HISTORY AND ARCHAEOLOGY
(VV41)

DEGREE PROGRAMME HANDBOOK

2019/20

SCHOOL OF HISTORY, CLASSICS & ARCHAEOLOGY

1st Floor Armstrong Building
Newcastle University
Newcastle upon Tyne
NE1 7RU
Contents

A: INTRODUCTORY INFORMATION .............................................................................................................3

1. WELCOME FROM THE HEAD OF THE SCHOOL OF HISTORY, CLASSICS AND ARCHAEOLOGY .......................3
2. SUMMARY OF PROGRAMME COMMITMENTS ...........................................................................................3
3. THE SCHOOL ............................................................................................................................................4
4. THE ACADEMIC YEAR ............................................................................................................................4
5. INDUCTION TIMETABLE ..........................................................................................................................5
6. UNIVERSITY TIMETABLES .......................................................................................................................5
7. THE STUDENT CHARTER AND THE NEWCASTLE OFFER .........................................................................5
8. STUDYING AT UNIVERSITY .....................................................................................................................7
9. ATTENDANCE ...........................................................................................................................................7
10. STUDENT SELF SERVICE PORTAL (S3P) ............................................................................................8
11. INCOMING ERASMUS, EXCHANGE AND STUDY ABROAD STUDENTS ..................................................8

B. DEGREE PROGRAMME AND MODULE INFORMATION ............................................................................10

1. OVERVIEW AND IMPORTANT DEFINITIONS ............................................................................................10
2. DEGREE PROGRAMME AIMS, SPECIFICATIONS AND REGULATIONS .......................................................11
3. MODULES AND MODULE CHOICE ..........................................................................................................12
4. TEACHING AND CONTACT HOURS ........................................................................................................13
5. GRADUATE SKILLS FRAMEWORK ........................................................................................................13
6. ADDITIONAL COSTS ................................................................................................................................13
7. PLACEMENTS AND STUDY ABROAD OPPORTUNITIES ...........................................................................14

C. STUDENT SUPPORT ..................................................................................................................................15

1. PERSONAL TUTORING ...............................................................................................................................15
2. PEER MENTORING .....................................................................................................................................16
3. OTHER SOURCES OF SUPPORT IN YOUR SCHOOL ..................................................................................16
4. STUDENT SERVICES (KING’S GATE) .........................................................................................................16
5. STUDENT ADVICE CENTRE ....................................................................................................................17

D. CIRCUMSTANCES AFFECTING YOUR STUDIES ....................................................................................17

1. IF YOU ARE ILL OR AWAY FROM THE UNIVERSITY FOR PERSONAL REASONS ....................................17
2. PERSONAL EXTENUATING CIRCUMSTANCES .......................................................................................17
3. CHANGE OF CIRCUMSTANCES (TRANSFER, SUSPEND STUDIES OR WITHDRAW) .................................19
4. COMPLAINTS AND APPEALS .................................................................................................................19

E. ASSESSMENT AND FEEDBACK ..............................................................................................................20

1. COURSEWORK SUBMISSION ...................................................................................................................20
2. TURNITIN AND PLAGIARISM ....................................................................................................................22
3. LATE SUBMISSION OF ASSESSED WORK ...............................................................................................22
4. EXAMINATIONS ........................................................................................................................................22
5. FEEDBACK AND ASSIGNMENTS .............................................................................................................23
6. MARKING CRITERIA ........................................................................................................................................ 23
7. MARKING AND MODERATION PROCESS ............................................................................................ 25
8. HOW ASSESSMENT AFFECTS YOUR PROGRESS ................................................................................. 26
9. ASSESSMENT IRREGULARITIES AND DISCIPLINARY PROCEDURES ..................................................... 26
10. RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER ........................................................ 27

**F. STUDENT REPRESENTATION AND FEEDBACK** ...................................................................................... 27

1. OVERVIEW ............................................................................................................................................... 27
2. MODULE AND STAGE EVALUATIONS ..................................................................................................... 27
3. NATIONAL SURVEYS ............................................................................................................................... 28
4. STUDENT REPRESENTATION ON COMMITTEES .................................................................................... 29

**G. ENSURING THE QUALITY OF YOUR DEGREE** ................................................................................. 29

1. MECHANISMS FOR ENSURING THE QUALITY OF YOUR DEGREE ....................................................... 29

**H. RESOURCES** ....................................................................................................................................... 30

1. TOOLS FOR STUDY AND REVISION .................................................................................................... 30
2. UNIVERSITY LIBRARY ........................................................................................................................... 30
3. ACADEMIC SKILLS KIT (ASK) .............................................................................................................. 32
4. WRITING DEVELOPMENT CENTRE ..................................................................................................... 32
5. INTO NEWCASTLE IN-SESSIONAL ENGLISH ....................................................................................... 32
6. MATHS AID ............................................................................................................................................. 33
7. COMPUTING FACILITIES ....................................................................................................................... 33
8. CAREERS ............................................................................................................................................... 34
9. HEALTH AND SAFETY .......................................................................................................................... 34

**I. ADDITIONAL UNIVERSITY CONTACT INFORMATION** ................................................................ 36

**J. SUBJECT SPECIFIC INFORMATION** .................................................................................................. 37

1. WELCOME FROM VV41 DEGREE PROGRAMME DIRECTOR .................................................................. 37
2. STAFF ...................................................................................................................................................... 37
3. FACILITIES WITHIN THE SCHOOL OF HISTORY, CLASSICS AND ARCHAEOLOGY AND AROUND THE UNIVERSITY ............................................................................................................................ 49
4. STRUCTURE AND CONTENT OF THE PROGRAMME ............................................................................ 50
5. EXCAVATION AND FIELDWORK ......................................................................................................... 51
6. EXTRA-CURRICULAR ACTIVITIES .......................................................................................................... 51
7. REFERENCING: ARCHAEOLOGY (ARA) MODULES ............................................................................. 53
10. REFERENCING: HISTORY (HIS) MODULES .......................................................................................... 58
11. PRIZES .................................................................................................................................................. 65

**APPENDICES** ......................................................................................................................................... 67

A. MARKING CRITERIA ................................................................................................................................. 67
B. RELEVANT LINKS .................................................................................................................................... 69
A: Introductory Information

1. Welcome from the Head of the School of History, Classics and Archaeology

Welcome to the School of History, Classics and Archaeology. We hope that your time here will be both successful and enjoyable.

This handbook aims to provide you with all the information you need to make your learning experience in the School as rewarding as possible. Take time in Welcome Week to read through this guide and keep it for future reference. It sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this handbook does not cover every situation that might come up, so please ask a member of School staff should you need help or information. Your contacts are your Personal Tutor, the Senior Tutor, the Degree Programme Director (DPD) for your particular degree programme, your lecturers and the administrative staff in the School Office. There is always plenty of help available.

Above all, I hope that you will enjoy your time at Newcastle, not only in your academic work, but also in all the other activities and opportunities available to you.

Professor Helen Berry, Head of School

2. Summary of programme commitments

The University’s Student Charter, explained more below, requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbook.

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>Please see section A6 Contact Hours on page 5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>Please see section J4 Structure and Content on page 50.</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>Please see section A6 University Timetables on page 5.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Please see section E1 Coursework Submission on page 20.</td>
</tr>
<tr>
<td>Normal deadline for feedback on submitted work (coursework):</td>
<td>Please see section E5 Feedback on Assignments on page 23.</td>
</tr>
<tr>
<td>Normal deadline for feedback on examinations:</td>
<td>Please see section E5 Feedback on Assignments on page 23.</td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
3. The School

The School is part of the Faculty of Humanities and Social Sciences (HASS). It is located in the Armstrong Building, the main Victorian red-brick building in the centre of the campus. The School Office is on the 1st floor off the main staircase. This is where you should come with any general enquiries and it is where you will collect your assignment feedback.

To the right of the School Office are the main teaching rooms. Rooms 1.03 – 1.05 are seminar rooms and room 1.06 is the main lecture room in Stages Two and Three. Some classes and many of the larger lectures in the first year are held in adjacent buildings. Outside the teaching rooms is a large lobby area. This is where you post completed assignments. It is also where the names of student representatives are displayed along with notices of general interest. In the corridor leading away from the lobby are staff offices and seminar rooms and more staff offices are immediately above this corridor on the 2nd floor.

The School comprises of three main disciplines: History, Classics and Archaeology. In addition we run joint programmes with the School of English and with Politics. The School also participates in the Faculty’s Combined Honours Programme. The School is also home to the Northern Centre for the History of Medicine (shared with Durham University) and the North East England History Institute (NEEHI), shared with all the other North-East Universities, is based here.

For detailed information on all History, Classics and Archaeology staff please visit the following website: http://www.ncl.ac.uk/hca/staff/index.htm

A list of staff and their interests specific to your Degree Programme can be found on page 37 of this handbook.

4. The Academic Year

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>
</tbody>
</table>

Undergraduate:

The undergraduate academic year is organised into three terms. Major holidays (Christmas and Easter) occur between terms. The undergraduate academic year is ALSO organised into two semesters. Semester 1 includes 1 week of induction and registration, 12 teaching weeks, and 2 examination weeks; Semester 2 includes 12 teaching weeks and 3 examination weeks. You are expected to be in attendance during every term and for all teaching and examination weeks during the semesters.

Please note that your compulsory fieldwork will be carried out on projects which take place outside of term time, most often during the summer vacation.

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

5. Induction Timetable

A full programme of induction takes place during the first week of the academic year.

If you are a Stage One student this will include essential information about the University, the HASS Faculty, your degree, the School and studying, and introductions to the library and University computer facilities.

If you are entering Stage Two you will have an introduction to the structure of the curriculum, as well as careers information.

If you are a Stage Three student there will be vital information about Special Subjects, the structure of the curriculum (which may include a dissertation), and careers.

During this week, you will have the opportunity to see your personal tutor, meet your student mentor, senior tutor and other staff.

A full induction programme can be found at: [https://www.ncl.ac.uk/hca/students/induction/#undergraduate](https://www.ncl.ac.uk/hca/students/induction/#undergraduate)

6. 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/](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](https://www.ncl.ac.uk/timetable)) where there is a guide for on how to understand your timetable ([www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf](https://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.

7. 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. You should, however, be aware of the other academic activities – both research and outside engagement – that staff members undertake and 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 following link
https://www.ncl.ac.uk/students/progress/Regulations/Procedures/disciplinary/

The Newcastle Offer provides additional explanation about what the University offers undergraduate students for their fees and explains how the University delivers on its promises.
More information on the Newcastle Offer is available here: [http://www.ncl.ac.uk/lds/governance/modules/dph/introductory/charter/](http://www.ncl.ac.uk/lds/governance/modules/dph/introductory/charter/) (note you must be logged on to read this).

### 8. Studying at University

Making the transition from school or college to university can be something of a culture shock. You will find a number of important differences between your experience at school and your experience at university. Central to learning and teaching in the School of History, Classics and Archaeology at Newcastle are the qualities associated with scholarship and critical enquiry: reflection, debate and self-motivation. This can be summed up in the term 'enquiry-based learning'.

Enquiry-based learning can take a number of different forms. Evidence-based learning (for example, work with documents or artefacts), problem-based learning, small-scale independent investigations, fieldwork, extended projects and portfolios and research exercises. The dissertation that you write in your final year is a prime example of this independent enquiry-based learning.

This approach puts you at the centre of the learning process and will enable you to control your own learning as you progress through your degree. It will encourage you to acquire essential transferable skills on which future employers place a great deal of value: independent thinking, initiative, team-work, time management and problem solving. You should always be an active participant in your own learning process.

By the time you graduate from Newcastle University you should be able to:

- engage with complex and challenging problems
- identify the resources you need to find the solutions
- question, reason and think critically
- evaluate evidence and opinions
- reflect constructively on your own learning
- communicate effectively with people of different backgrounds and opinions
- identify the best way of sharing your knowledge and experience with others

### 9. Attendance

The University wishes to support all students to 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, contact and support at an early stage 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 your 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/](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/) for more information on University attendance requirements.

## 10. 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 your School.
- Submit a Personal Extenuating Circumstance (PEC) form

Further detail is available here: [http://www.ncl.ac.uk/students/progress/student-resources/s3p/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/)

You can log on here: [https://s3p.ncl.ac.uk/login/index.aspx](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.**

## 11. Incoming Erasmus, Exchange and Study Abroad Students

### Courses

In the School of History, Classics and Archaeology (HCA), we offer a wide selection of courses to incoming Erasmus, Loyola, study-abroad and exchange students. Advanced language modules in Classics are year-long courses, while most other modules are only one-semester long. Semester-long modules taught in the School are normally worth 20 credits (= 10 ECTS credits), although different options may be available. It is also possible to take ONE module outside of the School each semester. A list of available modules can be found at: [https://www.ncl.ac.uk/mobility/newcastle/study-abroad/](https://www.ncl.ac.uk/mobility/newcastle/study-abroad/)

Please note that restrictions apply to Erasmus students as follows: Stage 3 modules can be made available ONLY with the agreement of the Head of Subject AND of the Module Leader. This option must be discussed in person at the beginning of your exchange period. Also, several stage 2 modules are capped to a maximum of 5 Erasmus students and places are allocated on a first-come, first-served basis. None of these restrictions apply to Loyola, exchange, or study-abroad students. Finally, note that CLA2099 and CAH2009 are NOT open to any incoming student.

### Module choice

Modules can be chosen during the first two weeks of each semester. Once you’ve made up your mind you must fill in and submit a Module Selection Form online at: [https://www.ncl.ac.uk/hca/students/modules/#choosingmodules](https://www.ncl.ac.uk/hca/students/modules/#choosingmodules).

It is your responsibility to check that there are no timetable clashes between the modules you have chosen. The timetable can be found at: [http://www.ncl.ac.uk/timetable/](http://www.ncl.ac.uk/timetable/)

### Assessment

All Erasmus students at Newcastle University are expected to do the same assessment as students registered for a degree unless they have compelling reasons not to do so. If this is the case, they are offered the alternative of writing one 3,000 word essay to be handed in by 12.00 p.m. of the Friday of the first week of the assessment period. This will replace all assessment work required of other students on the module. In order to take up this option, students need to discuss it with the Study Abroad Co-ordinator and their module
leader, having checked with their home university that the new assessment will be accepted by them. The Study Abroad Co-ordinator will have the final say on such issues.

Study-abroad, non-Erasmus exchange and Loyola students spending semester 1 only are required to finish their assessment while in Newcastle. This will require the provision of an alternative assessment before the end of teaching week 12. The alternative form of assessment for all semester 1 non-EU study abroad students will be two 1,500 word essays in addition to the other coursework assessment. The essays should be set so as to assure full coverage of the course content.

Study-abroad, exchange proper and Loyola students spending the whole academic year or semester 2 are required to complete the standard assessment as set out in the MOF under all circumstances.

**Plagiarism and cheating**

All assessed work at HCA is electronically checked for plagiarism (i.e. whether or not you have acknowledged the sources of your information, or have submitted the same assignment twice under different titles). This is done using a computer program called Turnitin. You are required to submit your assignments electronically through Blackboard for automatic processing with Turnitin. Instructions on how to use Blackboard are available from the School Office; they will also be sent to your University email account.

**Failing an exam**

Not unlike domestic students, you will be given the opportunity to re-sit the exams you may happen to fail. Please make sure you discuss how to do this with the School Exchange Coordinator before you leave Newcastle, or by telephone/email if you have already returned to your home country.

**Grades**

In British universities, grading is based on a percentage system where 0% is the worst possible mark and 100% is the top score. A pass is placed at 40%, while a first is placed at 70% or over. Please check your Degree Programme Handbook for marking criteria. When you have completed your period of study at Newcastle, your home university will be given a transcript stating the courses that you have taken here and the Newcastle grades awarded. Transcripts will normally be available in July.

**Credits**

It is your responsibility to check with your home university if they give credits for the modules you take at Newcastle. Not unlike home students, international students normally take three 20 credit modules per semester in order to obtain 60 Newcastle credits (= 30 ECTS credits), but different crediting systems may apply to non-EU students. Further information concerning credit transfer and grade equivalence can be found at: [http://www.ncl.ac.uk/mobility/newcastle/study-abroad/credit-transfer/](http://www.ncl.ac.uk/mobility/newcastle/study-abroad/credit-transfer/)

**Learning agreement**

Erasmus students ought to fill in their Learning Agreement once they have decided which modules they will take at Newcastle. It is the student’s responsibility to have the Learning Agreement signed by the School Exchange Coordinator and the Institutional Coordinator before they leave Newcastle.

**Sorting problems**

The School Exchange Coordinator and Institutional Coordinator will be happy to assist you in sorting any academic and personal problem you may experience while staying at Newcastle. The university also offers a free and confidential counselling service open to all students. Further information can be found at: [http://www.ncl.ac.uk/students/wellbeing](http://www.ncl.ac.uk/students/wellbeing)

**School Office and International Office**

The School Office is located on the 1st floor of the Armstrong Building. It is open Monday to Friday 8.45am to 4pm. The International Office is located in King’s Gate. Students will normally be seen by appointment.
Heads of Subjects and other useful contacts

History: Dr Felix Schulz (felix.schulz@ncl.ac.uk)
Classics: Dr Rowland Smith (rowland.smith@ncl.ac.uk)
Archaeology: Semester 1 Dr Chris Fowler (chris.fowler@newcastle.ac.uk) Semester 2 Dr Mark Jackson (m.p.c.jackson@ncl.ac.uk).
School Exchange Coordinator: Dr Katie East (Katherine.East@newcastle.ac.uk)
Newcastle Institutional Coordinator (King’s Gate): (tonia.cook@ncl.ac.uk)

B. Degree Programme and Module Information

1. Overview and Important Definitions

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

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 undergraduate academic year is 120 credits, and the normal postgraduate 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 fulfil 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 that explains the overall goals of the programme. These aims will relate to programme structure, student outcomes, placements (where relevant), and accrediting bodies (where relevant). Modules will also have a set of aims that explains the primary objectives of each specific module.

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 will 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/programme/](http://www.ncl.ac.uk/regulations/programme/)
2. Degree Programme Aims, Specifications and Regulations

This Joint Honours Degree programme allows students to combine History (the study of written sources) and Archaeology (the study of material culture) in exploring the human past. The programme focuses principally on the period CE 400-present, although opportunities are provided to explore aspects of the Classical era. Students are able to take modules drawn from both the History and Archaeology programmes within the School of History, Classics and Archaeology (on topics as diverse as Atlantic Slavery and the history of Imperial China), and undergo the same practical (fieldwork) training as Single Honours Archaeology students.

At the same time, however, this programme introduces students to the unique discipline of Historical Archaeology, a field of study integrating the study of historical documents with the study of material remains excavated by archaeologists. Historical Archaeology is an emerging discipline, and archaeology departments in many British universities do not yet extend their coverage beyond the end of the medieval period (CE 1500). At Newcastle, however, students are able to study aspects of Historical Archaeology (and take complementary modules in History) from the Roman period right through to the 20th century.

Programme Aims:
The programme aims to produce undergraduates who:

- Have a sound knowledge and understanding of the subjects of archaeology and history, and an in-depth knowledge and understanding of self-selected specialist areas within these subjects.
- Have developed a range of subject-specific skills (including those needed to carry out archaeological investigations) as well as the intellectual and key skills to equip them for lifelong learning.
- Have an awareness of changing historical phenomena over a long period of space and time. They should be able to investigate historical problems in depth, use source materials critically, and be able to assimilate and appreciate historiographical arguments and traditions.
- Have an awareness and understanding of archaeological remains and of their role in contemporary communities.
- Have been provided with an opportunity to study archaeology and history in an environment enhanced by research, and by the rich heritage resources of the British Isles.
- Will be capable of going on to further study, or undertaking a wide variety of jobs in archaeology, history, industry, commerce and the public sector.

The School of History, Classics and Archaeology aims to provide a programme:

- In which teaching is informed by research, both relevant research in the disciplines of archaeology and history, and research carried out by members of staff
- Which meets standards set out in university policies. Where courses of study takes place outside the university during ERASMUS exchanges the standards will comply with the appropriate university policies on placements.

Learning Outcomes

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. The University maps these skills according to the Graduate Skills Framework, available at [https://www.ncl.ac.uk/ltds/assets/documents/str-gsf-framework.pdf](https://www.ncl.ac.uk/ltds/assets/documents/str-gsf-framework.pdf)

Knowledge and Understanding

A typical graduate shall have attained the following upon completion of the BA in Archaeology and History:

- Be aware of the diverse sources of evidence used by archaeologists and historians (including excavated, documentary, representational, artefactual, environmental and scientific data), knowledge of the nature of these forms of evidence, and a critical appreciation of the methodologies by which data can be acquired, analysed and interpreted from such sources
- Demonstrate knowledge and understanding of the basic concepts, theories and methods underpinning history and post-prehistoric archaeology, with an ability to think critically about practice and interpretation in both subject areas
• Have a broad and comparative knowledge of the history and post-prehistoric archaeology of selected geographical regions and chronological periods.
• Show knowledge and understanding at an intensive level of the sources and historiography, and/or the archaeological record and history of archaeological enquiry, relating to relatively short periods or limited topics in human history, acquired through studying with scholars at the forefront of their fields, in a cutting edge research environment.
• Demonstrate knowledge of the origins and development of the disciplines of history, archaeology and historical archaeology.
• Have acquired knowledge and understanding of national and regional archaeological remains and resources

**Intellectual skills**

On completing the programme students should be able to:

• Locate, extract, evaluate and analyse different sorts of data.
• Use analytical reasoning and critical skills in reading, writing and debating
• Use appropriate evidence to support a sustained argument or line of reasoning
• Adapt effectively to new and/or unexpected questions or problems
• Demonstrate intellectual independence

**Practical skills**

On completing the programme students should be able to:

• Produce clear, succinct, accurate, well-planned and coherent presentations in both written and oral forms
• Appreciate different interpretations of past events and processes, and be able to argue for and contest particular theories and points of interpretation
• Use practical and fieldwork skills in the observation and study of the physical remains of past societies, and the investigation, recording, collection, excavation and presentation of archaeological materials
• Appreciate the political and social significance of archaeological remains, and take a responsible attitude to their study, interpretation, preservation and presentation
• Apply the research skills required to process and evaluate historical and archaeological data, and produce thereby a dissertation

**Transferable/key skills**

By the end of the programme, all undergraduates will have gained a range of key skills including:

• Listen and take notes effectively
• Work independently, both in completing directed reading and assignments and in pursuing, with guidance, a self-directed research trajectory - for example by writing a dissertation.
• Employ a variety of IT skills (including word-processing and spread sheet programmes, PowerPoint, email, Blackboard and the internet)
• Communicate information and ideas in writing, verbally and through oral and graphic presentations
• Adapt to varied working environments, problems and challenges
• Work with others in producing written and oral reports and presentations, work as part of a team in a fieldwork environment, and respect the viewpoints of others
• Manage their time effectively and be able to work to deadlines

3. **Modules and Module Choice**

The Degree Programme Regulations for your programme explain which modules are compulsory, core, and/or optional on your degree programme. You can look up information on each module in the Module Catalogue ([http://www.ncl.ac.uk/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.

Stage 1 students complete module selection in Induction Week, and all students will be provided with information to help you select your optional modules. Before submitting your selections, you should meet with your personal tutor to ensure that they are appropriate and that they fit with the Degree Programme Regulations.

All continuing students (except for final year students) use S3P to register for your next stage around Easter each year. The S3P system knows what programme you are studying and whether you are studying full time or part time. The system will only let you select the modules associated with your programme to the value of the credits for the stage of your programme.

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 each of which 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.

The average numbers of contact hours is about 9 hours per week in Stages One and Two (plus tutorials, general meetings etc.). In Stage Three, when most students will be spending time researching a dissertation, the average contact time is about 7 hours per week.

In most programmes there will be field trips and/or field work. Students taking language courses, either in Classical Languages or as an outside option in the School of Modern Languages will probably have more than the average number of hours.

5. Graduate Skills 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 (https://www.ncl.ac.uk/careers/planning/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.

6. Additional Costs

Fieldtrips built into modules do not incur additional costs (though you may be required to get yourself to/from somewhere local, such as Jarrow Hall or Durham Cathedral). Costs for the compulsory field school at the end of stage 1 are covered by the University. Costs for the compulsory 2-week fieldwork placement at the end of Stage 2 are also covered for participation in any project led by Newcastle University archaeology staff. Stage 2 students will also be provided with a list of externally-operated approved placements for which the cost of participation is likely to be wholly covered by the University (assuming the student’s additional travel costs to/from the project are reasonable). Students who wish to participate in any externally-run project must provide an itemised estimation of costs to the Fieldwork co-ordination, Dr Caron Newman, and gain her approval before securing a place on the project. This must include costs for travel, accommodation, and any training or other fees charged by the project. Please note that it may not always be possible to fund the entire cost for very expensive externally-run projects.
Students need to purchase a trowel for fieldwork (this will cost £10-£20), and we recommend they obtain an Archaeology skills passport (£8.50 from BAJR, [http://www.archaeologyskills.co.uk/](http://www.archaeologyskills.co.uk/)).

### 7. Placements and Study Abroad Opportunities

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>
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<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>
<tr>
<td>Université Paris Diderot (Paris VII)</td>
<td>France</td>
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<tr>
<td>Université Paul-Valéry Montpellier III</td>
<td>France</td>
</tr>
<tr>
<td>Università di Bologna</td>
<td>Italy</td>
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<tr>
<td>Università del Salento</td>
<td>Italy</td>
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<tr>
<td>Leiden University</td>
<td>Holland</td>
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<tr>
<td>Univerza v Ljubljani</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Universidad Carlos III de Madrid</td>
<td>Spain</td>
</tr>
<tr>
<td>Södertörns University</td>
<td>Sweden</td>
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<tr>
<td>Koç University (Istanbul)</td>
<td>Turkey</td>
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</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, however, particularly those in Northern and Central Europe, offer a number of their courses in English, so 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>
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<tr>
<th>University</th>
<th>Country</th>
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<tbody>
<tr>
<td>University of Adelaide</td>
<td>Australia</td>
</tr>
<tr>
<td>Monash University</td>
<td>Australia</td>
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<tr>
<td>University of New South Wales</td>
<td>Australia</td>
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<tr>
<td>University of Sydney</td>
<td>Australia</td>
</tr>
<tr>
<td>Pontificia Universidade Catolica 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>
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<tr>
<td>McGill University</td>
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<tr>
<td>University of Ottawa</td>
<td>Canada</td>
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<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>
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<tr>
<td>City University of Hong Kong</td>
<td>Hong Kong</td>
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<tr>
<td>National University of Singapore</td>
<td>Singapore</td>
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</tbody>
</table>
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, katherine.east@ncl.ac.uk, look on the International Office Webpage: https://www.ncl.ac.uk/mobility/ or contact them by e-mailing studyabroad@ncl.ac.uk.

C. Student Support

1. Personal Tutoring

When you arrive at University, you will be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she 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 (https://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.

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 undergraduate students, all tutor meetings will be recorded through the ePortfolio system (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 make 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 first meeting in stage 1, semester 1 is compulsory.

If you undertake a placement as part of your undergraduate study at Newcastle, personal tutoring still applies, you should still be contacted by your tutor or perhaps a placement lead within the School.

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 to write them. 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. Peer Mentoring

All new undergraduate students will be assigned a peer mentor upon arrival at the University. The goal of peer mentoring is to enable all students to make a smooth transition to feeling at home and settled into the University community – academically, socially and culturally – through access to the advice and support of a more experienced peer.

Your peer mentor can serve as a role model and help you to understand what is expected of you at University. Your mentor should also be very approachable and can help answer questions that you might not want to ask staff. Your peer mentor can also tell you about the social scene at the University and in Newcastle and help to answer practical questions about budgeting, sport facilities, the library, taking lecture notes, accommodation etc.

Your peer mentor will set up a social media network (using tools such as Facebook or Yammer) to help support this process so remember to look out for information from them. You will also receive a Mentee Handbook to explain the benefits of the scheme, expectations and support available.

The University has a policy that explains peer mentoring schemes (http://www.ncl.ac.uk/ltds/assets/documents/qsh-peerment-principles.pdf).

3. 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 he/she may point you in the direction of other people in the School.

The Degree Programme Director (DPD) is responsible for the structure, content and standards of your degree programme. His/her 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.

The Senior Tutor acts as a coordinator between the School and central University services. He/she 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 supports students who may have personal circumstances that are affecting their overall performance, rather than specific academic issues.

4. 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)
## 5. 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 Hardship Funds etc.). More information is available from the SAC website: [www.nusu.co.uk/sac](http://www.nusu.co.uk/sac)

The Student Advice Centre cannot 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: [http://www.nusu.co.uk/support/sac/openingtimes/](http://www.nusu.co.uk/support/sac/openingtimes/)

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

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.

## 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 that your absence has affected your academic performance in an assessment (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 has 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 and 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/SPS/Attendance/sickness.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/sickness.htm).

### 2. Personal Extenuating Circumstances

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
Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or other 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)

And, for all students except those starting or restarting undergraduate stage 1 programmes during the 2019/20 Academic Year, where there is a positive assessment of the impact of medical or other mitigating circumstances by the Personal Extenuating Circumstances Committee (Conventions 13 and 14).

- 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 Recommendation (SSR).
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.

The Personal Extenuating Circumstance (PEC) Policy and Procedures - 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 is 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. 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 or a member of staff 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/student-resources/Casework/Final%20Academic-Appeals-Procedure%2019_20.pdf.
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. Appeals can be contacted at HCAappeals@ncl.ac.uk.

You are expected to make every effort to raise your assessment/progress query, in writing, with your 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.

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.

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!

All module deadlines will be published in the relevant module handbook and will appear on Blackboard in the School of History, Classics and Archaeology Community section. A list of deadlines will also be displayed in the lobby area outside the School teaching rooms. The Degree Programme Director has authority to vary coursework deadlines if deemed necessary for the effective delivery of the programme.

The deadline for submitting work is **12pm (noon)** on the deadline date specified in the module handbook. Please complete an assignment submission form, attach it to your work and place it in the drop box outside of the School Office. You must also submit your assignment through Turnitin by 12pm.

You must adhere strictly to the word limits set for coursework assignments. It is HCA policy to allow +/- 5% leeway on each submission. Thus a 2000 word essay must be at least 1900 words and no more than 2100 words. Bibliographies are not included in the word count, but in text references and captions are. The dissertation in Stage 3 has a word limit expressed as a range. You may not go over or under the range.

**Assignment Submission Forms**

It is very important that you complete the submission form carefully. The submission form consists of several layers of carbon copies so that the Office can keep a record of your submission, so that the work can be marked anonymously, and so that you can easily obtain feedback on your work. If you complete the assignment submission form inaccurately or leave gaps, then some of these things will not happen. Please note that the submission form includes a declaration that the work being submitted is your own work.

Assignments must be submitted in hard copy and through Turnitin to be deemed as **fully** submitted. Assignments are not given to the marker if they have not been submitted through Turnitin.

**Please note all students must submit ONE hard copy of each assessment, unless otherwise stated in the module handbook.**

These rules apply to work submitted for resits in the vacation, as well as to work submitted in term time. If you have to do resits, make sure that you obtain the forms in good time.

Submitted work and/or resit work will **NOT** be accepted via email, fax, or post. Any work submitted after 12pm will be marked as late.

Different Schools have different submission rules so if you are taking a module outside of the School please check with the relevant School Office for submission guidance.

If you wish to request an extension to the deadline for your submitted work, or to request any other adjustment to the assessment for the module, complete a PEC form. PEC stands for Personal and Extenuating Circumstances. Please note that extensions will only normally be granted in the following situations:

- Debilitating personal illness supported by a medical certificate
- Serious illness or death of a close relative
- Participation in a University-approved scheme for which strict guidelines for extensions/extra time will be issued
- In the case of part-time or work-based students, unplanned and unavoidable work commitments

Students are allowed to ‘self-certify’ illness for up to seven days. If you claim illness of longer than seven days you **MUST** provide a medical note.

PEC forms are to be completed online via the Student Self-Service Portal (S3P) [http://www.ncl.ac.uk/students/progress/student-resources/s3p/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/).

For further information regarding the PEC form please see section D2 page 17.

If you have any queries please contact the Teaching and Learning Co-ordinator 0191 208 6614

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.

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

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 source.

When you submit your assignments, you will be told how you need to submit to ensure they are checked. There are some file restrictions and file 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 conduct very seriously, and you are expected to know how to reference other sources correctly. You can find further information on what plagiarism is and how to avoid it here: http://www.ncl.ac.uk/library/subject-support/informed-learner/plagiarism.php

3. Late Submission of Assessed Work

The deadline is the last moment that your work will be accepted. This means that you may submit your work early. The deadline for submitting work into the assignment drop box outside the School Office is 12pm (noon) on the day outlined in the module handbook.

Work which is submitted after the deadline will be deemed as a late submission unless an extension has been granted.

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 of the deadline, it will be capped at the pass mark (40 for undergraduate 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).

The School is committed to helping all students fulfil their potential. If you believe you have a condition that might affect you academic performance, we strongly recommend that you contact Student Wellbeing Services (http://www.ncl.ac.uk/students/wellbeing/about/student/) to have your needs assessed.

If you think these circumstances affect you then please ask your personal tutor or the Senior Tutor for advice.

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, so that you can check there are no clashes between your modules. A final exam timetable is then published around 6-8 weeks before the exam period. It is your responsibility to check the dates, times and locations of you 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 and Assignments

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 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.

You should receive feedback on all examinations within 20-working days of the date of the examination but the type of feedback will vary according to the module and member of staff. In most cases you will receive a photocopy of the back page of the exam script with comments and marks for each of the questions. In some cases lecturers will provide typed feedback either in hard copy or by e-mail. If you have a query about your examination performance you should arrange to see the Module Leader or your Personal tutor.

6. Marking Criteria

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 clearly to 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 to 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.

In the school we employ the following descriptive marking criteria:

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<tr>
<th>First Class Honours, 70% -100 %</th>
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<tr>
<td>A First Class/Excellent performance is distinguished by both breadth and depth of knowledge about the subject material, showing comprehensive awareness, and detailed understanding, interpretation and evaluation.</td>
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<tr>
<td>There will be substantial evidence of critical analysis and the ability to apply knowledge to unseen situations. Material will be presented within a clear logical/systematic framework throughout and will demonstrate reading beyond the course material and the ability to employ critical reflection. At Honours and Masters level there will be evidence of the ability to think reflectively and creatively. Assignments such as an individual project report will be well-structured and well-referenced.</td>
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<tr>
<td>The deciles within this class may be categorised as:</td>
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<tr>
<td><strong>Outstanding:</strong> professional standard (90% - 100%) It will be rare for a mark to be awarded within this range, but it should certainly be achievable for an individual component of assessment (e.g. a piece of coursework, or an examination question). It should be awarded for work demonstrating outstanding and comprehensive understanding, with critical analysis and evaluation. In an examination situation the student will have presented a complete answer in a fully cogent manner, with no substantive errors or omissions. In individual project work there will be material which may be publishable.</td>
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<tr>
<td><strong>Exceptional:</strong> significantly above normal student expectations (80% - 89%) Evidenced by clear indications of comprehensive/detailed understanding and creative thought, and although there will be no substantive errors or omissions, the presentation or arguments will fall short of perfection.</td>
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<tr>
<td><strong>Excellent:</strong> (70% - 79%) Evidenced by a comprehensive understanding, well-structured arguments and insight.</td>
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<th>Upper Second Class Honours, 60% -69%</th>
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<td>A Second Class, First Division/Very Good performance is one that demonstrates a sound/thorough understanding of material beyond that presented in the course, with breadth of knowledge but lacking in some depth, or vice versa. Critical analysis and the ability to apply knowledge to unfamiliar situations will be present, and work submitted will be relevant to the module/topic aims and objectives but not give a full treatment, relying to some extent on course material and likely to contain a few errors or omissions. Individual project work will be well presented and structured but with some limitations as to insight and critical evaluation.</td>
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<th>Lower Second Class Honours, 50%-59%</th>
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<tr>
<td>A Second Class, Second Division/Good performance is one that relies substantially on course material only and demonstrates breadth of knowledge but lacking depth. Critical analysis will be limited and there will also be only limited evidence of being able to apply knowledge to unfamiliar situations. Work presented will be relevant to the module/topic aims and objectives but rely largely on course material and contain some errors of understanding and of fact. An individual project will demonstrate competence but with only limited evidence of flair.</td>
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<tr>
<th>Third Class Honours, 40% -49 %</th>
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A Third Class/Basic performance is one that demonstrates that a student has achieved the minimum level of performance to indicate that they have broadly achieved the intended learning outcomes but at a basic level only. It is evidenced by an understanding of material that lacks depth. There may be omission of some relevant material and/or partial use of irrelevant material. It is likely to contain errors of understanding and fact. An individual project will be adequately structured and presented but unbalanced with some components poorly constructed, e.g. inadequate/poor referencing.

**Fail, 0% - 39%**

A Fail/Failing performance indicates that the student has failed to achieve the intended learning outcomes. This is evidenced by a weak attempt that demonstrates lack of overall knowledge of the subject area, and inability to develop a cogent argument in any aspect. Much of the material presented will be sketchy and/or irrelevant. A failing individual project will be one in which the student has failed to apply themselves to the task in hand and has presented a superficial view of it.

A Fail/Failing performance may be further classified as:

*Borderline (compensatable) fail:* limited understanding (35% - 39%) Evidenced by the demonstration of a threshold understanding in some, though not all, areas. There will be many factual errors and omissions. A mark in this range may be awarded where there is evidence that the intended learning outcomes have been achieved but the evidence has been poorly presented, or that there are some omissions in that evidence. A compensatable pass mark for an individual project suggests that the situation is potentially recoverable with some rewriting but little or no additional development.

*Fail:* inadequate understanding (25% - 34%) Evidenced by some material of relevance, but generally the approach is shallow and there is a lack of understanding of the basic requirements of the subject area. There are likely to be significant factual errors and omissions. An individual project is likely to be difficult to read and contain serious errors in understanding.

*Clear fail:* little or no attempt (0% - 24%) Evidenced by very little material presented to support evidence of having addressed the topic. What material there is likely to be incomplete and/or confused. An individual project is likely to have very little that is relevant.

For a tabular overview of the marking criteria see Appendix A, page 66.

### 7. Marking and Moderation Process

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 by a scrutiny committee 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 by 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 Examiner 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:
https://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 in August. 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. Students who registered at the University in 2013-14 or later are allowed one re-sit attempt; students who registered in 2012-13 or earlier are allowed two. If you satisfy the examiners with your performance on the re-sit, you will have a pass mark (40 for undergraduate, 50 for postgraduate) recorded for that module.

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 i.e. contract cheating/custom essay writing
- 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 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

F. Student Representation 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. There are a number of ways that you can provide feedback, including stage evaluations (surveys), student participation on committees and through your programme or School student representatives. It’s important that you take these surveys and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what’s going well or not so well as this helps us know what we need to respond to, do more of etc. 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 Voice 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/). The University explanation of how it works in partnership with students is available in the Policy on Student Representation: http://www.ncl.ac.uk/ltds/assets/documents/qsh-studentrep-pol.pdf.

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. Module evaluations will be tailored by the School so that they are appropriate for the specific module.

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 or programme). 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 and anonymously. You will find links to your 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 it.

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/](https://internal.ncl.ac.uk/yousaidwedid/surveys/)

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 educational 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), or are non-UK based eLearners. Newcastle University International Singapore (NUIS) is surveyed by SIT under the Joint Degree Programme. The NSS excludes incoming and exchange students. See [https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/](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 educational 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](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](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/](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. Student Representation on Committees

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 yourself! 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 Voice Committee (SVC)** on their behalf.
- The SVC is led by a **Student Chair** and usually has a **Student Secretary**. All students are able to contribute to their SVC’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 SVCs and will present any key student topics at FEC. They will also feedback to SVCs 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 all the student representation roles is available on the Students’ Union Website: https://www.nusu.co.uk/yourvoice/reps/.

G. 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.

- **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.

- **External Examining** – 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 Voice Committee, and Faculty Education Committees.

External Examiners for VV41:

- Dr Emma Jenkins, Senior Lecturer in Archaeology, Bournemouth University
- Dr Andrew Gardner, Senior Lecturer in the Archaeology of the Roman Empire, UCL
- Dr Kate Giles, Senior Lecturer, Department of Archaeology, University of York

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 [https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_PolicyProgChange.pdf).

### H. Resources

#### 1. Tools for Study and Revision

The University’s main learning resources are provided by the Robinson Libraries (for books, journals, online resources), and by Information Systems and Services, which supports campus-wide computing facilities. Archaeology students also have access to the library located at the Great North Museum — an unrivalled collection of works on archaeology, natural history and history. Students also have access to the extensive artefact collections of the Great North Museum (the premier museum for the north-east of England and the ‘gateway’ to the Hadrian’s Wall World Heritage Site). The Wolfson Archaeology laboratory houses equipment and collections which support teaching and learning in Archaeological science and artefact analysis. Supporting materials — which may include copies of handbooks, lecture PPTs, supplementary notes and so on - are made available for most modules online, via Blackboard (our Virtual Learning Environment). Students can also use the ePortfolio system to support their reflective learning process. Some modules in HCA make use of the ReCap lecture recording service, but teaching formats vary considerably, and many members of staff have elected not to use this system.

#### 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 0.8 million books, subscribe to over 42,000 journals and provide access to more than 1.8 million ebooks. Library Search (http://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 consultations to help you improve your information skills. Alternatively you can use the online Library Help service 24/7 (http://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 (http://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

Other Libraries
As a student of this university, you may also consult books and periodicals in the libraries of the Universities of Durham and Northumbria University, but you cannot borrow any item.

You could also join Newcastle Central Library, off Northumberland St. its holdings are particularly good for local and regional history.

Finally, there is the Library of the Literary and Philosophical Society of Newcastle upon Tyne, but rising costs have seen the student subscription climb to £55 per year. http://www.litandphil.org.uk/join-the-library/

Reading Lists
Each module leader will supply reading lists for his or her module. The material will be found principally in the Robinson Library, which holds multiple copies of the most heavily used books. You should aim to supplement module reading lists. No reading list can ever be exhaustive, and many lecturers will identify for you journals which specialise in their subject area. You should use electronic and online databases to find other relevant material. Reading Lists Online are available via the library catalogue at https://www.ncl.ac.uk/library/services/reading-lists/. Online Reading Lists are continually being updated.

You should also aim to buy a few books, at least, for each module you take. The University bookshop (Blackwells) aims to stock copies of set books used on University courses, and also sells second-hand copies from previous years. Many set books can also be bought at Waterstones and/or ordered online very easily. The Robinson Library website has links to many online bookshops, as well as to electronic journals, bibliographic databases and its own catalogues. Second-hand books can be found on http://www.abebooks.co.uk/

Printing and Photocopying
All cluster rooms have black and white A4 printers; larger rooms also have colour and A3 printers. Photocopying is available in the University Libraries.

You can buy credits online at http://www.ncl.ac.uk/itservice/clusters/printing/ or buy a cash voucher from the Robinson Library main counter. You will be provided with one credit account for copying and printing. This facility is available to you by using your smartcard identification.

For further details regarding this service please see http://www.ncl.ac.uk/itservice/clusters/photocopying/.
Further information regarding facilities within the School of History, Classics and Archaeology can be found in section J3 page 49.

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 offers 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 don’t ‘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 based on Level 2 of the Philip Robinson Library. To find out more or to book an appointment please see our website 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 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.
### 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

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/](http://m.ncl.ac.uk/)

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/](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/software-deals/student/](https://services.ncl.ac.uk/itservice/core-services/software-deals/student/)

You have access to computers on campus and the nearest PC facility to the School of History, Classics and Archaeology School Office is the Cluster on the 2nd Floor of the Armstrong Building, Room 2.96.

These facilities are maintained by the University IT service and any IT problems should be reported to them as soon as possible.

The University IT service provide face-to-face support in certain cluster rooms to assist users with common problems or queries. Please contact the IT Service Desk Reception should you need any IT help. Further information can be found at: [http://www.ncl.ac.uk/itservice/studentitservices/](http://www.ncl.ac.uk/itservice/studentitservices/)

University IT service Rules for Use of Computing Facilities can be found at: [http://www.ncl.ac.uk/itservice/rules/](http://www.ncl.ac.uk/itservice/rules/)

The easiest way to access all this information is through the Newcastle University App: [https://services.ncl.ac.uk/itservice/teaching-services/mobile/universityapp/](https://services.ncl.ac.uk/itservice/teaching-services/mobile/universityapp/)

### Blackboard

Although the principal means by which the university delivers its teaching is through formal lectures, seminars and practical classes, many lecturers make use of a teaching and learning support system called Blackboard that operates across the university computer network as a “virtual classroom”. Blackboard is an example of a “Virtual Learning Environment” that will enable you to access module web pages maintained by lecturers. The teaching and learning materials contained in these web pages will support the lecture and practical class material, but lecturers will also use the blackboard pages to update you on specific module related matters, for example, details of practical classes and assessments. You should therefore consult Blackboard regularly throughout your studies; [https://blackboard.ncl.ac.uk](https://blackboard.ncl.ac.uk) and log in with your Newcastle University username and password.

**Note:** Year 1 students your username and password will be made available to you during induction week.

‘My Institution’ is the first page you will see. It will contain sections for announcements, tasks and other tools, and a list of modules (called “courses” in Blackboard) in which you are enrolled.
Some tutors may choose not to have a Blackboard page for particular modules. You can enter your modules by clicking on the ‘Courses’ tab in the browser window, or by clicking on the module name on your ‘My institution’ page.

When you have finished your session, please don’t forget to logout! Use the Logout tab at the top of the browser window.

**What do I do if:**

Q. I have forgotten my username and/or password?
A. Get in touch with the University helpline. Email - [helpline@ncl.ac.uk](mailto:helpline@ncl.ac.uk).

Q. I don’t seem to be registered for some of my modules?
A. Your Blackboard account will only show modules for which you are registered and which are active on Blackboard. If a module is missing you should first check that the relevant lecturer is using Blackboard for this particular module.

For further information and assistance regarding the use of Blackboard you should click the Student Resources tab on the Blackboard front page, [https://blackboard.ncl.ac.uk/](https://blackboard.ncl.ac.uk/)

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### 8. Careers

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/](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/](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/](https://www.ncl.ac.uk/careers/applications/)
- build up your contacts and networks - [https://www.ncl.ac.uk/careers/makingcontacts/](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/](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](http://www.ncl.ac.uk/careers/startup)

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### 9. 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](https://www.ncl.ac.uk/services/healthandsafety/) (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 Institute's 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](mailto: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](mailto:ess-helpdesk@ncl.ac.uk).
## I. Additional University Contact Information

### Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

**Location:** Agriculture Building, ground floor  
**Telephone:** 0191 208 6341  
**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 9am - 5pm)  
**Telephone:** 0191 208 5999  
**Email:** it.servicedesk@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/itservice/](http://www.ncl.ac.uk/itservice/)

### International Office
The International Office 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.

**Location:** King’s Gate  
**Telephone:** 0191 208 3333  
**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 practise of over 50 foreign languages and is available to all students and staff of the University.

**Location:** Old Library Building  
**Opening hours:** Mon – Thurs (9am - 7.15pm) Fri (9am – 4.45pm)  
Sat: Closed (apart from 11 May – 01 June, 10am – 4pm)  
**Telephone:** 0191 208 7490  
**Email:** language.resource@ncl.ac.uk  
**Website:** [http://www.ncl.ac.uk/language-resource-centre/](http://www.ncl.ac.uk/language-resource-centre/)

### 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/)
J. Subject Specific Information

1. Welcome from VV41 Degree Programme Director

WELCOME
From Dr Chloe Duckworth

Welcome to the BA Archaeology Handbook for 2019/20

A good deal of the information you will need over the coming year can be found in this handbook (so don’t lose it!). But there may well be times when you want clarification, or just someone to talk things over with.

I’m the Degree Programme Director (or DPD) for your degree, so that person might often be me.

My contact details are:
chloe.duckworth@ncl.ac.uk
0191 2087979

My office hours (times I am certain to be in my room) are posted on my door – if you need to see me urgently, or cannot make my office hours, please email and we can arrange another time.

Please note: Dr Chloe Duckworth is on research leave in semester 1 and Prof. Ian Haynes is covering as DPD, please find his contact details below:
ian.haynes@newcastle.ac.uk
0191 208 7847

2. Staff

Degree Programme Director

Your Degree Programme Director (DPD) is Prof. Ian Haynes for semester 1 and Dr Chloe Duckworth for semester 2. They are the first port of call if you have queries or suggestions relating specifically to your degree. Email to make an appointment, or call in during their Feedback and Consultation hours.

Members of Staff in Archaeology

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension (0191 20)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Rob Collins</td>
<td>83125</td>
<td><a href="mailto:robert.collins@ncl.ac.uk">robert.collins@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Chantal Conneller</td>
<td>85697</td>
<td><a href="mailto:chantal.conneller@ncl.ac.uk">chantal.conneller@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Andrea Dolfini</td>
<td>83402</td>
<td><a href="mailto:andrea.Dolfini@ncl.ac.uk">andrea.Dolfini@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Chloe Duckworth</td>
<td>87979</td>
<td><a href="mailto:chloe.duckworth@ncl.ac.uk">chloe.duckworth@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Chris Fowler</td>
<td>85759</td>
<td><a href="mailto:chris.fowler@ncl.ac.uk">chris.fowler@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr James Gerrard</td>
<td>85502</td>
<td><a href="mailto:james.gerrard@ncl.ac.uk">james.gerrard@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Ian Haynes</td>
<td>87847</td>
<td><a href="mailto:ian.haynes@ncl.ac.uk">ian.haynes@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Matthew Haysom</td>
<td>82224</td>
<td><a href="mailto:matthew.haysom@ncl.ac.uk">matthew.haysom@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mark Jackson</td>
<td>85240</td>
<td><a href="mailto:m.p.c.jackson@ncl.ac.uk">m.p.c.jackson@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Sophie Moore</td>
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</table>
### Contact details for Stage 1 History module leaders (compulsory modules)

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension (0191 20)</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Dr Alejandro Quiroga</td>
<td>83553</td>
<td><a href="mailto:alejandro.quiroga@ncl.ac.uk">alejandro.quiroga@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Shane McCorristine</td>
<td>85079</td>
<td><a href="mailto:shane.mccorristine@ncl.ac.uk">shane.mccorristine@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

### Addressing members of staff

Students are not always sure how to address a member of staff, in person or in writing. The play-safe rule is to address them by their (correct) professional title (‘Professor Haynes, Doctor Fowler’ etc.). Staff will usually make clear if/when they are happy to be addressed by their first name.

### Archaeology on the University website:

[https://www.ncl.ac.uk/hca/archaeology/](https://www.ncl.ac.uk/hca/archaeology/)
[https://www.ncl.ac.uk/hca/history/](https://www.ncl.ac.uk/hca/history/)

### On Facebook

[https://www.facebook.com/ArchaeologyNCL](https://www.facebook.com/ArchaeologyNCL)
[https://www.facebook.com/HistoryAtNewcastle](https://www.facebook.com/HistoryAtNewcastle)

### And on Twitter

[https://twitter.com/archaeologyncl](https://twitter.com/archaeologyncl)
[https://twitter.com/historyncl](https://twitter.com/historyncl)

### Staff Profiles in Archaeology

**Dr Eline van Asperen** is a palaeoecologist and archaeological scientist who specialises in Pleistocene mammal fauna and the European Palaeolithic. Her research examines the relationships between environmental factors, faunal activity and humans, using both zooarchaeological material and dung fungal spores. At Newcastle she is a technician responsible for the day to day management of the Wolfson Archaeology Laboratory.

**Dr John Blong** is an environmental archaeologist with a background in geoarchaeology, palaeoecology, lithic technology and palaeoethnobotany. His research focuses on human adaptation to different landscapes and human responses to ecological change in the late Pleistocene and early Holocene. Geographically he works in North America, with interests in when and how humans first settled the Americas. He is a research associate at Newcastle on a NERC funded project investigating stratigraphy and formation process at Paisley Caves in Oregon, one of the earliest occupation sites in North America, and he is also involved in ongoing fieldwork in central Alaska.

**Dr Francesco Carrer** is Research Associate at the McCord Centre for Historic and Cultural Landscapes. His main research interests are in ethnoarchaeology, landscape archaeology, archaeology of pastoralism and...
spatial analysis in archaeology. He has published a number of papers on alpine transhumance, from an ethnographic and an archaeological perspective, and on the use of GIS applications in archaeology and ethnoarchaeology. He is co-editor of two books and a special issue of Quaternary International. He coordinates two research projects in the eastern Italian Alps and collaborates with various research institutes in different parts of Europe.

Dr Rob Collins is a Lecturer in the Material Culture of the Northern Frontier. His research interests include the Roman army and frontiers, the later Roman Empire, early medieval Britain and Europe, and artefacts and numismatics. Current research is exploring how phallic imagery contributes to our understanding of Roman frontiers, and the cultural afterlives of Hadrian’s Wall, as well as contributing to the HLF-funded Hadrian’s Wall Community Archaeology Project. He has published a number of books and articles, including Hadrian’s Wall and the End of Empire (2012), Roman Military Architecture on the Frontiers (ed with M Symonds and M Weber, 2015), Breaking Down Boundaries (ed with M Symonds, 2013), Finds from the Frontier (ed with L Allason-Jones, 2010), and Debating Late Antiquity (ed with J Gerrard, 2004). Prior to joining Newcastle University, Rob worked for the Portable Antiquities Scheme. Rob is also the Honorary Keeper of Coins for the Newcastle Antiquaries.

Dr Chantal Conneller is senior lecturer in early Prehistory. Her teaching and research interests span the Upper Palaeolithic and Mesolithic periods. She also works on technology (particularly lithics), materials and human-animal relations. Recent projects include Mesolithic Histories (British Academy funded) and Unmaking Masks (Leverhulme). She has directed excavations at Star Carr, Rookery Farm, Ffynnon Beuno Cave and various sites on Jersey. Recent books include An Archaeology of Materials (2012) and Star Carr: A persistent place in a changing world (2018, with Nicky Milner and Barry Taylor).

Dr Andrea Dolfini is a Senior Lecturer in Later Prehistoric Archaeology and Convenor of MATCH (Materiality, Artefacts & Technologies in Culture & History), an interdisciplinary Faculty Research Group. He researches the social dynamics of material culture in the 5th – 2nd millennia BC (Late Neolithic, Chalcolithic and Bronze Age), focusing on early metallurgy, metalwork wear analysis, experimental archaeology, prehistoric warfare and violence, and technological change through time. He also is a specialist in the later prehistory of Italy and the Central Mediterranean region. Current research projects include ‘EuroDag’, a Marie-Curie Fellowship exploring the function and meaning of early European daggers (Fellow: Dr Isabella Caricola). He is co-director of the ‘Case Bastione Archaeological Project’, which explores a 3rd-2nd millennium BC settlement site in central Sicily.

Dr Chloë Duckworth is a Lecturer in Archaeological Materials Science. Her research uses modern scientific techniques to shed light on past technology, particularly the transformation of materials at high temperature. She directs archaeological fieldwork in southern Spain, investigating the alchemical and industrial knowledge of its medieval Islamic civilisation at The Alhambra, in Granada, and Madinat al-Zahra, in Cordoba. She also specialises in the archaeology of glass recycling, and past industrial pollution. Forthcoming publications include books on mobile technologies in the Sahara Desert, and on the role of recycling in the Roman economy. Chloe is also keen on public outreach, and maintains the YouTube channel ‘ArchaeoDuck’.

Dr Chris Fowler is a Senior Lecturer in Later Prehistoric Archaeology and the Head of Archaeology. He specialises in: the Neolithic and Early Bronze Age in the British Isles; archaeological studies of personhood, the body and identity; prehistoric mortuary practices; prehistoric monuments; prehistoric art; and archaeological theory. His books include The Emergent Past: A Relational Realist Archaeology of Early Bronze Age Mortuary Practices (Oxford University Press, 2013) and The Archaeology of Personhood: An Anthropological Approach (Routledge, 2004). He has also co-edited several volumes, including The Oxford Handbook of Neolithic Europe (with Jan Harding and Daniela Hofmann, Oxford University Press, 2015), and Prehistory without Borders: the Prehistoric Archaeology of the Tyne-Forth Region (with Rachel Crellin and
Richard Tipping, Oxbow, 2017). He is currently researching Neolithic and Early Bronze Age burial practices and monuments on the Isle of Man.

Dr James Gerrard is a Senior Lecturer in Roman Archaeology. He is a graduate of Sheffield and York and is an Associate Member of the Chartered Institute for Archaeologist and a Fellow of the Higher Education Academy. He has worked extensively in commercial archaeology for a number of contractors. He continues to work with colleagues in commercial units in various capacities. Recently he has served as an academic consultant on the rescue excavations of a Roman villa at Bedale in North Yorkshire and contributed to the Crossrail project in London. His main research interests are: the archaeology of late Roman and early medieval Britain; Romano-British finds; hoarding; field archaeology; geophysics and the archaeology of economics and coastal environments. He has written *The Ruin of Roman Britain* - a book about the end of Roman Britain, an article about the rings that were allegedly the inspiration for Tolkien’s ‘One ring’. He is currently researching a new book centred on the themes of transport and communication in the Roman period. Other research projects include the continued investigation of the landscape around an unusual Roman villa in Somerset and the impact that contaminated green waste has on the historic environment.

Professor Ian Haynes is Professor of Archaeology. He co-directs ‘Rome Transformed’, an interdisciplinary project which examines the physical transformation of SE Rome from the C1-C8 AD and a range of other projects, including survey and excavation projects on Hadrian’s Wall, and most recently a fine art/archaeology initiative at Pompey and Herculanum. His work ranges across the frontier communities of the Roman Empire to a broader engagement with art, architecture and cult practice across the Graeco-Roman world. Books include *Blood of the Provinces: the auxilia and the making of Roman provincial society from Augustus to the Severans; Early Roman Thrace; Roman Dacia: The Making of a Frontier Community and The Roman Army as a Community*. He is currently completing books on *The Basilica of St John Lateran to 1600 and A cult centre on Rome’s North West frontier: excavations at Maryport, Cumbria*.

Dr Matthew Haysom is lecturer Ancient History and Archaeology. His research interests are in Bronze Age, Iron Age and Archaic Greece. He is particularly interested in the archaeology of religion and the archaeology of Crete. He has worked on a variety of excavations in Greece and Cyprus and was the Curator of Knossos before taking up his post in Newcastle. He is editor (together with J. Wallensten) of *Current Approaches to Greek Religion*. He is currently finishing a monograph on *The Archaeology of Religion on Minoan Crete* and is editing a volume (with M. Mili and J. Wallensten) on *The Stuff of the Gods: The Material Aspects of Religion in Ancient Greece*.

Dr Sophie Hüeglin is a Visiting Fellow in the SHCA. In her continuing research project RESTOMO with Prof. Sam Turner she looks at early medieval stone building technology and the far travelling craftsmen and patrons all across Europe between Tuscany and Northumbria. She graduated from Freiburg University (Germany) with a PhD on medieval heating technology and iconography of Medieval and Early Modern stove tiles. For the last decade she has led large rescue excavations on the well-known Late La Tène site of Basel-Gasfabrik (Switzerland). Her research on cross border co-operations with Basel University has just been published in Fowler & Tipping, *The Impact of Borders on Prehistoric Archaeology* (2016). She was elected Executive Board member of the European Association of Archaeologists and is part of the Scientific Committee of its Annual Meeting in Maastricht (2017). Additionally she is member of the Advisory Board of the German Society of Pre- and Protohistory (DGUF).

Dr Mark Jackson is Senior Lecturer in Archaeology. He graduated from Newcastle University with a PhD in the archaeology of early Byzantine rural settlement. His main research interests are the archaeology of Roman, Byzantine and early Islamic periods in the Eastern Mediterranean. He has extensive field experience from projects in Turkey, Cyprus and Greece and benefits from international collaborations established through excavations and surveys in these countries. He has worked on several excavation and survey
projects in southern Turkey including the Kilise Tepe, Göksu and Boğsak Archaeological Projects as well as at Alahan and Çatalhöyük and in recent years has been leading a team working on the artefacts from the Apalirou Environments Project, Naxos. He has a research interest in the history of archaeology and early archaeologists – especially Gertrude Bell – and is responsible for 8,000 photographs in the Gertrude Bell Archive which was recently made a UNESCO International Memory of the World. Research related to the Bell archive has resulted in projects on refugees as well as work on tangible and intangible heritage, museum exhibitions and education projects. Dr Jackson will be taking over as Head of Archaeology in Semester 2 of 2019-20.

Dr Vicky Manolopoulou is a Visiting Fellow in the School of History, Classics and Archaeology and an Associate Lecturer at Northumbria University. Her expertise lies in the history and archaeology of Byzantium with a research focus on the sacred landscape of Constantinople, memory and commemoration and digital approaches to the study of Byzantine ritual. In her PhD, Vicky explored Byzantine emotions and memory through the examination of liturgical processions in Constantinople. She is currently involved in networks exploring sacred landscapes and emotions from antiquity to Byzantium. Her current and forthcoming publications explore topics on cultural landscapes and the way people experience them.

Dr Sophie Moore is a Byzantine Archaeologist and Archaeological Theorist. Her research focuses on the experienced nature of the human past, using phenomenological approaches to material culture alongside textual sources to investigate possible lived moments in the Byzantine world, such as singing in church, shrouding the dead, or viewing an icon. She is a member of the TORCH network ‘New Critical Approaches to the Byzantine World’, an interdisciplinary network of early career Byzantinists which aims to disrupt standard narratives of Byzantine history. She is also a member of the Sagalassos Fieldwork Project in South West Turkey, where she is using coursewear ceramics to investigate the ‘dark age’ at the point of transformation from urban ‘Roman’ space to something else at some point in the 7th or 8th century AD.

Dr Caron Newman is a Research Associate with the McCord Centre for Historic and Cultural Landscapes and Fieldwork Officer. She completed her PhD at Newcastle in 2014 having previously worked for many years in commercial archaeology and for English Heritage. At Newcastle, she has worked on the English Heritage funded ‘Historic Seascape Characterisation’ projects for the Irish Sea and East Yorkshire to Norfolk. She is a specialist in rural and urban landscape archaeology, historical archaeology, Geographic Information Systems (GIS), and cultural resource management. Her PhD is on the post medieval and medieval landscape of Cumbria, and her research interests include medieval and post medieval settlement.

Dr Thea Ravasi teaches Roman Art and Archaeology. She graduated from the University of Perugia (Italy) with a PhD on the sculptural display at Hadrian’s Villa (Tivoli). Her main research interests are Roman imperial architecture and architectural design. She is currently researching on the Severan bath complex under the Lateran Baptistry in Rome and on the design, painted decoration and function of the underground spaces of the House of the Cryptoporticus in Pompeii. She is also a specialist in roman amphorae with a particular interest on trade and exchanges in the Italian peninsula. She has recently published a book chapter on amphorae and the early Roman colonization of Northern Italy. She has worked on a variety of excavations and fieldwork projects in Central and Northern Italy and was a museum curator before moving to Newcastle.

Dr Lisa-Marie Shillito is a Senior Lecturer in Landscape Archaeology. She started off life as a geographer, having chosen that subject to study at university because of a strange fondness for rocks and landscapes, but still caring about humans too much to be a geologist. Her research investigates the dynamic relationships between people and the environment in the past, bringing together approaches from archaeology, anthropology and geoscience, and she has published widely in this area. She is an assistant editor for Landscape Research journal, and also manages their social media. Recent fieldwork is focused on
midden deposits the Ness of Brodgar World Heritage Site in Orkney, and she runs an environmental archaeology field school as part of the wider excavations at the site. She also conducts fieldwork in Turkey at Catalhoyuk, having been part of the geoarchaeology team for over 10 years.

Dr Eric Tourigny is Lecturer in Historical Archaeology. He is a zooarchaeologist interested in using animal bones as evidence to reconstruct past subsistence strategies, human-animal relationships and interactions with the environment. He is particularly interested in understanding the origins of how animals became pets and how the rise of animal welfare movements affected their well-being. A current project involves an archaeological survey of the earliest pet cemeteries in Britain. He also studies how people have used food as a way of connecting with their heritage and expressing their identities. He conducts research on post-medieval sites from across Britain and on colonial British sites in Newfoundland and Ontario, Canada.

Alex Turner is a Research Associate within the McCord Centre for Landscape. He is a specialist in Geographic Information Systems (GIS), computer modelling, geophysical prospection and archaeological survey - particularly of historic buildings. He provides the GIS, survey, and computer modelling elements for several research projects including Cultural Heritage Through Time 2 at Corbridge, Northumberland and Beckfoot, Cumbria, the Apalirou Environ Project, Naxos, Greece, the Bögsak Archaeological Survey, Turkey, the Expanded Interiors Project, Pompeii and Herculanium, Italy and the Lateran Project, Rome, Italy.

Professor Sam Turner is Professor of Archaeology. He works on historic landscapes and medieval archaeology (particularly the early Middle Ages). Major current projects include HERILAND ('Cultural Heritage and the Planning of European Landscapes’, funded by the European Commission) and WallCAP ('Hadrian’s Wall Community Archaeology Project’, funded by the National Lottery Heritage Fund), as well as fieldwork in Greece, Italy, Spain, Turkey and the UK. Over the last few years Sam has been a Visiting Professor at universities in Brazil and Italy. His recent books include Making Christian Landscapes in Atlantic Europe (ed. with T. Ó Carragáin, 2016) and Ceramics and Atlantic Connections (ed. with M. Duggan and M. Jackson, 2019). He edits the journal Landscapes with Graham Fairclough.

Dr Sally Waite is a lecturer in Greek Art and Archaeology. She has worked extensively with the Shefton Collection of Greek and Etruscan Archaeology in the Great North Museum and has recently completed a cataloguing project funded by the Pilgrim Trust. Her research is primarily on Attic red-figure pottery and she has a particular interest in the history of collecting. She has published on the Kent Collection: Acquiring Antiquity: Greek and Cypriot Pottery from the Harrogate Collection (Harrogate, 2014) and is joint editor, with John Boardman and Andrew Parkin, of On the Fascination of Objects: Greek and Etruscan Art in the Shefton Collection (Oxbow 2015). She is co-editor of Shoes, Slippers and Sandals: Feet and Footwear in Classical Antiquity (Routledge 2018).

Dr Jane Webster is a Senior Lecturer in Historical Archaeology. She teaches and researches on both the Roman and modern period (1700-present), focusing on colonialism, religious art, and slavery. She publishes widely on the material culture of slavery and abolition and is competing a book called Materializing the Middle Passage (about slave shipping). She is also (with Mark Leone) editing a new Oxford Handbook on the Comparative Archaeology of Slavery. Jane is the director of the Derwentcote Cottages Archaeology Project. She co-ordinates Archaeology’s outreach work with schools and colleges and with James Gerrard runs the Newcastle University branches of the Young Archaeologists Club (for children aged 8-18).

Staff Profiles in History

Dr Jonathan Andrews is a Reader in the History of Psychiatry. His research interests reside primarily in the history of mental illness, crime and insanity, learning disabilities and psychiatry in Britain from ca. 1600-1914. He has published three monographs in the field, most recently (with Andy Scull) Undertaker of the Mind and Customers and Patrons of the Mad Trade (University of California Press, 2001, 2003), and previous
to this (with Roy Porter and others) *The History of Bethlehem* (Routledge, 1997). He recently edited a special issue of the journal *History of Psychiatry* (2012) entitled ‘Lunacy’s Last Rites: Dying Insane in Britain, c.1629—1939’. His published scholarship ranges widely from English and Scottish asylums and psychiatry, case and patient histories, and the poor law and lunacy, to the history of idiocy, gender and psychiatry, and travel and madness. His current research focuses on a) the history of fashionable diseases in Britain in the Georgian era; b) death, religion and madness in Britain ca. 1800-1914; and c) the criminally insane in Broadmoor Hospital and Perth Criminal Lunatic Department during the period ca. 1864-1914. He jointly organised a summer 2014 conference on the subject of fashionable diseases at Newcastle and Northumbria.

**Dr Scott Ashley** is Lecturer in Medieval History. His teaching covers the period of late antiquity and the early Middle Ages (400-1000) in Europe and the Mediterranean world. He is also involved in the teaching of World History and environmental history. His main areas of research are in Viking-Age Scandinavia and Iceland, the Carolingian Empire and Anglo-Saxon England. He has recently published on Viking-Age connections with Byzantium and the accounts of Halley’s Comet over Carolingian Francia and Tang China in 837AD. In addition to his work on medieval history, he has also published on the history of primitivism in the British Isles, on Lawrence of Arabia and the eighteenth-century explorer, James Cook.


**Prof. Helen Berry** is Professor of British History. She specialises in aspects of social, economic and cultural history in the period 1600-1800, and has published five books and many articles on subjects ranging from coffee houses, print culture and the history of consumption, to the history of gender, sexuality and the family. Her latest book, *Orphans of Empire: the Fate of London’s Foundlings* (Oxford University Press, 2019) reveals what happened to the children who survived being raised at London’s Foundling Hospital for orphaned and abandoned children.

**Professor Jeremy Boulton** is Professor of Urban History. His research interests are early modern London, the history of welfare and the history of death and dying. His publications include *Neighbourhood and Society: A London Suburb in the Seventeenth Century*. His most recent work has been on London’s poor relief. He runs the Pauper Biographies Project (http://research.ncl.ac.uk/pauperlives/).

**Dr Claire Brewster** is a Senior Lecturer in Latin American history. Her research interests are in twentieth century Mexico, especially the social and political work of Mexican intellectuals (1968-95). She has also published work on the role of women during the struggles for Spanish American independence and the early nation-building programmes. She has recently co-authored a book on Mexico's staging of the 1968 Olympic Games. She is currently researching the political and social motivations behind the development of sport in twentieth century Mexico.
Dr Keith Brewster is a Senior Lecturer in Latin American history. His research interests include: the Mexican Revolution; cultural politics (particularly sport); 20th Latin American political and cultural history; indigenous and rural resistance. His publications include Militarism, Ethnicity and Politics in the Sierra de Puebla (1917-1930) (Tucson: University of Arizona Press, 2003), Representing the Nation: Sport and Spectacle in Post-revolutionary Mexico (Oxford: Taylor & Francis, 2010), and editor of Reflections on Mexico ’68 (Oxford: Wiley-Blackwell, 2010).


Dr Sarah Campbell is a Lecturer in twenty-first-century British and Irish history. She obtained her PhD from University College Dublin. Her research interests include nineteenth- and twentieth-century Irish history, Northern Ireland, Anglo-Irish relations, social movements, oral history, and political violence. She has published on areas of social and political history. Her most recent publication is a monograph on Northern Irish political history: Gerry Fitt and the SDLP: 'In a minority of one' (Manchester University Press, 2015). Her current research is on memory and the civil rights movement in Northern Ireland, and student activism in Belfast in the late 1960s.

Dr Nicola Clarke is Lecturer in the History of the Islamic World. Her research interests centre on the social and intellectual history of medieval Islamic Iberia, but she teaches on all aspects of the medieval Islamic world, from the time of the Prophet Muhammad to the early-modern Gunpowder Empires. She is the author of The Muslim Conquest of Iberia: medieval Arabic narratives (Routledge, 2012).

Dr Robert Dale is Lecturer in Russian History, with a particular emphasis on twentieth-century Russian and Soviet history. His research is focused primarily on the late-Stalinist period, the years between the end of the Great Patriotic War in May 1945 and Stalin’s death in March 1953. His thematic interests centre upon the social and cultural history of Stalinism, the effects of war and mass violence upon individuals and societies, veterans and demobilisation, and the history of St. Petersburg/Petrograd/Leningrad. His first monograph Demobilized Veterans in Late Stalinist Leningrad: Soldiers to Civilians (London: Bloomsbury Academic, 2015) explores a unique case study of the difficulties of postwar transition faced by Soviet soldiers. His current research explores the complicated processes of postwar reconstruction, and the deeply divisive legacy of the Great Patriotic War. He is also working on a series of articles and chapters exploring physical disability and psychiatric trauma in the Soviet Union during and after the Second World War. Dr Dale is also one of the co-conveners of the Eastern European and Russian Research Group (EERRRG).

Dr Katie East is Lecturer in Early Modern History, having been a Leverhulme Early Career Fellow with the School of History, Classics and Archaeology at Newcastle University from 2015 to 2018. She completed her PhD at Royal Holloway in 2013, having pursued a BA in Ancient and Modern History at St Hugh’s College, Oxford University, and MLitt in Ancient History at St Andrews University. Katie’s research centres on the intellectual history of Enlightenment England, particularly the legacy of ancient Rome in the formation of radical political and religious ideas, bringing together the history of scholarship and the history of ideas to provide a more comprehensive view of the intellectual culture of early modern England. These research interests are reflected in her monograph The Radicalization of Cicero: John Toland and Strategic Editing in the Early Enlightenment (New York: Palgrave Macmillan, 2017).

Dr Martin Farr is Senior Lecturer in Contemporary British History. His teaching and supervision covers Britain since the First World War; his research interests relate to politics, government, biography, foreign policy, elections, and media, and he also writes and commentates on current affairs. He’s writing Reginald
**McKenna 1916–1943: Statesman Among Financiers, and Margaret Thatcher’s World**, his most recent publications are about Parliament in the 1920s, popular culture in the 1960s, tourism in the 1970s, and the Labour Party in the 1980s, and he will publish in 2020 on the 1970 general election, the death of Margaret Thatcher, Barack Obama and David Cameron, and Donald Trump and Theresa May.

**Dr Philip Garrett** is the Lecturer in Japanese History. He read Japanese at Oxford and completed a PhD at Cambridge on the medieval temple complex Kōyasan. His primary interests are medieval Japanese religion and society, and his main publication areas are monk and warrior politics, crime, and sacred space, occasionally branching out into the sciences to publish on tsunami and earthquake history. His main teaching areas are Japanese history from the Palaeolithic to the present day, the history of Buddhism, and premodern Asia. He is interested in Technology Enhanced Learning and accessibility, and is the Degree Programme Director for History (V100) and History and Politics (VL12).

**Professor Stella Ghervas** is Professor of Russian History. Her main interests are in Russia’s intellectual and maritime history and in the intellectual and international history of modern Europe, with special reference to the history of peace and peace-making. She is the author of *Réinventer la tradition: Alexandre Stourdza et l’Europe de la Sainte-Alliance* (2008), forthcoming in English as *Enlightenment and Tradition in Post-Napoleonic Europe: The Worlds of Alexander Sturdza, and Conquering Peace: From the Enlightenment to the European Union* (2020), and the co-editor of *Lieux d’Europe: Mythes et limites* (2008) and *A Cultural History of Peace in the Age of Enlightenment, 1648-1815* (2019). She is currently working on a new book entitled *Calming the Waters? A New History of the Black Sea, 1774-1920s*, which will treat the Black Sea as a privileged space for trade and cultural interchange between Russia and Europe. Professor Ghervas leads the Maritime Humanities Hub (MHH), an initiative developed by the School of History, Classics and Archaeology and supported by the Newcastle University Humanities Research Institute (https://www.ncl.ac.uk/nuhri/strategic%20themes/#maritimehumanities).


**Dr Rachel Hammersley** is a Senior Lecturer in History. She specialises in intellectual history - especially that of Britain and France in the seventeenth and eighteenth centuries - and is particularly interested in the exchange of ideas between Britain, France and America. She is the author of *French Revolutionaries and English Republicans: The Cordeliers Club*, 1790-1794 (2005, Paperback 2011) and *The English Republican Tradition and Eighteenth-Century France: Between the Ancients and the Moderns* (2010, Paperback 2016) and has recently edited *Revolutionary Moments: Reading Revolutionary Texts* (2015). Her latest book, *James Harrington: An Intellectual Biography* is being published by Oxford University Press in the autumn of 2019. Rachel is also just completing a textbook on Republicanism for Polity Press and is continuing to explore ideas of the ancient constitution, republicanism and democracy in early-modern Britain and France and the translation and dissemination of English republican ideas across Europe. Her next major project will explore the ways in which the authors of early-modern political texts used form, structure and the material dimensions of their works to engage their readers. Alongside her research and teaching, Rachel also seeks
out opportunities to engage with a wider public. She has appeared on a number of radio programmes and has been involved in several outreach projects with local schools.

**Dr Violetta Hionidou** is Senior Lecturer in Modern European History. Her research interests are in eighteenth-, nineteenth- and twentieth-century Greece, particularly in historical demography, history of medicine, history of the family, famines and oral history. She is the author of *Famine and Death in Occupied Greece, 1941-1944* published by Cambridge University Press and co-winner of the 2007 Edmund Keely book award. She has published articles in a wide range of journals including Population Studies, Journal of Family History, Social History of Medicine, Medical History and Continuity and Change. She teaches on the history of Birth Control, famines, and Modern Greece. She has set up and is leading an interdisciplinary module on Greece from Ancient times to the 21st century. Her book on Oral Histories of the Greek famine of the early 1940s will be published in 2020. She has also recently completed a monograph on Abortion and Contraception in Modern Greece. She is member of the funded projects ‘Societies Under German Occupation: Experiences and Everyday Life in World War II’ (www.societies-under-german-occupation.com); Μυκονιάτικη κοινωνία και ανασκαφές στη Δήλο, 1873-1914 (The society of Mykonos and the Delos excavations, 1873-1914); the funded network SHiP-network (Studying the history of Health in Port cities); and advisor to the project *Heritages of Hunger: Societal Reflections on Past European Famines in Education, Commemoration and Musealisation*.

**Dr Benjamin Houston** is Senior Lecturer in 20th century United States history. His chief research and teaching interests centre on the African American civil rights movement, post-World War II US History, the modern American South, and the theory and methodology of oral history. Prior to his appointment at Newcastle, he served as director of the Remembering African American Pittsburgh Oral History Project at Carnegie Mellon University and is compiling and editing a book based on those interviews. His first book, *The Nashville Way: Racial Etiquette and the Struggle for Social Justice in a Southern City*, was published in November 2012. He is also working on various projects that study the 1960 sit-in movement, post-civil rights political groups and the use of nonviolent direct action in the black freedom struggle.

**Dr Jennifer Kain** specialises in the history of health-related immigration controls in the nineteenth and early twentieth centuries, and is more broadly interested in topics spanning maritime and migration history, mental illness, and the colonial histories of New Zealand and Australia. Jen received her PhD from Northumbria University in 2015 and her MA in the History of the Americas from Newcastle University in 2010. Between 2016-2017 Jen held the Alan Pearsall Junior Research Fellowship in Naval and Maritime History at the Institute of Historical Research, University of London for her post-doctoral project ‘Seamen as Prohibited Immigrants: Shore leave, sickness, sanity and syphilis’. She has published in *Studies in the Literary Imagination*, the *International Journal of Maritime History* and the *Social History of Medicine*. In 2018 Jen received a New Zealand History Research Trust award to assist with writing her first monograph *Insanity and Immigration Control in New Zealand and Australia, 1860-1930* - due out with Palgrave Macmillan at the end of 2019.

**Professor Tim Kirk** is Professor of European History. His research interests are in the history of Austria and central Europe, particularly between the two World Wars, and more generally in cultural history, the history of fascism, and the history of the labour movement in continental Europe. His publications include *Nazi Germany* (Palgrave, 2007); *Nazism and the Working Class in Austria* (Cambridge, 1996); *Opposing Fascism* (Cambridge, 1999); *The City in Central Europe* (Ashgate, 2000) and *Working Towards the Führer* (Manchester, 2003). He is currently working on a book on the Nazi new order in Europe. He teaches courses on the Habsburg Empire, the Weimar Republic, Nazi Germany and the historiography of the Holocaust.

**Dr Joseph Lawson** is a specialist in nineteenth and twentieth century Chinese history. His first book is A
**Dr Vicky Long** is Senior Lecturer in Twentieth-Century British History. Her research focuses on histories of mental health, health and work, and disability history, and she has wider interests in the social and cultural history of modern Britain, gender history, histories of work and medical history. She is the author of The Rise and Fall of the Healthy Factory: The Politics of Industrial Health in Britain, 1914-1960 (2011) and Destigmatising Mental Illness? Professional Politics and Public Education in Britain, 1870-1970 (2014). Vicky has also co-edited books, on psychiatric deinstitutionalisation and preventing mental illness, and published a number of articles and book chapters. She is currently developing new research on the history of prenatal screening and diagnosis, funded by a Wellcome Seed Award.

**Dr Christopher Loughlin** is a published early career Irish historian, developing a radical, critical, reading of global labour history. Christopher has been teaching at tertiary level since 2011 and was educated at Queen’s University Belfast. He has refereed articles for the Royal Historical Society and Labour History Review (UK). His work bridges the humanities and social sciences with the methodology of a social history of the political. It combines techniques from anthropology, history, literary studies, philosophy, political science, and sociology; or, to be more precise, it is fifth-wave Irish labour historiography. This work is part of the emergence of new, radical, critical studies of British and Irish history, politics, and society: the Irish New Wave. Christopher’s work was recently printed by Labour History Review (UK) (Liverpool University Press), Cambridge University Press, and Palgrave Macmillan. His first research monograph – Labour and the Politics of Disloyalty in Belfast, 1921-39 – was published in March 2018 and the paperback was published in March 2019.

**Dr Shane McCorristine** joined HCA as a lecturer in Modern British History in 2018. He specialises in the cultural histories of exploration, death, and the supernatural. He graduated with a PhD from University College Dublin in 2008 and then gained postdoctoral fellowships in Maynooth University, University of Cambridge, and University of Leicester. His research interests range from the history of criminal corpses to the cultural consequences of the sixth mass extinction. His most recent book (available in open access) is entitled The Spectral Arctic: A History of Ghosts and Dreams in Polar Exploration (UCL Press, 2018).

**Dr Adam Morton** researches the British Reformations, with particular emphasis on anti-Catholicism, toleration and Protestantism’s interactions with wider culture across the sixteenth and seventeenth centuries. He has published a range of volumes and articles on these topics, and is currently working on a monograph examining the formation of a post-Reformation Protestant visual culture. In addition to the Reformation, Adam also has an active research interest in court culture and is currently working on Catherine of Braganza, Queen of England and wife of Charles II (1662-84) as part of a HERA funded research project, ‘Marrying Cultures: Queens Consort and European Identities.

**Dr Matt Perry** is a Reader in Labour History. He has published widely on aspects of twentieth-century labour history in Britain and France. His research has a special focus upon unemployment and with Matthias Reiss has edited a collection of essays entitled Unemployment and Protest: New Perspectives on Two Centuries of Contention (OUP, 2011). His books include Marxism and History, The Jarrow Crusade: Protest and Legend, Prisoners of Want: the Experience and Protests of the French Unemployed 1921-45, and Memory of War in France, 1914-45: César Fauxbras, the Voice of the Lowly (Palgrave MacMillan, 2011). His latest book is ‘Red
Ellen’ Wilkinson: Her Ideas, Movements and World (2014). It examines the life of Ellen Wilkinson who was the Minister of Education of the 1945 Labour government and led the Jarrow Crusade.

Dr Alejandro Quiroga is Reader in Spanish History. His research interests include nationalism, fascism and twentieth-century European history and politics. He is the author of ‘Los orígenes de Nacionalcatolicismo’ (Comares 2006), ‘Making Spaniards. Primo de Rivera and the Nationalization of the Masses (1923-1930)’ (Palgrave 2007), ‘The Reinvention of Spain. Nation and Identity since democracy’ (Oxford 2007) and ‘Football and National Identities in Spain’ (Palgrave 2013). He has also edited ‘Right-Wing Spain in the Civil War Era’ (Continuum 2012), ‘Católicos y patriotas. Religión y nación en la Europa de entreguerras’ (Silex 2013) and ‘Ondear la nación. Nacionalismo banal en España’ (Comares 2018).

Dr Luc Racaut is Lecturer in Early Modern European History. His speciality is the French Wars of Religion. His publications include a monograph on Catholic propaganda and Protestant identity during the French Wars of Religion. More recent publications have addressed the nature of the Catholic Reformation and its dissemination to the laity through sermons and books in the vernacular. Dr Racaut is currently researching a book exploring the cultural and intellectual history of the body and emotions during the wars of religion, the ‘world inside out’.

Anne Elizabeth Redgate is Lecturer in Medieval History. Her research interests lie in the religious history of Anglo-Saxon England and early Wales and Scotland, in the social structure and ideology of early medieval Armenia, in early medieval national identities, and in the use of artistic imagery to convey political messages. She is the author of The Armenians (1998) and Religion, Politics and Society in Britain, 800-1066 (2014).

Dr Thomas Rütten is based in both Classics and History as a Reader in the History of Medicine in the School of History, Classics and Archaeology. He is a licenced physician (1986), holds a PhD in the History of Medicine (1991) and a habilitation in Theory and History of Medicine (1994) from the University of Münster. He is the author of Demokrit-lachender Philosoph und sanguinischer Melancholiker (Leiden: Brill 1992) and Geschichten vom Hippokratischen Eid (Wiesbaden: Harrassowitz 2007), of numerous articles on the history of ancient, early modern and modern medicine, medical humanities and medical ethics as well as the editor of several collective volumes. He also serves on the Editorial Board of the journal Early Science and Medicine and translates fiction from English into German for various German publishing houses.

Dr Felix Robin Schulz is a modern historian with an interest in the history of the German-speaking countries since 1806, with a particular focus on sepulchral cultures, regional and national memorialisation, as well as the link between landscape and identity. His first monograph (Berghahn, 2013) explores the whole spectrum of East German sepulchral culture (i.e. cemeteries and their design, organisation of disposal, burial ceremonies, cremation, thanatology etc.) in the second half of the twentieth century. Felix has also published on the Alps and the relationship between spaces, places and identities in this fascinatingly diverse European cultural landscape. He is currently working on two projects: a) How states deal with tragic accidents, especially those involving an unusually high number of children amongst the casualties and b) on the microhistory of one large urban cemetery in Germany that was established in 1902. Besides this he is working to establish a framework of how to look at the wider social history of accidents.

Dr Samiksha Sehrawat is a Senior Lecturer in the History of Medicine and South Asia. She is the author of Colonial Medical Care in North India: Gender, State and Society, c. 1840-1920 (Delhi: Oxford University Press, 2013). She has published articles on gender history, urban history, the princely states and military
Samiksha teaches on Indian history, gender history and imperial history. She is currently working on a monograph on the social history of hospitals in north India, *Colonial Medicine in Punjab: A Social History of Hospitals and Dispensaries, c.1850-1930.*

**Professor Daniel Siemens** is Professor of European History in the School of History, Classics and Archaeology. His research interests are in the political, cultural and social history of Europe and the United States in the nineteenth and twentieth century, with a particular focus on Central Europe in the decades between the 1890s and the 1970s. Siemens is the author of *Stormtroopers: A New History of Hitler’s Brownshirts* (Yale UP, 2017); *The Making of a Nazi Hero: The Murder and Myth of Horst Wessel* (I.B.Tauris, 2013) and *Metropole und Verbrechen: Die Gerichtsreportage in Berlin, Paris und Chicago, 1919-1933* (Steiner, 2007) as well as of numerous articles that have appeared in Central Europe, *The Journal of Modern European History*, the *Journal of Genocide Research* and the *Journal of European Studies*. His current research project is a global history of the United Restitution Organisation (URO). He is also writing a political biography of Hermann Budzislawski, one of the most influential German-Jewish journalists in the twentieth century.

**Professor Graham Smith** is Professor of Oral History in the School of History, Classics and Archaeology. He specialises in memory, public history and the history of medicine, and has published on subjects ranging from general practice under the National Health Service to the history of national commemorative events. He is now working on a book on public oral history for Oxford University Press, having just completed a four volume edited reader, *Oral History*, in Routledge’s critical concepts in historical studies series. His current AHRC funded research looks at book groups: ‘Memories of Fiction: An Oral of Readers’ Life Histories’. For thirteen years, Graham was the chair of the Oral History Society and he continues to serve as a Trustee for the Society.

**Dr Annie Tindley** is Senior Lecturer in modern British History. Annie completed her MA (2001), MSc (2002) and PhD (2006) in Scottish history at the University of Edinburgh. She has worked at the University of Aberdeen, Glasgow Caledonian University and the University of Dundee, before joining Newcastle in summer 2016. She researches and has published widely on landed estates and their aristocratic owners and management, especially when faced with political, social, and economic challenges from the 1870s. Her first book was *The Sutherland Estate, 1850-1920*. Her current major research project is to examine the imperial dimension of British and Irish landed aristocrats, their estate management, responses to land reform and the nature of imperial governance, through the life and career of Lord Dufferin and Ava.

### 3. Facilities within the School of History, Classics and Archaeology and around the University

**The Philip Robinson Library** ([http://www.ncl.ac.uk/library/](http://www.ncl.ac.uk/library/))

Your principal port of call will be the University’s Robinson Library. Apart from its book and periodical holdings, the library also possesses extensive word-processing, photocopying, and CD-ROM facilities. Further, and more detailed, information is available from the library’s staff. Periodicals (journals) are mostly confined to the library. The maximum loan-period for books is now 4 weeks, and for short-term loans it is 1 week. **Additional copies of key texts for all modules are to be found in the Student Text Collection, and are confined to the library.** Online reading lists are available for all Archaeology modules: [https://www.ncl.ac.uk/library/services/reading-lists/](https://www.ncl.ac.uk/library/services/reading-lists/)
The Great North Museum Library

The library on the top floor of the Great North Museum combines the collection from the former Cowen Library with those of the Society of Antiquaries of Newcastle-upon-Tyne. This is an excellent resource for Archaeology students. The collection is particularly strong for the Roman period and for local archaeology, but note that extra copies of many of the key texts for modules in all periods can be found here too. The library is also a very nice place to work. Opening times are usually 10.00-4.00 Monday-Friday. You can ring 222 3555 (the Library desk) to confirm opening hours.

Other Libraries

As a student of this university, you may also consult books and periodicals in the libraries of the Universities of Durham and Northumbria, but you cannot borrow any item. You could also join Newcastle Central Library, off Northumberland St. Its holdings are particularly good for local and regional history. Finally, there is the Library of the Literary and Philosophical Society of Newcastle upon Tyne http://www.litandphil.org.uk. Student membership might seem a bit steep at £55.00 but this is a fantastic place to work.

Wolfson Archaeology Laboratory (King George VI building)

We use this laboratory for our scientific and ‘hand on’ research and teaching, for example metals analysis and pottery studies.

The Finds Room (2nd Floor, Armstrong Building)

This is a space for storing some of our teaching collections and archaeological material we are working on.

The Great North Museum (www.greatnorthmuseum.org.uk)

The Great North Museum brings together the collections (and library resources) of three museums formerly located on and around the campus: the Hancock Museum, the Museum of Antiquities, and the Shefton Museum of Greek Art and Archaeology. We make considerable use of the GNM collections in our teaching.

Student Common Room

There is a student common on the second floor of the Armstrong Building. It has vending machines, tea making facilities and space to work and chat. It’s a really useful space to use if you need to take a break or work in a small group on a presentation.

The Heritage City website

This unique resource was designed to help students to find dissertation topics based in and around Newcastle, and to work with heritage experts beyond the University. It can be accessed at http://research.ncl.ac.uk/heritagecity/

4. Structure and Content of the Programme

This degree programme allows students to combine archaeology (the study of material culture) and history (the study of written sources) in exploring the human past. The programme focuses principally on the period CE 400-present, although opportunities are provided to explore aspects of the prehistoric and Classical era. Students take modules drawn from both the archaeology and history programmes within the School of History, Classics and Archaeology (on topics as diverse as Byzantine archaeology and Hogarth and his life in Georgian London) and undergo the same practical (fieldwork) training as Single Honours Archaeology students. At the same time, however, this programme introduces students to the unique discipline of
historical archaeology', a field of study integrating the study of historical documents with the study of material remains excavated by archaeologists. Historical archaeology is an emerging discipline, and archaeology departments in many British universities do not yet extend their coverage beyond the end of the medieval period (CE 1500). At Newcastle, however, students are able to study aspects of historical archaeology (and take complementary modules in History) from the Roman period right through to the 20th century.

The programme is studied over three years full-time.

The programme is divided into three stages. Each year, or stage, requires the study of modules with a total credit value of 120. The three years of the degree therefore amounts to 360 credits. Each credit represents 10 hours of student effort, covering lectures, seminars, workshops, private study, completion of coursework and revision.

At Stages One and Two students have the right to select one 20 credit open elective module from any area of study within the University.

For degree classification purposes all Level 6 (that is, Stage Two and Stage Three modules) modules count. Stage 3 credits have twice the weighting of Stage 2 credits in the final degree classification.

Progression to the next stage of the programme is conditional on meeting the conditions laid down by the University for progression. Students are normally required to pass every module with a mark of at least 40% in order to proceed.

At Stage Three, all students must undertake a 40 credit dissertation (ARA3001, ARA3003, or HIS3020).

All students are required to participate in approved excavations, fieldwork or other practical work of at least two weeks' duration at the end of Stage One and at least two weeks' duration at the end of Stage Two.

For more detailed information on the content and structure of your degree programme, see the VV41 Degree Programme Specification, available at https://www.ncl.ac.uk/regulations/programme/2019-2020/documents/-VV41.pdf

The Degree Programme Regulations can be accessed at:

5. Excavation and Fieldwork

The regulations for VV41 History and Archaeology require you to obtain a minimum of 2 weeks field experience on a Newcastle-approved project in each of the vacations between Stages 1 and 2, and Stages 2 and 3.* This is an obligatory part of your course.* Exemptions from the norm should be approved in advance and in writing by the Fieldwork Co-ordinator, Dr Caron Newman. In Stage 2 work experience with a museum or other heritage organisation may be approved in place of fieldwork. Details of projects will be made available later in the year. Students opting to undertake run by other institutions will need to supply a costs estimate to the Fieldwork Co-ordinator for approval before applying for a placement on that project – if the cost is too high then it may not be possible to fund the entire cost of the placement.

Gaining substantial fieldwork experience is vital if you wish to work in field archaeology after you graduate. The four weeks field experience for your degree is a minimum requirement. If you wish to obtain further field experience, guidance will be given in the fieldwork module (ARA2012) and can be obtained from the Fieldwork Co-ordinator, Dr Caron Newman.

6. Extra-Curricular Activities

There are many ways in which students can get involved in archaeological activities within the University, and also throughout Newcastle and the wider region.
University-based opportunities

- New students are strongly encouraged to join the student-run Archaeology Society and History Society, both of which organise a variety of talks and social events
  https://www.facebook.com/newcastleuniversityarchaeologysociety
  https://www.nusu.co.uk/getinvolved/societies/society/6954/
- Research Seminars (talks by members of our own staff, and visiting academics) are held regularly throughout term time, and students are warmly encouraged to come along to these: check the list of current seminars at http://www.ncl.ac.uk/hca/seminars/ and look out for adverts and notices in the Armstrong Building throughout the year.
- Students with an interest in working with children can volunteer to become assistant leaders of one of the two Newcastle branches of the Young Archaeologists Club (YAC). These meet once a month and are run by Jane Webster, James Gerrard and others: contact Jane for more information at jane.webster@ncl.ac.uk.
- A fantastic programme of visits to local sites of historic interest (all accessible by public transport) is organised every year by Dr Susanna Phillippo. All students in History, Classics and Archaeology are warmly welcome to take part: look out for emails, or contact susanna.phillippo@ncl.ac.uk.

Volunteering Opportunities - Museums

Many archaeology students seek out (usually unpaid) volunteering opportunities in the heritage sector – a great way to enhance one’s CV and gain valuable work experience. We have very close links with Tyne & Wear Museums and Archives, and particularly with the Great North Museum. There are numerous opportunities for volunteers at the Great North, and other T&W museums: see https://twmuseums.org.uk/volunteers. Beamish Open Air Museum is also keen to attract volunteers, and many of our students have found placements there: see http://www.beamish.org.uk/get-involved/volunteering/.

Volunteering Opportunities – the Universities at War Project

We are trying to record information about all of the men (students and staff) from this University and Durham who died in WW1. To get involved visit http://memorial.ncl.ac.uk/volunteering

Volunteering – Portable Antiquities Scheme (http://www.finds.org.uk/)

The PAS is a voluntary scheme to record artefacts found by members of the public. If you would like to get involved with the scheme please contact the PAS at https://finds.org.uk/getinvolved/volunteering

Volunteering Opportunities – Fieldwork

You are required to take part in two field projects in the course of your degree, but many students do much more than this, as volunteers on local or national field projects. Be warned – many field projects demand payment in return for the training they provide; but that’s not always the case.

The Council for British Archaeology has a helpful newsfeed website listing on-going fieldwork opportunities: http://new.archaeologyuk.org/participate/.

Major annual projects taking volunteers in our region include:

- Vindolanda
- Bamburgh Castle http://www.bamburghresearchproject.co.uk/
- Derwentcote Forge Cottages (contact Jane Webster).
Students with an interest in historic buildings might like to join the North East Vernacular Architecture Group, which meets regularly to study and survey buildings in the region: see

http://www.archaeology.co.uk/local-societies/north-east-vernacular-architecture-group.htm

**NWE (Newcastle Work Experience)**

Newcastle Work Experience (NWE) is a paid, flexible work experience programme offered by the University Careers Service. The scheme provides students with the opportunity to do challenging project-based placements within Newcastle University and the North East. Find out more at

http://www.ncl.ac.uk/careers/workexperience/internships/#newcastleworkexperience

**Local Societies**

The Society of Antiquaries of Newcastle upon Tyne has an excellent programme of talks and walks, and warmly encourages student members: see http://www.newcastle-antiquaries.org.uk/index.php?pageId=284. An added bonus is that the Society has an extensive book collection, now housed in the Great North Museum Library, and members are able to take these books out for personal use.

The Literary and Philosophical Society of Newcastle upon Tyne also hosts regular lecturers, which are open to non-members: see http://www.litandphil.org.uk/whats-on/

7. **Referencing: Archaeology (ARA) modules**

There are several ways of citing sources in your coursework but in Archaeology modules we expect you to use the **Harvard System**. This system is based on the *Style Manual for Authors*, currently in its 6th edition. The rules of the Harvard system take a bit of time and practice to learn, but it is very important that you follow them: referencing is one of the key skills of academic writing, and we expect you to be competent by the end of your first year. In writing this guide we have used an excellent presentation about Harvard referencing https://www.usq.edu.au/library/referencing/harvard-agps-referencing-guide. You are urged to visit this website and watch the presentation.

**What is referencing for?**

All academic writing - not just yours, that of your lecturers and anyone else who publishes scholarly work - needs to be properly referenced. Referencing:

- **Acknowledges the work of others**
  That is, to show what you have read and taken material from.

- **Gives your work credibility and reliability**
  In answering any question, you need to draw on reliable information, and back up your arguments using well-informed research – referencing shows us you have done that. Note that there’s a whole host of material we do not usually regard as credible or reliable: *Wikipedia*, *Horrible Histories*, the *Pop-up-Book of World Archaeology for the Under 7s*, and websites other than those we suggest you use all fall into this group. Be warned!!

- **Demonstrates that you have read and considered the relevant literature**
  Your references (and accompanying bibliography) tell us exactly what you have read – and shows how much of the reading we recommended has actually been used.

- **Validates the points you have made**
  That is, you have found information to back up and support your point (‘As Smith (1992: 14) argues...’).

- **Follows academic writing standards**
  We all have to do it – including you!

- **Helps you to avoid plagiarism (see the section on plagiarism elsewhere in this handbook)**
  Precisely because you are acknowledging everything you have used.
The box on the following page shows you what Harvard referencing looks like. It contains a section of text from an academic paper, and also the relevant bibliography entries from the end of the paper. Some things will immediately be obvious as you look at the text extract.

The first thing is that there is a lot of referencing here – and you should be aiming for something similar: certainly at least one reference per paragraph.

Second, everything cited in the text is cited is included in the bibliography. This is golden rule of referencing number one: the works cited in your text should all appear in your bibliography. Likewise, do not put things in the bibliography that are not cited in the text.

Third, each reference gives two crucial bits of information – the surname(s) of the author(s) and the date of publication (Scheidel 1997). Most also include page numbering too (Dal Lago and Katsari 2008: 6).

Why have page numbers in some cases and not others? The difference here is that Dal Lago and Katsari make a very specific point about globalisation, on a specific page in their paper about slave management systems, so the page number is needed to locate that specific point. By contrast, Scheidel 1997, 2005a and 2005b are cited as examples of key studies on a broad general theme, so it is acceptable to cite them without specific page numbers. Golden rule number two is therefore: include specific page numbers in the majority of your references. Doing this tells us that you haven’t just taken the book out of the library and flicked through it without taking much in – page numbers show us that you have read carefully, and selected relevant and appropriate information.

TEXT EXTRACT

A new approach to colonial history is emerging, within which Rome is being repositioned as one player among many (Dal Lago and Katsari 2008: 6-10; see also Gosden 2004: 20-50). Notable here is the work of Walter Scheidel, a leading scholar of the Roman slave supply, who has long made use of comparative material in his work on slavery (see, for example, Scheidel 1997, 2005a, 2005b), but has also championed the development of a comparative history of the Roman and Chinese Empires (Scheidel 2006). The comparative approach favoured by Scheidel, and by many of the historians mentioned below is the ‘contrast of contexts’ method (as defined by Skocpol and Somers 1980: 178-80), whereby comparisons are made between equivalent units in order to identify the unique features in each. To compare, in other words, is also to contrast, and on this basis to see the differences, as well as the similarities, between societies and social processes. In Scheidel’s view:

...we cannot really hope to understand developments in one system – say, the Roman empire, or the Han empire unless we have some appreciation of how things turned out in broadly analogous cases; without comparisons we can never know if particular outcomes were common or rare, and which variables were endowed with causative agency. To some extent, the historical study of a single case – a single empire in our case – can only result in the antiquarian accumulation of data and untestable and therefore inherently arbitrary claims about significance and causality (Scheidel 2006: 4).

Scheidel’s comment on analogy is a good one to hold in mind as we turn to consider the phenomenon of chattel slavery, and the use of comparative approaches there.

BIBLIOGRAPHY EXTRACT

A fourth point to note is that direct quotations (‘using quotation marks’) should be kept to a minimum, and only used when the writer you are borrowing from says something so crucial to your argument that he or she is worth citing in full. Much of the time, it is better to summarise or paraphrase the argument the author in making and then adding a Harvard reference to this (‘As Smith 1992: 14 argues…….’). Using your own words shows you have understood the material you have read and can sum it up properly. Over-reliance on quotations suggests a lack of confidence in your own ability to read and understand relevant material.

Finally, take a good look at the way these references are placed within the text extract. Note that they do not interrupt the flow of either sentence or argument, but are integrated fully within the passage. Knowing how to place a reference is half the battle and some more examples are given below.

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

Turning to the bibliography extract, certainly things are immediately noticeable there too. First, the bibliography is in alphabetical order – that is another crucial golden rule. Second, the bibliography entries are structured in such a way that it is possible to differentiate between different types of source material. Four different types of publication are included in this extract:

- **Books by a single author (Gosden 2004)**
  C Gosden wrote *Archaeology and Colonialism* all on his own – so it is single-authored
- **Papers or articles taken from edited books (Dal Lago and Katsari 2008a)**
  An edited book is a book in which one or more editors (here, Dal Lago and Katsari) bring together a collection of papers, all written by different authors. The editors usually write an introduction, and often write another paper too. That is what has happened here – Dal Lago and Katsari have contributed a paper on estate management to their own edited book, *Slave Systems Ancient and Modern*.
- **Articles in journals (Scheidel 1997, 2005a; Skocpol and Somers 1980)**
  Journals are collections of papers that appear once (or more often) each year. Each paper is by a different author or authors. This extract contains three journal articles. The first is Scheidel’s paper in the *Journal of Roman Studies* for 1997. The number ‘87’ tells us that this is the 87th volume of that journal. The second is also by Scheidel, in the same journal, but in a different year (2005) – the volume number is of course now higher: it is 95. The final example is a co-authored paper (two
authors writing together); in the journal *Comparative Studies in Social History*. This journal appears more than once per year, and the number 22.2 tells us that that this article appeared in the second instalment of volume 22. Many journals (but by no means all) are now available both as hard copies and online. You will make use of many of these ‘e-journals’ in your work, and the golden rule here is this: if a journal only exists on the internet, you will of course need to provide a URL (a website address), but if you read online a published journal that exists – somewhere in the world – in paper form, then cite it in the format shown in these examples from the *Journal of Roman Studies* and *Comparative Studies in Social History*.

- **Material only available online (Scheidel 2005b, Scheidel 2006).**
  Two of Scheidel’s papers have not been published yet – they are available as ‘work in progress’ on a website hosted by his University – the URL is included in the reference, because that is the only place where the material can be accessed.

Third, it will be obvious that there are rules to be followed in laying out your bibliography correctly. The remainder of this guide sets out those rules, and you should play close attention to them in preparing your own bibliographies. Please note that because the Harvard system has been around for a long time, and because different publications sometimes vary the rules, you will see many variations on the format below as you read and take down references for use in your own work (for example, some publishers do not put brackets around publication dates, or some insist on commas after author initials, or use pp. to denote page numbers) The rule here is be consistent – pick one style and stick to it throughout your text, and your bibliography.

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):


**Note that even if you read the journal online (for example via JSTOR or another e-journal publisher) you should cite it this way, without a URL.**

**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 Ancient Sources

Pre-Modern Writers

There are separate conventions for citing ancient sources. In such cases we usually 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, section, and the specific lines cited.

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).

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.

Citing internet sources in your bibliography

The most difficult type of publication to cite accurately is an internet source. Here are a few simple guidelines on how to reference a website:

This is a webpage about the Hoxne Hoard:
http://www.britishmuseum.org/whats_on/exhibitions/hoards.aspx

NEVER cite this in text as a URL: ‘the late Roman hoard at Hoxne contained lots of coins (http://www.britishmuseum.org/whats_on/exhibitions/hoards.aspx)’ – THIS IS WRONG.

The correct way to reference this is as follows:
‘the late Roman hoard at Hoxne contained lots of coins (British Museum 2012)’. 


In your bibliography the reference would read:


A digital version of a paper journal (on JSTOR for instance) should always be referenced as a paper journal. A scanned copy of an article provided by the library should also be referenced as if it were a paper document.

An article in a journal only available online should be cited as follows:

Wikipedia – It is unlikely that any of your markers will be impressed by a reference to Wikipedia.

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10. Referencing: History (HIS) modules

**Introduction**

Section I gives the specific style that should be used for footnotes and bibliographies.

Section II gives compulsory requirements for all coursework: these include the regulations for the word count; for presentational matters including line spacing, page numbers, margins, font; for miscellaneous matters; and basic compulsory requirements for footnotes and bibliography.

**Section I: Style for footnotes and bibliography**

This section outlines the School style which you must adopt for footnotes and bibliography.

**Footnotes:**

The style convention for footnotes given here is to give a full reference at the first citation, and then author-plus-short-title in subsequent citations.

First (or ‘full’) reference to books, articles, and manuscript sources should be given as in the following examples (you may choose between giving authors’ names exactly as in their works, and using initials-plus-surname for all authors), giving where relevant the specific page number(s) to which you are referring:

**Books:**


A. T. Runnock, *Medieval Fortress Building*, new edn, 2 vols. (Cambridge: Cambridge University Press, 1976), vol. I, pp.135-7. [Here ‘pp.135-7’ are the specific pages to which reference is being made; there is alternatively a different convention, of dropping the ‘p.’ or ‘pp.’ when a volume number is cited, as it is here.]

G. S. Rousseau and Pat Rogers (eds.), *The Enduring Legacy: Alexander Pope, Tercentenary Essays* (Cambridge: Cambridge University Press, 1988), p. 44. [Here ‘p.44’ is the specific page to which reference is being made. The use of ‘p.’ here is not mandatory, and you may choose to omit it so long as you do so consistently.]
Chapter in edited volume:


Journal articles:

Tom Buchanan, ‘Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980’, Journal of Contemporary History, 44, no. 2 (2009), 372. [If you are referring to the entire article, quote the entire page range, e.g. 370-92]

Arthur Jerrold Tieje, ‘A peculiar phase of the theory of realism in pre-Richardsonian fiction’, PMLA 28 (1913), 213-52. [Here PMLA would have to have been explained in an abbreviations list, otherwise spelled out here at first reference.]

Manuscript material:

The principle here is that you need to provide sufficient detail so that an examiner could cross-check the reference and locate the material cited, e.g.


The reference should follow the order given here: archive details (including location), collection name (e.g. Baker Papers), box number, item number (with fol./fols. – if the item is not published, to refer to page numbers, or n.p. if there is no folio number), author, description of the item, date.

Primary Printed Sources:

For newspapers/periodicals, this should include title in italics, issue number and date, thus:

General Weekly Advertiser, no. 1035 (31 March, 1763).

If you have accessed newspapers or other primary printed sources through websites then you do not need to include the website in each footnote. You do however need to cite the primary source you have looked at on the website, using the above format. List the website in the bibliography at the end of your work (see below).

For a document from an edited collection you should use the following model:


Other Primary Source Evidence (e.g. Photos of Objects/Buildings, Pictures):

The same principle applies as for manuscript sources: describe what the image is, and include sufficient information so that an examiner could locate and cross-check the reference if necessary. Do not put this information in a footnote: include it in a caption immediately under the illustration, or use a short caption and provide a full reference in a List of Illustrations at the start of your work.

e.g. Long reference for List of Illustrations:

Thomas Gainsborough, Portrait of Giusto Ferdinando Tenducci, c.1773-75. Oil on canvas (76.6 x 64 cm). Barber Institute of Fine Art, University of Birmingham, ref. 44.3.
Short reference for caption:

**Unpublished theses or dissertations:**

**Films, sound recordings, music videos, television programmes:**
Use common sense to construct a consistent system of referencing. Include the date produced and for films, the country and director. Example:


**Short reference**
After the first mention, references to the source in the notes should take a shortened form. A shortened reference includes only the last name of the author and an improvised short title for the book (containing the key word or words from the main title, so as to make the reference easily recognisable and not to be confused with any other work), followed by the page number of the reference. Thus:

**Books:**
Rousseau and Rogers (eds.), *Enduring Legacy*, p. 45.

**Articles:**
Tieje, ‘A Peculiar Phase’, 75.

**Manuscript material:**
PGL/B811/fol. 12, Judith Baker to J. Smith, 17 September, 1762.

**Miscellaneous**
In footnotes, you may choose to use ‘Ibid.’ [no italics] to refer to the work mentioned in the immediately preceding reference, so long as there is no danger of confusion. So:

Ibid., p. 108.

But not:
Ibid., p.108.
Bibliography

A bibliography should generally contain all the sources cited in the text and notes and any other important titles that you have consulted or used in preparing the submission.

Separate the bibliography under the following headings: Primary Sources, Secondary Sources, Unpublished Sources, Websites.

Use only headings that apply to the works you have consulted. You may wish to have additional subheadings under these main headings, e.g. ‘Primary Printed Sources’ and ‘Manuscript Sources’, but always list primary sources first. Anything that comes from the original time period under study, or a modern reproduction of an original source, counts as a primary source.

e.g. Primary Printed Sources


Books and articles by historians usually count as secondary sources.

The form of entries in the bibliography is similar to that for the full reference, except that the author's surname and first name or initials are inverted. The bibliography does not give references to specific page numbers where information can be found, but rather lists pages only where they are the full page range of a journal article, book chapter, or other similar section of a larger whole.

Items in a bibliography should have what is called a ‘hanging indent’, that is, the first line is flush with the left margin, but subsequent lines are indented three or four spaces. (This is as shown in the examples below.)

Examples for secondary sources - books and articles - in a bibliography:


Archival and manuscript sources in bibliography

In the case of primary manuscript sources, if few sources have been used, the alphabetical listing is by the name (surname or first word of organization) of the archive, followed (on the next line) by the accession code and description of the manuscript collection, plus date range consulted, as follows. Usually the detail given is not down to the level of the individual folios referenced.

Examples:

National Library of Scotland, Edinburgh
GD18/437-4847, Correspondence of Robert Adam and family, 1755-58
Section II: Compulsory Requirements

A. Word count

The word count for essays and dissertations varies depending on the module, so 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 must be strictly observed.

The word count includes footnotes, but excludes the bibliography.

For dissertations the word count also excludes the prefatory material: title page, table of contents, acknowledgements page (optional) and abbreviations list (optional). Calculating and verifying the word count: the word count should be conducted on the main body of the text, excluding prefatory material and bibliography.

B. Presentation matters

- The text should be double spaced, with the exception of footnotes, which should be single spaced.
- Submissions should be typed. The main text, bibliography, and any other prefatory or appended materials should use 12 point font, normally Times New Roman. Footnotes may use 10 point font.
- Margins should be at least one inch on each side.
- All pages should be numbered, with the exception of prefatory material (the title page, table of contents, and any acknowledgement page or abbreviations list) and the first page of full text. These numbers should be in the top right hand corner of each page and should not be preceded by any ‘p.’ or followed by a full stop.
- Avoid ‘widows and orphans’: that is, headings, single words, or single lines of text that dangle, separated from the rest of the section to which they belong, at the top or bottom of a page. You may insert additional line spaces to avoid such occurrences.
- Dissertations should include a table of contents on a separate page, which lists the title, chapter titles, and any sub-sections, giving for each the page number on which it begins (without any ‘p.’ or full stop associated with that number).

C. Miscellaneous matters

Spelling, punctuation and capitalization:

a. Punctuation systems should consistently follow British style (except in quotations from other sources, where the punctuation convention of the original should be retained). British style uses single inverted commas, except for quotations within quotations (which have double inverted commas). Punctuation should follow closing inverted commas. The exception to the above rule is
the case of grammatically complete sentences beginning with a capital letter as in the following example:

‘This is an example of such a grammatically complete sentence.’

b. Full sentences within brackets have their punctuation within brackets:

He said it. (But I do not know why.)

But contrast the case of brackets used within a full sentence:

He said it (but I do not know why).

c. Use the serial comma: ‘red, white, and blue’ rather than ‘red, white and blue’.

d. Use the possessive ‘s’ following a name ending in -s (Dickens’s, Jones’s, rather than Dickens’, Jones’), except for names from antiquity (Socrates’, Jesus’).

Numbers and dates

Numbers should be written out up to 100, except in a discussion that includes a mixture of numbers above and below this, in which case all of them should be in figures (e.g. 356 walkers overtook 72 others, as 6 fell back, exhausted). However, numbers with units should always be given in figures, with a space between the number and the unit (e.g. 4 cm).

Dates should be written in the form: 20 December 1148; 20 December; AD 245-50. Centuries should be written out (twenty-first century) and 1920s etc. should be written without an apostrophe.

Abbreviations and reference conventions

a. The following are standard abbreviations which you may employ without having to list them or explain them to the reader:

- ed., eds., edn
- f., ff.
- fol. and fols
- MS and MSS
- trans.
- vol., vols.
- editor, editors, edition
- following page or pages
- folio, folios
- manuscript(s)
- translated (by)
- volume, volumes

Note that abbreviations are followed with a point: ch., vol., vols.

Contractions have no following point, so edn, Dr, St are correct.

b. You may also give standard (or where there are no standard, invented) abbreviations for journals or materials to which you will be referring frequently in the text or notes. These abbreviations should be listed on a page at the beginning of the submission, which as stated above does not count toward the word limit. Examples are EHR (English Historical Review), P&P (Past and Present).

For websites give the web address and the date on which you visited the site:

However, you should avoid citing websites where unnecessary, e.g. where a manuscript or source is readily available in print. You do not need to cite a website in each footnote where the full reference is given in the bibliography, so for the above, Morrill, 'Cromwell, Oliver', *DNB*, online edition is an acceptable footnote.

To cite an interview that you have conducted, give the name of the person interviewed (unless the interviewee has asked to remain anonymous), the kind of interview (e.g. Personal interview, Telephone interview), and the date, for example:


The interview should also be listed in the bibliography, where it may be suitable to provide more detail on the nature and circumstances of the interview (for example venue and duration).

Quotations

Short quotations should be placed in inverted commas.

Quotations that run over three lines in length are not placed in inverted commas, but instead should be indented on both sides and single-spaced. These are usually preceded by a colon ‘:’.

All quotations must be footnoted.

Do not use too many quotations and keep them as brief as possible unless the material merits longer quotation for reasons of relevance to the question or argument you are presenting.

Translation of Sources

Where foreign language sources have been consulted, give only their titles in the original language. Quotations from such sources should be given in English translation. All translators must be clearly identified. If translations are usually your own, put in your first reference to a passage that you have translated: ‘All translations are by the author unless otherwise stated’. If you are using somebody else’s translation, give the usual bibliographical details for the translation you are employing. Please note that this guideline does not apply to foreign terms commonly used in English, e.g. ‘Ancien régime’. Well-known foreign terms of this kind are normally italicized in academic prose.

D. Basic compulsory guidelines for footnotes

Use footnotes, not endnotes. These footnotes should give a full form of the reference when first used (see Section I for examples of the School style). Do not use the author-date system — Skinner, 1969 — in either text or footnotes: although this system is used in some types of scholarly works, it is not well suited to most kinds of history and it is important for historians to learn to use a full reference footnoting system.

The golden rule on footnotes is that their contents should be as factual, informative and brief as possible: they are essentially for reference and not digressions.

*Example of a footnote which is acceptable:*


*Example of a footnote which is over-long and not acceptable:*

Allen argues that the Athenians determined their own law, without professional judges, legislators, or bureaucrats, and that this led them to see the law as a tool to use in rhetorical argument rather than as a binding and independent constraint. However this understates the extent to which the Athenians felt bound by their laws. They referred to them as ‘the laws of Solon’ and appeal to the laws, or to their violation, was a trump card in political dispute.

Do not over-footnote, but do make clear which reference goes with which item (do not put five or six citations all in one footnote at the end of a paragraph, but key each to its relevant sentence). Where you have several references in a single footnote, separate items by a semi-colon. In most cases, the footnote indicator comes at the end of a sentence and after the punctuation mark.
Put a full stop at the end of every footnote.

In works divided into chapters, specifically dissertations, the footnote numbering begins anew in each chapter.

E. Basic compulsory guidelines for bibliography

Bibliographies should be divided into these sections, as applicable:

a. Primary manuscript sources [manuscripts from the period studied]

b. Primary printed sources [printed editions of sources from the period studied]

c. Secondary sources [works by historians or others, subsequent to period studied]

d. Websites and Unpublished Sources (as appropriate)

In all these sections, items are listed in alphabetical order. In the case of printed sources, this is done by the first or only author’s surname. In the case of works without an author, the works should be listed alphabetically by title. With manuscript (unpublished) sources, it is customary to group documents alphabetically according to the archive in which they were found (hence, list all British Library manuscripts before those in the Essex County Record Office etc.)

Put a full stop at the end of every bibliographical entry.

11. Prizes

If you do particularly well in your studies, you may win a prize. These are awarded at the end of each academic year. One of the benefits of doing a Joint Honours degree is that you are eligible for prizes in two fields.

Archaeology prizes

The Ray Field prize is awarded for exceptional achievement in prehistoric archaeology.

The Richmond prize is awarded for the best performance in Stage 2. The prize commemorates Sir Ian Richmond, the outstanding expert on Roman archaeology who taught Archaeology at Newcastle from 1935 to 1956.

The RM Harrison prize is awarded to the student with the best dissertation. Martin Harrison was a Professor of Archaeology at Newcastle from 1972 to 1984.

The Gertrude Bell Special Award is given for outstanding student contribution. This is not necessarily an award for academic excellence – it is given to a graduating student who, in the view of the Archaeology staff, has shown outstanding initiative in making the very most of their three years as an undergraduate, and who has contributed something special to the life of the Archaeological community at Newcastle

The Fred Bettess prize was established in 2015, in memory of (and through the generosity of) Fred Bettess. Fred was a renowned surveyor and wrote the book Surveying for Archaeologists. The prize is awarded to a Stage 3 student who has made a notable contribution to archaeological field work either through one of their required placements or as a volunteer.

History prizes

The First Year Prize awarded to the student at stage one whose work shows the greatest merit.

William Laurence Burn Prize awarded to the student in the second or final year of his/her degree programme whose work shows the greatest merit.

The Catherine Mackichan Prize awarded for meritorious work by a student in his/her final year, preferably in the field of medieval history.

The Joan Taylor Prize awarded for excellent performance in examinations in modern history, preferably in the European field.
The Margaret Butler Prize awarded to the writer of the best dissertation or piece of submitted work.

The Henry Croucher Memorial Prize in History (1) awarded for meritorious work by a student in his/her final examinations in the field of modern (post-1485) British history.

The Henry Croucher Memorial Prize in History (2) awarded for meritorious work by a student in his/her final examinations in American history.

The Henry Croucher Memorial Prize in History (3) awarded for meritorious written work by a student, continuously assessed as part of his/her final examinations in history.

The Joseph Cowen Prize - awarded the Joseph Cowen Memorial Scholarship. It is to be awarded to a student who has written an outstanding essay in Modern History in Stage 1/2/3.

The Asian History Prize - This prize is awarded for meritorious work by a student in his/her final examinations in Asian History.

The Transnational History Prize - is awarded for meritorious work by a student in his/her final examinations in Transnational History.
### Appendices

#### A. Marking Criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>0-34</th>
<th>35-39</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>UNDERGRADUATE GENERIC CRITERIA 1: GAINING KNOWLEDGE &amp; SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>Bad Fail</td>
<td>Marginal Fail</td>
<td>Third Class</td>
<td>Lower Second</td>
<td>Upper Second</td>
<td>First</td>
<td>Outstanding First</td>
</tr>
<tr>
<td><strong>Evidence of range of material studied</strong></td>
<td>Little or no evidence of having studied recommended materials</td>
<td>Evidence of having studied a very narrow range of materials.</td>
<td>Evidence of having studied a narrow range of materials.</td>
<td>Evidence of having studied a reasonable range of recommended materials</td>
<td>Evidence of having studied a wide range of recommended materials</td>
<td>Evidence of having studied material beyond that recommended for the module</td>
<td>Ambitious in range of material used.</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 level of accuracy shown</td>
<td>Good level of accuracy shown</td>
<td>Showing a very high level of accuracy</td>
<td>Showing a very high level of accuracy</td>
</tr>
<tr>
<td><strong>Technical Competence</strong></td>
<td>Little or no technical competence demonstrated</td>
<td>Basic technical competence in a small number of simple areas</td>
<td>Demonstrating basic technical competence in some areas</td>
<td>Demonstrating a reasonable level of technical competence</td>
<td>Demonstrating a good level of technical competence</td>
<td>Demonstrating a high level of technical competence</td>
<td>Demonstrating a very high level of technical competence</td>
</tr>
</tbody>
</table>

| **UNDERGRADUATE GENERIC CRITERIA 2: RATIONALISATION** | | | | | | | |
| **Class** | Bad Fail | Marginal Fail | Third Class | Lower Second | Upper Second | First | Outstanding First |
| **Relevance of material used** | Material used is irrelevant | Little relevant material used | Some relevant material used | Largely uses relevant material | Material used is directly relevant | Able to draw on relevant material from outside the module | Able to draw on relevant material from outside the module |
| **Use of evidence** | No or very little evidence used | Limited use of evidence | Limited range of appropriate evidence used. | Reasonable range of appropriate evidence used | Wide range of appropriate evidence used. | Wide range of appropriate evidence skilfully used. | Wide range of well-chosen evidence skilfully and confidently used. |
| **Quality of argument** | No or very weak argument | Incomplete or patchy argument | Basic argument | Simple but effective argument | Reasonably complex argument | Complex arguments | Sophisticated and cogent argument |
| **Organisation and structure** | Structure is weak or lacking | Uses an inappropriate or incomplete structure | Uses a simple but appropriate structure | Uses an appropriate structure | Uses a good structure | Coherently structured | Coherently structured |
| **Showing understanding** | No or very little understanding shown | Limited understanding of basic concepts shown | Understanding of basic concepts shown | Understanding of some complex concepts shown | Good understanding of a majority of complex concepts shown | Excellent deep understanding of complex concepts shown | Sophisticated, perceptive and deep understanding of complex concepts shown |

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67
<table>
<thead>
<tr>
<th>Critical analysis</th>
<th>No critical analysis</th>
<th>No critical analysis</th>
<th>Largely descriptive with very little critical comment</th>
<th>Small amount of simple critical analysis</th>
<th>Some good critical analysis</th>
<th>Skilled critical analysis</th>
<th>Independent critical analysis and creativity demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent and original thought in pulling the were disparate ideas into a coherent whole</td>
<td>Unable to marshal ideas and establish linkages</td>
<td>Limited ability to marshal ideas; no ability to establish linkages</td>
<td>Basic ability to marshal ideas; few linkages established</td>
<td>Reasonable ability to marshal ideas; some linkages established</td>
<td>Good ability to marshal ideas; a few original linkages</td>
<td>Able to pull different ideas together effectively and establish original linkages</td>
<td>Evidence of independent and original thought and synthesis</td>
</tr>
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### UNDERGRADUATE GENERIC CRITERIA 3: EXECUTION

<table>
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<tr>
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<th>0-34</th>
<th>35-39</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>Class</td>
<td>Bad Fail</td>
<td>Marginal Fail</td>
<td>Third Class</td>
<td>Lower Second</td>
<td>Upper Second</td>
<td>First</td>
<td>Outstanding First</td>
</tr>
<tr>
<td>Care taken in presentation</td>
<td>Very poor presentation</td>
<td>Insufficient care taken in presentation</td>
<td>Some care in presentation</td>
<td>Reasonable care taken in presentation</td>
<td>High level of care in presentation</td>
<td>Excellent care taken in presentation</td>
<td>Excellent care taken in presentation</td>
</tr>
<tr>
<td>Care taken in acknowledgement of sources</td>
<td>Very poor acknowledgement of sources</td>
<td>Insufficient care taken in acknowledgement of sources</td>
<td>Some care in acknowledgement of sources</td>
<td>Reasonable care taken in acknowledgement of sources</td>
<td>High level of care in acknowledgement of sources</td>
<td>Excellent care taken in acknowledgement of sources</td>
<td>Excellent care taken in acknowledgement of sources</td>
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<tr>
<td>Appropriateness of communication for designated audience</td>
<td>Communication takes no account of audience</td>
<td>Communication takes little account of audience</td>
<td>Communication takes some account of audience</td>
<td>Communication takes reasonable account of audience</td>
<td>Communication takes good account of audience</td>
<td>Communication carefully designed to meet needs of audience</td>
<td>Communication carefully designed to meet needs of audience</td>
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<td>Application of technical skill</td>
<td>Very little technical skill applied</td>
<td>Weak technical skill applied</td>
<td>Basic level of technical skill applied</td>
<td>Reasonable technical skill applied</td>
<td>Good technical skill applied</td>
<td>High level of technical skill applied</td>
<td>Outstanding technical skill applied</td>
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<td>Fluency and clarity of expression</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>Majority of work clearly expressed in fluent language</td>
<td>Clearly expressed in fluent and elegant language</td>
</tr>
<tr>
<td>Worthy of dissemination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Worthy of dissemination</td>
</tr>
</tbody>
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**NOTE:** All students are expected to communicate their answers clearly, in good English and in exams written legibly.
## B. Relevant Links

<table>
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<th>Section A: Introductory Information</th>
<th><a href="http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/">http://www.ncl.ac.uk/ltds/governance/modules/dph/introductory/</a></th>
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<td>Student Self-Service Portal (S3P)</td>
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<td>Section D: Circumstances affecting your studies</td>
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<tr>
<td>Assessment Irregularities/Disciplinary Procedures</td>
<td><a href="http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities/">http://www.ncl.ac.uk/ltds/governance/modules/dph/assessmentandfeedback/irregularities/</a></td>
</tr>
<tr>
<td>Section F: Student Representation and Feedback</td>
<td><a href="http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/">http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/</a></td>
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<tr>
<td>Module Evaluations</td>
<td><a href="http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/">http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/evaluations/</a></td>
</tr>
<tr>
<td>External Surveys</td>
<td></td>
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</tbody>
</table>
http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/externalsurveys/

- Student Representation: http://www.ncl.ac.uk/ltds/governance/modules/dph/representation/studentrepresentation/

Section G: Ensuring the Quality of Your Degree: http://www.ncl.ac.uk/ltds/governance/modules/dph/ensuringquality/

Section H: Resources: http://www.ncl.ac.uk/ltds/governance/modules/dph/resources/