GENERAL INFORMATION

This handbook is intended for all incoming and continuing postgraduates — research and taught — in Archaeology at the University of Glasgow. It is intended to assist and enable postgraduate students to find all the information they require — from deadlines, guidelines and the relevant forms, to funding, how to get tutoring work, support etc — in one place and to make clear to both staff and students what are the expectations and requirements of postgraduate study in Archaeology. It is reviewed annually with input from postgraduates via staff-postgraduate student meetings.

Archaeology at Glasgow

Archaeology currently has 7 full-time (with one new appointment imminent) and 2 part-time lecturing staff, 2 University teachers in the process of being appointed and a number of research staff and post-doctoral fellows. A number of colleagues in cognate areas of the University and the wider archaeological community contribute to both teaching and research. Housed on 3 floors of the Gregory Building, Archaeology has excellent study and laboratory facilities and is well supported by a number of technical and secretarial staff. Close links with Geographical and Earth Sciences provide access to a range of other facilities relevant to archaeological research. In the most recent UK Research Assessment Exercise 50% of Archaeology’s research output was deemed to be of international excellence with a proportion being of world-leading quality. The Teaching Quality Assessment in January 2009, which was undertaken as part of the University’s Institutional Review, commended Archaeology for the overall quality of its provision and for its commitment to and support of its students, and found our provision to be of a very high standard.

Area Foci and Fieldwork

The University of Glasgow is committed to an archaeology that integrates practical, theoretical and scientific approaches in specific geographical or chronological contexts. Beyond long-term commitments to the study of archaeology in Scotland, Britain and northwest Europe, more recent emphases fall on the Mediterranean and Middle East (Iraqi Kurdistan, Turkey, Cyprus, Greece, Italy) and the North Atlantic regions, from the Mesolithic and Neolithic periods to the modern industrial era. Archaeology has an active fieldwork programme, and several major projects are under way both in Britain and abroad, including the major Strathearn and Early Royal Forteviot project near Perth. For more information, see the Archaeology website under ‘Research’.

Dates for Academic Session 2017-2018

**2017**

Mon 11 September  Start of Orientation Week
Mon 18 September  Start of Semester 1 teaching period
Wed 20 October  PGR deadline students to submit panel form
Thurs 26 and Fri 27 October  PGR 6 monthly progress reviews
Fri 1 December  End of Semester 1 teaching period
Mon 4 December  PGT Poster Presentation
Fri 15 December  End of Semester 1

**2018**

Mon 8 January  Start of Semester 2 teaching period
Fri 23 March  End of Semester 2 teaching period
Mon 26 March  University Spring Vacation starts
Wed 11 April  PGR deadline students to submit APR form
Mon 16 April  University Spring Vacation ends
Mon 7 May  University holiday (May Day)
Wed 16 May  PGR presentations
Wed 23 and Thurs 24 May  Progress review panels
Fri 25 May  End of Semester 2
Mon 28 May  University holiday (Spring Bank Holiday)
Mon 16 July  University holiday (Fair Monday Holiday)
**Mon 3 September**  PGT dissertation submission deadline
Fri 7 September  End of Academic Year
Registration
For full details of how to register, see:
http://www.gla.ac.uk/services/registry/support/registration/

Postgraduate Advisers
All postgraduate students are assigned an Adviser of Studies who will provide general advice and support on issues relating to your studies. Dr Eva Moreda Rodriguez (Music) will be the Adviser for all taught and research postgraduate students in Archaeology: Eva.MoredaRodriguez@glasgow.ac.uk

Graduate School Induction
The Graduate School of Arts and Humanities hosts induction events for Research students, giving information about Research Training, student initiatives, the annual Graduate School Conference, etc.

Graduate School Research Postgraduate Induction: Friday 6th October, 3-5.30pm, Kelvin Hall Lecture Theater, Kelvin Hall.

The University hosts an induction programme for international students.

Access
1. 24-hour Access to Gregory Building: the School administrators will request that you are given access to the building. If you have any problem though please contact them (Kelly, if you are a PGT, or Christelle if you are a PGR)
2. Access to the Postgraduate Research Room: a key is available from the general office in 1 University Gardens (Room 206). There is a £10 returnable deposit on each key.

Lecture recording
To avoid any confusion on the provision or making of lecture recordings, please familiarise yourself with the University's lecture recording policy, found here http://www.gla.ac.uk/media/media_359179_en.pdf

Please note that lecture recordings and ALL course materials provided are for your own personal use and can only be used in relation to your studies. Any unauthorised distribution of course materials, including uploading them onto unauthorised web sites and social media sites, such as YouTube or Course Hero, will be considered in breach of the code of conduct and will be subject to disciplinary action.
Postgraduate Induction and Orientation

<table>
<thead>
<tr>
<th>Tuesday 12th September</th>
<th>Pick up Student ID Cards</th>
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<tbody>
<tr>
<td>A-D</td>
<td>09:30-11:00</td>
</tr>
<tr>
<td>E-H</td>
<td>11:00-12:00</td>
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<td>I-L</td>
<td>12:00-13:00</td>
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<td>M</td>
<td>13:00-14:00</td>
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<tr>
<td>N-R</td>
<td>14:00-15:00</td>
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<td>S-Z</td>
<td>15:00-16:00</td>
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<table>
<thead>
<tr>
<th>Wednesday 13th September</th>
<th>Archaeology Induction 1 - (D2 on map)</th>
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<tbody>
<tr>
<td>10am - Meeting with programme convenors. Conference Room (Rm 320), Gregory Building, Lilybank Gardens (D2 on the map)</td>
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<tr>
<td>10.00 am Welcome: Dr Michael Given, Head of Subject; Dr Claudia Glatz, Archaeology PGT Convenor; Dr Eva Moreda Rodriguez, College Adviser; Ms Kelly Rae, PG Administrator</td>
<td></td>
</tr>
<tr>
<td>10.15 am Introduction to archaeology at Glasgow Dr Michael Given, Head of Subject</td>
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</tr>
<tr>
<td>11.00 am Coffee to meet staff and other postgraduates (Conference Room (Rm 320))</td>
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<tr>
<td>12.00 pm Studying at Glasgow: the postgraduate perspective, including tour of the building (current postgraduates)</td>
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</tbody>
</table>

Programme Orientation Meetings:
- 2.00 pm. Material Culture & Artefact Studies (Dr Nyree Finlay). Conference Room (Rm 320)
- 2.00 pm. Conflict Archaeology and Heritage (Prof. Tony Pollard). Alcock Room (Rm 216)
- 2.00 pm Ancient World (Dr Michael Given) Seminar Room (Rm 321)
- 2.00 pm Postgraduate Research Students (Dr Claudia Glatz) (Rm 313)
- 3.00 pm. Celtic & Viking Archaeology (Dr Ewan Campbell and Dr Anouk Busset) (Rm 312)
- 4:00 pm. Ancestral Studies (Dr Nyree Finlay) (Rm 316)

<table>
<thead>
<tr>
<th>Thursday 14th September</th>
<th>Archaeology Induction 2 - (D2 on map)</th>
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<tbody>
<tr>
<td>10am - 11am: MLitt Skills Seminar 1 (compulsory), Conference Room 320</td>
<td></td>
</tr>
<tr>
<td>2pm - 4pm: MLitt Skills Seminars 2 and 3 (compulsory), Conference Room 320</td>
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<tr>
<td>5pm: Reception</td>
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</tbody>
</table>

Campus Map: [http://www.gla.ac.uk/media/media_1887_en.pdf](http://www.gla.ac.uk/media/media_1887_en.pdf)

**W/ b Monday 18th September 2017**

Teaching starts - exact timetabling will vary with the PG Programme being taken

**Friday 6th October 2017**

3.00-5.30pm College of Arts Graduate School Induction Session for Doctoral Research Postgraduates, Kelvin Hall Lecture Theater, Kelvin Hall
Use of Postgraduate Rooms

Postgraduate Research Room

Overview
The postgraduates using the Postgraduate Research Room (PGRR) seek to maintain a friendly environment through academic discussion and social events. The current room (322 on Level 3) is open to all research postgraduate students, regardless of stage of thesis, etc. Three separate issues dictate the use of space within the room: shelf space, desk space and computer use. If everyone follows the guidelines (below) established by the postgraduates themselves, there should be adequate space and access to the resources of this room. Obviously these rules apply when the room is full and all computers are in use; it also requires students to operate on a good will policy. There is additional space in the Postgraduate Suite on Level 2 (Room 217), but this is primarily for students in the final stages of writing up their theses; see PG Convenor for more information.

Shelves
There are a limited number of shelves available, so the following rule applies:
- Each student may have two shelves. If more are available, feel free to colonise them. If you are going to be away from the University for an extended period of time, please clear your shelf/shelves. A limited number of boxes can be stored under the desks.

Desks
Again, there are a limited number, so the following guidelines apply:
- Please do not personalise a favourite desk with pictures, symbols, posters, etc. (This does not mean that we want the place to be dull, rather that people should not feel intimidated to use any desk that is available). It is perfectly permissible to keep one pile of books/work on a desk if you are using it regularly; otherwise keep the rest of the surface free so others can use the space.
- If you are not going to be in the PGRR for a week or more, please clear everything from the desk you are using.

Essentially, desks are not allocated on an individual basis and any that are not in use should be readily available for others’ use. Note that the Conference Room (320) can be booked for use by both research and taught students (please do so by emailing natalie.wheatley@glasgow.ac.uk). You can use that space to view slides, read or do other work, whenever it is not in use for teaching.

Taught Postgraduate Study Space

Desk space and limited computing facilities reserved for Archaeology PGT students are available in the open central space in the Postgraduate Suite on Level 2 (collectively designated as Room 217) which is located down the main corridor, round the corner, on the right immediately before the double doors. Desks are not allocated on an individual basis, and the same guidelines apply as to the PGR research room explained above.

Access Code: 2534

The College of Arts also operates two Graduate Study Spaces on the top floor of the Modern Languages Building (16 University Gardens). Access is via a swipe card (refundable deposit applies) which can be collected from the College of Arts Office, 6 University Gardens. This space provides hot-desking facilities, access to networked computers, lockers etc. Please see the Arts and Humanities Graduate School webpage for further information:
http://www.gla.ac.uk/colleges/arts/graduateschool/currentstudents/supportresources/

In addition, there are study spaces in the University Library and 24-hour access to the IT facility within the Gregory Building (see below), although both of these are shared with the undergraduate students.

Computing Facilities

If you use any University or Archaeology computing facilities in the course of your work, you must abide by the ‘Regulations and code of conduct for the use of IT facilities’:
http://www.gla.ac.uk/services/it/regulationscommitteesandpolicies/aup/codeofconduct/

The IT Lab is in Room 320B on Level 3 of the Gregory Building. As well as PCs, the room has digitising tablets and a laser printer. The machines run under the University’s Common Student Computing
Environment (CSCE), which means that they provide standard access to e-mail, the web, and Microsoft Office software. In addition, the machines provide access to a range of graphics software, including CAD and GIS. There is also a broad collection of self-directed tutorial packages available.

The IT Lab is open seven days a week, 24 hours a day. Outside of normal office hours (Monday to Friday 9-5 pm), it is accessible using a key code which is available to Archaeology postgraduate students from School of Humanities administrators in 1 University Gardens. Please note: the room is used by undergraduates and also for teaching purposes and may not be accessible at some times – timetable information is posted on the door.

Additional computer facilities are available here:

- **Library**
- **Postgraduate Study Centre top floor of the Modern Languages Building (Alexander Stone Building).** There is a £10 deposit for swipe card - available from College of Arts office, 6 University Gardens (£5 deposit for lockers) – for further information check here: [http://www.gla.ac.uk/colleges/arts/graduateschool/currentstudents/supportresources/](http://www.gla.ac.uk/colleges/arts/graduateschool/currentstudents/supportresources/)
- **Computing labs, George Service House, 11 University Gardens** - located in the basement and 4th floor - access between 9.00 am and 4.45 pm. Not available during teaching; a timetable is posted on the door.

**WiFi and Laptops**

When using your own laptop, you cannot log on to the University network unless you have had the University VPN utility installed. See [http://www.gla.ac.uk/services/it/forstudents/](http://www.gla.ac.uk/services/it/forstudents/). There are Ethernet connections in the Postgraduate Suite on Level 2 and a WiFi hotspot in the Gregory Building.

If you have any difficulties or queries please contact the IT Helpdesk: [https://hornbill.cent.gla.ac.uk/sw/selfservice/login.php](https://hornbill.cent.gla.ac.uk/sw/selfservice/login.php)

For issues specific to Archaeology, Dr Tessa Poller may be able to help you.

**Access code:** C1768X

**Referencing Procedures for Coursework and Theses**

Most written work will be based in whole or in part on the published research and interpretations of other people. Where any of this work is directly quoted, or specifically referred to, the source must be properly acknowledged by the inclusion of references in the text, which are expanded in the References listed at the end of the piece of work.

For Archaeology coursework and dissertations, you are required to use the Harvard referencing system. Footnotes are not acceptable.

For more detailed information and useful links concerning, e.g., bibliographic software, see: [http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/referencing/](http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/referencing/)

**Word count**

Word counts for all archaeology assessments, including dissertations, do not include the bibliography.

**Plagiarism**

The University's statement of policy on plagiarism is as follows:

"The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration."
The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Subjects should provide guidance on other appropriate use of references in examination conditions.

Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.”

Fieldwork and Field Trip Safety Instructions

Before participating in any fieldtrips or fieldwork you must have completed a Health Declaration Form with contact information etc. This is normally completed at enrolment and the Archaeology Office should be informed of any changes. You must also have seen the relevant Archaeology Student Safety media and have read the general Safety Instructions below. Safety considerations will also form part of meetings which take place to introduce you to specific field trips. For the safety videos, please see the Student Fieldwork webpage (scroll down to ‘Safety Videos’ near the bottom):

Archaeology distinguishes between field trips and fieldwork:

- **Field trips or courses** involve visiting localities of archaeological interest. They can be one-day trips or last up to a week, and usually take place in groups with a member of staff as a leader.

- **Fieldwork** involves practical archaeological work usually related to excavation or survey but includes museum work. Fieldwork often lasts for up to several weeks. The Archaeology Field School is considered to be fieldwork but is organised as a field course.

(Note that ‘fieldwork’ is commonly used elsewhere as a general term for diverse activities including field trips and other outdoor activities, e.g. The Committee of Vice-Chancellors and Principals (CVCP) of the Universities of the UK, Code of Practice for Safety in Fieldwork July 1995.)

More specifically in archaeology, there are four situations:

- **Field trips run by Archaeology.** Staff follow an agreed safety procedure which includes conducting a risk assessment before the trip takes place. The University has a personal accident policy to cover staff and students.

- **Fieldwork with, and directed by, Archaeology staff or postgraduate students.** The Fieldwork Leader must have conducted a risk assessment and informed participants of any special health/safety matters. The University has a personal accident policy to cover staff and students although there may be special arrangements needed for overseas travel insurance.

- **Fieldwork with an external organisation.** This will usually be arranged by you as a voluntary exercise. It is in your interest to ensure that appropriate safety/health information is provided by any organisation providing the fieldwork experience and that appropriate insurance cover, e.g. for public liability, is in place or obtained.

- **Fieldwork undertaken independently.** An Archaeology Fieldwork Risk Assessment Form must be completed for self-directed fieldwork, for example as part of a course project or a dissertation. Appropriate insurance cover should be obtained.

Advice on completing Risk Assessment Forms can be obtained from the Archaeology Safety Office, Dr Tessa Poller and forms are available from the Archaeology Office. Information on overseas travel safety
and health should be sought from the Foreign Office website: www.fco.gov.uk. Information on university insurance may be sought from the Archaeology Safety Officer.

Before going on fieldwork:
• Check that you have been immunised against tetanus. See your doctor or the Barclay Medical Practice, in the Fraser Building (part of the NHS) about getting a vaccination.
• If you are doing fieldwork abroad, check the requirements for other vaccinations.
• Be aware of Lyme disease which is transmitted to humans by ticks that live on animals such as deer or sheep. In tick infested areas, ensure you wear appropriate clothing (a long-sleeved shirt, with trousers tucked into your socks) and use insect repellents. Inspect yourself for ticks, especially at the end of the day. Include your head, neck and skin folds (armpits, groin, and waistband), and check that ticks are not brought home on your clothes. For more information, see NHS Choices.

Specifically, in the case of Field Trips, all students must:
1. Obey all safety instructions given by field trip leaders or supervisors. Anyone not conforming to the standards required may be dismissed from the field trip.
2. Stay with the trip group except by clear arrangement with the leaders. If working independently when on a field trip, observe instructions for reporting after completion of work. It is the student’s responsibility that any such instructions are clearly understood.

In the cases of both Field Trips and Fieldwork, all students must:
1. Wear appropriate clothing for the type of weather and terrain likely to be encountered. It is the student’s responsibility to be dressed appropriately. If in doubt, seek advice from the party leader. Inadequately dressed persons may be dismissed from field trips.
2. A wind and waterproof outer jacket is essential in the UK in all seasons and advisable in most other countries. Waterproof trousers may also be necessary. Walking or other comfortable, waterproof footwear (i.e. not trainers) should be worn for walking off surfaced roads and paths. An appropriate number of layers of warm clothing should be taken. Warm waterproof headgear is vital and gloves are useful. Remember that field trips and fieldwork often entail long periods of physical inactivity. Inform a leader immediately if you feel unwell or distressed, or if a companion appears so. Have dry, spare clothing to change into on the completion of outdoor fieldwork. Some sugar-rich food is useful (e.g. chocolate bar).
3. When working in hot and sunny conditions, ensure you have a plentiful supply of fluid, and take care to avoid excessive exposure to strong sun. Even in Britain the sun can cause severe burning if sensible precautions are not applied. It is therefore essential to take a hat, sun-cream, long-sleeved shirt and full-length trousers (not just shorts) when hot and sunny conditions are envisaged.
4. Inform the leader about any disability, prior illness or medical condition which might recur when in the field. If in doubt, consult Michelle Nicholl (Archaeology Postgraduate Student Disability Officer) or the Barclay Medical Practice (Fraser Building, 0141 531 8822). Any injury or illness, however trivial, occurring during a field trip must be reported to the party leader immediately. It is your responsibility to disclose a pre-existing condition and failure to do so may result in your removal from the project if the health and safety implications have not been considered.
5. Observe the Outdoor Access code. Pay particular attention to instructions on access to and conduct whilst on private land. Great care should be taken when crossing roads or alighting from vehicles. The latter can be one of the most serious potential hazards.

The Scottish Outdoor Access Code (in summary)
1) Take responsibility for your own actions and act safely.
2) Respect people’s privacy and peace of mind.
3) Help land managers and others to work safely and effectively.
4) Care for your environment and take your litter home.
5) Keep your dog under proper control.
6) Take extra care if you are organising an event or running a business

For further information on the new Scottish Outdoor Access Code, see http://www.outdooraccess-scotland.com/default.asp (follow links to a 136 page pdf file or shorter versions) and on the new Countryside Code for England, see www.countrysideaccess.gov.uk/countryside_code

6. Conduct themselves properly while in field residences. Anti-social behaviour is likely to lead to deterioration in safety and will not be tolerated. Follow rules and guidelines given by the
leader and resident staff. During residence in a field centre you must make yourself familiar with fire regulations and with escape routes. Report any untoward incidents - damage, breakages, injury, or presence of unauthorised persons - to the leader immediately.

7. Consult a leader immediately if you are in doubt about any safety matter.

Application of good safety conduct should enhance the academic value and enjoyment of any archaeological field trip or fieldwork.

Students are encouraged to speak to the Archaeology Safety Coordinator (Dr Tessa Poller) if they have a particular health and safety issue concerning fieldwork. The information given above is subject to periodic updating.

University of Glasgow Library
The staff at the Enquiry Service on Level 3 are there to help you find your way round and answer your questions. The Library webpages give access to the catalogue, databases and other information resources.

Access to the Library
Entry to the library is controlled by electronic turnstiles. You must swipe your student card at the turnstile to unlock the gate. If you have difficulty with this, please report to the Library Attendant on duty at the entrance. (See the Library website for opening times)

Finding your way around
The Library's books and periodicals are distributed throughout the building. Because of the broad nature of archaeology, you may find that you need to consult book/periodicals catalogued under history, classics, geography, fine art and general science, as well as archaeology. To find your subject, it is a good idea to look at an outline plan of the Library building. These can be found in the lift lobbies and on notice boards. Subjects and services are signposted throughout the Library and each Level has a Floor Plan near the entrance. Floor plans are available on all levels for you to take away.

How to find a book
Using the online catalogue is the only way to find out whether a particular book is in stock and where to find it on the shelves. Computers are available on every level of the Library. When you find the book you want, write down the location and the call number:

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>Lane, Alan.</th>
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<tbody>
<tr>
<td>TITLE</td>
<td>Dunadd : an early Dalriadic capital / by Alan Lane and Ewan Campbell.</td>
</tr>
<tr>
<td>PHYS. DESCR</td>
<td>250p. : col. ill.</td>
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<tr>
<td>SERIES</td>
<td>Cardiff studies in archaeology ; 4.</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Excavations (Archaeology) Scotland Argyll. Argyll (Scotland) Antiquities. Dunadd Site (Argyll, Scotland)</td>
</tr>
<tr>
<td>OTHER AUTH</td>
<td>Campbell, Ewan.</td>
</tr>
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</table>

LOCATION     CALL NO.                  STATUS
Level 8 Main Lib Archaeology qDQ175.D86 LANE IN LIBRARY
Level 2 Short Loan Archaeology qDQ175.D86 LANE IN LIBRARY

This means there is a copy of the book in the Archaeology annexe on Level 8 and in the Short Loan Collection on Level 2 opposite the check-out desks.

Finding the book on the shelf
Go to the Level given in the location and look at the Floor Plan to find the correct section. Look at the notices (range guides) at the ends of the bookshelves. Find the one which includes the letters and numbers in the second line of the call number. Then look at the labels on the books in that section of the bookshelves to find one which exactly matches all 3 lines of the call number. Note that the letter ‘q’ before the main call number indicates that is a larger format book. Such books are housed separately from others with otherwise similar call numbers.
How to find a periodical
To find a periodical (i.e. journals and magazines), look in the Catalogue under its title. As an example, look for Health Education Journal. The screen tells you that it is on Level 5 in Life Sciences Periodicals at H0950. Click on the location to see the floor plan of the Level which the Journal is held on.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Journal of Mediterranean Archaeology.</th>
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<tbody>
<tr>
<td>PUBL. INFO.</td>
<td>London: Equinox, 1988-</td>
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<tr>
<td>PHYS. DESCR</td>
<td>v. : ill ; 21cm.</td>
</tr>
<tr>
<td>PUB DATE</td>
<td>Issue 1 (June 1988)-</td>
</tr>
<tr>
<td>NOTE</td>
<td>Two issues yearly.</td>
</tr>
<tr>
<td>Description based on</td>
<td>Issue 2 (Dec. 1988).</td>
</tr>
<tr>
<td>LOCAL NOTE</td>
<td>Library holds: 1988-Current issue(s) on display on Level 3.</td>
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</table>

History PERS JO 411  Main University Lib
Latest received:  Dec 2009  22.2
Back numbers of Archaeology and History periodicals held by the library have temporarily been moved to store and are not accessible for browsing. Many are available on-line. Those which are not may be ordered from the Research annexe in Saracen Street, or you can visit in person to browse. However, the most recent issues of the majority of journals taken by the Library are shelved together in the periodical display area on Level 3

Catalogue Status Messages

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<thead>
<tr>
<th>IN LIBRARY</th>
<th>the book should be at its usual place on the shelf, unless it is being consulted by another reader.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUE</td>
<td>the book is on loan (or overdue) and is due back on the date given.</td>
</tr>
<tr>
<td>ON THE HOLD SHELF</td>
<td>the book is currently reserved for a reader.</td>
</tr>
<tr>
<td>MISSING</td>
<td>the book has disappeared and is unavailable.</td>
</tr>
<tr>
<td>RECENTLY RETURNED</td>
<td>the book may still be waiting to be re-shelved. Please check the shelving trolley on the subject level.</td>
</tr>
<tr>
<td>NOT KNOWN</td>
<td>borrowing information is unavailable.</td>
</tr>
</tbody>
</table>

Borrowing
If you want to borrow books, take them to the Lending Services Desk on Level 2 where they will be issued to you, or use the self-issue machines, also on Level 2. When you are finished with them, take them back to the Lending Services Desk or put them in one of the book return boxes.

Other services
As well as books and periodicals, the Library has, exam papers, newspapers, photocopying facilities, maps and telephone directories for your use. There are also over 200 PCs giving access to CSCE (Common Student Computing Environment) with access e-mail, word processing and spreadsheets.

If you need help
The Enquiry Service on Level 3 can be contacted on 0141 330 6704/5 or e-mail: library@glasgow.ac.uk

Postgraduate Funding and Financial Aid

See the relevant Archaeology PG Funding web pages, and the links there.

Student Financial Aid

This section gives brief information on SLC Student Loans, the various student financial aid schemes administered by the Registry and details of other sources of financial support. For more detailed information on financial aid available please look at the Registry website http://www.gla.ac.uk/services/registry/finance/ or call into the Fraser Building to talk to one of the staff of the Student Financial Aid Section. The office is open from 10.00am-4.00pm, Monday to Friday. The office is closed on Wednesday mornings between 10.00am-12.00pm for staff training. During vacation it closes from 12.45-1.45pm.
Financial Aid available through the Registry
http://www.gla.ac.uk/services/registry/finance/

HEI Discretionary and Childcare Funds (formerly Access Funds or HEI/SAAS Hardship Funds)
The HEI Hardship Fund was established by the government in 1990 as part of the arrangements for
student support for home (not EU or International) students, together with Student Loans Company Ltd
loans, to assist students facing or likely to face financial difficulty at some point in the academic session.
You must be a full-time or part-time undergraduate or a postgraduate student (studying a minimum of
60 credits) to apply. You must also fit into one of the following criteria: living in your own home; living
in accommodation rented from a private landlord; living in a housing association/council property; living
in accommodation sub-leased from the university, living in designated university residences; have children
and/or childcare costs; have additional costs arising out of disability or be a mature student.

You must apply in the first semester only and the forms are available for collection from: The Registry
Office (The Fraser Building). Forms should be returned to the same place from which the form was
collected. The closing date for the fund is the last date the University administration is open before
Christmas each year. Applications received after this date will not be considered.

The outcome of your application will be sent by post to your semester-time address. It is therefore
important that you keep your address up-to-date on MyCampus.

University Hardship Funds
The University of Glasgow Hardship Funds are an extremely limited source of support for some students
who, due to circumstances outside their control, are in severe financial difficulties which are detrimental
to the completion of studies. In view of the limited resources available awards from the fund will be
modest and will be aimed at providing short-term emergency support. The fund will not provide ongoing
support to any single individual. Payments can be made as either a loan or a grant. Applicants who have
received assistance from other funds may still be eligible for funding. It is assumed that the applicant
has taken all reasonable steps to obtain other funds for which they may be eligible.

You need to collect an application form from the Registry Office or The International Student Welfare
Adviser (The Fraser Building). You should then discuss your situation with your Supervisor. They should
be given the completed application form with a copy of the Notes of Guidance and the report form,
together with any documentary evidence to support your application. If you are an International student,
you should firstly contact the International Student Adviser (The Fraser Building) to discuss your situation.
Once your application is submitted, together with all supporting documentation, you may be asked to
appear before the Committee, which meets at regular intervals. The purpose of the interview is to allow
you an opportunity to provide additional information and to assist the committee in reaching a decision
on the application. The interview panel will normally be two people from the Committee and a
representative from the Registry. Applicants will be informed of the outcome within a week, in writing.

Crisis Loans
It is recognised that students are sometimes in need of immediate financial assistance and limited (cash)
assistance can be made available as a loan. A member of the Student Financial Aid Section is available
in the Registry Office between 2pm-4pm daily (Monday-Friday) to see students who wish to apply for a
crisis loan. This would be intended to enable you to cope with the immediate crisis (perhaps the late
arrival of a student loan leading to a lack of cash to cover immediate needs). If you have a longer term
problem, you should apply for other forms of financial aid.

Fee Waiver Scheme
The Scottish Higher Education Funding Council operates a Fee Waiver Scheme for part time students
who are receiving certain benefits. Further details and application forms are available from the Student
Financial Aid Section (Registry Office). (This is available to part-time repeat year students as well as
those studying on a part-time degree programme.)

For all of these, see http://www.gla.ac.uk/services/registry/finance/

Other Sources of financial aid information and advice within the University
The International and Postgraduate Service has information about scholarships and other sources of
funding which may be available for postgraduate students. http://www.gla.ac.uk/postgraduate/feesandfunding/.
College Offices are also a source of information about postgraduate scholarships.

The SRC Advice Centre is an advice and information service provided by the SRC which covers a wide
range of issues including debt, student loans, grants etc. The centre is located on the first floor of the
John McIntyre Building, University Avenue and is open 10.00am-3.00pm during Freshers Week and teaching time. They have International Student Advisers who are available to offer advice to international students who may be facing financial or other difficulties. For more information, see: http://www.glasgowstudent.net/advice

Student Support available through SAAS/LEAs/ELBs
The Scottish Executive (SAAS) and the Department for Innovation, Universities and Skills (for England and Wales) and the Northern Ireland Department of Education all publish a number of leaflets on the financial support available through them. These are available for consultation in the Student Financial Aid Section. They are also available on the relevant websites or copies can be obtained by telephoning the numbers given:

- Students Awards Agency for Scotland: Tel. 0845 111 1711
- Department for Innovation, Universities and Skills (England and Wales). Tel. 0800 731 9133
- Northern Ireland Dept of Education Tel. 02890 25770

Other Resources

In addition to the University Library (see page 9) and a number of computing facilities across the campus (see page 6), there is a range of resources available to you.

- **School of Humanities Administrative Staff**
  It is worth saying that the School staff are probably the most valuable source of information so take advantage of them! If you aren’t certain who you need to speak to, they will be able to advise.
  Access: Office hours are weekdays 9.00am-1.00pm and 2.00-5.00pm; their office is on the first floor of 1 University Gardens (Room 206).

<table>
<thead>
<tr>
<th>Taught Postgraduate Administrator</th>
<th>Kelly Rae</th>
<th><a href="mailto:Kelly.Rae@glasgow.ac.uk">Kelly.Rae@glasgow.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel: 0141 330 7766</td>
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<tr>
<th>Research Postgraduate Administrator</th>
<th>Christelle Le Riguer</th>
<th><a href="mailto:Christelle.LeRiguer@glasgow.ac.uk">Christelle.LeRiguer@glasgow.ac.uk</a></th>
</tr>
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<tr>
<td>Tel: 0141 330 3538 (Mon to Thurs only)</td>
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- **Teaching Staff**
  Teaching staff are available outside of class hours for advice or assistance. All staff operate a system of drop-in office hours, and can be contacted by e-mail; for their addresses see the relevant staff webpage. Messages can also be left in their pigeonholes on the ground floor. If you wish to see the Head of Subject please e-mail for an appointment: Michael.Given@glasgow.ac.uk.

- **Drawing Office**
  This has drawing tables and other drawing-related resources including a large format scanner, plotter and a colour laser printer, but most importantly is the place to go for advice and assistance with illustrations.
  Access: by arrangement with the Senior Technician, Lorraine McEwan.

- **Laboratories**
  Main Laboratory (105) where practicals are held (Chemistry Laboratory 105b). Access is by arrangement with the Laboratory Technician (Gert Petersen) or Senior Technician (Lorraine McEwan).

- **Moodle**
  Moodle is an online learning tool or VLE (Virtual Learning Environment). It is used across all degree levels to communicate with students, provide a range of information about your courses/programmes, and facilitate on-line submission of coursework. Each course and programme will have its own Moodle accessible by logging into MyGlasgow. Your enrolment should be automatic when you register through My Campus. If you have any problems with Moodle enrolment, you should contact the relevant course/programme convenor.

- **Photographic facilities**
  Information on photographic facilities, use of our cameras and survey equipment on fieldwork is available from the Senior Technician, Lorraine McEwan.
• **Photocopier access**
There is a generous annual allowance (£15.00 worth of print credits) for each Research Postgraduate for the copier located in the photocopy room on Level 3 – this allowance is arranged through your student ID card and is automatically setup by Christelle (please contact her if a problem arises with this). Please note that usage beyond that allowance will be charged at 5p per page - [how to purchase print credits](#).

• **Noticeboards**
All official notices are placed on the noticeboards on Level 2 and 3 in the Gregory Building, with information about fieldwork, employment, postgraduate opportunities and general archaeological news. Postgraduate notice boards are located in Postgraduate research room 322 on Level 3.

• **Email**
Email is used to send information about upcoming meetings, urgent information etc. **You should therefore check your University email regularly.** If you choose not to use your University email address, you **must** ensure that it is forwarded to your preferred address.

• **Postgraduate Staff-Student Committee**
There is a postgraduate staff/student meeting each semester which provides students (both research and taught) with the opportunity to raise issues which may concern them, as well as providing staff with an opportunity to consult the students on any matters which may have arisen. This is one of the many modes of staff-student liaison and students should ensure that they have elected representatives under the different constituencies (one research Arts, one research Science and two taught MLitt) to speak on their behalf (though any postgraduate students are welcome to attend the meeting).

**Student Support**

If you have any questions or problems, or need to talk to someone about personal or academic issues, there is a wide range of options available to you. As always, the sooner you talk to someone about whatever is causing concern, the better. **Don't leave things so late that you don't give us the chance to help.**

**Archaeology Support**

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<th>For information/advice about:</th>
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<tr>
<td>General matters arising from your studies or research</td>
<td>Your programme convenor (PGT) or supervisor (PGR) or the PGT/PGR convenors.</td>
</tr>
<tr>
<td>Safety issues in relation to fieldwork</td>
<td>Safety Co-ordinator, Dr Adrian Maldonado</td>
</tr>
<tr>
<td>IT Issues</td>
<td>Dr Adrian Maldonado</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Lorraine McEwan, Senior Technician</td>
</tr>
<tr>
<td>Access to equipment</td>
<td>Lorraine McEwan, Senior Technician</td>
</tr>
</tbody>
</table>

There is also a wide range of information on our website at [http://www.gla.ac.uk/archaeology/](http://www.gla.ac.uk/archaeology/). Should students have problems to discuss, the first point of contact is their Supervisor (PGR) or Programme Convenor (PGT). However, postgraduate students should also feel free to approach another member of staff with whom they feel comfortable. When a student approaches such a confidant instead of their Supervisor/Programme Convenor, that staff member, with the student's permission, should consult with the Supervisor regarding these personal matters and together the student, Supervisor and confidant can assess the degree to which such matters have affected the student's work and what measures might be taken to resolve the problem. In situations where a student appears to be undergoing stress, yet is unable or unwilling to discuss the matter, staff will attempt to ensure that the student receives appropriate (non-academic) support to deal with the problem.

**University Support**

The University provides a number of services to help you during your studies. Details of these are conveniently provided in the Current Students section of the University website. Amongst the most important are:

**The Student Counselling and Advisory Service**

This is available to all students. If possible you should make contact with them directly for an appointment. Counsellors can help with a wide range of difficulties including loneliness, anxiety, depression, relationship problems, family problems, bereavement, life changes, crises. More information can be
found at http://www.gla.ac.uk/services/counselling/ 65 Oakfield Avenue (Tel: 330-4528)

**Student Disability Service**
The University’s Disability Advisor is available to offer advice and support to students with disabilities, including dyslexia. The Disability Advisor makes an assessment of individual requirements and agrees a strategy for access to appropriate services and resources. In particular informing Subjects of any action they may need to take in relation to examinations, coursework etc. More information about this service can be found at: http://www.gla.ac.uk/services/disability/

**Effective Learning Advisers**
The Student Learning Service provides advice on study skills, ranging from time management, presentation skills, writing skills, etc through individual sessions and workshops. Each College has its own Effective Learning Advisor and their details and the services they offer can be found at: http://www.gla.ac.uk/sls/

**English as a Foreign Language**
Hetherington Building, Bute Gardens, G12 8RS, Tel: 330 6521; web page: http://www.gla.ac.uk/services/languagecentre/efl/

**Careers Service**
The University Careers Service, 65 Hillhead Street (The Fraser Building) (Tel: 330 5647) provides a range of services, ranging from the Job Shop which includes part-time and vacation work opportunities, through to more specific advice about applications, CVs, interviews, etc as well as more general advice about career options. More information about this service is at: http://www.gla.ac.uk/services/careers/

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**Useful Contacts for Postgraduate Students**

**School of Humanities Postgraduate Taught Administrator**
Kelly Rae  Kelly.Rae@glasgow.ac.uk  Tel: 7766

**School of Humanities Postgraduate Research Administrator**
Christelle Le Riguer  Christelle.LeRiguer@glasgow.ac.uk  Tel: 3538 (Monday to Thursday only)

**Accommodation Office**
Fraser Building  Tel: 4743
http://www.gla.ac.uk/services/residentialservices/

**Careers Services**
Fraser Building  Tel: 5647
http://www.gla.ac.uk/services/careers/

**Dean of Graduate Studies**
Professor Nick Fells  Nick.Fells@glasgow.ac.uk

**Acting Dean of Learning and Teaching**
Dr Karin Bowie  Karin.Bowie@glasgow.ac.uk

**Dean of Research**
Professor Catherine Steel  Catherine.Steel@glasgow.ac.uk

**College Secretary**
Liz Broe  Liz.Broe@glasgow.ac.uk

**Careers Service officer for Arts PGT**
Ann Duff  ann.duff@glasgow.ac.uk

**Head of College of Arts**
Professor Roibeard O Maolalaigh  Roibeard.OMaolalaigh@glasgow.ac.uk

**International Student Adviser**
Fraser Building
http://www.gla.ac.uk/international/support/

College of Arts Postgraduate Office
College of Arts Office, 6 University Gardens, ground floor
http://www.gla.ac.uk/colleges/arts/graduateschool/contactus/

Registry Office  Tel: 7000
http://www.gla.ac.uk/services/registry/

Student Counselling and Advisory Service
65 Oakfield Avenue  Tel: 4528
http://www.gla.ac.uk/services/counselling/

Student Disability Service
69 Southpark Avenue  Tel: 5497
http://www.gla.ac.uk/services/disability/

University Chaplaincy
West Quadrangle, Main Building  Tel: 5419
The Chaplain’s Office can arrange for contacts for anyone according to religious persuasion.
http://www.gla.ac.uk/services/chaplaincy/

SRC Welfare Officers
67 Southpark Avenue  Tel: 0141 339 8541
http://www.glasgowstudent.net/advice/

Academic/Teaching Staff

Dr Colleen Batey (Senior Lecturer (part-time)) - Research interests: Viking and Late Norse archaeology in Scotland and the North Atlantic; Co-director of Viking and Early Settlement Archaeology Project; Excavations in Orkney, Shetland, Cornwall (Tintagel) and Northern Iceland.

Dr Kenneth Brophy (Lecturer) - Research interests: Neolithic and Later Prehistoric Britain; Archaeological Theory; Aerial Photography.

Dr Ewan Campbell (Senior Lecturer (part-time)) - Research interests: Early Medieval Celtic West; Ceramics, Glass and Fine Metalwork; Computer-based Learning.

Prof Stephen T Driscoll (Professor of Historical Archaeology) - Research interests: Scottish Medieval and Historical Archaeology.

Dr Nyree Finlay (Senior Lecturer) - Research interests: Prehistoric Archaeology especially Mesolithic of Scotland and Ireland; Lithic Technology; Material Culture; Gender, the Life Course and Archaeological Bodies.

Dr Michael Given (Senior Lecturer, Head of Subject) - Research interests: Archaeological Survey; Landscape Archaeology; Eastern Mediterranean; Imperialism and Postcolonial Theory; History of Archaeology.

Dr Claudia Glatz (Senior Lecturer) - Research Interests: Ancient Near East, early states and empires, politics of craft production, landscape archaeology, highland-lowland interaction.

Dr Susanna Harris (Lecturer) - Research Interests: Artefact studies, material culture, European prehistory, textiles, fibre, leather, experimental archaeology.

Dr Stephen Harrison (University Teacher) - Research Interests: Viking graves, burial rites, weapons, fortifications; Viking women; Viking and Medieval Dublin; Battle of Clontarf; nationalism, unionism and historical writing in 19th and early 20th century Ireland.

Dr Jeremy Huggett (Senior Lecturer) - Research interests: Early Anglo-Saxon England; Social and Economic Archaeology; Computing in Archaeology (CAD, GIS, databases, 3D modelling and social implications of technology).

Dr Rachel Opitz (Lecturer) - Research Interests: Mediterranean landscapes in the 1st millenium BCE; Archaeological Remote Sensing; 3D data and modeling; human perception of built and natural environments.
Technical and Research Staff

Rachel Barrowman (Project Manager (part time)) Viking and Early Settlement Research Project - Research Interests: Early Medieval, Celtic and Viking archaeology in Britain, particularly Tintagel, Shetland and the Western Isles.

Lorraine McEwan (Senior Technician, Illustrator)

Gert Petersen (Laboratory Technician)

Dr Tessa Poller (Research Support Officer) - Research interests: the theory and practice of archaeological methodology; Later Prehistoric landscapes in Scotland; geophysical survey in Scottish contexts.

Dr Adrian Maldonado (Research Support Officer)

Data Protection Act 1998

Data Subject Access Requests
The Data Protection Act 1998 entitles an individual, called the Data Subject, to enquire as to whether personal data about themselves is held in structured and relevant filing systems by the University and, if so, what that information is, the purposes for which it is being held, and its source. This process is called a Data Subject Access Request. A simplified version of a Data Subject Access Request is available where the Data Subject just requires copies of examination scripts, together with any associated coversheets and the comments written thereon.

All potential Data Subject Access Requests must be directed to the University's Data Protection Officer [DPO] (contact details below) to ensure that all requirements of the Data Protection Act 1998 are met:

Data Protection Officer
Room 527A, Level 5
Gilbert Scott Building
University of Glasgow
Tel. 0141 330 3111

The DPO will then contact relevant organisations within the University in the search for information on the Data Subject. To enable a search to be made it is essential that the Data Subject supply accurate and detailed information to both identify themselves and locate the relevant personal data held by the University. All Data Subject Access Requests must be made in writing, together with evidence of identity, by completing either the Data Subject Access Request Form or the Data Subject Access Request [Examinations Information] Form, as appropriate, and include payment of the £10 fee.

For further information, please consult the PDFOI Office.
POSTGRADUATE RESEARCH

The College of Arts keeps a Moodle page for research students:
http://moodle2.gla.ac.uk/course/view.php?id=1984 (one-time password is arts2013)
Please refer to it for current all University guidelines and forms.

Research Strengths
We are very active in research over the full range of the subject. Current research strengths may be summarised as follows:

- landscape archaeology and regional studies, particularly in the Mediterranean, Scotland and the North Atlantic, from early prehistory to historical periods
- historical archaeology, particularly of the Roman, Viking and early-Medieval periods
- social theory in archaeology, with particular foci on agency and identity, gender, phenomenology, materiality and post-colonial theory
- various science-based applications, including archaeometallurgy, ceramic analysis, scientific dating and remote sensing (both geophysics and aerial photography)
- applications of information technology, particularly GIS and 3-D modelling
- material culture studies, combining technological, typological and art historical approaches with contextual and social interpretations.

Postgraduate Research (MLitt and PhD)
An indication of the areas in which research supervision is available is given by the research strengths of Archaeology (above) and the specialisations of the academic staff (below). Our philosophy is to involve postgraduates in this active research environment and to provide facilities for the fostering of genuine dialogue within the archaeological community. We maintain a postgraduate study room and postgraduates have ready access to computing, photocopying and other technical facilities. The numbers of postgraduate students have risen significantly within the past six years though they can fluctuate considerably: in the 2014–15 session, there were some 20 postgraduate research students and 34 taught postgraduates across the different programmes on offer.

Special Resources
There are good study and laboratory facilities for research within Archaeology, including microscopy, phosphate analysis, organic residue analysis, metallography, thin-sectioning and environmental analysis. Close links with the sciences also provide access to other facilities relevant to archaeological research. We have a range of topographical and geophysical survey equipment available for loan. The University is a national centre of excellence for historical and archaeological computing, and there are large teaching clusters and terminals for research use within the School of Humanities. Specialised facilities, such as CAD, GIS, aerial photographic and geophysical plotting software are available to use in Archaeology. The University Library has a wide-ranging archaeological section with complete runs of many archaeological and scientific journals. The collections of the University's Hunterian Museum and the Glasgow Museums, especially at Kelvingrove and the Burrell Collection, are major archaeological resources in Glasgow.

Nature of Research Degrees
For any research degree, the research work must be communicated coherently in a thesis presented in a critical and orderly way and, where appropriate, must show evidence of appropriate analysis and discussion of results. There are four levels of research degree:

(a) Master of Research (Taught and Research) – 1 year full-time (2 years part-time)
The MRes offers a combination of taught and research components, allowing the student to acquire the specialist knowledge and research necessary to complete a substantial dissertation, preparing for doctoral study, while standing as a qualification in its own right.
The MRes is assessed primarily by a dissertation, with additional assessed taught courses in research methods and specialised subjects directly related to the proposed dissertation topic. The student can take between 60 and 90 credits of taught courses and a corresponding number of credits for the dissertation (between 90 and 120 credits). The length of the dissertation is between 18,000 and 30,000 words.

(b) MPhil (Research) – 1 year full-time (2 years part-time)
The degree of Master of Philosophy (Research) may be awarded to a student whose thesis represents a distinct contribution to knowledge. The thesis is 30,000–40,000 words long, including references, bibliography and appendices.
MLitt (Research) – 2 years full-time (3 years part-time)
The Degree of Master of Letters may be awarded to a student whose thesis represents a significant contribution to knowledge. The thesis is 40,000-70,000 words long, including references, bibliography and appendices.

PhD – 3 years full-time (5 years part-time)
The degree of Doctor of Philosophy may be awarded to a student whose thesis is an original work making a significant contribution to knowledge in, or understanding of, a field of study and normally containing material worthy of publication. The thesis shall demonstrate that the candidate has adequate knowledge of the field of study and the relevant literature and show the exercise of critical judgement. The literary presentation shall be lucid and scholarly. The thesis is 70,000-100,000 words long, including references, bibliography and appendices.

Intended Learning Outcomes
Upon completion of a research degree, students should be able to demonstrate the following:
• The ability to undertake independent research on a specific topic
• The ability to collect, organise and manage relevant data sets
• An appropriate level of knowledge of the field of study, relevant sources and literature
• The capacity for critical analysis
• The ability to present their findings in writing in a coherent, lucid and scholarly manner
• The ability to sustain and defend an argument, both orally and in writing

Additionally, PhD students should be able to demonstrate:
• The ability to identify a problem and address its solution
• The capacity to situate that problem within the wider academic context of the subject area
• The capacity for original thought

Time limits for submission of theses
All time-limits are calculated from the student’s date of registration.

(a) Full time students

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<tr>
<td>Expected submission:</td>
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<tr>
<td>Maximum time allowed:</td>
<td>four</td>
<td>three</td>
<td>two</td>
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(b) Part-time students

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<th>PhD</th>
<th>MLitt</th>
<th>MPhil</th>
<th>MRes</th>
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<tr>
<td>Expected submission:</td>
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<td>two</td>
<td>two</td>
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<tr>
<td>Maximum time allowed:</td>
<td>Six</td>
<td>five</td>
<td>three</td>
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Responsibilities of Supervisors and Students for a Research Degree
All PhD students are required by the University to have two supervisors, though one may have primary responsibility for supervision.

Supervisors
(a) To give guidance about the nature of research and the standard required, about the planning of a research programme, about literature and sources, about requisite techniques (including arranging for instruction where necessary), and about attendance at lectures or classes.
(b) To give advice about the avoidance of plagiarism (see page 6).
(c) To maintain regular and frequent contact with the student, and be accessible when the student needs advice. First-year students should have weekly short check-ins with their supervisor with a longer session at least fortnightly. Second and third-year students should be given the opportunity to arrange in advance at least two 1-hour meetings per Semester.
(d) Ensure a written record of each supervisory meeting is made, agreed with the student and submitted to the School of Humanities office (see copy of Record of Postgraduate Supervision form below).
(e) To request written work regularly, and return it with constructive written comment, normally within three weeks. Written work of some sort should be submitted by first-year students at least once a month (e.g. part of a database, a bibliography, archives of pictures, etc).
(f) To give detailed advice on progressing the successive stages of the work so that the whole may be submitted within the scheduled time.

(g) To submit to the College Higher Degrees Committee each year brief reports in April and October on the student's progress.

(h) To make recommendations to the Higher Degrees Committee about any change in the definition of the research topic, or in the status of the student (e.g. from MLitt to PhD).

(i) To arrange, as appropriate, for the student to present work at seminars, and help the student prepare for the oral examination.

(j) To advise the student about the form and presentation of the thesis.

(k) To arrange for membership of appropriate discussion groups, or research seminars and, where appropriate, facilitate contact with those working in other subjects, institutes and centres.

(l) To ensure that a student is made aware of inadequate progress, unsatisfactory work or written or oral presentation which does not reach the required standard.

(m) To require attendance at and successful completion of courses deemed necessary for laying the foundation for research training.

(n) To advise on the procedures for obtaining ethical approval if necessary. Such approval must be obtained before, e.g. interviewing people. The Ethics Officer can advise on ethics procedures - see: http://www.gla.ac.uk/faculties/arts/research/ethics/

**Research Student**

(a) To agree a schedule of meetings with the supervisor(s) and liaise over the maintenance of a written record of those meetings (see copy of Record of Postgraduate Supervision form below).

(b) To arrange a meeting with the PG convenor during your first semester.

(c) To undertake skills development as required by College and maintain your Researcher Skills Development Log (see below).

(d) To take the initiative in raising with the supervisor(s) problems or difficulties that are encountered, and discuss the types of guidance needed.

(e) To maintain the progress of work including, in particular, the punctual submission of written work.

(f) To submit the thesis on time taking due account of the supervisors’ advice.

(g) To attend research panel meetings in April and October, submitting the appropriate documentation in a timely manner.

(h) To raise with the chair of his/her Research Panel any problem which falls outwith the province of the supervisors, or any failure to establish an effective working relationship with the supervisors.

(i) To make an oral presentation (MLitt or PhD) on their thesis topic in May of their first year (or second year for part-time students) at the Postgraduate Student Conference on 16 May 2018.

(j) To obtain ethical approval for any research involving human subjects or human data which is not in the public domain before the research starts.

For further details please see the ‘PGR Code of Practice’ available on the College Moodle: http://moodle2.gla.ac.uk/course/view.php?id=1984
**Record of Postgraduate Supervision**

This form should be forwarded by the student to his/her supervisor(s) and copied to the School PG Administrator. Should the supervisor(s) wish to make any changes and/or additional comments, the revised form should be emailed to the student and copied to the School PG Administrator.

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<th>Meeting Date:</th>
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**Student:**

**Supervisor:**

**Work Submitted/Undertaken:**

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<th>Action points/work to be submitted for next meeting (inc training needs):</th>
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**Issues covered at supervisory meeting:**

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<th>Date and time of next meeting</th>
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**Supervisors’ comments:**

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Please email completed (and e-signed) form to humanities-pgrs@glasgow.ac.uk

Any queries? Please check here:
http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/informationforcurrentpostgraduates

or contact Christelle on Christelle.LeRiguer@glasgow.ac.uk
Postgraduate Researcher Skills Development

The University advises its doctoral researchers to undertake 2 weeks of skills development training per year (or equivalent for part-time students). This skills development training may include attendance at workshops offered by the Graduate School, or by the University’s Researcher Development unit (see below), the Learning and Teaching Centre, by your School or subject area (see Research Training provision for PGT students below), or external organisations. There are opportunities to apply for funding should you have specific skills needs or if you have an idea for a collaborative training initiative. Skills Development also encompasses a whole range of non-formalised activities, including attending visiting speaker seminars; writing and presenting a conference paper; attending a conference; undertaking GTA training; helping organise a symposium or a conference; working with eSharp, etc. etc.

Details of the workshops are on this Moodle page: [http://moodle2.gla.ac.uk/course/view.php?id=4367](http://moodle2.gla.ac.uk/course/view.php?id=4367)

As well as enrolment facilities.

Student Progress and Research Panels

(a) Supervisors and students should develop a plan for the research with agreed deadlines for written work or projects. Initially, the student’s thesis abstract, outline and timetable must be discussed with the PG convener during the first semester.

(b) Progress is reviewed twice annually in Research Panel meetings in October and April (see below), and formally reported on to College by the supervisor by means of a pro forma in April. Failure to achieve satisfactory progress by June may result in the student not being allowed to register for the following year.

(c) The Progress Review at the end of Year 1 will normally consist of an oral presentation to members of staff and fellow students in addition to the Panel Meeting (the oral presentation takes place at the end of Year 2 for part-time students). The presentations take place on **Wednesday 16 May 2018** and students should be prepared to talk for c. 20 minutes. It is not expected that you will have to defend your presentation from hostile questioning. It is intended, however, to leave ten minutes between presentations to allow staff members or other postgraduates to make constructive suggestions and comments. Students will have access to the room to be used (usually the Conference Room) on the morning of the presentations, in order run through your visual aids on Data Projector. Students must ensure they are available in Glasgow that week.

(d) By the end of Year 2 (for part-time, Year 3/4) PhD students are expected to have produced a substantial piece of work (ca. 20,000 words) in the format of the final submission.

(e) If the thesis cannot be submitted within the minimum time limit (see above or PGR Code of Practice), students should apply to move to 'thesis pending' status, which involves a much reduced fee. The application form (available on Moodle) should be accompanied by a work plan and substantial justification by the Chair of the Student’s Research Panel and/or their supervisor, and agreed by HoS. (Completion plans should normally include: a list of what work requires to be undertaken before the thesis is complete, an indication of how long each of the tasks listed will take and a suggested submission date). Thesis pending status will be for a maximum of twelve months. However, if formal supervision is still required, the appropriate full-time or part-time fees pro rata will have to be paid.

(f) In exceptional circumstances the Thesis Pending period may be extended beyond the maximum period of study, but the full annual fee will be applied.

(g) A research student may apply to the College Graduate School Board for leave of absence of normally not more than one year on the grounds of illness or other sufficient cause during which the research work is suspended and no tuition fee is charged (‘Suspension of Study’ form available on Moodle). The deadline for submission of the thesis will normally be deferred to compensate for the period withdrawn from study.

Postgraduate Research Panels

In order to integrate research students more fully into Archaeology, and to improve submission rates and supervisory practices, supervisory panels are appointed for each Archaeology Research student. Each panel meets with both the student and her/his supervisors twice during each academic year: on **Thursday 26/ Friday 27 October 2017** and on **Wednesday 23/Thursday 24 May 2018**. **Students must ensure that they are available in Glasgow then.** Each panel meeting lasts between 30-45 minutes; the last five minutes are set aside for discussion without the supervisor being present (to deal with any issues related to supervision in a confidential manner).
Requirements and Documentation for the Panel Meetings

a. October review:
On Wed 18 October 2017, each student should submit to the Research Postgraduate Administrator (Christelle) by email the Student Postgraduate Research Panel Form (available on the web or from Christelle – sample below), which

(1) summarises their work over the previous 6 months,
(2) outlines targets for the next six months and
(3) highlights any particular problems they may be experiencing.

For the first panel meeting, students should provide a brief abstract (summary) of their research and a one page structural outline of their thesis, including a word budget. These need to be submitted at all subsequent panel meetings only when changes have been made to the originals. These documents provide the agenda for and the basis of discussion at the panel meeting.

After the meeting the Chairman of the panel prepares a report, using either the standard Archaeology form (see sample below). The report forms should be agreed and signed by the student and all panel members before submission to the School of Humanities Research Postgraduate Administrator (Christelle).

b. Annual Progress Review (APR) (in April):
On Wed 11 April 2018 each student should submit to the Research Postgraduate Administrator (Christelle) by email:

• the ‘Student Self-Review Form’,
• the ‘researcher skills development log’ (both forms available on Moodle),
• your piece of writing:
  • 6,000 words (or equivalent) by year 1 APR
  • a total of 20,000 words (or equivalent) by year 2 APR
  • near completion or, as a minimum, 60% of thesis completed by year 3 APR

Dates and venues of panel are emailed to students by Christelle.

After the meeting the Chairman of the panel prepares the APR report form (available on Moodle). The report forms should be agreed and signed by the student and all panel members before submission to the School of Humanities Research Postgraduate Administrator (Christelle), who forwards them on to the College of Arts.

Please note that registration for the next session can only take place once this report form has been completed.

Please also note that APR panels are not required for MRes Students but that those student should do a presentation on Wed 16 May 2018. Further details on MRes degrees available on:
http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/informationforcurrentpostgraduates/

Purpose of the Panels
One important aim of these panels is to foster a stronger sense of community in Archaeology. The panels are entirely distinct from ongoing arrangements for supervision and all students should continue to see their supervisors on a regular basis. In most foreseeable cases, one member of the panel eventually will become the internal examiner of the thesis.

The panel meeting should not be regarded as a formal viva, nor simply as an informal chat. In general, the role of the panel is to provide to each research student support, advice and assistance in their work, as required. In addition, the panels are intended to monitor progress on postgraduate research and to address any supervisory problems that may occur.

The panel has the authority (1) to make decisions about the suitability of any given program of research; (2) to facilitate a student’s registration; and (3) to identify and take the actions indicated above on any student-supervisor problems.

Specifically, the panels should also:

• give students an opportunity to discuss their work with staff members who are unfamiliar with their research. This is good practice not just for public speaking but also for the Degree viva, and in general should make students feel more at ease in discussing their work
• provide students with a wider forum for discussion and feedback than is usually the case in a student/supervisor relationship
• give students the opportunity to draw upon the knowledge and resources of different staff members
• provide a different level of academic support as well as a ‘sounding board’ for raising issues and concerns — whether from the student, the panel or the supervisor
• make students think about their research in a different, self-evaluative way and perhaps even help to resolve issues of clarity or uncertainty
• open up to each student a broader scope for their research, with a wider range of people who will get to know better each student and their work

Complaints Procedure
If any serious problems arise between the student and supervisor, the Panel Chair should discuss these issues privately with the supervisor, outlining ways the situation might be resolved. Feedback on the outcome of that discussion should be relayed back to the student.

If circumstances do not improve within a reasonable period of time, the student has the responsibility to inform the Panel Chair who subsequently discusses the issues again with the supervisor. If matters do not improve within 3 months of the first meeting, the Panel Chair should approach the Postgraduate Convenor (PGC) or the Head of Subject (HoS) to discuss the matter further. If the Panel Chair fails to take action after problems are outlined, or if the issues are not resolved satisfactorily, the student should then approach either the PGC, the HoS or the Postgraduate Advisor of Studies. The PGC/HoS will then discuss the issue with the Panel Chair or, if the problem persists, with the student and/or the supervisor. If the student first approaches another member of staff, that staff member should take up the issue with the PC/HoS. In either situation, the student should be advised of the state of progress. With this explicit mechanism in place, any problems with supervision can be dealt with quickly and, hopefully, satisfactorily. Any concerns supervisors may have about their relationship with postgraduate students will be handled in a similar fashion.
ARCHAEOLOGY

STUDENT PROGRESS REPORT TO POSTGRADUATE PANEL

OCTOBER PANEL

Name/Matriculation Number ____________________________________________

Current Year of Study ____________ Date _________________

Year commenced study: ________________________

Full-Time/Part time (delete as appropriate)

Summary of Progress in Last Six Months

Goals and Targets for Next Six Months

Problems in Research, Writing Up, Etc.

Problems with Supervision

Please include also an abstract/précis of your research, as well as a current structural outline (one page each), including a word budget for each chapter and number of words submitted.

When complete, please return in electronic format to Postgraduate Convenor and Research Postgraduate Administrator in the School Office (Christelle).
ARCHAEOLOGY

POSTGRADUATE PANEL MEETING REPORT

OCTOBER PANEL

Candidate’s Name:  

Student number:  

Year of Study:  

Date of meeting:  

Panel members: n (chair), n, n  

Supervisor(s):  

**NB: Any comments on supervision should be directed to PG Convenor or HoS**  

1. Postgraduate’s written report received?  

YES/NO  

2. Objectives met since last meeting? (comment)  

3. Objectives set for next meeting? (comment)  

4. Specific Issues/Problems Raised  

5. Resolution of Specific Issues/Problems  

When completed, please return:  

- an electronic copy via e-mail to the Postgraduate Convenor and Postgraduate Administrator  

It is the responsibility of the panel chair to ensure a hard signed copy of the panel report form is returned to the office.

Signature of Supervisor (1)  

(sign) ....................................................  

(print name) ...........................................  

Signature of Panel Chair  

(sign) ....................................................  

(print name) ...........................................  

Signature of PGR Student  

(sign) ....................................................  

(print name) ...........................................  

Signature of PG Convenor  

(sign) ....................................................  

(print name) ...........................................
Acting as a Graduate Teaching Assistant

In principle, any student who has already spent at least one year as a postgraduate is eligible to work as a Graduate Teaching Assistant (GTA), though opportunities will vary according to departmental demand/budget. It is expected that all research students will undertake some GTA work at some stage as part of their postgraduate training - working as a GTA entails undertaking formal training and provides valuable experience of a range of teaching and assessment tasks and responsibilities. After completing the GTA training, postgraduates who are in their first year can normally take on minor tasks, e.g. as a demonstrator on a fieldtrip.

GTA work relates to level 1 and 2 courses only. You can find course descriptions and other associated information in the course catalogue.

There are basically three types of job:

- tutoring: primarily for the level 1 courses and for some of the level 2 courses. A ‘tutor’ leads the class.
- demonstrating: a ‘demonstrator’ assists someone else in the delivery of a class (e.g. a practical class of a fieldtrip), whether a member of staff or another GTA.
- marking coursework (e.g. essays, practical portfolios). GTAs are responsible for a range of marking, working under the guidance and with the support of academic staff.

Everyone who undertakes GTA work must have taken the GTA training course that is organised at the beginning of each academic year by the Teaching & Learning Service. Satisfactory completion of this course is a requirement in order to work as a GTA and it is recommended that you undertake the course in year 1 of your postgraduate studies (if you wait until year 2, you will not be able to teach in the first semester, because you won’t complete the course in time). The Archaeology Level 1-2 Convenor will advise you about enrolling in the course (contact details below).

The recruitment of GTAs and the allocation of GTA work is managed by the Archaeology Level 1-2 Convenor (contact detail below). You should not contact the convenors of the individual Level 1 or Level 2 courses about recruitment to their course or about GTA training – the course convenors will guide and supervise your work as a GTA, but only after you have been assigned to the course by the overall Level 1-2 Convenor. Each year, the Level 1-2 convenor begins recruiting for the year ahead by emailing all eligible postgraduate students to seek expressions of interest in GTA work and to provide details of how the recruitment process will work. If you do not hear from the Level 1-2 Convenor and wish to discuss GTA work, use the contact address below to get in touch.

It is the nature of the Level 1 and Level 2 courses that we only find out student numbers in mid or late September, so it will only be then that we know how many GTA hours we will need for each course. GTA assignments will therefore be finalised in week one or two of the teaching semester. The first GTA-led classes usually take place in weeks 2/3 and you will have been briefed by your course convenor(s) before then. Please note: it is usually necessary to share the GTA opportunities around, so we may not be able to give you all the hours you might wish.

Students wishing to act as a GTA will have to submit a Disclosure Scotland application, for details please see (http://www.disclosurescotland.co.uk). Disclosure Scotland provides an accurate and responsive disclosure service to enhance security, public safety and protect the vulnerable in society. Disclosure Scotland is part of the Scottish Criminal Record Office (SCRO) which, in turn, is a common police service and an executive agency of the Scottish Executive.

If you have general questions please contact the Archaeology Level 1-2 Convenor, Dr Jeremy Huggett: Jeremy.Hugget@glasgow.ac.uk
Thesis Preparation and Submission

For general advice on format and reference systems see Referencing Procedures above (p. 6) and http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/referencing/

All students submitting a research thesis in the College of Arts should complete a 'Notification of Intention to Submit' form and a 'Thesis Access Declaration' form. You are expected to lodge the 'Notification of Intention to Submit' form approximately three months before the submission of your thesis. The 'Thesis Access Declaration' form should normally accompany the submission of the soft-bound copies of the thesis. Instructions and copies of the forms are available on the College of Arts Graduate School PGR Moodle2.

Please also note that all postgraduate research students who have successfully defended their thesis are now required by the University to deposit an electronic copy along with the hard-bound copy of the thesis. Students are given the option of restricting access to the electronic version of their thesis for three years in the first instance, by requesting an 'embargo' on the 'Thesis Access Declaration' form. Please note, however, that regardless of whether an embargo has been sought, students must register the details of their thesis with the University Library (see: http://theses.gla.ac.uk/perl/register).

For further details on how to prepare your thesis for electronic submission, visit the Library’s e-theses page: http://theses.gla.ac.uk/ and the College of Arts’ Moodle page.

Oral Examination

A candidate for any of the research degrees will normally be asked to present him/herself for oral examination.

The following persons must attend the oral examination:
- The research student
- The internal examiner
- The external examiner
- The Convenor of the Board of Examiners

At the request of the candidate the supervisor may attend the oral examination as an observer, but can only participate in discussion if addressed by the examiners. No other person may be present at the oral examination without the prior permission of the Higher Degrees Committee.

The examiners may make the following recommendations:
(a) The unconditional award of the degree.
(b) That the degree be awarded subject to certain minor corrections of detail or of presentation.
(c) That the degree be awarded subject to certain changes of substance in a specific element or elements of the thesis.
(d) That the thesis is unacceptable on the grounds of unsatisfactory content, but that the candidate be permitted to revise and resubmit it.
(e) That the thesis has not achieved the standard required, but that the candidate be permitted to revise and resubmit it for a lesser degree.
(f) That no degree be awarded

Unconditional award of the degree is rare as there are almost always some typographical errors. Most candidates fall into categories (b) or (c).
Postdoctoral Grants

The Funding Landscape

- Contact postgraduate convenor or advisor, plus Research Office
- Discuss with known grant winners: other archaeologists, or other research students
- Consider the full range of possibilities (see below, Sources of Support)
- E-mail messages from PG Convenor, College of Arts
- Use/search the internet

Research Grants: General

- Get a copy of guidelines or suggested formatting and follow them exactly
- Determine your eligibility and any other parameters
- Be totally aware of deadlines: give yourself plenty of time
- Know your referees and reviewers (who sits on awards board?)
- Know your assessors and their specialisations, and what they are likely to look for (are they archaeologists?). Write for your audience.
- Be prepared for the results, positive or negative: go for it until you get it
- Most applications require institutional agreement/support: allow time to put this in place

Making an Application

Justification

- You have to believe what you are doing is worthwhile (if not, why should anyone else?)
- Do not assume that the assessor will understand why your research is important. Justify your application (nobody owes you the money)
- Define your aims and objectives and a series of research questions/issues to address
- Specify any other research conducted in this area and what particular contribution your project will make
- Budgets: ask for what you need; estimate carefully and check/re-check
  — some funding bodies exclude items (e.g. hardware, consumables, etc)
  — justify your requests

Writing the Proposal

- Depending on format required, break up the application into sections as instructed, or as:
  — aims and objectives
  — research questions
  — research context
  — dissemination of results: academic, public, digital
- Use ‘bullets’ (•) or question marks, or lists to make points, or list your research questions
- Outline your chosen methodology clearly, and explain why it is the most appropriate
- Write in clear, lucid language, and use concise (not overly long) sentences
- Be prepared to write several drafts, until letter perfect and logically argued and presented
- If possible, get professional or at least peer feedback on drafts of the proposal

Focus

- Ensure that applications are sent to the right funding body. Check out the relevant web pages to make sure your application fits (grant bodies do change their arrangements and foci)
- If you have a great idea, but are not eligible to apply (e.g. AHRC research grants), then think about getting your supervisor involved and applying, with you as Research Assistant
- Make sure what you want, and what you say by way of justification, are clearly expressed
- Do not clutter the application with too many references – it is not a literature review
- Be specific and succinct; do not waffle

Sources of Support

For more detailed information and links see the Postgraduate Funding pages of the website

British Academy - Postdoctoral Fellowship

Aim

The aim is to enable outstanding recent PhDs to obtain experience of research and teaching in a university environment. The primary emphasis is on completion of a significant piece of publishable research of ‘outstanding academic merit’.
Eligibility/Eligible Costs
UK PhD or UK resident. The PhD must have been obtained, normally, within three years of taking up an award and no later than the 1st of April during the year of application. Directly incurred salary costs with up to £2000 per year for research expenses.

General
About 32-45 awards made per year over last five years with success rate between 5%-9%. There is a two-stage application process: mid-October and, if successful (about 20%), end of February. Tenable for three years.

Small Research Grants
New postdocs may need additional support for fieldwork. Such is available from British Academy Small Research Grants, tenable over up to 24 months (cover directly incurred costs of research).

Leverhulme Trust - Early Career Fellowships
Aim
The aim is to provide career development opportunities for those with a proven record of research who do not hold a full-time established academic post.

Eligible Costs
Fifty percent of total salary costs are paid, up to a maximum of £22,000 per year; the balance is paid by host institution. It is also possible to seek research expenses up to £5000 per year. Contact host institution at early stage, as not all will support these fellowships because of the costs involved.

General
70 Fellowships (covering 24 months) to be offered in 2008 (55 in 2007); success rate below 10%. Closing date is mid-March (application forms only available in January).

European Research Council - Starting Grant
Aim
To support young, independent researchers who have the potential to become world-class research leaders in Europe. Particular emphasis is placed on the ‘frontiers’ of science and scholarship.

Eligibility/Eligible Costs
Applications must be hosted by a legally recognised research organisation situated in the EU or associated countries. Applicants must have received the PhD 2-8 years prior to application deadline. These grants cover personnel, equipment, etc, plus indirect costs totalling €500,000 - 2,000,000.

General
One can apply only in response to the call for proposals as published on ERC website. The duration of these grants can be up to five years. There is a complex, two-stage submission process, all done interactively, online.
TAUGHT POSTGRADUATE DEGREES

MLitt/ MSc
Requires 12 months of full-time study (2 years part-time) and is equivalent to 180 SCOTCAT or 90 ECTS credits. It consists of taught course elements in semesters 1 and 2, followed by a range of other elements in the spring and summer, the exact nature of which varies according to the programme (see outlines below).

Diploma
Requires 8 to 9 months of study full-time (16 to 18 months part-time in two 8 to 9 month blocks) and is equivalent to 120 SCOTCAT or 60 ECTS credits. It consists of taught course elements in semesters 1 and 2.

Progress
The required level of performance for MLitt students is an average of C3 or more across all taught elements, with at least 75% of these credits at grade D3 or better, and all credits at grade F or above. (See page 39 for assessment criteria and marking scheme). The required level of performance for Diploma students is D3 or better, with not less than 80% of these credits at grade D or above. Students registered for the Diploma may be considered for an upgrade to MLitt status if they perform at MLitt level in their coursework. Similarly, MLitt students who do not achieve the required level may not be allowed to proceed beyond the taught component and be awarded a Diploma instead.

A student achieving an average of D3 across 60 taught credits with not less than 40 of those credits at grade D or above may be awarded a Postgraduate Certificate. Note that this does not involve a dissertation.

A student achieving an average of D3 across 120 taught credits with not less than 80 of those credits at grade D or above will be awarded a Postgraduate Diploma. Note that this does not involve a dissertation.

In order to be awarded the MLitt/ MSc degree, a student must achieve an average of C3 or more across 120 taught credits, with at least 75% of these credits at grade D3 or better and all credits at grade F or above, and obtain a grade D or better in the dissertation or other substantial independent work.

A student who has achieved an average of B3 across all their coursework, and in their dissertation or equivalent, will be eligible for the award with Merit. A student who has achieved an average of A5 across all their coursework, and in their dissertation or equivalent, will be eligible for the award with Distinction.

Intended Learning Outcomes

Upon completion of the programme the student should be competent in the practice of archaeological research and have a particular command of the archaeology of the regions, periods or themes under study and of the specialised research methodologies involved. Complete knowledge of the entire subject area of the relevant Masters programme is not expected, but a strong control over the chronological, regional and thematic scope of the optional topics is presumed. This command should extend beyond the empirical evidence to include an awareness of the relevant scholarly traditions and a critical knowledge of the contemporary scholarship.

Guidance on competent research practice will be stressed throughout the courses and should be realised through the production of the Masters dissertation or research report. Each course consists of directed reading and structured assignments which are intended to promote good research practice, but it should be remembered that successful research presumes a degree of independent development.

The central aspects of good research practice (problem identification, data collection and analysis, and the critical use of sources) are developed primarily through the reading assignments and written coursework. The writing exercises consist of prescribed essay topics and longer projects. These written exercises allow the staff to monitor improvement and provide constructive criticism during the course.

The oral abilities required to summarise arguments and to engage in debate are developed during the core course through student presentations in the core seminars, as well as the dedicated session in the Research and Professional Skills course. These oral skills are further developed through a formal, assessed presentation (20 minutes long) usually on the student’s dissertation topic (depending on programme).
The ability to write a scholarly report on personal research is developed through the dissertation, or shorter research report, which is undertaken during the summer under the supervision of an appropriate member of staff.

The ability to recognise and interpret monuments in the field is developed through a variety of fieldtrips which vary depending upon the course.

Each of the individual Masters courses has more specific aims and intended learning outcomes. Detailed handouts will be provided at the beginning of each course, where specific outcomes can be found.

Research Training

Research training is designed to enhance graduate students’ research and professional skills, meet their training needs and requirements, as well as to encourage and provide support for individual and collective research activities and initiatives. It is an essential provision for all taught MLitt students and any research students who have not already undertaken the training earlier in their academic careers at the University, or taken an equivalent course from another institution (though only the MLitt and MRes students are formally assessed on the work). Training is delivered mainly through the Research and Professional Skills Course (Students on the Landscape: Integrated Research & Practice programme have their own version, though most of the elements are taught in tandem). The aim of the Course is to provide stimulating, relevant and needs-based training for an arts and humanities graduate community and to fulfil the requirements of funding bodies in the sector such as the Arts and Humanities Research Council (AHRC). Classes normally run on Wednesdays between 1 and 3pm in the first semester and there is at least one field trip. For more information, please see the Research and Professional Skills course handout or the Landscape: Integrated Research & Practice programme version provided by your Programme Convener.

An important element in the Research and Professional Skills course, and in all the postgraduate programmes, is the weekly Archaeology Research Seminar during term time. These are held on Wednesday afternoons (4.00-5.30pm) in the Lecture Theatre (109), Gregory Building. Speakers are a mixture of external visitors and internal staff and postgraduates on a variety of topics. All Postgraduates, both taught and research, are required to attend when they are in Glasgow. The seminars focus on recent research and provide an opportunity to debate current issues, and afterwards we decant into a local bar.

Postgraduate Student Conference

All taught Masters students are required to give a 10-minute oral Poster presentation and take questions for an additional 5-10 minutes as an assessed element of the Research and Professional Skills course. This will take place in December 2017. All students are required to be present on this day. Alternative arrangements are made for those who cannot attend because they are undertaking a work placement at that time. Part-time MLitt students will normally make this presentation in their first part-time year.

Students are expected to listen to the presentations of their fellow students, ask questions and provide formative feedback (see Feedback form below). Both content and the presentation itself will be evaluated by the relevant course Convener in conjunction with the Postgraduate Convener.

The presentation should usually explain the research project that each student will undertake over the summer in preparation for her/his dissertation and is intended to help get it started. Alternative topics should be determined in consultation with your Course convener for those students preparing a research report in lieu of a dissertation or those studying part-time who have not yet determined a dissertation topic.

Each first-year PhD student will also make a formal oral presentation, as part of the monitoring of their progress, in which some results of the first year are presented and a detailed preview is given of the direction the research is taking. Each presentation will last 20 minutes with an additional 10 minutes for questions and discussion. Part-time PhD students will normally make this presentation at the end of their second part-time year.

Details of the program will be circulated 1 week in advance, while all students due to give a presentation will be asked to provide a title 2 weeks before that.

Complementary activities

The Research Training Course is complemented by a variety of interdisciplinary events organised by both Archaeology and the College of Arts. The College runs a series of lectures and seminars by distinguished visiting speakers and organises regular graduate-led activities and initiatives such as conferences and
colloquia, seminar series and discussion groups and the award-winning electronic journal *eSharp*. Participation in or initiation of any such activity forms an important part of your academic and professional training and is actively supported by the Graduate School.

**Computer training and IT skills**

The University operates a university-wide basic IT certificate course. Anyone who is unsure about the use of e-mail, word processors etc or wants a basic introduction to the use of the University network should contact the Student IT Help Desk on Level 3, Main Library, and book onto a course. Computing Services also offer a range of courses for staff and postgraduate students. For more information see [http://www.gla.ac.uk/services/it/forstudents/ittraining/](http://www.gla.ac.uk/services/it/forstudents/ittraining/).

Archaeology also runs some Honours and MLitt courses focusing on the archaeological use of CAD/GIS and databases, which postgraduate students are welcome to sit in on.
Feedback Form for PG Presentations

MLitt Programme (if applicable):

Name of presenter:

Topic of presentation:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor . .</th>
<th>Good</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and argument</td>
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<tr>
<td>Data &amp; research</td>
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<tr>
<td>Introduction &amp; conclusion</td>
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<tr>
<td>Research design: aims, context, methods</td>
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<td></td>
<td></td>
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<tr>
<td>Clarity of argument</td>
<td></td>
<td></td>
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</tbody>
</table>

| Powerpoint presentation                       |           |      |          |
| Clarity and relevance                         |           |      |          |
| Problem-oriented                              |           |      |          |
| Use of images                                 |           |      |          |
| Viewer-friendly                               |           |      |          |

| Oral presentation                             |           |      |          |
| Fluency and delivery                          |           |      |          |
| Time management                               |           |      |          |
| Clarity of explanation                        |           |      |          |
| Engaging audience                             |           |      |          |

| Discussion                                    |           |      |          |
| Listening!                                    |           |      |          |
| Responding to questions                       |           |      |          |
| Encouraging discussion                        |           |      |          |
| Managing your audience                        |           |      |          |

What’s good?

What needs improving?

Provisional mark:  

Marker:  

Date:  

Optional Courses
Optional courses for the second semester are listed here; the document and other useful information is available under ‘Postgraduate’ in the right-hand menu of the Information for Current Students webpage. Most programmes require you to choose two options associated with the programme and one other; check programme documentation for details, and contact your programme convenor if you are uncertain. You are required to complete your enrolment through My Campus. Courses will only run if enough students sign up to them.

Note that other relevant courses are offered by other Subjects in the College of Arts and for Landscape students in the College of Social Sciences; these will usually be signalled in your MLitt/MSc programme handout or the MLitt/MSc programme webpage.

You can find a full listing in the course catalogue.

If you would like to take an option offered by another Subject in the College of Arts, you can do so in consultation with your programme convenor. Some programmes will also allow you to undertake an Independent Study Course in consultation with the relevant convenor.

If in doubt, ask your programme convenor.
Coursework Submission

1. It is your responsibility to know exactly what is required for each course and when the required work must be submitted.

2. You must follow the Harvard system of referencing to acknowledge the source of information and any quotations included in your work. You should also attach a detailed list of references to show your sources. See the guidance about referencing.

3. Your assessed coursework should be typed or word-processed and include on the first page: the title of the work; your student number; the title of the course to which it relates; the convenor of the course; and a computed word count. **DO NOT WRITE YOUR NAME ON YOUR WORK AS COURSEWORK IS MARKED ANONYMOUSLY.**

   Unless otherwise agreed with your course convener, **all** assessed coursework should be submitted on-line though the relevant course Moodle by the agreed submission time and date. (If coursework is not suitable for on-line submission **TWO** copies of each item should be handed in to either Emma Barr or Christelle Le Riguer at 1 University Gardens accompanied by a receipt and declaration of originality form).

   Feedback will be provided, also on-line, within three weeks with written comments on the standard Assessment form (see pg. 40) along with a provisional mark. Such marks are for guidance and are subject to moderation by the Board of Examiners.

4. Submission dates are fixed and must be met. Extensions are not permitted. New deadlines can only be given in exceptional circumstances. Late submissions will be penalised in accordance with University regulations, and this will be indicated on returned coursework:

   - Up to 5 working days: 2 points (i.e. normally two secondary bands) per day. This means a B3 grade will become C2 if submitted one day late.
   - More than 5 working days: Grade H awarded (zero)

   It is clearly important to avoid penalties, so you must see the Course Convenor (and/or your Programme Convenor) as soon as you anticipate a problem. Coursework which is late must be accompanied by documentary evidence citing relevant ‘good cause’ to support mitigation. For an explanation of what constitutes ‘good cause’ and the necessary form, see the right hand menu in the Information for Current Students webpage. **Note that the University regulation stipulates a maximum deferral of the deadline of 3 days.**

   If the piece of work is not submitted prior to coursework being marked and returned to the remainder of the class, and the Programme Convenor determines that there is a justifiable case for mitigation, normally an equivalent new piece of coursework with a new deadline will be set.

   **‘Good cause’** shall mean illness or other adverse personal circumstances affecting a candidate and resulting in either:
   i) the candidate’s failure to attend an examination, or submit coursework at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to his or her programme of studies; or,
   ii) the candidate’s performance in examination or other instrument of assessment being manifestly prejudiced.

   Good cause refers to the sudden unforeseen onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances. Where there is a chronic medical condition good cause shall only be established where the candidate’s performance in assessment has been compromised by a sudden severe episode of the illness. (Source: University Calendar, ‘University Fees and General Information’, Section 16.45. See the formal explanation, and the much more helpful guidance for students and ‘Absence Report or Good Cause?’ flow chart.)

   If you consider that you have a reason that may justify mitigation being applied for good cause, either for submitting coursework late or for reduced performance, then it is important that you:
   1. Inform your Course Convenor as soon as possible by email (you may also be able to get help from your adviser).
   2. Submit the coursework as soon as possible.
3. Obtain appropriate documentary evidence for your illness or other circumstances.
4. Fill in a **Good Cause Claim** on MyCampus.

5. The University will deal severely with work showing signs of collusion or plagiarism (see page 6). It will normally receive a mark of zero. Excessive unattributed quotation from any source will be penalised.

**NB** Persistent failure to meet deadlines for assessed coursework will have a serious effect on your marks and could easily lead to the loss of one or more degree classes, or even failure in your final degree. For this reason it is always better to submit an incomplete piece of work, rather than nothing at all - even if that work is not of the standard you would have liked it to be.
Assessment Guidelines and Marking Scheme

Assessment is focused on written performance, but oral presentation skills are also evaluated. Students are expected to develop critical faculties in synthesising and interpreting the literature and to display an awareness of scholarly conventions.

Assessment Criteria

In assessing performance, the following criteria will be considered:

- **Critical Analysis** – the ability to conceptualise a problem, compare alternative interpretations, and come to an independent, reasoned judgment.

- **Application of Theory** – the integration of theory with data in an appropriate and effective manner to produce a coherent and robust interpretation.

- **Quality of Argument** – coherence; structure; balance between argument and description; economy (i.e. effective use of available word limits); clarity of expression.

- **Control of Evidence** – the understanding of material, the appreciation of its potential, and the use of appropriate referencing conventions.

- **Methods** – the ability to apply particular techniques specified by the course description (e.g. producing analytical maps, interpreting aerial photographs, using laboratory skills).

- **Research Skills** – research design; demonstration of initiative; independence (e.g. finding material not on the reading list); breadth of reading; ability to apply concepts across disciplines. These particularly apply to dissertations and longer essays.

The programme is marked according to the University’s 22-point scale on standard feedback forms (see example below); general grade descriptors and marking bands are published in the University Calendar and specific descriptors are detailed below. A more detailed student guide is available in Appendix I.
# Marking Scheme

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Secondary Band</th>
<th>Gloss</th>
<th>Verbal Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>Excellent</td>
<td>Exceptional work which gets to the heart of the matter. Appraises critically each segment of evidence in a well-formulated argument, with full integration of theory and data. Evidence throughout of wide reading, initiative, and full confidence in the material and methods.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Excellent work, with critical analysis, clear argument and a good balance between theory and data. Clear signs of independent thinking and originality in approach or conclusions.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Excellent work, which includes critical thinking, good argument and evidence of wide and thoughtful reading. Appraises each segment of the evidence and links them in a coherent informed argument. Hints of originality and initiative.</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>Very Good</td>
<td>Good supporting data within an appropriate theoretical framework. Clearly and carefully argued. Good understanding of a reasonably wide body of material. Demonstrates good ability to apply appropriate methods.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Good supporting data, with some use of theoretical and conceptual material. Structured argument. Good background knowledge. Demonstrates reasonable ability to apply appropriate methods.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Some relevant supporting data, with occasional use of theoretical and conceptual material. Structured argument apparent. Demonstrates knowledge of a specific period or area.</td>
</tr>
<tr>
<td>C</td>
<td>1/2/3</td>
<td>Good</td>
<td>Provides a reasonable body of evidence and reports views on it. Demonstrates some understanding of the material and a general awareness of the relevant issues. Discernible argument. Attempts to use appropriate methods. Provides some evidence and reports views on it. Succeeds in identifying specific issues or problems. Demonstrates an understanding of some aspects of the material.</td>
</tr>
<tr>
<td>D</td>
<td>1/2/3</td>
<td>Satisfactory</td>
<td>Gathers and presents some items of evidence, but with only sporadic attempts to comment on them. Shows limited familiarity with the topic, limited sign of structure or organisation.</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>Weak</td>
<td>Gathers and presents very few items of evidence. Little background knowledge apparent.</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Poor</td>
<td>Appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td>Very Poor</td>
<td>Markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation.</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>0</td>
<td>Treatment of the subject is directionless and fragmentary.</td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit</td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course of the programme; and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>
Postgraduate Assessment Feedback Sheet

Programme:  
Course:  
Coursework title:  
Coursework element % :  
Due date:  
Date submitted:  

See the Assessment Handbook for information on marking scheme, grades, late submission, plagiarism, complaints etc.

Aspects handled well:

Aspects handled less well:

How to improve:

<table>
<thead>
<tr>
<th>Does this assignment address the question/task?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Depth and breadth of reading</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Structure, explanation, argument</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use and formatting of references</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Clarity of writing and expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1 = very good, 3 = adequate, 5 = very poor. These are indicative only and are not used to calculate your grade.

Word count (please tick):  
Too short:  
Within range:  
Too long:  

Provisional mark  
Penalty  
Adjusted mark  

Marker:  
Date:  

Student No:  

Student No:
Dissertation and Placement

The Dissertation (60 credits) is a sustained piece of scholarly work on a topic to be agreed between the convenor and the student during the second half of semester 2 and undertaken during the summer. This is only available to students who have been accepted for the MLitt and who have performed at the required level in the taught courses. The submission deadline is normally the first working day of September.

The dissertation is associated with an oral presentation (20 minutes) outlining the context and research to be undertaken. These presentations are part of the Research and Professional Skills Course (see the course moodle), and take place at the Postgraduate Student conference in the second week of May. This dissertation, of 12,000–15,000 words, is due on the first working day of September (for details on dissertation format see below). The relevant course convenor may allow an extension of up to two months, if good reasons can be documented but any further extension can only be given by the Higher Degrees Committee. Several MLitt courses offer the option of a shorter dissertation or Research Report (30 credits) if a portfolio is submitted relating to a work placement.

Placement

Students on the Material Culture and Artefact Studies and Professional Archaeology courses have to or have the option to do a Work Placement that is then complemented with a (short) dissertation. The Work Placement offers the opportunity to gain valuable work experience in a relevant professional organisation such as a museum, commercial field unit or a local government or heritage department.

The Work Placement element includes a work diary and portfolio of work undertaken during the placement. The short Dissertation will frequently relate to work carried out during the placement, although that is not necessarily the case. The Work Placement and the short Dissertation are worth 30 credits each and have to be submitted by the first working day of September.

Work Placement (ARCH5048)

Students on the Material Culture and Artefact Studies programme have the option to do a Work Placement (30 credits) that is complemented by either a 30 credit Research Report (ARCH 5035) or the Student Exhibition Design (ARCH5090), details are provided below. The Work Placement offers the opportunity to gain valuable work experience in a relevant organisation such as a museum, commercial archaeological unit, government agency or other heritage organisations normally for 8-10 weeks, usually after the Easter vacation and during the summer (arrangements may differ for part-time students). Placements must be organised by the programme convenor in discussion with the student and placement providers and are focused around agreed learning outcomes. The assessment is based on a reflective account of the placement and the nature of the organisation and work undertaken (2,500-3,000 words) with a supporting portfolio of evidence. Detailed instructions are provided in a separate Work Placement Handbook (available via Mahara) and the final assessed piece is created and submitted for assessment as an e-portfolio. The submission deadline is normally the first working day of September.

Research Report (Arch5035)

This 30 credit final assessment is taken in conjunction with the Work Placement (ARCH5048 but not with ARCH5090) is a technical report or shorter dissertation-style independent project (8,000-10,000 words). It can take the form of an object-based or material culture study or assemblage assessment, presentation of a piece of scientific analysis or other specialist report/research design. The style of presentation will vary depending on the focus of the research report and detailed guidelines are provided for a technical report style. It has to be undertaken on a body of material that is not used for other assessed coursework elements in the programme and must be agreed with the programme convenor. It can comprise a piece of work identified during the work placement or alternatively can be an entirely separate independent project based on a museum collection or body of research materials held within Archaeology or elsewhere. As with the dissertation, appropriate supervision will be identified by the course convenor and students are expected to attend supervisory meetings and submit report outlines and draft sections to their academic supervisors for feedback advice. The submission deadline is normally the first working day of September via Moodle.

Student Exhibition Design (ARCH5090)

This 30 credit final assessment is taken in conjunction with the Work Placement (ARCH5048 but not with ARCH3035). It comprises a detailed rationale, display case designs and accompanying sample panel and object text labels for the presentation of a discrete collection of artefacts. This component could also comprise the design and realisation of a digital exhibition as well as the implementation of an actual temporary exhibition and display case. Consequently, while the report should follow the same technical report style as that recommended for the Research Report (ARCH5035), the exact format will be determined in discussion with programme convenor. It has to be undertaken on a body of material that
is not used for other assessed coursework elements in the programme and must be formally agreed with the programme convenor. It can comprise a piece of work identified during the work placement or a body of research materials held within Archaeology or elsewhere. As with the dissertation, appropriate supervision will be identified by the course convenor and students are expected to attend supervisory meetings and submit draft sections to their academic supervisors for feedback advice. The submission deadline is normally the first working day of September and submission for documents will be via Moodle.
MLitt Dissertation: Form of Presentation

1. Theses should be typed in a permanent and legible form – normal character size not less than 2mm or 11pt. The word-processor allows any late alterations to the text to be carried out relatively easily before the final version is produced but a good quality printer must be used; if in doubt consult your supervisor. The print must be suitable for reproduction by photocopying and should therefore be Near Letter Quality to ensure clarity.

2. Good quality paper (range 70g/m2>100g/m2) of A4 size should be used (single side). Margins should not be less than 15mm, and 40mm at binding edge with one-and-a-half line spacing.

3. Pages should be numbered in a single sequence through the thesis.

4. The title page should state: “This dissertation is submitted in part fulfilment of the requirements for the degree of MLitt in Archaeology at the University of Glasgow”. You should give the full title of the thesis, full name of the author, the degree for which the thesis is submitted, the university, college and subject in which the research was conducted, the month and year of submission.

5. Abstract: a 150 word abstract of the dissertation must be provided.

6. A table of contents should be provided, plus separate lists of tables and illustrations, and accompanying material if any. End matter, which should be included within the word limit, may include appendices, glossary, bibliography and indices.

7. Citations in the text should be linked to the list of references following the Harvard system, with references by the author’s name and date in the text and the list in A-Z order (see further, point 8).

8. Abbreviations should be avoided in citing the titles of journals or monographs; archaeology is far too large a field for even the most dedicated researcher to know all the possible abbreviations.

9. You must pay careful attention to the formatting of both your text and bibliography. Use section headings, and label illustrations properly. Follow one format for references; examples are given under ‘Referencing Procedures’ above.

10. Illustrations of all kinds should normally be bound in with the thesis. Any material that cannot conveniently be bound should be packaged so that it can be kept with the thesis, and should be labelled in a similar way.

11. Depending on the programme, you will need to submit one hard-bound copy and a PDF via moodle submission. The hard-bound copy should be submitted to 1 University Gardens, School of Humanities, Glasgow, G12 8QQ

12. Your Dissertation is normally due on the first working day of September, i.e. **Friday 1st September 2017**.

The SRC offer a dissertation binding service on-campus.

Some commercial bookbinders in the Glasgow area are:

A Cameron
Units 101-103 Commerce Street
Glasgow
G5 8DL
Tel/Fax: 0141-429 7333
email:fraser@cameronbookbinders.co.uk
[http://www.cameronbookbinders.co.uk/](http://www.cameronbookbinders.co.uk/)

Downie Allison Downie Ltd.
Unit H, Purdon Street
Partick
Glasgow
G11 6AF
Tel: 0141-339 0333
e-mail: mail@dadbookbinders.com
APPENDIX: The University Marking Scheme

Understanding the Marking System - A Guide for Students from the Senate Office

These notes refer to the Code of Assessment which is used across the University so that the same rules apply for all students doing taught courses in all faculties at all levels. The Code is in the Calendar which can be found on the Senate Office website.

Assessment - measuring what you've learned
Assessment is used to determine what you've learned - something the University needs to know so that it can monitor progress and make an appropriate award at the end of your programme. At the same time, feedback is essential to improving your learning and, for the assessment to make sense, you need to know what you are expected to learn. For this reason, all courses have intended learning outcomes (ILOs) and it's important that you check these out in your course handbook.

Primary grades and secondary bands
The grades you get reflect your achievement of the ILOs. Schedule A of the Code of Assessment includes a description of each grade in exactly these terms. Subjects may customise these descriptions so that they are more relevant to their own subjects, so check course documentation also. There are eight grades (A to H), representing everything from full attainment of the ILOs to no attainment at all. But over such a range you need more than eight points of reference to monitor progress so the primary grades have been divided into secondary bands, usually three bands to each grade. The middle band in each grade is the default with those above and below indicating a slightly stronger or weaker performance.

Marking in numbers
Some assessments look for answers which are either right or wrong, and the number of right answers may be added up to give a mark out of, say, 50 or 100. But, when an exam of this kind is being designed, ranges of these numerical marks will be mapped to the grades and bands (A1 to H) according to how the marks reflect achievement of the ILOs.

Combining your grades
To get the overall grade for your course or programme it’s necessary to combine individual grades for exams and coursework. The fairest way of doing this is by averaging the various results while adjusting them to reflect their relative weights. To do this, the ‘B2’s, ‘C1’s, etc are turned into scores. These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The Code of Assessment explains how the averages are calculated and rounded.

More about Grades and what you need to do to get them
What you have read so far should have helped you understand the principles on which the marking system is based. The ILOs tell you what you should learn on your course, and your grade tells you how successfully you've demonstrated having done so.

The following guidance should provide directions on how to demonstrate the achievement of ILOs, and the characteristics that tend to distinguish work at different grades. It is very important, however, that these directions are treated as secondary to application of the descriptors in Schedule A.

Grade A
An excellent performance is likely to be characterised by several of the following:
- questions are answered clearly, comprehensively and with appropriate focus
- excellent organisation and structure of answers
- reasoned arguments developing logical conclusions
- insight, imagination, originality and creativity
- integration of new information
- sound critical thinking
- independence of judgement
- explanation of relevant theory
- citation of relevant evidence
- evidence of wide, relevant reading
- application of learning to new situations and problem solving
- accuracy and absence of errors

Grade B
A very good performance is likely to be characterised by some, at least, of the following:

- questions are answered clearly and fully
- good organisation and structure of answers
- reasoned arguments developing logical conclusions
- very good understanding of the subject
- clear evidence of relevant reading or research
- explanation of relevant theory
- citation of relevant evidence
- inclusion of highly relevant ideas
- use of relevant examples
- application of learning to new situations and problem solving
- accuracy and absence of significant errors although, distinguishing it from an excellent performance, it might be faulted on grounds of:
  - demonstrating less insight, imagination, originality or creativity
  - including a less comprehensive presentation, solution or answer
  - integrating information less successfully
  - exhibiting less critical thinking
  - exhibiting less independence of thought

Grade C
A good performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- basic to good understanding of the subject
- evidence of some relevant reading or research
- inclusion of some relevant ideas
- inclusion of some relevant examples although, distinguishing it from a very good performance, it might be faulted on grounds of:
  - lacking sufficiently well-structured argument
  - not offering sufficient evidence to justify assertions
  - not including sufficient relevant examples
  - lacking insight, imagination, originality and creativity
  - offering less in its presentation, solutions or answers
  - containing some errors

Grade D
This grade is given the gloss 'satisfactory' in Schedule A of the Code of Assessment because it is the lowest grade normally associated with the attainment of an undergraduate award. But if you are a postgraduate student you should be aware that an average of at least Grade C in taught courses is required for progress to the dissertation at masters level, and you should check your course handbook for the grade that may be required for other awards. A performance assessed as Grade D is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- modest evidence of understanding of the subject
- modest evidence of relevant reading or research
- inclusion of a few relevant ideas
- inclusion of a few relevant examples and, distinguishing it from a good performance, it might:
  - contain more errors of judgement, fact or application
  - present arguments which are less well structured
  - offer less evidence in support of assertions
  - offer fewer relevant examples
  - contain more errors

Grade E
A weak performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a similar question may be offered
- partial solutions to problems set
- little evidence of understanding of the subject
- little evidence of relevant reading or research
- inclusion of very few relevant ideas
- absence of structured argument
• little evidence to justify assertions
• few relevant examples
• several significant errors

**Grade F**
A poor performance is likely to be characterised by some, at least, of the following:
• failure to answer the question set though an answer to a question within the same topic area may be offered
• very little evidence of understanding of the subject
• very little evidence of relevant reading or research
• inclusion of ideas relevant only in a wider consideration of the topic
• absence of structured argument
• very little evidence to justify assertions
• very few relevant examples
• many significant errors

**Grade G**
A very poor performance is likely to be characterised by some of the following:
• failure to answer the question set
• no evidence of understanding of the subject
• no evidence of relevant reading or research
• absence of relevant ideas
• absence of structured argument
• absence of evidence to justify assertions
• absence of relevant examples
• many significant errors

It is distinguished from a Grade ‘H’ performance by the fact that not all of these characteristics will be present.

**Grade H**
Absence of positive qualities.