School of History, Classics and Archaeology

MA in Archaeology (4089F, 4089P)
With the option to specialise in one of the following routes:

4160F/P Prehistoric Archaeology
4165F/P Classical Archaeology: Greek and Roman
4100F/P Roman Frontier Studies
4164F/P Late Antique, Medieval and Byzantine Archaeology
4166F/P Historical Archaeology
4167F/P Artefacts and Technologies

Degree Programme Handbook
2019/20
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Section A: Introduction Information

1 Welcome Message

Welcome to the School of History, Classics and Archaeology (HCA) at Newcastle University and to your MA programme in Archaeology.

This Handbook provides the information you need about your Degree Programme and Postgraduate life in the School of History, Classics and Archaeology. It also introduces you to those members of staff who contribute to the MA programme in Archaeology while providing all sorts of other information, including links to the degree regulations.

As a postgraduate scholar, you have joined a community of over 100 full-time and part-time postgraduate students in our School – whose interests range across Ancient History, Classics, History, as well as Archaeology. There will be many informal opportunities for you to interact with fellow students and members of academic staff, including those interested in research topics different from your own. Much of the stimulus to academic research comes from these informal discussions and we hope that you will participate fully in the life of the School, thus contributing to a robust and friendly research environment. Details of ongoing postgraduate events will be sent to you throughout the year and you are strongly urged to attend. These include regular social occasions that are open to all HCA postgraduate students, as well as the Postgraduate Forum and its annual Conference.

As members of our community, you are strongly encouraged to attend the School Research Seminars and join our Research Strands where leading academics from other universities in the UK and around the world come to present papers on their current research. It is a vital part of your intellectual development to learn, not only about your specialist field of interest, but also about the latest developments in other fields of archaeology. You are not required to say anything at research seminars—these are friendly, supportive atmospheres to present ongoing research and you are very welcome to contribute any feedback if you wish; indeed, I hope you will do so. After the seminars, we generally gather with the speaker for drinks followed by dinner at a local venue: you are most welcome to join us. The Public Lecture Series also brings distinguished scholars and broadcasters to Newcastle. There is also the possibility to audit undergraduate modules, please make the most of these opportunities and consider suggestions presented later in this Handbook.

For these and for other matters, please check your university email frequently, preferably every day. Outside of classes, email is often the main means of communication.

Please do not hesitate to contact me about any matters that concern you. We sincerely hope you have an enjoyable, challenging yet rewarding time with us here in Newcastle!

For a summary overview of this Programme Handbook, including Programme Commitments in bold please see the following page.

Dr Eric Tourigny
Degree Programme Director
MA Programmes in Archaeology
My office: Room 2.45 2nd floor, Armstrong Building
School of History, Classics and Archaeology
Tel: 0191 20 84454    Email: eric.tourigny@ncl.ac.uk
2 Summary of Programme Commitments

Average number of contact hours for this stage / programme: Page 12

Mode of delivery: Page 9

Normal notice period for changes to the timetable, including rescheduled classes: Page 6

Error! Bookmark not defined.
Normal notice period for changes to the curriculum or assessment: Page 6

Normal deadline for feedback on submitted work (coursework): Page 21

Normal deadline for feedback on examinations: Page 26

Assessment methods and criteria: Page 26

Academic guidance and support: Page 14
3 Key Dates

You will meet the Degree Programme Director and your tutors during Induction Week, which is the week commencing 23 September, 2019. You will need to make your module selections that week so that tutors can advise you on the date and time of your first meeting for each module, and the venue for this and future meetings.

2019-20 Semester and Term Dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 23 September 2019</td>
<td>Friday 13 December 2019</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 6 January 2020</td>
<td>Friday 27 March 2020</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 27 April 2020</td>
<td>Friday 12 June 2020</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Monday 23 September 2019</td>
<td>Friday 24 January 2020</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Monday 27 January 2020</td>
<td>Friday 12 June 2020</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Monday 15 June 2020</td>
<td>Friday 18 September 2020</td>
</tr>
</tbody>
</table>

Postgraduate:
The postgraduate academic year is organised within the general framework of three terms/three semesters, with a dissertation undertaken wholly or in part during Semester 3.

Examination dates: Most examinations are scheduled at the end of Semester 1 (January) or Semester 2 (May/June). Please note that if you do not pass at the first attempt, or if you have to defer any of your exams (e.g. due to illness), you may be required to take any resits or deferred examinations during the August period.

2019-20 Exam Dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>Monday 13 January 2020 to Friday 24 January 2020 (including Saturday 18 January)</td>
<td></td>
</tr>
<tr>
<td>Semester Two</td>
<td>Monday 18 May 2020 to Friday 5 June 2020 (including Saturday 23 May and Saturday 30 May)</td>
<td></td>
</tr>
<tr>
<td>Resits</td>
<td>Monday 17 August 2020 to Friday 28 August 2020 (including Saturday 22 August)</td>
<td></td>
</tr>
</tbody>
</table>

You must ensure that you are available during all term time periods and examination periods.

4 University Timetables

Once registered on your programme, you can access a personalised timetable using the University app (https://services.ncl.ac.uk/itservice/teaching-services/mobile/universityapp/) which also has information on moving around campus, managing your Library and print accounts and finding places for private study. You can also view module, programme and individual timetables on the student timetables website (www.ncl.ac.uk/timetable) where there is a guide for on how to understand your timetable (www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf) and links to maps of the teaching campus.

If your degree programme has an optional component, your personal or stage tutors will advise you on the best module options to suit your particular academic interests.

Contact hours and the amount of self-directed study can differ between subjects, but you should expect to attend classes on most days and between the hours of 9am and 6.30pm Monday to Thursday and 9am and 5.30pm on Fridays. Wednesday afternoons 1.30pm onwards are kept free for sports, volunteering and participatory activities.
Please note that timetables can change during the year, especially at the beginning of each semester – so please check the website and your app regularly.

5 The Student Charter and the Newcastle Offer

Newcastle University and the School aim to provide a high standard of teaching and a rich academic environment in which to learn and study. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all the aspects of teaching. However, you should be aware of the other academic activities – both research and outside engagement – that staff members undertake, which may call upon their time. The Student Charter ([https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter](https://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter)) clarifies exactly what you can expect from the University during your time on campus. In summary, you can expect the University and School to:

- Provide a modern curriculum and high standards of teaching
- Provide relevant information about the degree programme and individual modules
- Provide opportunities for you to develop graduate and research skills
- Provide access to an excellent library and IT facilities
- Work with you to listen to student feedback and shape the University experience
- Publish clear information on programme costs, payment options and any additional costs
- Provide clear deadlines for assignments and timeframes in which you will receive feedback
- Notify you in advance of any planned changes to the curriculum and timetable
- Provide academic and personal support, through the personal tutoring system and professional support services
- Ensure that all assessments are relevant and well-matched to each stage of your study.

As a university student, you must take responsibility for your own approach to studying and learning. The emphasis in class time will be on providing information and ideas, but you are expected to make the best use of the information that is presented to you. This requires regular attendance at all sessions in your timetable and submission of all assignments by the due dates. It also requires considerable study outside formal contact hours. In particular, the Student Charter clarifies exactly what is expected of all students.

In summary, you are expected to:

- Attend and participate in all timetabled activities
- Familiarise yourself with all information provided by the University and follow recognised procedures
- Take responsibility for your own learning and devote the necessary time in private study to understand and learn the material
- Submit all work on time and collect your feedback when it is returned
- Seek help if you are encountering any difficulties and tell your personal tutor of any health or personal problems that could affect your work
- Work with your student representatives to ensure that you make staff aware of any problems or things working well in the School
- Complete feedback forms such as module evaluation forms and surveys to help the School and University improve

As a University student, you are expected to maintain the highest levels of behaviour and consideration toward other students, staff and members of the wider community. The University expects students to conduct themselves in a reasonable and appropriate manner at all times, both on and off campus, to foster mutual respect and understanding. This includes:

- Behaving and communicating in ways that are unlikely to offend others.
- Complying with all reasonable requests from staff
- Being considerate to neighbours, especially in relation to noise levels and rubbish
- Acting within the law.

To register at the University, you must accept the following declaration as part of the online registration process. ‘I hereby promise to conform to the discipline of the University and to all statutes, regulations and rules in force for the time being in so far as they concern me’. The Student Discipline procedure can be accessed via the
6 Attendance

The University wishes to support all students in the completion of a programme of study and we know that good attendance plays an important part in successful outcomes. It is important that all students adhere to the terms of the Student Charter and attend all timetabled sessions in a punctual manner. The University also has a legal obligation to monitor the attendance of international students and to report to UK Visa and Immigration, any student who is not attending regularly.

Attendance at classes is monitored to help us to identify at an early stage, contact and support any student whose attendance record gives us cause for concern. On some degree programmes most or all classes are monitored, and in others just a proportion. We use the SMART card scanners located throughout campus to record attendance and your attendance at timetabled classes is recorded whenever you are asked to scan your SMART card. Different degree programmes record attendance at different types of classes and your programme’s policy on which types of classes it monitors should be made clear to you at induction.

If you are unable to attend for any reason, you should notify your School by promptly submitting an absence request form along with any necessary evidence. You can do this through S3P. International students should also seek approval for vacations or plans to leave the UK in the summer period, as this may have implications for your visa.

A significant number of absences could mean that the School may consider that you are not making ‘satisfactory progress’ and action may be taken under the University General Regulations that could result in termination of your programme of study. International students should note that persistent and unauthorised/unexplained absence, even for compassionate and compelling reasons, may be communicated to UK Visas and Immigration which could result in your UK visa being curtailed.

See http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/ for more information on University attendance requirements.

7 Student Self Service Portal (S3P)

- S3P is your Student Self Service Portal, use this system if you want to; Register on your programme of study
- Keep details (addresses, etc.) up to date
- Pay fees online
- View and print documentation to confirm your student status (e.g. for council tax purposes).
- Confirm module choices for the next academic year
- Report an absence to the School
- Submit a Personal Extenuating Circumstance (PEC) form

Further details are available here: http://www.ncl.ac.uk/students/progress/student-resources/s3p/

You can log in here: https://s3p.ncl.ac.uk/login/index.aspx

Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.
**Section B: Degree Programme and Module Information**

This section of your handbook provides information that is specific to your degree programme. It is important that you have an understanding of the programme as a whole and how each module or stage contributes to it.

**Mode of delivery**

Delivery of teaching varies according to modules and often include a mixture of seminars, workshops, lectures, laboratory practicals, independent study and fieldtrips.

**1 Overview and Important Definitions**

**Key Definitions:**

**Module** – an element within a programme of study. The size of the module (relative to the programme as a whole) is measured with reference to your learning time. The normal postgraduate academic year is 180 credits. Your total study time is expected to total 100 hours for each 10-credit module.

**Compulsory modules** – modules that you must take in order to fulfill the requirements of the Degree Programme

**Core modules** – those modules which you must PASS to be allowed to proceed

**Optional modules** – those which you choose to take because they suit your interests and career aspirations

**Aims** – each programme will have a set of aims explaining the overall goals of the programme. These aims relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules also have a set of aims explaining their primary objectives.

**Learning outcomes** – each programme will have a set of learning outcomes that specifies the skills and knowledge that students are expected to develop over the course of the programme. Modules also have specific skills outcomes and knowledge outcomes that specify what you will learn and what skills you will develop on each module.

**Degree programme regulations** – explain which modules can be taken, programme-specific progression rules (i.e., how to ensure that you advance to the next stage), and programme-specific degree classification rules (i.e., how your final degree classification will be determined). All degree programme regulations are available here: [http://www.ncl.ac.uk/regulations/docs/](http://www.ncl.ac.uk/regulations/docs/)

**Degree programme specifications** – the specifications for each degree programme contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to each programme. All degree programme specifications are available here: [http://www.ncl.ac.uk/regulations/specs/](http://www.ncl.ac.uk/regulations/specs/)
2 Degree Programme Aims, Specifications and Regulations

All students taking the MA in Archaeology must take 180 credits overall. This can be 50/60/70 credits in the first semester and 50/60/70 in the second semester (totalling 120 over the two semesters), and the 60-credit dissertation in the third semester.

The options available to you vary slightly depending which degree pathway you are taking. The regulations are listed below. These give details of available options.

Please see the Module Catalogue online (see ‘Modules’ section below) for detailed information on each module. Not all of the modules listed in the Regulations will run every year; it will depend upon staff availability and the level of student demand. Additional modules may be available in subsequent years and students are invited to select from the modules available at the start of every year.

The Programme Specifications for the MA Archaeology degrees set out formally their design, and outline what knowledge and skills they aim to impart. You are advised to look through your Programme Specification, not least because it may be helpful to you in formulating your Curriculum Vitae. It also contains a formal statement regarding the Degree aims and Intended Learning Outcomes in terms of knowledge and skills, and the marks schedule used across the University.

The Programme Specifications can be found at: [https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php](https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php)

The most up-to-date version of the MA Archaeology Degree Programme Regulation can be found on the following link: [https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php](https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php)

If in doubt, contact the Degree Programme Director or the Postgraduate Support Officer for clarification.

3 Modules and Module Choice

The Degree Programme Regulations explain which modules are compulsory and/or optional on your degree programme. The programme regulations will help you decide which pathway you might like to take under the title of MA Archaeology.

With the approval of the Degree Programme Director and depending upon your academic background, a pathway route will be chosen upon registration – we may have already discussed your preferred route during the admissions process but there will be time to discuss this with the Degree Programme Director during Induction Week.

The following routes are to be considered:

- 4160F/P Prehistoric Archaeology
- 4165F/P Classical Archaeology: Greek and Roman
- 4100F/P Roman Frontier Studies
- 4164F/P Late Antique, Medieval and Byzantine Archaeology.
- 4166F/P Historical Archaeology
- 4167F/P Artefacts and Technologies

If you choose one of these specialist routes you will graduate with a named award as indicated above.

You can look up information on each specialist pathway in the Degree Programme Regulations available here: [https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php](https://www.ncl.ac.uk/regulations/programme/2019-2020/hist.php)

If you select one of these routes, you will notice from the Degree Programme Regulations that, you
must choose modules from a list of specific choices. i.e. to follow one of the routes you must take a minimum of 60 and a maximum of 100 credits from the modules specified for each route. For those taking 60 or 80 credits from these routes the remaining credits may be made up from other modules offered on other pathways or in your chosen route. Please remember that the 60-credit dissertation must be researched and written on the topic of your subject route.

You can look up information on each module in the Module Catalogue (http://www.ncl.ac.uk/module-catalogue/). This module page will provide key information, including the number of credits, the types of assessment, the types of teaching activities, and the number of contact hours. It also explains how many hours you are expected to spend in independent study, including lecture follow-up, completing coursework, doing background reading, and revising for your exams. The module outline will also explain the aims and learning outcomes of the module and provide you with an overview of the syllabus.

The webpage for each MA degree in archaeology has links to the entry for each module on the module catalogue. This is certainly the easiest way to access them.

You will need to select your semester 1 modules over the course of induction week, in consultation with the Degree Programme Director. Remember that members of academic staff will be very happy to discuss their modules with you if you are not sure what to choose.

You will need to select semester 2 optional modules by the beginning of December at the very latest.

Please consider the importance of building your portfolio of skills as you select your modules; of course, this will depend in part on what you wish to do when you graduate. You should consider for example whether you need to gain further language skills, to learn to work with geographical information systems, or with artefacts as well as to build your knowledge of particular subject areas. There are also many opportunities to build practical skills. Many of these opportunities will be provided within modules, but there will be numerous opportunities to build both knowledge and skills outside modules formally part of your degree.

Students wishing to take 40 credits of sub-Level 7 language modules require a further 10 Level 7 credits in order to meet the threshold of 150 Level 7 credits required for a Masters degree in the UK. Those students must take an additional Language module (HCA8000) in semester 2, allowing them to apply their newfound language skills to their programme subject.

N.B. You are expected to actively participate in research strands, research events, and to take responsibility for volunteering yourself for other opportunities alongside your degree. University academics and students will facilitate opportunities in Archaeology throughout the year, but ultimately it is up to you to participate in, and perhaps even develop, activities outside those formally required for your programme. Attendance at those modules which count towards your degree is the very minimum expected of students; promising MA students should participate actively in many areas of the life of the School and University.

Auditing Modules:
Students arrive in Newcastle from a variety of educational backgrounds. Although your MA degree is made up of taught masters modules, you are strongly advised to fill any gaps in your previous knowledge and training by auditing (attending without assessment) undergraduate modules in relevant subjects. Of particular importance will be the Stage 2 modules: ARA2100 Fieldwork Methods and Artefact Analysis; and ARA2001 Archaeological Theory and Interpretation:

- ARA2100 includes classroom-based teaching in archaeological field methods and theory, as well as post-excision processes. ARA2100 also includes artefact identification and analysis
training and teaching on the contemporary legal frameworks within which contemporary British archaeology operates.

- ARA2001 Archaeological Theory and Interpretation explores the major trends in archaeological theory over the last forty years and considers how each of these assists in the interpretation of the past.

Most taught MA modules represent the further development of an undergraduate foundation module. It is recommended that students taking MA modules audit the appropriate undergraduate module unless they have already taken it or a very similar module in the past. Please talk to the Degree Programme Director if you have any questions about areas that you might find valuable to audit and they will advise.

For a complete list of undergraduate modules in archaeology, which you might like to consider auditing, please see the module catalogue and look up V400 – BA Hons Archaeology: http://www.ncl.ac.uk/module-catalogue/

Fieldwork:
We strongly advise that all archaeology students develop their expertise in archaeological fieldwork during their time at Newcastle University. Field skills are vital, for not only developing archaeological expertise, but also for developing key transferable skills like team working, problem solving, time management and many others. Some students who join us will be experienced fieldworkers while others may have relatively little field experience. All MA archaeology students participate in a fieldskills intensive programme run by Alex Turner as part of the compulsory module ARA8190. This ensures all our graduates complete their degree with a set of basic skills anyone with an MA in Archaeology is expected to have. We hope you also consider auditing ARA2100 Fieldwork Methods and Artefact Analysis, if appropriate. Opportunities to enhance your skills and gain further practical experience may be available throughout the year. These additional field opportunities vary each year, depending on the active research projects of members of staff and links with colleagues outside the University. You are encouraged to make the most of these opportunities as appropriate to your career plans.

4 Teaching and Contact Hours

You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and will contribute to your learning experience in different ways. The University has definitions of the key types of teaching (http://www.ncl.ac.uk/ltds/assets/documents/res-contacthours-mofs.pdf), but the amount and types of contact time vary quite a bit between modules, stages, and programmes.

Most of the teaching for the MAs in Archaeology will be in small groups, or individually, taking place in the Module Leaders’ offices in the School of History, Classics and Archaeology or in nearby seminar rooms. Of course, some teaching takes place in labs, museums or in the field. Your module leaders will give you specific details regarding types of teaching for each module and, you will receive a tour of the School as part of your induction.

Contact Hours. The amount and types of contact time vary between modules, stages, and programmes. Usually Archaeology PGT modules will be either 24 or 36 hours of contact time per module although time spent discussing topics with academics in their offices, fieldwork and trips may increase these numbers considerably.
Please do not forget that there are additional research seminars organized by Research Strands, and Groups (including those outside of Archaeology) at Newcastle University. These will provide additional opportunities (over and above the formal programme requirements of the taught course) to engage with research topics and members of academic staff both in the seminars and afterwards.

Masters degrees are awarded after completion of taught courses, programmes of research, or a mixture of both. Longer, research-based programmes often lead to the degree of MPhil. Most Masters courses last at least one year (if taken full-time), and are taken by persons with Honours degrees (or equivalent achievement). Some Masters degrees in science and engineering are awarded after extended undergraduate programmes that last, typically, a year longer than Honours degree programmes.

Masters degrees are awarded to students who have demonstrated:

i. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv. conceptual understanding that enables them to critically evaluate current research and advanced scholarship in the discipline;

v. the ability to critically evaluate methodologies and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;

c) continue to advance their knowledge and understanding, and continue to develop new skills to a high level.

They will have:

d) the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.

5 Additional Costs

Field trips are offered for several modules. Trips to local sites (e.g., within Northumberland) usually incur no additional costs. For trips abroad to Rome and Athens, students do not have to pay additional teaching fees, but students will need to find money to cover their travel and accommodation. We suggest that students prepare to allocate £450 for each of the trips to Rome and Athens.
6 Graduate Framework

Your University programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development through a set of graduate attributes. You will have opportunity to develop these through various aspects of your university experience and through your programme. The University maps these attributes according to the Graduate Framework (www.ncl.ac.uk/careers/graduateframework/www.ncl.ac.uk/careers/graduateframework/).

Your programme will be clearly linked to a series of graduate attributes, some of which will be present in learning and teaching activities and some of which will be assessed. You will be able to identify these attributes by looking at the skills outcomes noted in the Programme Specification for your programme (https://www.ncl.ac.uk/regulations/programme/2019-2020/) and in information about your modules in the module catalogue (http://www.ncl.ac.uk/module-catalogue/modules.php). Identifying the attributes that have been linked to your programme and experience will help you to recognise those which you can mention in interviews and on your CV.

Section C: Student Support

1 Personal Tutoring

When you arrive at the University, will you be assigned a personal tutor. For MA Archaeology Students this will usually be the Degree Programme Director. The personal tutor is an academic member of staff who acts as your first point of contact with the University, and they can provide you with any information or advice that you may need throughout your academic career.

The role of a personal tutor, as described in the Framework for Personal Tutoring (http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.

The Degree Programme Director for the MA Archaeology will be available for an informal group chat on a Tuesday morning between 09:00-09:30 during term time. There is no agenda for this meeting and it is not compulsory, but it should prove to be a useful time to meet together as a group for as long as students find it helpful during the year. Of course, you can arrange one-to-one meetings with the Degree Programme Director in their office at other times.

At a bare minimum, you should see your personal tutor once during Semester 1 of your first year (usually within the first four weeks) and then after that your tutor will offer you a meeting at least once a semester. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

It is possible to change your personal tutor if you’re unhappy for any reason (e.g., if you have a male personal tutor and would feel more comfortable with a female one). You don’t have to give any reasons for changing your tutor. Your School will be able to explain the procedures for changing your tutor.

For 20119/20, all tutor meetings with taught students will be recorded through ePortfolio (either you
or the tutor can initiate a meeting, through email, phone or ePortfolio). A record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you’re making with the help of your personal tutor. You can be assured that the meeting record on ePortfolio is strictly confidential, and only those people who attended the meeting (and possibly the Senior Tutor) will be able to see your notes.

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can’t help you if you don’t show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you well enough. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.

2 Other Sources of Support in Your School

Your **Personal Tutor** should always be your first point of contact if you have questions or concerns, but they may point you in the direction of other people in the School.

The **Senior Tutor**, Dr Joseph Lawson ([joseph.lawson@newcastle.ac.uk](mailto:joseph.lawson@newcastle.ac.uk)), acts as a coordinator between the School and central University services. He also acts as a second point of contact if your personal tutor is absent from the University and may provide support for you and your tutor if any complicated issues arise. The Senior Tutor focuses on supporting students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

The **Degree Programme Director (DPD)** is responsible for the structure, content and standards of your degree programme. Their role may involve module development, changes to course content, and recruitment activities. Your personal tutor may refer you to the DPD to discuss academic issues.

**Academic Support**

**MA Degree Programme Director & Personal Tutor**

The DPD is Dr Eric Tourigny (his office, room 2.45, is in the School of History, Classics and Archaeology, on second floor of the Armstrong building, Tel. 0191 208 4454, eric.tourigny@ncl.ac.uk). He will provide advice on research and training. He will have weekly informal coffee meetings with MA students for academic support on Tuesdays between 9-9:30am in Semesters 1 and 2, as well as dedicated office hours. He is a source of advice on dissertations, but you can also contact prospective supervisors directly to discuss possible dissertation topics. We will have formal teaching sessions about the MA dissertation in Semester 2, but you are advised to begin to consider topics before Christmas. Eric can advise you regarding essay extensions or the application for an extension to the deadline for dissertation submission.

**Postgraduate Support Officer**

Your first point of contact for any queries relating to administrative matters is the School Office, 0191 87844/86609 or our Postgraduate Support Officer, Mrs. Sandra Fletcher, in the school office (First Floor, Armstrong Building, main campus): 0191 208 7966, [sandra.fletcher@ncl.ac.uk](mailto:sandra.fletcher@ncl.ac.uk).

**Module Leaders**

Module Leaders are in charge of delivering the academic content of each module. They are the first person to contact if you have any problems or queries about a specific module.
Director of Excellence in Learning & Teaching (DELT)
The Director of Excellence in Learning & Teaching (DELT), for the School of History, Classics & Archaeology is Dr James Gerrard (james.gerrard@newcastle.ac.uk), who also chairs the main administrative committees for postgraduate taught degrees in the School.

Director of Research Degrees in Archaeology
The Director of Postgraduate Research Degrees in Archaeology is Andrea Dolfini, (andrea.dolfini@ncl.ac.uk). He will be pleased to talk to you about any interest you may have in a subsequent research degree (MPhil or PhD).

Senior Tutor
The Senior Tutor for PGT students is Dr Joseph Lawson (joseph.lawson@newcastle.ac.uk).

Head of School
The Head of School is Professor Helen Berry (helen.berry@newcastle.ac.uk).

Members of Academic Staff
The members of the academic staff in the School of History, Classics and Archaeology have specialist research interests in Archaeology or related subject areas in Ancient History and History. All of them have offices in the School of History, Classics and Archaeology, which is on the first and second floors of the Armstrong Building. Their research interests should act as a guide to you for possible dissertation supervision and for the supervision of any independent study module(s) that you choose. In addition, other modules available to you are also taught by other staff in History, Classics and Archaeology (classical languages), and staff in the School of Civil Engineering and Geosciences (GIS modules), International Centre for Cultural and Heritage Studies (heritage management and museums modules), and School of Modern Languages (modern language modules).

For biographies of academic staff, please see the following link: http://www.ncl.ac.uk/hca/staff/

3 Student Services (King’s Gate)
King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:
- Monday and Tuesday – 9 a.m. to 5 p.m.
- Wednesday – 10 a.m. to 5 p.m.
- Thursday and Friday – 9 a.m. to 5 p.m.

When you arrive at King’s Gate, you should go first to the Customer Services Advisers Team on Level 2. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below.

Both drop-in and pre-booked appointments are available. More information is available here: https://my.ncl.ac.uk/students/kingsgate (if reading electronically, you will need to cut and paste this URL into your browser)
4 Student Advice Centre

The Student Advice Centre is a service of the Students’ Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to learning Funds etc.). More information is available from the SAC website: www.nusu.co.uk/sac

The Student Advice Centre can no longer provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so you could check the weekly schedule before dropping by: https://www.nusu.co.uk/support/sac/openingtimes/

During term-time, you may drop in for a brief session with one of the advisers, but you should make an appointment for complex or serious problems (i.e., those requiring more than 20-minute discussions).

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members’ welfare.

Section D: Circumstances affecting your studies

1 If You Are Ill or Away from the University for Personal Reasons

If you are ill at any point while at University, you should inform your personal tutor as soon as possible. If you are absent for more than three working days (Monday through Friday), you must obtain a Student Notice of Absence form from S3P. These are submitted electronically through S3P and are received by the school office. It is your responsibility to inform the individual Lecturers/Seminar Group Leaders of the classes you have missed or are going to miss. Please also notify your Personal Tutor. If you are absent for more than seven working days, you must obtain a medical certificate from your doctor and send it to the School office as well.

The Student Notice of Absence form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

If you believe your absence has affected your academic performance in an assessment (e.g., coursework or exam) or prevented you from attending a required session, you should inform your personal tutor. You should also fill in a Personal Extenuating Circumstances (PEC) form to explain how your illness as affected your studies. If your circumstances are particularly sensitive and you do not want any details to be known, even to your tutor, then you can provide a confidential letter with the information in a sealed envelope for the Chair of the School PEC committee.
More information about sickness and absence procedure is available here:  
http://www.ncl.ac.uk/students/progress/Regulations/SP5/Attendance/sickness.htm

2 Personal Extenuating Circumstances (PEC)

Students who believe that their study or ability to complete assessments, is being adversely affected by significant, unforeseen and unavoidable personal extenuating circumstances, should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed school deadline, so that appropriate adjustments can be considered. Students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at (http://www.ncl.ac.uk/students/progress/student-resources/help/) before submitting a PEC application.

Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or another member of staff. Tutors may be able to advise how to phrase the application or whether alternate sources of help may apply. Also, tutors may be able to provide a statement of support, which will be taken into account when a case is considered.

The PEC form enables the School to consider each case on its merits and, if possible, make an appropriate adjustment. Possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work;
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a deferral of the assessment to a later normal occasion;
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat tuition in residence;
- permission to proceed to the next Stage carrying fails;
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

**NB - personal extenuating circumstances cannot result in existing marks being changed.**

It is the student’s responsibility to report any significant personal or extenuating circumstances that had a substantial impact on their performance in their studies or in their assessments/examinations immediately and in advance of an assessment deadline or by the school published deadline for consideration by a Personal Extenuating Circumstances Committee (PECC) or Board of Examiners (BoE).

It is the student’s responsibility to provide evidence to back up their PEC application. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor, letter from an employer, etc. It is recognised that this can be difficult, but a request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment.
Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

i. Instances where an appropriate adjustment has already been made.
ii. Retrospective report of illness or other extenuating circumstances, without good reason.
iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Plan (SSP).
iv. Transport problems, excepting those where it can be shown that adequate time had been allowed.
v. Unspecified anxiety or examination stress
vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence.
vii. Distress relating to family pet.
viii. Holidays, house moves, sporting or other social commitments.
ix. Known employment or financial responsibilities.
x. Problems with personal computers, printers or other technology.
xi. Where the circumstances could have been avoided, particularly due to poor time management.

Personal Extenuating Circumstance (PEC) Policy and Procedure - http://www.ncl.ac.uk/students/progress/student-resources/help/
Submission Guidance http://www.ncl.ac.uk/students/progress/student-resources/help/

3 Change of Circumstances (Transfer, Suspend Studies or Withdraw)

Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options.

You can also seek confidential advice from Student Wellbeing (http://www.ncl.ac.uk/students/wellbeing/about/student/) or the Student Advice Centre (https://www.nusu.co.uk/support/sac/).

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Director of both programmes.

Permission to make these changes often depends upon approval from the Degree Programme Director.

More information on the relevant procedures and the forms you may need to fill in are available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/change/. Your personal tutor should be able to help you complete these forms if necessary.

4 Student Complaints and Appeals

The Student Complaints and Resolution Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, a member of staff or another student within the University. The procedure applies to all complaints, including those related to harassment or racial equality. You can seek advice on the complaints procedure from Student Progress Service: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/complaints.htm.
A complaint can be made on nearly any aspect of your academic studies, but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. The complaints procedure has a three-stage process. You are expected to try to resolve your complaint informally with the individual or service concerned under Level 1 of the procedure before a formal complaint under Level 2 is submitted. If you remain unhappy after receipt of your Level 1 outcome, or you consider your complaint is still not resolved, you can submit a complaint under Level 2 of the complaints procedure by submitting the Complaints Form and supporting evidence to casework@ncl.ac.uk.

If you want to complain about another student at the University you should contact the Casework Team by emailing casework@ncl.ac.uk. The email should contain a full explanation as to the nature of the concern, with supporting evidence. Student Progress Service may invite you to a meeting as part of the investigation. The allegation will normally be investigated under the University's Disciplinary Procedure (https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/).

The Student Academic Queries and Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/appeals.htm

Academic Queries and Appeals may only be made on the following grounds:

a) Grounds for academic appeal following Board of Examiners Decisions:
   - Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware.
   - Procedural irregularity on the part of the examiners.
   - Bias or prejudice on the part of an examiner or examiners.
   - That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

b) Grounds for academic appeal following PEC Committee Decisions:
   - Procedural irregularity or other error on the part of the PEC Committee
   - Bias or prejudice on the part of the PEC Committee
   - That the decision reached was perverse in that it was one which no reasonable person or body could have reached on the available evidence.

c) Grounds for academic appeal following an Unsatisfactory Progress Decision:
   - Evidence which was not available or considered previously
   - Procedural irregularity
   - Bias or prejudice
   - That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

d) Grounds for academic appeal following a DPD Request Decision:
   - Evidence which was not available or considered previously
   - Procedural irregularity
   - Bias or prejudice
   - That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Note: An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme.
You are expected to make every effort to raise your assessment/progress query, in writing, with the School directly concerned in the first instance. Impartial advice on both procedures may also be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

Section E: Assessment and Feedback

1 Coursework Submission

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

Two copies of each piece of work should be submitted to the submission work slots, which are located outside room 1.04, 1st Floor Armstrong Building by 12 noon on the day specified by the module leader. You must fill out and attach a cover sheet, which you will find outside room 1.04, in the Library space, 1st Floor Armstrong Building. Submit your work through Turnitin, which will screen your work for plagiarism. You must also submit your assignment through Turnitin by 12 (noon).

Never write your name on any piece of work that you hand in since all work is marked anonymously - but DO include your student number on your work. Please make sure you paginate your written work (i.e. add page numbers, preferably at the foot of each page).

All work is fully double-marked with the exception of some of the research training modules, in these cases the Postgraduate Support Officer will select a sample for moderation following first marking.

The School appoints External Examiners who scrutinize our marking procedure, ensuring that our marking policies are adhered to.

Scripts are marked and returned within 20 working days. You will receive one copy back of your work with feedback and final mark. The other copy is retained by the School Office.

You are advised to discuss your work with your module leader before writing a piece of assessed work. You will receive detailed written feedback on your work, and if you would like further feedback after the return of scripts please speak to your module leader.

Guideline on how to use Turnitin will be available from the School Office.

University policy states that all submission deadlines must be published by the end of the second teaching week each semester. You should take note of these deadlines at the beginning of each semester and make sure you carefully plan when you will complete each assignment.

Across the University, Schools and module leaders ask students to submit their coursework in a variety of ways (i.e., through Blackboard, NESS, or in hard copy). Before submitting, make sure that you know exactly how to submit and if you need to submit multiple copies – this is especially important if you are taking modules in different Schools!

Only the Degree Programme Director has the authority to approve changes in coursework submission deadlines once they are published. If a deadline does change, you will be given sufficient notice and a reason for the change. All module deadlines will be published in the relevant module handbook and a list of deadlines will also be displayed in the lobby area outside the School teaching rooms.
More information about University policies on coursework submission and the return of feedback is available here: [https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-assessedwork-policy.pdf)

**Word Count**

The word count for essays and dissertations varies depending on the module. You should consult the specific Essential Module Information form or Handbook for precise information on this. However, for each specified word count, the same guidelines as to how to calculate the word count apply: the word count includes footnotes, but excludes the bibliography and appendices.

Please keep within + or – 5% of your word limit: you will be penalised if you go over by more than 5%. Your title page should include the word count. Work that falls short by more than 5% may be considered short measure by examiners.

For dissertations, the word count excludes the prefatory material: title page, table of contents, acknowledgements page (optional) and abbreviations list (optional). The word count also excludes bibliographies and appendices; however, appendices must not be discursive and only contain information that is supportive but not essential in explaining your findings (e.g., lengthy tables, series of raw data, additional maps and figures). Calculating and verifying the word count: the word count should be conducted on the main body of the text, excluding prefatory material and bibliography.

**Dissertation**

You should write your dissertation during semester 3, but you are very strongly urged to think about your topic during semester 1. We will have formal sessions about the dissertation as part of ARA8290 in Semester 2. Therefore, you should have informal discussions with possible supervisors before the Christmas break. We will help to facilitate this process in module ARA8190. You do not need to have a definite proposal or title until early March, but the earlier you can identify the general area, the better.

In semester 2, we will ask you to write a proposal that will be assessed as part of ARA8290. The proposal will include, among other things: a research question, aims, objectives, an identification of the sources you intend to employ, a description of your methodology, a list of chapters and a working bibliography.

Please note that students taking a specific programme pathway (route) must carry out the research and writing of their dissertation on the topic of that programme pathway.

Please note that dissertation supervisors are permitted to read and comment on drafts of up to 25% of the total dissertation text: this provides an excellent opportunity for feedback and of which you are strongly encouraged to take advantage. Please feel free to discuss your dissertation at any stage with the Degree Programme Director.

**The deadline for the dissertation will be Friday 28 August 2020.**

Many students will wish to participate in field projects during semester 3. It is possible to join a field project and to arrange an extension for your dissertation accordingly (extension for professional development reasons – see Fieldwork below). Please note there is a tight schedule in turning around the marking for the dissertation before the November examination board. If an extension is sought for the dissertation, you may not be able to graduate in the December congregation and therefore your graduation will need to take place the following summer.
It may be possible to arrange for you to submit your dissertation after the August deadline with an extension represented by the length of fieldwork taken over the summer. This can only be arranged if you have discussed it with the Dissertation Module Leader and have had their formal agreement in advance. Please note that this is something the Module Leader will need to clear with the Student Progress Service (outside the School) and is particularly important for international students because of visa restrictions. If you are considering seeking such an extension, it is essential that you consult the Dissertation Module Leader in good time so that all the paperwork for you (and all other all students in a similar position) can be sorted out in a single list (as requested by Student Services). Ideally, this should be done prior to semester 3 and certainly by early June 2020. You will need to inform the Dissertation Module Leader of 1) Fieldwork dates; 2) requested Dissertation completion date; 3) Location of fieldwork

2 Turnitin and Plagiarism

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments will be submitted to an electronic text-matching software system (directly, by you, or by a member of staff). Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your work and those other sources highlighted. Matching text does not necessarily mean that you have plagiarised, since you may have correctly referenced text from other sources.

When you submit your assignments, you will be told how you need to submit to ensure they are checked. There are some file type and size restrictions, and you will be given guidance on what you can and cannot submit. You should always ask your module leader if you have any questions about a specific assignment.

The University takes plagiarism and academic misconduct very seriously, and you are expected to know how to reference other sources correctly.

What is plagiarism?

Academic writing involves a number of conventions that you as a student must learn to adopt and follow as early as possible in your degree course. The single most important convention is the acknowledgement of all sources of information that you use in assessments, especially coursework. You only have to look at an academic book or journal article to see that references and a bibliography are always included; if they are not, you can be confident that you are not reading an academic work.

The word ‘plagiarism’ is simply a technical term for using other people’s work without giving them credit. Whether it is done accidentally or deceitfully is not relevant because in either case it breaks the convention explained in the previous paragraph. When plagiarism is detected, it will be punished at the very minimum by low marks that reflect the fact that you have not presented a piece of work that is entirely your own. It can also lead to disciplinary action. Remember that you will probably want your tutor to write a reference for you when you are looking for a job. Many employers use standard reference forms including the question: ‘Have you ever had occasion to doubt the honesty or integrity of the applicant?’ Clearly, if you have submitted coursework that includes unattributed quotations or facts that lack references, the answer will have to be ‘yes’.

Definitions of plagiarism

Plagiarize (or plagiarise): ‘1 take and use (the thoughts, writings, inventions etc. of another person) as
one’s own. 2 pass off the thoughts etc. of (another person) as one’s own’

Concise Oxford Dictionary 1990

...the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in examination scripts as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another’s work.

Newcastle University, Procedure for Assessment Irregularities: Introduction 2.

Plagiarism is using the work of others without acknowledging your source of information or inspiration. ... Even if you change words or sentences you have "borrowed" or put them in a different order, the results are still plagiarism. Plagiarism is treated very seriously, and plagiarised work is usually disqualified.


Copying another person’s work, if it were the work of another student, would be cheating and would obviously be unacceptable. Similarly, taking extract from books or other published work and then presenting the words as your own is plagiarism (stealing thoughts) and this too is unacceptable.

Barrass R, Study! 2002: 112

What are the implications?

The most effective way of avoiding suspicions of plagiarism is to make full use of the well-established conventions for referencing your written work (instructions are given in a separate section of this handbook).

- give each idea or piece of evidence drawn from a published source a precise reference (author, year: page number, with full details of the source in your bibliography)
- enclose short quotations in inverted commas and place longer ones into indented paragraphs; in both cases follow them with precise references (for example see the definitions quoted above)
- when using documents downloaded from the Internet or scanned into electronic form, print them out and summarise the information you need in your own words: NEVER paste electronic text into your work and then attempt to modify it.

If you reference your work thoroughly, it will be much easier for whoever is marking it to see that you are capable of using a range of sources and evaluating them. It is permissible to use phrases such as ‘My own conclusion is’ or even ‘I think’ to draw attention to your own original ideas as long as you support them with clearly documented arguments and evidence. You will normally gain high marks for producing work that shows an ability to evaluate information and draw conclusions from it (see marking criteria explained elsewhere in this handbook).

3 Late Submission of Assessed Work

School Deadline: 12 noon on stated deadline date.

The University has a set policy for late submissions, so you should be careful to submit all assessments.
well in advance of the deadline. If work is submitted within 7 calendar days after the deadline, it will be capped at the pass mark (50 for postgraduate programmes). If you submit a piece of work more than 7 days after the deadline, it will receive a mark of zero.

There are two circumstances in which late work will always receive a zero: if your piece of work is marked on a non-discriminatory marking scale (i.e. pass/fail or merit/pass/fail), or if you are submitting work for a re-sit assessment.

There may be pieces of coursework for which no late work is allowed. You will receive prior notification in these instances.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form; there is more information on this form earlier in the handbook. Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless NUIT has confirmed a University-wide computer failure).

4 Examinations

University exam period dates are available on the Exams & Awards web pages (https://www.ncl.ac.uk/exams/exam-dates/). Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable around 8-10 weeks in advance, in order for you to check there are no clashes between your modules. A final exam timetable is published about 6-8 weeks before the exam period. It is your responsibility to check the dates, times and locations of your exams carefully on your timetable.

Prior to your exams, you must also read and understand the Exam Rules and Guidance. This provides instructions for what to do before, during and after the exam and details what you can and cannot take into an exam: http://www.ncl.ac.uk/exams/rules.

The University has a calculator policy for examinations. Students can only use calculators from the Casio FX-83, Casio FX-85 and Casio FX-115 ranges. No other model of calculator is permitted.

When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website (https://www.ncl.ac.uk/exams/past-papers). Sample papers should be provided by the lecturer for new courses.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the Student Wellbeing Service as soon as possible (http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm).

Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office: https://www.ncl.ac.uk/exams/overseas/
5 Feedback on Assignments and Examinations

Feedback on submitted work
You will receive feedback on all of your coursework and exams. University policy states that feedback on coursework must be returned within 20 working days (i.e. normally four weeks, not including Bank Holidays or University closure days).

Exam feedback must be returned to you in 20 working days (i.e. normally four weeks) from the end of the exam period; if this date falls during summer holidays, then it must be received at the start of the next semester/term. If feedback is going to be returned late for any reason, you will be informed in advance and told when you should expect to receive your feedback.

You will receive feedback in a variety of ways: written on your work, given verbally in lectures or tutorials, or provided on Blackboard or NESS. Feedback may come from lecturers, from your student peers, or from yourself. Learning to give yourself feedback is an important skill that you will continue to use after University. You are expected to use your feedback by looking at your work, the criteria for the work, and the feedback comments and thinking about how you can improve in future assessments.

Feedback on exams may be given in the form of general feedback to the entire cohort. This feedback may include, for example, information on what made good answers and poor answers on the exam, statistical information to show you how you are doing compared to the rest of the cohort, and/or feedback on exam strategies. You do have the right to request individual feedback, and students who are re-sitting exams should contact module leaders for feedback at least four weeks before the re-sit exam.

6 Marking Criteria

The marking Criteria used as part of this programme follows that typical of the British Higher Education System and uses both percentage marks and classes. Please study the marking criteria carefully both when preparing your submissions and when reviewing your work alongside the markers’ comments.

You will notice that a mark of above 50% is required for a pass at master’s level. A Merit of between 60% and 69% is a very worthy score. A mark of above 70% is awarded a Distinction; this is considered to be a very high mark. It is relatively rare, but not altogether uncommon at MA level, for candidates to produce publishable work ‘worthy of dissemination’; this would receive mark of over 80%.

It should be noted by students, particularly those from overseas (e.g. USA and Canada), that the numerical value associated with the marks you receive may be substantially lower than those you are accustomed to receiving in your home country. This is a reflection of different marking criteria and not necessarily a reflection of your work. Please keep the marking criteria for this programme in mind when reviewing feedback on your work. If you have any questions please speak to your Module Leader or the Degree Programme Director.
<table>
<thead>
<tr>
<th>Standards / Mark</th>
<th>0-34</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td>Very Bad fail</td>
<td>Bad Fail</td>
<td>Fail</td>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td><strong>Range of material studied</strong></td>
<td>Little or no recommended materials</td>
<td>Very narrow range of recommended materials</td>
<td>Narrow range of recommended materials</td>
<td>Reasonable range of recommended materials</td>
<td>Wide range of recommended materials</td>
<td>Material beyond that recommended</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Highly inaccurate</td>
<td>Considerable elements of inaccurate material</td>
<td>Some accurate material</td>
<td>Reasonable accuracy</td>
<td>Good level of accuracy</td>
<td>Very high level of accuracy</td>
</tr>
<tr>
<td><strong>Technical competence</strong></td>
<td>Little or none</td>
<td>Basic, in a small number of simple areas</td>
<td>Basic, in some areas</td>
<td>Reasonable level</td>
<td>Good level</td>
<td>High level</td>
</tr>
<tr>
<td><strong>Relevance of material used</strong></td>
<td>Material irrelevant</td>
<td>Little relevant material</td>
<td>Some relevant material</td>
<td>Largely relevant</td>
<td>Directly relevant</td>
<td>Uses relevant material from beyond the module</td>
</tr>
<tr>
<td><strong>Use of evidence</strong></td>
<td>None or very little</td>
<td>Limited use</td>
<td>Limited range of appropriate evidence</td>
<td>Reasonable range of appropriate evidence</td>
<td>Wide range of appropriate evidence</td>
<td>Wide range of appropriate evidence skilfully used</td>
</tr>
<tr>
<td><strong>Quality of argument</strong></td>
<td>None or very little</td>
<td>Incomplete or patchy</td>
<td>Basic</td>
<td>Simple but effective</td>
<td>Reasonably complex</td>
<td>Complex</td>
</tr>
<tr>
<td><strong>Organisation and structure</strong></td>
<td>Weak or lacking</td>
<td>Inappropriate or incomplete</td>
<td>Simple but appropriate</td>
<td>Appropriate</td>
<td>Good</td>
<td>Coherent</td>
</tr>
<tr>
<td><strong>Showing understanding</strong></td>
<td>None or very little</td>
<td>Limited understanding of basic concepts</td>
<td>Understanding of basic concepts</td>
<td>Understanding of some complex concepts</td>
<td>Good understanding of a majority of Complex concepts</td>
<td>Excellent deep understanding of complex concepts</td>
</tr>
<tr>
<td><strong>Critical analysis</strong></td>
<td>None</td>
<td>None</td>
<td>Largely descriptive, v. little critical comment</td>
<td>Small amount of simple critical analysis</td>
<td>Some good critical analysis</td>
<td>Skilled critical analysis</td>
</tr>
<tr>
<td><strong>Independent and original thought in pulling disparate ideas into a coherent whole</strong></td>
<td>Unable to marshal ideas; no ability to establish linkages</td>
<td>Limited ability to marshal ideas; few linkages</td>
<td>Basic ability to marshal ideas; some linkages</td>
<td>Reasonable ability to marshal ideas; some linkages</td>
<td>Good ability to marshal ideas; a few original linkages</td>
<td>Pulls together different ideas effectively, original linkages</td>
</tr>
<tr>
<td><strong>Care taken in presentation</strong></td>
<td>Very poor</td>
<td>Insufficient care taken</td>
<td>Some care</td>
<td>Reasonable care taken</td>
<td>High level of care</td>
<td>Excellent care taken</td>
</tr>
<tr>
<td><strong>Care taken in acknowledgement of sources</strong></td>
<td>Very poor</td>
<td>Insufficient care taken</td>
<td>Some care</td>
<td>Reasonable care taken</td>
<td>High level of care</td>
<td>Excellent care taken</td>
</tr>
<tr>
<td><strong>Appropriateness of communication for designated audience</strong></td>
<td>Takes no account of audience</td>
<td>Takes little account of audience</td>
<td>Takes some account of audience</td>
<td>Takes reasonable account of audience</td>
<td>Takes good account of audience</td>
<td>Carefully designed to meet needs of audience</td>
</tr>
<tr>
<td><strong>Application of technical skill</strong></td>
<td>Very little</td>
<td>Weak</td>
<td>Basic level</td>
<td>Reasonable</td>
<td>Good</td>
<td>High level</td>
</tr>
<tr>
<td><strong>Fluency and clarity of expression</strong></td>
<td>Unclear and lacking in fluency</td>
<td>Largely unclear and lacking in fluency</td>
<td>Clear in some places, but lacking fluency</td>
<td>Clearly expressed in some places with some fluent elements</td>
<td>Majority of work clearly expressed in fluent language</td>
<td>All clearly expressed in fluent and elegant language</td>
</tr>
<tr>
<td><strong>Worthy of dissemination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Worthy of dissemination</td>
</tr>
</tbody>
</table>
7 Marking and Moderation Processes

You should have absolute confidence that the marks you receive are fair and consistent across markers. All assessments that are worth a significant part of your final mark are reviewed in advance so that the instructions are clear and the questions are reasonable for a student at your level.

Depending on the assignment, your work may also be moderated. This means that a second marker will look at the mark and feedback given by the first marker and ensure that it is fair and accurate. Several different processes for moderation may be used the School, including sampling (looking at a sample of pieces of work across grade boundaries) and second marking (where a second marker looks at every piece of work).

All marks that are returned to you are provisional and subject to review and potential moderation prior to the final Board of Examiners meeting. Each taught programme of study (undergraduate and postgraduate) has a Board of Examiners (BoE) which is responsible for decisions about the outcomes of assessment of students on the programme. The BoE has a substantial degree of discretion. This means that it may award a degree classification higher than that determined by the marks alone. This can be due to medical or special personal circumstances and this is one of the reasons why it is important to submit PECs. The Board may also, in certain circumstances deem individual students to have passed particular modules in which they have obtained a fail mark.

The University has a policy on Moderation processes, available here: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-assmt-modscal-pol.pdf)

8 How Assessment Affects Your Progress

Your progress within your programme depends on your assessment marks, as explained in your degree programme regulations. The simplest way to proceed from one stage to another is to pass all credits in a given stage. Should you fail any number of modules, you are allowed the opportunity to re-sit these examinations. Re-sit exams are normally held in August, though students may choose to take a year out from the University and re-sit at the next normal sitting during the academic year.

9 Assessment Irregularities and Disciplinary Procedures

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are not limited to), the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, defined as the unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement. It is also possible to
plagiarise yourself if you submit the same work for multiple assignments or do not acknowledge ideas or words that you have submitted previously

- Procurement of assessment material.
- Dishonesty

The University’s assessment irregularity procedure can be found in full here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/assessment.htm

More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others’ work. The Right-Cite for Good Academic Conduct (http://www.ncl.ac.uk/right-cite/) provides a detailed account of the issues governing academic conduct and gives you access to a range of resources. The Academic Skills Kit (https://internal.ncl.ac.uk/ask/) provides a range of resources which may help with academic writing. There is also information on appropriate style and referencing guides here: http://libguides.ncl.ac.uk/referencing.

You can expect to receive a briefing on academic conduct and the referencing guidelines that you are expected to follow. You are in turn expected to do the following:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice
- Avoid plagiarism.

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct. More information is available here: https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/ This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, sexual misconduct, harassment, hate crime, criminal offences, etc.)

10 Recognition of Prior Learning and Credit Transfer

The University acknowledges that some students will start their time at Newcastle with prior experience – either of studying at other universities or from work. We want to recognise students’ past work appropriately, so you may be able to apply for Recognition of Prior Learning (if you have credits from a non-UK university or relevant experience) or credit transfer (credits from a UK university).

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification. If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

If you successfully apply for RPL or credit transfer, you could gain permission to study modules outside the degree programme regulations or additional optional modules, with DPD approval, up to a full credit load. If you do so, these modules will count toward your final degree classification.
More information about RPL and credit transfer will be available from your School, including information on how to apply and whom you should contact if you have questions. The University policy is available here: http://www.ncl.ac.uk/ltds/assets/documents/qsh-ct-rpl-pol.pdf

Section F: Student Representative and Feedback

1 Overview

The University values your opinion very highly – we want to know when things are going well and when you think things can be improved. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It is important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what is going well or not so well; it helps us when we know more specifically, what is going on. You should also be respectful in the comments that you provide, considering the issues or successes rather than criticism of individuals.

Student representation is a key part of how the University engages with students. The Student Representation Policy (jointly owned by the University and the Students’ Union) aims to ensure that every student is represented in institutional decision-making processes and that every student can contribute to the enhancement of their programme and learning experience.

Further information regarding Student-Staff Committees and Student Representation roles can be found via the following link https://www.ncl.ac.uk/ltds/student/representation/. There is more information about student opinion – and some information about actions that have been taken by the University as a result of your opinions – on the ‘You Said - We Did’ website (https://internal.ncl.ac.uk/yousaidwedid/).

2 Module and Stage Evaluations

At the end of each semester, you will be asked to complete an evaluation. These evaluations are used to find out about your experiences, assess the positive features of your programme, and identify anything that could be improved in the future. You will be asked questions about aspects of your experience including library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc. Y

It’s important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (don’t say anything offensive about a person involved on the module). It also helps if you suggest solutions – we will take these seriously!

You will receive a link to evaluations through email, and you can then complete the survey online, anonymously. You will find links to your module evaluations in the ‘My EvaSys’ panel in Blackboard (on the My Institution page) – these links only appear when there is an evaluation open and ready for you to complete.

You will also be given opportunity to feedback on your modules at the end of the semester. It is intended that in 2019/20 this will be combined with the stage evaluations we mention above. You may also be given opportunity during the module delivery to offer feedback. Please look out for these opportunities.
More information about evaluations is available here
https://internal.ncl.ac.uk/yousaidwedid/surveys/

If at any point during your degree you wish to raise a question or complaint, please do not hesitate to contact either your Degree Programme Director, or the Director of Excellence in Learning & Teaching (DELT) in the School of History, Classics and Archaeology.

3 National Surveys

The University participates in national student opinion surveys: National Student Survey, Postgraduate Taught Experience Survey and the Postgraduate Research Experience Survey.

**National Student Survey (NSS)** - The NSS contributes to public accountability, helps inform the choices of prospective students, and provides data that allows informed decisions to be made to enhance the Undergraduate student experience. The NSS typically runs from February through to April annually. It includes all full-time and part-time UK, EU, and international final year undergraduate students studying at Newcastle main campus and Newcastle University London (NUL), including eLearning students based in the UK. The University runs a Newcastle Student Survey through EvaSys which is designed for students who meet the basic NSS requirement, but are based outside of the UK at Newcastle University Medicine Malaysia (NUMed), Newcastle University International Singapore (NUIS), or are non-UK based eLearners. The NSS excludes incoming and exchange students. See https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/ for more information.

**Postgraduate Taught Experience Survey (PTES)** - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs from mid-April through to mid-June annually. It includes all full-time and most part-time UK, EU, and international postgraduate taught students studying a programme of at least 60 credits, the greater part of which is at Masters level, including eLearning students. The PTES excludes students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students. Also see https://www.heacademy.ac.uk/institutions/surveys/postgraduate-taught-experience-survey.

This survey is similar to the NSS, but for postgraduate taught students.

**Postgraduate Research Experience Survey (PRES)** – The PRES gathers information about the experience of research students, focusing on students’ experiences of supervision, resources, research community, progress and assessment, and skills and professional development. It also considers students’ motivations for taking their programme. The PRES runs every odd ending year e.g., 2017, 2019, typically in the Spring (mid-March to mid-June). It includes all full-time and part-time UK, EU, and international postgraduate research students. See (https://www.heacademy.ac.uk/institutions/surveys/postgraduate-research-experience-survey).

This is similar to the NSS, but for postgraduate research students.

For more information about our student opinion surveys go to http://www.ncl.ac.uk/ltds/student/opinion/; also, see how the University has listened to previous feedback by going to: https://internal.ncl.ac.uk/yousaidwedid/actions/. Official invitations from the University asking you to participate in national surveys will be sent to you from studentsurveys@ncl.ac.uk.
4 Academic Student Representation

You will have an opportunity to elect academic student reps within your School and you may wish to put yourself forward to be a Rep! Academic Student Reps are a crucial link between students and staff as they find out what other students are thinking and work with University staff to help improve the student experience.

There are four different Academic Student Rep roles at Newcastle University.

Course Reps are elected by their peers and will attend their Student-Staff Committee on their behalf.

The Student-Staff Committee is chaired by a student and may also have a student secretary. All students are able to contribute to their Student-Staff Committee’s agenda – just tell your Course Rep what you think should be discussed! The Student Chair and Student Secretary are also asked to attend the Board of Studies, which oversees teaching activities in the School.

School Reps are appointed by the Students’ Union to represent their School at the Faculty Education Committee (FEC). They will gather student opinion from across your School by working with the Student Chairs and Student Secretaries of your SSCs and will present any key student topics at FEC. They will also feedback to SSCs any new key initiatives from the University and Faculty that will affect students across the School.

The Students’ Union provides training and support for Course Reps, Student Chairs and Secretaries, and School Reps. They also run Hall and Community Rep schemes – more information about student representation is available here: [https://www.nusu.co.uk/yourvoice/reps/](https://www.nusu.co.uk/yourvoice/reps/)

Postgraduate Student-Staff Committee

This Committee exists to foster and improve communication between staff and postgraduate students in the School, and to raise matters of mutual concern, with the aim of improving the quality of our teaching and learning, and the environment in which it is conducted. This includes degree programmes, facilities, and types of teaching. It meets regularly during the academic year, and the agenda and minutes are displayed on the noticeboard in the main School reception area, on the Postgraduate noticeboard. This Committee also reports to the Postgraduate Board of Studies (see below). Representatives’ names and contact details are also displayed on the Postgraduate noticeboard, and you are encouraged to raise with them any matters that you wish to have represented at this Committee.

You are also encouraged to consider serving on the Student-Staff Committee, in order to maintain good representation of students’ views and foster the best communication between staff and students. Student reps are elected annually – one person will be needed to represent each MA in Archaeology. Details are available from the Postgraduate Support Officer on how to stand for election.

Postgraduate Board of Studies

This Board is the formal decision-making body in the School that deliberates upon all matters relating to the Archaeology postgraduate degree programmes, monitors quality of teaching and skills training, and reviews student progress and results. All staff involved in PG teaching are members of the Board. Student representatives from the Student-Staff Committee also sit on this Board, and represent the
views of full- and part-time students from all PG degree programmes. It usually meets at least once per semester.

**Section G: Research Groups, Strands and Centres**

Researchers in History, Classics and Archaeology participate in a wide range of groups and forums within the School, across the University, and with colleagues at other Universities. Within the School, our Research Strands and Centres are collaborative hubs where academic staff and postgraduate students work in partnership on projects and discuss their plans, progress and publications.

**Postgraduate Forum**

The purpose of the Postgraduate Forum is to provide a means for postgraduates in the School of History, Classics and Archaeology at Newcastle University to publish their research and work. Work submitted for publication is published in an electronic journal that is issued annually in September.

The Postgraduate Forum also holds an annual conference to afford students the opportunity to promote their work. The aim of the is to provide the chance for postgraduates to gain experience at giving conference papers, while doing so in front of a supportive and sympathetic audience. This also provides researchers with the opportunity to open their on-going research to the wider community while providing public speaking experience and the chance to meet fellow postgraduates from across north-east England. The conference concludes with a wine reception and a social evening.

The forum’s online e-journal aims to provide postgraduates with the unique opportunity to publicise their work to the wider academic and public communities. We believe that exciting new research deserves an audience, and we aim to provide the stage.

The Postgraduate Forum is an Oxford Journals sponsored member of the Association of Learned and Professional Society Publishers (ALPSP)

The Postgraduate Forum, School of History, Classics and Archaeology, Newcastle University, Newcastle NE1 7RU, [http://www.societies.ncl.ac.uk/pgfnewcastle](http://www.societies.ncl.ac.uk/pgfnewcastle)

**School Research Strands and Seminar Series**

Research strands and seminar series provide an opportunity to further engage with the research of colleagues and guests to the school. They also provide a way of keeping up-to-date on the latest research. All are welcome to attend meetings. Information on activities will be posted throughout the year, please contact the convenors for further information. Research strand meetings can take various forms, including: discussion of a recent publication selected by a strand member; general discussion led by a strand member; discussion of a guest scholar’s work with that scholar; a research seminar in one of the School’s seminar series or as a special seminar; discussion of one or more research proposals; and, ‘coffee hours’ to informally discuss recent developments in this field of research.

**Archaeology Research Seminar Series**

Our main seminar series meets every Thursday at 16:00 in Semesters 1 and 2. Every year we are proud to welcome a series of guest speakers from around the world to hear about their research. Talks usually last about an hour, followed by opportunities to ask questions to our speaker. There is further opportunity to further talk with our guest and enjoy the company of your fellow students and
lecturers as we often go out for drinks and dinner following the talk. All are welcome. Further information about the seminar series will be made available at the beginning of each semester. The seminar convenor is Dr. Lisa-Marie Shillito.

**Roman Research Forum**
The School of History, Classics and Archaeology is home to an impressive line-up of scholars who are interested in and work on the Roman world: historians, archaeologists, literary critics, linguists. This informal forum provides an opportunity for all members of the School who have Roman interests (staff, visiting fellows, and graduate students) to congregate, discuss their current work, and get to hear about other people's research. Lectures by visiting scholars in Roman Archaeology take place most Tuesday evenings in term time. Look out for many other lectures in Ancient History and Classics seminar series as well. The seminar convenors are Prof Ian Haynes (Sem 1); Dr James Gerrard and Douglas Carr (Sem 2).

**Landscapes and Monuments Research Strand**
The Landscapes and Monuments Research Strand is an interdisciplinary group based in the School of History, Classics and Archaeology. Its aims are to provide a focus for researchers in the field by reviewing and discussing recent work, providing feedback on its members’ research proposals and papers, and stimulating new projects. The Research Strand is open to all interested researchers at Newcastle University including staff and postgraduate students. The Landscapes Research Strand is related to the McCord Centre for Landscapes (See below). Please see Dr Francesco Carrer for further information.

**Material Culture Research Strand**
The School has a long and distinguished track record in material culture studies, supported especially by the Great North Museum Hancock and the MATCH research group (info below). The Material Culture Research Strand is open to all interested researchers at Newcastle University including staff and postgraduate students and offers the opportunity to review recent work and meet to discuss ideas relating to material culture studies. Please see Dr Andrea Dolfini for further information.

**The McCord Centre for Landscapes**
The McCord Centre exists to stimulate new approaches to landscapes. Our research focuses on people and places, of the past and in the present. Our mission is to create positive social, cultural and economic results by promoting the value of landscapes, now and for the future. Prof Sam Turner directs the centre.

**Materiality, Artefacts & Technologies in Culture and History (MATCH) research group**
MATCH generates, coordinates, and elevates multi-strand material culture research at Newcastle University. Their vision is to create an international centre of excellence rooted in the northeast of England but open to the world. They:

- Provide a catalyst to develop material culture research cutting across Schools and subjects within the HaSS Faculty and wider University.
- Foster debate, networking, and interaction around Materiality, Artefacts, and Technology themes, in collaboration with the HaSS Research Institutes, Centres and Groups [https://www.ncl.ac.uk/hss/research/research-bases/].
- Coordinate material culture research and expertise in the North-East of England including Northumbria University, Durham University, the University of Sunderland, English Heritage, the National Trust, Tyne and Wear Archives and Museums, and the National Glass Centre [links to all these institutions].
• Attract outstanding doctoral candidates, support their funding applications, and provide them with world-class training and career development opportunities.

Please contact Dr Andrea Dolfini for further information.
Website http://cias.ncl.ac.uk/

**Experimental Archaeology Newcastle (EXARN)**

EXARN is a recently established, post-graduate led experimental archaeology research group whose goal is to bring together researchers employing experimental archaeology techniques and to encourage, aid and inform those interested in these research methods. The group actively brings researchers together people to help develop and undertake experimental archaeology projects. There are often opportunities for students to get involved in EXARN projects to draw on EXARN expertise for their own projects.

**Faculty Institutes, Centres and Groups**

The Faculty provides a home to the following research institutes, centres and groups, which work within diverse areas of humanities and social sciences.

**Institutes**

* Newcastle University Humanities Research Institute (NUHRI)
* Newcastle Institute for Creative Arts Practice (NICAP)
* Newcastle Institute for Social Renewal (NISR)

**Centres**

* Centre for Learning and Teaching
* Centre for Knowledge, Innovation, Technology and Enterprise
* Centre for Latin American and Caribbean Studies
* Centre for Research in Linguistics and Language Sciences
* Centre for Urban and Regional Development Studies
* Global Urban Research Unit
* Policy, Ethics and Life Sciences
* Newcastle Centre for the Literary Arts
* Research Centre in Film and Digital Media
* McCord Centre for Landscape
* Northern Centre for the History of Medicine
* SOLE Central

**Groups**

* Medieval and Early Modern Studies @ Newcastle
* Gender Research Group
* Cultural Significance of Place Research Group
* Newcastle Forum for Human Rights and Social Justice
* Military, War and Security Research Group
* Critical Discourse Research Group
* Cluster for Transformative Research on the Anthropocene (CTRAn)
* Asian Studies Research Group (ASRG)
* Cluster for Interdisciplinary Artefact Studies (CIAS)
* Digital Cultures in Culture Lab
* Postcolonial Research Network
* Labour and Society Research Group

**Cross-institutional Research Centres**

Academic staff also collaborate with scholars at other Universities on joint ventures, which include:

* The Northern Centre for the History of Medicine
* North East England History Institute
Section H: Ensuring the Quality of Your Degree

1 Mechanisms for Ensuring the Quality of Your Degree

The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside your School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and assessment, and of the highest standards. The key mechanisms are described below:

Annual Monitoring and Review (AMR) – Every year Schools are asked to comment on what went well and what could be improved (and to provide evidence) regarding programmes. Schools are also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year and at University level to identify effective practice to share or issues to address. See the University policy for more information: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-amr-policy.pdf).

Learning and Teaching Review (LTR) – Approximately every six years, each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. More for information, see: [http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-ltr-policy.pdf).

External Examiners – Each programme will have at least one external examiner, someone who works at a different University or in industry. The function of external examiners is to assist the University by providing assurance that in their expert judgement the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents. External examiners are asked to review programme aims and learning objectives as well as assessment questions and feedback. In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University’s standards and on student achievement in relation to those standards
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

For further information, see: [http://www.ncl.ac.uk/ltds/governance/examiners/](http://www.ncl.ac.uk/ltds/governance/examiners/).

You should not contact external examiners directly, but you may be asked to meet with them when they come to visit the University. You can also engage with the process through which the University considers and responds to external examiners by participation in Boards of Studies, Student-Staff Committee, and Faculty Education Committees.

External Examiner for MA Archaeology:

Dr Gordon Noble, University of Aberdeen

You can engage directly with LTR by volunteering to meet with the panel (if there is an LTR while you are a student) or by volunteering to serve as a student panel member for an LTR in another School. You
can engage with AMR and external examining through the student representation system and by participating in School and Faculty committees.

Changes to your programme – The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see http://www.ncl.ac.uk/ltds/assets/documents/qsh-progapp-majminchanges-policy.pdf.

Section I: Resources

1 Tools for Study and Revisions

ePortfolio:

You can use the ePortfolio tool to record, reflect and evidence the skills, knowledge and abilities you develop during your time at Newcastle University. By using ePortfolio you will give yourself a definite advantage when it comes to applying for jobs or further study. This electronic tool enables you to collate your thoughts, plans and achievements and build on them for the future. You will also need this tool to record your personal tutorial meetings. This facility is secure and private; only you have access to the information contained here, unless you make it available to others. The only exception to this is the information you provide to your Personal Tutor, which is available to you both and no one else.

To start using ePortfolio, or to learn more about it, please log on to Blackboard where you will find more information and simple instructions to follow. Alternatively, you can log into ePortfolio via https://portfolio.ncl.ac.uk/

Blackboard:

Information on your modules is also available on Blackboard which all students are able to log on to using their University username and password. Some lecturers will use Blackboard to a greater extent than others, but you can expect to find, as a minimum for each module, contact details for the lecturers teaching the module, the module outline and lecture notes and other teaching materials for the module or links to these documents. Blackboard is available at https://blackboard.ncl.ac.uk/webapps/portal/frameset.jsp

2 University Library

The University Library Service provides access to a wide range of resources, services and study spaces as well as professional expertise to help you to be successful in your studies and research. The Philip Robinson Library is open 24 hours a day during term-time, and the Marjorie Robinson Library Rooms, Walton and Law libraries are open until late.

The libraries house over 800,000 books, subscribe to over 42,000 journals and provide access to more than 1.8 million ebooks. Library Search (libsearch.ncl.ac.uk) can be used to locate books, ebooks, journal articles and a lot more information using a single search. High demand items can be found in the Student Text Collection (STC) and are bookable online. The Philip Robinson Library also houses the
Special Collections (www.ncl.ac.uk/library/specialcollections), which are made up of rare and historic books, manuscripts, maps and illustrations.

The Library’s Subject Guides (http://www.ncl.ac.uk/library/subject-support/) bring together tailored, subject-specific information, resources and databases and are the best place to start your exploration of the Library’s resources for your specific discipline.

The libraries are excellent places to study. They have a range of silent and quiet areas plus group and collaborative learning spaces. They collectively house over 820 computers. Wi-Fi is also available so you can use your own devices or borrow one via our Laptop Loan Scheme.

The library’s online study space monitor (http://www.ncl.ac.uk/library/about/study-space-availability) is a good way of checking availability.

Library Staff are available at service desks to help you to find the information you need. They also offer one to one consultancies to help you improve your information skills. Alternatively you can use our online Library Help service 24/7 (libhelp.ncl.ac.uk) to access support no matter where you are.

If you have any questions or need any help ask a member of Library staff or contact via us via LibraryHelp (libhelp@ncl.ac.uk) – they are there to support you through your course. For further information on Library services see www.ncl.ac.uk/library

Robinson Library Special Collections and Archives

Newcastle University Library supports the University’s mission in terms of providing information resources and services in a user-focused environment. The Special Collections department accomplishes this by collecting, preserving, promoting and facilitating access to often rare or unique primary source material and historic secondary texts in order to support the teaching and research needs of undergraduate and postgraduate students, academic staff and researchers outside the academic community. It seeks recognition of the regional, national and international significance of important collections and its activities include collection development, exhibitions and outreach services.

Some examples are given on the following pages.

Please see the Special Collections web pages for further information and guides to subject resources: http://www.ncl.ac.uk/library/specialcollections/
Resources for Local History:

Miscellaneous Manuscripts (coal mining records); John and Thomas Bell Collection (Port of Tyne, local book trade); diaries of William Brewis, Northumbrian farmer (1833-1850); diaries of Thomas Sopwith, mining engineer (1803-1879); papers relating to Dr. Charles John Gibb (1824-1916); Robert White Papers; Edwin Clarke Local Collection; Robert White Collection, including illustrative materials; Bell-White Collection; Chapbooks and Broadsides; Hartlepool Printer’s Collection; Hindson-Reid, University printer (1870s-1960s); Hospital Archives; Local Illustrations; Maps; Otterburn Enquiry Reports into the Army’s application to extend its use of the National Park; Playbills, mostly for the Theatre Royal and dating from its opening in 1788; University Publications Archive; Walton Collection; Hindson-Reid Woodblocks; Burman-Alnwick Collection; papers of the Trevelyan family, and Robert Spence Watson; R. Oliver Heslop’s dictionaries; Maurice Bell Collection relating to industry in the North East; 1801-1850 Collection containing local histories.

Pollution of the River Tyne:

“Why do people marvel at the death rate!!”

Contact: lib-specenq@ncl.ac.uk, (0191) 208 5146
Reading Room open: Monday – Friday, 9.30 am. – 4.45 pm.
Gertrude Bell (1868-1926) was born in Washington, in what was then Co. Durham, but, when she was very young, she moved with her family to Redcar. She was educated first of all at home, and then at school in London; she went to Oxford to read history, and, at the age of twenty and after only two years study, she left with a first-class degree. From the turn of the century onwards, her life was governed by a love of the Arab peoples, inspired, it seems, by a visit to friends in Jerusalem in 1899-1900. She learned their language, investigated their archaeological sites, and travelled deep into the desert, accompanied only by male guides. Her knowledge of the country and its tribes thereby gained made her a prime target for recruitment by British Intelligence during the First World War, later, as a Political Officer, and then as Oriental Secretary to the High Commissioner in Baghdad, she became a king-maker in the new state of Iraq, which she had helped to create. Her first love, however, was always for archaeology, and, as Honorary Director of Antiquities in Iraq, she established in Baghdad the Iraq Museum.

The Gertrude Bell papers consist of about 1,600 detailed and lively letters to her parents, of her 16 diaries, which she kept while she was travelling, and of c.40 packets of miscellaneous items. There are also about 7000 photographs, taken by her c.1900-1918. Those of Middle Eastern archaeological sites are of great value because they record structures which have since been eroded or, in some cases, have disappeared altogether, while those of the desert tribes are of considerable anthropological and ethnographical interest. The letters and diaries, but not the miscellaneous material, were transcribed in automated form between 1982 and 1988, and a catalogue of the photographs was published in 1982, with a second edition in 1985.

See the website: http://www.gerty.ncl.ac.uk/

or contact Dr Mark Jackson, Curator of the Gertrude Bell Photographic Archive in the School of History, Classics and Archaeology (m.p.c.jackson@ncl.ac.uk).

Contact: lib-specencq@ncl.ac.uk, (0191) 208 5146
Reading Room open: Monday – Friday, 9.30 am. – 4.45 pm.
Other Libraries
In July 2009, the library of the Great North Museum opened to readers. This new facility combines the libraries of the Society of Antiquaries of Newcastle upon Tyne, the Natural History Society of Northumbria, and our own archaeological collection, the Cowen Library. The collections are useful for all periods but particularly rich in regional periodicals and classical and Byzantine archaeology. As an Archaeology student at Newcastle, you may use any book in the library but may only borrow books from the Cowen collection.

As a postgraduate student at Newcastle, you will have access to books and periodicals in the libraries of the Universities of Durham and Northumbria, but you do not have borrowing rights. Photocopiers are available for general use at these libraries. You should be aware that Newcastle and Northumbria University libraries have complementary purchasing policies – this means especially that you may find periodicals at the other library when you cannot find what you are looking for in one.

Durham University library has exceptionally strong collections in Archaeology and Medieval and Modern history, with an extensive range of journals in hard copy and a strong local history collection. All of these library catalogues are accessible through the Newcastle University Library Homepage: http://www.ncl.ac.uk/library.

See also the web link to the library of the Literary and Philosophical Society of Newcastle, http://www.litandphil.org.uk. Founded in 1793, the Lit and Phil is a unique local resource, with over 150,000 books and a wonderful reading room. The website contains details of how to join, with special rates for students.

Local record offices and Newcastle City Library are also of particular use and importance to postgraduate students; the latter was completely rebuilt and re-opened in June 2009. Your tutors will advise you further on other useful venues for research both locally and nationally.

3 Academic Skills Kit (ASK)

The Academic Skills Kit is an online resource which brings together the range of academic skills development provision across Newcastle University into a one-stop website. Provision includes information literacy, revision strategies, academic writing, time management and maths and statistics. It signposts specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.

Please visit www.ncl.ac.uk/ask.

4 Writing Development Centre

The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors offer advice and guidance on academic skills including:
• Understanding assignment questions and marking criteria
• Critical thinking, critiquing and reviewing literature
• Planning and structuring writing (incl. paragraphing)
• Academic writing style (incl. fundamentals of grammar)
• Avoiding plagiarism
• Managing time, work and writing (incl. writers block and procrastination)
• Exams and Revision (excluding take-home exam papers, except in general terms)
• Presentations and posters

Our approach is developmental – we do not ‘check’, proofread or correct work for you, but we do help you understand the expectations of university study and develop effective strategies which will suit your subject and stage, and your own study preferences. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer **one to one tutorials** based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred on your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of **online resources** on academic skills and writing.

The Writing Development Centre is located on Level 2 of the Philip Robinson Library. To find out more of book an appointment please see our website [https://www.ncl.ac.uk/library/subject-support/wdc/](https://www.ncl.ac.uk/library/subject-support/wdc/)

### 5 INTO Newcastle In-Sessional English

The INTO Newcastle In-Sessional team can provide information on:
- The University English Language Assessment (UELA)
- Free academic English language classes for Newcastle students whose first language is not English
- One-to-one English writing tutorials (where you can meet with a teacher for 25 minutes to discuss an assignment you are working on)

The In-Sessional language programme can provide both non-credit-bearing support and credit-bearing modules. Your School will be able to tell you if you need to take a credit-bearing module.

More information about the In-Sessional programme is available from the INTO website: [http://www.ncl.ac.uk/students/insessional/about/insessional.htm](http://www.ncl.ac.uk/students/insessional/about/insessional.htm)

### 6 Maths-Aid

Maths-Aid is a drop-in centre providing a free and confidential service to all students of Newcastle University on all aspects of mathematics and statistics including:

- mastering mathematical methods
- revising for exams with a quantitative element
- understanding statistical tests
- using SPSS - Statistical Package for the Social Sciences
- practising graduate numerical skills tests

More information is available from the website: [https://internal.ncl.ac.uk/ask/where-to-go/maths-aid](https://internal.ncl.ac.uk/ask/where-to-go/maths-aid) where you can make an appointment.
7 Computing Facilities

The Postgraduate PC Cluster room is located on the first floor of the Armstrong Building, room 1.39D. Access to the computer cluster is by your student card. Please see School Office regarding access. Teaching Assistants also have access to this cluster. This facility is maintained by NUIT information and any problems should be reported to the NUIT as soon as possible. Note that all campus computers automatically log off after 30 minutes of inactivity. Be sure to save your work often.

http://www.ncl.ac.uk/itservice/support/

You are encouraged to use computing facilities for word-processing, data handling and analysis. The use of computers will also be incorporated into the teaching programmes for most modules, and you will often prepare and submit coursework electronically. There are facilities available at School, Faculty and University level, and you can use this link to find available computers on campus:

http://m.ncl.ac.uk/itservice/

If you have any questions about computing facilities or software, including email and printing, please check the NUIT information available to students: http://www.ncl.ac.uk/itservice/studentitservices/

Make sure you have a look at the software deals available to you as a student:
https://services.ncl.ac.uk/itservice/core-services/softwaredeals/student/

8 Careers Service

The Careers Service is situated in King’s Gate, Level 1

Opening hours:
Monday, Tuesday, Thursday, Friday 9:00 to 5:00
Wednesday – 10:00 – 5:00
Term time drop-in sessions: Monday – Friday 11:00-16:30

Whether you’re seeking a graduate career, doing further study, or starting a business, the Careers Service can help you realise your potential. We provide careers advice and support while you’re studying, and for three years after you graduate. You can drop in to speak to us during the week, or visit our website http://www.ncl.ac.uk/careers/ to start your career planning journey.

We can help you to:

- plan your career - https://www.ncl.ac.uk/careers/planning/
- market your skills and experience in CVs and job applications and LinkedIn profiles - https://www.ncl.ac.uk/careers/applications/
- build up your contacts and networks - https://www.ncl.ac.uk/careers/makingcontacts/
- develop enterprise skills or start a business
- find placements, internships or work experience - https://www.ncl.ac.uk/careers/workexperience/
- find jobs and postgraduate courses

If you’d like to work for yourself, START UP can help you to develop opportunities, explore ideas, work freelance or start your own business. We offer help at every stage, from pre-idea to launch and beyond. www.ncl.ac.uk/careers/startup
9 School Specific Resources

PGT Funding:
There is a small amount of funding available to PGT and MLitt students to cover such things as research related travel and accommodation expenses (e.g. trips to archives and conferences). This is offered on a first come, first serve basis (i.e. students are not allocated a set sum of money), and subject to the approval of the Director of Excellence, Learning & Teaching (DELT). In order to submit a request, please e-mail the DELT, Dr James Gerrard (james.gerrard@ncl.ac.uk). Please note that the deadline for submitting all claims is 31 May 2020.

Photocopying/printing:
School photocopiers/printers are available for use by postgraduate students in the print room located outside the Postgraduate PC Cluster Room as well as the photocopy machine in room 2.32A of the Armstrong building. After sending an item for printing, you can go to any designated printer and sign into your account using your SMART card or university login details to release the item for printing. Please be aware that photocopying and printing are run at considerable cost to the School and so please use these facilities in moderation.

Inter Library Loan Vouchers (ILL):
You have an allowance of free inter library loan vouchers. You are entitled to 15 for full time students and 8 per year for part-time students. The vouchers are available from the School Office.

References and PhD applications:
We are happy to provide academic references for our best MA students, many of whom will go on to do PhDs. Please note that if you are considering applying for a PhD and wish to have a reference written for you during the first semester, especially if you have come from another institution, you should let the Degree Programme Director and your Module Leaders know as soon as possible (ideally at the start of the year). We suggest that you discuss your PhD application with us in advance of its submission. If we have only known you for a few months, we will be able to comment on our impressions of you since the start of the year and any marks given to date in Newcastle, but we would encourage you also to be prepared to provide evidence from your previous academic career also for us to comment on. Of course, we will also expect that anyone wishing to pursue a research degree will have begun to play their part in the research culture of the School by attending PGF, Research Strands and Research Seminars; your active contribution to the School’s research culture is something we would hope to be able to comment on in any prospective research student.

10 Health and Safety

The University has a duty to keep you healthy and safe whilst you are studying with us. The Occupational Health and Safety Service (OHSS) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation.

The University has a Health and Safety policy as does each School or Institute. These provide important information on how health and safety is managed and consist of three sections:

- Statement of Intent - a commitment to protect the health and safety of all staff and students signed by the Head of Unit
- Responsibilities - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors
• Arrangements - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety. It will include reference to University management standards, guidance and any local arrangements. For example it will tell you about the arrangements for health and safety training, risk assessments and traveling abroad. Students are encouraged to dip in and out of this part of the policy as needed.

The Health and Safety policy is an important document and students should make sure they have or know where to find a copy of their School or Institutes policy.

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. In addition, each School and Institute has a School Safety Officer (SSO) who is an invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy. In addition, there may be other School or Institute staff who hold important health and safety roles relating to specialist subjects including:

• Biological Safety Supervisor;
• Radiation protection supervisor;
• Fire marshal and fire wardens;
• First aiders;
• Display screen equipment assessors.

The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for students. The precise format and number of safety courses will be decided by each Faculty. Students are expected to attend health and safety training and may not be allowed to carry out certain high-risk work activities until they have been trained.

Things sometimes go wrong whilst studying. Any accidents or near misses must be reported as soon as possible to the staff member in charge of the session/ area and also to your School office. We will not blame individuals, please do not try to hide mistakes or cover up when things go wrong. We want you to report accidents and near misses so that we can all learn from our mistakes and take steps to make sure they do not happen again.

In the case of discovering a fire:

• Sound the fire alarm
• Leave the building by the nearest available exit
• Ring 999 and then security on 0191 208 6666

For other emergencies please contact the staff member in charge of the area or the Security team 24 hours a day on 86666 or for non-emergencies on 0191 208 6817 or security@ncl.ac.uk. If you see any physical defects on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk

11 Additional Contact Information

Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated to the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faith’s and none and to making the University a place of religious tolerance and respect.

**Location:** Agriculture Building, First Floor  
**Telephone:** 0191 20 86341  
**Email:** chaplaincy@ncl.ac.uk  
**Website:** [https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm](https://www.ncl.ac.uk/students/wellbeing/about/chaplaincy.htm)

**Newcastle University IT Service (NUIT) – The University’s Central Computing Service**  
NUIT provides the University’s IT infrastructure (networks, servers, etc.) and provides most of the computer services used by staff and students (systems, software and computers for students).

**Location of IT Service Desk:** Old Library cluster (Monday to Friday 9-5)  
**Telephone:** 0191 208 5999  
**Email:** it.servicedesk@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/itservice/](http://www.ncl.ac.uk/itservice/)

**International Study**  
The International Study link provides information and advice on:
- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding

It also provides an orientation welcome programme and airport collection service.

**Website:** [http://www.ncl.ac.uk/international/](http://www.ncl.ac.uk/international/)

**Language Resource Centre**  
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practice of over 50 foreign languages and is available to all students and staff of the University.

**Location:** Old Library Building  
**Telephone:** 0191 208 7490  
**Email:** language.resource@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/langcen/](http://www.ncl.ac.uk/langcen/)

**Nightline**  
Nightline is the confidential listening and information service run for students by students.

**Telephone:** 0191 261 2905 (8 p.m. to 8 a.m.)  
**Website:** [https://www.nusu.co.uk/support/nightline/](https://www.nusu.co.uk/support/nightline/)

**Students’ Union**  
**Location:** Students’ Union, King’s Walk  
**Telephone:** 0191 239 3900  
**Email:** student.union@ncl.ac.uk  
**Website:** [http://www.nusu.co.uk/](http://www.nusu.co.uk/)
Appendix A

1 Style Guide

Presentation

Careless errors in presentation can become very significant if a piece of work is adjudged to be borderline between two classes. They are also always avoidable.

The following general guidelines are useful when preparing and submitting written work towards your postgraduate degree in Archaeology. Please remember that in the interests of fairness, the principle of anonymity is practiced in marking.

(i) Type on one side only of good quality paper.
(ii) You should submit word-processed essays (double spaced).
(iii) Prefer Times New Roman font, size 12. Do not use more than one font or font size.
(iv) Do not use footnotes.
(v) Number your pages clearly.
(vi) Do not staple your essay together. Avoid plastic sleeves or binding (for essays).
(vii) You must always hand in TWO copies, one of which will be returned to you.
(viii) Fill-in the top sheet with the following information:
   - your name,
   - your matriculation number;
   - the module name;
   - the module code;
   - the essay question;
   - the tutor’s name.

Paragraphs

(i) Paragraphs are there to let the reader see the stages in the development of an argument. If they are too long, the clarity of your argument is blurred; if they are too short, it appears disjointed.
(ii) It is not necessary to break your essay up into numbered sections or sub-headings.

Punctuation and style

(i) Correct spelling is essential - use a spellchecker or dictionary.
(ii) Full stops indicate the end of a sentence. Commas (and less frequently colons and semi-colons) mark off its parts. Avoid over-use of: commas, - dashes - exclamation marks! and (brackets).
(iii) When used to indicate possession an apostrophe goes before the ‘s’ at the end of a singular word (Charlemagne’s) and after the ‘s’ when the word is plural (heretics’). Exceptions are irregular plurals (women’s). Words already ending in ‘s’ are perfectly regular, although they may look odd (St. James’s).
(iv) The possessive of ‘it’ is ‘its’. ‘It’s’ is a contraction of ‘it is’. Contractions such as ‘it’s’ for it is ‘don’t’ for ‘do not’ denote an oral style and should be avoided except if used within a quotation.

(v) Foreign expressions and words should be put in italics when no English equivalent exists: *parlement, esprit de corps*, and so on.

(i) Avoid rhetorical questions, e.g. ‘What was the emperor to do next?’

(ii) Avoid generalisations; avoid slang or colloquialisms.

(iii) For the sake of clarity, try to avoid long running sentences with many separate clauses.

**Quotations**

(i) Use quotations to indicate clearly that you are quoting a primary or secondary source. If the quote is more than 50 characters long, then it should feature as a separate indented and left and right justified paragraph (double-spaced).

(ii) If the quote is less than 50 words long use quotation marks ”” and exclude any punctuation unless it is a complete in which case the full stop should precede the closing quotation mark.

(iii) The quotation should immediately be followed by a reference (see below. The reference should come only *after* a full stop or the closing quotation mark) referencing the source of the quote.

(iv) Spelling and conventions of the original text should be kept as much as possible.

(v) Do not use too many quotations and keep them as brief as possible. They are not a substitute for your own ideas.

(vi) Quotations should be contained within single inverted commas; if there is a quotation within a quotation, put it in double inverted commas.

(vii) All book titles and non-English words should be in italics.

**Footnotes**

(viii) Do not use footnotes for citation purposes.

**References**

There are several ways of citing sources in your coursework but we expect you to use the **Harvard System** (author’s name, year of publication, page number if necessary - e.g. ‘Bailey 1976: 27’) rather than footnotes. At the end of your essay there will be a complete list of the publications cited with all their details (publisher, place of publication, journal title, etc.). The Harvard System is dominant in British archaeological publications, and you can study how it is used in any edition of Kevin Greene’s *Archaeology: an Introduction* or any volume of the periodical *Antiquity*. (But note: if you take any history modules – those with a HIS prefix to the module code – you may be expected to use a different referencing system. In this case, check with the module leader for guidance).

**Examples of placing of Harvard reference:**

Stonehenge has been studied by antiquarians for several hundred years (Chippindale 1994).

Chippindale’s comprehensive survey (1994) explores different ways in which Stonehenge has been studied by antiquarians.

Stukeley dated Stonehenge to the pre-Roman period by means of ingenious field observations.
According to Chippindale (1994: 79-81) Stukeley dated Stonehenge to the pre-Roman period by means of ingenious field observations.

- 'op. cit.' means 'in the same publication that has already been cited'

Christopher Chippindale wrote a detailed history of the investigation of Stonehenge (1994). Stukeley dated Stonehenge to the pre-Roman period by means of ingenious field observations, according to Chippindale (op. cit.: 79-81).

- 'ibid.' means 'in the last publication cited' (in the example below = Chippindale 1990)

The preparation of Chippindale's other book about the site - *Who Owns Stonehenge?* (1990) - coincided with a violent confrontation between police and people (sometimes described as 'New Age travellers') who had held a free festival near Stonehenge from 1974 to 1984. The 1980s ended with Stonehenge at the time of the summer solstice 'frosted in barbed-wire, surrounded by police, and patrolled by privately-employed security guards. It has looked like a concentration camp, the unacceptable face of militarism in a democracy' (ibid. 33).

**Making an accurate list of references (also called a ‘Bibliography’)**

Check your text very carefully and list every work you have cited in strict alphabetical order at the end.

For **books** use the same standardised formula (author (year) *title*, place of publication: publisher) for every item:


If the book contains chapters by several writers and has been **edited**, rather than written, by the named individual(s) make this clear:


To cite a **chapter in an edited book** use a standard formula (author (date) 'Title of chapter', in editor's name, *Title of edited book*, place of publication: publisher: page numbers of chapter):


Citation of an **article in a journal or periodical** follows a similar formula (author (date) 'Title of article', *Journal Title* volume, part: pages):


Reports/Research papers in established series

Use the same formula as books (author (date) title, publisher: place of publication: name of report series and number of volume):

Citing internet sources

The most difficult type of publication to cite accurately is an **Internet source**. Ideally, web-sites should have a title, show their author’s name and date of construction, and indicate whether they are part of an institutional site or a private one. Unofficial sites may lack all of these details, and sites that are constantly updated do not have a meaningful construction date. Use your discretion: if a site is anonymous, can you trust the information on it? For academic work you need to use books and articles written by established authors, possibly based in universities or museums, and published by reputable publishers or learned societies. One of the skills that you need to acquire is the ability to evaluate the status of publications of any kind, but this is particularly important in the case of Internet sources. You should learn to ‘decode’ URLs; they contain abbreviations such as ‘ac.uk’, which means that it comes from an academic source in Britain.

You can also work back from a page within a website to its home page; for example, http://www.theage.com.au/articles/2003/06/22/1056220466935.html is an individual newspaper report, but if you abbreviate the URL to http://www.theage.com.au you will find the home page of the Melbourne paper *The Age*. Again, abbreviations ‘com.au’ indicate that this is a commercial website in Australia.

In your bibliography, try to complete as much of the ideal formula (author (year of construction) title, available HTTP: full URL (date you accessed the page)) as you can:

**On-line text of a publication** that was previously published in print:


- In your text the Harvard reference will simply be (Dunnell 1994).

**Specific part of on-line text:**


- In your text a suitable Harvard reference would be (Dunnell 1994: summary).

**Article in electronic journal:**


- Again, the Harvard reference is (Wickham-Jones 1999)
Article from electronic archive of a newspaper:


Since this review of a museum in Bristol has a byline with the journalist's name the Harvard reference can be (Bunbury 2003). If it had been anonymous a suitable Harvard reference would have been ('Ashamed' 2003).

Internet site that is regularly updated:


The Harvard reference in the text could be (Greene, On-line companion) as there is not a fixed date of construction - 2002 is simply the date of the book which this website accompanies. The abbreviation 'n.d.' means 'no date' and can be used for any kind of publication that has no obvious date of publication.


The Harvard reference in the text could be (Greene, 'Typology'); 'chap4.htm#2' in the full URL leads directly to this specific section of the section about dating.

Citing Ancient Sources

Pre-Modern Writers
There are separate conventions for citing ancient sources. In such cases we use an abbreviation of the title (there are a range of accepted abbreviations for all major works) rather than a year of publication. Furthermore, we do not give page numbers, but rather references by book and section.

Imagine, for example, that you wished to write about the execution of the followers of Lucceius Albinus, the procurator of both Mauretania Caesariensis and Mauretania Tingitana. This episode appears in Tacitus' Histories. The reference would read (Tacitus Histories 2. 58-59).

It is impossible to list all the accepted abbreviations used for all ancient documents here, the important thing is to be aware that a different convention operates. In the course of your reading you will quickly become familiar with the most common examples.

Inscriptions
The vast majority of known inscriptions have already been catalogued and numbered. Whenever referring to these inscriptions it is important to include the catalogue number. Well known examples of Latin inscriptions, for example, include the RIB numbers for those for Roman Britain (catalogued in the Roman Inscriptions of Britain volumes) and the CIL numbers (from the comprehensive multi volume series of Latin inscriptions from across the provinces of the Roman Empire, known as Corpus Inscriptionum Latinarum). Other collections of inscriptions are known as AE = Année Epigraphique; IGR = Inscriptiones Graecae ad Res Romanas Pertinentes ; ILS = Dessau, Inscriptiones Latinae Selectae ; OGIS =Dittenberger, Orientis Graeci Inscriptiones Selectae and SEG = Supplementum Epigraphicum Graecum.

Papyri and Writing Tablets
If you want to cite a published papyrus or writing tablet, you do so using the convention set out in the
volume in which it is first published. Papyri references begin with a ‘P.’ for papyrus, tablet references with a ‘tab.’ for tablet. The second part of the name normally refers to the collection title. The Vindolanda Tablets offer a good example of how the system operates. Consider Tab. Vindol. II. 254. This tells the reader that it is a Vindolanda Tablet, number (note not page) 254 in the second published volume.

Other referencing systems
Many other types of archaeological material are cited through numbers. Check to see if you can find these reference numbers. Good examples are coins, Roman coins are frequently cited through the Roman Imperial Coinage (RIC) number. Sculpted stone also often has a unique reference number. An international body of volumes, Corpus Signorum Imperii Romani, serves as the first port of call for sculpted stone. These volumes arranged by province and then by region within a province, include pictures and commentaries on each piece of sculpted stone. The stones are then known by the CSIR number.

Appendix B
Explanation of the School-wide marking policy for written work, 2019-20

The School of History, Classics and Archaeology, in conjunction with a number of other schools (such as English and Law), has decided to request an exemption from the general marking policy of the University in order to continue longstanding practices. We took this decision since the ability to clearly convey ideas, concepts and arguments in written form is central to the practices of history, classics, ancient history, and archaeology. Therefore, an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax, punctuation, and spelling rules, is fundamental to the intended learning outcomes, cognitive, and key skills of your degree. Submitted work tests these skills and the feedback that you will receive is intended to help you further develop your writing skills. Moreover, correct clear prose is integral to conveying your ideas effectively. We will continue to take into account correct use of the English language when marking written work, as we consider improving your writing as one of our central purposes and a cornerstone in your life skills and future employability.

Appendix C

Study Abroad Exchanges

The School of History, Classics, and Archaeology participates in the European Union student exchange scheme (SOCRATES/ ERASMUS). It offers invaluable opportunities to anybody who wants to learn more about another country, experience a different culture, and improve their knowledge or understanding of another language. It will help you to see both your degree and your career options from a different angle, and more often than not, it will be a positive advantage in career terms. Above all, living abroad is a unique experience, and one not to be missed if you have the opportunity. At present there are exchanges with the following continental universities:

<table>
<thead>
<tr>
<th>University</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Cyprus</td>
<td>Cyprus</td>
</tr>
<tr>
<td>Charles University in Prague</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>University of Turku</td>
<td>Finland</td>
</tr>
</tbody>
</table>
The scheme is supported by a grant which should cover the cost of a return trip to your exchange university, and will contribute something towards the living abroad.

Enquiries should be directed to the ERASMUS Coordinator, Dr Katie East. Places will be allocated on a first come first served basis but bear in mind that to study in Europe you will be expected to have a satisfactory knowledge of the language. Some of our partner institutions, particularly those in Northern and Central Europe, do offer a number of their courses in English and therefore fluency in a language is not always necessary. It will very much depend on where you choose to study.

Current exchange opportunities are also available in the following non-EU countries:

<table>
<thead>
<tr>
<th>University of Adelaide</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash University</td>
<td>Australia</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Australia</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Australia</td>
</tr>
<tr>
<td>Pontifícia Universidade Católica do Rio Grande do Sol (PURCS)</td>
<td>Brazil</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>Canada</td>
</tr>
<tr>
<td>Concordia University</td>
<td>Canada</td>
</tr>
<tr>
<td>McGill University</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Canada</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Canada</td>
</tr>
<tr>
<td>Pontifical Catholic University of Chile</td>
<td>Chile</td>
</tr>
<tr>
<td>University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>City University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>National University of Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>Nanyang Technological University</td>
<td>Singapore</td>
</tr>
<tr>
<td>Seoul National University</td>
<td>South Korea</td>
</tr>
<tr>
<td>Indiana University - Purdue University, Indianapolis</td>
<td>USA</td>
</tr>
<tr>
<td>University of Maryland, Baltimore County</td>
<td>USA</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>USA</td>
</tr>
<tr>
<td>St Cloud State University</td>
<td>USA</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>USA</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>USA</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td>USA</td>
</tr>
</tbody>
</table>

| Université Paris Diderot (Paris VII)  | France     |
| Université Paul-Valéry Montpellier III | France   |
| Università di Bologna                 | Italy      |
| Università del Salento                | Italy      |
| Leiden University                     | Holland    |
| Univerza v Ljubljani                  | Slovenia   |
| Universidad Carlos III de Madrid      | Spain      |
| Södertörns University                 | Sweden     |
| Koç University (Istanbul)             | Turkey     |
Unlike the ERASMUS exchange programme, non-EU programmes are entirely self-financing. You will need to continue to pay tuition fees to Newcastle University whilst studying abroad; however, this does not affect your right to apply for (or receive) a student loan. Please note that the University of Illinois at Urbana-Champaign charges an administration fee to all students, be they home or study-abroad.

For further information please contact Katie East, katie.east@ncl.ac.uk, look on the International Office Webpage: http://www.ncl.ac.uk/international/exchange/ or contact them by e-mailing studyabroad@ncl.ac.uk.

**APPENDIX D**

**PGT Dissertation Supervision Policy**

All PGT and MLitt students are required to log all meetings with their designated dissertation supervisor on ePortfolio. The minutes of each meeting - to include things such as the topics covered and any action points - must then be approved by the supervisor. If the supervisor disagrees with the student’s record, or simply wishes to amend it or add additional points, this will be done by the supervisor via ePortfolio before final approval by student and supervisor.

Link to ePortfolio: https://portfolio.ncl.ac.uk/ (Please visit the instructions, help and FAQ pages).

If a student fails to record the supervisory meeting within a reasonable time frame (i.e. 7 days), then the supervisor will record this on e-Portfolio, including the date and time the meeting took place and a statement recording that a meeting was held, but that the student failed to make a record of the action items/minutes. This will be done to ensure that a record is kept that the meeting took place.

The benefits of the above policy for staff and students are:

a) it will provide an accurate record of meetings between student and supervisor;

b) it will encourage students to think through what has been discussed and help supervisors to determine whether they think the student has understood and grasped the key points raised / issues discussed;

c) placing the responsibility for arranging and recording meetings onto the student will help avoid any potential claims of miscommunication between student and supervisor.