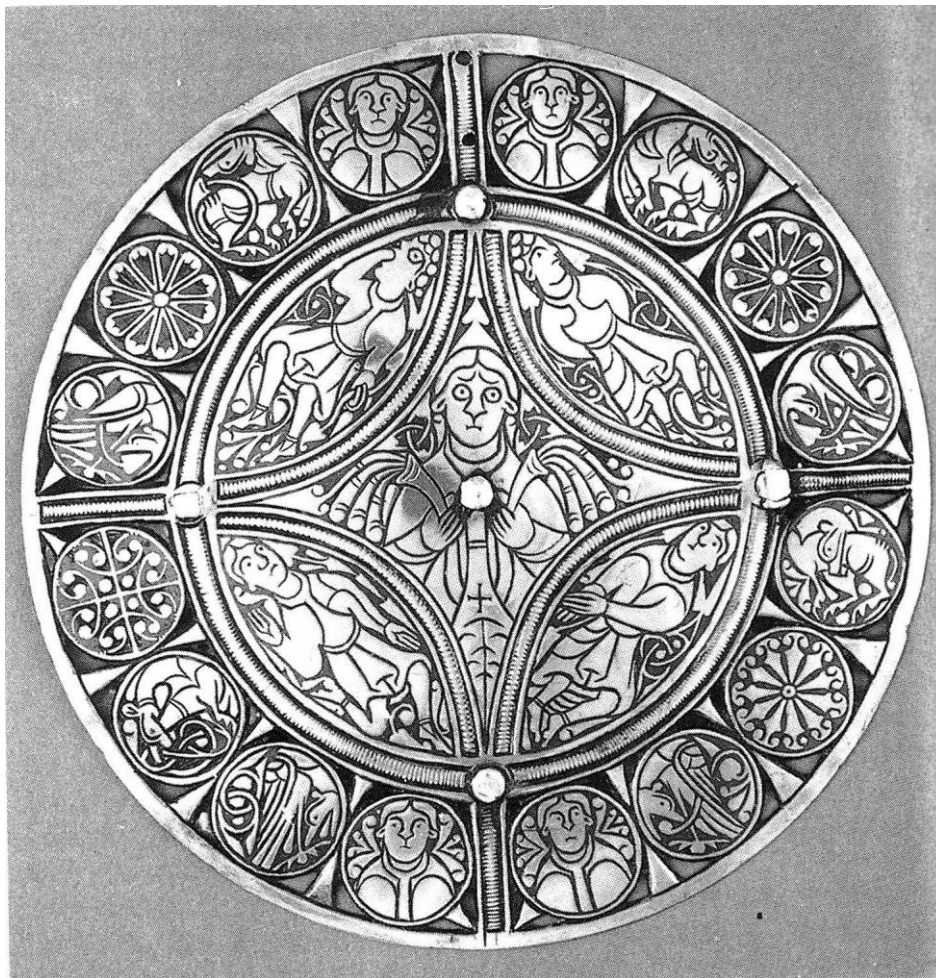


SCHOOL OF HUMANITIES – DEPARTMENT OF ARCHAEOLOGY

UNIVERSITY OF NOTTINGHAM

UNDERGRADUATE HANDBOOK

SESSION 2011-12



The Fuller Brooch
Anglo-Saxon, late 9th century AD

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1. Welcome to the Department of Archaeology

Introduction

A warm welcome to all our new students entering the University this September!

First of all, congratulations on getting into Nottingham, one of the most popular of British universities - we hope that it lives up to your expectations. Whatever plans you have for after you leave here, we hope that you find your time at university the most stimulating, exciting and enjoyable years of your life!

While studying Archaeology at Nottingham you will have the chance to go on field-trips to examine monuments in the field and to visit museums. You will also have the opportunity to participate in excavations in Britain or abroad, either organised by members of staff or by others outside the University. At present members of staff have field projects in Italy, Greece, and Bulgaria as well as in Britain: if you are lucky enough to get accepted on an overseas excavation, some exotic locations await you!

The purpose of this booklet is to help you find your feet by giving you some helpful advice about the Department and University regulations. This booklet is intended as a guide only, and students should always consult the Quality Manual for up to date and definitive details of University policy and procedure, and Programme Specifications for details of degree course regulations:

<http://www.nottingham.ac.uk/quality-manual/>

http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

Always confirm any guidance in this booklet against the University Regulations; it is the wording of the University Regulations which prevails.

If you have any problems, whether personal or academic, your Personal Tutor is here to help (see section 12). We want your time at University to be a happy one. The Department has a reputation, of which we are rightly proud, for being friendly and accessible so don't hesitate to ask for assistance.

May we take this opportunity to wish you the best of luck and every happiness in your University career.

The Department in the University

The University of Nottingham is composed of seven Faculties (Agricultural & Food Sciences, Arts, Education, Engineering, Law & Social Sciences, Medicine & Health Sciences and Science). You are not likely to be in much direct contact with the Faculty except for formal administrative purposes (for example, if you decide early on, with the Department's approval, that you want to change your degree course).

The Faculty of Arts now consists of three Schools (English Studies, Humanities, and Cultures, Languages and Area Studies). The Department of Archaeology is part of the School of Humanities, which also includes the Departments of Art History, Classics, History, Music, Philosophy and Theology and Religious Studies. The current Head of the School is Professor Liz Harvey (History). The Schools co-ordinate the work of their component Departments and have overall control of such matters as finance and staff appointments, but the actual organization of courses and teaching is in the hands of Departments.

This publication can be provided in alternative formats. If you require an alternative format, please contact us to discuss your specific requirements.

Finding your way around

Staff members and their room numbers are listed below.

Full time academic staff

Humanities building (building number 55 on the map)

Name	Room	Telephone	Email
Dr Will Bowden	B32	0115 951 4830	will.bowden@nottingham.ac.uk
Dr Edward Faber	A08	0115 846 8106	edward.faber@nottingham.ac.uk
Dr Hamish Forbes	B31	0115 951 4843	hamish.forbes@nottingham.ac.uk
Dr Chrysanthi Gallou	B11	0115 851 4836	chrysanthi.gallou@nottingham.ac.uk
Dr Jon Henderson	B28	0115 951 4842	jon.henderson@nottingham.ac.uk
Prof Julian Henderson	B33	0115 951 4840	julian.henderson@nottingham.ac.uk
Dr Chris King	B10	0115 951 4845	chris.king@nottingham.ac.uk
Dr Alexandra Livarda	B12	0115 846 8876	alexandra.livarda@nottingham.ac.uk
Dr Chris Loveluck	B27	0115 951 4835	christopher.loveluck@nottingham.ac.uk
Dr Mark Pearce	B26	0115 951 4839	mark.pearce@nottingham.ac.uk
Prof Andrew Poulter	B35	0115 951 4844	andrew.poulter@nottingham.ac.uk
Dr Naomi Sykes	B13	0115 951 4813	naomi.sykes@nottingham.ac.uk
Mr David Taylor	C48	0115 951 4831	d.l.taylor@nottingham.ac.uk
Dr Lloyd Weeks	B41	0115 846 7355	lloyd.weeks@nottingham.ac.uk

Museum Staff

University Museum, old Archaeology & Classics building (building number 12 on the map)

Name	Room	Telephone	Email
Dr Clare Pickersgill	A62	0115 951 4815	clare.pickersgill@nottingham.ac.uk

Facilities

Name	Room
Archaeological Materials Laboratory (Clean)	A05a
Archaeological Materials Laboratory (Dirty)	A05
Bioarchaeology Research Laboratory	A06a
Bioarchaeology Teaching Laboratory	A06
Drawing Office	A21
Electron Microprobe Laboratory	A07
Microscope Laboratory	A09
School and Research Office	A19
Taught Courses Office	A23
Digital Humanities Centre	A24
Digital Humanities Centre Research Room	A26
Digital Humanities Centre Work Room	A24a
University Museum	A60, Old Archaeology & Classics building

2. Staff Profiles

Full time academic staff

Dr Will Bowden BA PhD (Associate Professor)

Will's research areas are the archaeology of the Roman Empire and Late Antiquity, focusing particularly on urbanism and the ways in which people express their identities through buildings and landscape change. His current field projects include a major new research programme at the Roman town of Caistor St Edmund in Norfolk and the excavation of a Roman villa at Diaporit in Albania. His teaching covers the archaeology of the Roman empire, the Roman Mediterranean and the archaeology of ancient cities.

Dr Eddy Faber BSc PhD (Teaching Associate and Research Technician)

Eddy's principal area of research is on technological behaviour in ceramic production, with a particular interest in decorative techniques and the pigments used to decorate pottery. He is involved in research projects ranging from Neolithic Iran to Post-Medieval Britain. Other areas of his interests are the scientific analysis of archaeological materials and Aegean prehistory. His teaching responsibilities include archaeological ceramics, ancient metallurgy and techniques of analysis. He is also responsible for managing the departmental Electron Microprobe, with duties including supervising student projects and undertaking contract work.

Dr Hamish Forbes BA PhD (Associate Professor)

(On Research Leave Spring 2012)

Hamish's area of research lies within European prehistory; his research specialisms include ethno-archaeology, human ecology, prehistoric agriculture and prehistoric technology. His teaching responsibilities include anthropology, prehistoric technology and prehistory from the earliest humans to the first farmers.

Dr Chrysanthi Gallou BA MA PhD (Lecturer)

Chrysanthi's areas of research are Mediterranean archaeology, especially the Aegean Bronze Age and the Greek Dark Ages, and the prehistory of Cyprus, as well as the archaeology of death and religion. She is currently carrying out a project on the Mycenaean chamber tombs at Epidaurus Limera and the prehistory of Laconia, Greece. She is also the archaeological co-ordinator and pottery specialist of the Pavlopetri Underwater Archaeology Project. In summer 2011 she began excavations on Kythera, Greece, in collaboration with the Hellenic Ministry of Culture & Tourism. Her teaching responsibilities include The Origins and Rise of Aegean Civilisation, The Mycenaean State, The Archaeology of Minoan Crete and the Greek Dark Ages.

Dr Jon Henderson MA DPhil FSA Scot. (Associate Professor)

(On Research Leave Autumn 2011)

Jon is an underwater archaeologist with specific research interests in submerged prehistoric settlements. He has extensive experience of underwater operations involving monitoring, survey and excavation and has a particular expertise in the study of freshwater lake dwellings. He is currently the British Director of the Pavlopetri Underwater Archaeology Project, which is investigating the oldest submerged city in the world through detailed digital underwater archaeological survey (2009-2010) and targeted underwater excavations (2011-2013). The settlement archaeology of Iron Age Europe Age forms a further interest and he has a particular research focus on the Atlantic coastal regions of Scotland, Ireland, Wales, Cornwall and Brittany.

Prof. Julian Henderson BA PhD FSA (Professor of Archaeological Science)

Julian's areas of research include the scientific analysis of archaeomaterials, especially vitreous materials, from prehistory to the post-medieval period, the archaeology of Iron Age Europe, and the early medieval archaeology of the Middle East. He directs the Raqqa Ancient Industry Project in Syria. His teaching responsibilities include introduction to archaeology, reconstructing ancient technologies, and ancient glass and ceramics.

Dr Chris King BA MA PhD (Lecturer)

Chris is a specialist in late medieval and historical archaeology between c. 1200 and 1800, with a particular interest in urban archaeology and the archaeology of standing buildings. His research is focused on the archaeology of domestic buildings and households, and the development of religious and public architecture in urban landscapes. Current research projects include the development of merchant culture in medieval and post-medieval towns, and the impact of the Reformation and religious change on places of worship in towns in Britain and in colonial America. He is also a co-director of the Department's 'Southwell Environs Project'.

Dr Alexandra Livarda BSc MSc PhD (Lecturer)

Alex's research interests are in the archaeology of food and the social geographies of plants. Her research is an investigation of the dynamic interplay between humans and plants across time and space and its impact on cultural and socio-economic systems of the past. The two main strands of her current research are the investigation of the dispersal of exotic food plants into northwestern Europe and the study of the origins of agriculture. Alex also has extensive experience in the archaeology and archaeobotany of the Aegean.

Dr Christopher Loveluck BA PhD (Reader & Associate Professor)

Chris is a specialist in the archaeology of landscapes, settlement and material culture of Western Europe, primarily between AD 400 and 1250. Current research projects also cover settlement dynamics of the post-medieval period in Britain, France and Belgium. He was recently the Director of the Flixborough Anglo-Saxon settlement project. He is currently excavating a major early medieval settlement in Denmark.

Dr Mark Pearce MA PhD (Associate Professor)

(On Research Leave Spring 2012)

Mark's principal area of research is the prehistory of northern Italy, especially the Copper and Bronze Ages; he has a particular interest in the archaeology of metalwork and mountains. He directs the Valpetronio Prehistoric Copper Mining and Metallurgy Project in Italy. His teaching responsibilities include archaeological theory, earlier British prehistory and Prehistoric Italy.

Prof. Andrew G Poulter BA MA PhD FSA (Professor of Late Roman and Early Byzantine Archaeology)

(On Research Leave Autumn 2011)

Andrew's area of research centres on the Roman provinces of Central and Eastern Europe, including the lower Danube and the Balkans, especially in the late Roman and early Byzantine periods. He directed the excavation of a Roman and early Byzantine city (Nicopolis in Bulgaria) and is currently director of a programme studying a region of 2,000 km², involving major excavations at Gradishte (a late Roman fortress) and field-survey. Interests include the development of archaeological recording techniques and site specific intensive survey. He has also directed research programmes in Macedonia (northern Greece).

Dr Naomi Sykes BSc MSc PhD (Lecturer)
(On Research Leave Autumn 2011)

Naomi's research focuses on human-animal-landscape interactions and how they inform on the structure, ideology and practice of past societies. She is particularly interested in the social meaning of food, the role of hunting in farming societies and the social history of British fauna. Naomi teaches zooarchaeology, environmental and economic reconstruction and contributes to the courses on Medieval Britain. She will be happy to discuss ideas with students interested in pursuing studies in any area of environmental archaeology.

Mr David Taylor Dip. Fine Art (Tutor in Archaeological Illustration)

David's teaching responsibilities include all aspects of archaeological illustration. His current area of research is a survey and structural analysis of the West Front of Lincoln Cathedral. He is also known for his archaeological reconstructions of historic buildings most recently Wollaton Hall and Newark Castle.

Dr Lloyd Weeks BA PhD (Associate Professor)

Lloyd's research focuses on the archaeology and ancient pyrotechnologies of the Persian Gulf region (Iran, Arabia and Mesopotamia). Since 2002 he has been excavating at Tol-e Nurabad in Fars Province, Iran, attempting to outline the settlement history of the Mamasani region from the seventh millennium BCE to the late Pre-Islamic period. In addition to excavating in Iran he has participated in field projects in the United Arab Emirates, Pakistan, Soqatra and Australia.

Head of Department

The Head of Department for 2011/12 is Dr Lloyd Weeks.

3. Enquiries and Queries

Taught Courses Office

The Taught Courses Office deals with all aspects of undergraduate student administration, including module enrolment, coursework, examinations, fieldwork and extenuating circumstances.

If you have any queries or need to deal with any administrative matters relating to your course, you should come to the Taught Courses Office (room A23); this can be found on the ground floor of the Humanities Building (building number 55 on the map), near the main entrance.

The Office is open for student enquiries from 10:00 to 12:00 and from 14:00 to 16:00, Monday to Friday.

Outside of these hours the office staff may be contacted until 16:30 for emergencies only; students may only enter the Office by invitation from one of the administrators.

If you telephone the Office outside working hours, an answer phone will take your message.

Tel: 14820 (internal) 0115 951 4820 (external)

School and Research Office

The School and Research Office deals with postgraduate research students and all financial matters.

The School and Research Office (room A19) can be found on the ground floor of the Humanities Building, near the Drawing Office.

This Office is *not* open for undergraduate queries. If you need to deal with any financial matters, you should go to the *Taught Courses Office*, who will liaise with School and Research Office for you.

Tel: 15825 (internal) 0115 951 5825 (external)

Email: archaeology-enquiries@nottingham.ac.uk

Mail: The Department of Archaeology, University of Nottingham, Humanities Building, University Park, Nottingham, NG7 2RD

How we will contact you

Pigeon-holes

Feedback on coursework will be placed in the student pigeon-holes, along with any post you may receive addressed to the Department. The pigeon-holes are located on the ground floor. You should ensure that you check your pigeon-hole regularly, and be aware that all uncollected mail is destroyed over the summer vacation.

Notice boards

Notice boards can be found along the ground floor corridor of the Humanities building. You should keep a careful watch on them. Notice boards are updated regularly and display vital information about module registration, examinations, fieldtrips, fieldwork opportunities etc.

Email

You should register as an email user immediately on arrival. **You must check your University email every day** as this is the most frequent method used academics and administrators to communicate with you.

Portal

The University Portal, for which you will be registered on arrival, also gives you access to important information about the University and the Department, access to the Library Catalogue and to teaching materials. **You must check the Portal every day** as important messages are also sent via the Portal, particularly regarding examinations.

4. Facilities

Archaeological Materials Laboratories

The Department has a series of dedicated archaeological materials laboratories that are used for research, analysis, teaching, and other practical exercises. They provide ample space for laying out archaeological specimens. The principal focus of research in the laboratories is the scientific analysis of ancient inorganic materials, particularly metals, ceramics and glass. If you wish to use any of the archaeological materials laboratories for your own project work, you should discuss your requirements with Dr Eddy Faber (manager of the Archaeological Materials, Microscope and Electron Microprobe laboratories).

Archaeological Materials Laboratory (Clean) (Room A05a)

The clean archaeological materials laboratory is used for aspects of analytical work that are susceptible to damage from contamination and thus need to be carried out in a clean environment. The grinding and polishing stages of sample preparation of mounted specimens for optical microscopy and electron microprobe analysis takes place in this room. This room is also used for the storage of prepared analytical samples.

Archaeological Materials Laboratory (Dirty) (Room A05)

This room is intended for any aspect of studying or analysing assemblages that generate mess, such as laying out or washing of assemblages. The laboratory includes a high-temperature furnace used for experimental reconstructions of ancient pyrotechnology, as well as a fume hood and materials for the mounting of specimens for optical microscopy and electron microprobe analysis. All our students have the opportunity to undertake research in this laboratory, particularly during the practical teaching in Ancient Metallurgy, Archaeological Ceramics and Through a Glass Darkly.

Bioarchaeology Laboratory (Room A06)

The Bioarchaeology Teaching Laboratory is used for the teaching of archaeological science as it relates to biological remains, particularly plant remains (archaeobotany) and animal bones (zooarchaeology).

The laboratory is equipped with low-power microscopes, a sink and flotation machine (for the extraction of botanical remains from archaeological deposits). The laboratory also houses reference collections for the identification of archaeological bone and botanical remains.

It is under the direction of Dr Alexandra Livarda and you should see her if you wish to work in the laboratory.

Bioarchaeology Research Laboratory (Room A06a)

The Bioarchaeology Research Laboratory (Room A06a) provides work and study space for postgraduate research students conducting work in archaeobotany and zooarchaeology. It is under the direction of Dr Alexandra Livarda.

Computing

When you registered online for your course in the Portal, the last part of registration should have created your username for you. You should use this username to access computer facilities.

If you have not yet registered, you can go to an IS computer room/area where there should be a registration option. The credentials required will be your login details for registration (which starts ps_ or pg_) that will have been sent to you by the Registrar's department. Information Services can provide details to you if you have not received them.

IS computer rooms/areas are located in the Humanities Building (Room A17), Trent Building (Rooms A93, A94, LG25 and LG27), Hallward Library, Cripps Computing Centre, Lenton Grove and elsewhere in the University.

There are all sorts of programs available on the server including word-processing packages (important because all course-work needs to be typed), spread-sheet and database programs, and a suite of Computer Aided Learning programs for Archaeology (Archaeology TLTP). You will also be able to send and receive e-mail.

IS computer rooms/areas are not administered by the Department but by Information Services and advice and help are available from IS Service Points, in libraries, resource centres and in many IS computer room/areas. Basic IT training is also available. A guide to using IT facilities is available at:

<http://www.nottingham.ac.uk/is/support/knowledgebase/guides/IS1016.pdf>. You can also contact the IT helpline: student-IT-helpline@nottingham.ac.uk or 0115 9516677.

Drawing Office (Room A21)

The Drawing office is under the direct supervision of David Taylor who is always pleased to help or give advice on any aspect of archaeological illustration. Please note that the removal of artefacts and pottery from the Department without permission will be treated as theft.

Facilities include:

- Space for preparation and laying out of drawings.
- Three full-size drawing tables.
- A light table.
- Basic drawing equipment (to be used within the Department).

Electron Microprobe Laboratory (Room A07)

The Departmental JEOL JXA-8200 electron microprobe is used both to support research within the Department and as a central teaching resource for students learning about archaeological materials. Many of our recent undergraduate and post-graduate Archaeological Materials students have used the electron microprobe for their dissertation research, and there is a growing PhD research group for whom the electron microprobe is central to their studies. The microprobe is the major element of the University's Microanalysis Research Facility. If you wish to use the electron microprobe for your dissertation or thesis research, you should discuss the suitability and availability of the facility with Dr Eddy Faber (manager of the Electron Microprobe laboratory).

Microscope Laboratory (Room A09)

The Departmental microscope laboratory is used for research and the teaching of both archaeological materials and bioarchaeology. This facility has received much recent investment and includes equipment that is part of the Digital Humanities Centre. Our facilities include:

- Olympus BX51 reflected and transmitted light microscope, including attachments for polarisation to study ceramic thin-sections
- Olympus BX41 transmitted light microscope
- Olympus SZX10 stereo zoom microscope
- Reichert inverted stage metallurgical microscope
- Colourview I 3.2 Megapixel colour digital camera which attaches to the above microscopes.
- Computer with extra-large screen and specialised software for digital image viewing, capture and analysis

It is under the direction of Dr Eddy Faber.

Trent and Peak Archaeology

Trent and Peak Archaeology is the local contracting unit and is based at Lenton Fields House on the University Park Campus and has carried out archaeological work in the East Midlands since 1967. Its staff collaborate with members of the Department in research and teaching; its webpage is www.nottingham.ac.uk/tpa/.

The Unit has a staff of about 12, with additional part-time specialists and field-workers, and with local volunteers helping on selected projects, principally in Nottinghamshire and Derbyshire. Sometimes it is possible for students to find vacation placements with Trent and Peak Archaeology and such opportunities are advertised on the fieldwork noticeboard.

Digital Humanities Centre (Room A24)

The Digital Humanities Centre (DHC) is a new facility that opens in the Humanities Building in September 2011. It is open to all staff and students who wish to use digital media in their teaching and research.

Equipment is available to be used within the DHC by arrangement and includes PCs and a MacPro with software including Photoshop, Corel Draw, AutoCAD, 3dsStudioMax and Adobe Director; graphics tablets; A3 and A0 scanners; A0 printer; 35mm slide scanners; copystand and digital camera; data projectors; a networked plasma screen. Equipment is also available to borrow by arrangement: for further details see the DHC website and sign up to the social networking pages.

The DHC also houses Art History's 35mm slide collection which includes sections devoted to fine art, photography, sculpture, manuscripts, installation and architecture. Projectors, slide viewers and lightboxes are also available. Staff are available weekdays to facilitate and advise on the use of DHC equipment and software as well as on acquiring, manipulating and using digital images in teaching and research and the copyright issues involved.

University Museum (Old Archaeology & Classics Building)

The University Museum, housed in the old Archaeology & Classics building, was founded in 1933. The museum's holdings are mostly British finds of all periods, especially from the East Midlands, but also some artefacts from Africa and Europe, including Egyptian, Greek and Roman.

The museum is open from 10:00 to 16:00 on weekdays, and you are strongly encouraged to make use of it. There are many opportunities for students to work on the museum collections, and scope for original dissertations based on the collections and the records of excavations. Please ask the Curator, Dr Clare Pickersgill, or the director, Dr Chris Lovelock, for further information.

Research Centres

Centre for Late Antique and Byzantine Studies (CLABS)

The Centre for Late Antique and Byzantine Studies was established in 2007 with the aim of fostering interest in the Late Antique period in western Europe and the Byzantine Empire in the Balkans, north Africa and the Eastern Mediterranean, broadly during the period c. AD 300 to AD 900.

Centre for Spartan and Peloponnesian Studies (CSPS)

The Centre for Spartan and Peloponnesian Studies draws together the significant range of research and expertise on the region within the University of Nottingham. The region of Greece known as the Peloponnese has played an important role in the politics and economy of the Eastern Mediterranean from prehistory to the formation of the modern Greek nation.

Underwater Archaeology Research Centre (UARC)

UARC was established at the University of Nottingham in 2004. The team offers a variety of services, with particular expertise in underwater operations involving environmental impact assessment and monitoring. A core strength of the unit is that it is continually informed and shaped by academic research, which keeps it at the leading edge of the field. The Centre is currently involved in a range of projects, both freshwater and maritime, but has a particular research focus on the survey and excavation of freshwater sites. The Centre undertakes independent contracts through a joint partnership agreement between the University of Nottingham and AOC Archaeology Ltd.

5. Structure of the Degree

What is Archaeology?

Archaeology is the study of the past through its material remains. Its scope differs from that of history, which relies principally on written records. By using material evidence archaeologists have been able to investigate periods, peoples and cultures which had no writing and consequently no recorded history. Of course the archaeological approach can, in addition, extend our understanding of historical periods; indeed the study of such periods forms an important part of the course.

In the degree course you will learn how archaeological knowledge is acquired and interpreted and what light it has shed on the past. We aim to cover a long time-span, from the earliest hominids through to the medieval period (and sometimes later), but to make this more manageable, we concentrate in particular (though not exclusively) on European archaeology. By the end of your course you should have an understanding of the principles, methods and techniques applied in archaeology, and how they have helped our understanding of the past.

Archaeology has links with many other subjects. In your studies you will need to understand and interpret scientific data (for example from environmental science and materials science), as well as concepts and ideas that have developed in the social sciences (such as anthropology and geography), and integrate these into a wider perspective.

Archaeology Degrees available

The following undergraduate degree courses are available in the Department of Archaeology:

Single Honours

V400 BA (Hons) Archaeology (*Lead Department – Archaeology*)

V401 BSc (Hons) Archaeology (*Lead Department – Archaeology*)

Joint Honours

VVC4 BA (Hons) Ancient History and Archaeology (*Lead Department – Classics*)

VV43 BA (Hons) Archaeology and Art History (*Lead Department – Archaeology*)

QV84 BA (Hons) Archaeology and Classical Civilisation (*Lead Department – Classics*)

LV74 BA (Hons) Archaeology and Geography (*Lead Department – Archaeology*)

VV14 BA (Hons) Archaeology and History (*Lead Department – History*)

VQ43 BA (Hons) Viking Studies (Lead Department – English)

These courses are all full-time (three years).

BA (Hons) Archaeology, BSc (Hons) Archaeology, BA (Hons) Ancient History and Archaeology, and BA (Hons) Archaeology and History may be studied part-time (up to seven years).

Main Themes

The main themes of the archaeology degrees at Nottingham are:

- Emphasis on practical skills developed in the Practical modules of the Qualifying Stage and the Portfolio modules in Part I;
- The fieldwork element for experiential learning;
- Strong emphases on the archaeology of Britain, Europe and the Mediterranean;
- Archaeological science including bioarchaeology and archaeological materials analysis;
- The archaeology of landscape and environment;
- Strong links between research and teaching.

The BA Archaeology and BSc Archaeology have the following aims:

- To provide a critical understanding of the development and vitality of archaeology as an academic discipline, and the use of the past within modern societies;
- To encourage comprehensive awareness of the development and character of human societies in Britain, Europe and the Mediterranean, primarily from later prehistory to the early modern era;
- To provide a research-led teaching environment within which students can develop their understanding of approaches to archaeological practice and interpretation;
- To prepare students for a career in the archaeological profession, postgraduate study in archaeology, and/or the wider workplace through development of analytical, communication, presentation and teamwork skills.

Structure of the Academic Year

The academic year is split into three terms of approximately ten weeks each.

Teaching is divided into two semesters of fifteen weeks. Each semester consists of twelve weeks' teaching (the last two of them usually for revision) and three weeks for examinations and marking. The examinations usually fall in January (for the Autumn Semester) and May-June (for the Spring Semester).

There are vacations at Christmas, Easter and over the summer.

You are required to be present in the University throughout the whole of the three terms that make up the session. The dates of the 2011-12 session are listed at the back of this handbook.

Degree Structure

Each degree course (whether Single or Joint Honours) follows a three year pattern of Qualifying Stage, Part I and Part II. Part-time students organise their programme of studies over four to seven years to fit in with this basic tripartite pattern. The archaeology degree programmes comply with the University Regulations for Undergraduate Courses which can be found at <http://www.nottingham.ac.uk/quality-manual/study-regulations/undergraduate-regulations.htm>.

The Qualifying Stage aims to lay the foundations for your study of archaeology. Introductory in nature, this part of the course will not contribute to your final degree classification, but it is necessary to pass in order to progress to Part I and the marks form part of your University record. It is the marks from Part I and Part II that determine your final degree classification. For all Single and Joint Honours students,

Part I counts for 40% and Part II counts for 60%; with the exception of Archaeology and Geography Joint Honours students where Part I counts for 30% of the final result, and Part II counts for 70%.

The basic taught elements which go to make up each stage of the degree are called 'modules'. Each module consists of teaching (by lecture, seminar, tutorial, practical or some other method), your own private study (typically spent on research and writing), and assessment by course-work and/or examination. Modules are measured in terms of 'credits' and notionally each credit is thought to require 7.5 hours of concentrated study time.

Students study modules attracting 120 credits in each year, to give an overall total of 360 credits at the end of three years.

UG Modules are usually worth ten credits. A student would therefore need to study 12 ten-credit modules a year to gain 120 credits. A number of modules, however, are worth twenty credits and others forty credits. Whatever combination of modules a student chooses, the total per year must normally equal 120 credits. These are usually spread equally between the semesters (ie. 60 credits in the Autumn Semester and 60 credits in the Spring Semester) to give a balanced workload.

Further information on course structure and taught modules can be found in the Quality Manual <http://www.nottingham.ac.uk/quality-manual> and the Catalogue of Modules <http://modulecatalogue.nottingham.ac.uk/Nottingham/>

Part-time Degrees

Part-time students can take no more than 80 credits in any one year, and normally no fewer than 40 credits in years 1 and 2.

It is possible for part-time students to take, in any year, some modules that contribute to the Qualifying Stage and some that contribute to Part I, or some modules that contribute to Part I and some that contribute to Part II. At the time when they select them, these students must specify which modules will contribute to the Qualifying, which to the Part I and which to the Part II examinations.

Archaeology Single Honours

BA (Hons) Archaeology

The following information is intended as a guide only. Students should always check their degree regulations at http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

Qualifying Stage (Year 1)

The following modules are compulsory:

- V61100 Introduction and Approaches to Archaeology (10 credits)
- V61101 Environmental Archaeology (10 credits)
- V61110 Prehistory from the Earliest Humans to the First Farmers (10 credits)
- V61111 Prehistory from the Bronze Age to the Iron Age (10 credits)
- V61121 Introduction to Medieval Archaeology AD 400 - 1400 (10 credits)
- V61130 Practical Archaeology 1 (10 credits)
- V61131 Practical Archaeology 2 (10 credits)
- V61132 Introduction to the archaeology of the Roman Empire (10 credits)

Total = 80 credits

In addition, you should choose 40 credits of optional modules to be taken in subjects other than archaeology (modules AAA050 Cultural Anthropology, AAA017 The

Anthropology of Human Ecology can be taken as part of these 40 credits if desired). This will bring the total for the year to 120 credits.

Part I (Year 2)

The following modules are compulsory:

- V62203 Portfolio 1 (10 credits)
- V62204 Portfolio 2 (10 credits)
- V62206 The Archaeology of Technology and Production (10 credits)
- V62207 Prehistoric Britain (10 credits)
- V62208 Roman Britain (10 credits)
- V62209 Medieval Britain (10 credits)
- V62300 Archaeology: IT and Research Methods (10 credits)
- V62301 History, Theory and Practice of Archaeology (10 credits)

Total = 80 credits

In addition, a minimum of 20 credits of optional modules in archaeology must also be taken. A further 20 credits may be taken from optional modules either in archaeology or in other subjects.

Part II (Year 3)

The following modules are compulsory, either:

- V63401 Extended Essay in Archaeology (20 credits, may be taken in either the autumn or the spring semester); or
- V63403 Dissertation in Archaeology (40 credits, full year).

The remaining 80 credits (if V63403 is chosen) or 100 credits (if V63401 is chosen) must be taken from optional modules. If non-archaeological options are desired, no more than 20 credits can be taken outside archaeology. No more than 20 credits may be taken at levels lower than 3.

BSc (Hons) Archaeology

The following information is intended as a guide only. Students should always check their degree regulations at http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

Qualifying Stage (Year 1)

The following modules are compulsory:

- V61100 Introduction and Approaches to Archaeology (10 credits)
- V61101 Environmental Archaeology (10 credits)
- V61110 Prehistory from the Earliest Humans to the First Farmers (10 credits)
- V61111 Prehistory from the Bronze Age to the Iron Age (10 credits)
- V61121 Introduction to Medieval Archaeology AD 400 - 1400 (10 credits)
- V61130 Practical Archaeology 1 (10 credits)
- V61131 Practical Archaeology 2 (10 credits)
- V61132 Introduction to the archaeology of the Roman Empire (10 credits)

Total = 80 credits

In addition, you should choose 40 credits of optional modules to be taken in subjects other than archaeology (modules AAA050 Cultural Anthropology, AAA017 the Anthropology of Human Ecology can be taken as part of these 40 credits if desired). This will bring the total for the year to 120 credits.

Part I (Year 2)

The following modules are compulsory:

- V62203 Portfolio 1 (10 credits)
- V62204 Portfolio 2 (10 credits)
- V62206 The Archaeology of Technology & Production (10 credits)
- V62300 Archaeology: IT and Research Methods (10 credits)
- V62301 History, Theory and Practice of Archaeology (10 credits)
- V62343 The Archaeologist as Detective (10 credits)
- V62350 Bioarchaeology (20 credits)

Total = 80 credits

In addition, a minimum of 20 credits of optional modules in archaeology must also be taken. A further 20 credits may be taken from optional modules either in archaeology or in other subjects.

Part II (Year 3)

The following modules are compulsory:

- V63344 Through a Glass Darkly (10 credits)
- V63355 Ancient Metallurgy: Archaeology and Experiment (10 credits)

It is also compulsory to take one of the following, either:

- V63401 Extended Essay in Archaeology (20 credits, may be taken in either the autumn or the spring semester); or
- V63403 Dissertation in Archaeology (40 credits, full year).

The remaining 50 credits (if V63403 is chosen) or 80 credits (if V63401 is chosen) must be taken from optional modules. If non-archaeological options are desired, no more than 20 credits can be taken outside archaeology. No more than 20 credits may be taken at levels lower than 3.

Archaeology Joint Honours

If you are following a Joint Honours course you will need to read this description of the archaeology component in concert with the regulations covering your other subject. The following information is intended as a guide only. Students should always check their degree regulations at

http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

Qualifying Stage (Year 1)

The following archaeology modules are compulsory:

- V61100 Introduction and Approaches to Archaeology (10 credits)
- V61101 Environmental Archaeology (10 credits)
- V61110 Prehistory from the Earliest Humans to the First Farmers (10 credits)
- V61111 Prehistory from the Bronze Age to the Iron Age (10 credits)
- V61121 Introduction to Medieval Archaeology AD 400 - 1400 (10 credits)
- V61132 Introduction to the archaeology of the Roman Empire (10 credits)

Total = 60 credits

Normally, a further 60 credits will then be taken from your other joint honours subject. This will bring the total for the year to 120 credits. However, you should always check the web page listed above to see your exact degree requirements.

Part I (Year 2)

The following archaeology modules are compulsory:

- V62206 Technology & Production (10 credits)
- V62208 Roman Britain (10 credits)
- V62209 Medieval Britain (10 credits)
- V62301 History, Theory and Practice of Archaeology (10 credits)

Total = 40 credits

Please note that for **BA (Hons) Archaeology and Geography** V62300 Archaeology: IT and Research Method is also compulsory and V62209 Medieval Britain is replaced by V62207 Prehistoric Britain.

Please note that if you wish to take the 40 credit V63403 Dissertation in Archaeology you must take the prerequisite module V62300 Archaeology: IT and Research Methods.

Normally, a further 10/20 credits of archaeology modules will be chosen, to bring your total of archaeology modules for the year to 60 credits.

60 credits will then be taken from your other joint honours subject to bring the total for the year to 120 credits. For flexibility, the regulations may allow a 50:70 credit split between your two joint honours subjects. However, you should always check the web page listed above to view your exact degree requirements.

Part II (Year 3)

In Part II, out of a total of 120 credits joint honours students will take a minimum of 40 and a maximum of 80 (but usually 60 credits) in archaeology. Joint honours students will take an Extended Essay or a Dissertation (20 or 40 credits) either in archaeology or their other honours subject. See the web page listed above to view your exact degree requirements.

Fieldwork/Professional Experience

Single honours students are normally required to carry out a total of 20 days, and joint honours students a total of 10 days of archaeological fieldwork/professional experience on an approved project. Students who have not completed the relevant fieldwork/professional experience may not graduate. Assessment of the fieldwork/professional experience carried out during the Qualifying Stage forms part of V62301 History, Theory and Practice of Archaeology.

Fieldwork is normally undertaken over the summer after the first academic year of study. This will normally be met by projects run by the Department of Archaeology. Details of other excavations seeking volunteers are regularly posted on the fieldwork notice board.

Normally students work on research projects organised by a member of staff (in recent cases in the UK, Bulgaria, Greece, Italy and Syria), but you are free to choose the project in which you wish to participate. The project must be approved and before making final arrangements you must obtain the consent of the Fieldwork Officer (Dr Will Bowden in Autumn and Professor Andrew Poulter in Spring) or in their absence, from your personal tutor.

The Fieldwork Officer is responsible for overseeing placement on projects, and you should consult your tutor or him if you have difficulty finding a place on an excavation.

If you have a medical condition or disability that means you are unable to undertake the full scope of activities associated with archaeological fieldwork, then measures will be taken to allow you to undertake group tasks on Department-run excavations/surveys where possible. Alternatively, you can undertake 20 days (Single Honours) or 10 days (Joint Honours) of other professional experience in archaeology. You should contact the Fieldwork Officer who can help you to find a suitable project.

While carrying out the fieldwork requirement, you may be able to claim some financial assistance from the University.

When you apply to join an excavation and before you get there you must ask the Director of the Excavation (the person who is in charge of the dig) to complete a Risk Assessment Form (available from the Taught Courses Office and Department website). Ask the Director to fill this in and return it to you, then give the completed form to the departmental Fieldwork Officer for approval. Your risk assessment **must** be approved **before the end of the summer term**. Approval of risk assessments submitted after the end of the summer term cannot be guaranteed, since the Fieldwork Officer may not be available to approve them. If your risk assessment form is not approved then the fieldwork which you undertake has no association with your degree programme. This means it will not normally count towards your fieldwork requirement and the University is not liable for your safety or any insurance should you be injured or taken ill.

In order for the Department to assess your fieldwork experience, the Director of Excavation should fill out a Director's Report Form describing what you have done, and how well. This form must be returned to the Taught Courses Office. Make sure you collect a Director's Report Form from the Taught Courses Office or online at <http://www.nottingham.ac.uk/archaeology/department/fieldwork.php> before leaving for your fieldwork. This will form part of your record of achievement, and be kept in your file.

Conduct during fieldwork and other placements

The University Quality Manual's *Code of Practice* states that students must be aware of their responsibilities:

- As representatives of the University;
- Towards the placement provider and its customers, clients and employees. This includes maintaining appropriate dress/uniform code, and maintaining punctuality, reliability and professional conduct;
- For managing their learning and professional relationships;
- For recording their progress and achievements; and
- For alerting the placement provider and their home School to problems with the placement that might prevent the progress or satisfactory completion of the placement.

In addition, students must adhere to the University's *Code of Discipline for Students* while on fieldwork or other professional experience placements. This document can be found at: <http://www.nottingham.ac.uk/registrar/calendar/code-of-discipline.pdf>

It cannot be stressed too strongly that students are expected to behave in a reasonable and responsible manner at all times while doing fieldwork or other professional experience placements. As this experience is a compulsory part of your degree, failure to adhere to the Code of Practice and Code of Discipline may lead to disciplinary action. In addition, if there is any evidence of activity that is against the law, whether the student is "on duty" or not, this (in addition to any other action) will automatically be reported to the University.

In the event of breaches to the code of conduct or other unsatisfactory behaviour being reported by directors:

- The Director's Report detailing the alleged behaviour may be placed in the student's file. This will remain as a record that referees will be obliged to take into consideration when writing references for students, both before and after graduating;
- The student will normally be interviewed by a panel, which will usually consist of at least the Head of Department and the Fieldwork Officer, to determine whether the student's behaviour has fallen below what is acceptable. In the event that the panel considers that the student's behaviour was unacceptable, potential penalties include:
 - Placing a report in the student's file indicating that the panel has fully or partially substantiated the Director's Report;
 - A decision that the student's behaviour over part or all of the fieldwork period was unsatisfactory, and therefore it does not count towards the compulsory fieldwork element of the course. This in turn may well result in:
 - Refusal to reimburse the student for expenses incurred in participating in the fieldwork or other professional activity
- The interviewing panel may decide that the breach is so serious that they refer it to the Head of School for possible action by higher University authorities.

Field Trips

Field trips (as distinct from fieldwork) are an enjoyable way for you to learn more about archaeology by visiting museums or sites you have learnt about in your modules.

Fieldtrips can vary in length between one day and a week. Day trips may involve visits to local and national museums (e.g. The British Museum); longer trips have recently included visits to Hadrian's Wall and Ireland. These trips can be great fun and are often regarded by students as one of their favourite parts of the course.

These trips are subsidised, but you will be asked for a contribution towards the cost. Keep an eye on the notice board for details of forthcoming field trips. Be sure to sign up as soon as possible as trips are very popular and can sell out quickly.

6. Module Choices

Choosing your modules

First year students will be able to choose their non-archaeology modules in Week One.

You will be given a Module Entry Form (MEF) on which you enter your modules. Any compulsory modules will be pre-printed onto the form.

To choose the remaining modules, you should look firstly at the regulations for your course and then at the Catalogue of Modules:

http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

<http://modulecatalogue.nottingham.ac.uk/Nottingham/>

Any subsidiary modules (modules in other Schools/Departments) will need to be approved by the relevant School/Department. Make your way to that School/Department (a list of registration times will be posted on the modules notice board) and if you are accepted for the module, enter the details on your MEF and have the choice initialled. Go along early to Schools/Departments whose modules you think will be most popular, and remember to take your archaeology timetable with you. There are lots of subsidiary modules for you to choose from.

When the form is complete you should sign and date it, and post it into the coursework box outside the Taught Courses Office before the deadline.

If you need any help or guidance in choosing your modules, you should see your personal tutor. You can change your mind up to two weeks after the start of teaching, but not later. **This deadline is adhered to strictly.**

Module Handbooks

When you start a module, the module convenor will usually provide you with a module handbook. This will contain week-by-week course details (i.e. what will be taught in each week of the course), details of assessments (e.g. essay questions, coursework deadlines), reading lists or details of any books that you should purchase. Frequently these details are also made available on WebCT. If you have any questions relating to the module you should ask the module convenor.

7. Teaching & Learning

Teaching methods

The three main methods of teaching are lectures, demonstrations (including much of the practical teaching) and seminars/tutorials (student presentations, problem classes etc).

Seminars and demonstrations will sometimes require collaboration and group work with your fellow students. The point of seminars and tutorials is not only to present your own paper, but also to listen to the ideas of others, think about them, and develop your thoughts through debate and discussion.

What you can expect from your teachers

- Clear exposition of the aims and objectives of each part of the course;
- Explanation of the teaching programme;
- Statement of the assessment procedures;
- Appropriate guidance on coursework, with reading lists and an indication of what is expected of you;
- Helpful and prompt feedback on your work and progress;
- Up-to-date scholarship in their areas of expertise; and
- To be available at stated times to discuss any problems, academic or personal.

What is expected of you

- Commitment to study;
- Attendance at lectures and classes;
- Time management to ensure that your work is handed in on time;
- Respect for books and equipment;
- Consideration for fellow students;
- Regular consultation of the notice boards; and
- Respect for your environment – keep all lecture rooms, seminar rooms and labs clean and tidy.

Attendance

Attendance at Lectures and Seminars is compulsory and all students will be required to sign an attendance register at each session. If you cannot attend, you must inform the Taught Courses Office by e-mailing archaeology-enquiries@nottingham.ac.uk and the Module Convenor stating your reason for absence. Any student who is deemed to have unsatisfactory attendance for lectures and seminars will be issued a warning by the Department and may be called for interview. Attendance will be considered at exam boards.

Lack of attendance can result in very serious penalties (see the Quality Manual <http://www.nottingham.ac.uk/quality-manual/study-regulations/attendance.htm>)

It is the responsibility of the student to ensure they attend lectures and seminars and that they make the Department aware of any extenuating circumstances they may have.

University Regulations on Attendance

Students must attend all teaching activities necessary for the pursuit of their studies, undertake all associated assessments and attend meetings and other activities as required by their School or the University. Where students face difficulty in attending sessions or undertaking assessments and examinations, it is their responsibility to inform their School of this fact and to provide a satisfactory explanation. Please see <http://www.nottingham.ac.uk/academicsservices/qualitymanual/studyregulations/attendanceprocedures.aspx> for further details on attendance regulations at the University.

Individual Schools and Departments have systems in place to monitor attendance during the academic year. Unauthorised absences are reported to the Registry and recorded as appropriate. Where students are absent without authorisation, to the point that it is not possible to continue with the course, the Registry will write to the student stating that they will be deemed to have withdrawn from the University and their student record will be amended to show that they have withdrawn.

Where required the University will report non-attendance to appropriate authorities including the UK Border Agency.

Skills you will develop

During the course of your degree, you will develop many key skills highly valued by employers. Students taking the BA Archaeology or the BSc Archaeology will develop the following skills:

Knowledge and Understanding:

- Understanding of the origins and development of archaeology as a discipline;
- Appreciation of the historical, social and cultural context of archaeological interpretation;
- Familiarity with the diverse sources of evidence used by archaeologists;
- Understanding of the concepts which underpin archaeological practice and interpretation;
- Critical awareness of approaches to quantifying, analysing and interpreting primary archaeological data; and
- A broad and comparative knowledge of the archaeology of selected geographic regions and chronological periods.

Intellectual Skills:

- Critical awareness of complex issues through reading and practical experience;
- Ability to arrive at independent and informed opinions on archaeological approaches to methodology and interpretation;
- Development of ability to present cogent argument both orally and in writing;
- Ability to plan and execute a sustained piece of research in the form of a dissertation; and
- Acquisition, management and selective use of substantial quantities of information.

Professional/Practical Skills:

- Articulation of knowledge of approaches to archaeological practice and interpretation;
- Written presentation of grammatical and argumentative analysis;
- To work in a team towards a common goal, through archaeological fieldwork;
- Organisation and undertaking of guided research; and
- Development of essential research and presentation skills through bibliographic, statistical and graphical means.

Transferable/Key Skills:

- The ability to work in a team;
- Communication and analysis through writing;
- Communication and analysis through oral discussion and presentation;
- Development of IT skills - word processing, data-base, presentation and internet skills;
- Organisation and management of working time, scheduling of tasks and meeting of deadlines; and
- Self-assessment, in terms of strengths and weaknesses.

To view the learning outcomes for joint honours degree programme, please visit http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

8. Assessment

Responsibilities of Students

- To read carefully and comply with academic regulations, which can be found at <http://www.nottingham.ac.uk/registration>;
- To hand coursework in on time and to keep all returned coursework throughout the duration of your University career;
- To complete in a timely manner the necessary forms to ensure examination entries are correct (module entry form [Autumn]; module confirmation form [Spring]; individual examination timetable [both semesters]);
- To consult the module convenor **before** the due deadline if, in exceptional circumstances, an extension is needed in order to complete a piece of coursework;
- To attend the required examinations;
- To inform the Taught Courses Office immediately (using an Extenuating Circumstances form) if there are any personal or medical circumstances that may have affected your performance, and to provide documentary evidence;
- To inform the Taught Courses Office immediately (using an Extenuating Circumstances form) if for any reason you are absent from an examination;
- To inform the Taught Courses Office if you are, or believe yourself to be, dyslexic, or have any other disability that may affect your examination performance. If you wish to request alternative arrangements on the grounds of dyslexia, disability or long-term medical condition, you should approach Academic Support by the published deadlines; and
- Where appropriate, to complete a Religious Observance form by the published deadlines.

Methods of Assessment

The method of assessment varies depending upon the character of the module. In some cases, assessment is entirely by coursework, e.g. Practical Archaeology or Dissertation. More commonly, the final mark for a module is arrived at by combining coursework and examinations.

Full details of the assessment requirements for each module and the relative proportion allocated to exam and coursework are provided in the Catalogue of Modules <http://modulecatalogue.nottingham.ac.uk/Nottingham/>.

The language of all assessments in Archaeology is English.

Coursework

The most common element in coursework assessment is the essay, the length of which is noted in the module handbook and in the Catalogue of Modules.

You will be provided with a list of questions by the course convener and/or lecturer. Usually, you will have a choice of questions. It is important for you to use relevant information in your essay. Do not just write in great detail all you know about the topic, focus on the specific question set (this also applies to examination papers).

Presentation

Essays must be word processed using a font size of 12 with line spacing at a minimum of 1.5.

Deadlines

The module convenor will set a deadline date for coursework. This usually appears in the module handbook that you will be given when you start the module. Coursework submitted late without good reason, will be docked by 5 marks per working day. For example, an original mark of 68% would be successively reduced to 63%, 58%, 53%, 48% etc. Normal working days include vacation periods, but not weekends or public holidays. For further guidance see the Quality Manual at <http://www.nottingham.ac.uk/quality-manual/assessment/penalties.htm>.

Submission of Coursework

All essays submitted for the Department of Archaeology should be word-processed. Unless otherwise advised, submit TWO copies of each piece of coursework with a coversheet stapled to *each* copy. You should use the date-stamp machine to stamp both coversheets. Coversheets and the date-stamp machines can be found outside the Taught Courses Office. Post both copies into the Archaeology coursework box outside the Taught Courses Office, **do not put coursework into plastic wallets**. The coursework box is emptied daily by the Taught Courses Office Administrators.

In addition to the two hard copies an electronic version of the essay must be submitted to Turnitin via the module workspace on WebCT.

The deadline for submission of coursework is 12:00 on the day stated in the module handbook.

Extenuating Circumstances

It is not uncommon for students to encounter serious problems during their time at University, which prevents them from meeting deadlines or attending examinations. If you have a problem that prevents you from getting your work in on time it is very important to see your personal tutor and the module convenor. In addition, if you are having problems meeting or you fail to meet a coursework deadline or miss an examination due extenuating circumstances, you must fill in an Extenuating Circumstances Form within 7 days of the deadline. Forms can be obtained from the Taught Courses Office. This needs to be discussed with and signed off by your personal tutor. Supporting evidence (medical certificates, letters, and in the case of bereavement, a death certificate) must be attached to the Form. When completed the documentation should be handed into the Taught Courses Office.

All extenuating circumstances claims that are handed in subsequent to the publication of relevant marks or qualification outcomes to students will be rejected automatically, except where the student provides authoritative evidence (such as from a doctor) that they were clinically unable to submit the extenuating circumstances any sooner.

Please see link outlining university regulations regarding extenuating circumstances www.nottingham.ac.uk/quality-manual/assessment/pro-guid-ext-cir.htm

Examinations

These are usually one and a half hours in length and generally require an attempt at two questions, though some examinations are longer and require students to answer more questions. Remember, that the total mark for an examination is divided equally between the questions, unless the rubric at the head of the paper explicitly states otherwise. Answering only one question in detail (where two questions have to be answered) can easily lead to failure. Consult previous examination papers and ask your module convenor if you are in doubt about the nature of a particular exam. Details of the dates and locations of your exams will appear on the Student Portal, so it is important that you check this on a regular basis.

If you have a disability, dyslexia or a long term medical condition and need alternative exam arrangements it is important that you contact Academic Support at least two months in advance so that they can assess your needs. For January exams the deadline is usually early November and for May-June exams the deadline is usually early March, for exact dates see the Academic Services website <http://www.nottingham.ac.uk/academicsservices/currentstudents/examinations/index.aspx>).

Dissertation/Extended Essay (taken in Part II)

Most students find the Dissertation/Extended Essay one of the most enjoyable parts of their degree course. It is taken in Part II (year 3) and is a piece of original research. Single Honours students must take either V63403 Dissertation or V63401 Extended Essay in Archaeology. Joint Honours students must take either V63403 Dissertation or V63401 Extended Essay in Archaeology or a Dissertation in their other Joint Honours subject. However, you should always make sure of this by checking your course regulations at http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

The Dissertation/Extended Essay will be on a topic of your choosing, provided it is approved by your supervisor. Your supervisor will be that member of staff who is most knowledgeable about your chosen subject.

The module V63401 Extended Essay in Archaeology (20 credits) involves the production of an extended essay of 7,000 words on a project involving the culmination of the range of reading, learning and graphic or photographic skills acquired during the first two years of your course. It can be taken in either the autumn or the spring semester.

The module V63403 Dissertation in Archaeology (40 credits) involves the production of a dissertation of 12,000 to 14,000 words and again represents the culmination of the range of reading, learning and graphic or photographic skills acquired during the first two years of your course. The Dissertation is taken over the full year.

Unlike other modules, teaching is carried out on a one to one basis with your supervisor who will provide instruction on how to tackle the topic and how to present the results. It is absolutely essential that students taking the dissertation modules consult at regular intervals with their supervisors, including at least one supervision before the summer vacation preceding the start of Part II.

Full details on how to present a Dissertation/Extended Essay can be found in the booklet *Notes on the writing and submission of Dissertations/Extended Essays* available from the Taught Courses Office, and you should always acquire a copy of this booklet before commencing work on your Dissertation/Extended Essay.

Plagiarism and Collusion

Plagiarism is a form of cheating and theft. The official University definition of plagiarism is that, *'It is an academic offence for a student to use another person's work and to submit it with the intent that it should be taken as his or her own.'*

This is one reason why the correct citation of references is so important. If a student is found to have plagiarised the work of someone else a mark of zero can be given to the work, and they may be subject to further disciplinary procedures.

Plagiarism can be either the direct copying word-for-word of another person's work, or a re-wording of someone else's work that does not make the source clear. If you transcribe a short passage from a book into an essay it is very important that you

indicate this (for example by using inverted commas around the extract) and that you cite the source. It is also plagiarism to copy sections of your own work from another essay that you have submitted. For a full account of the procedures for dealing with plagiarism, see the University Quality Manual <http://www.nottingham.ac.uk/quality-manual/assessment/offences.htm>

Related to plagiarism is collusion, where two or more students pool their work and then they each submit it as though it was a product of their own individual effort. Collusion will also be penalised.

Examples of plagiarism or collusion include:

- Cutting and pasting text from websites or other electronic sources;
- Submitting essentially the same work for more than one item of assessment (self plagiarism);
- Copying other people's work without indicating by the use of inverted commas and/or a citation that you have taken the material from another source

Note that plagiarism refers not only to written work but also to graphics, drawings and other materials presented as coursework.

The University has a very strict plagiarism policy. When you register with the Archaeology Department during Week One, you must sign a statement confirming that you understand the implications and possible punishments which the offence of plagiarism carries and that you understand what is expected of you in order to avoid plagiarism.

Turnitin Availability for Students

Turnitin is a software tool used by the University to check student assignments for possible plagiarism. It works by comparing what the student has written to a wide range of sources and looks for text matches between the student's writing and these sources. Though a match does not necessarily mean that the student has plagiarised, it does mean that the academic marker will examine the identified matches to see whether a plagiarism offence has occurred.

Turnitin has now been made available by the University for students to use. This is because the University wants to encourage students to develop their academic writing skills and access to Turnitin will, it is hoped, assist students in improving their writing by revealing any problems with the citation of source materials, with bibliographies and with the way source material has been paraphrased and used.

Turnitin is available to all students via WebCT. Access to Turnitin is permanently available on the 'Courses List' through the hyperlink '*Formative Writing Tool for Students – Turnitin Access.*' By clicking on the hyperlink, students will be able to access the software through which they can upload assignments and find detailed information about how to use the software to improve their writing.

It is strongly recommended that students using the service read the associated information and instructions carefully to enable them to get best use of Turnitin. The information available is as follows,

1. Step by step guide to uploading assignments

Uploading assignments is a straight-forward process made easier by the system's ability to accept many electronic formats.

2. Understanding and interpreting originality reports

The system produces an originality report that indicates matches between the submitted assignment and sources searched. This section gives guidance about understanding reports and deciding what action to take.

3. Using Turnitin to improve academic writing

Turnitin is potentially a powerful tool in helping to improve academic writing. This guide will help students get the most from Turnitin access.

4. Links to further information about academic writing and plagiarism

By following these links students will be able to find ideas to further improve academic writing and check their understanding of plagiarism.

The reports produced by Turnitin are not always easy to interpret without a full understanding of how the system works, and it is not always obvious what action to take to improve academic writing unless the guidance is closely followed. It is expected, that by using the guidance, students will use the software independently and that they will interpret originality reports for themselves.

Schools will continue to use Turnitin to check some further aspects of student submissions, matching sources which are not available in the student access version of the system. Schools will be able to additionally check matches to other student assignments in the class and to student work submitted to the software from a large number of UK universities. These checks are not available to students in order to allow multiple uploads of re-drafted work without returning a match on their previously submitted draft.

A low/zero percentage match with searched sources reported by Turnitin is not a guarantee that there isn't any plagiarised work in the assignment. Academic staff will continue to use their expertise and knowledge in their subject areas to identify plagiarism. Students should therefore ensure that they understand what plagiarism is by working through the Academic Integrity web resource at <http://www.nottingham.ac.uk/csc>

Bibliographies and Citation

In all coursework you are expected to indicate the sources of information that you have used - failure to do this is plagiarism (see above). **Marks will be deducted from your work if you fail to cite references or if your references are incorrectly presented**, so it is worth getting things right from the start.

Students often find referencing confusing, largely because there are so many different methods: according to discipline (archaeologists and historians follow different rules), field (scientific or theoretical) and simply personal preference (you will find that different lecturers have their own favourite methods). The important thing to realise is that, although there is no single set system, you will be expected to present certain information. If you follow the guidelines below you should be fine – if you are still confused about referencing, arrange a meeting to discuss this with your personal tutor; there is also help available from the library, which can supply you with *References: How to Cite References* (IS booklet 2010 also available on the web).

In other subjects, you may be asked to provide references as footnotes but in archaeology, referencing should follow the Harvard System, where citations (author's surname, date of publication and page number) are given in the text with full publication details (see below) given at the end of the document in the Reference List.

Citations

Wherever you are presenting the work or ideas of other people you need to provide a citation. This may be in the form of a direct quote (try to keep these to a minimum), for instance:

"We are all shaped by the past. The discovery of that past is therefore in some senses a voyage of self-discovery" (Bahn 1996, 1)

Or, better still, a citation within your own statement:

Many scholars, such as Bahn (1996, 1), believe that the past is key to the construction of our own identity.

Alternatively you may wish to use citations to support your argument, for example:

There has arisen a tendency for archaeological text books to focus on the practicalities of excavation (Grant *et al.* 2005; Renfrew and Bahn 2006) but I feel there is a need for more books on archaeological theory (for instance Johnson 1999).

In the examples above you will see that there are different kinds of citations depending on the number of authors: one author = (Bahn 1996), two = (Renfrew **and** Bahn 2006) and more than two (Grant **et al.** 2005). Please note that:

- *et al.* is in italics;
- You **do not** need to provide the authors initials (P. Bahn 1996) unless there are two different authors with the same surname who published something in the same year;
- You should provide page numbers (Bahn 1996, **1**) where you present a direct quote or are referring to a particular point or argument;
- You **do not** need to prefix the page number with the letter p (Bahn 1996, p 1)

Reference List

Full details for all the sources that you cite within the text should be provided in the reference list at the end of your piece of work. This list should be in alphabetical order of author(s) and then, if there are several works by one author, they are presented in order of publication date:

Bahn, P. 1996. *The Cambridge Illustrated History of Archaeology*. Cambridge: Cambridge University Press

Grant, J., Gorin, S. and Fleming, N. 2005. *The Archaeology Coursebook: An Introduction to Study Skills, Topics and Methods* (second edition). London: Routledge.

Johnson, M. 1999. *Archaeological Theory: An Introduction*. Oxford: Blackwell Publishing
Renfrew, C. and Bahn, P. 2006. *Archaeology: Theories, Methods and Practice* (fourth edition). London: Thames and Hudson.

Please note:

- That works cited as *et al.* carry the details of **all** the authors in the full reference;
- That the book/journal title is presented in *italics*;
- For books you should present the location and name of the publishing house – these can usually be found on the inside cover;
- Your reference list **should not** be bullet pointed.

When you are providing references for chapters in books or articles in journals, the rules are slightly different but the same overall principles apply. For chapters in books:

Allen, M. J. 1992. Products of erosion and the prehistoric land-use of the Wessex chalk, in M. G. Bell and J. Boardman (eds), *Past and present soil erosion: archaeological and geographical perspectives*: 37–52. Oxford, Oxbow Books.

Wagner, G. A, Gentner, N., Gropengiesser, M. and Gale, N. 1980. Early Bronze Age lead-silver mining and metallurgy in the Aegean: the ancient workings on Siphnos, in P.T. Craddock (ed.) *Scientific Studies in Early mining and Extractive Metallurgy*: 63-86. (British Museum Occasional Paper 20). London: British Museum.

For papers in journals

Carrott, J. and Kenward, H. K. 2001. Species associations among insect remains from urban archaeological deposits and their significance in reconstructing the past human environment, *Journal of Archaeological Science* **28**(8), 887-905.

The Web

If you have consulted a web site you should, in addition to the author, date, title, place publisher and date information (as outlined above), also give the full URL, and the date on which you accessed it.

More help and guidance can be obtained from staff in the library.

9. Marking and Feedback

Guidance on Assessment of Coursework

Marks are awarded across the full range from 0-100.

Coursework is marked according to the conventions for degree classification:

70% or over = I

60-69% = II.i

50-59% = II.ii

40-49% = III

Less than 40% = fail

Note that a fail below 30% has consequences for re-sitting papers.

On the whole essay topics at degree level will not have a 'right' answer; we are looking for mature judgment, cogent reasoning and diligent investigation. There is a progression built into the course structures.

In the Qualifying Stage (Year 1) the modules are essentially introductory, laying the foundations for what is to follow.

In Part 1 (Year 2) the more advanced compulsory modules aim to develop your critical and analytical skills, whilst the more specialised period options enable you to engage more closely in the processes whereby archaeologists draw inferences about the past.

Part II (Year 3) sees the culmination of this progress: in the Dissertation/Extended Essay you will carry out your own independent piece of research and the other final year modules will demand your full critical powers, judgment and research skills.

Where the module involves practical work, assessment may require groups to work together (e.g. surveying tasks in practical archaeology). However, if this applies, each student should write up the results on their own and present it together with any required discussion. Where objects or particular kinds of sites/buildings are central to the course, assessment can include a special practical examination or a slide test.

Guidance on Assessment of Examinations

Examinations tend to measure abilities in addition to those displayed in essays: your ability to formulate an argument under pressure of time, your skill in recalling and marshalling the relevant facts to support your case, the understanding you have gained of the subject through attending the lectures and through your reading. Again we expect students to show a gradual progression of attainment as they move from the Qualifying to Part I to Part II stages.

Feedback

Marked coursework and associated feedback should be returned to students within 28 days of the published submission deadline (unless work is submitted late); if the module convenor is unable to meet this deadline you will be informed and given a new date to expect the work returned. Marks and comments will be placed in your pigeonhole on the ground floor of the Humanities building, so you should check for these regularly. If you would like more detailed feedback, please arrange to meet with the staff member who marked your work.

After examinations you will be given your provisional results at a PARs meeting (see section 12) by your personal tutor, who will advise on your progress so far, raise with you your thoughts about your performance so far and discuss the next stage in your studies. Feedback on specific modules will also be available on the same dates from the convenors of those modules. If you fail a module it is vital that you attend the PARs meeting and, where appropriate, arrange to see the module convenor for feedback on the examination.

Your marks will also be available for you to view on the Student Portal.

Provisional and Final marks

Your work will be marked in several stages. You will normally receive a provisional mark on work submitted during the teaching semester. This is the 'first mark', conferred by the module convenor or tutor. At the end of the semester, a second member of academic staff ('the second marker') will check through the provisional marks for the module as a whole, and may raise or lower some of the marks. Note that second marking is only conducted on coursework and examinations worth at least 30% of the final module mark. All examination scripts are submitted and marked anonymously at this stage. Names are revealed at the External Examiners Meeting (see next paragraph) so that, among other things, extenuating circumstances can be taken into account.

Finally, at the end of the year there will be an External Examiners Meeting. The role of the External Examiner is to ensure that degrees and other awards are comparable in standard to those in similar subjects in universities throughout the United Kingdom, and that marking and classifications are of an appropriate standard in comparison with other universities. Specially appointed Examiners from other universities therefore read through coursework and dissertations and may make a case to raise or lower marks. Once the External Examiner's recommendations have been made and accepted, the marks become final. These final marks are the ones that will go forward onto your transcript.

The process may seem somewhat convoluted, and the longer wait for final marks is never enjoyable, but it is our most important means of guaranteeing fairness and consistency in marking both within the Department, and on a nation-wide scale.

Guidance on Marking

Arts Faculty Marking Scales and Criteria

Scaling: Results from tests will be scaled as appropriate. For example, it may be appropriate to deem that 60/100 of points must be scored on a test to be considered a bare pass, benchmarked at 40%. However, if a candidate scores 100/100 points on the test as given, then that must convert to 100%. This is existing practice in other Faculties.

Marks available: A 'categorical' or stepped system of marks is used.

See overleaf.

Arts Faculty marking scheme for essays and similar assessments that do not yield numerical marks

The criteria below indicate the threshold which should be crossed if an essay is to be placed in that degree class, though a single piece of work will often contain elements of mixed quality. The descriptors (poor, excellent, etc.) are to be applied according to the module level (Level 1, 2, or 3). The criteria are indicative, and may be supplemented by more detailed criteria in individual Schools. Discipline-specific tasks may require different criteria, but will follow the same categorial marking.

	<i>Knowledge and understanding</i>	<i>Professional and intellectual skills</i>	<i>Technical skills</i>
Exceptional Class I quality 100 98 95 92 90	<ul style="list-style-type: none"> • Innovative and original thought • Exemplary answer to the question • Outstanding knowledge and understanding of the relevant material 	<ul style="list-style-type: none"> • Well-formed in response to existing debates, with outstanding criticism of others' arguments • Exemplary integration of wide reading, as appropriate • Sure handling of analytical terms and critical concepts • Precise, focused argument • Exemplary analysis • Exemplary discussion of evidence / examples 	<ul style="list-style-type: none"> • Superb structure, maintained throughout, that helps to highlight salient points • Lucid style and accurate English at an outstanding professional standard • Outstanding professional presentation, including referencing and bibliography as appropriate
	<i>At higher levels of study, an answer in the 90-100 range might contain elements of publishable quality (depending on the discipline, topic, and task).</i>		

	<i>Knowledge and understanding</i>	<i>Professional and intellectual skills</i>	<i>Technical skills</i>
Class I quality 88 85 82 80 ----- 78 75 72 70	<ul style="list-style-type: none"> • Independence of thought and/or evidence of originality, especially at the upper range • Comprehensive and effective answer to the question • Excellent, wide-ranging knowledge and understanding 	<ul style="list-style-type: none"> • Well-digested and extensive reading (as appropriate for the task) • Sure handling of analytical terms and critical concepts • Accurate analysis and effective criticism of others' arguments • Cogent argument, effectively directed to the question • Excellent discussion of evidence / examples 	<ul style="list-style-type: none"> • Excellent structure • Clear writing and accurate English style • Professional presentation, including referencing and bibliography as appropriate
Class II.i quality 68 65 62 60	<ul style="list-style-type: none"> • Some independence in thought and approach • Thorough answer to the question, covering most or all aspects • Good to very good knowledge and understanding 	<ul style="list-style-type: none"> • Wide reading (as appropriate), generally well-digested • Appropriate handling of analytical terms and critical concepts • Critical awareness and satisfactory analysis of different points of view • Sound argument, generally well-directed to the question • Good to very good discussion of evidence / examples 	<ul style="list-style-type: none"> • Good to very good structure • Generally clear writing and acceptable English style • Good to very good presentation, including referencing and bibliography as appropriate

	<i>Knowledge and understanding</i>	<i>Professional and intellectual skills</i>	<i>Technical skills</i>
Class II.ii quality 58 55 52 50	<ul style="list-style-type: none"> • Adequate to good answer to the question, covering the main aspects • Adequate to good knowledge and understanding 	<ul style="list-style-type: none"> • Fair amount of reading • Some awareness of different points of view, maybe with some deficiencies in analysis and characterisation • Serious attempt to make appropriate use of analytical terms and critical concepts, maybe with some deficiencies • Adequate and generally relevant argument • Some discussion of evidence / examples 	<ul style="list-style-type: none"> • Generally coherent structure • Some deficiencies in clarity and English style, but generally adequate to good • Moderate presentation, including referencing and bibliography as appropriate
<p><i>Typical weaknesses in this class include over-reliance on one or two authorities; some irrelevance; some incoherence in argument and/or structure.</i></p>			
Class III quality 48 45 42 40	<ul style="list-style-type: none"> • Some aspects of the question addressed adequately, but failure to address important aspects of it • Limited knowledge, with serious errors and/or omissions 	<ul style="list-style-type: none"> • Limited to adequate reading • Some ability to interpret questions and to convey information adequately, but weak argument • Limited discussion of evidence / examples 	<ul style="list-style-type: none"> • Adequate to weak structure; there may be some irrelevance • Moderate level of fluency and technical competence, with errors in grammar and/or vocabulary • Poor presentation, with poor or perhaps incomplete referencing and bibliography

	<i>Knowledge and understanding</i>	<i>Professional and intellectual skills</i>	<i>Technical skills</i>
Soft Fail quality 38 35 32 30	<ul style="list-style-type: none"> • Could scarcely be considered a serious attempt at the task • Failure to address the question adequately • Little evidence of knowledge and/or understanding • Typically brief and/or incomplete 	<ul style="list-style-type: none"> • Little or no evidence of relevant reading • Little or no discernible argument • Some demonstrable ability to communicate information about relevant material 	<ul style="list-style-type: none"> • Little or no discernible structure • Widespread incoherence and/or irrelevance • Minimal acceptable level of fluency and technical competence; comprehensible overall even if characterized by errors in grammar and/or vocabulary • Poor or very poor presentation, with poor, incomplete or no referencing and bibliography
Hard Fail quality 28 25 22 20 ----- 18 15 12 10 ----- 8 5 2 0	<ul style="list-style-type: none"> • Could not be considered a serious attempt at the task whatsoever • Failure to show understanding of the question • Failure to show evidence of any knowledge and/or understanding • Typically very brief and/or incomplete 	<ul style="list-style-type: none"> • Failure to show evidence of relevant reading • Extensive incoherence and/or irrelevance • Little ability to communicate information about relevant material 	<ul style="list-style-type: none"> • Extensive incoherence and/or irrelevance • An unacceptable level of fluency and technical competence, characterized by serious errors in grammar and/or vocabulary • Very poor presentation, with poor, incomplete or no appropriate referencing and bibliography

Arts Faculty marking scheme for oral presentations and similar assessments that do not yield numerical marks

The criteria below indicate the threshold which should be crossed if a presentation is to be placed in that degree class, though a single presentation will often contain elements of mixed quality. The descriptors (poor, excellent, etc.) are to be applied according to the module level (Level 1, 2, or 3). The criteria are indicative, and may be supplemented by more detailed criteria in individual Schools. Not all stated criteria will be relevant to every type of presentation (e.g. *Response*, use of visual aids under *Presentation*), or may be weighted differently according to the task. Discipline-specific tasks may require different criteria, but will follow the same categorical marking.

Class	Structure	Content	Presentation	Response
I Outstanding 100 98 95 92 90	Exemplary organisation with a clear structure and a logical argument leading to valid conclusions; Introduction secures attention and leads to an argument which is easy to follow and in which ideas link clearly one to another, with no discernible weaknesses.	Outstanding understanding, explanation and analysis of all the key issues and themes; Evidence of wide appropriate reading used to support argument, if appropriate; Exemplary support for arguments; Wide-ranging treatment of the topic providing strong evidence of independent thought; Clearly related to title and no irrelevancies; Exemplary definition of terminology and/or unfamiliar vocabulary.	Speaks audibly and clearly at all times. Well-paced presentation, kept strictly to time limit; any use of notes does not detract from communication with audience at all. Maintains eye contact with, and relates very well to, the audience with evidence that their interest has been retained. If appropriate to the task: Superb visual aids that are very well designed and easy to follow, always relevant to content of presentation, and enhance it. No errors/typos and, where appropriate (e.g. handouts) bibliography/references complete and correctly presented.	Outstanding performance maintained into question time. Questions are listened to, judged well with full, targeted answers returned. Responses indicate sophisticated knowledge of the topic.
I Excellent 88 85 82 80 ----- 78 75 72 70	Excellent organisation with a clear structure and a logical argument leading to valid conclusions. Introduction secures attention and leads to an argument which is easy to follow and in which ideas link clearly one to another.	Excellent understanding, explanation and analysis of all the key issues and themes; Evidence of appropriate reading used to support argument; Excellent support for arguments; Wide-ranging treatment of the topic providing evidence of independent thought; Clearly related to title and no irrelevancies. Excellent definition of terminology and/or unfamiliar vocabulary.	The presentation is clearly audible, well-paced, kept to time limit and delivered successfully; any notes do not hinder communication with audience. Maintains eye contact with, and interest of, the audience. If appropriate to the task: Excellent use of visual aids that are very well designed and easy to follow, relevant to content of presentation and contain no errors or typos. Where appropriate (e.g. handouts) bibliography/references are complete and correctly presented.	Excellent performance maintained into question time with full engagement of audience and knowledgeable, well-balanced answers provided to questions.

Class	Structure	Content	Presentation	Response
II.i 68 65 62 60	Well-planned structure with good to very good introduction and summary. The body of the paper contains clear signposts to an argument which is understandable and focussed on the topic being presented.	Well researched, with evidence of appropriate reading, and with relevant information presented. Good to very good understanding, explanation and analysis of most of the key issues and themes. Some evidence of independent thought and critical evaluation of the issues. Overall good to very good definition of terminology and/or unfamiliar vocabulary but there may be occasional errors.	Speaks audibly and clearly at most times. Good to very good time-keeping and generally well-paced; some reading of text/prompt cards may somewhat detract from communication. Mainly addresses the audience and maintains both eye contact and interest. If appropriate to the task: Good to very good use of visual aids which are quite clear, easy to follow and relevant to presentation. Where appropriate bibliography/references are complete (e.g. handouts) though minor points of presentation may be incorrect.	Good to very good performance maintained into question time. Sound responses to questions indicating both a good understanding of the question asked and knowledge of the presentation topic.
Class II.ii 58 55 52 50	Adequate to good structure. There may be weaknesses, e.g. in introduction and/or conclusion, or in maintaining focus, but overall the flow is logical and major points can be picked out easily.	Satisfactory to good understanding and analysis of most of the key issues and themes. If appropriate, there is evidence of reading but there may be omissions in literature research. Most of the material is relevant to the question but some is off-topic or not explained fully. Definitions of terminology and/or unfamiliar vocabulary sometimes lacking or unclear.	Reasonable delivery that is audible but pace may be too fast/slow causing presentation to fall slightly outside time limit. Attempt to engage audience but not always successful, e.g. tendency to read from notes or address ceiling/floor. If appropriate to the task: Adequate to good use of visual aids which are not always easy to read and understand. Some errors/typos likely. Where appropriate (e.g. handouts) bibliography/references are complete but presentation may be incorrect.	Adequate to good performance but responses may be somewhat superficial, suggesting incomplete understanding of either question and/or topic.
Class III 48 45 42 40	Adequate structure, though with weaknesses, such as rambling and loss of focus, very weak introduction and/or conclusion. The argument is not always easy to follow and some of the main points are unclear	Issues generally understood, but analysis shallow and narrowly focused with some major points not covered and some irrelevant material; Narrow range of reading (if appropriate) with ideas paraphrased rather than integrated into argument. Lacks definitions or appropriate explanations of terminology and keywords.	Delivery is not always satisfactory: parts of the presentation are inaudible and the pace is too fast or slow causing the presentation to fall outside the time limit. If appropriate to the task: Little attempt to engage the audience and visual aids are not used effectively (e.g. they may be difficult to read and understand or irrelevant). Appropriate supporting literature (e.g. handouts) may be badly presented with incomplete/incorrect bibliography and references.	Minimal attempt to involve audience in follow-up activities. Responses to questions are confused/unclear suggesting poor understanding of the subject.
Soft Fail 38	Little or no discernible structure and lacks obvious introduction or conclusion.	Incomplete or confused understanding of issues and little or no analysis. Little evidence of reading outside lecture	Very weak delivery: the presentation may be mumbled and the pace much too fast/slow; it may be much too short too or fall well outside the time	No attempt to involve audience in follow-up activities/discussion.

10. Progression and Award of Degrees

Progression and compensation

At the end of the Qualifying Stage (Year 1 for full time students) the average of your marks for all 120 credits will be calculated. If you have passed (scored 40% or more) in all your modules you progress to the next stage - Part I (Year 2 for full time students).

Similarly, at the end of Part I (Year 2 for full time students) the average of your marks for all 120 credits will be calculated. If you have passed (scored 40% or more) in all your modules you progress to the next stage - Part II (Year 3 for full time students).

However, if your average for the year is 40% or more, but you have fail marks in one or more modules, then you can qualify to progress to the next stage, but the rules of compensation come into play.

In summary, a student who fails one or more modules will still complete that stage, and so be awarded the total credit for that stage provided that they have:

- passed modules worth at least 80 credits and have a weighted average for the stage of at least 40% with no module marks of less than 30%
- or
- passed modules worth at least 100 credits and have a weighted average for the stage of at least 50%
- or
- passed modules worth at least 90 credits, have marks of 30% or more in modules worth at least 110 credits, and have a weighted average for the stage of at least 45%

However, this does not apply to any module which is listed in the relevant programme specification as not compensatable. A student who fails such a module will not complete that stage without successfully undertaking re-assessment in that module. You should view your degree regulations to find out which modules are compensatable and which are not

http://programmespec.nottingham.ac.uk/nottingham/asp/course_search.asp

For further explanation of the rules of compensation and progression, you should view the University Regulations for Undergraduate Courses at

<http://www.nottingham.ac.uk/quality-manual/study-regulations/undergraduate-regulations.htm>

Re-assessment

Students who have fail marks and do not meet the criteria for compensation described above may be required to resit the failed examinations, or where appropriate resubmit coursework.

Re-sit examinations are usually held in late August/early September. Please note there is an administrative charge (currently £80, or £90 for overseas resits) to re-sit examinations. Where coursework is submitted as re-examination the deadline is usually 1st September. **Details of any reassessments that you need to take will be listed on the Student Portal during the summer vacation, so it is important that you check the Portal regularly during this time.**

The resit examinations/coursework allows you to progress to the next stage of your course, but it is the original mark, not the re-sit mark, which is counted towards degree classification, and is retained on the official University transcript.

If you fail an examination through good cause, then you may be required to sit the examination (and/or submit coursework) *as if for the first time*, in which case, naturally, the new mark is used for degree classification and is retained on the University's record. This is why it is vitally important, should you miss any part of your examination that you make sure you complete the University's *Extenuating Circumstances Form*, which is available from the Taught Courses Office.

Degree Classification

Initial classification is on the basis of the weighted average of all Part I and Part II marks as follows:

70-100%	First Class (I)
60-69%	Upper Second Class (II.i)
50-59%	Lower Second Class (II.ii)
40-49%	Third Class (III)
0-39%	Fail

For all degree programmes in the Arts Faculty, the weighting of Part I to Part II is 40% to 60%, with the following exceptions:

For Archaeology and Geography Joint Honours students where Part I counts for 30% of the final result and Part II counts for 70%; and

For candidates pursuing four-year language programmes (or their three-year equivalent, in exceptional circumstances where the Year Abroad requirement is waived), the weighting of Part I to Part II is 20% to 80%.

Borderlines

Candidates are regarded as borderline and considered for promotion to a class higher than that of their weighted average if the average is at the following marks: 68 or 69; 59; 49; 39.

Candidates with an average of 68 or 69 are normally promoted to Class I if, and only if, they have 100 credits' worth of First Class marks spread over Parts I and II or 60 credits' worth of First Class marks solely in Part II.

Candidates with an average of 59, 49 or 39 are normally Promoted to Classes II.1, II.2 and III (as appropriate) if, and only if, they have 120 credits' worth of marks in higher classes spread over Parts I and II or 70 credits' worth of marks in higher classes solely in Part II.

No candidates whose weighted average does not fall within a borderline as defined above shall be considered for promotion, unless documented grounds have been supplied for supposing that their performance in assessed coursework and/or examinations has been seriously impaired by medical or compassionate circumstances, and the examiners judge that, but for those circumstances, the candidate would have achieved a weighted average in the higher range or would have met one of the criteria for promotion specified above.

Right to Appeal

Students have the right to appeal to the Academic Appeals Committee for a review of a decision of an academic body charged with making decisions on student progression, assessment and awards. See the 'Complaints and Appeals' section of this handbook.

11. Communication

Feedback from you

The Department continually strives to improve its methods of teaching, and one of the ways is by asking students to provide their comments, suggestions and appraisal through **SET** and **SEM** questionnaires. All suggestions are taken seriously and form part of our regular reviews of teaching and learning.

SEM (Student Evaluation of Modules), in which you are asked to fill out a questionnaire, and add any comments, about the **nature and content of the module**.

SET (Student Evaluation of Teaching) in which you are asked to fill out a questionnaire, and add any other comments, about the **quality and style of the teaching** by a particular lecturer.

Please read and answer the documents as carefully and fully as you can. They are important not only for the Teaching Quality Assessment, but also to let us have your feedback on the teaching process, and for us to make improvements as appropriate. This gives you a very real chance to shape the archaeology course so please seize the opportunity to write what you really feel! All returns are made without your name, so that complete anonymity is preserved.

Learning Community Forum (LCF)

The undergraduate students in each year elect two student representatives to act as a channel between them and members of staff. The Learning Community Forum (LCF) will meet four times a year, chaired by one of the student representatives (it is your committee). The agenda will include any proposals to change teaching (such as new modules, current developments in the Department or in the University which affect students, and any matter which students themselves wish to raise). The meetings are usually timed to link in with staff meetings, so that students can be kept abreast of developments and any concerns they may have can be considered.

It is important, therefore, that you mention any general concerns to one of the student representatives. A list of the current student representatives is available on the Department website. If you have concerns that affect only yourself then you should normally see your personal tutor or follow the other suggestions under student counselling.

Details including meeting dates, representatives and minutes can be found on the LCF workspace, accessed via the Portal.

12. Pastoral Care and Personal Development

Staff Availability

Staff members will normally have consultation hours posted on their door and they will be available for discussions at these times and at other times by appointment only.

Personal Tutors

All Single Honours students and Joint Honours students for whom Archaeology is the Lead Department have a personal tutor. The personal tutor system is organised so that you have one member of staff to offer guidance and support throughout your stay at the University. Whether you have problems that seem overwhelming, or you simply need advice on how to deal with the organisation of your studies or some aspect of life at University, the tutor is the first person to turn to. Their role is both to bring to your attention the many opportunities and facilities available to make your time at the University fulfilling and enjoyable, and to help if you encounter any difficulties. Joint Honours students for whom Archaeology is not the Lead Department should contact the course co-ordinator for their degree to discuss any problems and difficulties relating to their course. A list of Joint Honours courses for which Archaeology is not the Lead Department, and the names of the course co-ordinators, will be posted on notice boards.

There are three timetabled meetings with your personal tutor each year (PARs meetings - see the next section), but you can make an appointment in between these meetings to discuss any concerns you might have.

Usually the problems students have are related to their work, but sometimes they have more personal concerns. In either case you are encouraged to seek out your tutor as soon as possible to talk it over. Should your tutors need to discuss the case with others, they will treat all personal information as strictly confidential and only pass on the minimum necessary to sort matters out.

It often happens that a way through difficulties can be found without involving anyone else, but serious problems will not disappear instantly, and tutors may need to contact other services in the University (e.g. the Faculty of Arts Office, Student Welfare, Student Health, etc.) to seek further information or advice. Very occasionally women may prefer to contact a female adviser, administrators in the Taught Courses Office are happy to help.

In Week One when you start your course, you will be assigned a personal tutor from among the staff of the Department. Every effort will be made to ensure that you keep this tutor for the duration of your course, although there is a strong chance that, for administrative reasons, you may be assigned to another, if only on a temporary basis.

Most students find that they are perfectly happy with the tutor assigned to them, but if you feel that they are a member of staff with whom you do not get on especially well, you may ask the Senior Tutor, Dr Hamish Forbes (Autumn Semester) and Professor Andrew Poulter (Spring Semester) to be transferred. If your tutor is unavailable for some time (for example on study leave) then you will be assigned to another.

Personal Academic Records (PARs)

Your Personal Academic Record (PAR) is a document that contains essential information about your progress at University: your course, your modules, your marks. It also ensures that you review necessary milestones during your course, such as completing compulsory fieldwork and choosing a dissertation topic. As you learn, pass exams and develop new skills, your PAR grows. There are three timetabled meetings with your personal tutor each year.

The purpose of your PAR is to ensure that you and your personal tutor engage in regular (three times a year), useful discussions about how you are doing, identifying how you can build on your strengths and improve those areas in which you are weak. It can also provide tutors and other staff members with useful information when they provide references for you for job applications after you have graduated.

Your PAR is part of wider Departmental system of personal support for students, and we need to have a record to make sure that we have kept in regular contact with you. If there are things that you wish to discuss with your tutor which are of a personal nature, just mention it to them and no record will be kept.

Emergencies, Illness and Extenuating Circumstances

You may find that you have to go home at short notice because of an emergency—for example a death or serious illness in the family, or you may have some other sort of domestic crisis, which keeps you away from the university in term time. Alternatively, you may be ill enough to miss a number of teaching days. In such circumstances it is vital that you let someone in the Department know. The best person to tell is your personal tutor, but failing that you should inform the administrators in the Taught Courses Office. If at all possible, please put the information in writing.

It is vital that you fill in an *Extenuating Circumstances Form*, available from the Taught Courses Office. If you feel some of the information is too sensitive to put in writing for your file, write the bare bones down, saying that you will discuss/have discussed sensitive details with your tutor. If you go to the doctor for a medical problem which affects your studies ask for a medical certificate, which should then be attached to the form (see Extenuating Circumstances).

This information can then go into your file as a reminder for the Examiners' Meeting at the end of the semester: it is possible to make allowances for serious problems in the meeting—but the Examiners (i.e. the staff) cannot make a case for you if there is no record. Remember, failure to let us know about these problems might possibly affect your degree.

Services for students who have a disability, dyslexia and/or a long-term medical condition

The University of Nottingham is committed to promoting access for students who have a disability, dyslexia and/or a long-term medical condition. The support services provided aim to enable students to fulfill the inherent requirements of the course as independently as possible.

The University's Disability Plan for Students, Disability Equality Scheme, Disability Statement and [dis]Ability Directory, which lists all the provision available at the University, can be accessed from the Disability Policy Advisory Unit:
<http://www.nottingham.ac.uk/StudentServices/supportforyourstudies/index.aspx>

What we need you to do

While not compulsory, it is your responsibility to ensure that the University is aware of your individual requirements. If you have a disability, specific learning difficulty (such as dyslexia) or long-term medical condition, you are urged to inform the School's Disability Liaison Officer (see below) and/or your personal tutor. The School ensures that personal information remains confidential, but that information regarding necessary support is shared on a need-to-know basis. Letting us know what you might need at an early stage will help us to help you.

What we can offer you

Once you contact your DLO or personal tutor you will be referred to **Academic Support**. Academic Support, in the Student Services Centre, Portland Building on University Park, includes the Disability and Dyslexia Support teams, and offers a range of academic and practical support for all students. It incorporates a recognised ACCESS Centre for those who wish to apply for Disabled Students' Allowances, carrying out the assessments required by the Student Loans Company (SLC), your Local Authority or funding body. Academic Support is also responsible for making recommendations for alternative arrangements such as those required in examinations, assessments and for timetabling. Assistance can also be given with regard to queries about adapted accommodation and University provision of accessible transport.

Contact details are:

Tel: 0115 951 3710

Fax: 0115 951 4376

Minicom: 0115 951 4378

Email: ssc@nottingham.ac.uk

<http://www.nottingham.ac.uk/StudentServices/supportforyourstudies/index.aspx>

School Disability Liaison Officer (DLO)

The **DLO** for the School of Humanities is Ruth Hickling (Tel: 67212, email: ruth.hickling@nottingham.ac.uk).

The **DLO** for the Department is Dr Hamish Forbes (Tel: 14843, email: Hamish.forbes@nottingham.ac.uk)

Students' Union

The Students' Union Students with Disabilities Association exists to represent the interests of students with disabilities at The University of Nottingham. Its aims are to promote equality of opportunity and to ensure that students with disabilities can participate in all aspects of University life. The association also provides information, support and advice as well as organising a range of social, sporting and other activities during the year.

If you would like further information, want to join or get involved they can be contacted at:

Tel: 0115 846 8771

Email: suswd@nottingham.ac.uk

University Counselling Service

The University runs a student counselling service, which is located in Trent Building Room A75–A85.

Tel: 0115 951 3695

Email: counselling.service@nottingham.ac.uk

Normally it will be sufficient to talk through any difficulties you have with your tutor. Occasionally, students have problems, particularly those of a personal nature, for which professional counselling may be more suitable. When faced with such circumstances a tutor may recommend help by counselling, and, if the student agrees, may make first contact by phone with the Counselling Service on the student's behalf. However, if you prefer, you may go direct to the Counselling Service and ask for an appointment. Remember: the Counselling Service is for anyone who just needs some help in dealing with a particular problem that they can't solve on their own.

Counselling is a free, confidential service available to all students. Counsellors are professionally qualified and work within the ethical framework for good practice as published by British Association for Counselling and Psychotherapy.

Accommodation Office

<http://www.nottingham.ac.uk/nh/students/accomm/index.htm>

The Accommodation Office provides assistance in finding suitable accommodation and information provision relating to the same.

Careers and Employability Service

Email: careers-team@nottingham.ac.uk

<http://www.nottingham.ac.uk/careers/>

The Careers and Employability Service provides assistance to students considering their career options and looking for work (see 'Careers' below).

Disability Policy Advisory Unit

Tel: 0115 823 2070

Fax: 0115 951 4376

Minicom: 0115 951 4378

E-mail: studentservices@nottingham.ac.uk

<http://nottingham.ac.uk/student-services/support-for-your-studies/disability-support/index.aspx>

The Disability Policy Advisory Unit co-ordinates a network of Disability Liaison Officers, appointed in each school as a point of reference on disability issues. The unit also ensures that the University keeps abreast of developments in disability issues and has launched a Disability Plan for Students to ensure that the University is able to comply with the relevant legislation.

Financial Support

Portland building, University Park

Tel: 0115 823 2071

Fax: 0115 951 4376

Email: financialsupport@nottingham.ac.uk

<http://www.nottingham.ac.uk/student-services/financial-support/index.aspx/>

Financial Support provides information about financial matters (including fees, student loans, bursaries and scholarships), as well as access to hardship support and information on the same.

The International Office

International House, Jubilee Campus

Tel: 0115 951 5247

Fax: 0115 951 5155

Email: international-office@nottingham.ac.uk

The International Office is responsible for the recruitment and welfare of international students at the University. An experienced team of dedicated staff advise and support students from their initial enquiry, throughout the application process and give ongoing support on issues such as immigration, employment, finance, personal and family concerns, and academic difficulties.

Centre for English Language Education (CELE)

International House, Jubilee Campus

Tel: 0115 951 4405

Fax: 0115 951 4992

Email: cele-enquiries@nottingham.ac.uk

The Centre for English Language Education (CELE) provides English language support for international students. Pre-sessional courses are for students intending to study at Nottingham and who need to improve their academic language and study skills, whilst in-sessional courses provide support for students during their studies at Nottingham. CELE also offers the following services and study programmes: preparatory courses for Cambridge English Language Examinations; pre- and in-service teacher training courses for teachers of English as a foreign language and English for academic purposes; examination centre for IELTS; and special courses for language and skills development.

Chaplains

<http://www.nottingham.ac.uk/chaplains/>

Cripps Health Centre

<http://www.unhs.co.uk/>

Studying and Paid Employment

Increasing numbers of students each year find being at University a financial burden and have to find a part-time job to get through. Although full-time students are meant to be just that, and be able to devote one hundred per cent of their time to study and the study environment, the Department is wholly sympathetic to those who need to take paid employment. Part-time jobs may, however lead to potentially stressful situations at exam times, and interfere with field trips and fieldwork obligations: the important thing is to discuss the matter thoroughly, if necessary, with your personal tutor or another member of staff before any serious problems arise.

Student Welfare

The Students' Union Offices (in the Portland Building) have a Welfare Office, which can give advice on financial hardship problems, basic issues of students' rights, etc <http://www.su.nottingham.ac.uk/>

Archaeology Society (ArchSoc)

This is a student-run body which is closely linked to the Department. In the recent past its activities have included organising visiting speakers, field trips, quiz nights and parties. The best opportunity to join is in Week One.

Careers

About 10% of Archaeology graduates become professional archaeologists. Others obtain short-term contracts to spend a year or two excavating sites before moving into full-time posts. Most archaeological careers are in museums (where further qualifications in Museum Studies are helpful) or in field excavation units. There are also jobs available in local authority planning departments, English Heritage and the Royal Commissions on Historical Monuments (now part of English Heritage). Some graduates obtain archaeological posts abroad.

Many students however, have no plans to become archaeologists. A degree in Archaeology from the University of Nottingham shows potential employers that you are an intelligent, hard-working individual who is bright and flexible enough to undertake any form of specific career training. A degree in Archaeology gives many transferable skills which are highly valued by employers (see 'Skills you will develop' above).

In recent years, Nottingham archaeology graduates have pursued careers in industry and commerce, particularly in management and personnel, in teaching (following a further year spent obtaining a Post-Graduate Certificate of Education), in law, in accountancy, in journalism, in chartered surveying (all after further post-graduate qualifications), in local government, in the armed services, in the police force . . . in fact in almost every occupation you can think of.

The Careers and Employability Service, provides a range of excellent services to help you with everything from thinking about career options to finding a job. Many graduate training schemes / postgraduate courses recruit up to a year in advance, so it is advisable to start thinking about career options as soon as possible.

The Service provides:

- Structured support in acquiring and developing the knowledge and skills required in managing career development, including:
 - Awareness of opportunities including access to information about the widest possible range of potential careers and further study;
 - Awareness of their own characteristics, interests and values, and of the impact of these on career choice and decision-making;
 - The making of career plans and decisions, and strategies for their implementation; and
 - The development of effective job-seeking skills and behaviours.
- Support and guidance in producing effective applications for employment and further study including, where appropriate, an effective CV.

Should a potential employer require a reference, your personal tutor is usually the best person to write one for you. Personal tutors are normally very happy to write references for students, even after you have graduated. Out of courtesy, it is often best to ask if a tutor would be willing to provide a reference for you, rather than just sending them the form.

Postgraduate Study

Students with good degrees often stay on at Nottingham or move to other universities to take full-time or part-time postgraduate courses.

Postgraduate courses available in the Department of Archaeology are:

- **MA in Archaeological Research** this degree course follows one of three possible pathways: Mediterranean Archaeology, Medieval Archaeology or Roman Archaeology
- **MSc in Archaeological Research** this degree course follows one of four possible pathways: Archaeobotany, Archaeological Materials, Bioarchaeology, Zooarchaeology
- **M.Phil. and Ph.D.** research degrees at Nottingham provide for students who wish to study topics within the range and expertise of our staff, and are attracted by our research reputation. We can cater for most mainstream areas of archaeology.

The University has some scholarships on offer for postgraduate courses. Details can be obtained from the Graduate School <http://www.nottingham.ac.uk/gradschool/>

Details of other research funding, such as Arts and Humanities Research Board, Natural Environmental Research Council Studentships and the bursaries offered by the School of Humanities can be obtained from the School of Humanities website <http://www.nottingham.ac.uk/humanities/>

13. Complaints and Appeals

The University distinguishes between complaints and appeals, and there are separate procedures for dealing with each. There is also a separate procedure for Public Interest Disclosure ("whistleblowing").

Complaints

A complaint may be defined as "an expression of dissatisfaction that needs a response". The expression of dissatisfaction may take the form of an informal, oral complaint or a formal, written complaint. The Students' Complaints Procedure should be used by students to pursue complaints about most matters concerning both teaching & learning (e.g. teaching facilities, supervision arrangements etc) and non-academic issues (e.g. support services, accommodation etc). The Students' Complaints Procedure may not be used to challenge academic decisions about performance and progress. Full details of the complaints procedure can be found at <http://www.nottingham.ac.uk/quality-manual/appeals/complaints.htm>

Appeals

The University has a range of appeals procedures that apply in cases where a student wishes to challenge an academic decision that has been made by an academic committee or body (such as an Academic Board).

Students have the right to appeal to the Academic Appeals Committee for a review of a decision of an academic body charged with making decisions on student progression, assessment and awards. Full details of the appeals procedure can be found at <http://www.nottingham.ac.uk/quality-manual/appeals/appeals.htm>

Public Interest Disclosure ("whistleblowing")

Guidance on Public Interest Disclosure sets out the procedures to be adopted when staff (and also students and lay members of the University) wish to disclose malpractice. Full details of public interest disclosure can be found at <http://nottingham.ac.uk/registrar/governance/whistleblowing.htm>

14. Safety

The Department's safety policy has been drafted to try and create a pleasant and, whenever possible, hazard-free environment in which to work. It should be read in conjunction with the University Safety Handbook. The term "members of the Department" includes students as well as academic and administrative staff.

The Department is committed to:

- Allocating adequate resources for health and safety issues;
- Training staff to ensure adequate competency;
- Complying with legal requirements as a minimum;
- Communication and consultation with staff on matters of health and safety;
- Monitoring health and safety performance (via inspections and checking accident trends); and
- Reviewing health and safety performance of the department (on an annual basis).

Responsibilities

The Department Safety Officer is **David Taylor** (ext. 14831) who is acting on behalf of the Head of the Department who has overall responsibility for safety and treating health and safety as a core function and who has appointed the above to assist him in these matters.

Academic and supervisory staff should conduct those activities over which they have control in a safe manner and in accordance with University and School policies and procedures. They should co-operate with the Head of School so that responsibilities at that level can be discharged.

Employees and students are responsible for their own safety and for the safety of their colleagues/fellow students. Unsafe working practices and flouting of safety rules will not be condoned. Any deficiencies, defects or faults in building, equipment or systems of work must be reported to the Departmental Safety Officer/Deputies.

Risk Assessment

Assessment of work-related risks is a key part of managing School safety and a requirement under legislation. Academic staff and supervisors will ensure that all hazards and processes associated with their areas/activities have been subject to a suitable and sufficient risk assessment that identifies the control measures necessary to reduce risks to low/effectively zero. The outcome of risk assessments and relevant safety information will be brought to the attention of research staff and students via the Learning Community Form (LCF).

Safety Committees/ Departmental Staff Meetings

Safety policy and safety issues are discussed by the Departmental Safety Committee. Any member of the committee may be approached to raise particular safety issues.

- A meeting of the Departmental Safety Committee should be held once a year.
- Health and safety matters are a permanent item on the agenda of Departmental Staff Meetings where policies and procedures can be reviewed.

The Department of Archaeology Safety Committee

Dr Lloyd Weeks – Head of Department

David Taylor – Departmental Safety Officer

Dr Edward Faber, Professor Julian Henderson, Dr Alex Livarda and Dr Naomi Sykes - Special responsibility for lab facilities

Safety Inspections

To ensure that School and Departmental safety policies and procedures are being effectively implemented the Safety Committee will draw up a programme of inspections to be carried out annually.

SPECIFIC ARRANGEMENTS FOR SAFETY

Accidents & First Aid

Reporting of accidents, incidents and ill health

All injuries and dangerous occurrences must be reported in line with the University procedures laid out in Safety Office circular P1/95A. Report forms are available from the School and Research Office. All accidents will be investigated by the injured person's supervisor and overseen by the Departmental Safety Officer. Notification of major injuries and certain dangerous occurrences should be made to the University Safety Office via the Departmental Safety Officer at the earliest opportunity.

NOTE: If an accident occurs **the first priority must be** to render first aid, take remedial action to deal with injuries and render the situation safe

Serious injuries and ill health

In an emergency dial **extension 8888** and ask for the ambulance service. In all other cases requiring medical aid, dial **extension 75** for the Health Centre.

Location of First Aid boxes

- With the Administrators – Taught Courses Office
- In the Archaeological Materials Laboratory (Clean) - Room A05a

Trained first-aiders

See first-aid signs posted around the Humanities building.

Fire

It is the responsibility of all members of the Department to know the positions of the fire alarms, call points, extinguishers, internal and external telephones, and all exits of the building in which they are working or using, and the location of the outside assembly point.

On discovering a fire

- Sound alarm by operating the nearest break glass call point;
- Contact the Security Office (**extension 8888 or 0115 9518888**) on the nearest internal telephone giving the location of fire and stating the location;
- Attack fire with nearest appliance - **if not exposed to unnecessary danger**. Care should be taken to use the correct type of extinguisher; for example, under no circumstances should a water extinguisher be used on electrical fires.

On hearing the fire alarm

The fire alarm sound is a continuous siren.

- Immediately evacuate the building by the nearest available exit, closing doors and windows. Do not use lifts or stop to collect personal belongings;
- Follow the signs to the assembly point and report to the Fire Marshal;
- **Do not re-enter the building until instructed that it is safe to do so.**

Electrical equipment

All portable electrical equipment, for example computers, printers, lamps and projectors must be inspected for safety and stickers applied in accordance with the University Code for Electrical Safety. Personal items such as heaters, radios, kettles

etc. must also be inspected for safety. Each user is responsible for disconnecting all electrical equipment when not in use or not attended. They should also report to the Departmental Safety Officer any defects and then ensure that the faulty equipment is taken out of use.

Archaeological Materials (Clean and Dirty) and Microprobe Laboratories

These laboratories contain hazards of a radioactive, chemical, electrical and mechanical nature. They are under the direct supervision of **Dr Eddy Faber** who are in the first place responsible for safety procedures and should be consulted about all matters concerning the Laboratories. Members of the Department should not use laboratory chemicals / equipment without appropriate instruction and supervision or training. A risk assessment of laboratory processes and equipment, as required by the Control of Substances Hazardous to Health Regulations 2002 will be carried out. The assessments will be made available to registered users and training will be given to ensure competence. This will be recorded by the supervisor. Eating, drinking, chewing and the application of cosmetics is prohibited in laboratory areas.

Bioarchaeological Laboratories

These Laboratories are under the supervision of **Dr Alexandra Livarda**. Personnel who have not been trained are not permitted to use the equipment in the Laboratory unless supervised by a properly qualified member of staff. Full Safety instructions are posted in the Laboratory, and must be strictly adhered to. This will be recorded by the supervisor. Eating, drinking, chewing and the application of cosmetics is prohibited in laboratory areas.

Hiring minibuses

There is important legislation applying to the hiring of minibuses for Departmental use and the licensing of drivers. Drivers must be approved by the University before driving minibuses for University-related activities. Reference should be made to the *Code of Practice for the Safe Use of Minibuses* produced by the University Safety Office. <http://www.nottingham.ac.uk/safety/guides.htm#Minibuses>

Field trips

A First-aider should accompany or be available on all field trips. Reference should be made to Safety Office Circular P5/99A *Guidelines for Safety in Fieldwork* <http://www.nottingham.ac.uk/safety/guides.htm#Fieldwork>

Risk assessment

A risk assessment form must be completed before each trip and relevant safety information must be given to those participating, whether students or research staff. <http://www.nottingham.ac.uk/archaeology/current/fieldwork.aspx>

Traveling abroad

There is also a leaflet on safety when travelling abroad: <http://www.nottingham.ac.uk/safety/guides.htm#Overseas>

Display screen equipment regulations – Workstations

The University has produced its own code of practice for the safe use of display screen equipment as a response to new Government legislation, Safety Office

Circulars P9/93A <http://www.nottingham.ac.uk/safety/dse-safe-use.htm>
The Department will identify its 'users' (staff who regularly use computers for a significant part of their work) and carry out assessment of their workstations to ensure they comply with the regulations. Eye tests are available for 'users' via Occupational Health (refer to Safety Circular P5/97A. Training for users is available within the University.

Handling and lifting

Operations that are performed on a routine and/or regular basis that involve the lifting or moving of a load must be subject to a manual handling risk assessment. Where practical, mechanical aids will be provided to minimise risk of injury. Members of the Department who are regularly involved in lifting / handling operations will receive training provided by the University. The University provides training in the proper way to perform these tasks safely. Porters should be summoned in all difficult cases. (See <http://www.nottingham.ac.uk/safety/guides.htm#Manual>)

Smoking, eating and drinking

The Humanities Building is a no-smoking area. Eating and drinking are only permitted within the common areas. Respect for others must be shown by keeping the tables, floor, etc. clean and tidy. Eating and drinking is prohibited in the Department's laboratories.

Children and young persons on University premises and adult companions assisting in University work

The Department will comply with the guidelines set out in Safety Office Circulars P7/95A & B. These are summarised in the University Safety Handbook.

New and Expectant Mothers

It is the responsibility of new and expectant mothers working within in the Department to inform the Safety/ Deputy Safety Officer at the earliest opportunity in order for a risk assessment to be carried out. Information is available to female personnel of childbearing age in relation to work activities and processes that could adversely affect them or their child, from <http://www.nottingham.ac.uk/safety/guides.htm#Pregnancy>.