understand the importance of complying with the letter of the regulations and the penalties for failing to do.

Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here <http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/>

RETURN OF WORK 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. When your

marked essay is returned to you, return it to the Module Coordinator 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 your modules on Moodle. For help with Moodle, please contact Borja Legarra Herrero b.legarra@ucl.ac.uk.

APPENDIX B: PRACTICE ESSAY INFORMATION 2022-23.

Mandatory Essay title:

‘What is heritage and who is it for’? Discuss with reference to a heritage site known to you.

Task: Please answer the above question by critically reflecting upon diverse expressions of heritage. Support your conclusions by citing appropriate sources. Please use at least four texts [books/ articles etc] in your essay.

Deadline: Friday 14th October 2021

Word limit: 1,000 (excluding bibliography and inline citations).

The Practice Essay is non-assessed and is there as a means to gain a sense of a student’s academic writing skills and to identify at the beginning of the first term which students may require extra support in terms of academic writing and in particular UCL's guidelines. This support is in place as students come to study at UCL from a variety of different backgrounds and everyone needs support in understanding what is specifically required here at UCL. Each Degree co-ordinator is asked to set a broad essay question [as above].

As such students are asked to write a short sample piece of work which will be given feedback by either Academic Writing Tutor (Liz Graham), or PGTA for Academic Writing. Further feedback and

follow-on support will be provided by Liz Graham and /or the PGTA. Please contact Liz (e.graham@ucl.ac.uk) if you would like to discuss anything relating to the practice essay.

Deadline: Friday 14th October 2022

Word limit: 1,000 (excluding bibliography)

Please *submit electronically to Turnitin* (submit via the link on the MA Cultural Heritage Moodle site).

NOTE:

For the practice essay only, write **your name** rather than your candidate number on the MA cover sheet attached to the submitted paper copy.

Please also include your name in the **file name** and in the **Turnitin ‘Submission title’** field for the electronic copy so that you can be identified and the marker can provide appropriate feedback. Guides to using Turnitin in are in the General MA/MSc handbook.

Please also include your name and the essay title **on the first page of the essay** document itself.

USEFUL INFORMATION:

1. This essay is not assessed as part of your degree (you cannot fail and it does not contribute to any grade) but rather it is designed to allow teaching and support staff to identify if you need additional help with writing in an academic style and/or in written English.
2. Find additional academic sources to cite using the reading list for ARCL0149 (particularly Weeks 1-3 in the ‘Recommended’ and ‘General Reading Sessions’). You can also use services such as Google Scholar to see authors who have cited older papers (see the ARCL0149 handbook for details).
3. You need to use the **‘Harvard’ referencing style** for citing sources all pieces of assessed work, including the practice essay.

*Cite-Them-Right is the most widely used form of Harvard internationally and fully supported by Bibliographic Software systems. Information is now available through the Institute of Archaeology web pages:

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>

This comes with an update/strengthening in the way all new students will be trained in the use of referencing: <https://moodle.ucl.ac.uk/course/view.php?id=9992>