

Faculty of Arts and Humanities

School of Humanities

Archaeology Undergraduate Student Handbook

2019 – 20

Disclaimer

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This handbook is available in alternative formats on request.

Contents

1. WELCOME MESSAGE	5
To first-year students	5
To second- and third-year students	5
To all	5
2. MISSION STATEMENT	6
3. Archaeology & the Faculty of Arts and Humanities	7
Teaching and research quality assurance	7
Faculty of Arts and Humanities	7
Where to look for information and additional costs	7
4. THE LEARNING PROCESS	8
Lectures, Classes and Practicals	8
Activities Week	8
Assessed work	8
Guidance for undertaking assessments for Archaeology	9
Saving Your Work	10
Referencing	10
Referencing for Archaeology assessments	10
Citations in the text.	11
Some special problems:	12
The reference list.	12
Reference to a book:	12
Reference to an article in a journal:	13
Reference to a chapter/article in an edited volume:	13
Reference to electronic sources:	13
Some caveats and reassurance	14
5. RESOURCES	15
Blackboard	15
Internet and E-resources	15
Internet-based research tools	15
Reference material	15
6. MARKING AND ASSESSMENTS	17
Principles of marking and grading	17
The marking and moderation process	17

Marking scheme	19
Grade descriptors	19
A. Essays and essay-style examination questions	20
B. Dissertations and projects	21
C. Technical, laboratory or field reports	22
D. Presentations (including oral presentations, blogs, posters and multimedia)	23
E. Portfolios	24
F. Reviews, research designs, annotated bibliographies and similar	25
7. FIELDWORK AND UNDERGRADUATE ARCHAEOLOGY PRIZES	26
8. SUPPORT AND PERSONAL ACADEMIC TUTORS	27
Staff Student Liaison Committee (SSLC)	27
9. SAFETY POLICY: ARCHAEOLOGY	28
Summary for Undergraduate Students	28
General statement of policy	28
Responsibilities of undergraduate students	28
Personal Equipment	28
10. YEAR 1 STUDENTS	29
Discover, acquire and plan: Archaeology at Southampton	29
DISCOVER: What is archaeology? What parts of it are for you? What does the course cover in the First Year?	29
ACQUIRE: skills and knowledge	30
Learning outcomes we expect for the First Year	30
Key skills	30
Specific archaeological skills	30
PLAN: The course, your degree and your future career	31
Fieldwork	32
11. YEAR 2 STUDENTS	34
Learning Skills	34
Examinations and Assessed Work	34
The Dissertation (Archaeology)	34
Year 2 Fieldwork	35
12. YEAR 3 STUDENTS	36
Learning Skills	36
Examinations and Assessed Work	36
The Dissertation	36

Year 3 Fieldwork	37
13. YEAR 4 STUDENTS (Integrated Master's only)	37
Learning Skills and Opportunities	37
Examinations and Assessed Work	37
The Advanced Dissertation	37
Year 4 Fieldwork	38
Document History	38

1. WELCOME MESSAGE

To first-year students

Congratulations on gaining your place to study Archaeology (single or combined honours) at the University of Southampton, and welcome to the start of your undergraduate career. We hope that over the next three years you will be intellectually stimulated and challenged, and also enjoy the unique opportunities that a degree in archaeology offers you. We know that becoming an undergraduate can be quite daunting, requiring you to learn a number of new systems as well as managing your time and finances. However, there are teams of people here to help, from staff in the student office through to your Personal Academic Tutor and module tutors. If you have any questions, please don't hesitate to ask.

To second- and third-year students

Welcome back. Thinking carefully about module options and planning your time will be of more importance than ever. You will probably find that you are carrying out greater amounts of reading and research, leading into your choice of dissertation. We encourage you to make time to talk to staff about your interests and feel free to ask for suggestions for further reading and research.

To all

This handbook has been produced to help you. It contains essential information about Archaeology at the University of Southampton including:

- key regulations governing your degree
- academic study and skills you will need to develop
- information about support
- information about opportunities available to you.

Please make sure you read this handbook carefully.

Note: We do our best to ensure that these regulations conform to Faculty and University policy, but in the unlikely event of any discrepancies, please note that the Faculty and University policies take precedence.

2. MISSION STATEMENT

Archaeology at Southampton aims to achieve excellence in research and teaching by thematic investigation of the past and its contemporary uses. We believe that the highest professional standards of fieldwork, analysis, publication and other modes of dissemination of knowledge must be applied to the discipline of archaeology and to the wide range of theoretical approaches to its study and its regional, national and international significance.

It is the department's mission to equip its students with skills essential not only for a subsequent career within professional archaeology, but for any career which requires expertise based on systematic analysis, project management, exposition, the assessment of information and the application of concepts to solving problems and starting initiatives.

Archaeology is fully committed to the University's quality assurance principles and procedures, and to its Mission Statement:

The University of Southampton is a research-led institution in which teaching and learning take place in an active research environment. We are committed to:

- **The advancement of knowledge** through critical and independent scholarship and research of international significance
- **The communication of knowledge** in an active learning environment involving staff at the forefront of their disciplines
- **The application of knowledge** for the benefit of society, both directly and by collaboration with other organisations.

3. Archaeology & the Faculty of Arts and Humanities

This book complements the [School of Humanities Handbook](#), which contains information relevant to all students in the School of Humanities. This book contains those details that relate specifically to Archaeology programmes (single and combined honours) and the procedures we use within the Archaeology discipline.

Teaching and research quality assurance

Archaeology at Southampton is proud of its record in both teaching and research, and it is our aim to achieve the highest standards in both. Our success is measured by various auditing exercises that help us continually to improve. With respect to teaching, the *Quality Assurance Audit Subject Review* for Archaeology took place in March 2002 and we achieved a top grade of 24/24. Our teaching has also been audited twice since then as part of an on-going quality assurance process, most recently in 2014/15.

We firmly believe that our teaching should be underpinned by a strong research culture, so that you benefit from up-to-date teaching delivered by academics who are actively engaged in generating new knowledge. Southampton is consistently rated among the top Archaeology research units in the UK, and in the most recent Research Excellence Framework (REF 2014) the Department was ranked third in the country for research intensity. This brings us funding from which all students benefit, but also puts pressure on staff who have to divide their time between teaching, administration and research. Our procedures are formalised so that everyone knows what is expected of them; students will understand that staff may not be available except at specific times and staff will ensure that students are kept fully informed about the modules that they are taking and all aspects of their degree programme.

Faculty of Arts and Humanities

Archaeology is located on the Avenue Campus in the Crawford Building (B65A), which houses staff offices and laboratories. The Highfield Campus is about ten minutes walk away and some lectures take place on this campus.

Where to look for information and additional costs

We will primarily use e-mail to contact you, via the Southampton e-mail address that you are given when you register. **It is essential that you check your University e-mail mailbox regularly** and make sure that it is not too full to take any more messages. We will only use your university account for official e-mail.

We may also contact you by internal mail if you are in a Hall of Residence, by post, or by phone if you have a number. It is therefore very important that you **ensure that your address and other details are up to date** on the University's student information systems. You should be able to do this from the University's information portal, the [SUSSED portal](#).

For further information on any additional costs attached to your programme of study, please see the School Handbook.

4. THE LEARNING PROCESS

Lectures, Classes and Practicals

Most modules are taught by formal lectures, interspersed with classes. The timetable allows 45 minutes for each of these. Lectures are intended to introduce some of the themes to which archaeological material relates, and some of the ideas currently derived from it: they do not replace, but supplement, the reading of books and articles. Classes are small, informal groups, taken by a member of staff, a visitor, teaching assistant or a post-graduate: they are opportunities to discuss particular topics, to consider essay subjects, or to review and analyse archaeological controversies. They only work well if everyone is prepared to contribute: no-one will worry if what you say proves to be wrong, for you will have helped everyone to form their opinions through the discussion. Practicals are hands-on sessions where you will learn specific archaeological skills. These are usually taught in smaller groups with help from post-graduate students.

Attendance at all classes and practical sessions is obligatory, unless you are told otherwise. Lectures should also be attended. Students who fail to attend a substantial proportion of lectures frequently fail the module at the end of the semester. Any student whose attendance or work submission is unsatisfactory will be reported to the Faculty. 'Unsatisfactory performance' is grounds for, and is likely to lead to, termination of your course of study.

Activities Week

Following feedback from students about what they would like to get out of their degree and how we can best provide it, we now include an activities week mid-way through semester one. In this week, there will be an intensive series of activities covering topics such as: advanced research skills, how to improve your writing, laboratory and field techniques. The exact makeup of the week will change from year-to-year, depending on the needs of each cohort.

Assessed work

There are a number of places you will find information that relates to your assessed work:

1. The **University's General Regulations** about assessment and progression may be found in section IV of the [University Calendar](#). There you will also find the **University's Academic Integrity Regulations, Statement and Policies**. It is essential that you read these carefully as breaches of academic integrity, such as plagiarism, will lead to penalties and, in severe cases, to termination of your course of study. We can't stress strongly enough how important this is, and if you have any questions please don't hesitate to contact staff directly.
2. The [School of Humanities Student Handbook](#) sets out the majority of the procedures and regulations relating to assessed work and examinations, and applies to all students in the School of Humanities. This covers:
 - a. Regulations about how to prepare and present your work, including typefaces, font sizes and use of computers (in addition, a Formatting Handbook for Archaeology assignments will be available on module Blackboard sites);
 - b. Procedures and regulations about how to submit your work, including the Student Office's deadlines, use of electronic submission and the Faculty's use of plagiarism detection software;

- c. Policies relating to penalties that will be applied for late submission, over-length work, illegible exam scripts etc.
- d. Policies relating to marking, feedback and release of marks.
3. The **Archaeology Student Handbook** (the document you are reading now) provides some more details that relate to assessed work undertaken for Archaeology, and sets out the criteria we use to grade your work.
4. You should also receive a description (rubric) for each piece of assessed work. This will vary in detail, but will set out any specific requirements or expectations for that piece of work that are not covered in any of the above.

Guidance for undertaking assessments for Archaeology

Most Archaeology modules include some form of assessed work, often a mixture of assignments and exams. Some modules are based on 100% assessed coursework, which will usually consist of more substantial projects or assignments. The details for these, including their contribution to your overall mark on the module, are given in the module outlines and hand-outs.

To improve your marks, you will generally need to:

- **Read widely.** Try and find additional relevant literature (books, journal articles) but always critically evaluate whether you are reading current arguments, or out-of-date and discredited ideas. Your reading must extend beyond generic sources (such as textbooks, dictionaries, encyclopaedias, WWW sites or Wikipedia) and focus on reliable, published sources (such as books, edited volumes and scientific journals).
- **Demonstrate your knowledge**, and support it with citations and references. When doing laboratory or practical work, ensure that your observations and work are rigorous and as accurate as possible and you have followed good scientific practice in both your observations and your recording.
- **Provide synthesis, analysis and explanation.** A good grasp of primary literature is essential, but it is not enough unless you show that you understand its context and what it means. Use illustrations, photographs, tables or diagrams where these help you to make a point more clearly or effectively but ensure that you correctly credit any sources (in the caption) just as you would for a written source. Figures and tables should be clear, legible and appropriately-sized (not too small).
- **Present and organise your work well.** Think about the structure of your work, such as the subheadings you use and the order in which you develop your argument.
- **Develop an argument and a point of view**, rather than simply summarising information and the opinions of others, or stringing together extensive direct quotations from your readings. You will not be marked down if your opinion differs from your lecturer's so long as you support your argument, and make it in a convincing way.
- **Answer the question!** Finally, ensure that the points you make, the citations you use and the material you draw on are relevant to the assessment. You will not be credited for your ideas, knowledge or critical skills if they are not relevant to the task you have been set.

Saving Your Work

As it is likely that the vast majority of your assignments, notes and data will be generated in a digital format, it is important that you protect yourself against hardware failure and accidents (including accidentally deleting an essay). It is highly recommended that you get into the habit of 'versioning' (creating incremental snapshots of your work as you progress – i.e. saving your essay as you go, and saving it with a new version number when you make a significant change) and that you back up your work regularly, either to an online source or to some form of external media (a hard drive or flash data stick).

Your university personal filestore is an excellent place to keep a copy of all your work and important files. You can access it while you are off campus if you are connected via a VPN or SVE ([Southampton Virtual Environment](#)). You can find details of how to do this on the [iSolutions website](#).

For transferring files to and from your filestore, in particular those that are too large for e-mail attachments, the University provides a [SafeSend](#) service or alternatively you might make use of sites such as Dropbox or Google docs.

Referencing

You are expected to reference the source of all material and ideas discussed and marks may be deducted if referencing is not appropriate. Failure to correctly reference your sources, or to indicate clearly that text is taken from another source, may breach the University's Academic Policy and will lead to formal sanctions. Repeated or serious breaches of academic integrity may lead to serious sanctions, including termination of your programme of study. You should ensure that you have read and are familiar with the [Academic Integrity statement for students](#).

In most assignments it is therefore **essential** to cite your sources. This is important because:

- It is a professional skill and it is necessary to learn how to do it correctly;
- It is a courtesy to those whose ideas you are using to acknowledge their authorship;
- It will help you follow up further ideas if you are using the essay for revision;
- It will help us know what you are reading and where your ideas are coming from.

Citing references correctly is not difficult once you have learned the conventions and format for doing it. During the first part of your degree, however, we understand that you will be learning how to do this and so as long as you try to reference correctly, marks may not initially be deducted. The more you practise, the more familiar you will become with the conventions required, however, and our expectations of you will increase as you progress through your degree programme.

If you are working with lots of articles and references, for example in an extended essay or your dissertation, it will be worth learning how to use software that manages your references and produces reference lists automatically. The University supports several systems including EndNote and Reference Manager. Lots of further information and advice about referencing systems and reference management software can be obtained from the [library website](#).

Referencing for Archaeology assessments

For assignments in Archaeology, we require that you use a version of the 'Author/date' system, called the 'Harvard system' for references. Other styles of referencing, such as numbered

footnotes, are widely used in classical and medieval archaeology and you should be aware that work submitted to other disciplines (e.g. History or Geography), will require you to use different systems for referencing. If you are submitting work to another discipline (for example, you are taking an alternative subject or are following a combined honours degree with History, Geography or Anthropology) you must therefore check the style of referencing that is acceptable to that discipline. This should be set out in the Discipline Handbook, website or the rubric for the assignment, but if you are unable to find this you should clarify this with the module coordinator.

In the Harvard system, a reference consists of two parts: a citation in the text and full details of the publication in a list at the end. The citation in the text uses only the author's surname (or authors' surnames), the year of publication and, if relevant, the appropriate page(s).

The entry in the list of references at the end should give complete details of the work. Every citation in the text must be matched by an entry in the list. Every entry in the list must be cited at least once in the text. Items that have been read but not referred to in the text should not be included.

Citations in the text.

In the main body of the text you refer ONLY to the author(s), the year of publication and, if relevant, the appropriate page(s) between brackets, as follows:

Data are available on Saxon hooked tags (Hinton 1996:9-11) ...

Page numbers are not needed if the reference is to the entire text, in the most general way. However, page numbers are essential in the citation if you are quoting directly from your source (remember to enclose all quoted text in inverted commas/quotation marks).

If the name of the author forms part of the sentence, it is not repeated between the brackets:

Moser (1998) discusses representation...

If two (or more) publications by the same author are referred to in a particular instance, they are separated with a comma, rather than a semi-colon:

Peacock (1993, 1997) has demonstrated...

Peacock (1993:74, 1997:154-6) has demonstrated...

It has been demonstrated (Peacock 1993, 1997:109)...

NOT: Peacock (1993; 1997)... or ... (1993:74; 1997:154-6)

If you refer to two (or more) publications by the same author anywhere in the same essay and the publications were published in the SAME YEAR, the suffixes a, b, c, etc. are placed directly after the date to distinguish them:

Champion (1978a) has written an interesting introduction to the British Iron Age as well as a book on exciting discoveries in Ireland (Champion 1978b).

Note that the first publication referenced is always a, the second one b, etc. If either of these publications is referred to again, the correct suffix must be used so that a reader will know to which publication reference is being made.

If a publication has two authors, the ampersand (&), not 'and', should be used.

Handedness in long bones (Steele & Mays 1995) is...

If a publication has more than two authors, rather than referring to 'Jones, Smith, Brown, Robinson & Hall 1991', simply refer to 'Jones et al 1991' (this is short for a Latin phrase meaning 'and others'). All the names should appear in full in the reference list at the end of the assignment.

A series of references is written in CHRONOLOGICAL (not alphabetic) order:

Excavations at Driedonkiefontein (Van der Merwe 1937; Smith 1949; James 1990, 1991) ...

Note that a semi-colon separates the publications of different authors, but a comma separates those of the same author.

A common mistake in referencing in the text is to forget that the reference is part of the sentence. If the reference is placed at the end of a sentence, that sentence's full stop is placed after the reference:

CORRECT: Excavations began in 1937 (McNabb 1962).

WRONG: Excavations began in 1937. (McNabb 1962)

WRONG: Excavations began in 1937. (McNabb 1962).

Some special problems:

If you are citing authorities that are not modern or recent publications, for example classical authors or medieval manuscripts, the Author-date system may not be suitable. In these circumstances, it may be acceptable to cite the complete reference in the body of the text and omit it from the reference list at the end, or include it in a separate list for primary sources:

The only source for the Roman conquest of Britain (Dio Cassius, Ix, 20) ...

You may want to refer to work which has been cited by someone else but are unable to find the original. For example, you may have read Keay 1994 who refers to Millett 1985, and you want to refer to Millett's views but are unable to get a copy of Millett 1985 to read them. In this case, it may be acceptable (although it would be deprecated) to do this:

... (Millett 1985, cited by Keay 1994) ...

Then, in the list of text references, you should give details of both works. (This means you must note down the details of Millett as you read Keay.)

Note that it is not acceptable to put Millett 1985 in the text and then Keay 1994 in the reference list: all works cited in the text must appear in the list of references, and all works listed there must appear in the text.

The reference list.

You must put a list of all references cited at the end of an assignment. You should call it 'References Cited', rather than a bibliography. A bibliography is a comprehensive list of everything published on a particular topic, which your assignment is probably not!

Arrange the complete references in a list in alphabetical order according to the surnames of the authors, and in chronological order within each individual author. Where two authors have the same surname, the one with the alphabetically prior first initial should go first.

Reference to a book:

This consists of the surname of the author, his or her initials, and the year of publication, the title of the book, the place of publication, and the name of the publisher.

Barker, P. 1977. *The techniques of archaeological excavation*. London: John Baker.

Note:

1. The title of the book should be in italics.
2. Use capital letters only for the beginning of a title and proper nouns.
3. No page numbers appear in the complete reference to a book. If it is necessary to refer to specific pages do so in the text citation, for example 'Barker 1977:39'.

Reference to an article in a journal:

This consists of the surname of the author, her or his initials, and the year of publication, the title of the article, the name of the journal, the volume number, and the first and last page numbers of the article.

Friedman, I., & Trembour, F.W. 1978. Obsidian: the dating stone. *American Scientist* 66:44-51.

Note:

1. The title of the journal, not the article, must be in italics.
2. Give the full title of the journal, not an abbreviated form, e.g. *Current Anthropology*, not *CA*.
3. The page numbers refer to the first and last pages of the article. If the reference is to a specific page, it appears in the text, e.g. 'Friedman & Trembour 1978:45'.
4. Sometimes, as is the case for *Scientific American*, the separate issues or parts of a journal that make up a volume are paginated individually. In these cases reference must be made to the part of the journal as well as the volume number:
Scientific American 236 (5):35-42.
5. There is no need to use a prefix such as 'p' or 'pp' to indicate page numbers.

Reference to a chapter/article in an edited volume:

This consists of the surname of the author, his or her initials, the year of publication, the title of the chapter or article, the initials and surname of the editor(s), the title of the book, the first and last page numbers of the chapter or article (in this case with 'pp.' for clarity), the place of publication and the publisher.

Fleischer, R.L., & Hart, H.R. 1972. Fission track dating: techniques and problems. In W.W. Bishop & J.A Miller (eds), *Calibration of hominid evolution*, pp. 135-170. Edinburgh: Scottish Academic Press.

Reference to electronic sources:

Where you have obtained a book, journal or published article in electronic form, which is also available in paper form (e.g. via JSTOR), then the citation should be identical to the paper version.

For television or radio broadcasts, the reference should include as a minimum the title, programme name in italics, date and time of transmission, e.g.:

'Undercover: How to Dodge Tax', *Panorama*, BBC1, 26 November 2012.

'Sathnam Sanghera: The Boy with the Topknot' *Bookclub*, BBC Radio 4, 4 December 2012.

For ebooks, give the place of publication (which would be based on the location of the offices of the publisher), the publisher, the year, and an indication of the kind of digital file, giving page numbers or section details only if these are fixed and stable. For example:

Jacobs, N. (ed.), *Early Welsh Gnostic and Nature Poetry* (London: Modern Humanities Research Association, 2012). Google ebook.

There are some circumstances in which it would be appropriate to cite a web page in your assessed work, although care needs to be taken with online sources because the authorship of websites is frequently unclear and the content displayed can change rapidly. If there are clear reasons to do so, you should give the authorship or source, year, title of web document or web page, the type of medium [in square brackets], the date of update (if available), the location on the web ('Available at: URL (Uniform Resource Locator)') and the date of access [in square brackets]. E.g.:

NHS Evidence, 2003. National Library of Guidelines. [online] Available at:
<<http://www.library.nhs.uk/guidelinesFinder>> [Accessed 10 October 2009].

If the URL is very long, that may be because it contains unnecessary elements related to redirection from another website or search engine. In this case, you should identify and cite the most direct link to the page. If you do cite a website, it is good practice to keep a copy of the front page.

If there is no author, use an organisation or attribute the work to '(Anon.)', and put: 'Anonymous 1997. The importance of ...' etc. The problem with the latter is that Anon.a, Anon.b etc. can get out of hand.

Some caveats and reassurance

All these instructions may appear intimidatingly detailed, and you may find yourself occasionally confused by differences in versions of guidance provided. For example, the information given here may differ in small respects to that found in the guides on the [library website](#) or systems programmed into referencing software; individual staff members may likewise have their own ways of doing things. The most important point is that the required information is present, and presented clearly and – importantly – consistently throughout your assignment. Ultimately, no staff member is going to mark you down for choosing to use commas rather than semi-colons before your page numbers. If you have any questions about referencing at any stage in your degree, don't forget that your Personal Academic Tutor is on hand every week during their office hours to answer them!

5. RESOURCES

There are two main libraries which stock archaeology materials: the Hartley Library on the Highfield Campus and the smaller library on the Avenue Campus. The Hartley stocks the majority of the Archaeology Collections, and this should be your primary resource. In addition, the reserve collection for Archaeology is located in the Avenue Campus; this contains key books and selected readings for course modules which are subject to heavy demand. Some resources, for example selected journals, are also available online. You can access these via WebCat or the library homepage.

The library offers a useful tool to identify relevant resources, called [Delphis](#). This offers a single interface through which you can search both the library's own collections, as well as online resources to which it subscribes.

For further information about the Library, to suggest books that we should acquire or for questions about Inter Library Loans, you should contact the Archaeology Library Representative (see table in Section 8, below).

Blackboard

Often, copies of lecture slides, hand-outs and supporting materials as well as materials relating to your assessments will be made available via the Blackboard learning environment. You can access Blackboard via the link on SUSSED, or at [Blackboard](#), and you should find that you are automatically enrolled in modules for which you are registered.

Note that Blackboard pages are created automatically for all taught modules, but this does not mean that module coordinators intend to create resources. If in doubt, or if you find that you do not have access to materials that you need for some reason, contact your module coordinator or lecturer.

Internet and E-resources

Research and learning now relies heavily on electronic resources, from online access to academic journals, through bibliographic software and research aids such as Mendeley to YouTube. Some of these are an invaluable academic resource, others are out of date or factually incorrect. Over the course of your degree you will be given guidance on how to use these resources critically, and how to cite them within your work. If in doubt, ask your module coordinator or your Personal Academic Tutor for more information. In addition, the University has created a large number of online resources to support your learning.

Internet-based research tools

[Google Scholar](#) is a mechanism to search for academic articles on a given subject/search term

[Web of Knowledge](#) is similar to the above but with greater control over search terms

[Mendeley](#) is a very useful free research aid. This programme allows you to create your own library of pdfs, make notes on them, carry out online searches, share ideas with colleagues and create reference lists within word document.

Reference material

The library provides online access to a large number of ebooks (see above), including the [Oxford English Dictionary](#).

All of these resources are easy to access while you are connected to the university network. However, if you are working from home you can still gain access by making use of a 'Virtual Private Network Connection' (VPN). By creating this connection your computer establishes a secure link to the university, giving it access to any online resources which you would have at your disposal if you were physically on site. For information on how to set this up on your computer visit the [Isolutions website](#).

6. MARKING AND ASSESSMENTS

Principles of marking and grading

In general, you should be aware that assessed work at University is not graded in the same way as, for example, A-levels or GCSE exams. In those cases, your work is generally compared with fairly rigid model answers or against very specific expectations. Your work at University will be assessed against far more general criteria, affording you the opportunity to gain high marks by answering questions in many different ways. Markers may not have pre-determined ideas about what they want you to say or produce but will reward originality, rigour and scholarship with good marks.

We expect you to read and research independently beyond your lecture notes and introductory textbook, and the other materials you are given. Although lectures (and your notes) should be a useful resource, they are intended as a starting-point for undertaking follow-up study and not as a one-stop shop or a recipe for a particular grade.

Markers will also have higher expectations of you in the second and third years than they do during the first year. We expect you to improve the sophistication and the depth of your work through your degree, so that work that would achieve a given mark in year 1 will not necessarily obtain the same mark in subsequent years. For example, we understand that you will be learning how to cite and reference your work correctly during year 1, and so markers will mark down less for poor citation and provide you with feedback on this. During subsequent years, however, we will increasingly expect you to provide detailed, thorough and well formulated citations and lists of references, and you will be marked down more severely where you do not do so.

The marking and moderation process

All undergraduate assessments in Archaeology (except undergraduate dissertations) are marked, and then moderated by a second member of staff. Moderation is a sample-based quality assurance process that seeks to ensure that marking is consistent between markers, and between modules. The moderator reads a sample of the work, including examples from all degree classes, and assesses the consistency of the marks. The outcome of moderation is passed to the Director of Programmes, who will specify further action if needed.

Occasionally, systematic issues arise in marking. For example, there may be differences noted among markers, in the level of difficulty of different exam questions, or anomalous variations in performance between different groups of students taking the same module, which require adjustment to bring them in line with one another. Each module is subject to the above moderation process, designed to identify any such issues, and to further review by the relevant External Examiner. Where potential issues are identified, the Director of Programmes will review the evidence and recommend appropriate action such as re-marking by a third marker using the same or a different marking scheme, re-weighting components or sub-components, or scaling the assessment component or module marks. Any adjustments to marks will be made according to the principles and practices identified in the University's double-blind marking and moderation and scaling policy/policies, which include discussion with the External Examiner and approval by the responsible Board of Examiners to confirm that the resulting marks conform to University and national standards. As determining appropriate standards is a matter of academic judgment, these decisions are not subject to academic appeal. Where marks are adjusted, affected students will be notified of both the rationale and the process applied.

To ensure that feedback and marks are not unduly delayed, marks are released to students prior to moderation, which means that – if moderation results in alterations to marks – you may be notified later of changes to your marks.

Marking scheme

Southampton University uses a traditional scale of marks for undergraduate degrees that grades your work into degree *classes* as follows:

1st	'First', First-class honours	70 and above
2:1 (2i or 2I)	'Two-one', Second-class honours, upper division	60-69
2:2 (2ii or 2II)	'Two-two', Second-class honours, lower division	50-59
3rd	'Third', Third-class honours.	40-49
Fail	Fail, below honours degree standard.	39 and below
Fail	Fail, and cannot normally progress.	24 and below

University regulations sometimes distinguish between different levels of fail, for example with respect to whether you are permitted to 'carry' a fail mark (e.g. by compensation) and still progress to the next year. It is important to understand that the University's marks scheme is not really a percentage, and the marks scale is not linear – a mark of 60, for example, is not literally "twice as good" as a mark of 30. It is better to think of your numerical marks as codes that can be translated into descriptions of your performance.

Grade descriptors

The grade descriptions below explain what markers will look for in your work and what you should aim for in order to achieve for each grade. The first table gives generic descriptions of the quality expected for all assessed work. Specific grade descriptors that expand these in the context of particular types of assessments are given below (A to F).

Mark	Grade description
> 85 Exemplary	Outstanding work that is, or is close to, a standard that could be published. Comprehensive and original. Shows understanding of a range of complex ideas, and contributes to the development of new ideas.
78-84 Exceptional	Exceptional work with almost no flaws. Very knowledgeable and at least partly original. Shows understanding of a range of complex ideas.
70-77 Excellent	Excellent work with very few flaws. Detailed knowledge that is deployed appropriately. Shows understanding of some complex ideas.
65-69 Highly proficient	Very good, highly proficient work with very few flaws. Detailed knowledge with very few omissions. Shows understanding of all established ideas.
60-64 Proficient	Good, proficient work with some flaws. Detailed knowledge with very some notable omissions. Shows understanding of many established ideas.
55-59 Acceptable	Acceptable work with some significant flaws. Reasonable knowledge with very notable omissions. Shows understanding of some of the established ideas.
50-54 Weak	Weak work with many significant flaws. Some relevant knowledge, with very notable omissions. Limited understanding of the established ideas.
45-49 Poor	Poor work with many significant flaws. Little relevant knowledge. Little understanding of any of the ideas or concepts.
40-44 Very poor	Very poor work with many significant flaws. Very little relevant knowledge. Very little understanding of any of the ideas or concepts.
25-39 Fail	Unacceptably poor work with many significant flaws. Almost no relevant knowledge. Almost no understanding of any of the ideas or concepts.
0-24 Clear fail	Unacceptably poor work with many significant flaws. No relevant knowledge. No understanding of any of the ideas or concepts.

The tables that follow expand these generic grade descriptions for specific types of assessments. Note that sometimes, more than one of these may apply to a particular assessment – ask your lecturer if you are unclear about which will be relevant.

A. Essays and essay-style examination questions

These are appropriate for assignments that involve significant elements of discursive writing on a theme or a choice of themes, such as essays, extended essays or essay-type exam questions.

> 85 Exemplary	Significant and highly original. Demonstrates complete understanding of complex ideas and mastery of relevant literature. Exceptionally thorough in the range of well-chosen primary and secondary sources utilised. Shows outstanding critical evaluation and original analysis of evidence expressed in a very well-reasoned, logical manner. Shows evidence of original insight into the topic being explored. Excellent organisation and structure, with a range of appropriate examples to illustrate points and justify arguments. Excellent presentation and use of illustrations, where relevant.
78-84 Exceptional	Demonstrates knowledge of a wide range of primary and secondary sources. Discussion deploys excellent critical evaluation and original analysis of evidence to develop a consistent explanation or interpretation, and shows maturity and depth of knowledge. Excellent organisation and structure, with a range of appropriate examples to illustrate points and justify arguments. Excellent presentation and use of illustrations and graphical display, where relevant.
70-77 Excellent	Demonstrates a high level of understanding of the ideas and mastery of the relevant literature. Content drawn from a range of primary and secondary sources. Excellent critical evaluation and original analysis of evidence expressed in a very well-reasoned, logical manner. Very good organisation of information, with good use of examples to illustrate points and justify arguments. Excellent presentation and effective use of illustrations and graphical display where required.
65-69 Highly proficient	Shows understanding of all the main ideas and most of the relevant literature. Content drawn from a good range of primary and secondary sources. Good critical evaluation and analysis of evidence expressed in a well-reasoned logical manner. Information is well-organised, and makes use of examples to illustrate points and justify arguments. Very good presentation with appropriate use of illustrations and graphical display where required.
60-64 Proficient	Clear understanding and/or awareness of the main ideas and a selection of the relevant literature. Content drawn from a range of primary and secondary sources. Competent critical evaluation and analysis of evidence expressed in a largely well-reasoned and consistent manner. Information is generally well-organised, and makes use of examples to illustrate points and justify arguments. Proficient presentation with suitable use of illustrations and graphical display where required.
55-59 Acceptable	Some understanding and awareness of the main issues and ideas, and some of the relevant literature, though with some significant omissions. Content drawn from a basic range of sources. Shows some competent critical evaluation and analysis of evidence expressed with basic reasoning and logic. There may be areas where clarity of understanding is lacking. Some use of examples to illustrate points and justify arguments. Acceptable presentation with some attempt at utilising illustrations or graphical display in a supporting fashion.
50-54 Weak	Some understanding and awareness of the main issues and ideas, and some of the relevant literature, though with some significant omissions. Content drawn from a basic range of sources. Shows limited level of critical evaluation and analysis of evidence. Points of poor comprehension or confusion clearly evident. Attempts to use examples to illustrate points and justify arguments. Acceptable presentation. Illustrations or other forms of graphical display either lacking or poorly conceived.
45-49 Poor	Limited understanding of subject area, and very limited reading of relevant literature. Content drawn from a limited range of sources. Little evidence of critical evaluation and analysis; argument shows basic reasoning and logic. Errors in the choice, comprehension and communication of data and concepts clearly evident. Basic organisation of information and limited use of examples to illustrate points and justify arguments. Presentation may be poor.
40-44 Very poor	Very limited understanding of subject area, and minimal reading of relevant literature. Content drawn from a very limited range of sources. Very little evidence of critical evaluation and analysis; argument shows very basic reasoning and logic. Errors in the choice, comprehension and communication of data and concepts dominant. Basic organisation of information and very limited use of examples to illustrate points and justify arguments. Presentation may be poor.
25-39 Fail	Little understanding of the subject area, and little awareness or use of the relevant literature. Content drawn from few relevant sources. Minimal critical evaluation and analysis; argument shows flawed reasoning and logic. Information is not well-organised and/or examples are not present or are not relevant. Presentation may be poor.
0-24 Clear fail	No understanding of the subject area, and little evidence of use of the relevant literature. Very little relevant content, drawn from very few relevant sources. No evidence of critical evaluation and analysis; argument shows flawed reasoning and logic. Information is poorly-organised and examples are either not present or are not relevant. Presentation may be poor.

B. Dissertations and projects

The following relate to assignments that have a significant element of independent study, such as projects and dissertations (although table A, above, may also be relevant to some of these).

> 85 Exemplary	Significant and highly original. Represents an advancement of knowledge and should be published. Demonstrates complete understanding of complex ideas and mastery of relevant literature. Aims and/or methodologies demonstrate originality and are fully justified, source material is appropriate. Synthesis is in-depth and highly relevant. Conclusions are wholly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data with great insight and/or exceptional critical thought. The contents are publishable with only minor revision necessary. Excellent presentation and use of illustrations, where relevant.
78-84 Exceptional	Significant or original work that could be published with some revisions. Demonstrates excellent understanding of complex ideas and relevant literature. Aims and/or methodologies demonstrate originality and are fully justified. Source material is appropriate, synthesis is in-depth and highly relevant. Conclusions are wholly supported by the evidence. The text is well-written and -illustrated. Demonstrates that the student has analysed and synthesized a topic or set of data with high levels of insight and/or critical thought. Excellent consistency, organisation and presentation. Excellent presentation and use of illustrations, where relevant.
70-77 Excellent	A potentially significant piece of work, but additional research would be needed to develop it to the point of possible publication. Demonstrates a high level of understanding of the ideas and mastery of the relevant literature. Aims and/or methodologies demonstrate some originality and are fully justified. Source material is appropriate, synthesis is detailed and highly relevant. Conclusions are mostly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data with insight and/or critical thought. Excellent consistency, organisation and presentation. Excellent presentation and use of illustrations, where relevant.
65-69 Highly proficient	Shows understanding of all the main ideas and most of the relevant literature. Aims and/or methodologies demonstrate some originality and are largely justified, source material is largely appropriate, synthesis is proficient and largely relevant and conclusions are mostly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data with insight and/or critical thought. Excellent consistency, organisation and presentation. Very good presentation with appropriate use of illustrations and graphical display where required.
60-64 Proficient	Clear understanding and/or awareness of the main ideas and a selection of the relevant literature. Research aims and/or methodologies demonstrate some originality and are largely justified; source material is largely appropriate but may lack relevance or quantity in places. Synthesis is largely relevant and conclusions are mostly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data with reasonable level of insight and/or critical thought. Good consistency, organisation and presentation. Proficient presentation with suitable use of illustrations and graphical display where required.
55-59 Acceptable	Generally sound understanding and/or awareness of the main ideas and a selection of relevant literature. Aims and/or methodologies are acceptable but may lack originality and may require further justification. Source material is largely appropriate but may lack relevance or quantity. Synthesis is adequate, though may lack depth or breadth and is not necessarily made relevant to the discipline. Conclusions are mostly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data with acceptable level of insight and/or critical thought. Good consistency, organisation and presentation, though there may be some flaws. Acceptable presentation with some attempt at utilising illustrations or graphical display in a supporting fashion.
50-54 Weak	Some understanding and awareness of the main issues and ideas, and some of the relevant literature, though with some significant omissions. Aims and/or methodologies are acceptable but may lack originality, clarity or relevance and may not be fully justified. Source material is adequate but may lack relevance or quantity. Synthesis may lack depth or breadth, may be overly descriptive, and may not be made relevant to the discipline. Conclusions are partly supported by the evidence. Demonstrates that the student has analysed and synthesized a topic or set of data though with limited insight and/or critical thought. Consistency, organisation and presentation, may be problematic. Illustrations or other forms of graphical display either lacking or poorly conceived.
45-49 Poor	Limited understanding of subject area, and very limited reading of relevant literature. Aims and/or methodologies may be somewhat confused, vague or inappropriate, may not be justified, and research may be poorly executed. Some aspects of the source material may be inadequate and lack relevance or quantity. Synthesis may lack depth or breadth, may be overly descriptive, and may not be made relevant to the discipline. Conclusions are largely not supported by the evidence. Little evidence that the student has analysed and synthesized a topic or set of data. Consistency, organisation and presentation may be poor.
40-44 Very poor	Very limited understanding of subject area, and minimal reading of relevant literature. Aims and/or methodologies may be confused, vague or inappropriate, may not be justified, and research may be poorly executed. Many aspects of the source material may be inadequate and lack relevance or quantity. Synthesis may lack depth or breadth, may be overly descriptive, and may not be made relevant to the discipline. Conclusions are very largely not supported by the evidence. Very little evidence that the student has analysed and synthesized a topic or set of data. Consistency, organisation and presentation may be poor.
25-39 Fail	Little understanding of the subject area, and little awareness or use of the relevant literature. Aims and/or methodologies may be confused, vague or inappropriate, are not justified, and the research is poorly executed. The source material is inadequate and lacks relevance and/or quantity. Synthesis lacks any depth or breadth, is overly descriptive, may be fundamentally flawed, and is not made relevant to the discipline. Conclusions are not supported by the evidence. Almost no evidence that the student has analysed and synthesized a topic or set of data. Consistency, organisation and presentation may be poor.
0-24 Clear fail	No understanding of the subject area, and little evidence of use of the relevant literature. Aims and/or methodologies are confused, vague, inappropriate, or absent or are not justified. The research is poorly executed. Source material is inadequate and lacks relevance and/or quantity. Synthesis is absent, or lacks in any depth or breadth, is overly descriptive, may be fundamentally flawed, and is not made relevant to the discipline. Conclusions are not supported by the evidence. No evidence that the student has analysed and synthesized a topic or set of data. Consistency, organisation and presentation may be poor.

C. Technical, laboratory or field reports

The following explains how the generic grade descriptors (above) would be interpreted for assessments that require reports that involve collection and analysis of primary data.

> 85 Exemplary	Addresses all of the relevant literature. Outstanding work on a sound data set, demonstrating exceptional experimental/survey design coupled with technically excellent and systematic data collection. Excellent discussion of results in the context of all relevant literature and excellent attempts to reconcile inconsistencies and irregularities. Clear statement of the implication of the study and sensible suggestions for further work. Excellent presentation and use of illustrations and graphical display, where relevant.
78-84 Exceptional	Addresses a wide range of relevant literature. Excellent work on a sound data set, demonstrating excellent experimental/survey design and thorough, technically competent and systematic data collection. Discussion of results shows awareness and understanding of most relevant literature and good attempts to reconcile inconsistencies and irregularities. Clear statement of the implication of the study and sensible suggestions for further work. Excellent presentation and use of illustrations and graphical display, where relevant.
70-77 Excellent	Addresses a range of relevant literature. Excellent work on a sound data set, demonstrating sound experimental/survey design coupled with technically competent and systematic data collection. Discussion of results attempts to reconcile inconsistencies and irregularities. Clear statement of the implication of the study and sensible suggestions for further work. Excellent presentation and use of illustrations and graphical display, where relevant.
65-69 Highly proficient	Very good work, addressing a range of relevant literature. Very good work on a sound data set, demonstrating competent experimental/survey design and competent and systematic data collection. Results are discussed in the light of relevant literature with acknowledgement of and some attempt to reconcile inconsistencies and irregularities. Identification of some implications of the study including some suggestion for further work. Very good presentation and highly proficient use of illustrations and graphical display, where relevant.
60-64 Proficient	Good work, addressing a range of relevant literature. Good work on a predominantly sound data set, demonstrating competent experimental/survey design and competent and systematic data collection. Demonstrates reasonable understanding of method and theory. Good discussion of results in the context of some relevant literature and some attempt to reconcile inconsistencies and irregularities. Identification of some implications of the study including some suggestion for further work. Proficient presentation with suitable use of illustrations and graphical display where required.
55-59 Acceptable	Competent work, addressing some relevant literature. Competent work on a basically sound data set, with no major flaws in experimental/survey design, and reasonably competent and systematic data collection. Competent discussion of results in the light of some relevant literature, with acknowledgement of at least some inconsistencies and irregularities and a basic attempt at their reconciliation. Identification of a few implications of the study. Acceptable presentation with some attempt at utilising illustrations or graphical display in a supporting fashion.
50-54 Weak	Weak work, addressing some relevant literature. Competent presentation of a basically sound data set that may have some flaws in experimental/survey design. Shows some understanding of method and theory. Some discussion of results, with acknowledgement of at least some inconsistencies and irregularities and a basic attempt at their reconciliation. Illustrations or other forms of graphical display either lacking or poorly conceived.
45-49 Poor	Limited presentation of basic data set, demonstrating very limited understanding of method and theory. Flaws in experimental/survey design, and incomplete data collection. Limited or confused discussion of results, related to little relevant literature. Acknowledgement of at least some inconsistencies and irregularities. Identification of a few implications of the study. Presentation and use of illustrations and graphical display may be poor.
40-44 Very poor	Very limited presentation of basic data set, demonstrating very little understanding of method and theory. Many flaws in experimental/survey design, and incomplete data collection. Very limited or confused discussion of results, related to minimal relevant literature. Acknowledgement of at least some inconsistencies and irregularities. Identification of only very minor implications of the study. Presentation and use of illustrations and graphical display may be poor.
25-39 Fail	Rudimentary work addressing little, if any, relevant literature and showing almost no understanding of method and theory. Poor presentation of data set, significant flaws in experimental/survey design and incomplete data collection. Rudimentary discussion of results. Limited acknowledgement of at least some inconsistency and irregularities. Presentation and use of illustrations and graphical display, where relevant, may be unacceptably poor.
0-24 Clear fail	Rudimentary work addressing almost no relevant literature and showing no understanding of method or theory. Poor presentation of data set, significant flaws in experimental/survey design and very incomplete data collection. No appreciable discussion of results. No attempt to resolve inconsistency and irregularities. Presentation and use of illustrations and graphical display, where relevant, may be unacceptably poor or absent.

D. Presentations (including oral presentations, blogs, posters and multimedia)

The following are appropriate for assessments that relate significantly to the presentation or effective communication of archaeological information such as oral presentations, posters, blogs, multimedia or websites.

> 85 Exemplary	Outstanding presentation in which the content is communicated effectively and clearly to a standard that would be acceptable in the specified professional or academic context. The content is thoroughly understood, and the presentation communicates complex ideas effectively, making exemplary use of the available media.
78-84 Exceptional	Exceptional presentation in which the content is communicated effectively and clearly to a standard that could be delivered acceptably in the specified professional or academic context with little further work or supervision. The content is thoroughly understood, and the presentation communicates ideas effectively, making excellent use of the available media.
70-77 Excellent	Excellent presentation in which the content is communicated effectively and clearly to a standard that could be delivered acceptably in the specified professional or academic context with further work and supervision. The content is thoroughly understood, and the presentation communicates ideas effectively, making good use of relevant media.
65-69 Highly proficient	Very good presentation in which the content is communicated effectively and clearly to the specified audience. The content is largely understood, and the presentation communicates the relevant ideas effectively, making proficient use of relevant media.
60-64 Proficient	Good presentation in which the content is communicated reasonably effectively and clearly to the specified audience. The content is largely understood, and the presentation communicates most of the relevant ideas, making proficient use of relevant media.
55-59 Acceptable	Acceptable presentation in which the content is communicated reasonably effectively to the specified audience. The content is predominantly understood, and the presentation communicates some of the relevant ideas, making reasonable use of relevant media.
50-54 Weak	Limited presentation in which much of the required content is communicated to the specified audience. The content is partly understood, and the presentation communicates some of the relevant ideas, making reasonable use of relevant media.
45-49 Poor	Poor presentation in which only some of the required content is communicated to the specified audience. The content is poorly understood, and the presentation communicates only a few of the relevant ideas, making poor use of relevant media.
40-44 Very poor	Very poor presentation in which barely any of the required content is communicated to the specified audience. The content is very poorly understood, and the presentation communicates only a few of the relevant ideas, making poor use of relevant media.
25-39 Fail	Unacceptable presentation in which very little of the required content is communicated to the specified audience. The content is understood only to a very limited extent, and the presentation communicates hardly any of the relevant ideas, making very poor use of relevant media.
0-24 Clear fail	Unacceptable presentation in which very little of the required content is communicated to the specified audience. The content has not been understood, and the presentation fails to communicate any relevant ideas, making no effective use of relevant media.

E. Portfolios

The following relate to assessments that consist of portfolios or collections of smaller pieces of work (note that other grading criteria may apply to individual elements of a portfolio).

> 85 Exemplary	Largely complete, and to which considerable additional work has been added beyond the minimum specification for the assignment. All the work presented is to the highest standard. Individual elements are of a professional or academic quality suitable for publication with minor revisions.
78-84 Exceptional	Largely complete, and to which additional work has been added beyond the minimum specification for the assignment. All the work presented is to an excellent standard. Individual elements are of a professional or academic quality suitable for publication with some revisions.
70-77 Excellent	Largely complete, and to which some additional work has been added beyond the minimum specification for the assignment. All the work presented is to an excellent standard. Individual elements are of a professional or academic quality that could be made suitable for publication with some supervision and revision.
65-69 Highly proficient	Largely complete, and to which a little additional work may have been added beyond the minimum specification for the assignment. All the work presented is to a very good standard. Individual elements conform to relevant professional standards.
60-64 Proficient	Largely complete, although with no additional work beyond the minimum specification for the assignment. The majority of the work presented is to a good standard. Most individual elements conform to relevant professional standards.
55-59 Acceptable	Mostly complete, but with no additional work beyond the minimum specification for the assignment. The majority of the work presented is to an acceptable standard. Most individual elements conform to relevant professional standards.
50-54 Weak	Partially complete, and with no additional work beyond the minimum specification for the assignment. The majority of the work presented is to a limited standard. Some of the individual elements conform to relevant professional standards.
45-49 Poor	A minority of the elements are present. The work presented is to a poor standard, or does not conform to the assignment specification. Many of the individual elements fail to conform to relevant professional standards.
40-44 Very poor	A limited number of the elements are present. The work presented is to a very poor standard, or does not conform to the assignment specification. Many of the individual elements fail to conform to relevant professional standards.
25-39 Fail	Very few of the elements are present. The work presented is to a rudimentary standard, or does not conform to the assignment specification. Most of the individual elements fail to conform to relevant professional standards.
0-24 Clear fail	Largely incomplete. The work presented is not to an acceptable standard, or does not conform to the assignment specification. None of the elements conform to relevant professional standards.

F. Reviews, research designs, annotated bibliographies and similar

The following are appropriate for assessments that have specific tasks. Examples might include research designs, annotated bibliographies or literature reviews.

> 85 Exemplary	Includes all the required elements, each of which is completed to a technical standard that could be incorporated into a funded research project or professional archaeological work with little or no modifications. This work goes well beyond the requirements set out in the assignment rubric, demonstrating (for example) an exemplary level of critical reading, a highly-developed or original research design.
78-84 Exceptional	Includes all the required elements, each of which is completed to a technical standard that could be incorporated into a funded research project or professional archaeological work with a little further work or supervision. This work exceeds the requirements set out in the assignment rubric, demonstrating (for example) an exceptional level of critical reading, an excellent and imaginative research design.
70-77 Excellent	Includes all the required elements, each of which is completed to a technical standard that could be incorporated into a funded research project or professional archaeological work with significant further work or supervision. This work fully meets the requirements set out in the assignment rubric, demonstrating (for example) an excellent level of critical reading, an excellent research design.
65-69 Highly proficient	Includes nearly all the required elements, which are completed to an extremely proficient technical standard that complies with the rubric and relevant professional standards. This work fully meets the requirements set out in the assignment rubric, demonstrating (for example) a very good level of critical reading, a robust and well-planned research design.
60-64 Proficient	Includes the majority of the required elements, which are completed to a proficient technical standard. The majority of the work complies with the rubric and relevant professional standards. This work largely meets the requirements set out in the assignment rubric, demonstrating (for example) a good level of critical reading, a reasonably well-planned research design.
55-59 Acceptable	Includes the majority of the required elements, which are completed to an acceptable technical standard. The majority of the work complies with the rubric and some of it meets relevant professional standards. This work only partly meets the requirements set out in the assignment rubric, demonstrating (for example) some level of critical reading, a promising, but flawed, research design.
50-54 Weak	Includes most of the required elements, some of which are completed to an acceptable technical standard. The majority of the work addresses the rubric. This work only partly meets the requirements set out in the assignment rubric, demonstrating (for example) a limited level of critical reading, a flawed research design.
45-49 Poor	Includes some of the required elements, many of which have not been completed to an acceptable technical standard. Much of the work is missing or fails to address the rubric. This work fails to demonstrate (for example) an acceptable level of critical reading, or an acceptable understanding of how to write a research design.
40-44 Very poor	Includes few of the required elements, many of which have not been completed to an acceptable technical standard. Much of the work is missing or fails to address the rubric. This work fails to demonstrate (for example) an acceptable level of critical reading, or an acceptable understanding of how to write a research design.
25-39 Fail	Includes very few of the required elements, most of which have not been completed to an acceptable standard. The majority of the work is missing or fails to address the rubric. This work fails to demonstrate (for example) the required level of relevant critical reading, or sufficient understanding of how to write a research design.
0-24 Clear fail	Includes almost none of the required elements, and that are present are well below an acceptable standard. The majority of the work may be missing or fails to address the assignment rubric. This work fails to demonstrate (for example) any relevant critical reading, or any understanding of how to write a research design.

7. FIELDWORK AND UNDERGRADUATE ARCHAEOLOGY PRIZES

Fieldwork

Our compulsory first-year module ARCH1005 (Archaeological Methods for Fieldwork and Analysis) will introduce you to many of the important archaeological skills required for fieldwork. Subsequent to this, students must complete the compulsory Year 2 fieldwork module ARCH2040 (Professional and Academic Practice in Archaeology). This module requires the completion of three weeks of fieldwork (or equivalent practical activity), normally as part of one (or more) of the many fieldwork projects that run annually during the summer vacation. A process of discussion, provision of information and allocating places on these projects takes place annually, usually before Easter.

Prizes

Archaeology offers four prizes for academic achievement, each worth £50. These are:

- The Archaeology Year 1 prize (awarded to the student with the best overall performance in Year 1)
- The Archaeology Year 2 prize (awarded to the student with the best overall performance in Year 2)
- The Archaeology Year 3 prize (awarded to the student with the best overall performance in Year 3)
- The Archaeology dissertation prize (awarded to the student with the highest dissertation mark).

Both combined- and single-honours students are eligible for these prizes. Students taking a year abroad will be eligible for the prize relevant to their level of study (e.g. Year 4 students will be considered for the Year 3 prize). Students without a complete set of marks at the time of the exam board (e.g. those with special considerations status) will be included for consideration with the following year's cohort.

8. SUPPORT AND PERSONAL ACADEMIC TUTORS

If you have any other problems that are affecting your work, you should let your Personal Academic Tutor know. They may refer you to the Archaeology Senior Tutor or to the Humanities Senior Tutor.

Joint Honours students may have a Personal Academic Tutor in their other subject. There is a 'liaison tutor' for each combination, so if you have anything to discuss about the Archaeology side you should contact the Archaeology/History, Archaeology/Anthropology or Archaeology/Geography liaison tutors (see table below).

Archaeology's Director of Programmes (DoP) is responsible for the overall management of all teaching. The DoP works in partnership with a Director of Postgraduate Taught Programmes (DoPGTS). If you have any concerns or queries about your academic work or the modules you are taking you should talk them over with your Personal Academic Tutor in the first instance, and make contact with the DoP if you require further advice or assistance. Holders of these positions are listed below:

Role	Holder 2019/20	Contact
Head of Archaeology	Alistair Pike	A.W.Pike@soton.ac.uk
Deputy Head of Archaeology	Josh Pollard	C.J.Pollard@soton.ac.uk
Director of Programmes	William Davies	S.W.G.Davies@soton.ac.uk
Head of Research	Josh Pollard	C.J.Pollard@soton.ac.uk
Head of Fieldwork	Tim Sly	tim.sly@soton.ac.uk
Director of PGT studies	Julian Whitewright & Jo Sofaer	R.J.Whitewright@soton.ac.uk & jrsd@soton.ac.uk
Academic Integrity Officers	Tim Sly & William Davies	Tim.sly@soton.ac.uk ; S.W.G.Davies@soton.ac.uk
Dissertations Coordinator	Julian Whitewright	R.J.Whitewright@soton.ac.uk
History liaison	Alison Gascoigne	A.L.Gascoigne@soton.ac.uk
Anthropology liaison	Yvonne Marshall	yvm@soton.ac.uk
Geography liaison	Fraser Sturt	F.Sturt@soton.ac.uk
Library representative	Jaco Weinstock	J.Weinstock@soton.ac.uk
Archaeology Senior Tutor	Tim Sly	tim.sly@soton.ac.uk
Health and Safety	Dominic Barker	D.S.Barker@soton.ac.uk
Examinations officer	John McNabb (Semester 1); Alison Gascoigne (Semester 2)	J.McNabb@soton.ac.uk ; A.L.Gascoigne@soton.ac.uk

Staff Student Liaison Committee (SSLC)

You are an important part of the department and will contribute to its activities on a daily basis. As such, you are well-placed to help us understand what we are doing well, but also to help identify where we could improve or what new elements might be good to include in our range of activities. The SSLC is one forum through which you can make your voice heard. It meets regularly each term, with student-nominated officers raising issues and passing on feedback. The SSLC has helped us to make some excellent changes to the curriculum and the ways in which it is delivered over the last few years. Please do think about standing to be a representative.

9. SAFETY POLICY: ARCHAEOLOGY

Summary for Undergraduate Students

General statement of policy

The safety policy for Archaeology is to provide and maintain safe and healthy working conditions, equipment and systems of work for all its staff and students. To this end, information, training and supervision is provided as necessary. Responsibility is also accepted for the health and safety of other people who may be affected by the Archaeology group's activities.

Responsibilities of undergraduate students

All members for Archaeology have a responsibility to co-operate with their colleagues to achieve a healthy and safe workplace, and to take reasonable care of themselves and others. Everyone is required to work in accordance with this policy and in accordance with the assessments made of all Archaeological activities. The risks associated with all Archaeology activities have been assessed. In many cases there is no significant risk. In other cases, especially in laboratory practicals or in fieldwork, there are risks, and the written and verbal instructions must be followed. No-one will be required to undertake any task for which they have not been trained. No-one may use equipment or laboratories without specific authorisation.

If there are any medical or other factors which would cause someone to experience significant risk in the performance of their work, for instance in laboratory practicals or in fieldwork, they should be brought to the attention of the course co-ordinator or other person in authority.

Anyone who notices a health or safety problem that they cannot put right must immediately report it to the course co-ordinator, their Personal Academic Tutor, the Archaeology Safety Officer (see table in Section 8), or another person in authority.

Personal Equipment

You are responsible for the safety of all equipment that you bring to the University. In particular you should ensure that all electrical items, e.g. computers, laptops, mobile phone chargers etc., are safe to use in the UK. You should regularly check electrical equipment for any obvious sign of damage, and not use it if it is damaged. Obvious examples of damage are cracked cases/plug tops and cuts to electrical leads. If you need further advice on the safety of your equipment, please contact your tutor or supervisor, or the Archaeology or Faculty Safety Officer, in the first instance.

10. YEAR 1 STUDENTS

Discover, acquire and plan: Archaeology at Southampton

The philosophy of the First-Year teaching programme is based around the three concepts: discover, acquire and plan.

Discover archaeology

- To introduce you to the discipline of archaeology. Most incoming students have had little or no exposure to archaeology; the First Year introduces you to the breadth of Archaeology.
- To encourage you to explore the subject of archaeology as widely as possible, to go beyond narrow, popular ideas of what archaeology is.

Acquire skills

- To provide a basic introduction to archaeological theory, practices, and product in the form of regional and period-based studies.
- To provide an opportunity to acquire the basic study skills you will need to thrive during your degree (e.g. using the library, reading, essay writing, analytical skills, referencing, IT skills).

Plan a future

- Provide a basis on which you can identify those aspects of archaeology in which you have the greatest interest, and then track a course through the Year Two and Year Three options (and Year Four for those on Integrated Master's programmes) which allows you to explore these interests. Similarly you may identify a specific career outcome and wish to track a course through the options which develops appropriate skills.
- To introduce you to all members of staff so you can identify staff whose research is of greatest interest to you and with whom you would like to work more closely in selected modules, fieldwork and dissertation research.

DISCOVER: What is archaeology? What parts of it are for you? What does the course cover in the First Year?

Because few people have had the opportunity to study archaeology before coming to University, the First Year is essentially a series of foundation courses, designed to introduce the discipline, the ways in which it can be studied, the methods that it uses and the range of information that it contains. Even if you have studied A-level Archaeology, you will quickly find that this year has greater depth than your earlier work.

The degree course is modular, i.e. made up each year of eight equal modules (of which combined-honours students take four), all of which are assessed. A modular degree course makes for flexibility and allows you to follow particular pathways in Years Two and Three (and Four where relevant) which are described below. The emphasis is on building your own degree by taking those modules which most interest you from the wide range a large Archaeology programme such as Southampton offers.

ACQUIRE: skills and knowledge

The First Year is intended to introduce you to the fundamentals of the discipline of archaeology and to demonstrate some of the approaches to its study. It is also a Qualifying Year: we need to be confident by the end of it that you are ready for Second-Year Honours Degree work. First-Year marks do not count as part of Finals at the end of your Third Year, but will appear in your academic transcript or be referred to in references. As part of qualifying you must have an adequate performance record.

Learning outcomes we expect for the First Year

By the end of the First Year we expect you to have achieved the following:

- A solid grounding in the principles of archaeological investigation and interpretation. These include knowing how our evidence is recovered, and mastering the most common techniques which are used to record, analyse and interpret the data.
- A chronological framework for the study of human origins, the emergence of the major world civilisations and the unfolding of European and British archaeological sequences.
- The development of cognitive skills which deal with the models and theories of the past.
- An understanding of the contribution of the past to contemporary questions.
- Familiarity with information technology and the learning resources available to a University of Southampton student.

Key skills

The generic, or key, skills we are developing with you in the First Year are:

- proficiency in the use of word-processing;
- essay writing and how to structure an argument from the analysis of data and reading;
- retrieval of information from a variety of media and sources;
- self-directed learning;
- the presentation of data in plans and drawings as well as graphs and charts;
- working in a laboratory environment;
- working in a team and communicating to small groups;
- use of IT for communication and data-gathering.

Specific archaeological skills

The eight First Year modules cover different aspects of contemporary archaeology from current ideas on human evolution, the emergence of agriculture and complex societies, to the different techniques archaeologists use to collect, analyse and interpret archaeological evidence (a full

module list can be found [here](#). The end of your First Year also requires a minimum of three weeks fieldwork spent on an official excavation or other field project, as part of compulsory Year-Two module ARCH2040.

Any queries regarding module choices should be directed either to your Personal Academic Tutor or to the Director of Programmes (see table in Section 8).

The specific archaeological skills we are developing with you in the First Year are:

- recognition of archaeological materials by date and region;
- familiarity with archaeological presentation and interpretation in both written and illustrated forms;
- acquaintance with the major theories of human evolution and culture change;
- the interdisciplinary place of archaeology in the arts and sciences;
- ability to draw comparisons between different data sets and time periods;
- confidence to develop your interests in the subject through informed choice of modules in Year Two;
- participation in research/field projects.

All these skills are developed more fully in your Second and Third (and Fourth for Integrated Master's students) Years, where you have the opportunity to work on group projects and, depending on the modules you choose, submit joint assessed work. Additional skills acquired in these years may involve working with local organisations, such as museums, for work experience. Furthermore, the modules in Years Two and Three (and Four) emphasise the importance of research skills which have been introduced to you in the First Year. In particular these are geared to your Third-Year dissertation.

PLAN: The course, your degree and your future career

You need to start thinking now about what you want to do in your Second and Third Years (and Fourth Year for Integrated Master's students), and after you graduate. The BA (Bachelor of Arts) degree course in archaeology is designed to give you a broad but thorough grounding in contemporary archaeology. It concentrates on providing students with a range of skills in collecting, analysing, interpreting and presenting information – skills that are equally vital for those students who choose to make a career in archaeology as in any other field. The BSc degree in archaeology (and its Integrated Master's equivalent, the M. Sci. Archaeology) has been formulated to provide a conduit for teaching 'socially informed science' alongside the skills represented in the BA degree (and its equivalent, the M. Arc.). Whilst students in both degree courses may choose many of the same optional modules, the compulsory component of the BSc stresses scientific literacy and numeracy. Our combined honours programmes likewise allow you to focus on approaches to the past, complemented by historical, anthropological and geographical techniques and principles.

We teach our courses thematically, which offers the opportunity to study modules on different periods and also to study themes and approaches to types of archaeological evidence that cross-cut different periods and parts of the world. For example, you can study modules on particular periods or parts of the world in Years Two and Three (and Four), such as Later Prehistoric Europe, the Roman Empire or Anglo-Saxon England.

Other modules consider common themes that cross-cut all periods of the past, examining e.g. the way societies are organised, how groups cope with the environment, the relationships between different genders, the role of 'art' or the evolution of humans. Laboratory- or fieldwork-based modules concentrate on the analytical techniques needed to study common groups of evidence (pottery, animal bones, ship wrecks, etc.) which are found in many different periods and parts of the world.

Some of you will develop specific interests, and you can choose modules that allow you to track those through your three years. You may decide during your First Year that you want to achieve a particular goal in your final degree course.

Here are three profiles, each of which suggests a different combination of course modules over the three years – what we call for convenience a 'track'. Your Personal Academic Tutor will be able to advise you on which modules will allow you to follow your chosen track.

Those of you wanting to pursue an **archaeological career** could opt for a track that (a) specialised in a particular type of archaeology (e.g. prehistory or the Roman period) or (b) develops practical skills such as geophysical survey, analysis of human and animal bones or lithic and pottery or (c) combines a period speciality with an analytical skill (e.g. classical and faunal) or (d) focuses on the management and presentation of archaeological resources.

For those planning a **career path outside archaeology** we can identify particular skills in modules with an emphasis on (a) management or (b) computing that will equip you for your chosen route. These build on and develop new skills each year. In particular our modules develop inter-disciplinary and teamwork skills that are recognised by future employers. You may take up to 2 alternative modules each year from outside archaeology to acquire further skills, e.g. languages or modules from the Institute for Entrepreneurship.

For those who are still **unsure about your future career** we see tracks in (a) theory and critical analysis as well as in (b) processing information. These provide a broad set of skills in information retrieval and management which are further enhanced by the inter-disciplinary and teamwork skills mentioned above.

Some of you will want the further qualification of a one-year Master's **postgraduate** course, either an MA or MSc. For the three profiles outlined above, we see our postgraduate programmes providing further opportunity for either specialist development or more general, in-depth skills. We have already referred to our four-year Integrated Master's programmes, leading to the degrees of M Arc. or M Sci. Archaeology (paralleling the BA and BSc programmes), on which some of you may be enrolled (or which you may be able to switch to if you wish; please contact your Personal Academic Tutor to discuss this if so).

Fieldwork

Section 7 (above) describes the fieldwork requirements and opportunities in year 1 of your archaeology degree. The University funds places on archaeological fieldwork for all students, but cannot guarantee to support all of the associated travel and subsistence costs involved in attending a fieldwork project. Consequently, you may have to make a contribution towards these costs: the level of this will depend on the fieldwork project to which you are assigned (some projects being significantly more expensive to run than others) and may typically relate to travel to overseas destinations, or accommodation costs.

There will be a meeting at the end of the Spring Term at which the available placements for summer fieldwork will be described. You will then be asked to complete a Fieldwork

Questionnaire to tell us what types of projects you would like to attend, and any special requirements you have with respect to fieldwork placements.

At the start of the Summer Term, you will be allocated a Fieldwork Placement. We will try to match you to a project that suits your needs as expressed on the questionnaire, but this is not always possible. After being allocated to a project, you will be expected to make contact with your fieldwork project leader and you may be expected to attend orientation meetings, safety briefings and to complete other formalities during the Summer Term. You may be advised at this time to buy some special equipment for use on your particular fieldwork project.

While you are travelling to and attending your fieldwork project, you will be under the supervision of your project leader. S/he will have defined the learning goals of the project and will relate those to the research that is being undertaken, in accordance with the *Fieldwork Policy*. At the end of the project, you will be required to complete a self-assessment form on which you are encouraged to reflect critically on what you have gained from the project. This form is then returned to your fieldwork project leader, who will comment on your participation and – assuming that your participation is satisfactory – will ‘sign off’ that you have completed the fieldwork requirement. This fieldwork experience will form the basis of assessed work for module ARCH2040 (Professional and Academic Practice in Archaeology).

11. YEAR 2 STUDENTS

Learning Skills

During the First Year, you were introduced to a range of approaches to archaeology and some of the relevant data. In the Second Year the *learning outcomes* expected of you are:

- appreciation of a wider comparative and geographical framework for the study of archaeological questions;
- more advanced cognitive skills involving the ability to draw comparisons and test models;
- a thematic overview of archaeological problems and the potential of data for answering questions;
- mastering techniques in more detail.

The *key skills* expected are:

- organisation and analysis of materials;
- team-work through laboratory experience;
- team-work and problem-solving in fieldwork conditions;
- time management through planning of assignments, reports and projects, and preliminary work on dissertations;
- IT skills;
- confidence in verbal communication of various kinds.

Specific *archaeological skills* expected include:

- laboratory and fieldwork skills;
- greater understanding of the merits and value of published work;
- application of theoretical ideas and consideration of archaeology's place in modern society.

Examinations and Assessed Work

Unlike First Year marks, Second Year work counts towards Finals, and constitutes 33% of your Final mark (or 20% for Integrated Master's students). Modules may have either assessed coursework or examinations.

The Dissertation (Archaeology)

During their Third Year, all students prepare a dissertation. The choice of topic has to be made during Semester Two of your Second Year, so it is sensible for you to begin to think about the area of study in which you would like to do your Dissertation as your Second Year progresses. Any topic that is relevant to the degree course may be acceptable, if it can be supervised. Combined Honours students can write a Dissertation in either of their subjects.

Some of the skills required for writing a dissertation are embedded into Year 2 module

ARCH2040 (Professional and Academic Practice in Archaeology). The Dissertation Co-ordinator (see table in Section 8) will arrange meetings during the summer term to provide support towards choice of topic, identification of a suitable supervisor, and research skills and activities more generally.

In addition, in order to get an idea of what is expected, all Second-Year students attend one session of Dissertation presentations by Third Year students. This takes place in late Semester One/early Semester Two.

Year 2 Fieldwork

As described above (section 7), students should have completed three weeks fieldwork on an approved project by the end of their first summer vacation; anyone who has had an exemption must complete the three weeks before graduation.

There is no further mandatory fieldwork, except on some of the optional modules.

12. YEAR 3 STUDENTS

Learning Skills

During your First Year, you were introduced to a range of approaches to archaeology and some of the relevant data.

In the Second Year, these were built upon to develop greater intellectual depth and understanding of the subject, and a range of skills was introduced or enhanced.

(Those of you on Year Abroad programmes will take a Third Year abroad and return to Southampton for your Final Year, which will be your Fourth Year, but will not differ from the Third Year of those students who have stayed in Southampton throughout.)

In your Third and Final (except for Integrated Master's students) Year, the main learning outcomes expected of students are:

- ability to undertake some independent study, particularly through the dissertation;
- in-depth knowledge of selected archaeological periods and problems;
- application of cognitive skills to the interpretation and analysis of archaeological data;
- appreciation of objects as multifaceted resources;
- practical involvement in the contribution the past makes to contemporary life;
- understanding of research and its processes.

The *transferable skills* we expect you to develop include:

- presentation skills to seminar-sized audiences;
- use of lecture media;
- drafting and preparation of reports/dissertation;
- using supervisory advice and comment;
- time management on longer projects.

Specific *archaeological skills* will be developed in:

- detailed knowledge of a body of archaeological data;
- application of wider theoretical models and approaches;
- the ability to select and investigate archaeological questions.

Examinations and Assessed Work

Third Year work contributes 66% (or 40% for Integrated Master's students) of the marks to your degree classification. The type of summative assessments you will undertake vary according to the specific aims and objectives of the module, but in modules with written examinations, summative assessments normally contribute 50% of the overall mark.

Each module co-ordinator will be available at a set time after the examinations to discuss the paper of any student who wishes to know more about their performance, once the papers have been returned by External Examiners.

The Dissertation

During their Third Year, all students prepare a dissertation, which is a significant double module (30 credits) that is based on supervised independent study. You are expected to have chosen a topic for your dissertation and discussed it with potential supervisors during Year 2, and it is very important that you read the dissertation handbook carefully and that you are aware of all the relevant deadlines.

As part of your preparation, you are required to make a presentation to a group of other students and academic staff (normally early in Semester Two). This is a formative assessment, intended to enable you to develop your presentation skills and to obtain feedback and ideas about your dissertation. This is compulsory, but it does not contribute to your final dissertation mark.

Year 3 Fieldwork

As described in section 7 (above), students should have completed three weeks fieldwork on an approved project by their third year of study. Some optional modules include a fieldwork element.

13. YEAR 4 STUDENTS (Integrated Master's only)

Students enrolled on either of the two Integrated Master's programmes – M Arc. or M Sci. Archaeology – will stay on for a Fourth Year of study, in order to bring their qualification up to the level of a Master's degree. Unlike the 'stand-alone' Master's degrees we offer (which result in an MA or MSc qualification and run for a full year, i.e. ending in September), the Integrated Master's programmes' Year Four runs on the same timescale as the undergraduate year, i.e. ending in June with summer graduation.

Learning Skills and Opportunities

Your Third Year provided you with the skills and experience to plan, undertake and bring to completion an individual research project in the form of your Third-Year dissertation, and to engage with archaeological knowledge in a critical and proficient way. During the Fourth and Final Year of your Integrated Master's programme, you will be taught alongside students on our MSc and MA programmes, working to the standards required for Master's-level study.

You will have the opportunity to select modules providing you with any of the specialisms of our stand-alone Master's programmes, i.e. Maritime Archaeology, Bioarchaeology, Higher Archaeological Practice or Palaeoanthropology. Alternatively, you may select modules across these specialisms, to build a programme that meets your interests and priorities. These choices can be discussed with your Personal Academic Tutor at any time during your first three years of study.

Examinations and Assessed Work

Fourth-Year work contributes 40% of the marks to your degree classification. You will come into contact with a yet wider range of assessment types, and may have the opportunity to undertake a placement with a professional heritage organisation should you so wish.

The Advanced Dissertation

Following your Third-Year dissertation, you will complete an advanced dissertation in your Fourth Year. You should start thinking about this at the end of your Third Year, before the

summer break, at which time the Dissertations Co-ordinator will organise information meetings in order to brief you on the process. You should have a topic and supervisor in place by the start of the summer between Years Three and Four; the topic may (but does not have to) lead on from the research undertaken for your Third-Year dissertation, without of course duplicating it. You may even wish to split a larger topic across both dissertations (Years 3 and 4), subject to discussions with your supervisor.

Year 4 Fieldwork

As described in section 7 (above), you will already have completed the requirements for your degree, and any fieldwork during this year is optional. Some optional modules include a fieldwork element.

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