BSc (S) Archaeology-Palaeoecology
BSc (JS) Archaeology-Palaeoecology and Geography

School of Natural and Built Environment

STUDENT HANDBOOK 2016-17
ARCHAEOLOGY AND PALAEOECOLOGY UG HANDBOOK 2016-17
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1. INTRODUCTION AND WELCOME

Overview
Archaeology and Palaeoecology (known informally as ArcPal) at Queen’s has a grand tradition – we have been teaching Archaeology here for more than one hundred years.

The first lecturer, Kingdon Tregosses Frost, a graduate of Oxford and Berlin and a student of the British School at Athens, was appointed on 14th July 1909. He had undertaken extensive fieldwork in Greece, the Sinai and Jordan and excavated with Prof. Flinders Petrie in Egypt.

You are joining a highly respected institution with a long tradition of learning, research and innovation.

In the last Research Excellence Framework, the School demonstrated an increasing involvement with the highest quality research, with more than 60% of research being officially peer-recognised as being ‘internationally excellent’ (REF Grade 3*) or ‘world class’ (REF Grade 4*). We were placed in the top ten Archaeology departments in the UK, and are in the top 100 in the world rankings.

In the last National Quality Assessment Audit ArcPal was awarded a score of 23 out of 24. In 2008 a University review found our teaching to be ‘excellent’, a view reflected by the 2012-2013 National Student Survey in which our student ratings placed us top in the UK. We pride ourselves on maintaining the highest standards of research and teaching. Our academic staff and postgraduates are involved in fieldwork and research across the world.

We hope that you will enjoy your time with us and in due course will, through your success, contribute to the continuing excellent reputation of Archaeology and Palaeoecology at Queen’s.
Welcome to Archaeology and Palaeoecology (ArcPal), part of the School of Natural and Built Environment in the Faculty of Engineering and Physical Science. You are now a member of an organisation with 100 years of archaeological tradition behind it. Queen’s University Belfast has a renowned reputation as one of the leading centres for the study of archaeology, dating, ancient environments and early Ireland. We hope that you will be proud to be part of this long tradition and, in time, also contribute to its continuing reputation.

Whether you are a Single Honours Archaeologist/Palaeoecologist or a Joint Honours Archaeologist/Palaeoecologist and Geographer, we hope that you will find a warm and friendly welcome in this small and informal group. The material we study is almost always fascinating, often important, and always enjoyable. Fieldtrips, fieldwork, laboratory study and the friendly lectures and seminars offer you opportunities to sample different styles of learning and the fun of working with other students.

The teaching staff are all passionate about their subjects, and want to share their interest and enthusiasm with you. Hopefully you will feel equally enthusiastic about the subjects you study here, and find support should your studies not always go to plan. The staff in the Elmwood School Office are normally on hand to assist with queries about modules, timetables and the many details of academic study that you may encounter. Please feel free to ask them to help you. If they cannot help you themselves, they will be able to direct you to the appropriate member of staff within ArcPal or the School.

We are pleased to include you as a member of this friendly unit. We hope you will enjoy your time studying with us in Archaeology and Palaeoecology, and that your studies here will equip you for your career. We expect you to work hard, play hard and achieve everything you can within your potential in the three short years that make up your degree. If you read the information in this Handbook, you will be able to navigate your way around the complexities of the rules, regulations and study arrangements that are an inevitable part of a University degree. Each section provides important information that should help make your studies with us enjoyable and rewarding. The Handbook also provides links to web resources that will provide you with up-to-date information relating to academic and pastoral support at Queen’s.

Please read the entire Handbook and keep it with you for reference throughout the year.

As you work hard during the year, remember that the School is part of a diverse and well-resourced university that offers an exciting range of opportunities in extra-curricular activities and achievements. As you set about prioritising your goals for the year ahead, consider options such as joining a university club or society, getting involved in ArcPal Soc, taking a semester or year to study abroad, or volunteering as a student representative on a module review committee. Also consider enrolling in the Degree Plus initiative, so that you can gain recognition for these activities and make the experience you gain work for you when you graduate.
What are ARCHAEOLOGY and PALAEOECOLOGY?

Archaeology studies the development of humanity by examining the surviving material remains of humans (tombs and temples, settlements and skeletons, artefacts and environmental evidence) and using them to trace through time humankind's economic, cultural, social and spiritual achievements.

It is a comparatively young discipline, with a background in classical studies and history, and also in the biological and earth sciences. Archaeologists have developed their own special methods for detecting, recovering and studying archaeological sites, objects and remains. They have also borrowed and developed techniques from a wide range of Science and Arts subjects.

Palaeoecology studies past environments and how organisms (including humans) have responded to climate change. Palaeoecologists are especially interested in studying environmental changes that have occurred in the past, in attempting to disentangle human impact from natural variability, and looking at changes in the natural environment including past climate change.

Palaeoecology and Archaeology complement each other by reconstructing the past environments in which humans and their societies evolved, by assessing the impact of human activities on the natural environment, particularly since the development of agriculture and developing, and applying, dating techniques. Although, by their very nature, Archaeology and Palaeoecology are concerned with the past, these disciplines have a role in both the present and the future. The threats to our environment and landscape through urban, industrial and agricultural development have never been greater, and social upheaval and cultural change reinforce the importance of understanding and interpreting our past.

Archaeology aims to understand the evidence for past human achievement and the resulting archaeological landscape, preserving this evidence for future generations to study and enjoy. Palaeoecology offers environmental scientists the opportunity to assess the limits of past natural variability as a baseline for establishing the scale of human impact on the environment in recent times. Overall, archaeologists and palaeoecologists are in the forefront of the endeavour to preserve and develop insight and understanding of our ancient landscapes, both natural and artificial.

For more information, follow this link to our web pages:

https://www.qub.ac.uk/schools/NBE/
2. WHO WE ARE AND WHERE TO FIND US
Key staff responsible for education matters

HEAD OF SCHOOL
Professor Greg Keefe,
Professor of Architecture,
hos.snbe@qub.ac.uk
He is responsible for the successful management of the School of Natural and Built Environment.

DIRECTOR OF EDUCATION
Dr Gerry Hamill, Senior Lecturer, g.a.hamill@qub.ac.uk
He oversees the structure of teaching and assessment in the School of Natural and Built Environment.

PROGRAMME CO-ORDINATORS

BA ARCHAEOLOGY PROGRAMMES
Dr Dirk Brandherm, Lecturer in Archaeology,
d.brandherm@qub.ac.uk

BSc & MSCI ARCHAEOLOGY PROGRAMMES
Dr Eileen Murphy, Senior Lecturer,
eileen.murphy@qub.ac.uk

YEAR CO-ORDINATORS

LEVEL 1
Dr Merav Amir, Lecturer,
m.amir@qub.ac.uk

LEVEL 2
Dr Jenny McKinley, Reader,
j.mckinley@qub.ac.uk

LEVEL 3
Dr Laura Basell, Lecturer,
l.basel@qub.ac.uk

ADVISOR OF STUDIES and ERASMUS / STUDY-ABROAD CO-ORDINATOR
Dr Finbar McCormick, Senior Lecturer,
f.mccormick@qub.ac.uk

PEER MENTORING CO-ORDINATOR
Dr Donall Mullen, Lecturer,
d.mullen@qub.ac.uk
Organisational structure

Details of the School’s governance, organisational structure and committees can be found on the School’s Sharepoint page:

https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

School Gender Statement

The School strives towards equal representation of male and female staff at all levels and activities. In Archaeology and Palaeoecology, the School has a slightly higher proportion of female undergraduates and postgraduates, and is pleased to have an almost equal proportion of female to male staff. Staff are actively encouraged to recognise the importance of maximising the participation and visibility of female staff as part of moves towards more equal representation generally, and as role models for more junior staff and students. The School is proud to be the holder of an Athena Swan Silver Award, received in recognition of the School’s progression and achievement in promoting gender equality.

More information can be found on the School website:
https://www.qub.ac.uk/schools/NBE/Discover/swan/

Teaching staff in Archaeology, Palaeoecology and Geography

Teaching staff comprise the Professors, Readers, Lecturers, Research and Technical Staff, as well as Tutors and Demonstrators, who present the modules, assess your work and mark examinations, and provide tutorial and academic support. You should feel free to contact them or your Advisor of Studies about academic matters and talk to your Personal Tutor about personal matters (see list of contacts below; all rooms in ArcPal Building, unless indicated EB, indicating Elmwood Building).

The teaching and research staff have wide scholarly interests and you can find out about the individual research work, publications and profile through the NBE website:
https://www.qub.ac.uk/schools/NBE/Connect/Staff/

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email: @qub.ac.uk</th>
<th>Administrative Role</th>
<th>Research areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Merav Amir</td>
<td>EB</td>
<td>m.amir</td>
<td>Level 1 Year Co-Ordinator</td>
<td>Borders, security studies, conflict and conflict resolution, Israel/Palestine, gender and queer theory</td>
</tr>
<tr>
<td>Dr Iestyn Barr</td>
<td>EB</td>
<td>i.barr</td>
<td>Glaciology, Quaternary environmental change, application of remote sensing &amp; GIS methods</td>
<td></td>
</tr>
<tr>
<td>Dr Laura Basell</td>
<td>2.07</td>
<td>l.basell</td>
<td>Level 3 Year Co-Ordinator</td>
<td>Human evolution; landscape archaeology (including GIS and remote sensing); Palaeolithic and Mesolithic material culture; rock art and mobiliary art</td>
</tr>
<tr>
<td>Dr Maarten Blaauw</td>
<td>G.09</td>
<td>maarten.blaauw</td>
<td>Examinations Officer</td>
<td>Radiocarbon calibration, age-depth modelling, proxy uncertainties, timing of past abrupt climate events</td>
</tr>
<tr>
<td>Dr Dirk Brandherm</td>
<td>1.46</td>
<td>d.brandherm</td>
<td>BA Archaeology Programmes Co-Ordinator</td>
<td>Later prehistory – metals, Iberia, Europe</td>
</tr>
<tr>
<td>Dr Colm Donnelly</td>
<td>1.57</td>
<td>c.j.donnelly</td>
<td>Director of the Centre for Archaeological</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Research Interests</td>
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</tr>
<tr>
<td>Dr Oliver Dunnett</td>
<td>o.dunnett</td>
<td>Cultural &amp; historical geography; popular geopolitics; geographies of outer space, science &amp; technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Diarmid Finnegan</td>
<td>d.finnegan</td>
<td>Victorian science, culture and society; historical geographies of the natural and human sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Mark Gardiner</td>
<td>m.gardiner</td>
<td>Medieval archaeology, Late Medieval northern Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Paul Ell</td>
<td>paul.ell</td>
<td>Director of the Centre for Data Digitisation and Analysis (CDDA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Audrey Horning</td>
<td>a.horning</td>
<td>Historical archaeology, comparative colonialism, archaeological theory and ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Nuala Johnson</td>
<td>n.johnson</td>
<td>Nationalism and identity; social memory (public monuments, museums and heritage sites); botanical gardens and design; literary geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Satish Kumar</td>
<td>s.kumar</td>
<td>Colonialism/post-colonialism in South Asia, particularly India; urban sustainable development; environment and development; science, technology and society; sustainable communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Keith Lilley</td>
<td>k.lilley</td>
<td>On sabbatical 2016-2017 Historical and cultural geographies; landscape history and historical mapping; urban form and settlement; urban landscapes and planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Niall Majury</td>
<td>n.majury</td>
<td>Programme Co-Ordinator Geography Geographies of markets; global finance; economic governance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Caroline Malone</td>
<td>c.malone</td>
<td>Later prehistory, Europe, Mediterranean, Britain, heritage, ritual and theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Finbar McCormick</td>
<td>f.mccormick</td>
<td>Advisor of Studies, Erasmus and Study Abroad Co-Ordinator Early Medieval Ireland, zooarchaeology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Jenny McKinley</td>
<td>j.mckinley</td>
<td>Level 2 Year Co-Ordinator Spatial data analysis in weathering, urban stone decay, earth processes &amp; geoforensics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Will McGarry</td>
<td>w.megarry</td>
<td>GIS, remote sensing, quantitative methods in archaeology, cultural heritage, world heritage management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Donal Mullen</td>
<td>d.mullan</td>
<td>Mentor Programme Co-Ordinator Climatology, regional climate modelling, climate change impacts, soil erosion &amp; muddy flooding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Eileen Murphy</td>
<td>eileen.murphy</td>
<td>MSc Archaeology Programme Co-Ordinator, YAC Irish and Russian human remains, funerary archaeology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Gill Plunkett</td>
<td>g.plunkett</td>
<td>On sabbatical 2016-2017 Environmental archaeology, palynology, tephrochronology, Irish later prehistory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Ryan Rabett</td>
<td>r.rabett</td>
<td>Hominin adaptation &amp; dispersal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Helen Roe</td>
<td>h.roe</td>
<td>On sabbatical 2016-2017 Environmental reconstruction using microfossils (pollen, foraminifera, diatoms) &amp; sediment analysis; sea-level change;</td>
<td></td>
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</table>
### Research and technical staff
Research and Technical Staff contribute and provide assistance to the research of ArcPal, which includes the many labs and the Chrono dating facilities. You may encounter staff during your work in labs, through safety talks and when undertaking dissertation research. They will always be happy to advise you on specific matters relating to your studies.

#### Research staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email: @qub.ac.uk</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Linda Boutoille</td>
<td>1.58</td>
<td>l.boutoille</td>
<td>Research Fellow – Marie Curie</td>
</tr>
<tr>
<td>Mr David Brown</td>
<td>1.20</td>
<td>d.brown</td>
<td>Safety Officer COSH, Palaeoecology, Dendrochronology</td>
</tr>
<tr>
<td>Dr Jill Campbell</td>
<td>1.58</td>
<td>jcampbell66</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>Dr Lisa Coyle McClung</td>
<td>1.58</td>
<td>ecoylemcclung01</td>
<td>Visiting Research Fellow</td>
</tr>
<tr>
<td>Dr Stefanie Doebler</td>
<td>EB 01.003</td>
<td>s.doebler</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>Dr Michelle Farrell</td>
<td>1.30</td>
<td>michelle.farrell</td>
<td>Research Fellow – FRAGSUS</td>
</tr>
<tr>
<td>Mr Conor Graham</td>
<td>EW 1.16</td>
<td>conor.graham</td>
<td>Research Officer - GIS</td>
</tr>
<tr>
<td>Mr Barrie Hartwell</td>
<td>G.41</td>
<td>b.hartwell</td>
<td>Museum Curator, Honorary Research Fellow</td>
</tr>
<tr>
<td>Dr Evelyn Keaveney</td>
<td>G.41</td>
<td>e.keaveney</td>
<td>Research Fellow – CHRONO</td>
</tr>
<tr>
<td>Dr Rowan McLaughlin</td>
<td>1.30</td>
<td>rowan.mclaughlin</td>
<td>Research Fellow – FRAGSUS</td>
</tr>
<tr>
<td>Dr Emily Murray</td>
<td>2.11</td>
<td>e.v.murray</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>Mr Ron Reimer</td>
<td>G.48</td>
<td>r.reimer</td>
<td>Research Fellow – CHRONO</td>
</tr>
<tr>
<td>Dr Svetlana Svyatko</td>
<td>G.05</td>
<td>ssvyatko01</td>
<td>Research Fellow – CHRONO</td>
</tr>
<tr>
<td>Dr Liz Thomas</td>
<td>1.58</td>
<td>l.thomas</td>
<td>Research Fellow</td>
</tr>
</tbody>
</table>

#### Technical staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email: @qub.ac.uk</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Lorraine Barry</td>
<td>EW 1.20</td>
<td>l.barry</td>
<td>Research technician – GIS</td>
</tr>
<tr>
<td>Mr Peter Gray</td>
<td>G.03</td>
<td>p.gray</td>
<td>CHRONO Technician</td>
</tr>
<tr>
<td>Mr Stephen Hoper</td>
<td>G.12</td>
<td>s.hoper</td>
<td>Finance Officer, Safety Officer, COSH, CHRONO</td>
</tr>
<tr>
<td>Mr Jim McDonald</td>
<td>G.03</td>
<td>j.mcdonald</td>
<td>CHRONO Technician</td>
</tr>
<tr>
<td>Ms Libby Mulqueeny</td>
<td>1.06</td>
<td>l.mulqueeny</td>
<td>Illustrator</td>
</tr>
<tr>
<td>Ms Michelle Thompson</td>
<td>G.03</td>
<td>m.m.thompson</td>
<td>CHRONO Technician</td>
</tr>
</tbody>
</table>

#### Administrative staff
You may well see the School Office staff on a daily basis. They are there to help you and can address any queries you may have or direct you to the correct person. They are also responsible
for dealing with coursework submissions. Please do not hesitate to talk to them if you are experiencing any difficulties with your studies.

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email: @qub.ac.uk</th>
<th>Role (Administrative roles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Bennett</td>
<td>02039</td>
<td>m.p.bennett</td>
<td>School Manager</td>
</tr>
<tr>
<td>Orlagh Devlin</td>
<td>G035</td>
<td>o.devlin</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Benjamin Dubrule</td>
<td>G035</td>
<td>b.dubrule</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Gillian Johnson</td>
<td>G035</td>
<td>g.johnson</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Emma McCarthy</td>
<td>G035</td>
<td>e.mccarthy</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Lesley Petrushkin</td>
<td>G035</td>
<td>l.petrushkin</td>
<td>Clerical Officer</td>
</tr>
<tr>
<td>Karen Rice</td>
<td>G035</td>
<td>k.rice</td>
<td>School Senior Secretary</td>
</tr>
</tbody>
</table>

**Centre For Archaeological Fieldwork (CAF)**

The CAF offices are located on the first floor of the ArcPal Building. There may be opportunities for fieldwork and training that will involve you working with members of the CAF team. Staff will be pleased to advise you on specific matters relating to careers, fieldwork and excavation opportunities.

**DR COLM DONNELLY – DIRECTOR, CAF**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Email: @qub.ac.uk</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Colm Donnelly</td>
<td>c.j.donnelly</td>
<td>CAF Director</td>
</tr>
<tr>
<td>Sarah Gormley</td>
<td>s.gormley</td>
<td>Assistant Excavation Director</td>
</tr>
<tr>
<td>Ruth Logue</td>
<td>r.logue</td>
<td>Assistant Excavation Director, Illustrator</td>
</tr>
<tr>
<td>Siobhán McDermott</td>
<td>s.mcdermott</td>
<td>GIS Surveyor</td>
</tr>
<tr>
<td>Cormac McSparron</td>
<td>c.mcsparron</td>
<td>Team Leader</td>
</tr>
<tr>
<td>Ruairí O Baoill</td>
<td>r.obaoill</td>
<td>Assistant Excavation Director</td>
</tr>
<tr>
<td>Brian Sloan</td>
<td>b.sloan</td>
<td>Assistant Excavation Director, Young Archaeologists’ Club</td>
</tr>
<tr>
<td>Dr Harry Welsh</td>
<td>h.welsh</td>
<td>CAF Health, Safety &amp; Welfare officer</td>
</tr>
</tbody>
</table>
Your Personal Tutor

Each undergraduate student is assigned a Personal Tutor whose role it is to be a point of contact and support within your School. We strongly advise you to speak to your Tutor if you have any concerns relating to your time at Queen’s, particularly if you think it will affect your progression.

Personal Tutors will support you as you reflect on your progression through your programme and, where appropriate, will refer you to a University or Students’ Union service for specialised assistance. Students are to have at least two official meetings with their Personal Tutor a year (once per semester), but if you need to speak to yours outside of these scheduled meetings, feel free to approach them for an appointment.

You will be allocated a Personal Tutor during Welcome Week in Level 1.

Advisor of Studies

Each undergraduate student is assigned an Advisor of Studies. The Advisor of Studies is there principally to make sure that you are properly enrolled for modules and degree programmes, and to advise you of the best route. If, for example, you wish to change course, you do it through your Advisor of Studies. If there is a problem concerning academic matters, you should also initially approach your Advisor of Studies or your Personal Tutor. Do not leave things to the end of the year – act as soon as the problem arises!

Any changes you want to make to your choice of modules must be done through your Advisor of Studies. Changes must be completed within two weeks of the beginning of the relevant teaching semester. No changes can be made after this.

To request a module change, you should send your Advisor an email. In the email’s subject heading type: your name; student number; Request for Module Change. In the body of your email type: your name; student number; degree programme; level of programme; module code and title to be dropped; module code and title to be added; and a statement to say that you have checked the University timetable to verify that the replacement module does not clash with any of the other modules you are taking this academic year.

All students on entry to QUB are assigned to an Advisor of Studies. Students on Archaeology programmes will normally be assigned to Dr Finbar McCormick (f.mccormick@qub.ac.uk).

Please Note:

- Enrolment and changes of enrolment can only be done through the Advisor (and any changes must be completed within two weeks of enrolment).
- For most returning students, enrolment will take place online and will involve a follow up meeting with the Advisor. Details will be sent out to the students in August.
- The Advisor must be informed of all matters that might affect the progress of a student; Medical Certificates must be submitted to the School office, but students are encouraged to inform their Advisor of any long-term medical or other ‘extenuating circumstances’ that could affect progress.
- If the Advisor does not know about problems s/he cannot help the student or direct the student to professional help.
- Your Advisor of Studies is always willing to provide you with an academic reference for future course or job applications.
School policy on communications

The School uses students’ university email as the primary mode of keeping in touch. **It is important that you check your Queen’s email account on a daily basis.** When we send an email to your account, we consider the message has been received by you. It is your responsibility to ensure you check and respond to emails to your Queen’s account on a timely basis. To access your emails off-campus, log on to https://qmail.qub.ac.uk/

If emailing a member of staff, you must use the QUB email system. Please use an appropriate title in your email header, such as: ‘GAP3049’. Room numbers, email addresses and telephone numbers of all staff are provided in this guide and are also available on the staff web pages.

If staff need to contact you they will do so in a number of ways:

i. **Written correspondence may be sent to you at your current home and term-time addresses.**

   The **University requires you to ensure that your term-time and home postal addresses on QSIS are kept up-to-date.**

ii. The University allocates you an email address which staff use regularly. You must use your QUB email address. External email addresses are no longer permitted.

iii. A notice board providing general information about teaching (tutorial times, meetings etc.) is located near the foyer of the ArcPal Building.

The onus is on you to **check these notice boards and your email account daily.**

Please note that the University email system can trace an individual user. Misuse of the facility will not be tolerated. If you receive unsolicited, offensive material, report the matter to Computing Services Ext 5162 and inform the School Office.

**The University has strict ICT regulations regarding the misuse of computers.** See: http://www.qub.ac.uk/directorates/InformationServices/Services/Security/FileStore/Filetoupload,606314,en.pdf

ArcPal Soc

The Archaeology and Palaeoecology Society (ArcPal Soc) is YOUR society, organised by students and their elected representatives. The society is very active and organises talks and social events throughout the year to allow the students studying Archaeology and Palaeoecology to get to know each other and to have some fun! Information about Society activities is mainly circulated via the Society’s Facebook Page, Can You Dig It? The Chair for 2016-17 is Georgia Vince (L2). Please contact the Chair (qubarchaeologysociety@qub.ac.uk) for further information.

School resources

Student Resource Room

The Student Resource Room is located in 01.006 in the Elmwood Building. It is available for students to meet in to discuss work and as a base for GeogSoc and ArcPalSoc (who are responsible for managing the space). A further Resource Room (G51) can be found on the ground floor of the ArcPal Building. It contains computing facilities with internet access, notice boards for leaving messages, advertisements, etc., teaching resources and careers information. It is available for students to meet to discuss work.

GIS laboratory

The School’s Geographical Information Systems and Spatial Analysis Laboratory is located in 01.017, Elmwood Building. Please contact the laboratory manager, Lorraine Barry (l.barry@qub.ac.uk) to arrange access.
Map Library
The University’s map library is located in 01.007, Elmwood Building. Please email maplibrary@qub.ac.uk to arrange access.

Laboratories
The ArcPal Building houses a series of labs for palaeoecological sample preparation, including a microscope room for undergraduates, and analytical and curatorial labs for archaeological research. These labs may be used during for teaching purposes during your undergraduate degree but are more commonly used for students undertaking research as part of their Level 3 dissertation. To arrange access to any of these facilities, please contact your dissertation supervisor. The laboratory protocols and safety procedures in these laboratories must be adhered to and all necessary COSHH and risk assessment forms read, understood and signed before work commences. If you have any doubts, ask the Lab Safety Officer, Mr David Brown. In the Elmwood Building, the School also has a Sediments Lab (LG 038), Weathering Lab (LG 017/18), Biogeography Lab (0G014) and a Physical Lab (0G020).

Additional ArcPal Facilities
These may only be accessed with the express permission of a lecturer for carrying out specific elements of a module/s.

Facilities located within the ArcPal Building comprise the following:

Field survey equipment:
- Six total stations
- Resistivity meter with associated software
- Fluxgate gradiometers
- Magnetic Susceptibility equipment
- Russian peat corers
- Soil Augers
- Livingstone corer
- Modified gravity corer
- Drying ovens

Laboratory reference collections:
- Pollen
- Animal bone
- Real and replica human skeletons
- Botanical seed collection

Archaeology Teaching Collection:
- A wide range of artefacts for practical study from a series of special collections donated to the University and from field excavations.

Equipment used for student practical work:
- Kilns for firing and glazing pottery.
- Access to the electron microscopy unit for microprobe analysis.
- Access to Accelerator mass spectrometry (AMS) for 14C dating.
- Access to Elemental Analyser (C, N) and Isotope Ratio Mass Spectrometer for stable isotope analysis (13C, 15N).
- Various optical and digital cameras.
### School health & safety procedures

All students are reminded that safety is the joint responsibility of both the individual and the institution. Whilst health and safety is largely a matter of common sense, field and laboratory activities carry certain risks; awareness of these risks, and appropriate steps that must be taken to reduce them, is essential.

Prior to commencing your studies, you must therefore attend a **Health and Safety Induction** course run by the School. This will cover aspects of fieldwork and laboratory safety, risk assessment, fire safety and accident reporting procedures. During this session you will also be introduced to the School's Safety Officers: Dr Alastair Ruffell (Geography; E: a.ruffell@qub.ac.uk) and Mr David Brown (Archaeology and Palaeoecology; E: d.brown@qub.ac.uk).

Throughout your time at Queen's you must comply with current health and safety legislation as it applies to all your university activities; ensure that your activities do not entail unnecessary risk to yourselves, other students, staff (either university or external contractors) or members of the public. You should seek the advice of the School's Safety Officers with regard to risk assessment and compliance when undertaking fieldwork outside formal classes. Dissertation students must complete a specific Risk Assessment Form in consultation with their supervisors prior to commencing fieldwork.

Copies of the School’s ‘Safety Policy and Procedures’ are available in the School Office.

### ArcPal’s Safety Officers are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Ext.</th>
<th>Email : @qub.ac.uk</th>
<th>Safety role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr David Brown</td>
<td>1.20</td>
<td>5143</td>
<td>d.brown@</td>
<td>Fire Safety Officer, COSHH Officer, Safety Officer for Palaeoecology Laboratories</td>
</tr>
<tr>
<td>Dr Finbar McCormick</td>
<td>1.43</td>
<td>3447</td>
<td>f.mccormick@</td>
<td>Fieldwork Safety Co-Ordinator for Archaeology and Palaeoecology</td>
</tr>
<tr>
<td>Ms Michelle Thompson</td>
<td>G.03</td>
<td>3974/5</td>
<td>m.m.thompson@</td>
<td>Radiocarbon Laboratory Safety Officer</td>
</tr>
<tr>
<td>Mr Stephen Hoper</td>
<td>G.12</td>
<td>3974</td>
<td>s.hoper@</td>
<td>Radiation Protection Officer, Building Liaison Officer for Archaeology and Palaeoecology</td>
</tr>
<tr>
<td>Mr Ron Reimer</td>
<td>G.48</td>
<td>5105</td>
<td>r.reimer@</td>
<td>AMS Laboratory Manager</td>
</tr>
<tr>
<td>Dr Harry Welsh</td>
<td>1.56</td>
<td>3728</td>
<td>h.welsh@</td>
<td>CAF Health and Safety Officer – ArcPal Building</td>
</tr>
</tbody>
</table>

The safety of students and staff is of prime importance to the University. As a result, specific procedures have been developed to cover particular areas of risk.

**Accident Reporting:** If you are involved in an accident on School Premises this must be reported immediately to staff and recorded in the School's Accident Book (for example, a fall or other personal injury, harm from chemical spillage or collapse due to illness). If necessary, First Aiders should be alerted. The School has a number of trained First Aiders who may be able to help in the event of a medical emergency. Lists of first aiders are posted on notice boards around the School Buildings.

**Laboratory work:** Undergraduates participating in small group project work or dissertation-related work in the School laboratories must complete ‘Laboratory Induction’ before commencing work. This will be carried out under the supervision of technical staff. Safety guidelines and/or risk
assessments for taught laboratory classes will be provided by teaching staff. Laboratory work should never be undertaken without supervision.

Additional points: -

- Students must adhere to the guidelines stipulated in the **Laboratory Code of Practice** at all times.
- Students must make arrangements with their dissertation supervisor or laboratory technicians for general access to any laboratory. Note specific access times should be agreed with the lab technician (between 9.00–4.45).
- No work must be undertaken in labs out of office hours or at weekends.
- In the absence of the laboratory technician, students must arrange access with the supervisor who must be on the premises (and be responsible for locking the lab and checking that the student has left the premises if after hours).
- If both technician and supervisor are absent, students cannot work in the laboratory unless a specific arrangement is made with another member of staff who is on the premises.
- That a lab may be open, and other people are working in it, does not confer the right for a student to work there unless the above criteria are satisfied.
- **ALL students must fill in a COSHH form before carrying out any chemical laboratory procedures.** The Safety Officer for Archaeology and Palaeoecology, Mr David Brown, will provide the forms and explain them to you.

**Fire Safety Procedures**: copies of the School’s Fire Safety Procedures are posted on School notice boards and are available in the Elmwood School Office. Please note that fire alarms are tested in the School buildings on a weekly basis; these routine tests involve less than three short bursts of the alarm. If the alarm sounds continuously, please evacuate immediately and assemble in the designated Assembly areas: Fitzwilliam Street Car Park (for the ArcPal Building); in front of the Elmwood Learning and Teaching Centre (for the Elmwood Building). Emergency contact numbers can be found on School notice boards and in the ‘yellow’ safety booklet. Full details of the School’s fire evacuation procedures will be covered in Induction.

**Field work Safety**: Many modules within the School involve fieldwork. Before commencing any field-based activities you must familiarise yourself with, and agree to abide by the recommendations contained in the School’s ‘**Fieldwork Safety Awareness Booklet**’ (yellow booklet), which will be circulated during Health and Safety Induction. All students must sign and return the slip from the centre of the booklet to the School Office before the agreed deadline (date to be confirmed). **Any student failing to do this will not be permitted to participate in fieldwork.** You will be asked in this form to notify staff if you have any medical conditions that might influence your ability to participate in field classes. Please discuss this with teaching staff involved with running specific fieldtrips (or the School Safety Officers) if you have particular concerns or are unsure. Students with disabilities who may have special requirements for fieldwork should confer with QUB Disability Services and/or the School Safety Officers to discuss and plan involvement.

All students, including those on one-day field trips or who are engaged in individual field work for their dissertation, must read the Fieldwork Safety Awareness document for Geography, Archaeology and Palaeoecology students (issued to all students during Welcome Week at Level 1, and available on request from the Elmwood School Office). Students must carry out a risk assessment on the tasks in which they will be involved. Supervisors and School Safety Officers will assist with this. Students engaged in individual fieldwork must notify a Safety Officer of their intent to go into field and their estimated return time.

Safety is largely a matter of common sense and no student should act in a manner which puts themselves or other students at risk. If you see people, activities or situations which may infringe the safety of the University you must report them immediately to a member of staff and warn people who may be at immediate risk.
### Recommended kit for Archaeology and Palaeoecology

(Undergraduates)

#### Clothing
- Waterproof Jacket and waterproof over-trousers
- Warm fleece or sweater or body warmer
- Gloves, Scarf, Hat
- Walking boots or wellington boots and warm, thick socks

For specific fieldwork
- Trainers for summer work
- Dayglo reflective bands/jacket
- Safety helmet (for certain projects only)
- Midge net/hood

#### Expedition Kit
- Plastic food box
- Unbreakable flask and/or waterbottle
- Knife, fork, spoon
- Backpack
- Large plastic bin bag (to protect your kit from rain)
- Sheet sleeping bag liner (if staying in youth hostels)
- Maps and map cover/polythene bag

#### Excavation Kit
(in small plastic tool box or suitable bag)
- WHS 4” pointing trowel
- Retractable tape measure (at least 3m long)
- Garden kneeler/pad/foam
- Penknife
- Compass
- Small plasterer’s “leaf” tool (skeleton kit)
- Small line level, nylon cord (5m)
- 2 metal skewers, 6” nails or tent pegs
- Selection of pencils (HB, H, 2H, 4H) and eraser and sharpener, coloured crayons, ruler.
- Waterproof marker pens – fine and broad
- Clipboard (A4) and large clear polythene bag to cover it
- Plastic tool box (to contain the above)
- Hard bound notebook, plastic bag to protect from rain

Many useful items can be obtained from the following on-line shop:

#### Personal Kit
(Staff always carry a first aid kit – suggested items a for your personal use only)
- Prescribed medicine, contact lens solution and sanitary supplies etc. as appropriate
- (Students with medical problems must always make these known to the Course Organiser or Fieldtrip organiser BEFORE departure)
- First aid kit (Sticking plasters, bandage, antiseptic cream)
- Paracetamol/Ibuprofen tablets
- Sunglasses, Sunblock, Insect repellent
- Packet of tissues
- Mobile phone (fieldtrips)
- GPS (fieldtrips)

*Items required for site visits and fieldtrips*
Where to find us

The Archaeology-Palaeoecology (ArcPal) Building is located at 42 Fitzwilliam Street, Belfast BT9 6AX

Many of your lectures, seminars, tutorials and practicals will be held in the ArcPal building in Fitzwilliam Street (just behind the Elmwood Building). ArcPal is close to the Student’s Union and the Elmwood Learning and Teaching Centre (ELTC). Buses connect the city centre from bus stops in University and Malone Roads and the Lisburn Road. The nearest railway stations are City Hospital and Botanic.

Elmwood School Office – Room 0G035, Ground floor, Elmwood Building, Elmwood Avenue
Tel: 028 9097 3350; Email: snbe@qub.ac.uk

Office hours:
Term time: 8.30 am – 5.00 pm, Monday to Friday
Out of term: 8.30 am – 1.00 pm, Monday to Friday
2.00 pm – 5.00 pm, Monday to Friday

If you have any queries please call in, or contact, the Office.
# Where to get help in the school

<table>
<thead>
<tr>
<th>Query</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions about your choice of modules or the structure of your programme</td>
<td>See your Advisor of Studies</td>
</tr>
<tr>
<td>To change a module</td>
<td>Email your Advisor of Studies with details of which module you want to drop and which you want to take instead. No changes can be made after the 2nd week of each semester.</td>
</tr>
<tr>
<td>After an absence</td>
<td>Contact the lecturers of the classes you have missed by email and, when health related, arrange for a note from a medical practitioner to be forwarded to the School.</td>
</tr>
<tr>
<td>To collect module guides, reading lists and handouts,</td>
<td>Download directly from Queen's Online (QOL) <a href="http://www.qol.qub.ac.uk">www.qol.qub.ac.uk</a></td>
</tr>
<tr>
<td>To get a message to a member of academic staff</td>
<td>Send an email, remembering to include your full name, student number and the code of the module.</td>
</tr>
<tr>
<td>To find out which tutorial group, practical class, workshop, fieldtrip or seminar you are in.</td>
<td>Check out the relevant module's pages on Queens Online <a href="http://login.qol.qub.ac.uk/home/">login.qol.qub.ac.uk/home/</a> and the notice boards in the foyer of the ArcPal Building and outside the main lecture theatre in the Elmwood Building (0G.029).</td>
</tr>
<tr>
<td>To hand in work</td>
<td>Work is normally submitted via the Queen’s Online Assignment tool into the relevant assignment folder for the module, or through TurnitinUK. Work that must be submitted in hard copy should be submitted to the Elmwood School Office.</td>
</tr>
<tr>
<td>Late work</td>
<td>Late Coursework forms are available at the Submission Desk in the Elmwood School Office. Where there are exceptional circumstances, attach supporting documentation to the form.</td>
</tr>
<tr>
<td>Examinations and resits</td>
<td>Check Queen’s Online <a href="http://www.qol.qub.ac.uk">www.qol.qub.ac.uk</a> or contact the Exams Office in the Student Guidance Centre.</td>
</tr>
<tr>
<td>Personal problems that are interfering with your studies</td>
<td>See your Personal Tutor or Advisor of Studies. We recommend you make use of the University’s Student Counselling Service (028 9097 2774). Personal problems will be handled with confidentiality.</td>
</tr>
<tr>
<td>Financial issues</td>
<td>For independent advice on managing your finances and sources of support contact Ms Connie Craig, Student Financial Advisor, Student's Union Building (028 9097 1049).</td>
</tr>
<tr>
<td>Problems with your registration</td>
<td>Contact the Elmwood School Office in the first</td>
</tr>
<tr>
<td>Query</td>
<td>Solution</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>To obtain a letter of reference for an employer, scholarship</td>
<td>Contact your Personal Tutor, forwarding them your CV and asking for their support in completing the reference.</td>
</tr>
<tr>
<td>application or programme of further study</td>
<td></td>
</tr>
<tr>
<td>To notify of a change of name and/or address</td>
<td>Log on to QSIS (qsis.qub.ac.uk) and enter changes directly. Alternatively, contact the Student Guidance Centre.</td>
</tr>
<tr>
<td>To transfer to another programme at Queen’s</td>
<td>Contact the department to which you want to transfer and complete an application for an Internal Transfer.</td>
</tr>
</tbody>
</table>

3. DIARY DATES 2016-2017

Most classes take place during the Autumn and Spring semesters. An exception to this is the Excavation Module which takes place during June-early July, with assessments completed in September. In addition, residential field modules may run during the Easter Teaching Break. Level 3 dissertation students are also expected to carry out preliminary research on their chosen topics during the summer break before Level 3.

Please note the University requires you to be available throughout term time and expects you to be available during the summer resit exam period.

University Semester dates for academic year 2016-17 can be found at http://www.qub.ac.uk/directorates/AcademicAffairs/SemesterDates/  

4. STUDENT CHARTER AND GENERAL REGULATIONS

The University’s Student Charter sets out how the University will work in partnership with you to support your learning and help you to realise your ambitions, as well as the standards of behaviour and personal responsibility that we expect from our students. The Student Charter can be found at: http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudentCharter/

By enrolling at Queen’s University Belfast, you undertake to abide by all of our regulations, policies and procedures so it is important that you familiarise yourself with them.

The University’s General Regulations contain important information about the rules governing progression, assessment and degree classification on all programmes. They assure the University’s academic standards and ensure all students are treated consistently and equitably. They are also part of the formal contract between you and the University. The University’s General Regulations can be found at: http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/

If you have any problems understanding any of these regulations, policies and procedures, or if you have any questions, it is important that you discuss them with your Personal Tutor or the Students’ Union Advice Centre.
5. UNDERGRADUATE PROGRAMME STRUCTURE

This guide is written to cover all aspects of the course – whether you are a Single or a Joint Honours student, or only taking one or two modules in Archaeology and Palaeoecology.

Archaeology-Palaeoecology may be studied for Single Honours degrees. It is also possible, in the first year of a degree, to take Archaeology or Palaeoecology modules along with a wide variety of other subjects, even for students who intend to pursue a degree in an entirely different subject. Archaeology and Palaeoecology may also be taken as a Joint Honours degree with Geography. Students who would like to transfer into Archaeology-Palaeoecology programme at the end of their first year of study should talk to their Advisor of Studies.

A 'programme' is the university term for the collection of modules which make up the student’s qualification for a degree. Students take six Level 1 modules. Single Honours Degrees are normally composed of twelve Level 2 and 3 modules in a single department or discipline, but a student may take up to two modules (one in each academic year) from another department with their degree still being designated as Single Honours. BSc Archaeology-Palaeoecology students who demonstrate academic strength in Years 2-3 (average aggregate grade 60% or higher) may transfer into the MSci 4-year programme in Year 3. The MSci programme is designed to develop students’ practical skills and it enables undergraduates on the 3-year programmes in Archaeology and Palaeoecology to progress directly into one of our MSc programmes (see https://www.qub.ac.uk/schools/NBE/Study/archaeology/).

Summary of BSc degree programmes offered in Archaeology and Palaeoecology:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Single Honours</th>
<th>Joint Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Engineering and Physical Sciences</td>
<td>Archaeology-Palaeoecology</td>
<td>Archaeology-Palaeoecology and Geography</td>
</tr>
<tr>
<td>BSc Hons (3-year programme)</td>
<td>Archaeology</td>
<td></td>
</tr>
<tr>
<td>MSci (4-year programme)</td>
<td>Armorology</td>
<td></td>
</tr>
</tbody>
</table>

Summary of 3-year degree structure:

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>3 Modules</td>
<td>3 Modules</td>
<td>120</td>
</tr>
<tr>
<td>Level 2</td>
<td>3 Modules</td>
<td>3 Modules</td>
<td>120</td>
</tr>
<tr>
<td>Level 3</td>
<td>2 Modules + Dissertation</td>
<td>2 Modules + Dissertation</td>
<td>120</td>
</tr>
</tbody>
</table>

The Dissertation is equivalent to 2 Modules.

Modules are the basic teaching blocks in the University. A full module consists of one semester’s teaching, reckoned at about 150-200 hours of work for the student, and rated at 20 CAT (Credit Accumulation Transfer) points. The University also recognises half and double modules; the latter normally carry through two semesters, the former through half a semester, although it is possible to spread them through a full twelve weeks. A student takes six modules in each year, normally three in each semester.
BSc Archaeology & Palaeoecology (Single Honours)

The Archaeology and Palaeoecology programme explores past cultural and environmental changes, and aims to enable students to experience humanistic and scientific approaches to understanding our past. Archaeology studies the development of humanity by examining the surviving material remains of humans (tombs and temples, settlements and skeletons, artefacts and environmental evidence) and using them to trace through time humankind's economic, cultural, social and spiritual achievements. Palaeoecology studies past environments and how organisms (including humans) have responded to climate and environmental change. Palaeoecologists are especially interested in studying how, why and when environmental changes occurred in the past, attempting to disentangle human impact from natural variability, and looking at changes in the natural environment including past climate change. Palaeoecology and Archaeology naturally complement each other by reconstructing the past environments in which humans and their societies evolved, by assessing the impact of human activities on the natural environment, particularly since the development of agriculture and developing, and applying, dating techniques. Although by their very nature Archaeology and Palaeoecology are concerned with the past, these disciplines have a role in both the present and the future. The threats to our environment and landscape through urban, industrial and agricultural development have never been greater, and social upheaval and cultural change reinforce the importance of understanding and interpreting our past.

Programme specifications outlining the aims of programme and the range of skills we expect students to develop during the course of their degree can be accessed at: http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/

Details of the structure of the programme for 2016/17 are available on the School's Sharepoint at: https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

BSc Joint Honours Archaeology & Palaeoecology and Geography

Archaeology, Palaeoecology and Geography are broad disciplines that complement each other through the study of human societies, the environment, and the interaction of humans and environment in the past and in the present. The joint Archaeology-Palaeoecology and Geography programme explores past cultural, economic and environmental changes, and aims to enable students to experience humanistic and scientific approaches to understanding past and contemporary societies, environments and landscapes. Through this programme, students have the opportunity to gain direct experience and competence in a range of core practical and interpretative skills to an advanced level, involving the recording and analysis of archaeological, palaeoenvironmental and geographical evidence.

Programme specifications outlining the aims of programme and the range of skills we expect students to develop during the course of their degree can be accessed at: http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/

Details of the structure of the programme for 2016/17 are available on the School web site at: https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx
6. TEACHING AND LEARNING

A few basics for new entrants

Your first year at university will present you with new and wide-ranging academic opportunities and social experiences. It will take you some time to settle into your studies and to establish a balance between the amount of work that you will need to do and the other things that are pressing on your time. The marks gained in your first year modules count towards 10% of your final degree classification. You will find that you will have to do a substantial amount of work and background reading to meet the expected standards of a degree course. This is the time to develop your skills with regard to studying and time management, which will provide you with the foundations on which to build successfully in subsequent years.

Academic year

The University’s academic year is divided into two 12 week semesters (Autumn and Spring). At the end of each semester, for 2016-2017, there is an examination period. Once available, your examination timetable will be posted on Queen’s Online.

Modules

A full module comprises ~200 hours of work (i.e. about 15 hours per week per module), most of which is independent study. You will find that your timetable of lectures will at first look to be light. However, you should remember that you need to add in practicals, tutorials, seminars, field trips or workshops. Attendance at these is compulsory and is monitored by the School. It is important that you know exactly where and when these classes take place (see the relevant module guide for its schedule). Some of them do not happen every week and so you will need to keep your diary up-to-date. You will also need to keep a record of the work that is set for these classes and to make sure it is handed in at the right place and on time (see the relevant module guide for deadlines).

All degree programmes in the School are fully modular and each module carries a specific number of credits depending on the amount of teaching, assessment and individual study involved. A full-time programme of study requires students to take 120 credits of modules each year. The majority of modules are worth 20 credits each. This means you will usually take three (20 credit) modules per semester. The pass mark for modules is 40% (see below, Conceptual Marking Scale). You will need pass at least 100 credits each year in order to progress into the next level, including all of the core or compulsory modules.

Teaching and learning methods

Your modules will be delivered through a combination of different types of classes. Lectures are traditionally one of the main methods of teaching used throughout the University. They last approximately 50 minutes, starting at 5 minutes past the hour. This is to allow students and staff sufficient time to travel between consecutive lectures in different locations. Computer or lab-based practicals are an integral part of many Archaeology and Palaeoecology modules (e.g. GAP1013, GAP3053) and give students a vital opportunity to learn essential skills and apply knowledge gained in the lecture theatre and through your independent reading. There are usually plenty of staff on hand to give help and advice, so if you have any difficulties, do not hesitate to ask. Other modules may run academic tutorials (e.g. GAP1008). These are intended to provide an opportunity to discuss and debate issues and materials within a small group. Workshops and seminars are used to support material introduced in lectures, offering you an opportunity to work
and interact with fellow students and staff. They vary in style from one module to another, but are intended to give you an opportunity to work through ideas, get feedback on your work and monitor your own performance (e.g. GAP2041). Finally, some modules also organise **field excursions and visits to outside locations** (e.g. GAP1013, GAP1010, GAP2041).

**Fieldtrips, fieldwork and excavation**

ArcPal augments its teaching with the inclusion of fieldtrips in certain courses and field courses, which may be optional or compulsory (check web page and module guides). Fieldtrips introduce you to the siting and scale of representative sites, which will be discussed during the course. Field courses teach the methods by which some of the field monuments and landscapes of Ireland and beyond can be understood and recorded.

Although the School subsidises these fieldtrips and courses, for residential (overnight) fieldtrips (e.g. GAP2045, GAP2049), students will be expected to pay an additional fee towards the cost of their provision (details will be in the relevant module guide). This will be particularly the case for trips outside Ireland. Please address queries about fieldtrips to the appropriate Module Co-Ordinator.

Several modules include the preparation of reports, notebooks, plans and other forms of field record, which form a major part of the assessment. You should ensure that you retain all the information, including instructions, and write your notes in the appropriate notebooks. You may find a small digital camera useful for recording during your fieldwork.

ArcPal places great emphasis on acquiring the practical skills involved in archaeological excavation. Opportunities are provided for students to learn excavation techniques, either in a formal class (Archaeological Excavation module) or as a volunteer on any of the School’s research excavations (details of which may be posted on the notice board in the foyer of the ArcPal Building). The Archaeological Excavation module involves 4-6 weeks of fieldwork during the early summer. Single Honours students are required to take this course.

Since 2006 the Archaeological Excavation module has been managed by the School’s excavation unit, the Centre for Archaeological Fieldwork (CAF), an arrangement which has allowed our students to work with the unit’s professional field archaeologists. Supported by the NIEA (the government agency with responsibility for the archaeological heritage of Northern Ireland), our students have excavated at an Early Christian rath at Ballyclan near Aldergrove, Co. Antrim (2006), within a redundant church at Dundonald, Co. Down (2007), and at the site of a ‘lost’ military fort from the Nine Years’ War at Inisloughlin, Co. Antrim (2008). In 2009 to 2011, the training excavation was undertaken at the spectacular site of Dunluce Castle, Co. Antrim, in a collaborative project with the University of Ulster, while in 2012 and 2014 the excavation was led by Dr Finbar McCormick at the Early Medieval and Medieval pilgrimage site of Struell Wells. Dundrum Castle was the location of the 2013 excavation and since 2014, students have had the opportunity to excavate at Slievenacloy in the Belfast Hills.

**Module timetables**

The Archaeology, Palaeoecology and Geography timetable for Semester 1 and Semester 2 can be downloaded from the School's Sharepoint at:

https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

This timetable should be read in conjunction with each relevant module guide as each of your modules’ schedules and location will likely vary from week to week.
Attendance monitoring

Attendance at all taught classes is a key part of your study and learning during your undergraduate degree. This is monitored at each session. The University expects full-time students to be in attendance for the complete 15 weeks of each semester, and any additional time required by the programme of study for which they are registered. Students may normally only be absent during the Semester if permitted by their Advisor of Studies. The School has a statutory responsibility to monitor attendance. Employers are also keen to know if students are good attenders and will look for this information in references provided by staff. Tutors may refer to your record of attendance when writing letters of reference for employers, funding agencies and programmes of further study. Students should be warned that they may miss out on job opportunities if their attendance at university has been poor.

Registers are taken at each session, and attendance is collated centrally. If you do not attend regularly the Module Co-Ordinator will wish to have a full explanation of your absence. If you persist in poor attendance you will be requested to attend the School Student Support meeting to determine whether you should continue your studies.

Absence through illness
People are ill from time to time and you may also have to be absent because of other exceptional circumstances (e.g. a family bereavement). We will support you in your studies through any difficulties when they arise and arrange for supporting documentation to be forwarded to the School (e.g. a letter from a medical practitioner). We will treat all such information from you as confidential.

We shall support you through your studies as best we can, within the specific regulations and guidelines that the University has developed. For further details, please consult the University's General Regulations and Calendar.

Please note that self-certification by students is not acceptable when an illness has resulted in failure to meet an assessed coursework deadline or attend field work, a practical, tutorial, seminar, examination or class test.

If you are absent from your studies for more than five working days, fail to meet a coursework deadline, or are absent from any examination or class test counting towards a module mark, you must submit a medical certificate signed by a registered medical practitioner.

Medical certificates must be submitted to the Elmwood School Office within three working days of returning to studies. Medical certificates submitted after this period may not be accepted.

Jury service
Students can obtain a letter from the University which will enable them to seek exemption from jury service. Students should call to the Information Desk on the 1st floor of the Student Guidance Centre, and present their student card and the jury summons letter.
7. ASSESSMENT OF STUDENT WORK

Assessment strategy of the programme

Modules are assessed using a combination of continuous assessment (coursework) and end of semester examinations. Coursework is wide-ranging in its format, including, for example, written essays or reports, oral or poster presentations, practical notebooks or tests, or class tests. Each module guide provides full details of what you are expected to prepare, and the timetable and marking arrangements. Many modules require you to write a substantial essay (semester paper) the topic for which will either be set by the Module Co-ordinator, or selected by the students (such information will be provided in the module guides).

During the course, staff will provide specific guidance in relation to what is expected for each assessment. Students are strongly advised to speak to Module Co-Ordinators if they have any queries about what they need to do. Queen’s Learning Development Service provides additional support for students with respect to a wide range of study skills and can offer one-to-one advice upon request:

https://www.qub.ac.uk/directorates/sgc/learning/

Important advice on preparing papers and other written work
The key to a good essay, and any report, uses one of the following formats, and is normally arranged in a clear, staged and logical sequence:

Either: Or: Or:

BEGINNING

INTRODUCTION
where you define the point, or points, that the essay is about

MIDDLE

METHODS

RESULTS

conclusionS

END

MIDDLE

where you review the evidence

CONCLUSION
where you answer or discuss the questions you started with

Practical-related, tutorial and seminar coursework

Some practical classes, tutorials and seminars will be assessed on the basis of student performance or submissions in the class. Therefore, there is usually only ONE opportunity to submit and pass these assignments. It is important to take note of this, as missing an assessed class could have implications for progression at the end of the academic year.
Semester papers – aims

At Level 1 the staff will be looking principally for evidence that you have read enough material to provide relevant information to discuss the question, and that you can organise it into a coherent form. The mark scheme for a Level 1 essay therefore stresses the questions of:

- whether you have done the required reading, and
- the way you organise it, rather than expecting any new thoughts on the question. It also requires you to give proper references to your reading material.
- Careful referencing, which is extremely important in order to avoid ‘plagiarism’.

At Levels 2 and 3, the emphasis changes.

- The assessment now stresses much more the question of good argument.
- You are given less credit for doing the required reading and more for showing how people use evidence and draw conclusions from it.
- The staff will be looking for signs that you have looked beyond what writers may say they have proved to whether they actually have done so. A good essay will point out that one writer was using evidence now known to be incomplete, or perhaps which has built-in bias. The main requirement will be to show that you have understood the point at issue and why it may be controversial. They will also be looking to see that you have read beyond the reading lists provided, and have found up to date information from reliable sources.

Organising and planning your semester paper – essay

1. It is often helpful to plan your outline essay structure BEFORE you undertake the main research and reading for the topic. After initial outline reading, jot down the essence of the question – ensure you can define the terms, as well as the ideas and material you will use.

2. List (and perhaps number) the paragraphs and sections that you will develop in the paper so that you already have a logical, clear sequence of ideas, data, discussion and conclusion before you collect more information.

3. Go to the library and seek out the books and articles recommended on the reading list, and READ the material, with the aim of developing your initial plan. Gather data suitable for your argument, make sure you keep notes of all the references (articles, page numbers, quotations and any additional material you find useful).

4. Prepare the paper – make careful notes, annotate your original plan and then begin to write the paper.

5. Write and type the paper, ensure you have included all the appropriate material and that you are using language efficiently and clearly. Read it through, out loud to yourself – check grammar, spelling and detail. Check the word limit. If the essay must be between e.g. 2,000 and 2,500 words, then make sure it really is the right length. Do not write too much, or too little: you may be penalised for not adhering to the word limit.

6. Check the bibliography is presented in the Harvard style (see References and Bibliography).

7. Finally, submit the paper using QOL Assignment, TurnitinUK (http://www.turnitinuk.com/) or as directed by the Module Co-Ordinator. Refer to your module guide to check which mode of submission is required for each assignment.

8. 5% a day is removed for late work from the total mark awarded, and can make all the difference to your final degree class! Plan your timetable for completion carefully.

You should refer further to the School’s Sharepoint for guidance on preparing and referencing essays: https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx
References and bibliographies

The Harvard System
In most archaeological and palaeoecological publications it is normal to use the Harvard system of citing references. Some lecturers have their own preference for which version of the Harvard system should be used during their modules and they will provide you with the relevant details. Otherwise, students should use the style preferred by the School, further details of which can be found at:
https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

References to Sources on the Internet
The internet can be a useful and up-to-date source of information. It can also be a misleading source of unsupported, sometimes crazy, unreliable material, since the ease with which information can be posted has allowed much suspect material to be made available. The validity of information on the internet needs to be considered carefully (e.g. realise for example, that anyone, even you, can edit the entries in Wikipedia! So do not quote such sources in your written work).

You may wish to consider whether the author is known to be a reputable person.
What organisation is hosting the internet site?
Does the information appear to be scholarly?

**USE INTERNET DATA WITH CARE AND INTELLIGENCE**

Note too, that if you download material *ad infinitum*, so can the person marking your work, and plagiarism can easily be spotted. We also have sophisticated software to detect copied material.

If you do access the Internet for information, it should be cited by its address (URL):
http://intarch.ac.uk/journal/issue7/buck/buck.html

Internet sources should be listed in the bibliography and should include the URL and date consulted in brackets as a minimum, and preferably the names of the author and title if known (if not known, cite as Anon. (=“Anonymous”) and n.d. (= “no date”):

Submission of coursework

Coursework will normally be submitted using the QOL Assignment tool or TurnitinUK (http://www.turnitinuk.com/). Please upload documents (usually in an appropriate MS Office format, not pdf unless otherwise instructed) to the relevant assignment folder which will be set up by the Module Co-Ordinator. Students are advised to upload assignments well in advance of the deadline (usually 23:59 on the day of submission, but check the relevant module guide) to avoid late submissions arising as a result of networking issues, slow connections, etc.

Students agree that by taking this programme all required papers may be subject to submission for textual similarity review to iParadigms for the detection of plagiarism. All submitted papers will be included as source documents in the iParadigms reference database solely for the purpose of detecting plagiarism of such papers. Use of the TurnitinUK service shall be subject to such Terms and Conditions of Use as may be agreed between iParadigms and the Institution from time to time and posted on the TurnitinUK site.

Where modules require assignments to be submitted as hard-copy (print) versions, two copies of all pieces of coursework along with one completed cover sheet must be submitted to staff in the Elmwood School Office between 8.30 am to 3.30 pm. With the exception of specific practicals or field notebooks, all submitted coursework must be word processed and all hard-copy submissions must have the School's cover sheet attached. This can be completed at the Submission Desk when you hand your work in to the Elmwood School Office.

QOL Assignment and TurnitinUK will automatically register any work submitted after the deadline as a late submission. For work submitted to the Office, clerical staff will record coursework submitted and note late submissions. NB: submission after 23:59 pm (or the time specified in the module guide) on submission date is counted as 1 day late. Only work which is produced as part of a class (e.g. seminar presentations or practicals) should be collected by the lecturer concerned.

Extensions for students registered with disability services

Students who are registered with Disability Services and have as part of their reasonable adjustments ‘flexibility with coursework deadlines’ may apply, if necessary, for an extension to the coursework submission date. The extension should, normally, be agreed with the Module Co-Ordinator in advance of the published submission deadline. Please use the ‘Reasonable Adjustments Extension Form’ to record the new submission date. This form will be retained by the Module Co-Ordinator.

The ‘Reasonable Adjustment Extension Form’ is available to download from the School's Sharepoint at: https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

Illness and assessment

Exceptional circumstances, for the purposes of assessment decisions, are defined as unforeseen factors, or factors outside a student’s control which have a negative impact on his or her performance. Chronic conditions for which students have received support and reasonable adjustments do not constitute exceptional circumstances, though a worsening of a condition may do so.

When exceptional circumstances occur close to a student’s examination or an assessment deadline, the University will ensure that the student will not be disadvantaged, providing that his or her need is genuine, and that the correct procedures are followed. It is the student’s responsibility to submit evidence of exceptional circumstances, e.g. a medical certificate or a letter from their GP,
which does not simply report the student’s circumstances, but verifies the circumstances, and/or provides a medical opinion.

**Guidelines on exceptional circumstances**

Computer problems/failure or a breakdown in the student’s car on a coursework submission day should not be treated more generously than any similar misfortune on other days. It is incumbent on students not to leave things until the last minute. If they do and arrangements go wrong, the University is under no obligation to alleviate the consequences. This is distinct from clear cases of *force majeure*, for example rail strikes, civil unrest, where events outside the student’s control affect their ability to submit their coursework on time.

The table below provides a few examples of exceptional circumstances which have arisen in the past from students seeking exemption from penalty. It is a guide and is not meant to be prescriptive. On the basis of the facts presented, the decision to waive the penalty will be made.

<table>
<thead>
<tr>
<th>EXCEPTIONAL CIRCUMSTANCES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NORMALLY ACCEPTABLE:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Death of a close relative or friend</td>
<td>‘Close’ means parent or guardian; partner or spouse; child or sibling. It may include grandparents or other relatives if the School is satisfied that the relationship was close. <em>Where there is a demonstrably close relationship between the student and the deceased, a death certificate or a letter confirming the death from an independent person should be submitted.</em></td>
</tr>
<tr>
<td>2. Serious illness of student</td>
<td>It should be an incapacitating illness or an on-going illness or medical condition. It also includes breaks and serious sprains to the normal writing hand/arm. <em>Medical certification must be obtained; self-certification is not acceptable.</em></td>
</tr>
<tr>
<td>3. Serious illness of a close relative</td>
<td>See notes at 1 above for the definition of ‘close’.</td>
</tr>
<tr>
<td>4. Hospitalisation</td>
<td>A medical letter/certificate from the relevant hospital confirming the nature and severity of the student’s circumstances and the likely impact it has on the student’s ability to undertake formal assessment will be required.</td>
</tr>
</tbody>
</table>
| 5. Acute Personal/Emotional circumstances | The following will be required:  
  - A medical certificate or letter from the appropriate medical professional; or  
  - A letter from the University Counselling Service, or equivalent confirming the nature and severity of the student’s circumstances and the likely impact it has had on the student’s ability to perform as required. |
| 6. Victim of crime | A written statement of events which is supported by written evidence from the police and/or appropriate medical professional or a letter from the University Counselling Service (or equivalent) will be required. |
| 7. Financial problems | Stress brought on by financial concerns. *Corroborating evidence MUST be produced.*  
  *Note: It is the student’s responsibility to maintain a proper balance between work and study.* |
| 8. Serious personal disruption | Divorce; fire; burglary; serious assault; jury service; serious childcare difficulties. *Corroborating evidence MUST be produced.* |
| 9. Pregnancy | A medical report from the student’s doctor or midwife must be provided in support of such grounds. This also includes the stages following childbirth. Pregnancy of a wife/partner would be acceptable in appropriate circumstances. |
| **NOT NORMALLY ACCEPTABLE:** |       |
| 1. Social activities | Hectic social life; parties; visits to/from friends. |
| 2. Temporary self-induced medical conditions | Hangover; drug taking (excluding prescribed medication). |
| 3. Minor ailments | Coughs; colds; sprains (other than in the writing hand/arm). |
| 4. Non serious personal and domestic disruptions which could have been anticipated or planned | Moving house; weddings; holidays; failed transport arrangements. |
| 5. Work commitments | Paid work in the evenings and weekends.  
  *Note: It is the student’s responsibility to maintain a proper balance between work and study.* |
Illness & exceptional circumstances procedure
You must follow the correct procedure to request absence from an examination or an extension to a deadline for an assessment.

Evidence of exceptional circumstances must be submitted to the Elmwood School Office, together with QUB’s Exceptional Circumstances Form (available from the Elmwood School Office), normally **within three working days of returning to study** during the teaching semester or, in the case of emergencies which arose during examinations, **normally within three working days of the date of your last examination**.

If you believe you are going to miss an assignment deadline or an examination because of exceptional circumstances, you should inform the School Office in advance by telephone or email. If this is not possible, a third party should contact the School. The Boards of Examiners are not obliged to consider any medical certificate or evidence of exceptional circumstances presented more than three working days after the last examination.

If you are absent from lectures, tutorials, seminars, practicals or fieldwork for a valid reason (e.g. illness, bereavement) you should inform your module co-ordinators. If missing the class means missing an assessment, you must submit evidence for exceptional circumstances.

A Student Guide to the Exceptional Circumstances Procedure can be accessed at: [http://www.qub.ac.uk/directorates/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/](http://www.qub.ac.uk/directorates/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/)

Late submission of coursework – penalties
Late coursework (without a medical note or other valid supporting documentation) will be penalised as follows:

<table>
<thead>
<tr>
<th>Working days late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (including any time after the submission deadline)</td>
<td>5% deducted</td>
</tr>
<tr>
<td>2</td>
<td>10% deducted</td>
</tr>
<tr>
<td>3</td>
<td>15% deducted</td>
</tr>
<tr>
<td>4</td>
<td>20% deducted</td>
</tr>
<tr>
<td>5</td>
<td>25% deducted</td>
</tr>
<tr>
<td>6</td>
<td>No marks awarded</td>
</tr>
</tbody>
</table>

Exceptional circumstances may NOT be considered unless the student has requested it by submitting the approved form (see above section) and supporting documentation. Self-certification is not acceptable, nor are uncorroborated statements from friends or relatives.

If an assessed tutorial, seminar, presentation or practical is missed, an exceptional circumstances form with supporting documentation must be submitted to the School Office. Advice should be sought from the Module Co-Ordinator about whether or not you also need to submit a copy of the written work. See also your module guide.

**Late work should be submitted as soon as possible after the original deadline.** At the end of the module, the School Exceptional Circumstances Committee will consider any documentation that has been submitted to the Elmwood School Office with the Exception Circumstances form to explain late submissions. The Committee will then make recommendations to the Examinations Board who will decide whether penalties are applied or not. If the Examinations Board considers the circumstances to be genuine, then the penalty is waived. Your Personal Tutor or Advisor of
Studies may also draw to the attention of the Board that there is a general problem affecting your work, which should be taken into account. **For this reason, it is important that you contact your Personal Tutor or Advisor of Studies and the Elmwood School Office immediately if you are experiencing difficulties – do not leave it to the end of the year.**

**Marking of assessments**

**Anonymous marking and feedback**
All submitted coursework is marked anonymously. For assignments submitted electronically, feedback will be returned via QOL or TurnitinUK (according to submission requirements); some Module Co-Ordinators may wish to meet with students individually before releasing feedback to discuss the work. For assignments submitted in hard copy, a marked up copy of the coursework and copy of the cover sheet will be returned to the students during class, or will be scanned and uploaded onto QOL (refer to module guides). Feedback will normally be returned within three weeks of submission of the work. The second hard-copy or electronic copy of the work will be retained for inspection by the External Examiner.

**Conceptual marking scale**
Students are often confused about what makes a good piece of work and what is a poor or weak piece of work. The University uses a conceptual equivalents scale for the assessment of student work. The use of the conceptual equivalents scale is mandatory unless answers are either right or wrong, for example multiple choice or numerical assessments. Students should look at the conceptual marking scale for their respective year to see what is generally expected of them.

Details of the scale and an explanation of each point on the scale is available under Section 1.4.22/ Appendix A of the Study Regulations:

[http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/StudyRegulationsforUndergraduateProgrammes/1RegulationsforUndergraduateProgrammes/14RegulationsfortheExaminationofUndergraduateCourses/](http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/StudyRegulationsforUndergraduateProgrammes/1RegulationsforUndergraduateProgrammes/14RegulationsfortheExaminationofUndergraduateCourses/)

**General: marking individual elements in a module**
The overall aims of the procedures are that the marks should be fair, not biased towards or against any individual or group, and that they should be reached according to the stated criteria of QUB marking scales, so that, ideally, the same piece of work would always be given the same mark by two separate markers. Following University guidelines, the School uses a conceptual marking system for all pieces of non-quantitative work (see Marking Criteria above).

*All marks are provisional within the School until the relevant Examinations Board has agreed them.*

**Moderating, joint and multiple marking**
There are three aims:
- Ensuring that assessment is fair, valid and consistent
- Ensuring the conformity of standards of assessment within the School, in accordance with the QUB marking scheme
- Spreading the knowledge of good practice among the staff and a shared understanding of academic standards expected of students at different levels of their programme.

The means chosen to achieve these aims will vary according to suitability and circumstances. For example, we rely on the University system of anonymous marking of written assessed work to correct impartial marking; in some assessments, e.g. oral or poster presentations, dissertations, anonymous marking is not possible, and joint or multiple marking is employed. Assessments that are marked by an individual member of staff will be moderated by another. These are methods employed internally. The role of the External Examiner, acting under the University’s guidelines, is
to provide a second line of moderation of the assessment practices of the School to check for bias and unfairness, and to monitor the integrity of the examination procedure.

**Joint Marking**
We define this as the practice where two (or more) examiners assess the piece of work jointly and agree a single mark. It is most appropriate where work (e.g. field survey projects) has been jointly taught, and so should be jointly assessed. It may also be used for oral or poster presentations.

**Multiple marking**
We define this as the practice where two (or more) examiners assess each piece of work and give separate marks and comments, and then together agree the final mark for the work. The agreed mark (often with details of the way the mark has been arrived at) must be recorded as well as the two individual marks.

Dissertations are subject to multiple marking. They are marked initially by the supervisor and then by an internal examiner, who then discuss the work and agree a final mark. If both markers cannot agree a mark, the dissertation is passed to a third marker who takes on board the comments of the first two markers and adjudicates the final mark. All dissertations are scrutinised by the External Examiner.

**Moderation**
This is the assessment by a second examiner of a sample of the students' work in a course, chosen from the top, middle and bottom of the mark range, who checks that the marks awarded are consistent and conform with University's marking criteria.

**Feedback and returning of coursework**
Feedback on continuous assessment submitted on time during the teaching semester will normally be provided within three weeks of the deadline for submission. Feedback is an important part of the teaching and learning process, and is intended to help students identify what they are doing well and where they need to improve. Students are strongly encouraged to read the feedback provided to them on each assessments. If there are any aspects of the feedback that they do not understand, students should speak to the member of staff who marked the work and ask for clarification.

This might be returned in class, by email or through TURNITIN UK. Your lecturer may even send you an email to let you know that feedback sheets and annotated copies of your work are available to pick from the Submission Desk on the ground floor of the Elmwood Building. The Submission Desk will be open only between Monday-Friday, 8.30 am - 3.30 pm.

All marks are provisional until the External Examiner has had an opportunity to review your work and the marks have been presented to the Final Examinations Board (normally in late June).

**Examinations**
A proportion of assessment is through formal exams that are held in central examination halls in the University. General details will be provided in the module guide and an examinations timetable will be posted through Queen's Online towards the end of each semester.

You should check that all the examinations you expect to sit are displayed on the Provisional Timetable and that there are no clashes. If there are clashes, you must report them to the Examinations Office (Student Guidance Centre) within seven days of publication.

A student’s personal examination timetable containing the anonymous code will be available shortly after the Final Timetable is published. Students should print their examination timetable well in advance of their first examination and check that they know precisely the location for the
examinations. Note that examinations are held in buildings scattered around Queen’s campus, including several that you may not have had cause to visit.

If there are errors in your exam timetable you should contact the School Office as soon as possible.

**Coping with Exams**

For many students, exams are the easy part, but for others they are daunting. Good preparation includes plenty of forward planning and calm reflection on the module contents, the lectures and notes as well as the reading list and the work undertaken in the course. The Student Guidance Centre has a range of resources to help you cope with exams and manage stress. Further details can be found at: [http://www.qub.ac.uk/directorates/sgc/learning/StudySkillsResources/ExamPreparation/](http://www.qub.ac.uk/directorates/sgc/learning/StudySkillsResources/ExamPreparation/)

**Good organisation of your notes from the start of the course is vital, so you keep material in a tidy accessible form.**

The Module Co-Ordinator will give clear advice on what areas you need to concentrate on for the exam, and past papers (available through the Library’s QCAT) will provide a clear picture of typical questions. To avoid panic and stress, you should revise the course material in good time, leaving several days before the exam to reflect on your revision and practice writing.

**Plenty of sleep, exercise and regular meals are always advised.**

Make sure you know where the exam is held, do a ‘dry run’ to find the room beforehand and on the day, arrive in good time. Once in the exam, always read the paper through completely, and check that you fully understand the instructions. Plan the answers and assign appropriate time to each question. At the end leave 5-10 minutes to check through the paper and make corrections.

**Past examination papers** from 2003 onwards can be accessed through module pages on QOL or through QCAT. Multiple choice exam papers and multiple choice sections of exam papers are not available online. **Examination timetables** can be accessed through QOL.

**Missed examinations**

If you miss or are unable to sit an examination, you must contact the Elmwood School Office immediately by telephone (or have someone do this on your behalf) and follow this with a written explanation and supporting documentary evidence.

The explanation for absence must be received before the School Exceptional Circumstances Committee for that semester sits. The Exceptional Circumstances Committee will recommend to the Exam Board whether or not the student should take the exam at a future date as a ‘first attempt’. It is the responsibility of students to attend examinations at the correct time and venue. Failure to do so will result in you having to take the exam during the resit period in August. University regulations state that if an examination has been set as part of a module it must be attempted.

If you fail a course, or are recorded as absent from the exam, you will be sent a letter from the Director of Education outlining the action you must take to clear the course. The letter will also indicate if the exam is to be taken as a ‘first attempt’ (i.e. if the student was unable to sit the exam due to illness or some other acceptable extenuating circumstances) or with a maximum cap of 40% for the course as a whole.
If you fail a course because of coursework (Fca), the work must be submitted by the date provided in the letter from the Director of Education which outlines the action you must take to clear the course.

**External Examiner**

An External Examiner is appointed for each programme to ensure that the assessment system is equitable and is fairly operated in the classification of students. External examiners also ensure that the degrees awarded by Queen’s are comparable in standard with those awarded in other UK or Irish universities, and are consistent with the QAA UK Quality Code for Higher Education.

The External Examiner for Archaeology and Archaeology-Palaeoecology will be confirmed shortly.

**Academic Misconduct**

In order to safeguard our academic standards and the integrity of our awards the University has procedures in place for dealing with suspected academic misconduct. The procedure details types of academic misconduct, such as cheating in an examination, plagiarism, collusion and fabrication, how suspected offences are investigated and the penalties that can be imposed. The procedure also details students’ rights of appeal in cases relating to academic misconduct.

A Student Guide on the Academic Offences Procedure can be found at: http://www.qub.ac.uk/directorates/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicOffences/Student-Guide/

The full Procedures for Dealing with Academic Offences can be found at: http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffencesincludingresearchmisconduct/

**Publishing results**

When the marks are agreed, the School’s Exams Liaison Officer uploads them onto QSIS. The Examinations Office sets the deadlines for the release of results. The School’s staff are forbidden to release marks before the Examinations Office have done so, but after that they can and will discuss the reasons for the marks given with the student concerned. This can be a useful piece of feedback for students to help them improve performance in successive courses.

**Procedures for review of assessment decisions**

There is no appeal against the academic judgment of examiners.

Marks will not normally be awarded to compensate for exceptional circumstances. Exceptional circumstances will normally only influence the consequences of assessment decisions (e.g. whether a student is permitted to re-take a module). However, special consideration may be given to cases where students are prevented by illness or emergency from taking or completing an assessed element. Students submitting requests for review must accept any consequent delays (e.g. final year students may not graduate with their year cohort).

If a student wishes to appeal the decision of the Board of Examiners they must complete the appropriate form, stating the grounds under which they wish to appeal and submit within TEN working days. Appeals must be submitted to the Faculty Student Appeals Committee (FSAC). The grounds for appeal will be restricted to: new evidence has become available which could not have been provided to the Board of Examiners Meeting or is of a highly sensitive and confidential
nature; procedural irregularity; inadequate supervision of the thesis/dissertation element of the programme. If a review is requested on the grounds of inadequate supervision, good reason must be provided as to why action was not taken before completion of the assessment. It is accepted by the University that there may be some cases where evidence regarding exceptional circumstances has not been disclosed because of its highly sensitive and confidential nature. In these cases, the Director of Academic and Student Affairs will consider whether or not they should be referred back to the Board of Examiners or to FSAC.

Further details on the role of the FSAC and grounds for appeals can be found at:

http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/AcademicAppealTaught/

Students seeking a clerical check of their marks should submit a written request to the Head of School of the relevant School (i.e. the School delivering the module in question) within TEN working days of the publication of assessment outcome. A charge will be levied for this service, but should an error be uncovered, this fee with be returned. The fee for the clerical check must accompany the request for the check.

The University's procedures for requesting a clerical check of marks or appealing assessment decisions are set out in further detail in the General Regulations: University Calendar.

**Prizes**

The School awards each year a number of prizes to undergraduates in recognition of their academic achievements. Details can be found on the School's Sharepoint or at:

http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ScholarshipsandAwards/ScholarshipsandAwardsHandbook/AwardsMedalandPrizes/MedalsandPrizes/

**8. PROGRESSION AND DEGREE CLASSIFICATIONS**

The University's Study Regulations set out the rules and procedures that determine your final classification, including:

(i) The number of credits required to progress to each level of study
(ii) Mark scales and pass marks for Undergraduate and Postgraduate programmes
(iii) How your final degree classification is calculated

The University's Study Regulations can be found at:

http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/

**Resit examinations**

University rules dictate that there should be an opportunity to repeat each compulsory unit of assessment at all Levels that have been failed. If you fail a module on first attempt and need to retake the exam, you must ensure you register with the Exams Office in the Student Guidance Centre to resit the module. A student must repeat an exam at the earliest possible opportunity, i.e. a failed first or second semester exam must be resat in the following August. You must therefore ensure you keep August free in order to take any related exams. If you do not take the resit opportunity, this may have implications for progression and continuation within the programme. Information about registration for resit exams and the fees that are payable can be found at

http://www.qub.ac.uk/directorates/sgc/srecords/Examinations/ResitExaminations/
At Levels 1 and 2 it is possible to repeat failed courses, or substitute courses, in the following year after the exams were initially taken. This occurs if both the summer exams and August repeats are failed.

**Resubmission of failed or missing coursework**

There is normally an opportunity to **resubmit failed or missing coursework** by mid-March for Semester 1 modules and by mid-August for semester 2 modules. Module Co-Ordinators may choose to set an alternative piece of work for students to submit.

**Capping of resit marks**

If students fail to pass a module due to exceptional circumstances (e.g. missing practicals or exams due to illness), they may be permitted to resubmit coursework or resit the exam as “a first attempt”. This means that the marks they obtain for the repeated work/exam will stand unpunalised.

In all other instances, module marks attained after a resit examination and/or re-submission of failed/missing coursework are normally **capped at 40%** for degree classification purposes. This will be indicated by the letters ‘Ph’ beside the relevant module’s final mark on your university transcript.

**Progression between levels**

The following should be read in conjunction with the University’s Study Regulations (see [http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/](http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudyRegulations/)).

**Progression for BSc Single Honours in Archaeology-Palaeoecology**

**Level 1:** 80 credits in Archaeology-Palaeoecology modules are required, including compulsory modules GAP101, GAP102, GAP1013 and GAP1014; 20 credits may be taken from any School subject to their availability and with the approval of your Advisor of Studies. In order to proceed to Level 2 students must normally have no more than one failed or incomplete module taken at Level 1.

**Level 2:** Students normally enrol for 120 credits in Archaeology-Palaeoecology modules. In order to proceed to Level 3 students must have passed or been granted credit for all modules at Level 1 and normally must have no more than one failed or incomplete module taken at Level 2. Compulsory modules in Academic Year 2016-2017 at this stage include GAP2040, GAP2043 and GAP2051. At the end of Level 2 students may be permitted by the Head of School or advised by the Examinations Board to take an Ordinary BSc degree.

**Level 3:** Students normally enrol for 120 credits in Archaeology-Palaeoecology modules. Students **should be aware that if they resit failed examinations at Level 3 this will mean that they cannot graduate in the summer.** Part-time Honours students must normally complete Level 3 modules over a period not exceeding two years of study after entry to Level 3.
Progression for BSc Joint Honours in Archaeology-Palaeoecology and Geography

Level 1: 60 credits in Archaeology-Palaeoecology and 60 credits in Geography modules are required. In order to proceed to Level 2 students must have passed without compensation all compulsory modules (GAP1002, GAP1007, GAP1009 and GAP1013) and normally have no more than one failed or incomplete module taken at Stage 1.

Level 2: Students must enrol for 60 credits in Archaeology-Palaeoecology (including for Academic Year 2015-16 GAP2043 and GAP2051) and 60 credits in Geography modules (including GAP2002), and GAP2040 must be taken as either an Archaeology-Palaeoecology module or a Geography module. In order to proceed to Level 3 students must have passed or been granted credit for all modules at Level 1 and normally must have no more than one failed or incomplete module taken at Level 2. At the end of Level 2 students may be permitted by the Head of School or advised by the Examinations Board to take an Ordinary BSc degree.

Level 3: Students must enrol for 60 credits in Archaeology-Palaeoecology and 60 credits in Geography modules. Students should be aware that if they resit failed examinations at Level 3 this will mean that they cannot graduate in the summer. Part-time Honours students must normally complete Level 3 modules over a period not exceeding two years of study after entry to Level 3.

Working towards progression

Progression and generic learning outcomes may be helpful guides for you to consider how you develop your learning and study skills and are measured for administrative purposes.

Note, that in addition to these generic learning outcomes, each programme has its own expected learning outcomes (see Undergraduate Programme Structure) which, in turn, are underpinned by the learning outcomes of individual modules.

Students PROGRESS over their three years of degree study, and you should aim from the outset to be well-organised and to plan ahead. You should also see yourself growing and developing as an individual and a scholar, so that each year you can measure changes in the ways that you study and the knowledge you have gained.

Generic learning outcomes Levels 1-3
You can see that you are expected (indeed, required) to show steady improvement and to develop your academic skills in writing, criticism, independent study, research and a variety of analytical skills. There are useful books and materials available which provide information about how to develop your study skills, and the University runs workshops on writing and other skills. You should plan to take advantage of all opportunities to develop your abilities, and graduate with the best results that you can.
At the end of your undergraduate period of study you will be expected to have the following:

### LEVEL 1
- Facility to read and understand specified academic papers.
- Ability to present clearly and logically a relevant and focused argument.
- Ability to identify and utilise supporting evidence.
- Ability to summarise concepts or ideas.
- Ability to express ideas verbally in a coherent manner.
- Ability to cite references precisely and construct an accurate bibliography in Harvard format.
- Ability to write in an academic style, presenting clear unbiased arguments in a grammatical, well-spelled and well-punctuated form.
- Ability to recognise and understand relevant terminology.
- By the second semester, the beginning of an ability to identify non-specified extra reading.
- Awareness of the use of relevant illustrations, diagrams and tables.
- Comprehensive knowledge of concepts, facts and examples.

### In addition, at LEVEL 2
- Ability to synthesise arguments and identify key issues.
- Ability to structure a focused argument and present appropriate conclusions.
- Demonstrate a degree of criticality in relationship to arguments.
- Awareness of the problems and limitations of arguments and evidence.
- Ability to identify relevant knowledge and to cite it accurately.
- Ability to identify reading beyond the basic literature and given reading list.
- Ability to generate effective and relevant illustrations, diagrams and tables.
- Ability to summarise data.
- Facility in the understanding and use of terminology.
- Basic knowledge of the main journals in specified fields, their scope and relevance.

### In addition, at LEVEL 3
- Knowledge of the problems and limitations of evidence and arguments and the means by which they can be overcome.
- Increased ability to evaluate critically arguments and evidence and to justify critical decisions.
- Capacity for initiative and independent thought.
- Ability to integrate relevant illustrations with the text as part of an argument.
- Ability to analyse data sets.
- Ability to identify reading which is relevant using a variety of bibliographic aids.
- Developed knowledge of the main and some minor journals, their scope and relevance.
How to succeed in Archaeology and Palaeoecology

Helpful information can be found in the Learning Development Service sections of the Student Guidance Centre's website: http://www.qub.ac.uk/directorates/sgc/learning/

Time management
Your time at university is far shorter than you might think, and amounts to only about 20 months of study time in a three-year degree course. You need to be energetic and organised, if you are to make the most of your time. You are expected to study for at least 40 hours each week, as a minimum! Many successful students will invest much more time than this, thinking, reading, attending classes and discussing ideas.

Your week might look like this …

<table>
<thead>
<tr>
<th>A week has 168 hours</th>
<th>Time spent (hours)</th>
<th>Time left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep – 8 hours a night</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Eat – 3 hours a day</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Travel – 2 hours a day</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Leisure-sport – 2 hours a day</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Domestic – 1 hour a day</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Paid work</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Classes – 10 hours a week</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Time left to work on your studies</strong></td>
<td><strong>35 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

If you do not invest enough time in your university work, you will find it extremely hard to catch up later on, and no amount of cramming at the last minute will suffice, in comparison to a more measured approach of steady work and intellectual development!

Your fees and your time are valuable, and it is worth making a proper investment in your studies.

Some very basic rules for success are:

1. Develop and stick to a balanced routine of work, rest and play (i.e. getting up, sleeping and eating properly).
2. Attend all the classes as required.
3. Get to know your way round ArcPal and University facilities, IT, libraries, labs etc., as soon as you can.
4. Establish good working relationships with teachers, administrators and other students, ensure good communications, email contact etc.
5. Plan ahead, sort out work, domestic and financial issues well in advance – meet your deadlines.
6. Only undertake paid work which does not compromise your studies.
7. Work steadily and to a routine – study for at least 40 hours each week (i.e. the normal working week!).

Your timetable
At the start of the academic year and again each semester, you might spend time with your diary (a large wall-chart calendar is a good idea) and mark on this all your deadlines for submitted work. This will help you to organise your study plans and get work done in the right sequence.
**Individual study and teamwork**

Some courses expect collaborative work; others will expect you to work independently. Team-working skills are important assets for future employment, and you will need to develop active working relationships with other members of your team. This means agreeing your aims and outcomes and setting up good communications with everyone, and ensuring that all members contribute. Module Co-Ordinators will be observing how effective your team effort is, and will certainly reward a team that can demonstrate that all members have contributed fully to the project/presentation.

**Why people fail and how to avoid it!**

In the previous sections you will find numerous tips on how to succeed. Why people fail is clearly much more difficult to define and often involves many issues and problems. There are a few common factors listed below that you might recognise should you be finding your studies especially difficult. The Student Guidance Centre can offer advice and help and you should feel free to approach them, or your Personal Tutor, Advisor of Studies, Module Co-Ordinator or, indeed, any member of staff in the School if you need to discuss issues. Problems tackled early become far less serious, and you may be able to make changes to some things that will ensure you achieve your degree.

**Typical factors in failure:**

<table>
<thead>
<tr>
<th>Work-study habits</th>
<th>Inadequate time spent on work or lectures, laziness, poor attendance, deadlines, failure to complete or hand-in work, missing exams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree course</td>
<td>The wrong course, ability for chosen subject, lack of key study skills.</td>
</tr>
<tr>
<td>Life style</td>
<td>Late nights, excess alcohol, drugs, crime, peer group pressure.</td>
</tr>
<tr>
<td>Personal</td>
<td>Family issues, accommodation, health, travel, disability.</td>
</tr>
<tr>
<td>Financial</td>
<td>Money problems, debt, excess hours working.</td>
</tr>
<tr>
<td>Communications</td>
<td>Failure to respond to emails, letters or attend meetings.</td>
</tr>
</tbody>
</table>

All these problems can be improved by liaison with the University’s Student Guidance Service. [http://www.qub.ac.uk/directorates/sgc/](http://www.qub.ac.uk/directorates/sgc/)

**Problems: plagiarism, collusion and cheating**

Plagiarism is defined as follows: to present as new and original an idea or product derived from an existing source. This existing source may be the work of others submitted without appropriate acknowledgement, or the writer’s own previously submitted work. This includes auto-plagiarism (to use excerpts from your own previous work without appropriate acknowledgement) and self-plagiarism (to submit a piece of work more than once, e.g. one which has been previously submitted for a different assignment).

It is an academic offence for students to plagiarise. Resources about referencing and essay writing, as well as workshops and one-to-one support are available from the Learning Development Service.

Definitions and procedures for dealing with academic offences can be found at: [http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffencesincludingresearchmisconduct/](http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffencesincludingresearchmisconduct/).
Some Key Rules to Note: copying, quoting and plagiarising – definitions

1. To steal and pass off (the ideas or words of another) as one's own.
2. To use (another's production) without crediting the source.
3. To commit literary theft.
4. To present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud.

It involves both stealing someone else's work and lying about it afterwards.

Collusion is when two or more people work together, then try to pass off the work as having been done individually. The University regards this as another form of cheating and it falls under the regulations for plagiarism.

IF YOU DO NOT UNDERSTAND, PLEASE ASK!

9. STUDENT FEEDBACK

As part of our commitment to quality assurance and enhancement, we welcome and encourage feedback on our modules and programmes. There are a number of ways in which you can formally participate in the review and development of your degree programme at Queen’s:

Module Evaluation
Towards the end of every module, students will be surveyed. The ‘Student Evaluation of Module’ (SEM) and ‘Student Evaluation of Teaching’ (SET) provide valuable feedback for staff.

Module Review
Each time an undergraduate module is offered, a Module Review Group (MRG) is formed. It brings together student representatives from those taking the module and some members of academic staff. It provides a formal forum in which to review the module and discuss ways of enhancing it. The group plays a significant role in the development of the module and enhancement of the Archaeology and Palaeoecology programme. Suggestions and recommendations made and considered appropriate will be carried forward to the next time the module is delivered. The MRG normally meets towards the end of the module. Recommendations made by the MRG are normally published in the module guide in the following year.

For further details on the evaluation of teaching by students, please see:

http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/StudentFeedback/StudentEvaluationofTeaching/

Student surveys and the National Student Survey

Queen’s undergraduates are asked to participate in three major student experience surveys at key stages in their academic careers: First Year Experience Survey (FYE); Second Year Experience Survey (SYE); and the National Student Survey (NSS). Details of these surveys can be found at:

http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/StudentFeedback/StudentSurveys/
STAFF-STUDENT CONSULTATIVE COMMITTEE (SSCC)

This committee considers undergraduate teaching matters, including quality of academic provision. It meets twice a semester.

The SSCC has two main roles:

i) To act as a forum where students (and staff) can provide feedback and raise issues of concern regarding academic provision and related activities.

ii) To enable students to offer their views on matters of teaching curriculum policy, such as courses development and review. Notification of meetings is posted by email and on notice boards.

The membership of the SSCC is composed of an equal number of academic staff and students usually including:

- Head of School, Director of Education, Advisors of Study, and Programme and Year Co-Ordinators.
- Student representatives (known as Course Representatives) from each Level of each of the relevant undergraduate and postgraduate (taught) programmes. The Committee will be chaired by a School Representative, elected by the School student body. Details of the current Student and Course Representations will be posted on the School's Sharepoint:

  https://vle.qol.qub.ac.uk/sites/SNBE/SitePages/Home.aspx

Minutes of the SSCC meetings are forwarded to the Programme Education Boards, the Academic Registrar and the Vice-President (Education) of the Students' Union. Student representatives from each year (Levels 1, 2 and 3) are elected or co-opted at the beginning of the academic year. For further details, see:

  http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/Stud entFeedback/StudentRepresentation/

COMPLAINTS PROCEDURE

Not everything in life is perfect and inevitably a student may be dissatisfied with some action by a member of staff at some time. In the first instance, the best thing is to try and discuss the problem informally with the staff member concerned and with the Module Co-Ordinator, but you may feel inhibited about doing this. In that case, your Personal Tutor is the person to see; he/she should then either explain the situation to your satisfaction or discuss the matter with the staff member and try to resolve it. If this fails, the matter should be referred to the School's Director of Education to be resolved; this should happen within ten days of the meeting with your Tutor.

If this fails to resolve the problem, you should put your position in writing to the Head of School who will ask for a report from the Module Co-ordinator concerned. The Head of School (hos.nbe@qub.ac.uk) will acknowledge receiving your complaint and will inform the Dean of the appropriate Faculty that he/she has done so, within five days. The Dean is then responsible for seeing that the issue is dealt with efficiently and fairly; the Head of School will inform the person making the complaint and the Dean within 15 days of receiving the complaint of the action to be taken.

Thereafter, if the student is still dissatisfied with the outcome, he/she should follow the University procedures. Please refer to:

  http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Pro cedures/StudentComplaintsProcedure/
10. EMPLOYMENT DURING THE ACADEMIC YEAR

We recognise that some students may have to work part-time whilst completing their degree. There are a number of good reasons for doing this, as part-time work can help you to:

- develop valuable employability skills that will impress future employers;
- gain experience and a greater understanding of the workplace;
- access and develop networking opportunities;
- support yourself financially during your studies.

However, the University strongly recommends that students on full-time programmes devote NO MORE THAN 15 HOURS PER WEEK TO PAID EMPLOYMENT. There is strong evidence to show that significant levels of part-time work can compromise your academic progress and affect degree outcomes.

Please note that International Students may have prohibitions or restrictions on working in the UK. It is very important that you confirm you have a legal right to work and if you do have the right to work, that you don’t exceed the permitted hours. Further information can be found at: http://www.qub.ac.uk/sites/iss/

We do urge you to be sensible about how you manage your study, work and social time to get the best result you can from your degree. If you do have financial pressures that mean you have to work more hours than is advisable, please come and talk to us. Both the Student Income and Finance Department in the Student Guidance Centre and the Students’ Union can give you advice on funds that are available to help students in your position.

The Learning Development Service (http://www.qub.ac.uk/directorates/sgc/learning/) can also offer advice on time management.

Register with the Student Jobshop to access a range of opportunities and fairly paid part-time jobs at http://www.qub.ac.uk/directorates/sgc/careers/.

11. STUDENT SUPPORT WITHIN THE SCHOOL

The School is committed to supporting the attainment and success of its students. Through the University’s Student Care Protocol, staff work with students to identify appropriate actions and support either within or external to the University, to help students through the array of difficulties they may encounter during their time as a student.

No issue is too small to raise with the support team. If you are worried about your studies, or a personal issue affecting your studies, you can contact any of the University’s support team, including:

- Staff in your School (Advisor of Studies, Personal Tutor, Module or Year Co-Ordinator)
- Chaplains
- Staff in the Student Guidance Centre (Counsellors, Information Assistants, Learning Support Tutors, Careers Advisors, Disability Officers)
- Residential Life Assistants in the halls of residence
- Students’ Union Advice Centre or Sabbatical Officers
- Your GP or other health professional

For information about the range of support available to students, visit the Student Gateway website:

http://www.qub.ac.uk/home/TheUniversity/GeneralServices/Informationfor/Students/
PERSONAL TUTORING

Supporting student attainment is a high priority for the School and University. To assist with this, every undergraduate within the School is enrolled within our Personal Tutoring scheme. Your Personal Tutor’s role is to promote reflection upon and support for your general academic development while you are on your course and to promote other services, activities and experiences related to your career and personal development while at Queen’s. These activities include Degree Plus. You will meet your Personal Tutor during Welcome Week and find out further details of when and why you will meet with your tutor.

School Student Support Committee

This committee’s main role is to offer guidance to students potentially at risk of failing in the programme through non-attendance or non-submission of coursework. There are always a number of students who, for a variety of reasons, do not attend lectures, practicals or tutorials or do not submit coursework. These students are flagged as ‘at risk’ of failing and Module Co-Ordinators will be asked around Week 4 of each semester for the names of such students (based on attendance and coursework submission data). If called to the Student Support Committee, the committee members will want to know the reasons for the lack of progress or poor attendance and suggest measures/sources of advice or help that may assist you. It is mandatory to attend the Student Support Committee if called.

Disability services

The University’s Disability Service assists students with disabilities in arranging study related support. This includes specific learning difficulties such as dyslexia. If you have a disability or have become disabled since studying at Queen’s the Disability Service is available to help you get support for your studies:

Disability Service
Student Guidance Centre
91a University Road, Belfast BT7 1NN
T: 028 9097 2727
E: disability.office@qub.ac.uk

Disclosure of disability is a personal decision. However, the University strongly recommends students to inform the service so that individual support requirements can be arranged. All information regarding a student’s disability is treated in strict confidence.

Students registered with Disability Services should contact each of their Module Co-Ordinators to discuss what arrangements can be made, in line with the recommendations from Disability Services, to facilitate their studies.

Where these are available, Module Co-Ordinators will arrange for lecture materials to be provided (e.g. on Queen’s online). These may be in addition to handouts given at lectures. Staff may, at their own discretion, provide copies of lecture notes to students.

Students wishing to discuss any academic issues arising from their disabilities are encouraged to contact the School’s Disability Officer:

Dr Ian Shuttleworth
Elmwood Building Room 02.034
E: i.shuttleworth@qub.ac.uk
T: 028-90973359
Student peer mentoring scheme

ArcPal is one of a small number of units in the University to run a Student Mentor Scheme for Level 1 students. There are four student mentors – Niall Finn, Mario Fusco, Megan Hughes and Meghan MacAllister – and each Level 1 ArcPal student will be allocated a mentor. The mentors can be contacted through the Lead Mentor (Mario Fusco: mfusco02@qub.ac.uk). The academic contact for the programme is Dr Donal Mullen (d.mullen@qub.ac.uk). Over the course of the academic year, the peer mentoring scheme offers small-group sessions for introducing Level 1 students to core issues affecting their engagement and development as a student in the School. The sessions are relaxed, informal and enjoyable, with room for flexibility and students will have the opportunity to suggest useful topics for further or additional exploration. Further information about the scheme within the School can be found at: http://www.qub.ac.uk/directorates/sgc/learning/PeerMentoring/

School Seminar Series

The School of Natural and Built Environment is a lively place, with frequent seminars, evening lectures and meetings and events, to which all staff and students are welcome. Seminars relating to Archaeology, Palaeoecology and Geography normally take place in the basement teaching lab (G43) or in Elmwood 01.009, but posters will advise on specific venues.

The School’s Research Clusters run various seminar series with invited speakers. Archaeology, Palaeoecology and Geography-related seminars usually take place between 1 to 2 pm in the Basement Teaching Lab (G43) in the ArcPal Building or in Elmwood 01.009. They are open to all members of the School and to those from outside the University with an interest in the subject. Notices are circulated by email and posted in the foyer of the ArcPal Building and on the School’s Facebook page.

Belfast branch of the Young Archaeologists’ Club

The Belfast Branch of the YAC meets in the ArcPal Building on the second Saturday of every month (except July and August) and is run by ArcPal staff. The club is for 6-16 year olds but there are opportunities for interested students to become helpers. Further information can be found at: http://www.qub.ac.uk/sites/byac/

Media

Supported by the NIEA, the Centre for Archaeological Fieldwork (CAF) has also worked on three excavations with Channel 4’s Time Team. In October 2007 the excavation, directed by Dr Colm Donnelly and Paul Logue, focused on the site of the O’Neills’ Medieval castle at Castle Hill, Dungannon, Co. Tyrone (broadcast Spring 2008), while in September 2008 the excavation, directed by Dr Philip Macdonald, was undertaken at a prehistoric promontory fort at Knock Dhu, Co. Antrim (broadcast Spring 2009). In June 2012 the Time Team joined the CAF in its excavation, led by Dr Philip Macdonald and Liam McQuillan, of the Medieval castle at Dundrum, Co. Down, with the programme broadcast in February 2013. Dr Eileen Murphy, Dr Paula Reimer and John Meneely (Geography) worked as part of a team which undertook a study of the Ulster Museum’s Egyptian mummy – Takabuti (BBC broadcast 2009). Dr Emily Murray (presenter), Dr Colm Donnelly and other staff of the CAF took part in a documentary about the Ulster Plantation, which was broadcast on UTV in December 2010, and they are also featured prominently in the UTV television series Ulster Unearthed at monuments including Dunnalong Fort, Ballycarry, and
Dunluce Castle, broadcast in Spring 2013. Various academic staff from the School also contributed to the BBC series Taisce Shean Uladh - Treasures of Ancient Ulster (broadcast spring 2014).

**Ulster Archaeological Society**

The UAS holds many of its meetings in the School. It welcomes student members, and offers a range of lectures, expeditions and an annual dinner. Details can be obtained from the website: http://www.uas.society.qub.ac.uk/

**Council for British Archaeology**

The CBA is the main organisation for public archaeology in the British Isles. Alongside its monthly newsletter (British Archaeological News), it coordinates the Young Archaeologists’ Club, a detailed and very useful website including links to other period and regional societies, Internet archaeology publications, courses, excavations, conferences and meetings: http://new.archaeologyuk.org/ and there is the same service for Scotland: http://www.archaeologyscotland.org.uk/

**Careers education, information and guidance**

Notices advertising archaeological jobs, postgraduate courses and PhD studentships are posted on the notice board in the ArcPal foyer. Some jobs/study opportunities are also distributed electronically, via student email addresses. Career seminars and workshops, to encourage students to think about and prepare for career planning, may be offered during term. These events will be advertised via email and on notice boards. Further information may also be obtained by browsing through the Careers Service's web site: http://www.qub.ac.uk/directorates/sgc/careers/

**Please note: Fieldworkers in the Republic of Ireland are required to hold a FAS Safe Pass (details can be obtained from Dr Colm Donnelly, CAF, ArcPal).**


**Careers in Archaeology and Palaeoecology**

Often these jobs involve excavating, surveying sites, recording monuments for state protection, conserving sites in the field and conserving and presenting objects and sites as museum curators. Others work as research assistants on post-excavation projects. Opportunities are sometimes available through the Centre for Archaeological Fieldwork that is based in ArcPal, as well as through contract Archaeology firms. Other students proceed to employment in the Civil Service, teaching or continue on to postgraduate education. Students obtaining a top degree in Archaeology-Palaeoecology often choose to undertake further specialised courses (MA/MSc) or to carry out original research in the subject (MPhil/PhD). We accept, however, that not all our graduates go into research or obtain jobs in a specifically archaeological environment. A degree in Archaeology-Palaeoecology, like a degree in any Arts or Science subject, is to a considerable extent a general education. The fieldwork and excavation, the practical projects, dissertation, tutorial work, computer work, group projects and presentations, give students the opportunity to exercise their initiative and acquire the experience and extensive skills which will balance the purely academic parts of the courses. A background in palaeoecological techniques enables graduates to enter fields such as land and nature conservation, forestry, water and vegetation conservation, maintenance of acceptable levels of air and water quality, environmental archaeology and interpretation of the fossil record.

Many students will be considering career opportunities in Archaeology and/or Palaeoecology. The following links will guide you to some of the main organisations that undertake training opportunities and projects, or coordinate professional standards.
• Institute of Archaeologists of Ireland (IAI): http://iai.ie/
• Institute for Archaeologists (IfA): http://www.archaeologists.net/
• Republic of Ireland – National Monuments Service: http://www.archaeology.ie/
• Northern Ireland – Department for Communities Historic Environment Division: http://www.buildingconservation.com/directory/ni-environment
• England – English Heritage: http://www.english-heritage.org.uk/
• Scotland – Historic Scotland: http://www.historic-scotland.gov.uk/
• Scotland – Royal Commission of the Ancient and Historical Monuments of Scotland (RCAHMS): http://www.rcahms.gov.uk/
• Wales – CADW: http://www.cadw.wales.gov.uk
• Wales – Royal Commission of the Ancient and Historical Monuments of Wales (RCAHMW): http://www.rcahmw.gov.uk/

EUROPE AND OVERSEAS
• Association of European Archaeologists (EAA): http://www.e-a-a.org/
• Archaeology Abroad: http://www.britarch.ac.uk/archabroad/ is a calendar of excavations and projects seeking volunteers or participants.
• Archaeology in Europe: http://www.archeurope.com/

USEFUL SITES FOR JOBS AND STUDENTSHIPS
• British Archaeological Jobs and Resources (BAJR): http://www.bajr.org/
• Times Higher Education Jobs: http://www.timeshighereducation.co.uk/index.asp
• Guardian Jobs: http://jobs.guardian.co.uk/

12. WHAT TO DO IF THINGS ARE NOT GOING WELL

At Queen’s we understand that students may encounter times when things are not going well for one reason or another and this can have an impact on their studies. Support and advice for students on the following issues can be found at:

http://www.qub.ac.uk/directorates/sgc/wellbeing/ThingsNotGoingtoPlan/

• Absence from Study
• Changing your Course
• Temporary Withdrawal
• Withdrawal from the University
• Exceptional circumstances
• Student Support Meetings
• Academic Appeals
• Student Complaints Procedure
• Procedures for Dealing with Academic Offences
13. STUDENT SUPPORT AND DEVELOPMENT

Starting university

Moving to higher education is an exciting time and a new phase in your life. At the same time, don’t be surprised if you find it overwhelming at times – it’s normal to feel this way. For those of you who have recently left school, studying for a degree is very different. You have much more freedom to decide what you want to learn, and you will be asked to consider and debate about the content of your course. You will be expected to be more self-directed in how you approach your studies. Unlike school, your lecturers and tutors will guide you, but will not direct you as much as your teachers may have done in the past.

Within your academic School, you can discuss any issues that arise and receive guidance on approaching new situations from your Advisor of Studies and Personal Tutor.

We want you to do well during your time at Queen’s and all these services are here to help you. Staff and Sabbatical Officers have a long and successful history of supporting students in a range of situations, so do not hesitate to ask for help.

Every year we come across students who wish they had asked for help sooner, so take their advice and come and speak to one of the support services listed below. If you are not sure which service to go to, come to the Student Guidance Centre and speak to one of our friendly Information Assistants who will be able to point you in the right direction.

Student support services

Up-to-date information on the following services and opportunities for students within the University are available on-line, and accessible to students through the Student Gateway website: http://www.qub.ac.uk/sites/Students/

- PDP
- Accommodation.
- Careers and Employability
- Degree Plus
- Paid employment during the academic year
- Chaplaincy
- Counselling
- Students with disabilities
- Finance
- Health Centre
- Learning Development Service
- Library
- Queen’s sport (PEC)
- Scholarships and Prizes
- Study Abroad/ERASMUS
- Study support
- Student Guidance Centre
- Students’ Union
- Student Computing Centres
- International students
- Postgraduate Centre
- Postgraduate Funding
- Languages for Non-Specialists
- Health and Safety
- School support mechanisms
- Osis and QOL
- Mature and part-time students
- Childcare
- Students Intervention Protocol
- Change of address/details
- Anti-bullying and Harassment Policy
- Starting University
- Students with Experience of Care