

 **UCL INSTITUTE OF ARCHAEOLOGY**

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 **INFORMATION FOR NEW UNDERGRADUATES 2023:**

**THE FIRST FEW WEEKS**

 **Welcome to the Institute of Archaeology!**

# **This booklet contains essential information for Institute students for the first few weeks of Term 1. It should be read alongside the main** [***IoA* *Student Handbook***](https://www.ucl.ac.uk/archaeology/current-students)**which also contains important information. (**<https://www.ucl.ac.uk/archaeology/current-students>**)**

# **Please let us know if you have any queries.**

**A copy of this booklet and many other resources relating to your first year, including material covered in your Weekly Reviews can be found at:** (<https://moodle.ucl.ac.uk/course/view.php?id=39209>)

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**INTRODUCTORY EVENTS 2023: PROGRAMME FOR NEW UNDERGRADUATES: WEEK 1**

**MONDAY 25 SEPTEMBER**

Check in at the Staff and Research Student Common Room (Room 609) at the time given below for your degree group. You will be given the IoA’s introductory handbook which covers the information that you need for the first few weeks.

Welcome sessions will be held in **Room 612, sixth floor, Institute of Archaeology (IoA)**

**WELCOME**

New students will be divided into four groups and be welcomed by **Bill Sillar** (the First Year Tutor)

**9.00 am GROUP 1** BA Archaeology & Anthropology

**10.00 am** **GROUP 2** BA Classical Archaeology & Classical Civilisation

**11.00 am GROUP 3 BA** Archaeology

**12.00 noon GROUP 4 BA** Archaeology with a Year Abroad, BA Archaeology with a Placement Year,

BSc Archaeology, BA Archaeology of Egypt and Sudan

**\*\*\***

Further events

LIBRARY TOURS – 5th floor of the IoA building.

There will be library tours on 25, 26 and 27 September.

 TOURS OF THE BUILDING with Student Reps. Meet in Room 609.

You will be allocated times for these tours.

MEETINGS WITH PERSONAL TUTORS

In most cases you will be able to meet with your Personal Tutor during Induction Week. You will be informed of the time of this meeting. In some cases, meetings will take place during the Archaeo-tech field course.

**4pm ALL STUDENTS. LECTURE THEATRE G6. GROUND FLOOR. IoA**

 DIRECTOR’S WELCOME AND INTRODUCTION OF STUDENT REPS

**Professor Kevin MacDonald** will officially welcome you to the Institute of Archaeology

Introduction of the Institute of Archaeology Student Reps

Note: Those enrolled for the BA in Archaeology and Anthropology will attend additional sessions with the Anthropology Department on 25 September – you will be given details separately.

**TUESDAY 26 SEPTEMBER**

**10am – 1pm (with break) ALL STUDENTS**

**Talks in LECTURE THEATRE 421, Roberts Building (meet outside IoA at 9.45 to walk over)**

FIRST-YEAR TUTOR **Bill Sillar**

DEPARTMENTAL TUTOR **Claudia Naeser**

CHAIR OF IoA TEACHING COMMITTEE **Rachel King**

ACADEMIC ADMINISTRATOR **Judy Medrington**

INTERNATIONAL STUDENTS’ TUTOR **Yijie Zhuang**

IT PROVISION **Arthur Starzec**

IoA FIRST-YEAR STUDENT ADVISER **Valerie Laryea**

BREAK

INTRODUCTION TO ARCHAEO-TECH FIELD COURSE **Bill Sillar and Charlotte Frearson**

You will be introduced to Butser Ancient Farm, your practice essay, and your first essay based on your experiences there. All students must sign risk assessment and health forms, and collect their fieldwork notebooks.

LUNCH BREAK

**4pm ALL STUDENTS. LECTURE THEATRE G6, GROUND FLOOR, IoA**

MEETING YOUR MENTOR

You will meet your student mentors and learn about the mentoring scheme. After an initial talk in G6, you will divide into groups.

**WEDNESDAY 27 SEPTEMBER**

**10.30 am** BA Classical Archaeology students will meet their Degree Tutor, Borja Legarra Herrero in

Room 412 (4TH floor of IoA)

**11.30 am** BA Archaeology with a Year Abroadwill meet their Degree Tutor, Borja Legarra Herrero in

Room 412 (4TH floor of IoA)

**12.15-1pm ALL STUDENTS**

**BLOOMSBURY THEATRE, 15 GORDON STREET, LONDON. WC1H 0AH**

UCL 101

A student-led presentation in the Bloomsbury Theatre which provides an “insiders’ guide” on how to adapt to your first term at UCL.

The remainder of the day is free to prepare for Archaeo-tech.

**THURSDAY 28 SEPTEMBER – SUNDAY 1 OCTOBER**

**ARCHAEO-TECH FIELD COURSE**

This will take place at Butser Ancient Farm, Chalton Lane, Chalton, Waterlooville, Hampshire, PO8 0BG. Coaches will be at the Institute **at 8 am on Thursday morning**: please be there on time! The coaches will bring you back to London on Sunday afternoon (the journey can take up to 3 hours)

**2.  FIRST-YEAR PRACTICE ESSAY**

Much of the written coursework that students will be asked to produce during their degree at the Institute will take the form of essays.  Some students from non-English or more scientific backgrounds may be less practiced at writing essays in English or may not have written an essay for some time.  This first essay is intended to give students some practice and build confidence, before they are required to submit an essay which counts towards the final mark for a course.  Looking at this essay at the beginning of the programme allows the Tutors to identify students who would benefit from assistance with essay writing at an early stage. This is a very short (500 word) essay, which we ask you to write quickly and submit online, we do not require any academic references. There is no ‘mark’ for this essay.

**ESSAY TITLE** **Describe *one* of the activities you undertook at Butser Ancient Farm and explain what the most significant thing was you learnt from this activity.**

**WORD LENGTH:** 500 words

The Practice Essay will be discussed during the induction week, and further advice on writing academic essays and referencing will be provided in taught modules and the First-Year Weekly Reviews.  In addition, the IoA Student Handbook (online) gives some general essay writing guidelines which are relevant to all essays, not just the Practice Essay, and should be read carefully before starting work on the essay (<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/writing-essay>).

Please also see the following guidelines about the criteria by which student assignments are assessed:

<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment> The purpose of the Practice Essay is to focus on clear writing and construction and presentation of an argument through the medium of an essay.  For this reason, the appraisal of this essay will focus principally on the following questions:

*Does the essay answer the question?*

*Is the argument well structured?*

*Is the writer’s meaning clearly and unambiguously expressed?*

To facilitate speedy feedback your Practice Essay will be read by a member of the IoA Academic Writing Support Team, who will identify areas where the essay could be improved and discuss these with you when s/he returns the essays.

For this essay we ask you NOT to use any AI software (except as required by disability), as part of the purpose of this exercise is to identify students who need help with their English.

You should submit your essay by **Wednesday 4th October** through the Sites and Artefacts Moodle:

[Course: ARCL0012: Sites and Artefacts 23/24](https://moodle.ucl.ac.uk/course/view.php?id=38244) (<https://moodle.ucl.ac.uk/course/view.php?id=38244>)

Please attach an IoA coversheet to your essay. (<https://www.ucl.ac.uk/archaeology/current-students>) see under Policies, Forms and Guidelines

**ACADEMIC WRITING SUPPORT**

You can find out more about the support provided by the Writing Support Team on this Moodle page (<https://moodle.ucl.ac.uk/course/view.php?id=10959>) along with the further resources and information, and how to book an academic writing tutorial.

The Academic Communication Centre also provides further resources – here is the link to more information  <https://www.ucl.ac.uk/languages-international-education/ucl-academic-communication-centre>

**3. ARCHAEO-TECH FIELD COURSE**

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

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

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

On Tuesday 26th September, the aims and objectives of the course and the way it is assessed will be explained. You will also be given a risk assessment form and the IoA’s fieldwork code of conduct. *You must sign both of these before you can leave for Butser*. All students will be transported by coach from the UCL on Thursday morning and returned to UCL on Sunday afternoon. There is NOT space for private cars on site, anyone unable to come by coach must agree this with the course coordinator in advance.

**OBJECTIVES OF THE COURSE**

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

* Which of the materials that you are handling and working with will survive in the archaeological record? For how long? Will they be there this time next year, in ten years, in one thousand years, in ten thousand years? How will they be preserved?
* Will the materials still be recognisable as the tools, foods, building materials you know them to be? Will the way you have worked with them, and their meaning, be identifiable from the traces which survive?
* How many of the materials and foods would have been available locally? This is obviously most relevant to the foods that will be processed and cooked, but how would one determine the source from archaeological traces?
* How much of each activity can be interpretable from the archaeological record? Anything that is left behind might tell future archaeologists something, but how easy will it be to tell what was done? Will they be able to tell why the activities were undertaken? What aspects of your daily life at the camp site will not be recorded?
* As students finish their activities and before leaving on Sunday, they should assess the impact they have made on the fields they have been camping and working in. If an impact has been made, how long will that impact be detectable, and in what ways? Is it possible to estimate how many individuals were here, or for how long they stayed? Is there any indication of what time of year they were here or for how long? Considering what individual students originally brought onto the site, what will be left behind and what will be taken away? What has been acquired on the site - whether in terms of materials or knowledge - and will be taken away, and will there be any way to identify this once the student has returned to London?

During the course staff will discuss some of these questions with students. Hopefully, students will also discuss some of these issues amongst themselves during the course. Several members of Institute staff will be on site during the course and we hope that you feel free to discuss these issues with them.

**FIRST ASSESSMENT**

You are required to write a brief (**1000 word**) **illustrated** account of **ONE** experiment or activity that you undertook at Butser Ancient Farm and *identify what material remains would survive* for archaeological analysis and interpretation. Your essay should include *academic references* to the concept of ‘Archaeological Formation Processes’ as described by Schiffer (1972) and/or Renfrew and Bahn (2020). This will count for 33% of the final module mark for Sites and Artefacts (ARCL0012). This should be submitted online by **Monday 23 October.**

**References**

Please use in-text citations in your work, and give a reference list at the end, following the Institute’s Guidelines:

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

For this assessment you may, if you wish, use software to *check areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation.* But NOT to generate the content of your essay.

You should submit your essay by **Monday 23 October** through the Sites and Artefacts Moodle:

Course: UCL IoA First Year Hub 23/24: <https://moodle.ucl.ac.uk/course/view.php?id=39209>

Please attach an IoA coversheet to your essay. - [here](https://www.ucl.ac.uk/archaeology/current-students) is the link

<https://www.ucl.ac.uk/archaeology/current-students>

(see under Policies, Forms and Guidelines)

During the course you should be making notes in your Green Field Notebook summarising important points from each of the activities you do (notes and/or drawings may be scanned and submitted with the essay). Describe and illustrate the activity, discuss the material remains that may survive, and use an academic reference (see below) to link this to the concept of archaeological formation processes. You may also wish to comment on what you learnt from undertaking the activity.

**PREPARATION**

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

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

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

All the food and drink you need will be provided. You may bring some snack foods if you wish, but students should not bring any alcohol. Smoking is not permitted around the museum or reconstructed huts at Butser and will only be possible at the designated area.

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

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

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

Anybody who feels unable to attend the Archaeo-tech course at Butser Ancient Farm should contact both Judy Medrington (j.medrington@ucl.ac.uk) and Bill Sillar (b.sillar@ucl.ac.uk), those unable to attend will be given an alternative practice essay and first assessment topics.

**3. COMMUNICATIONS AND CLASSROOM ETIQUETTE**

**TEACHING PROGRAMME**

Teaching will consist of in-person delivery. Some lectures may be recorded and made available on the relevant module Moodle page after the class. Seminars, tutorials and practicals will take place in person at UCL.

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

**E-MAIL**

Students will be given a UCL e-mail address when they enroll and register with Information Services. E-mail is the primary channel of communication within the Institute. **Students must check their inbox daily for important communications.** Your university e-mail is intended primarily for internal communication and academic purposes. It should not be used for private correspondence. Abuse of the system can lead to an account being suspended by the College.

**CONSIDERATION FOR OTHERS IN LECTURES AND SEMINARS**

For the benefit of staff and other students please be aware that:

1. Mobile phones should be switched off or silent during classes and meetings, and in the libraries and cluster rooms.
2. It is not acceptable to talk over others whilst a lecture or seminar is in progress.
3. If meetings or events are taking place online, microphones should be muted when you are not speaking or taking part in an active discussion.
4. If you wish to attract the attention of the speaker in an online class, you can use the ‘raise hand’ function in Microsoft Teams / Blackboard, or type a question into the chat side bar
5. When sharing screens students may dress casually and we understand that you may be working from informal and domestic settings. But please be careful not to share inappropriate or private personal details.

Please also make every effort to arrive at classes on time. If you are unavoidably late, please do join the class, but try to enter as quietly as possible.

You are also expected to abide by the UCL Code of Conduct (p.27 of this document) while on campus and during online interactions.

**ADDRESS AND TELEPHONE CONTACT NUMBER**

Students must ensure that they keep their contact details up-to-date via the UCL Student Information Service, Portico ([www.ucl.ac.uk/portico](http://www.ucl.ac.uk/portico))

**5. SUPPORT STRUCTURES AT THE INSTITUTE OF ARCHAEOLOGY**

**OVERVIEW OF INSTITUTE SUPPORT SYSTEMS**

The Institute has four complementary support systems. The **Departmental Tutors** liaise with Faculty and are responsible for all Institute undergraduates. The **First, Second and Third Year Tutors** monitor each year-group. **Personal Tutors** follow students individually through their programme, and **Degree Tutors** draw together the different strands of each degree for students. Together these tutors monitor the progress of each student, as well as provide them with multiple channels for advice on academic and pastoral issues. In addition, the **Academic Administrator**, Judy Medrington, and her colleague Luisa Nienhaus can provide advice on degrees, modules, and administrative matters, and can recommend students to specific Tutors, Advisors, and offices both within the Institute and the College, for more specialised advice.

**DEPARTMENTAL TUTORS**

Claudia Naeser is the Institute’s Departmental Tutor and has overall responsibility for all IoA undergraduates, undertaking administrative liaison with the Faculty and College on their behalf. She works closely with the Year Tutors and the Academic Administrator and provide backup for Personal Tutors and other tutors in helping students deal with any problems that arise. She also deals with Extenuating Circumstances applications for coursework extensions. Jeremy Tanner is the Deputy Departmental Tutor.

**YEAR TUTORS**

There is a Year Tutor for each undergraduate year. They specialise in different areas which are of particular concern to students in that year of their programme. The First Year Tutor, Bill Sillar, helps students cope with induction, settle-in to university life, and become familiar with the study skills appropriate to academic work. The Second Year Tutor, Corinna Riva, advises students who are considering shifting their focus by transferring between degrees, and assists with the definition of areas for dissertation research. Katie Hemer is the Third Year Tutor, and is closely involved with students' dissertation work (as Dissertation Co-ordinator), as well as advising on applications for further study, careers, and any problems involved in completion of degrees. All three are there to advise on financial matters, difficulties keeping up with academic work, and personal difficulties.

**INTERNATIONAL STUDENTS’ TUTOR (Undergraduates)**

Yijie Zhuang (y.zhuang@ucl.ac.uk) is the Institute’s International Students’ Tutor and is available to advise overseas students on Thursday afternoons without appointment between 2 and 4pm in his office, Room 106 on the first floor.

**STUDENT ADVISER**

Valerie Laryea is the IoA’s Student Adviser. She provides support for first-year students’ wellbeing and can talk through any difficulties you are facing, while settling in and over the course of the year, to help find solutions. Meetings with her can be booked online and the booking link will be provided to students at the start of the term.

**PERSONAL TUTORS**

All students are assigned a Personal Tutor, which they meet with during the first week of Term. Students should make regular contact with their Tutor throughout the first term, and meet each term to review their progress, bringing with them to that meeting a completed progress form (see below). If, for any reason, students wish to change their Personal Tutor, they should contact Judy Medrington who will make the necessary arrangements.

Personal Tutors are expected to:

1. Meet their Tutees during Induction Week to ensure that students are settling into College, and to discuss accommodation and finances if the student wishes to do so.
2. Meet their Tutees in the middle of each Term to discuss their completed Progress Forms, check how courses are going, and that deadlines for assessed work are manageable. Pass on the completed Progress Form to the relevant Year Tutor.
3. Follow-up meetings for the last week of each Term may be arranged by either the student or the Tutor, if there are any concerns which needed to be followed up, and for a general update on how courses are going.

4. Advise students on their module options and choices for the following year, ensuring that they satisfy their degree requirements and their programme of study is coherent.

5. Advise on fieldwork opportunities, and applications for fieldwork grants.

6. Generally follow the student's progress through the year.

7. Be available to discuss any problems as they emerge, and to discuss requests for extensions to assessed work deadlines.

8. Report on the student's progress to Student Progress Meetings and advise on any grounds that individual Course Co-ordinators or Tutors may have for concern.

9. Liaise on the student's behalf with the First Year Tutor and Departmental Tutor over any significant problems.

10 Students should provide their Tutor with a CV, which they can advise on, and which they will retain if they need to write a reference.

**DEGREE TUTORS**

In some cases, your Degree Tutor will also be your Personal Tutor. In most cases you will meet with them during induction week.

**STUDENT TRANSITION MENTORS**

Under UCL’s Transition Programme, student mentors will be available to give you advice – you will be introduced to them and given contact details during Induction Week. They will run Mentor Discussion Groups each week in Term 1.

**INSTITUTE OF ARCHAEOLOGY EQUALITY, DIVERSITY AND INCLUSION**

The Institute has an Equality, Diversity and Inclusion Committee, chaired by Charlotte Frearson and Rebecca Watts, which meets at regular intervals throughout each term to raise and discuss matters relating to trans rights, pronoun use, accessibility, neurodiversity needs, women’s rights and the rights of students and staff of colour.   Details of the meetings are circulated in advance via email and students are warmly invited to attend.  Further information is available here <https://www.ucl.ac.uk/archaeology/equality-diversity-inclusion-0>

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

**IoA DYSLEXIA SUPPORT GROUP**

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

**IoA WELLBEING CHAMPIONS**

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

**THERAPY DOG**

Indy is a trained therapy dog who lives with Charlotte Frearson. Assessed by the Pets as Therapy charity, Indy is a gentle, patient, calm dog who stays in room G4 with Charlotte whenever she is in the building. Charlotte will let you know when they will be in and when Indy is available for strokes and walks.

##### UCL SUPPORT SYSTEMS

UCL has a comprehensive Support System covering.

[**Short-term Illness and other Extenuating Circumstances**](https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-2-short-term-illness-and-other-extenuating) (https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-2-short-term-illness-and-other-extenuating)

[**Reasonable Adjustments for Disabilities and Long-term Conditions**](https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-3-reasonable-adjustments-disabilities-and-long) (https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-3-reasonable-adjustments-disabilities-and-long)

[**Academic Adjustments**](https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-4-academic-adjustments) (https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-4-academic-adjustments)

[**Support to Study**](https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-7-support-study) (https://www.ucl.ac.uk/academic-manual/chapters/chapter-2-student-support-framework/section-7-support-study)

**6. MODULE INFORMATION AND COURSEWORK SUBMISSION PROCEDURES**

**MOODLE**

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

**COURSEWORK SUBMISSION PROCEDURES**

Please submit all coursework through Moodle. Moodle will record the date and time of submission of each piece of work that you hand in. This must be done by midnight on the day of the deadline. [https://moodle.ucl.ac.uk](https://moodle.ucl.ac.uk/)

All coursework is marked anonymously – **students should write their candidate code on coursework, not their name.**

There are strict UCL-wide penalties for late submission of work if an extension has not been formally permitted. The UCL penalties are as follows:

* The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
* The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules).
* Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

You are strongly advised to run your work through ‘Turnitin’ before final submission to help you check that it is fully referenced.

This should be done via Moodle through:

Student Help>Plagiarism and Academic Writing>

Here is the link <https://moodle.ucl.ac.uk/enrol/index.php?id=34>

(This link can be found at the bottom of the Moodle home page)

**FINDING YOUR CANDIDATE CODE**

Your candidate code is different from the student number on your UCL ID card. It has the format ABCD3. You can find it in the My Studies section in Portico <https://evision.ucl.ac.uk/urd/sits.urd/run/siw_lgn>

EXTENSION REQUEST PROCEDURE

There are UCL-wide regulations with regard to the granting of extensions for coursework. Requests for extensions must be submitted via Portico, normally with supporting documentation. Please be aware that the grounds that are acceptable are very limited.

Students who have long-term problems should request special arrangements via UCL Student Support and Wellbeing (SSW) and a Summary of Reasonable Adjustments (SoRA) will normally be put in place.

Please see the links above for more information about the UCL Student Support Systems.

WORD-LENGTH

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

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

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

**AVOIDING ACADEMIC MISCONDUCT**

Academic misconduct is any action or attempted action that may result in you obtaining an unfair academic advantage. Obvious examples of academic misconduct include various kinds of cheating in exams, but it extends more generally to a failure to maintain academic integrity, that is to say, failing to properly acknowledge where your work draws on the work of others. Those ‘others’ might be fellow students, staff whose lectures you have attended, published scholars, authors of web pages, or even a chatbot: in fact, any person or software that produces or revises content. **There are strict penalties for academic misconduct**, potentially culminating in exclusion from the university, but **you can avoid it by always being honest and transparent about the sources used in your work, as well as any assistance obtained from other people or software**. Here are some things to watch out for.

**Plagiarism** is the representation of other people’s work or ideas as your own without appropriate acknowledgement. You can avoid plagiarism by **properly referencing any sources** which you copy word-for-word, which you paraphrase (change the wording in a way which nevertheless preserves sense, content and structure), or which you more generally draw on for inspiration. This also includes illustrations and other kinds of content. We expect you to provide references using the Harvard in-text system (see below). You are strongly advised to run your work through ‘Turnitin', which will help you check whether it is fully referenced. You can do this before final submission by visiting the Moodle 'Turnitin Similarity Checker' at https://moodle.ucl.ac.uk/enrol/index.php?id=34.

**Self-plagiarism** is the reproduction or resubmission of your own work, in full or in part, which has already been submitted for assessment to UCL or any other institution. There may be certain circumstances in which this is permissible, but you **must** first check with the relevant member of staff and you should always acknowledge the re-use.

**Commissioning ‘plagiarism-free’ work**. You may be approached by companies or individuals offering to sell you ‘guaranteed plagiarism-free’ coursework, but the very act of submitting their work as if it is yours ***is*** plagiarism! **Do not be tempted**: you won't learn anything and the penalties for this type of academic misconduct are severe.

**Inappropriate or unacknowledged use of software assistance**. The ready availability of generative AI chatbots (e.g. ChatGPT) along with more long-standing software such as Grammarly means that there is now a variety of powerful tools which you might be tempted to use to help you write your coursework. UCL's policy regarding the use of AI and other software is evolving and may change as you progress through your degree programme. **Your lecturers will tell you what is and is not permissible in their particular courses**, but if they don't then you should ask them. To maintain your academic integrity **always describe your use of software assistance in the boxes provided for this purpose on the coursework coversheets**.

**REFERENCING IN YOUR ESSAYS**

The IoA uses the **Harvard in-text referencing system** (see below for examples).

Sources must be listed in alphabetical order by author.

Authors’ names are given without initials, e.g. (Ashton 1996). Initials are only required when two authors with the same surname are referred to, e.g. (Smith, A. 1996; Smith, W. 1994).

* If there are more than two names in the reference, the entry is abbreviated, e.g. (Bailey *et al.* 1981).
* When referring to more than one article published in the same year by the same author, use lower-case letters to differentiate them, e.g. (Bailey 1981a) and (Bailey 1981b).  The first source that you refer to should be designated ‘a’ , etc
* Multiple citations should be in alphabetical order, separated by a semi-colon, e.g. (Bailey 1981; Jones 1970; Peters 1997; Ucko and Dimbleby 1966).
* **If you are quoting an author or referring to a specific point made by them, you must give the relevant page number(s)**, e.g. (Bailey 1981a, 25; Bailey 1982b, 310–321).
* If you are referring to an author’s work in a more general sense, then page numbers are not needed.

### What to include in your list of references:

At the end of the essay, there should be a full list of all references cited in the text, displayed in alphabetical order by author.**Only references cited in the text should be included in the list.**

* **Books:** Author (surname, initial(s)), date, title (in italics), special edition, e.g. 2nd or revised, place of publication (city), name of publisher:
	+ Lloyd, S., 1980. Foundations in the Dust: the story of Mesopotamian exploration. (Revised edition). London: Thames and Hudson.
* **Edited books:**Editor (followed by ed. or by eds if there is more than one editor), date, title of volume (in italics), details of conference or other relevant details, including place of publication and publisher:
	+ Cross, F. M. (ed.), 1979. Symposia celebrating the 75th anniversary of the founding of the American Schools of Oriental Research (1900-1975). Cambridge, Mass: American School of Oriental Research.
* **Articles in** **edited volumes:** Author, date, title of article, name of editor or editors (followed by ed. or eds), title of book (in italics), place of publication, publisher, page numbers:
	+ Oates, D., 1982. Tell Rimah. In: J. Curtis (ed.) Fifty Years of Mesopotamian Discovery. London: British School of Archaeology in Iraq, 30-36.
* **Journal articles:**Author, date, title of article, name of periodical (in italics), volume number, page numbers:
	+ Richards, S., 1987. The Early Bronze Age. Biblical Archaeologist 50/1, 22-43.

**ACADEMIC WRITING SUPPORT**

There is a wide range of sources of support for academic writing at UCL. The IoA has a dedicated Academic Writing Tutor, **Dr Julia Shaw**, and three postgraduate teaching assistants who offer one-to-one tutorials and general advice on academic writing topics such as; essay structure and planning, grammar and syntax, citation style, avoiding plagiarism, how to balance theory, data and interpretation. Help is also available for international students who are seeking advice on UK-specific academic writing conventions. To book a tutorial or discuss your academic writing concerns, contact Julia Shaw(julia.shaw@ucl.ac.uk) Further information about academic writing can be found on the IoA Academic Writing Moodle page (<https://moodle.ucl.ac.uk/course/view.php?id=10959>), and the IoA Study Skills Guide (<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide>).

There are additional academic writing support resources at UCL College level. UCL Writing Lab (<http://www.ucl.ac.uk/writing-lab>) is a free service that runs workshops, tutorials and support sessions to enhance students’ academic writing and research skills. The Writing & Language Support Programme**(**<http://uclu.org/wals>) is offered by UCLU to assist non-native English-speaking students only with their academic writing and speaking skills.

**7. TEACHING AND ACADEMIC SUPPORT**

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

**WEEKLY REVIEW**

Every Friday at 3pm in Term 1, and every Friday at 1pm in Term 2, the First-Year Tutor will hold a meeting immediately after the World Archaeology class, which all first-year students must attend. The focus will vary each week – from study skills to Wellbeing support, and sometimes external speakers will come to brief students on how to access university-wide services. Further support for students, including the presentations provided during the Weekly Reviews, can be found at: [Course: UCL IoA First Year Hub 23/24](https://moodle.ucl.ac.uk/course/view.php?id=39209)

**FIRST-YEAR MENTOR MEETINGS**

All first year students are assigned to a Mentor Group which will meet every week during term time in Term 1. Each group will be led by second or third year mentors. You will be introduced to your mentors on the second day of term.

**KEY SKILLS**

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

To help you keep a record of your developing skills we give you a *Archaeology Skills Passport* (endorsed by CIfA- see below) to initiate this, some of the activities and assessments associated with the first term Sites and Artefacts module (ARCL0012) provide opportunities for you to register skills development.  You should use this Passport throughout your degree not only to record your skills, but also to identify areas you want to develop as part of your chosen Continuing Professional Development (CPD).

When you meet with your Personal Tutor each term to discuss you progress, you will also be asked to complete a skills profile form, and discuss how to develop these skills.

**HEAR (Higher Education Achievement Record)**

At the end of your degree your transcript will comprise two parts – your academic achievements, and

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

**VOLUNTEERING**

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

**PART-TIME EMPLOYMENT**

UCL Student Union’s ‘Job Shop’ offers help finding part-time work. Here is the link

<http://uclu.org/jobshop>

**CAREERS**

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

**CHARTERED INSTITUTE FOR ARCHAEOLOGISTS (CIfA)**

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

Please take advantage of the free student membership of CIfA by using this webform [Accredited Degree Student | Chartered Institute for Archaeologists](https://www.archaeologists.net/accredited-degree-student)  (https://www.archaeologists.net/accredited-degree-student).  (*Do NOT* join directly through the CIfA student membership website which requires a fee to be paid).  Once you have registered you will receive mailings about what CIfA represents and how to work towards Practitioner grade through their Professional Pathways programme.  You will be sent information about how to log into the website, enter your details to receive your membership card and all the CIfA publications with full access to the website including useful e-learning modules and memberships to any special interest and area groups you wish to join. (If anyone’s already a student member of CIfA you can contact Laura Beasley at laura.beasley@archaeologists.net to change over to a free one).

**8. PYHSICAL AND MENTAL WELLBEING**

## ZERO TOLERANCE POLICY ON SEXUAL MISCONDUCT, BULLYING AND HARASSMENT

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

**REPORT + SUPPORT**

UCL has a Report+Support scheme through which cases of sexual misconduct, harassment, or bullying of any kind can be reported either anonymously or with their conduct details. Further information is given here <https://www.ucl.ac.uk/equality-diversity-inclusion/dignity-ucl/report-support>

### ACTIVE BYSTANDER PROGRAMME

The Students’ Union runs Active Bystander training for all UCL students: <https://studentsunionucl.org/active-bystander-programme> This enables students to recognize unacceptable behaviours relating to sexual harassment, bullying and discrimination in any form, and challenge perpetrators or support victims. Archaeology students receive a tailored version of Active Bystander training, which is designed to protect them in fieldwork settings as well as around campus more generally. Students should attend an online session for 75 minutes on the morning of Wednesday 1 November, there will be further information about this during induction and Weekly Reviews.

**UCL STUDENT SUPPORT AND WELLBEING (SSW)**

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

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

**STUDENT PSYCHOLOGICAL AND COUNSELLING SERVICES (SPCS)**

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

**STUDENT DISABILITY SERVICES**

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

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

**Students who have one or more of the above conditions should register with Student Support and Wellbeing at the beginning of term in order to be provided with a Summary of Reasonable Adjustments (SoRA).** A SoRA is a confidential document that is passed to relevant IoA staff to make them aware of any adjustments they need to put in place to make sure you do not experience any barriers to your learning.

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

### REGISTERING WITH A DOCTOR

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

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

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

**REGISTERING WITH A DENTIST**

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

### UCL 24/7 STUDENT SUPPORT LINE

UCL provides a support and information helpline in 35 languages. Here is the number and link

 **+44 (0) 808 238 0077**

[UCL 24/7 Student Support Line | Students - UCL – University College London](https://www.ucl.ac.uk/students/support-and-wellbeing/mental-health-and-wellbeing/ucl-247-student-support-line)

You will be able to speak to an adviser who can help you through any issues you are facing, including but not limited to:

* feeling anxious or stressed
* money worries
* cultural differences
* homesickness
* addiction
* relationship difficulties
* bereavement
* bullying, harassment and/or sexual harassment
* anything you feel is impacting your mental health, wellbeing or time at UCL

The advisers reflect the diverse range of backgrounds needed from our students. You can curate your own experience by selecting to speak to a male/female adviser, a BAME adviser or an adviser with additional training in LGBTQ+ related issues.

**NIGHTLINE**

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

### CRISIS SUPPORT - IMMEDIATE HELP

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

**9. OTHER USEFUL INFORMATION**

**AskUCL**  <https://www.ucl.ac.uk/students/askucl>

AskUCL is UCL’s self-help centre and student enquiry system providing information and access to support services, all in one place, 24/7. It is all current UCL students and access is extended for up to two years after graduation.

**THE INSTITUTE OF ARCHAEOLOGY**

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

All rooms are numbered, with the first letter (B = basement, G = ground) or digit (1xx-6xx) indicating the floor (see plans). The principal teaching rooms are the G6 lecture theatre on the ground floor, 209, 410, 412, B13 and 612. The Library, with photocopying facilities, is located on the 5th floor, and College computer cluster rooms are located on the 1st and 5th floors.

**UCL IDENTITY CARDS**

All new students are issued with a UCL identification card which is used to gain access to most UCL buildings (including the Institute), register attendance at lectures and to loan books from the UCL libraries. All new students will receive an email inviting them to complete pre-enrolment online. Once this is complete you will receive a confirmation of enrolment email which contains a link to book a slot to collect your ID card.

**COLLEGE INFORMATION SERVICE AND ENTRY FOR MODULE OPTIONS**

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

**TRANSFER BETWEEN DEGREES AND SELECTING OPTIONS**

Module selection will be available from Monday 11 September. You should enter for your option via Portico by Friday 13 October. If you wish to transfer to a different degree please contact Judy Medrington as soon as possible. This is sometimes possible if space permits and you fulfil the entry requirements for the degree in question, but there is a strict UCL deadline of Friday 27 October.

**SOURCES OF FUNDING**

Students (both UK and overseas) who face unforeseen financial difficulties may apply to the Financial Assistance Fund. Details are given here

<http://www.ucl.ac.uk/current-students/money/bursaries/financial-assistance-fund>

**FOOD AND DRINK**

UCL has a wide range of different food and drink outlets. Here is the link to more information

<https://www.ucl.ac.uk/students/news/2020/dec/where-eat-and-drink-around-campus>

**SMOKING POLICY**

Smoking is not permitted anywhere in the Institute building, or on the front steps.

**LAVATORIES**

Women's lavatories are located in the basement and on floors 2, 4 and 6. Men's lavatories are located in the basement and on floors 3 and 5. Gender-neutral lavatories are located on the first floor. A lavatory for the use of disabled individuals is located in the building foyer, adjacent to the lifts.

**SECURITY**

Entry to the Institute of Archaeology requires each person to place their UCL identification card on the card reader. Out-of-hours access to the building is not permitted.

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

**RE-CYCLING**

We can recycle most of the waste from the Institute – please use the appropriate bins for your waste. Help us to reduce the amount of paper that we use by using both sides of the paper when printing and photocopying and reducing your printing whenever possible. Please help us reduce our waste by using reusable cups and bottles. There is a water fountain outside the library on the fifth floor, and tap water is drinkable in the student common room. Please consider joining the departmental Green Group and help the Green Champions reduce our environmental impact and work towards a silver award in Green Impact. Contact Sandra Bond (sandra.bond@ucl.ac.uk) if you would like to be involved.

**HEALTH AND SAFETY**

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

**EMERGENCIES**

If there is a fire or if medical or other emergency assistance is required, dial the College Emergency Number:

tel. ext. 222. If possible, students should also alert Reception (tel. ext. (2)7495).

Students are advised to note carefully where fire alarms and fire exits are located. The fire escape routes are

near either end of the Institute building: the main staircase to the west, and through the alarmed fire doors

into the Anthropology Department, to the east. In the event of a fire, the lifts must not be used. The alarms

are usually tested with a short burst before 9.00 am on Tuesday or Wednesday mornings. If the alarm sounds

at any other time, everyone should leave the building immediately and assemble across the street in the

Gordon Square gardens.

**10. PERSONAL TUTORS**

See separate list

**11. STAFF DETAILS**

**Teaching staff Email @ucl.ac.uk**

Prof Mark Altaweel m.altaweel

Dr Georgia Andreou g.andreou

Dr Manuel Arroyo-Kalin m.arroyo-kalin

Dr Nadia Bartolini n.bartolini

Prof Andy Bevan a.bevan

Dr Stuart Brookes s.brookes

Prof Beverley Butler beverley.butler

Ian Carroll i.carroll

Dr Mike Charlton m.charlton

Prof Corisande Fenwick c.fenwick

Prof Ian Freestone i.freestone

Prof Dorian Fuller d.fuller

Prof Andrew Gardner andrew.gardner

Prof Sue Hamilton s.hamilton

Prof Rodney Harrison r.harrison

Dr Katie Hemer k.hemer

Dr Rachel King rachel-king

Prof Mark Lake mark.lake

Dr Borja Legarra Herrero b.legarra

Dr Kris Lockyear k.lockyear

Prof Kevin MacDonald ioa-director

Prof Louise Martin louise.martin

Dr Sada Mire sada.mire

Dr Gabe Moshenska g.moshenska

Prof Theano Moussouri t.moussouri

Dr Claudia Naeser c.naeser

Dr Caitlin O’Grady caitlin.r.ogrady

Dr José Oliver j.oliver

Prof Mike Parker Pearson m.parker-pearson

Prof Dominic Perring d.perring

Dr Renata Peters m.peters

Dr Matt Pope m.pope

Dr Patrick Quinn patrick.quinn

Prof Stephen Quirke s.quirke

Dr Miljana Radivojevic m.radivojevic

Dr Carolyn Rando c.rando

Dr Andrew Reid a.reid

Prof Andrew Reynolds a.reynolds

Dr Corinna Riva c.riva

Dr Jill Saunders j.m.saunders

Dr Julia Shaw julia.shaw

Prof Stephen Shennan s.shennan

Dr Ceri Shipton c.shipton

Prof Bill Sillar b.sillar

Dr Ulrike Sommer u.sommer

Dr Rachael Sparks r.sparks

Dr Rhiannon Stevens rhiannon.stevens

Prof Alice Stevenson alice.stevenson

Dr Dean Sully d.sully

Prof Jeremy Tanner j.tanner

Dr Rebecca Watts r.watts

Prof David Wengrow d.wengrow

Prof Todd Whitelaw t.whitelaw

Dr Paul Wordsworth paul.wordsworth

Dr Johanna Zetterstrom Sharp j.zetterstrom-sharp@ucl.ac.uk

Dr Yijie Zhuang y.zhuang

**Technical Staff**

Russell Bailey russell.bailey

Sandra Bond sandra.bond

Victoria Lucas v.lucas

Antonio Reis a.reis

Ken Walton k.walton

**Administrative and Other Support Staff**

David Bone d.bone

Dr Marion Cutting m.cutting

Lisa Daniel l.daniel

Jo Dullaghan j.dullaghan

Charlotte Frearson c.frearson

Louisa Goldsmith l.goldsmith

Timea Grego t.grego

Dr Gail Hammond g.hammond

Fiona McLean ioa-reception

Judy Medrington j.medrington

Luisa Nienhaus luisa.nienhaus.13

Rui Pang iccha

Thom Rynsaard t.rynsaard

Kelly Trifiló k.trifilo

**Library**

Dr Katie Meheux k.meheux

Paul Majewski p.majewski

**12. FIRST YEAR TIMETABLES FOR TERM 1: MONDAY 3 OCTOBER ‑ FRIDAY 16 DECEMBER**

**Please check the UCL online timetable for updates to the schedule below *and locations*:** [**https://timetable.ucl.ac.uk/tt/homePage.do**](https://timetable.ucl.ac.uk/tt/homePage.do)

**You can also find your timetable using UCL Go** [**https://www.ucl.ac.uk/isd/services/websites-apps/ucl-go**](https://www.ucl.ac.uk/isd/services/websites-apps/ucl-go)

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

MONDAY

**11-1 0006 Introduction to Social Anthropology lecture**

1-2 or 4-5 Mentor group

2-3 or3-4 0006 Introduction to Social Anthropology seminars fortnightly

TUESDAY

9-11 **0010 Intro to Archaeology lecture**

**1-2**  **0012 Sites and Artefacts lecture**

2-3,3-4, 0012 Sites and Artefacts Practical Classes fortnightly

4-5,or 5-6

THURSDAY

2-3, 3-4, 4-5,or5-60010 Intro to Archaeology/ 0002 World Archaeology seminars alternate weeks

FRIDAY

9-10 0009 Texts in Archaeology lecture

10-11or 11-12 0009 Texts in Archaeology seminars weekly

**1-3 0002 World Archaeology lecture**

**3-4 Weekly Review**

4-6 0001 Introduction to Roman Archaeology

**You should attend all modules shown in bold and s**tudents will be allocated to the following groups:

Seminars/tutorial/practical groups for ARCL0010,0006, 0002, 0012

**BA ARCHAEOLOGY OF EGYPT AND SUDAN**

MONDAY

**11-1 0006 Introduction to Social Anthropology lecture**

2-3 or3-4 0006 Introduction to Social Anthropology seminars fortnightly

1-2 or 4-5 Mentor group

TUESDAY

**9-11**  **0010 Intro to Archaeology lecture**

**1-2**  **0012 Sites and Artefacts lecture**

2-3,3-4, 0012 Sites and Artefacts Practical Classes fortnightly

4-5, or 5-6

THURSDAY

2-3, 3-4,4-5,or 5-60010 Intro to Archaeology/ 0002 World Archaeology seminars alternate weeks

FRIDAY

9-10 0009 Texts in Archaeology lecture

10-11or 11-12 0009 Texts in Archaeology seminars weekly

1-3 0003 World Archaeology lecture

**3-4 Weekly Review**

**You should attend all modules shown in bold and *either* ARCL0003 *or* ARCL0009.**

**In addition you will be allocated to the following groups:** Seminars/tutorial/practical groups for ARCL0010,0006, 0012

**BA CLASSICAL ARCHAEOLOGY AND CLASSICAL CIVILISATION**

MONDAY

1-2 or 4-5 Mentor group

TUESDAY

**9-11** **0010 Intro to Archaeology lecture**

**1-2**  **0012 Sites and Artefacts lecture**

2-3,3-4, 0012 Sites and Artefacts Practical Classes fortnightly

4-5,or 5-6

THURSDAY

2-3, 3-4,4-5, or5-60010 Intro to Archaeology seminars fortnightly

FRIDAY

9-10 0009 Texts in Archaeology lecture

10-11or 11-12 0009 Texts in Archaeology seminars weekly

**3-4 Weekly Review**

4-6 0001 Introduction to Roman Archaeology

**You should attend all modules shown in bold and *either* ARCL0001 *or* ARCL0009 (or both)**

**You should also attend classes in either Latin or Greek language. These will take place on four days each week in the Department of Greek and Latin, by arrangement.**

In addition students will be allocated to the following groups: Seminars/tutorial/practical groups for ARCL0010, 0012

**BA ARCHAEOLOGY AND ANTHROPOLOGY**

MONDAY

**11-1 ANTH0004 Introduction to Social Anthropology I**

1-2 Mentor group

TUESDAY

9-11 **0010 Intro to Archaeology lecture**

**1-2**  **0012 Sites and Artefacts lecture**

2-3, 3-4 or 5-6 0012 Sites and Artefacts Practical Classes fortnightly

4-5 **ANTH0001 Introduction to Material and Visual Culture** lecture

THURSDAY

10-11 **ANTH0001 Introduction to Material and Visual Culture lecture**

2-3, 3-4,4-5,or5-60010 Intro to Archaeology/ 0014 World Archaeology seminars alternate weeks

FRIDAY

**1-3 0014 World Archaeology lecture**

**3-4 Weekly Review**

**You should attend all classes shown in bold, plus tutorials at times shown in your online timetable**

Students will be allocated to the following groups: Fortnightly Degree Tutorials, and Anthropology tutorials

## 13. FIRST‑YEAR SYLLABUS

**BA and BSc in Archaeology, and BA Archaeology with Year Abroad / Placement Year**

The following module units are compulsory:

### ARCL0002 World Archaeology: the Deep History of Human Societies 30 credits

### ARCL0006 Introduction to Social Anthropology 15 credits

### ARCL0010 Introduction to Archaeology 15 credits

### ARCL0011 Field Methods 15 credits

### ARCL0012 Sites and Artefacts 15 credits

### ARCL0013 People and Environments 15 credits

### And one of the following:

### ARCL0001 Introduction to Roman Archaeology 15 credits

### ARCL0005 Introduction to Greek Archaeology 15 credits

### ARCL0007 Introduction to Egyptian and Ancient Near Eastern Archaeology 15 credits

ARCL0008 Introduction to European Prehistory 15 credits

### ARCL0009 Texts in Archaeology 15 credits

### BA in Archaeology of Egypt and Sudan

The following module units are compulsory:

ARCL0004 World Archaeology: (ii) from Early States to Globalization 15 credits

ARCL0006 Introduction to Social Anthropology 15 credits

ARCL0007 Introduction to Egyptian and Ancient Near Eastern Archaeology 15 credits

ARCL0010 Introduction to Archaeology 15 credits

ARCL0011 Field Methods 15 credits

ARCL0012 Sites and Artefacts 15 credits

ARCL0202 Language and Script in the Archaeology of Egypt and Sudan 15 credits

### And one of the following:

### ARCL0003 World Archaeology: Evolutionary Origins to the Earliest States 15 credits

### ARCL0009 Texts in Archaeology 15 credits

**BA in Classical Archaeology and Classical Civilisation**

The following module units are compulsory:

ARCL0004 World Archaeology (ii): From early states to globalization 15 credits

ARCL0010 Introduction to Archaeology 15 credits

ARCL0011 Field Methods 15 credits

ARCL0012 Sites and Artefacts 15 credits

Ancient Language (Greek or Latin) 30 credits

And two of the following:

ARCL0001 Introduction to Roman Archaeology 15 credits

ARCL0005 Introduction to Greek Archaeology 15 credits

ARCL0009 Texts in Archaeology 15 credits

**BA in Archaeology and Anthropology**

The following module units are compulsory:

ARCL0010 Introduction to Archaeology 15 credits

ARCL0011 Field Methods 15 credits

ARCL0012 Sites and Artefacts 15 credits

ARCL0014 World Archaeology: the Deep History of Human Societies 15 credits

ANTH0001 Introduction to Material and Visual Culture 30 credits

ANTH0004 Introductory Social Anthropology I 15 credits

ANTH0010 Introduction to Biological Anthropology II 15 credits

**15. MENTOR GROUPS**

Groups will meet each week during Term 1 on Mondays at 1pm, 4pm or 5pm – please see separate list.

**16. CHECKLIST FOR SUBMITTING COURSEWORK ON MOODLE**

All coursework should be submitted electronically (via Moodle). This will date-stamp your work. The deadline is normally midnight on the day of the deadline.

Please see below for the procedure for uploading your work: -

1. Ensure that your essay (or other item of coursework) has been saved as **a Word doc., docx. or PDF document** *(but not Pages),* and that you have attached an IoA coursework coversheet, [available here](https://www.ucl.ac.uk/archaeology/current-students) under Forms.

1. Save your work with the document name in the format ARCL0012\_A1\_YGBR8 **ie the module code, then the Assessment number, followed by your candidate code**, which is available under My Studies and then Examinations in Portico). This will ensure that you don’t confuse your different pieces of work.
2. Note that your candidate code comprises 4 letters and a number (eg YGBR8), and is different from your 8 digit student number on your ID card. Your candidate code changes each year and is not normally available until early October.

4. Submit your essay to the relevant submission slot on the relevant Moodle page. When you upload your file on the My Submissions page, you will be asked to enter your ‘Submission Title’. **It is essential that you type your candidate code as your title.**

 **(eg ABCD3.** Your code can be found in Portico under My Studies**)**

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

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

One of the Moodle/Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term.

**17. UCL CODE OF CONDUCT**

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

**Good conduct means:**

*In general*

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

*Whilst learning*

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

*Around UCL*

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

*Social and sporting behaviour*

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

*Awareness and caring for others*

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

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| **Links to other UCL policies that relate to conduct:** |  |
|  **Section 2: Student Disciplinary Code and Procedure :** <https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework/section-2-disciplinary-code-and-procedure-respect> **Equalities:** <https://www.ucl.ac.uk/hr/equalities/> **Examinations and Awards:** https://www.ucl.ac.uk/students/exams-and-assessments[**Guidelines for Fieldwork**](https://www.ucl.ac.uk/safety-services/policies/2020/oct/fieldwork)**:** <https://www.ucl.ac.uk/safety-services/policies/2022/oct/fieldwork> **Harassment and Bullying:** <https://www.ucl.ac.uk/students/policies/conduct> **Health and Safety**: <https://www.ucl.ac.uk/safety-services/> **ISD Regulations:** <https://www.ucl.ac.uk/information-security/information-security-policy> **Library Regulations:** https://www.ucl.ac.uk/library/about-us/policies/library-regulations **Student Accommodation General Regulations:** <https://www.ucl.ac.uk/accommodation> **Security:** <https://www.ucl.ac.uk/estates/our-services/security-ucl>  |
|  **Links to sources of advice and assistance:** |
|  **Student Psychological and Counselling Services:** <https://www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-and-counselling-services> **The Disability, Mental Health and Wellbeing team:** <https://www.ucl.ac.uk/students/support-and-wellbeing/wellbeing> **Students' Union UCL:** <https://studentsunionucl.org/> [**Students' Union Rights and Advice Centre**](http://studentsunionucl.org/venues/rights-and-advice-centre)**:** https://studentsunionucl.org/venues/rights-and-advice-centre**Energy Saving Information:** https://www.ucl.ac.uk/sustainable/ |

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This handbook should be read in conjunction with the Institute’s *Student Handbook* which is available on the Institute website

[*http://www.ucl.ac.uk/archaeology/current-students*](http://www.ucl.ac.uk/archaeology/current-students) 8/2023