The Honours programme at the University of Glasgow enables students to engage in a broad range of archaeological learning. Practical experience is at the heart of the degree, with a range of opportunities for field trips, fieldwork and laboratory work. This is matched by the intellectual rigour acquired in the interpretation of archaeological material and the application of archaeological theory.

As well as learning specific archaeological techniques and research skills, the Archaeology Honours programme provides an excellent range of life skills which substantially improve students’ employability. These include teamwork, problem solving, synthesis of disparate information, data handling, project management, public engagement, report writing and presentation skills.

Archaeology at the University of Glasgow prides itself on being an active community of learning, incorporating undergraduate and postgraduate students and staff. This is an important aspect of the Field School that takes place in the summer before the Junior Honours year, and is continued in other fieldwork projects, field trips, classes and social events.

For paperwork and further information, see the Honours Information moodle.

For other handbooks (Dissertation, portfolio, referencing, etc.), see the right-hand menu on the Information for Current Students webpage.

Subject Administrators: Gail Henry and Sarah Finlayson (job share) School of Humanities Office, 1 University Gardens. Tel. 0141 330 7778. Email: arts-ug-archaeology@glasgow.ac.uk

If in doubt, ask us!
1. Timetable 2018–2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 10 Sept 2018</td>
<td>Freshers’ Week</td>
</tr>
<tr>
<td>Mon 17 Sept</td>
<td>Orientation Week: required meetings and classes for Junior &amp; Senior</td>
</tr>
<tr>
<td>Mon 24 Sept</td>
<td>Honours teaching starts</td>
</tr>
<tr>
<td>Thu 8 Nov</td>
<td>Undergraduate staff / student meeting (class reps only)</td>
</tr>
<tr>
<td>Fri 30 Nov</td>
<td>Honours teaching ends</td>
</tr>
<tr>
<td>Tue 4 Dec</td>
<td>Dissertation presentations mini-conference (Senior Honours)</td>
</tr>
<tr>
<td>Fri 14 Dec</td>
<td>Semester 1 ends</td>
</tr>
<tr>
<td>Mon 7 Jan 2019</td>
<td>Honours teaching starts</td>
</tr>
<tr>
<td>Thu 28 Feb</td>
<td>Undergraduate staff / student meeting (class reps only)</td>
</tr>
<tr>
<td>Fri 22 Mar</td>
<td>Honours teaching ends</td>
</tr>
<tr>
<td>25-28 Mar</td>
<td>Easter field trip (Junior Honours)</td>
</tr>
<tr>
<td>Mon 1 Apr</td>
<td>Dissertation deadline (Senior Honours)</td>
</tr>
<tr>
<td>Mon 22 Apr</td>
<td>Examination period starts</td>
</tr>
<tr>
<td>Mon 6 May</td>
<td>May Day (University holiday)</td>
</tr>
<tr>
<td>Fri 17 May</td>
<td>Examination period ends</td>
</tr>
<tr>
<td>Fri 24 May</td>
<td>Semester 2 ends</td>
</tr>
<tr>
<td>Mon 27 May</td>
<td>Spring Bank Holiday (University holiday)</td>
</tr>
<tr>
<td>June/July</td>
<td>Field School (to be confirmed)</td>
</tr>
<tr>
<td>Thurs 20 June</td>
<td>Start of Graduation period</td>
</tr>
<tr>
<td>Fri 28 June</td>
<td>End of Graduation period</td>
</tr>
</tbody>
</table>

2. Aims and Intended Learning Outcomes

Archaeology is the study of the human past through the investigation of objects, buildings and landscapes. It gives us insights into how we conceive society and community, and how we make sense of the world around us. By the very nature of archaeology, our students engage with contemporary society as much as with the past: archaeology brings new data and insights to debates ranging from social inequality and climate change to national identities and the heritage boom.

This programme aims to:

- provide students with the opportunity to become technically proficient, critically astute, theoretically informed and socially engaged, both within and beyond archaeology;
- provide a strong grounding in the methods of, and approaches to, modern archaeology, and to demonstrate their application across a wide chronological, geographical and cultural range;
- foster an understanding of the complexity of the relationship between social, political, cultural, economic and environmental processes and the role of material culture at different temporal and spatial scales;
• foster a critical understanding of the role of archaeology and material heritage in contemporary society, in the UK and abroad;
• offer a range of opportunities and contexts for students to develop essential skills of analysis, research, presentation and communication, as well as IT skills and qualities of teamwork and initiative.

**Intended Learning Outcomes (ILOs)**

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

**Knowledge and Understanding**

By the end of this programme, students will be able to:

- interpret the archaeology of selected geographical regions and chronological periods
- discuss the complex relationship among material culture, environmental context and human society
- apply a broad range of methods to acquire and analyse archaeological data
- discuss the development of the discipline and the variety of theoretical approaches to interpreting the past, including the social, political and cultural contexts within which they operate

**Skills and other attributes**

By the end of this programme, students will be able to:

**Subject-specific/practical skills**

- use a broad range of practical field and laboratory skills acquired through personal involvement in the recovery of primary archaeological data
- collaborate effectively with other team members during field and laboratory work
- employ appropriate health and safety measures and responsibilities in the field and laboratory, and promote ethical archaeological practices

**Intellectual skills**

- critically reflect on the dynamic, plural and contested nature of archaeological knowledge
- critically apply appropriate theoretical frameworks to the analysis of archaeological data
- break down the complex interrelationships between social, political, cultural, economic, and environmental processes in the creation of the archaeological record
- assemble coherent research proposals and project designs using appropriate techniques and technologies
- find, extract, organise and evaluate information from primary and secondary sources
- communicate information and ideas in an effective and accessible manner, using formal writing, digital media, visual media and oral presentations
- solve problems through the critical analysis of complex data sets

**Transferable/key skills**

- evaluate their own practice in a critical and reflexive manner
- employ good written and oral communication skills, including participating in group discussion, formulating coherent, lucid and accurate reports, and using communications and information technology appropriately and effectively
- work with initiative and self-reliance, through effective self-management and collaboration
- design and implement a programme of independent research, involving working to defined objectives, critical analysis and effective problem-solving

**3. Entry requirements**
Subject to the appropriate regulations, entry into the two-year Honours Archaeology programme is at the discretion of the Head of Subject. It normally requires 40 credits of archaeology at Level 1 and 40 credits of archaeology at Level 2, which must include The Archaeology of Europe and the Mediterranean (ARCH2004) and Archaeology in Theory and Practice (ARCH2011). Students should normally have achieved a C3 average (i.e. a GPA of 12) for these Level 2 courses (with neither course below a D3); obtained without recourse to resits.

Students also need to fulfill College requirements for entry into Honours:

- College of Arts: 240 credits, of which at least 120 must be Arts subjects, and 200 must be an average of D3 or better
- College of Science & Engineering: 240 credits, of which 160 credits must be Science subjects, and 200 must be D3 or better.

If students with an atypical curriculum (for example both Level 2 courses but just Archaeology of the Modern World at Level 1) are very keen to enter Honours archaeology, they should contact the Honours Convenor to discuss their options.

In April/May you confirm your wish to do Honours Archaeology and indicate your course choices via a web-form. You will receive a letter during the summer regarding your progression to Honours Archaeology and can then enrol on relevant courses on MyCampus.

4. Course choices

Other than the core courses, which run every year for Junior Honours, taught courses are normally offered on a two-year cycle. As far as possible when putting together an individual curriculum, student preferences are taken into account, but not all optional courses are necessarily available in any two year cycle. In addition, no course will be run for less than 5 students, and there are usually maximum limits on the numbers that can be accepted for all courses. Brief outlines of the courses offered are available on the website; see the right hand menu here.

You can also consult the relevant member of staff for fuller details of any particular course. All courses are subject to the availability of staff to teach them, and we reserve the right to withdraw courses due to unforeseen circumstances. Course preferences must be specified on an online form in April/May. It is very important that you include some reserve courses because of the possibility that courses may be withdrawn or are under-subscribed.

Note that 40 credit course, Reflexive Archaeological Practice (RAP), is core for Junior Single Honours students but only Optional for Joint Honours students. Theory and Interpretation in Archaeology is a core course for all Junior Honours Archaeology students. If Joint Honours students do both of these courses, then they will have no Optional courses in Archaeology in their Junior Honours year. Practical Heritage Experience is core for all Senior Honours students.

All course selections must be approved by the Head of Subject, and you will be informed of the progress of your application during the summer. Any late applications (including those from re-sit candidates) will be subject to availability of places on the courses. No change in choice of courses will normally be accepted after the end of week 3 in semester 1.

With the agreement of the Head of Subject, up to three appropriate courses (no more than 60 credits) may be taken by Single Honours students and up to two courses (no more than 40 credits) by Joint Honours students in other Subjects over the two Honours years. Depending on student interests, courses from Celtic, Classics, HATII, History and Theology are the most likely to be appropriate, but others may be possible. Students interested in this possibility should talk to the Honours Convenor.

With the agreement of the relevant Convenor, students may audit additional courses: this means they attend lectures and seminars but do not do any coursework. Such courses appear on MyCampus with the grade AU (‘Audit’).
Honours pathways

SINGLE HONOURS (240 credits in Archaeology) (core courses underlined and bold)

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER 1</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 2</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior</strong></td>
<td>Reflexive Archaeological Practice (RAP) (40)</td>
<td>Optional 1 (20)</td>
<td>Theory (20)</td>
<td>Optional 2 (20)</td>
<td>Optional 3 (20)</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Practical Heritage Experience (20)</td>
<td>Optional 4 (20)</td>
<td>Optional 5 (20)</td>
<td>Option 6 (20)</td>
<td>Dissertation (40)</td>
</tr>
</tbody>
</table>

JOINT HONOURS (120 credits in Archaeology) (core courses underlined and bold)

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior</strong></td>
<td>Reflexive Archaeological Practice (RAP) (40)</td>
<td>Theory (20)</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Practical Heritage Experience (20)</td>
<td>Optional (20)</td>
</tr>
</tbody>
</table>

Honours Courses for 2018–2019
See separate document in the right-hand menu on the Information for Current Students webpage.

Programme Changes for 2018–2019
The Honours structure that is now operational is the result of several years of development work and consultation aimed at revising and improving our entire Honours programme. This was in part prompted by the requirement for us to directly link fieldwork with credits and summative assessment. This change is now only being fully implemented for students entering Junior Honours in September 2018. This means that all incoming Junior Honours students will be enrolled on the zero credit course, Practical Heritage Experience (Junior Honours) ARCH4068. This covers 25 days of heritage work experience required for Senior Honours entry from September 2019 onwards, and will be assessed in the Senior Honours year. Incoming Senior Honours students will have prior heritage work experience assessed via the new core 20 credit course Practical Heritage Experience, but will not have the zero credit course on their transcript. This will be discussed in detail during the orientation week.

Progression from Junior to Senior Honours
This is not automatic, and needs at least an average of a D3 at Junior Honours. Also, if you fail to submit coursework or attend examinations, you may not be permitted to proceed to Senior Honours. If your overall performance at Junior Honours is poor you will receive from the Honours Convenor a written warning that if your performance does not improve you will get a very poor class of degree. You will be invited to select Senior Honours courses in May at the end of the Junior Honours year. From September 2019 onwards, a further condition of entry to Senior Honours will be the completion of 25 days of heritage work experience. Note that the time spent on the GU Field School counts towards this 25 day total.

Dissertation
In order to fulfil University degree regulations, all Single Honours Archaeology students must write a dissertation which has the value of 40 credits within Senior Honours, and all Joint/Combined students must write a dissertation which normally has the value of 20 credits in one or other of their Senior Honours subject areas. The dissertation topic, normally with one agreed supervisor, must be established by the end of the second semester of the Junior Honours year. You are expected to make substantial
progress with the work for your dissertation over the summer vacation, particularly if it involves fieldwork. Senior Honours students should submit a Research Proposal for their dissertation in early October, which forms part of the overall assessment for this piece of coursework. The dissertation should be handed in by the beginning of the second week of the Easter vacation of the Senior Honours year. Joint Honours students may wish to write their dissertation in their second subject, and if doing so, should let the Dissertation convenor know (kenny.brophy@glasgow.ac.uk, semester 1 and then susanna.harris@glasgow.ac.uk, semester 2).

Detailed information on the dissertation including advice on format and regulations on submission procedures are set out the Dissertation Handbook.

**Practical Heritage Experience**

All current Senior Honours students (Single and Joint) have to complete as a minimum 25 days of practical heritage experience before the end of their degree. For all incoming Junior Honours students, this is a condition of progression into Senior Honours. **We strongly recommend you aim for at least 50 days over the course of your degree if you intend to pursue a career in archaeology.** Your accumulated practical experience will be assessed in your Senior Honours year as part of the new core course Practical Heritage Experience. Practical experience can include excavation, survey, post-excavation work, but also heritage work experience such as placements at museums, heritage centres, and carrying out public archaeology activities. Support sessions to reflect on fieldwork and other experiences to date will be held during orientation week, and as of 2018-2019, undertaking such heritage work experience will be monitored as part of the zero credit Practical Heritage Experience Junior Honours 'course'.

Detailed information about the practical experience requirement, health and safety and fieldwork opportunities can be found in the Practical Experience webpage and moodle.

**Junior Honours Field Trip**

A residential field course (Field Trip), compulsory for all Junior Honours students (both Single and Joint Honours), runs in the week immediately after teaching ends after semester 2. Each student may be expected to contribute towards the cost of their accommodation on the field course. All students must follow safety procedures and make themselves familiar with guidance on safety in field trips (see the fieldwork webpage just referenced). The fieldtrip is part of the fieldwork requirement for the Honours degree (= 4 days) and during the trip you will carry out survey work, field exercises, museum work and site visits.

If any student is unable, for reasons outwith their control, to go on the Easter field trip in their third year, they **must** attend in their Senior Honours year.

**Honours Orientation Classes**

Orientation classes run in the first week of Semester 1 (week beginning 17th September 2018), with additional support sessions held throughout in the year (you will be emailed about these and details will go onto the Honours information moodle). The aim of these classes is to raise standards of performance in archaeology coursework and examinations, with a particular focus on the work experience and fieldwork for Junior Honours and dissertation and careers advice for Senior Honours. Details of the Orientation classes will be made available on the Honours Information moodle early in September.

**Lecture Recording and Course Materials**

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

**5. Assessment**

For full details on assessment and plagiarism, see the Assessment Handbook. All courses are examined at the end of the year in which they are taught. There are no resits available for Honours exams: if a student has good cause for missing the first sitting an alternative exam will be arranged at the next available diet
Examinations are usually two hours in length, and candidates are normally required to answer usually two questions in that time, although this may vary according to the course involved. Copies of previous examination papers can be found here.

In special cases and in agreement with the Clerk of Senate and external examiners, alternative types of final assessment in light of disability or exceptional circumstances may be recommended. Such arrangements should normally be made well in advance of the examination diet. In such cases, oral examination or additional course work may be proposed as alternatives. These arrangements will be subject to the Assessment Code of Practice in the University Calendar. All degree examination scripts along with RAP coursework, Dissertations and coursework to value of 50% or more of a course are marked anonymously by the member of staff responsible for the particular topic and by another internal examiner familiar with the subject.

For procedures when you miss a deadline, see Section 6 below.

There are currently three External Examiners for the Honours programmes who are senior academics drawn from other institutions across the UK. They are currently (one position to be filled):

- Dr Bob Johnston, University of Sheffield
- Dr Finbar McCormick, Queen's University, Belfast
- Dr Dan Lawrence, Durham University

Their responsibility is to moderate the range of marks awarded across the degree, and also to ensure that work in Glasgow is comparable to that elsewhere. They review a range of coursework and examinations and any borderline results for each course. All Honours Dissertations and Portfolios are made available to the external examiners. Students must never contact the external examiners personally but they can raise issues for consideration by the external examiners via the Progress Committee or Head of Subject.

Visiting students who are registered at the University of Glasgow for Semester 1 only, and who are taking a course that has an examination in April/May as part of its normal assessment, will be given an alternative assessment in December, consisting of writing an essay in exam conditions on a topic given to them beforehand. Students in this position should note that they must make themselves available until the end of Semester 1 (including Winter Examination Period) for this examination assessment (see Session Dates).

Calculation of the final degree result is explained in the code of assessment, and is determined at the Exam Board. The Senior Honours result is weighted at 60% of the final assessment, in recognition of the student’s development throughout the whole Honours experience. When the result is borderline between classes, it is calculated by ‘course grade profile’, in other words the number of credits in the higher class versus the number of credits in the lower class. The archaeology component of Joint Honours degrees is calculated in the same way, and the final degree result to be awarded is determined at a Joint Subject Exam Board. Full details of the way in which final degree results are calculated are available here.

Candidates who wish to present medical evidence for consideration by the Examiners must do so within 7 days of the exam component to which they refer via a Good Cause submission on MyCampus, prior to the assessment of their performance by the Internal and External Examiners.

Grades attained in courses examined in the Junior Honours year are published on MyCampus. Verbal feedback on the results may be obtained informally from the Honours Convenor at any stage provided that the results have not been deferred. Note that in order for you to graduate you must have completed all elements of assessed work and fulfilled the requirements of University regulations.

6. Absences & missed deadlines due to ill-health or other good cause

Course convenors at Honours level can give an extension of five working days at their discretion, for medical or personal issues (but not normally for computer breakdowns etc: submit in plenty of time, and
always keep a back up of everything). Beyond five working days, you will need to follow university 'Good Cause' regulations.

'Good cause' shall mean illness or other adverse personal circumstances affecting a candidate and resulting in either:

i) the candidate’s failure to attend an examination, or submit coursework at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to his or her programme of studies; or,

ii) the candidate’s performance in examination or other instrument of assessment being manifestly prejudiced.

Good cause refers to the sudden unforeseen onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances. Where there is a chronic medical condition good cause shall only be established where the candidate’s performance in assessment has been compromised by a sudden severe episode of the illness. (Source: University Calendar, ‘University Fees and General Information’, Section 16.45. Further explanation available here)

A significant absence is defined by the University as:

- an absence of more than seven consecutive days during working periods
- an absence of any duration if it prevents you from:
  a. attending an examination, or
  b. fulfilling any other published minimum requirements for the award of credit (e.g. compulsory attendance at a tutorial or laboratory class or meeting a deadline for handing in an assignment).

(Source: Student Absence Policy)

‘Evidence’ shall mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the candidate for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person as indicated by the University’s Student Absence Policy. Where the report refers to a medical condition of more than seven days’ duration the report must be completed by an appropriate medical practitioner.

(Source: University Calendar, ‘University Fees and General Information’, section 16.45b)

If you consider that you have a reason that may justify mitigation being applied for good cause, either for submitting coursework late or for general reduced performance, then it is important that you:

1. Inform your Course Convenor as soon as possible by email.
2. Submit the coursework as soon as possible.
3. Obtain appropriate documentary evidence for your illness or other circumstances.
4. Fill in a Good Cause form and email it to the appropriate administrator, along with a copy of the documentary evidence.

If you also have had a 'significant absence' (see above), you will also need to fill in a MyCampus absence report. The normal submission deadline for the completed absence report is 7 days after return to university. This also applies to missing an exam. The Board of Examiners will not necessarily take account of absences reported after this deadline when considering a case for good cause.

University Maternity/Paternity Policy

There is a University policy covering any student who becomes pregnant during her studies, and students who are about to become fathers. It also covers any student who is the partner (including same sex partner) of someone who is pregnant and expects to be responsible for the child, and any person becoming a parent (e.g. through adoption) of a child. More information here.

Each student will be considered individually but there are a number of established measures that can be used in order to enable a student to continue his/her studies. Please contact the Honours Convenor for advice.
7. Prizes

The following prizes will be offered to graduating students:

- Archaeology Honours Best Dissertation £50
- Archaeology Honours Best Overall Performance £50
## 8. Honours Degree Marking Scheme

<table>
<thead>
<tr>
<th>Degree Band</th>
<th>Primary Grade</th>
<th>Secondary Band</th>
<th>Descriptive Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>A</td>
<td>General</td>
<td>Exemplary range and depth of attainment of ILOs. Insightful. Shows signs of independent thinking.</td>
</tr>
<tr>
<td>1st</td>
<td>1</td>
<td></td>
<td>Outstanding work with clear evidence of independent thinking.</td>
</tr>
<tr>
<td>1st</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>3</td>
<td></td>
<td>Excellent work with signs of independent thinking.</td>
</tr>
<tr>
<td>1st</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>5</td>
<td></td>
<td>Very good work. Addresses the topic comprehensively and adduces wide ranging supporting data. Shows some insight.</td>
</tr>
<tr>
<td>II.i</td>
<td>B</td>
<td>General</td>
<td>Conclusive attainment of virtually all ILOs. Utilises relevant data.</td>
</tr>
<tr>
<td>II.i</td>
<td>1</td>
<td></td>
<td>Good work. Addresses the topic very well and adduces wide ranging supporting data.</td>
</tr>
<tr>
<td>II.i</td>
<td>2</td>
<td></td>
<td>Solid work. Addresses the topic well and adduces good supporting data.</td>
</tr>
<tr>
<td>II.i</td>
<td>3</td>
<td></td>
<td>Addresses the topic reasonably well and produces some supporting data.</td>
</tr>
<tr>
<td>II.ii</td>
<td>C</td>
<td>General</td>
<td>Clear attainment of ILOs. Assembles relevant data.</td>
</tr>
<tr>
<td>II.ii</td>
<td>1</td>
<td></td>
<td>Provides much relevant data but addresses the topic poorly, or addresses the topic reasonably but produces little supporting data.</td>
</tr>
<tr>
<td>II.ii</td>
<td>2</td>
<td></td>
<td>Provides much data but its relevance is not made explicit. Only limited consideration of the topic.</td>
</tr>
<tr>
<td>II.ii</td>
<td>3</td>
<td></td>
<td>Provides some relevant data but does not adequately address the topic.</td>
</tr>
<tr>
<td>3rd</td>
<td>D</td>
<td>General</td>
<td>Acceptable attainment of ILOs. Poorly structured and much irrelevance and/or misconception.</td>
</tr>
<tr>
<td>3rd</td>
<td>1</td>
<td></td>
<td>Provides some relevant data but with major omissions and little consideration of the topic.</td>
</tr>
<tr>
<td>3rd</td>
<td>2</td>
<td></td>
<td>Poorly structured. Provides some data but its relevance not made apparent. Some errors apparent.</td>
</tr>
<tr>
<td>3rd</td>
<td>3</td>
<td></td>
<td>Little structure or organisation. Little data provided. May contain some more serious errors.</td>
</tr>
<tr>
<td>Fail</td>
<td>E/F/G/H</td>
<td></td>
<td>Attainment deficient or missing in respect of specific ILOs. Failure to answer the question. Unstructured, rambling and irrelevant.</td>
</tr>
</tbody>
</table>

For more details of the general characteristics of the different grades, see the Assessment Handbook.
9. Managing your time

An increasingly important aspect of your studies for an Honours degree is time management. Coursework and related deadlines will inevitably tend to bunch at certain times of the year, and you need to establish a strategy for dealing with this early on. Of course, some people are, and always have been, well organised about such things, but if we’re honest, most of us tend to leave things to the last minute. Whilst this may work up to a point at Level 1 or Level 2, the number of pieces, diversity of courses, and complexity of the coursework required at Honours means that this will become increasingly impossible if you are to get a good degree result. Different people handle such things in different ways, but here are some pointers:

**Work out what has to be done:** produce a schedule that clearly shows where the deadlines fall so you have a clear idea of the scale of the problem. Do this at the beginning of each semester, but bear in mind you won’t yet know at the beginning of semester 1 what the deadlines for semester 2 courses will be, so make allowance for this. Do not forget to include the Portfolio and Dissertation where appropriate.

**Prioritise things:** once you know what has to be done, you can work out when to do it. Whilst it’s quite common to write an essay the night before the due date, fuelled by pressure, adrenaline and coffee, it’s unlikely to be your best work, and in any case you will need to have done some reading and research beforehand. A ‘to-do’ list on a week by week basis may be helpful here. Some things will be *important and urgent* – an essay due that week, for example. Other things will be *important but not urgent* – an essay due within the month, for instance. As time goes by, items will be bumped up the list as they become increasingly urgent. By definition, something that is important and urgent cannot be done successfully at the last minute – the preparation needs to be in place. Reading and research is best done before the work becomes urgent, then, as it moves from being important but not urgent to important *and* urgent, you’re in a position to complete the work to best effect.

**Avoid bunching:** deadlines will often coincide with the end of semester or the end of a vacation period. If you can choose deadlines, try to select a reasonable spread rather than have everything due in the same week, even if right now it seems attractive to put everything off for as long as possible! If the deadlines are not flexible, set your own in order to try to avoid a submission crisis. Bear in mind that in large classes everyone will be chasing the same books, so give yourself plenty of lead-in time.

**Break tasks down:** often something may seem to present an insurmountable hurdle and the tendency is to develop avoidance strategies in such situations. However, the deadline will not go away, so try to break each task down into its component parts. What needs to be done in order to complete this essay or project? Some things may need to be done in a sequence (one aspect has to be in place before the next can be attempted), in other cases things may not finally come together until the very end. Breaking things down into manageable chunks and focussing on these smaller elements will help you see past the big hurdle and approach the work in a structured and organised fashion.

**Be realistic:** no one is perfect, so don’t assume your work can be perfect either, otherwise you will never finish it. It is always better to submit something that you are not entirely satisfied with rather than nothing at all. Remember that most individual pieces of coursework actually contribute a tiny proportion of the assessment over the degree as a whole. So a poor mark for a piece of work is not the end of the world, whereas no mark at all is far more significant.

However you approach time management, it is important to do something about it and to do it early on before drift sets in and seemingly impossible deadlines start to build up. You know your own strengths and weaknesses better than anyone else, so set up a system that suits you – it can always be adjusted later on, and it will help you balance the demands on your time and hence reduce stress.

**Back-up your computer work:** No computer system is entirely reliable, so you must back-up your files. You should not use ‘automatic save’ commands, as there is a risk of saving the wrong material at the wrong time. Save files frequently and make back-up files at the end of each session at a computer. Save your work on at least two media, e.g. hard-drive and portable memory device. It is also sensible to keep a hard-copy back up. *Lost or stolen work will not be acceptable as an excuse for late or non-submission of coursework.* You can use the student I: drive to back up your work. We may require you to provide evidence of computer problems, for example, emailing or providing a hard copy of what
you have produced regardless of format. Let the Honours Convenor know as soon as possible about any problems that may delay submission of coursework.

The Student Learning Service has a range of workshops on relevant skills, including time management, writing skills, and many more. They also have some links to useful online resources for effective learning.

10. Staff and resources

In addition to the University Library and a number of computing facilities across the campus, there are a range of resources available to you.

Archaeology Administrators

It's worth saying that the Archaeology Administrators - Gail Henry and Sarah Finlayson - in the Humanities Office, first floor of 1 University Gardens, are probably the most valuable source of information, so take advantage of this! If you aren't certain who you need to speak to, they will be able to advise. If they are not there, other staff in the Humanities Office will be able to help. Gail and Sarah are based in the School of Humanities Office, 1 University Gardens. Tel. 0141 330 7778. Email: arts-ug-archaeology@glasgow.ac.uk

Teaching Staff

Teaching staff are available outside of class hours for advice or assistance. They all operate a system of drop-in office hours; times are available on their doors. Alternatively, email them to make an appointment, or leave a message in their pigeonhole on the ground floor of the Gregory Building. If you wish to see the Head of Subject, email direct (michael.given@glasgow.ac.uk) or make an appointment via the Archaeology Administrator. Staff contact details, research interests and publications are available here.

Computing

The Archaeology IT lab is in Room 320B on Level 3 of the Gregory Building, beside the back stairs. The room is equipped with 14 new PCs and a laser printer. The machines run under the University’s Common Student Computing Environment (CSCE) which means that they provide standard access to email, the web, and Microsoft Office software. In addition the machines provide access to a range of graphics software, including CAD and GIS which are only accessible in this laboratory. There is also a broad collection of self-directed tutorial packages available. Please do not eat and drink at these computers; they are new and high-quality machines, and we need to keep them in excellent condition for everyone’s benefit.

If you use any University computing facilities in the course of your work, you must abide by the Regulations for the Use of University computers and the data network.

Access: The IT lab is open seven days a week, 24 hours a day. Please note: the room is used for teaching purposes and may not be accessible at some times – timetable information is posted on the door. Please respect the need for quietness in this room. This lab is primarily intended for the use of Honours undergraduates. New Junior Honours students will be given 24-hour access to the Gregory Building. This is administered via our Teaching Administrators (Gail Henry or Sarah Finlayson), arts-ug-archaeology@glasgow.ac.uk.

Computing labs, George Service House, 11 University Gardens - located in the basement and 4th floor - access between 9.00am and 4.45pm. Not available during teaching - a timetable is posted on the door.

Data Protection

Records are kept for each Honours student that consists of enrolment information, course progress, coursework marks and correspondence.

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.

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

WiFi and Laptops
When using your own computer, you can log on to the University network using the Remote Desktop facility. WiFi hotspots are available in the Gregory Building and throughout the University.

Drawing Office
This has drawing tables and other drawing-related resources, but most importantly is the place to go for advice and assistance with illustrations. Access: by arrangement with the Senior Technician, Lorraine McEwan (Room 204, Gregory Building) ([lorraine.mcewan@glasgow.ac.uk]).

Laboratories
The main laboratory where practicals are held is Room 105 in the basement. The Chemistry Laboratory is Room 105b, reached via Room 105. Access is by arrangement with the Laboratory Technician, Aris Palyvos ([Aristotelis.Palyvos@glasgow.ac.uk]).

11. Communicating

There are a number of different routes for general communications and you should familiarise yourself with them and, where appropriate, check them regularly.

Noticeboards There are noticeboards with information about Fieldwork, Employment, Postgraduate opportunities, and general archaeological news on Levels 2 and 3 in the Gregory Building. Notices are also posted on the Honours moodle.

Email Email is made use of to send information about upcoming meetings, urgent information etc. You must therefore check your email regularly and must only reply using your University account.

MyCampus You must ensure (with your Advisor of Studies) that your MyCampus curriculum record is kept up-to-date. Examination results are posted on MyCampus.

Moodle You will be enrolled on course moodles shortly before the courses begin. A range of relevant information about the Honours programme more generally is available on the Honours Information moodle.

Website The Information for current archaeology students webpages have a wide variety of essential information about all aspects of your degree. Note in particular the right-hand menu on the main page, which has all the handbooks and guidance that you will need.
Staff-Student Committee

Students are elected from each of the following categories as representatives on the Staff/Student Committee: Junior Honours MA; Junior Honours BSc; Senior Honours MA; Senior Honours BSc and Joint Honours students. The Committee usually meets once a semester and is chaired by the Head of Subject. The Honours Convenor attends along with the Teaching and Learning convenor (currently Stephen Harrison) and representatives of other archaeology courses as appropriate. This is a valuable and important means of two-way communication and provides an opportunity for your voice to be heard via your course representative. Concerns or issues raised at these meetings are taken very seriously. The dates for the meetings in the forthcoming academic year can be found in page 2 of this handbook.

Course Questionnaires

Feedback questionnaires are provided towards the end of all courses, and give you the opportunity to comment on good and bad experiences. This helps us improve our courses, so please ensure you complete these questionnaires.

Archaeology Seminars

Archaeology runs a seminar series on Wednesdays 4.00–5.30pm during term. Locations: Semester 1: Boyd Orr: 222 Lecture Theatre & Semester 2: Gregory Building Lecture Theatre (Room 109). Speakers are a mixture of external visitors and internal staff and postgraduates, and there is a wide variety of topics. Inevitably the seminar decants into a local bar afterwards. All are welcome to attend!

12. 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.

Subject Support

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<th>For information/advice about</th>
<th>See:</th>
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<tr>
<td>An individual course</td>
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<td>General queries</td>
<td>Head of Subject: Dr Michael Given</td>
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<td>Teaching matters</td>
<td>Learning &amp; teaching convenor: Dr Stephen Harrison</td>
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<td>The overall Honours programme</td>
<td>Honours convenor: Dr Kenny Brophy</td>
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<tr>
<td>Examinations</td>
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<td>Dissertation</td>
<td>Dissertation convenor: Dr Kenny Brophy (semester 1) and Dr Susanna Harris (semester 2)</td>
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<td>RAP core course</td>
<td>RAP convenor: Dr Tessa Poller</td>
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<td>Fieldwork, Practical work experience</td>
<td>Fieldwork convenor: Dr Tessa Poller</td>
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<tr>
<td>Student Disability</td>
<td>Honours archaeology Student Disability officer: Gail Henry School of Humanities Office, 1 University Gardens. Tel. 0141 330 7778.</td>
</tr>
<tr>
<td>Year Abroad/Socrates Scheme</td>
<td>Overseas Study advisor: Dr Claudia Glatz</td>
</tr>
<tr>
<td>Safety issues</td>
<td>Safety co-ordinator: Dr Tessa Poller</td>
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There is also a wide range of information on the [Archaeology website](http://archaeologywebsite.com) and on the [Honours Information moodle](http://honoursinformationmoodle.com).
University Support

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

**Adviser of Studies**
The role of Adviser of Studies is somewhat less important once you enter Honours as many of their functions are taken over by us (in relation to optional course choices, for example). However, you still need to contact them at the beginning of each year for registration, and they provide a convenient contact point for a range of university support services, or if you simply want someone neutral to talk to or feel the need for an ‘honest broker’.

Contact: College of Arts Advising Office, 6 University Gardens Room 104 (Ground Floor), Tel. no.: 0141 330 8455/8474/6149.
Email: arts-chief-adviser@glasgow.ac.uk

**Counselling and Psychological Services**
This Service 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.

**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, your MyCampus record is updated to inform subjects of any action they may need to take in relation to examinations, coursework etc. More information here.

**Careers Service**
The University Careers Service 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.

**Student Learning Service (SLS)**
The SLS offers study skills advice, guidance and support to all students. If you would like to make your learning techniques more effective, you can attend workshops, which take place regularly in Room 319 of the McMillan Reading Room or contact an Effective Learning Adviser. Popular topics for discussion include improving essay writing, revision techniques and note-taking. You can contact your ELA by email: studentlearning@gla.ac.uk

**International Students**
The International Student service provides a range of support for foreign students.

**English as a Foreign Language Unit**
If you are a non-native English speaker the English as a Foreign Language Unit offers additional support.
13. Your responsibilities

We will do all we can to help you succeed in your chosen subjects and to ensure that your experience of archaeology at degree level is a good one. To do this, though, we need your help.

You must
- Know what is required of you for each course, in terms of coursework, deadlines etc.
- Attend classes. Attendance is not optional. Regular attendance is vital for acquiring a deep understanding of the subject matter: it is never possible to catch up afterwards other than at a very superficial level.
- Do the work that is set on time – while you may suffer if you’re penalised for late submission of coursework, the whole class suffers if you don’t make your seminar presentation.
- Tell us when you have a problem or cause for concern.

If there are any long term special considerations, such as work, family or any other commitments, regarding your Honours programme which you would like to have taken into account, please add this to the space provided in the Honours Intention form. If such issues arise during the year, you should inform the Honours Convenor if there is an impact on your studies and the Progress Committee will keep a record.

14. General Data Protection Regulation and Data Protection

The General Data Protection Regulation (GDPR) came into force from 25 May 2018 and along with the new Data Protection Act 2018 presents a significant update to data protection law. Information on how we process your personal data in order to facilitate, administer and manage your time as a student with the University is contained within the Student Privacy Notice.