

## Archaeology Postgraduate Handbook, 2011–12

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Mrs Elaine Wilson (PGR Administrator, School of Humanities): [Elaine.Wilson@glasgow.ac.uk](mailto:Elaine.Wilson@glasgow.ac.uk)

Mrs Michelle Nicoll (PGT Administrator, Archaeology): [secretary@archaeology.arts.gla.ac.uk](mailto:secretary@archaeology.arts.gla.ac.uk)

## 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 through staff-postgraduate student meetings and/or a questionnaire that bears directly on the Handbook.

### Archaeology at Glasgow

Archaeology currently has 10 full-time and 2 part-time lecturing staff, 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 (Aegean, Cyprus, Sardinia, Sicily Italy, mainland Italy) and the North Atlantic regions, from the Mesolithic and Neolithic periods to the modern industrial era. We host the Leslie and Elizabeth Alcock Centre for Historical Archaeology, the Centre for Aerial Archaeology, and the Centre for Battlefield Archaeology. Archaeology has an active fieldwork programme, and several major projects are under way both in Britain and abroad. For more information see the Archaeology website under 'Research'.

### Dates for Academic Session 2011–2012

#### **2011**

Mon 12 September	Start of Semester 1: orientation
Mon 19 September	Start of Semester 1 teaching period
Fri 2 December	End of Semester 1 teaching period
Fri 16 December	End of Semester 1

#### **2012**

Mon 9 January	Start of Semester 2 teaching period
Fri 23 March	End of Semester 2 teaching period
Mon 26 March	University Spring Vacation starts
Fri 13 Apr	University Spring Vacation ends
Mon 7 May	University holiday (May Day)
Fri 25 May	End of Semester 2
Mon 4 June	University holiday (Spring Bank Holiday)
Mon 16 July	University holiday (Fair Monday Holiday)
Fri 7 September	End of Academic Year

### **Registration**

For full details of how to register, see:

<http://www.gla.ac.uk/services/registry/students/registration/newstudents/>

### **Postgraduate Advisers**

All postgraduate students are assigned an Adviser of Studies who will provide general advice and support on issues relating to your studies. For more information please see

<http://www.gla.ac.uk/colleges/arts/graduateschool/informationforcurrentstudentsandstaff/advisingfaqs/>

Mrs Adele Redhead will be the Adviser for all taught and research postgraduate students in Archaeology. She will be available in her office in History of Art, Room 306, 8 University Gardens.

[Adele.Redhead@glasgow.ac.uk](mailto:Adele.Redhead@glasgow.ac.uk)

### **Graduate School Induction**

The Graduate School of Arts and Humanities hosts induction events, giving information about Research Training, student initiatives, the annual Graduate School Conference, etc. Wine and nibbles will be provided.

Graduate School Taught Postgraduate Induction: Thurs 15th September, 5.30pm. Sir Charles Wilson  
Lecture Theatre

Graduate School Research Postgraduate Induction: Tues 11th October, 2–5 pm, followed by drinks.  
Location tbc.

The University hosts an induction programme for international students, and details can be found at:

<http://www.gla.ac.uk/international/support/>

### **Access**

24 hour Access to Gregory Building, Lab and Postgraduate Research Room (as appropriate): you can obtain a swipe card and key from the general office in 1 University Gardens. There is a £5 returnable deposit on each.

## **Postgraduate Induction and Orientation**

### **Tues 13 September 2011**

Collect ID cards (see information sent by Registry)

### **Wed 14th September 2011**

- 11.00 am Welcome & General Orientation (Prof. Peter van Dommelen, Prof Steve Driscoll, Prof. Bill Hanson, Dr Michael Given, Ms. Adele Redhead). Conference Room (Rm 320)
- 11.30 am Coffee to meet staff and other postgraduates. Conference Room (Rm 320)
- 12.00 Archaeological Studies (Dr Michael Given). Dr Given's office (Rm 318)
- 12.00 Battlefield & Conflict Archaeology (Dr Tony Pollard). Alcock Seminar Room (Rm 216)
- 12.00 Material Culture & Artefact Studies (Dr Nyree Finlay). Conference Room (Rm 320)
- 2.00 pm Essay Writing (Ms Grace Wink, Learning and Teaching Service). Conference Room (Rm 320)
- 4.30 pm Reception for all PG students & staff. Conference Room (Rm 320)

### **Thurs 15th September 2011**

- 10.00 am Approaches to Academic Writing (Dr Michael Given). Conference Room (Rm 320)
- 11.00 am Coffee. Conference Room (Rm 320)
- 11.30 am IT Facilities, Resources and Training (Dr Michael Given). Conference Room (Rm 320)
- 3.30 pm Celtic & Viking Archaeology (Prof. Stephen Driscoll). Conference Room (Rm 320)
- 5.30 pm College of Arts Graduate School Induction for Taught Postgraduates. Sir Charles Wilson Lecture Theatre

### **Monday 19th September 2011**

Teaching starts

- 11.00 am Archaeological Studies Orientation (Dr Kenny Brophy). Alcock Room.

### **Wednesday 21st September 2011**

- 1.30–4.30 Field trip to Pollok Park (Prof. Stephen Driscoll). Meet at 1.30pm in the Gregory Building Foyer.

### **Tuesday 11th October 2011**

- 2–5 pm College of Arts Graduate School Induction for Research Postgraduates, followed by drinks. Location tbc.

## Use of Postgraduate Rooms

### Postgraduate Research Room

#### *Overview*

The Postgraduate Research Room (PGRR) and the people in it seek to maintain a friendly environment through academic discussion and social events. The current room (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. Additional space, including a laboratory, is being developed in the Postgraduate Suite on Level 2 of the Gregory Building, which will eventually see the amalgamation of research and taught postgraduate room provision; see Prof. Bill Hanson 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 in the General Office by both research and taught students. You can use that space to view slides, read or do other work, whenever it is not in use for teaching.

The PGRR currently holds seven Dell computers for general use and printing facilities. Please note: you have access to the computer lab on the fifth (top) floor. You can log on there and access your e-mail, the Internet, and most of the programs available in the PGRR. This lab is used for teaching, but you can check the timetable posted on the lab door.

### Taught Postgraduate Study Space

Desk space and computing facilities reserved for Archaeology PGT students are available in the open central space in the Postgraduate Suite currently under development on Level 2 (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.

The College of Arts also operates two Graduate Study Spaces – one on the top floor of the Modern Languages Building (University Gardens) and one on the first floor of the Gilmorehill Main Building. These are administered via the College of Arts Office, 6 University Gardens and provide 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/faculties/arts/graduateschool/informationforcurrentstudentsandstaff/studyspaces/>

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 for the Use of University computers and the data network' published in the University web page: <http://www.gla.ac.uk/services/it/regulations/> and as advertised in the IT lab on Level 5.

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. Please note: the room is used 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. There is a £5 deposit for swipe card - available from College of Arts office, 6 University Gardens.
- Computing labs, George Service House, 11 University Gardens - located in the basement and 4<sup>th</sup> 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/>. There is a WiFi hotspot in the Gregory Building.

If you have any difficulties or queries please contact the IT Helpdesk: <http://helpdesk.arts.gla.ac.uk/>. For issues specific to Archaeology, Dr Michael Given or Dr Tessa Poller may be able to help you.

## 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 Training Course. 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).

The Research Training Course is made up of three compulsory elements:

### 1. College of Arts Research Training Sessions

Students should do at least two College of Arts Research Training sessions, though they are encouraged to attend as many as are useful. Information on these will be available soon, but they include:

- advanced IT skills and IT-based research skills
- employability and job-seeking skills (specifically for PGT students)
- research management skills, e.g. ethics, copyright issues, etc. (for PGR students, though PGT students are also welcome to attend)

All students must complete a Research Training Portfolio by the end of May; a template is available on the Research Training moodle.

2. Archaeology Training Sessions. These sessions are compulsory, except that students doing placements as part of Material Culture and Artefact Studies do Session no. 6, while all others do session no. 7 (though students may do both if they wish). Slides and other useful material will be put up on the 'Research Training and General' moodle.

	<b>Time &amp; date</b>	<b>Title</b>	<b>Leader</b>	<b>Location</b>	<b>Attendance</b>
1	2 pm Wed 14 Sept	Essay Writing	Grace Wink	Conference Room	All
2	10 am Thur 15 Sept	Approaches to Academic Writing	Dr Michael Given	Conference Room	All
3	11.30 am Thur 15 Sept	IT Facilities, Resources and Training	Dr Michael Given	Conference Room	All
4	10–11.30 am Thur 29 Sept	Library Research Skills	Richard Bapty	MacKenna Room, Level 7, Library	All
5	2–4 pm Wed 19 Oct	Grant Applications and Research Proposals	Prof. Stephen Driscoll	Gilmorehill Centre 217a	Students not doing placements
6	2–4 pm Wed 26 Oct	Archives and Online Resources	Dr Tony Pollard	Gilmorehill Centre 217a	All
7	2–4 pm Wed 2 Nov	Presentations in an Academic Setting	Dr Ewan Campbell	Gilmorehill Centre 217a	All
8	2–4 pm Wed 9 Nov	Job Applications and CV writing	Prof. William Hanson	Gilmorehill Centre 217a	All
9	2–4 pm Wed 16 Nov	Personal Development and Planning	Dr Nyree Finlay	Gilmorehill Centre 217a	Students doing placements
10	2–4 pm Wed 23 Nov	Databases	Dr Ian Anderson	Gilmorehill Centre 217a	All
10	2–4 pm Wed 25 Apr 2012	Dissertations: Organising and Presenting Research	Prof. Stephen Driscoll	Conference Room	All

3. Archaeology Seminars. A seminar series is 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. For the programme, see: <http://www.gla.ac.uk/departments/archaeology/newslinks/seminars/>

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/>.

Archaeology also runs some Honours and MLitt courses focusing on the archaeological use of CAD/GIS and databases, and postgraduate students are welcome to sit in on these. There is also a 'Postgraduate IT resources' moodle with GIS training material developed by Dr Jeremy Huggett: <http://arts.moodle.gla.ac.uk/course/view.php?id=1700>

Please contact Michael Given if you have any queries.

### Assessment of Research Training (MRes, MLitt and PG Diploma only)

The research and presentational skills acquired and honed by participation in the various training workshops, seminars and other activities listed above feed into the coursework and dissertation for all of the taught courses. They are developed and fine-tuned in the course of the year. However research training constitutes one course in all taught PG programmes.

Assessment of the Research Training takes place at various stages during the year. It consists of the following exercises, which have equal weighting. Students will receive formative feedback from their course convenor, and will receive a simple 'pass' or 'fail' result for the Research Training course as a whole.

1. *Outlining research objectives*

A short text of just 300 words setting out the aims and objectives of an essay. This can be related to an essay of the course. Deadline: Wednesday 16 November 2011

2. EITHER: *Sample grant application* (for students not doing placements). Deadline: Wednesday 26 October 2011.

OR: *Personal Development Planning* (for students doing placements). See individual MLitt programme documentation. Deadline: Wednesday 23 November 2011

3. *Writing a CV*

A correctly laid out and formatted version of your CV as you would submit that for a grant or job application. Deadline: Wednesday 16 November 2011.

4. *Writing a review of a seminar*

A short review (500-750 words) of one of the seminars presented in semester 1 or 2. Deadline: Wednesday 21 March 2012

5. *Oral presentation*

This takes place on Monday 14th and Tuesday 15th May 2012, and is on a topic closely related to the dissertation. This **does not** apply to students undertaking a work placement; alternative opportunities for oral presentations will be provided elsewhere in their programme. All other students are required to be present on these two days to give their presentations.

## Referencing Procedures for Coursework

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. You can find a detailed and helpful explanation of the Harvard system in the Leeds Metropolitan University e-booklet *Quote, Unquote* which is available on-line here:

[http://skillsforlearning.leedsmet.ac.uk/Quote\\_Unquote.pdf](http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf)

It is highly recommended that you look through this booklet, and examine the sample bibliography on p. 23. If you have a specific question (eg. 'How do I reference a map?'), look it up in the index at the back. Note that, as it says, there are several slightly different versions of the Harvard system. We strongly recommend you use the format we give below, but the important thing is to be consistent, and to make sure that the necessary information is there.

For more information and useful links, see:

<http://www.gla.ac.uk/departments/archaeology/currentstudents/referencing/>

### In-text Referencing (Citing)

Incorporate your references into the main text within brackets, in the form of author's surname, date of publication and the number(s) of the page(s) to which you are referring: eg. (Morrison 1996, 42). If the author's name forms part of the sentence, then just include the date and page: '... as recent study has shown (Richards 1996, 320)'; but: 'As Richards (1996, 320) has shown ...'. What you are doing here is giving the minimum information that is required to locate the full details of the source in your list of references. The requirement to give page numbers means that when you are reading and taking notes, you should also note the page number.

If a work has two authors, both names are given in the text reference: eg. '(Blake and Knapp 2005)'. If it has three or more, you name the first and add '*et al.*' (short for *et alii* meaning 'and others'): eg. (Housley *et al.* 2004). However, in the list of references you should list all the names of the authors of such publications (see below).

### List of References

The main purpose of the List of References is to show, in compact form, what material you have used in preparing your piece of written work. However, you should not pad this out with works that you have not consulted, or works which you have consulted but which turned out to be irrelevant.

All references should be laid out in a single list (don't subdivide the list by book, journal, website, etc). The references should be alphabetical by author; where there are several items by the same author those items should be in chronological order.

### The following general conventions should be observed:

- Titles of books and journals are put in italics
- 'Editor' is abbreviated to '(ed.)', 'editors' to '(eds)' and 'edition' to 'edn'
- Paper titles are never put in italics: the underlying rule is that you should be able to find an italicized title in the library catalogue.

#### Books:

Author's surname followed by initial(s), date of publication, title of book (in italics), edition if more than one, place of publication, publisher. If the volume is an edited one, this should be indicated by inserting '(ed.)' or '(eds)' immediately after the name(s) of the editor(s).

Blake, E., and Knapp, A.B. (eds). 2005. *The archaeology of Mediterranean prehistory*. Oxford, Blackwell.

Morrison, A. 1996. *Dunbeath: a cultural landscape*. Glasgow, Dunbeath Preservation Trust.

Articles in journals:

Author's surname followed by initial(s), date of publication, title of article, name of journal (in italics), volume number, first and last pages of the article.

Housley, R.A., Ammerman, A.J., and McClennen, C.E. 2004. That sinking feeling: wetland investigations of the origins of Venice. *Journal of Wetland Archaeology* 4, 139-153.

Richards, C. 1996. Henges and water: towards an elemental understanding of monumentality and landscape in Late Neolithic Britain. *Journal of Material Culture* 1, 313-336.

Papers in edited books (ie books which contain papers by various different authors):

Author's surname followed by initial(s), date of publication, title of paper, the word 'In:', surname(s) and initials of editor(s), '(ed.)' or '(eds)', title of book (in italics), edition if more than one, place of publication, publisher, first and last pages of paper. Note that you should normally cite the specific paper, not the whole book. Note that it is not necessary to repeat the year of publication for the book, as that date is the same one as for the article.

Knapp, A.B. 2006. Orientalization and prehistoric Cyprus: the social life of oriental goods. In: Riva, C. and Vella, N.C. (eds), *Debating orientalization: multidisciplinary approaches to change in the ancient Mediterranean*, London, Equinox, 48-65.

**Web Referencing**

Referencing web sites is notoriously tricky, not least because there are no page numbers, things tend to come and go, and sometimes the author is not known (although particularly in the latter case you should ask serious questions about the reliability of the information provided). Note how the URL is always included in the Reference list, but not in the citation. In general the more information you provide in your List of References, the better.

For an article in an internet journal:

Citation in the text: '(Cumberpatch 2000)'

Reference: Cumberpatch, C. (2000) People, things and archaeological knowledge: an exploration of the significance of fetishism in archaeology. *Assemblage* 5  
(<http://www.shef.ac.uk/~assem/5/cumberpa.html>)

For a website or webpage (not dated in this example):

Citation in the text: '(Hirst n.d.)'

Reference: Hirst, K. n.d. Ethnicity: why archaeology is a semi-soft science  
(<http://archaeology.about.com/science/archaeology/library/weekly/aa110297.htm>). Last viewed: 16/05/2008.

There are more detailed guidelines and explanations of web referencing here, as well as information about referencing software:

<http://www.gla.ac.uk/departments/archaeology/currentstudents/referencing>

## **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' moodle (scroll down to 'Health and Safety' near the bottom): (<http://arts.moodle.gla.ac.uk/course/view.php?id=731>)

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, eg. 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, eg. 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 Richard E Jones and forms are available from the Archaeology Office. Information on overseas travel safety and health should be sought from the Foreign Office web site: [www.fco.gov.uk](http://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. See NHS Direct: <http://www.nhsdirect.nhs.uk/articles/article.aspx?articleId=236>.

**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 fieldtrip.
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 (ie 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 (eg. 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 Dr Nyree Finlay (Archaeology Student Disability Adviser) 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](http://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 Richard E Jones) 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 Web pages give access to the catalogue, databases and other information resources - <http://www.gla.ac.uk/services/library/>.

### 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.

For opening times see:

<http://www.gla.ac.uk/services/library/aboutthelibrary/generalinformation/openinghours/>

### 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**:-

AUTHOR Lane, Alan.  
TITLE Dunadd : an early Dalriadic capital / by Alan Lane and Ewan Campbell.  
PUBL. INFO. Oxford : Oxbow, 2000.  
PHYS. DESCR 250p. : col. ill.  
SERIES Cardiff studies in archaeology ; 4.  
SUBJECT Excavations (Archaeology) Scotland Argyll. Argyll (Scotland) Antiquities.  
Dunadd Site (Argyll, Scotland)  
OTHER AUTH Campbell, Ewan.  
ISBN 1842170244.

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 History section 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 (ie 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 floorplan of the Level which the Journal is held on.

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

History PERS JO 411 Main University Lib  
Latest received: Dec 2009 22.2

Thus this periodical is housed along with other history and archaeology periodicals, on Level 8 in a simple alphabetical sequence. 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

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

### 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](mailto:library@glasgow.ac.uk).

## **Postgraduate Funding and Financial Aid**

See the relevant Archaeology web pages:

<http://www.gla.ac.uk/departments/archaeology/currentstudents/postgraduatefunding/>

### **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/students/money/studentfinance/> 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.

#### **Crichton Campus**

Students based on Crichton Campus at Dumfries should direct all enquiries regarding financial aid to Vanessa Johnston at the Student Advisory Service, Maxwell House. Ms Johnston will be able to advise students of the application procedures and closing dates for various funds as these may differ from those on the main campus.

### **Financial Aid available through the Registry**

#### *HEI Discretionary and Childcare Funds (formerly Access Funds or HEI/SAAS Hardship Funds)*

<http://www.gla.ac.uk/services/registry/students/studentfinance/emergency/long/hei/>

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*

<http://www.gla.ac.uk/services/registry/students/studentfinance/emergency/long/shf/>

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*

<http://www.gla.ac.uk/services/registry/students/studentfinance/emergency/short/>

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.)

#### *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 Welfare and 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. The International Student Advisers are Ms Avril MacGregor and Ms Kirstin Heggie and their office is located in the Fraser Building, 65 Hillhead Street. They are available to offer advice to international students who may be facing financial or other difficulties. Their office is open from 9.00am - 5.00pm on weekdays and you should call in or telephone for an appointment on (0141) 330 2440.

#### *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 - [www.saas.gov.uk](http://www.saas.gov.uk)  
Tel. 0845 111 1711

Department for Innovation, Universities and Skills (England and Wales)  
<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/>  
Tel. 0800 731 9133

Northern Ireland Dept of Education - [www.delni.gov.uk](http://www.delni.gov.uk)  
Tel. 02890 25770

## Other Resources

In addition to the University Library (see page 15) 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's 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 ground floor of 1 University Gardens.

- **Teaching Staff**

Teaching staff are available outside of class hours for advice or assistance.

Access: All staff operate a system of drop-in office hours or sign-up sheets on their doors, and all have e-mail addresses. 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: Peter.vanDommelen@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).

- **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 for the copier located in the photocopy room on Level 3 (see staff in the Archaeology General Office to arrange an account); usage beyond that allowance will be charged at 5p per page plus VAT.

- **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 outside room 312 and in Postgraduate research room 322, both on Level 3.

- **Email**

Email is used to send information about upcoming meetings, urgent information etc. **You should therefore check your e-mail 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 us 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 postgraduates 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

For information/advice about:	See:
General matters arising from your studies or research	Your programme convenor (PGT) or supervisor (PGR)
Safety issues in relation to fieldwork	Safety Co-ordinator, Dr Richard Jones
IT Issues	Dr Michael Given or Dr Tessa Poller
Illustrations	Lorraine McEwan, Senior Technician
Access to equipment	Lorraine McEwan, Senior Technician

There is also a wide range of information, including course documentation etc on our website at <http://www.gla.ac.uk/archaeology/>

Should students have problems to discuss, the first point of contact is their Supervisor or Programme Convenor. 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, 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, and so on. More information about the service 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/>

## Useful Contacts For Postgraduate Students

### Accommodation Office

73 Great George Street      Tel: 4743  
<http://www.gla.ac.uk/services/residentialservices/>

### Careers Services

65 Hillhead Street      Tel: 5647  
<http://www.gla.ac.uk/services/careers/>

### Head of College Of Arts

Professor Murray Pittock      Tel: 5253  
6 University Gardens

### Dean of Graduate Studies

Dr Dee Heddon

### Dean of Learning and Teaching

Professor Alice Jenkins

### Dean of Research

Professor Adrienne Scullion

### College Secretary

Dr Catherine Martin

### International Student Adviser

Ms Avril MacGregor      Tel: 6064  
The Fraser Building, 65 Hillhead Street  
<http://www.gla.ac.uk/international/support/>

### College of Arts Postgraduate Office and Research Training

Richard Codd (Tel. 6828) and Sue McAllan (Tel. 3804)  
College of Arts Office, 6 University Gardens  
<http://www.gla.ac.uk/faculties/arts/graduateschool/>

### 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/>

### Welfare Officers

67 Southpark Avenue      Tel: 0141 339 8541  
<http://www.glasgowstudent.net/advice/>

## Academic and Research 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.

**Dr Christopher Dalglish** (Lecturer) - Research Interests: Scottish Historical Archaeology and its relationship with cognate European and global theoretical perspectives and the archaeological study of capitalism, or the origins and development of modern society.

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

**Dr Nyree Finlay** (Senior Lecturer and Student Disability Adviser) - 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 and Taught PG Convenor) - Research interests: Archaeological Survey; Landscape Archaeology; Eastern Mediterranean; Imperialism and Postcolonial Theory; History of Archaeology.

**Dr Claudia Glatz** (Lecturer) - Research Interests: Bronze and Iron Ages in the Near East and East Mediterranean; settlement and landscape; Cide Archaeological Project; early states and empires; politics of craft production; border and frontier dynamics; evolutionary approaches to complex societies.

**Prof William S Hanson** (Professor of Roman Archaeology and Archaeology Research Convenor) - Research interests: Roman Archaeology, particularly Frontiers and Acculturation; Aerial Archaeology.

**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). (on study leave 2011-2012)

**Dr Richard E Jones** (Senior Lecturer) - Research interests: Archaeological Science, especially the Study of Production and Exchange of Prehistoric Pottery in the East Mediterranean; Archaeological Geophysics.

**Prof Peter van Dommelen** (Professor of Mediterranean Archaeology and Head of Subject) - Research interests: Iron Age and Early Historical Period in Western Mediterranean, especially Italy; Archaeological Theory and Regional Archaeology.

**Dr Andrea Roppa** (Research Associate) - Leverhulme Trust Research Associate with the *Tracing Networks* Research Programme, working on the Colonial Traditions project

**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.

## **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:  
<http://www.gla.ac.uk/services/dpfooffice/>

## POSTGRADUATE RESEARCH

### *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 2010–11 session, there were some 32 postgraduate research students, 1 MRes student, and 19 taught postgraduates.

### *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 three levels of research degree:

(a) ***MPhil (Research)***

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.

(b) ***MLitt (Research)***

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.

(c) ***PhD***

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.

(For MRes see below under Postgraduate Taught Degrees)

## 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***

	<b>PhD</b>	<b>MLitt</b>	<b>MPhil</b>
Expected submission:	three years	two years	one year
Maximum time allowed:	four years	three years	two years

(b) ***Part-time students***

	<b>PhD</b>	<b>MLitt</b>	<b>MPhil</b>
Expected submission:	five years	three years	two years
Maximum time allowed:	seven years	five years	three years

## **Responsibilities of Supervisors and Students for a Research Degree**

### **Supervisor**

- (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 33).
- (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) 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 (eg part of a database, a bibliography, archives of pictures, etc).
- (e) To give detailed advice on progressing the successive stages of the work so that the whole may be submitted within the scheduled time.
- (f) To submit to the College Higher Degrees Committee each year brief reports in April and October on the student's progress.
- (g) 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 (eg. from MLitt to PhD).
- (h) To arrange, as appropriate, for the student to present work at seminars, and help the student prepare for the oral examination.
- (i) To advise the student about the form and presentation of the thesis.
- (j) 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.
- (k) 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.
- (l) To require attendance at and successful completion of courses deemed necessary for laying the foundation for research training.
- (m) To advise on the procedures for obtaining ethical approval if necessary. Such approval must be obtained before, eg 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.
- (b) To arrange a meeting with the PGR convenor during your first semester.
- (c) To take the initiative in raising with the supervisor problems or difficulties that are encountered, and discuss the types of guidance needed.
- (d) To maintain the progress of work including, in particular, the punctual submission of written work.
- (e) To submit the thesis **on time** taking due account of the supervisor's advice.
- (f) To attend research panel meetings in April and October, submitting the appropriate documentation in a timely manner.
- (g) To raise with the chair of his/her Research Panel any problem which falls outwith the province of the supervisor, or any failure to establish an effective working relationship with the supervisor.
- (h) 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).
- (i) To obtain ethical approval for any research involving human subjects or human data which is not in the public domain **before** the research starts.

## 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 Prof. Hanson (PGR convenor) during the first semester.
- (b) Progress is reviewed twice annually in Research Panel meetings in April and October (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 matriculate for the following year.
- (c) The Progress Review at the end of Year 1 (for part-time students, Year 2) will normally consist of an oral presentation to members of staff and fellow students in addition to the Panel Meeting. The presentations take place on the 14th and 15th May 2012, and the student should be prepared to talk for 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 the OHP, Slide Projector or Data Projector. Should you need acetates to make OHP slides, they are available in the General Office.
- (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 page 25), an extension must be applied for. An application for extension should be accompanied by a work plan and substantial justification by the Chair of the Student's Research Panel and 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. Any extension granted will be for a maximum of twelve months in the first instance and, if formal supervision is still required, the appropriate full-time or part-time fees pro rata will have to be paid.)
- (f) A research student may apply to the Higher Degrees Committee 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. 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 Research student in the department. Each panel meets with both the student and her/his supervisor twice during each academic year (**in last 2 weeks of October and last 2 weeks of April; students must ensure that they are available in Glasgow during these weeks**). 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*

At least **one week** before the meeting, each student should submit to the members of the panel, usually by email, a single A4 page that (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.

For the April meeting PhD students must also complete a College of Arts annual progress review form. This can be completed by cutting and pasting relevant sections from the normal progress summary required for your panel meeting, augmenting that with further detail as necessary.

For students in their first year of MLitt or PhD, the April meeting is supplemented by an oral presentation (20-25 minutes) to staff and other research students on the 14th and 15th May 2012. **Students must ensure that they are available in Glasgow during that week.**

The student progress form required and College of Arts annual progress review form are included at the end of this section, along with the form that each panel chair must complete. Digital copies are provided by the School office for students/staff to complete.

#### *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 Research Convenor (PGRC) 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 PGRC, the HoS or the Advisor of Studies (Professor Lynn Abrams). The PC/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.

**UNIVERSITY OF GLASGOW  
ARCHAEOLOGY**

**STUDENT PROGRESS REPORT TO POSTGRADUATE PANEL\*\***

Name/Matriculation Number \_\_\_\_\_

Year of Study \_\_\_\_\_ Date \_\_\_\_\_

Full-Time/Part time (delete as appropriate)

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**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, return in electronic format to Postgraduate Convenor and Elaine Wilson in the School Office.

## POSTGRADUATE PANEL MEETING REPORT

**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
- a hard signed copy and electronic copy should be returned to the General Office

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 PGR Convenor** (sign) .....

(print name) .....

**College of Arts: Annual PGR Progress Review Form – for PhD students only**

Forms to be returned by 30 June 2012 to –

Humanities: Christelle Le Riguer/Elaine Wilson  
Critical Studies: Meg MacDonald  
Culture and Creative Arts: Jeanette Berrie  
Modern Languages and Cultures: Carolyn Donaldson

**Section A: General Student Information**

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This section is to be completed by the Student pending development of an auto-fill function in the Student Record System.

Session: .....  
Student name: .....  
Registration number:.....  
Start date:.....  
Year of study:.....  
Degree:.....

Supervisor names

Supervisor 1: .....  
Supervisor 2: .....

Subject/Division (for supervisory/administrative purposes):  
.....

Thesis title: .....  
.....  
.....

Mode of study in current session

Full time  Part time

**Section B: Student self assessment**

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This section is to be completed by the student.

1. Please provide a brief description of the written work you have submitted for the progress review as agreed with your supervisor. (e.g. oral presentation, draft chapter of thesis, literature review, etc). Please add separate sheet if required.

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.....  
.....

2. Please provide a paragraph, giving an assessment of your progress in the current academic year, in relation to your overall research goals.

.....  
.....  
.....

3. Please provide an update of training and development activity you have undertaken in the most recent session for the purposes of your research and for your professional development, referring to any training needs identified at the beginning of the year (for first-year students) or at your last annual review (for continuing students).

.....  
.....  
.....

4. Have you and/or your supervisors identified any academic issues which are affecting your progress? (e.g. skills gaps, facilities/equipment available, etc). If yes, please give details of the issues identified and how these will be resolved.

.....  
.....  
.....

5. Please briefly describe your supervisory arrangements. (You may wish to refer to frequency of contact, timing and content of feedback on your work etc.)

.....  
.....  
.....

6. Please provide a summary of the objectives you and your supervisory team have agreed for the coming session? (e.g. fieldwork, written work, publication, thesis submission, conference attendance, project management training etc. Please give details of nature, volume and deadlines as appropriate)

.....  
.....  
.....

7. Are there any training or development opportunities not currently provided that you would find useful? If so, please specify

.....  
.....  
.....

8. If you wish to make any other comments about your experience as a research student within the Graduate School, you may do so here – or separately, and confidentially, to the Graduate School Office.

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.....

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### **Section C: Supervisors' report**

This section is to be completed by the principal supervisor and any co-supervisors who have a significant and regular contact with the student. The student should also sign this section to indicate that he/she has received and read a copy of the Supervisor's report

1. Are you in regular contact with the student? Please give approximate frequency, nature (e.g. email, face to face, telephone) and extent of your contact with the student.

*Supervisor 1:*

.....  
.....  
.....

*Supervisor 2:*

.....  
.....  
.....

2. What training or development activity have you recommended to facilitate the student's progress in the most recent session? (e.g. presentation or attendance at internal or external seminars, colloquia, conferences, fieldwork trips, submission of written work, project management training, academic writing etc.).

.....  
.....  
.....

3. Have you identified any issues affecting the student's progress in the past session? If yes, please specify how these have been managed and give an assessment of the outcome.

.....  
.....  
.....

4. Please rank the student's progress by ticking one of the following:

Excellent           Very Good           Good           Adequate           Unsatisfactory

5. Please provide more detail of your assessment of student progress over the last year (or, for first year students, since the start of the academic session). ***If you assess the student's progress to be unsatisfactory, a reason must be given*** (For final year students please include an assessment of the student's ability to submit according to their submission schedule)

.....  
.....  
.....

### **Supervisor Statement**

We the supervisors of the above-named student confirm the above assessment of the student's progress this year.

#### ***Supervisor 1***

Signed: .....  
Name: .....  
Date: .....

#### ***Supervisor 2***

Signed: .....  
Name: .....  
Date: .....

### **Student statement**

***Please do not sign this section until the supervisors section has been completed, signed and dated***

I confirm that I have received and read my Supervisors' assessment of my progress and their recommendations as provided in Section C of this form.

I confirm that the details concerning my personal, degree and submission date information as provided in Section A of this form are accurate and up to date.

Signed: .....  
Name: .....  
Date: .....

### **Section D: Review panel recommendation**

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This section is to be completed by the review panel following the review meeting.

Date of Review .....

Please provide details of the format of the review meeting and the membership of the review panel below:

.....  
.....  
.....  
.....

**Please tick the appropriate box, supplying additional information where required**

We recommend that the student be permitted to register for the coming session (no further action required)

We recommend that the student be permitted register for the coming session subject to the following conditions (minor action required)   
Provide details and attach documentation as appropriate

.....  
.....  
.....

We **DO NOT** recommend that the student be permitted to register unless the following substantial action is taken

Provide details and attach full documentation as appropriate

.....  
.....  
.....

We recommend that the student be excluded from further study   
**(Please attach all relevant documentation to support this recommendation)**

**Review Panel Convener**

Signed: .....  
Name: .....  
Date: .....

**Review Panel Member**

Signed: .....  
Name: .....  
Date: .....

**PGR Progress co-ordinator recommendation**

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(e.g. Head of Subject, Postgraduate Research Director/Convener)

I recommend that the student be permitted to register for the coming session

I recommend that the student be permitted register for the coming session subject to the following conditions (minor action required - )

I DO NOT recommend that the student be permitted to register unless the following substantial action is taken

I recommend that the student be excluded from further study

Please provide any additional information to that provided by the Review panel if the recommendation differs.

Signed: .....  
Name: .....  
Date: .....

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**FOR POSTGRADUATE ADVISER/GRADUATE SCHOOL OFFICE USE ONLY**

Outcome

Progressed



Excluded



J: pgsupport\arts annual progress 4-2011

## Acting as a Graduate Teaching Assistant

This year there will again be opportunities for postgraduates to work as a Graduate Teaching Assistant (GTA). In principle, any student who has already spent at least one year as a postgraduate is eligible, and it is expected that all research students will undertake some GTA work at some stage as part of their postgraduate training. Postgraduates who are in their first year can normally take on minor tasks 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 on the website – <http://www.gla.ac.uk/departments/archaeology/currentstudents/>

There are basically three types of jobs:

- tutoring: primarily for the level 1 courses and for some of the level 2 courses
- demonstrating: assisting a member of staff in a practical or fieldtrip
- marking: usually notebooks or other minor items of coursework; opportunities for marking essays vary year by year, depending on available funding

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 and Learning Service. If you have not taken this course, we will make arrangements for you to attend, and satisfactory completion of this course is a requirement for continued work as a GTA.

GTA work is organised by the individual convenors of each course and it is they who will get in touch with you (or whom you should contact with specific questions). They will also guide and supervise the GTA work for their specific course: there will be regular meetings of the convenor and/or teaching staff with the GTAs to coordinate the content of the tutorials, practicals, fieldtrips etc. If GTAs are involved in marking, whether it be notebooks or essays, there will be guidance for this and the marks given by the GTAs will be moderated by the convenor.

It is the nature of these courses that we only find out student numbers in 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 semester. The first tutorials usually take place in weeks 2/3.

Each tutor is given more detailed information about tutoring and marking as well about claiming your payments once it has been established who will be involved in tutoring work for the new academic year. This will usually be early October. 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 Prof. Peter van Dommelen by e-mail: - [Peter.vanDommelen@glasgow.ac.uk](mailto:Peter.vanDommelen@glasgow.ac.uk)

## **Thesis Preparation and Submission**

For general advice on format and reference systems see Referencing Procedures for Coursework above.

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 this page: <http://www.gla.ac.uk/faculties/arts/graduateschool/informationforcurrentstudentsandstaff/submissionofresearchtheses/>

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/>. For a downloadable copy of the College of Arts's guidelines on the process, visit the Graduate School 'Submission of Research Theses' page: <http://www.gla.ac.uk/faculties/arts/graduateschool/informationforcurrentstudentsandstaff/submissionofresearchtheses/>

## Oral Examination

A candidate for any of the research degrees will normally be asked to present himself or 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

## 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 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 (eg 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 (eg. 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:  
<http://www.gla.ac.uk/departments/archaeology/currentstudents/postgraduatefunding/>

### **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 1<sup>st</sup> 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 - FP7 Scheme: Starting Independent Researcher 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 RESEARCH DEGREES

### MRes

Requires 12 months of full-time study (2 years part-time). Students take taught courses worth a minimum of 60 and maximum of 90 credits in total (including 20 credits Research Training), and a supervised dissertation of between 18,000 and 25,000 words (worth 90–120 credits).

### MLitt

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 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 work will be eligible for the award with **Merit**.

A student who has achieved an average of A5 across all their work will be eligible for the award with **Distinction**.

### Intended Learning Outcomes

Upon completion of the course the student should be competent in the practice of archaeological research and have a particular command of the archaeology of the regions and periods under study or of the specialised research methodologies. Guidance on *competent research practice* will be stressed throughout the courses and should be realised through the production of the MLitt dissertation. 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 course through the student **presentations** of the core seminar. These oral skills are further developed

through a formal, assessed **presentation** (20 minutes long) on the student's dissertation topic (depending on programme).

The ability to write a scholarly report on personal research is developed through the **dissertation**, which is undertaken during the summer under the supervision of an appropriate member of staff.

## Optional Courses

The following courses are offered within Archaeology as options to be taken as part of any of the taught MLitt programmes run by Archaeology. Most programmes require you to choose two options associated with the programme and one other; check programme documentation for details, and talk to your programme convenor. Please enrol in your three chosen courses in MyCampus by **28th October 2011**. Although all these courses are on offer in 2011-12, each course will only run if at least three people sign up for it. If a course does not run we will contact you to arrange an alternative.

<i>Course</i>	<i>Convenor</i>	<i>Associated programme(s)</i>
Archaeological Theory and Interpretation	Dr Kenny Brophy	
British Battlefields	Dr Tony Pollard	Battlefield
Climate and Civilisation	Dr Claudia Glatz	Mediterranean
Communities and Households of the Rural Mediterranean	Prof. Peter van Dommelen	Mediterranean
Critical Themes in the Display and Reception of Objects	Dr Nyree Finlay	Material Culture
Cropmark Archaeology	Dr Kenny Brophy	Aerial
Early Christian Monuments of Scotland	Prof Steve Driscoll, Dr Ewan Campbell	Celtic & Viking
Early Medieval Artefacts	Dr Ewan Campbell	Celtic & Viking; Material Culture
Early Modern Warfare	Dr Tony Pollard	Battlefield
Interpretation and Applications of Aerial Data	Prof. Bill Hanson	
Geophysical Survey: Interpretation & Applications	Dr Richard Jones	
Lithic Analysis	Dr Nyree Finlay	Material Culture
Production & Consumption: Interpreting Later Historical Ceramics	Dr Chris Dalglish	Material Culture
Scandinavian Scotland	Dr Colleen Batey	Celtic & Viking
Science-based Analysis of Archaeological Materials	Dr Richard Jones	Material Culture
Viking Artefacts	Dr Colleen Batey	Celtic & Viking; Material Culture

Note that other relevant courses are offered by other Subjects in the College of Arts; these will usually be signalled in your MLitt programme handout or the MLitt programme webpage. You can find a full listing on the Arts Graduate School website:

<http://www.gla.ac.uk/colleges/arts/graduateschool/informationforprospectivestudents/mlitttaughtoptions/>

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.

## 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 dissertation is associated with an oral presentation (20 minutes) outlining the context and research to be undertaken. These presentations are part of the research training (page 7) and take place on 16th and 17th May 2011. This dissertation, of 12,000 – 15,000 words, is due on **3 September 2012** (for details on dissertation format see page 45). 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. In these cases, no oral presentation has to be made.

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

Complete knowledge of the entire subject area 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. Acquisition of this core knowledge is monitored through the written exercises, the oral presentations and the dissertation.

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

### Placement

Students on the Material Culture and Artefact Studies, Professional Archaeology and Aerial 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 3 September 2011.

### 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. Guidance about referencing is provided on p. 11.
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.**

You must place items of assessed coursework in the box provided outside the Archaeology office by 2.30 p.m. on the agreed submission date, accompanied by a receipt and declaration of originality form (available outside the Archaeology Office). Upon submission, the receipt and declaration of originality form is date stamped and removed and the coursework is given to the course convenor. This process also applies to late work and work accompanied by medical evidence.

You should normally submit TWO copies of each item of assessed coursework. One will be retained for inspection by the Board of Examiners, the other will be returned to you within two weeks with written comments and 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 to support mitigation. 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.

5. The University will deal severely with work showing signs of collusion or plagiarism (see page 33). 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.*

Coursework will be returned to you in class or during an allocated time slot with the Course Convenor. This will give an opportunity to receive some verbal feedback.

## **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 (ie 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 (eg. producing analytical maps, interpreting aerial photographs, using laboratory skills).
- Research Skills – research design; demonstration of initiative; independence (eg. 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; general grade descriptors and marking bands are published in the University Calendar and specific descriptors are detailed below. A student guide is available in Appendix I.

### Marking Scheme

Primary Grade	Secondary Band	Gloss	Verbal Descriptor
A	1	<b>Excellent</b>	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.
	2		
	3		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.
	4		
	5		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.
B	1	<b>Very Good</b>	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.
	2		Good supporting data, with some use of theoretical and conceptual material. Structured argument. Good background knowledge. Demonstrates reasonable ability to apply appropriate methods.
	3		Some relevant supporting data, with occasional use of theoretical and conceptual material. Structured argument apparent. Demonstrates knowledge of a specific period or area.
C	1/2/3	<b>Good</b>	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.
D	1/2/3	<b>Satisfactory</b>	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.
E		<b>Weak</b>	Gathers and presents very few items of evidence. Little background knowledge apparent.
F		<b>Poor</b>	Appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.
G		<b>Very Poor</b>	Markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation.
H		<b>0</b>	Treatment of the subject is directionless and fragmentary.
CR		<b>Credit Refused</b>	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.

Student No:

## Taught MLitt Assessment Feedback Sheet

Programme:

Course:

Coursework  
title:

Coursework  
element:

### Key marking considerations

Relevance to the assignment brief; understanding of the topic and underlying theory; application to case studies/examples; independent evaluation of the work; quality of structure and logical argument.

### Aspects handled well:

### Areas of deficiency:

### How to improve:

Does this assignment address the question/task?	1 2 3 4 5	Has reading extended adequately beyond the required reading(s)?	1 2 3 4 5
Are sources accurately referenced?	1 2 3 4 5	Clarity of writing and expression	1 2 3 4 5

**1 = very good, 3 = adequate, 5 = very poor** (please underline your selection)

Provisional mark:

Marker:

Date:

### **ASSESSED ORAL PRESENTATIONS ON DISSERTATION TOPICS**

Each MLitt student writing a 'regular' dissertation (60 credits), ie all who do not go on a work placement, will make a 20 minute oral presentation to staff and other PG students on their dissertation topic, and take questions for an additional 10 minutes. The presentation will be assessed by relevant staff using the pro forma shown below. Both content and the presentation itself will be evaluated. Part-time MLitt students will normally make this presentation in their **first** part-time year. This counts as part of the Research Training course, so will receive a pass or fail, plus formative assessment.

The MLitt presentation should basically explain the research project that each student will undertake over the summer to write her/his dissertation. It is intended to help getting it started.

Each first-year PhD student will also make a formal oral presentation, 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.

All MLitt and first year PhD presentations will be held on Monday 14th and Tuesday 15th May 2012. A laptop and data projector will be available. 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.

The form staff members use to evaluate your presentations is the following:

## Feedback Form for PG Presentations

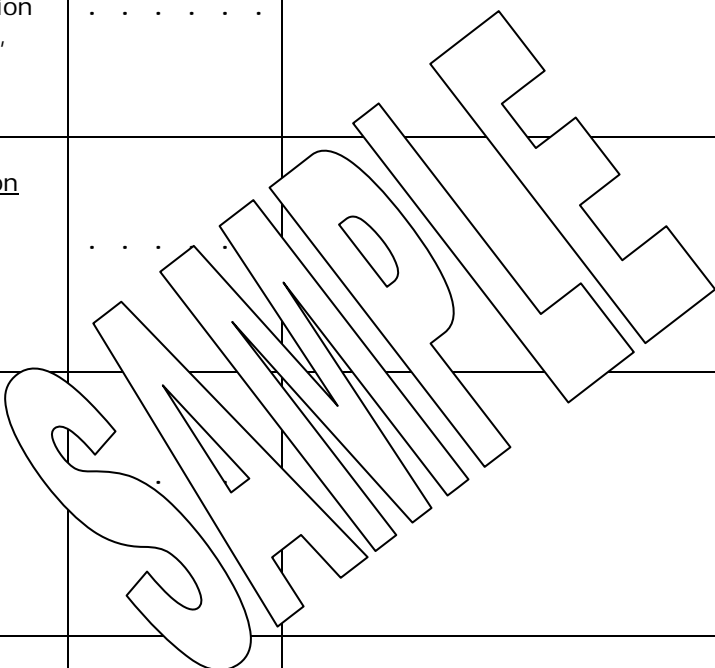
Student No:

MLitt Programme (if applicable):

Name of presenter:

Topic of presentation:

Criteria	Poor . . . Good	Comments
<u>Content and argument</u> Data & research Introduction & conclusion Research design: aims, context, methods Clarity of argument	. . . . .	
<u>Powerpoint presentation</u> Clarity and relevance Problem-oriented Use of images Viewer-friendly	. . . . .	
<u>Oral presentation</u> Fluency and delivery Time management Clarity of explanation Engaging audience	. . . . .	
<u>Discussion</u> Listening! Responding to questions Encouraging discussion Managing your audience	. . . . .	



What's good?

What needs improving?

Comments by:

Date:

## MLitt Dissertation: Form of Presentation

1. Theses should be typed in a permanent and legible form – normal character size not less than 2mm or 12pt. 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/m<sup>2</sup>>100g/m<sup>2</sup>) 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'.
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. Two soft-bound copies should be submitted to us, one of which will be retained by us, the other returned to the student.
12. Your Dissertation is due by Monday 3rd September 2012 with discretion up to 1st October granted by Programme Convenor. The MLitt Convenor may grant a further extension to 30th October, but thereafter appeal must be made to the Higher Degrees Committee. Thereafter, normal extension rules apply as for research degrees.

The SRC offer a dissertation binding service on-campus

<http://www.glasgowstudent.net/services/copying>

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](mailto:fraser@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](mailto:mail@dadbookbinders.com)  
<http://www.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 at:

<http://www.gla.ac.uk/services/senateoffice/workingwithstudents/>

#### **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.

Filename: 11\_12 PG\_Handbook  
Directory: C:\Documents and Settings\lme1v\Desktop  
Template: C:\Documents and Settings\lme1v\Application  
Data\Microsoft\Templates\Normal.dot  
Title: - The one suggestion that takes in many of the preceding  
recommendations is a call for a departmental student handbook for post  
Subject:  
Author: A. Bernard Knapp  
Keywords:  
Comments:  
Creation Date: 23/09/2011 13:27:00  
Change Number: 2  
Last Saved On: 23/09/2011 13:27:00  
Last Saved By: Michael Given  
Total Editing Time: 2 Minutes  
Last Printed On: 23/09/2011 13:40:00  
As of Last Complete Printing  
Number of Pages: 52  
Number of Words: 21,435 (approx.)  
Number of Characters: 117,464 (approx.)