FdSc Archaeological Practice

Year 1

Course Guide 2007-8

Figure 1 Resistivity Survey at Stonehenge

Course Tutor: Win Scutt

Contents

Introduction

Welcome to the Foundation Degree in Archaeological Practice. It introduces a number of educational approaches not usually found in an archaeology degree. You will be given many opportunities to move among professional archaeological circles, attending conferences and meeting archaeologists in their working environment.

The course integrates theory with practice. The aim is that you will become a "deep thinking archaeologist", not simply an archaeological technician. From the first day, you will be following the process followed by an archaeologist working in Contract Archaeology, from Desk-based Assessment and Survey to Recording, Analysis and Interpretation – and you will be able to appreciate the wider ramifications of your work in the context of British, European and World Archaeology. For example, in the Historical Archaeology module you will gain a first hand knowledge of the repositories of archaeological and historical information – museums, libraries, archives and databases – and then compile a report along the same lines that a Contract Archaeological Unit would. In the process you will gain an understanding of the sites and artefacts of the historical period, *and* appreciate the theoretical context. In this way, you will be better equipped for professional archaeology than most graduates.

This is the first foundation degree programme in the UK to embed professional accreditation as prescribed by the Sector Skills Council for Creative and Cultural Skills, the *Qualification in Archaeological Practice*.

The ethos of this course is "learning by doing" in real archaeological situations. The way you will be assessed is varied and interesting too, and we hope you will find each assessment a challenge rather than a chore! From research projects to reflective journals, from peer assessment to presentations, and from tasks to tests, each will test you in different and professionally-relevant way.

This Course Guide covers the eight modules you will be studying in your first year of the course.

We hope you enjoy every minute!

Win Scutt
Anne Pirie
Sue Atkinson
Rick Howell
Richard Morgan
Derek Gore

Fieldwork: British and Irish Prehistory (FDAP100)

Introduction

In this module, you will learn a range of non-intrusive archaeological techniques through studies of prehistoric landscapes.

We shall be focussing on two landscapes, Dartmoor and Wessex. You will be selecting an area on Dartmoor (or another site in Devon or Cornwall) to study intensively. You will conduct a desk-based assessment by examining aerial photographs of your site and previous documentary, pictorial or oral evidence. Then, using the surveying skills you have developed in Module FDAP104, you will conduct a detailed survey and produce a report – just as an archaeological contractor would do if commissioned by a developer.

When we visit Wessex, we shall examine in detail the previous survey and excavation work in key areas such as Stonehenge and Avebury.

Module Plan

The module will be taught through a combination of lectures, online activities and discussions, classroom sessions, and field trips.

Date	Session	Method	Topic
24 Sept 9-10.30	1	Classroom K304	Introduction to Module
25 Sept 1-5pm	2	Online	Internet Research in Archaeology
4 Oct 12-5pm	3	Online	Monument Inventories: a resource for learning and research. Part 1.
8 Oct	4	Online	Remote Sensing
13 Oct 10.00-4.30pm	5	Symposium (Saltash)	The Uplands of Western Britain: Recent Work on Prehistoric Archaeology.*
15 Oct 2-4pm	6	Online	Aerial Archaeology
22 Oct			Half term
6 Nov	7	Workshop	Artefact handling at City Museum*
7 Nov 10.30-4.30pm	8	Fieldwork	Fieldwalking Exercise*
12 Nov 2-4pm	9	Online	A Mesolithic House
17 Nov 9am-5pm	10	Conference (Exeter)	Experimental Archaeology*
20 Nov	11	Online	Mummification in the British Bronze

2-4pm			Age
10 Dec 9-10.30	12	Classroom	Current Issues in British Prehistory
14-16 Dec	13	Conference	Theoretical Archaeology Conference, York*
17 Dec			Christmas break
14 Jan	14	Online	LIDAR Tutorial
11 Feb			Half term
16 Feb	15	Workshop	Aerial Photography Frances Griffith*
14-17 Mar	16	Field Trip	Wessex*
25 March 9-10.30am K307	17	Workshop	Wessex Project Workshop
28 March 4pm			Submit Wessex Project **(30%)**
14 April			Spring break
29 Apr - 2 May	18	Fieldwork	Prehistoric Dartmoor Survey*
6 May 9am-1pm K307	19	Workshop	Dartmoor Project Workshop
12 May 9am-3pm K309	20	Final Presentations	The Dartmoor Project **(50%)**

* You are required to complete an online journal for visits marked with an asterisk. These contribute to 20% of your grade for this unit.

Student Activities

Online

You will be using our virtual learning environment Moodle to access details of your assignments, field visits and other activities. You can open Moodle in College or from home at http://moodle.cityplym.ac.uk

It is important for you to become proficient in the use of online maps at http://edina.ac.uk/digimap. You will have to log in on the University Portal using your username and password before going to the Edina website. You will have to register on your first visit.

You will be submitting your assessments (the Dartmoor Project; the Wessex Project and all the Reflective Journals) digitally through Moodle (as well as by hard copy as required).

There are some online tutorials in this module, such as a study of *Internet Research in Archaeology* and *Aerial Reconnaissance*.

Classroom Sessions

The course begins on 24th October with an outline of the syllabus. There will be some online tutorials and classroom sessions in the first semester, but the main fieldwork phase does not begin until the second semester. The best time to conduct survey work on Dartmoor is in April when the bracken has fully died back. You will receive your second training week for the Surveying course from 22nd April, so you can devote the following week to your own survey work. You should aim to complete all your written work by 5th May so that you can discuss your work with your peers at the workshop on 6th May and then rehearse your oral presentation for the final assessment on 12th May.

Field Visits

You will learn about prehistoric artefacts by visiting the reserve collections of **Plymouth City Museum and Art Gallery**. This will also be an opportunity to consider issues of storage and conservation.

You will be conducting fieldwork on prehistoric sites on **Dartmoor**.

We shall be spending 4 days in Dorset and Wiltshire visiting key prehistoric sites such as **Stonehenge and Avebury**.

Conferences

We shall be attending a Symposium at Saltash on the prehistory of the SW uplands. This annual symposium is organised jointly by the Devon and Cornwall Archaeological Societies. We shall also be attending a conference on Experimental Archaeology at the University of Exeter; the Theoretical Archaeology Group Conference at York; and the Institute of Field Archaeologists annual conference in Swansea.

Fieldwork

Your first study will mimic the process of an evaluation of a prehistoric site by an archaeological contractor. You will select a site on the assumption that planning permission to develop the site has been sought and that you have won the tender to conduct the evaluation. You will carry out a Desk-Based Assessment, survey the site with due regard to your Health and Safety obligations, draw conclusions and make recommendations as to which parts of the site should be preserved or further investigated.

This major piece of work will take much of your time for the last few weeks of the first year. Not only will it form a major part of the assessment for this module, but you will also be encouraged to submit it for assessment in FDAP106 for the Qualification in Archaeological Practice.

Reading

Bradley, R. (2007) *The Prehistory of Britain and Ireland.* Cambridge: Cambridge University Press
Collis, J. (2003) *Celts: Origins, Myths and Inventions.* Stroud: NPI
Cunliffe B. (1993) *Wessex to AD1000.* London: Longman.
Cunliffe B. (2004) *Iron Age Britain.* London: English Heritage/Batsford.
Drewett, P.L. (1999) *Field Archaeology: an Introduction*. London: Routledge
Fleming, A. (2007) *The Dartmoor Reaves.* Macclesfield: Windgather Press
Grant, J, Gorin, S. & Fleming N. (2005) *The Archaeology Coursebook* London: Routledge
Hunter J. and Ralston I. (1999) *The Archaeology of Britain.* London: Routledge
James, S. 1999 *The Atlantic Celts: Ancient People or Modern Invention?* London: British Museum Press.
Malone C. (2001) *Neolithic Britain & Ireland.* Stroud: NPI.
Parker Pearson M. (2005): *Bronze Age Britain.* London: English Heritage/Batsford.

Internet

Archaeology Data Service http://ads.ahds.ac.uk
Institute of Field Archaeologists (1999) *Standards and Guidance for Archaeological Field Evaluation*.

Assessment

The Wessex Project (30%)

You will complete a study (around 1500 words) of a Wessex site or landscape of your choice and approved by your module tutor. The study should be aligned on a specific research question. You must demonstrate knowledge and understanding of current theoretical approaches to the typology, development and meaning of prehistoric structures and artefacts. This assignment carries 30% weighting for this module.

The Dartmoor Project (50%)

The Final Presentation of the Dartmoor Project will be on 12th May 2008 when you will give a 20 minute oral presentation of your work to your client, accompanied by the bound written report (around 1500 words) along with photographs, detailed site plans and other drawings. The report should be available in a digital form too on the website you have built in FDAP106 (PDP).

You must present and evaluate evidence of non-intrusive investigations of archaeological sites through the understanding and use of topographical and aerial survey; and develops lines of argument and makes sound judgements about prehistoric sites in their chronological and environmental context. This assignment carries 50% weighting for this module.

The Reflective Journal (20%)

You are required to maintain a reflective journal of your fieldwork and field visits. This should be done through Moodle. The journal carries 20% weighting for this module.

Fieldwork: Historical Archaeology (FDAP101)

Module Leader: Win Scutt

Introduction

In this module, you will learn a range of non-intrusive archaeological techniques through studies of urban and rural landscapes in the historical period.

We shall begin by studying the urban landscape of historic Plymouth. You will conduct an investigation into a standing building of your choice, supported by a desk-based assessment. After submission of your report, you will develop your understanding of medieval towns through studies of York and Spitalfields, London.

In the second semester you will conduct an investigation into a rural landscape.

Module Plan

The module will be taught through a combination of online 'lectures' and discussions, conferences, workshops, surveys, classroom sessions, and field trips.

Date	Session	Method	Topic
24 Sept 11-12.30 K304	1	Classroom	Introduction to Module
25 Sept 10-12.00	2	Field Visit	Visit to City Museum Medieval and Post Medieval Archive *
26 Sept 1-5pm	3	Field Visit & Fieldwork	Oldaport Survey with the University of Exeter *
1 Oct 10am-4pm	4	Field Visit & Workshop	Desk Based Assessment: Plymouth and West Devon Record Office *
2 Oct 10am-1pm	5	Field Visit	Desk Based Assessment: Plymouth Central Library *
8 Oct 1.30-3pm K109	6	Classroom	Health and Safety
9 Oct 9.45 -12.30	7	Field Visit	Historic Environment Record (HER) Plymouth Civic Centre *
10 Oct 9.30am-1pm	8	Field Visit and Workshop	Tour of Historic Plymouth and Workshop *
22-26Oct Half Term	9	Survey	Building Survey (The Plymouth Project)

5 Nov 9-12.30 Seminar Rm, Flr 1	10	Workshop	The Plymouth Project
21 Nov 9am-3.30 K308	11	Presentations	The Plymouth Project: Final Presentations **(50%)**
26 Nov 9-10.30am K304	12	Classroom	Medieval York
26 Nov 2-4pm	13	Online	Interdisciplinary Resources at Christ Church, Spitalfields 1
4 Dec 2-4pm	14	Online	Interdisciplinary Resources at Christ Church, Spitalfields 2
17 Dec	15	Field Visit	York *
17 Dec			Christmas break
15 Jan 2.30-4pm K308	16	Classroom	Introduction to the Rural Project
22 Jan 9-5pm	17	Field Trip	Dartmoor, Tavistock, Lydford & Okehampton*
29 Jan – 1 Feb	18	Desk Based Assessment	Desk Based Assessment for Rural Project
4-7 Feb	19	Survey	Rural Survey
11 Feb			Half term
3 Mar 1-2.30pm K310	20	Workshop	The Rural Project
7 Mar			Submit Rural Project by 4pm Friday **(30%)**
14 April			Spring break

* You are required to complete an online journal for visits marked with an asterisk. These contribute to 20% of your grade for this unit.

Student Activities

Online

You will be using our virtual learning environment Moodle to access details of your assignments, field visits and other activities. You can open Moodle in College or from home at http://moodle.cityplym.ac.uk

It is important for you to become proficient in the use of online maps at http://edina.ac.uk/digimap. You will have to log in on the University Portal using your username and password before going to the Edina website. You will have to register on your first visit.

You will be submitting your assessments (the Plymouth Project; the Rural Landscape Project and all the Reflective Journals) digitally through Moodle (as well as by hard copy as required).

There are some online tutorials in this module, such as studies of Christ Church, Spitalfields and of Whittlewood.

Classroom Sessions

The course begins on 24th October with an outline of the syllabus and an introduction to the Plymouth Project. Following the visits to the Record Office, Library, Museum and Historic Environment Record, and your fieldwork, you will be meeting for a Project Plymouth workshop on 5th November. Here we will be drawing all your work together, discussing it with your peers and identifying any work that remains to be completed. You should aim to complete all your written work by 12th November so that you can rehearse your oral presentation for the final assessment on 21st November.

Figure 2: New Street, Plymouth

In January and February you will be looking at Historical Archaeology in the rural context. You will have to conduct an investigation into a rural archaeological site. We start with an introduction to the Project on 15th January. Towards the 7th March deadline, we shall have a workshop on 3rd March to finalise your work.

Field Visits

Figure 3 The City Museum Reserve Collection

By visiting archaeological sites you will become familiar with a range of buildings from the historical period in Britain. There are eight field trips linked to this module. We shall be exploring the medieval and post-medieval development of two urban settlements, **Plymouth** and **York**, and in the process learning about domestic, military, religious and industrial structures. We shall also be studying the rural landscape with

visits to domestic and agricultural buildings, such as **Dartmoor** long houses, villages, castles, field systems and industrial remains.

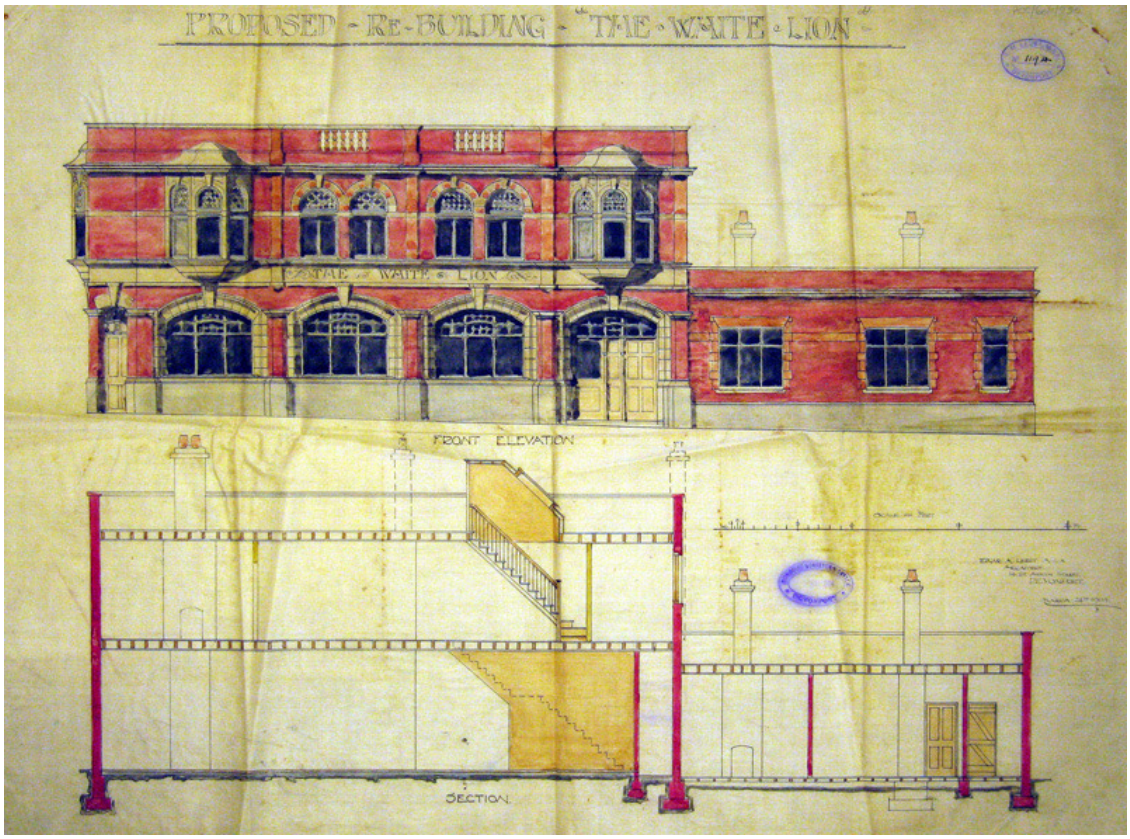


Figure 4 Plan for the White Lion, Devonport (courtesy of Plymouth and West Devon Record Office)

To familiarise you with Desk-Based Assessment, we will be given inductions at the **Plymouth and West Devon Record Office** (Clare Place, Coxside), in the Local Studies department of **Plymouth Central Library** (Drake Circus), and at the **Historic Environment Record** (HER) for Plymouth in the Civic Centre. You will be spending many hours at these centres, so it is essential that you develop a strong grasp of their cataloguing systems. You will learn about the range of portable artefacts derived from excavations of historical sites from a visit to the reserve collections of **Plymouth City Museum and Art Gallery**. This will also be an opportunity to consider issues of storage and conservation.

Fieldwork

Your first study will mimic the process of an evaluation of a standing building by an archaeological contractor. You will select a site on the assumption that planning permission to develop the site has been sought and that you have won the tender to conduct the evaluation. You will carry out a Desk-Based Assessment, draw plans and elevations of the structure with due regard to your Health and Safety obligations, draw conclusions and make recommendations as to which parts of the structure should be preserved or further investigated.

This major piece of work will take much of your time for the first few weeks of the first year. Not only will it form a major part of the assessment for this module, but you will also be encouraged to submit it for assessment in FDAP106 for the Qualification in Archaeological Practice. You may choose your own site in Plymouth, but it must be approved by your tutor. Possible sites include:

Figure 5 Plymouth Castle by Chris Goddard

1. The supposed remains of Plymouth Castle (left)
2. Mount Batten Tower (below)
3. The Minerva Public House
4. New Street (south side)
5. Island House
6. Warehouses on Sutton Wharf
7. Stonehouse Town Wall
8. The Devil's Point Artillery Tower
9. Mount Edgcumbe Artillery Tower
10. The Dock Lines
11. Stonehouse Bridge (below right)

Figure 6 Mount Batten Tower

Figure 7 Stonehouse Bridge

Your second major piece of work for this module will be “The Rural Project”. Once again you will conduct a desk based assessment on a site which you will investigate using non-intrusive techniques. You will be encouraged to submit your work for assessment in FDAP106 for the Qualification in Archaeological Practice.

Reading

Aston, M. (1985) *Interpreting the Landscape.* London: Batsford

Brown, A. (1987) *Fieldwork for Archaeologists and Local Historians.* London: Batsford.

Crossley, D.W. (1990) Post-Medieval Archaeology in Britain. Leicester University Press

Deetz, J.F. (1996) *In Small Things Forgotten* New York: Anchor

Dorrell, P.G. (1994) *Photography in Archaeology and Conservation*

English Heritage (2006) *Understanding Historic Buildings: A guide to good recording practice.* London: English Heritage (free from English Heritage)

Gilchrist, R. (1997) *Gender and Material Culture: An Archaeology of Religious Women.* London: Routledge

Hinton, D. (1990) *Archaeology, Economy and Society.* London: Routledge

Institute of Field Archaeologists (1999) *Standards and Guidance for Archaeological Field Evaluation*

Institute of Field Archaeologists (2001) IFA *Standard and Guidance for Archaeological Desk-Based Assessment*, revised edition September 2001

Kain, R. (2006) *England’s Landscape: The South West.* London: English Heritage/Harper Collins

McNeill, T. (2006) *English Heritage Book of Castles.* Batsford

Palmer, M and Neaverson, P (1998) *Industrial Archaeology: Principles and Practice.* London: Routledge

Roberts, B.K. & Wrathmell, S. (2002) *Region and Place: A study of English rural settlement.* London: English Heritage

SCAUM (1997) *Health and Safety in Field Archaeology*

Tarlow, S. & West, S. (eds.) (1998) *The Familiar Past? Archaeologies of Later Historic Britain.* London: Routledge

Internet

Archaeology Data Service http://ads.ahds.ac.uk

DoE 1990 *Planning and Policy Guidance Note 16 (online)*

DoE / DNH 1994. *Planning Policy Guidance note 15 (PPG15) 'Planning & the Historic Environment'. (online)*

Assessment

The Plymouth Project (50%)

The Final Presentation of the Plymouth Project will be on 19th November when you will give a 20 minute oral presentation of your work to your client, accompanied by the bound written report (around 1500 words) along with photographs, detailed site plans and other drawings. The report should be available in a digital form too on the website you have built in FDAP106 (PPD). You must demonstrate an ability to record and analyse historic buildings and townscapes; and knowledge and understanding of buildings and portable artefacts from the historic period. . This assignment carries 50% weighting for this module.

The Rural Project (30%)

You will complete a study (around 1500 words) of a rural landscape of your choice and approved by your module tutor. The study should be aligned on a specific research question. You must demonstrate an ability to develop new skills in the recording and analysis of historic landscapes; and knowledge and understanding of buildings and portable artefacts from the historic period. This assignment carries 30% weighting for this module.

The Reflective Journal (20%)

You are required to maintain a reflective journal of your fieldwork and field visits. This should be done through Moodle. You must demonstrate an ability to apply spatial concepts and analyse the organisation of space in relation to society (for example through your visit to Yogge's House); and an understanding of the ethics of dealing with cultural and human remains (for example through your visit to the City Museum reserve collections or to medieval York). The journal carries 20% weighting for this module.

Excavation (FDAP102)

Module Leader: Win Scutt

Introduction

This module will develop your understanding of the range of intrusive investigative methods that can be used on archaeological sites. These methods include surface artefact collection and excavation. The module is closely linked to FDAP107 Work-Based Learning, in which you will be working on an excavation, and to FDAP106 Personal and Professional Development, where you will be preparing evidence to submit for assessment for the Qualification in Archaeological Practice.

We shall look at the reasons for excavation. Some sites are excavated in response to a research design. The Stonehenge Riverside Project, for example, is directed at specific questions that need to be answered if our understanding of the Neolithic is to progress. But most archaeological excavation in the UK is now developer funded. We shall look at how PPG16 has since the 1990s revolutionised the funding of sites threatened by development.

There are many types of excavation. Shipwrecks, harbour installations, and other submerged sites are excavated by 'maritime', 'nautical' or 'underwater' archaeologists. Terrestrial excavations can be small 'surgical interventions' or they can be test-pitting; or they can be part of evaluations (as part of PPG16); or they can be major deep or area excavations of an urban site within a major city, or a large rural building complex. We shall be looking at all the different types of excavation and the strategies employed to explore them within the time and cost constraints.

Recording techniques are an important part of this module. You will learn how layers and features are recorded using context sheets; how sections and plans are drawn; how features and finds are photographed in situ; and how all aspects of a site are recorded in three dimensions.

Figure 8: Completing a Context Sheet at Durrington Walls

Module Plan

The module will be taught through a combination of online 'lectures' and discussions, surveys, classroom sessions, and field trips.

Date	Session	Method	Topic
22 Oct			Half term
7 Nov	1	Fieldwork	Fieldwalking Exercise
17 Dec			Christmas break
11 Feb			Half term
18 Feb 2.30-5pm	2	Online	Excavation Strategies
10 Mar 1.30-3pm. K309	3	Classroom	Introduction to Module
18-20 Mar	4	Conference (Swansea)	Institute of Field Archaeologists*
30 Mar – 3 Apr	5	Fieldwork	Visit Excavation
14 April			Spring break

* You are required to complete an online journal for visits marked with an asterisk. These contribute to 20% of your grade for this unit.

Student Activities

Online Activities

Until we visit excavation sites in the spring, most of your studies will be online with the exception of a fieldwalking exercise in November. You will look at how different strategies have been applied by different archaeologists in different situations and you will examine and evaluate a range of recording methods.

Classroom Sessions

There will be some classroom sessions, mainly in the second semester, in preparation for your visits to excavations and for your work-based learning.

Figure 9 Fieldwalking

Field Trips

We shall be carrying out a fieldwalking exercise on 7th November. This will involve collecting artefacts from the surface of a ploughed field, recording their locations, and analysing the results.

Figure 10 Finds during processing at the Durrington Walls excavations.

The timing of visits to excavations will depend on availability, circumstances and on the permission of contractors and landowners. It is hoped that there will be excavations available in the week beginning 30th March when five days have been set aside.

We shall be attending the Institute of Field Archaeologists Conference at Swansea University from 18th to 20th March 2008. This will be an ideal opportunity to meet professional archaeologists who are working in the field on a daily basis, and also to hear their experiences.

Reading

Barker, P.A. (1993) *Techniques of Archaeological Excavation.* 3rd ed. London: Routledge

Collis, J. (2002) *Digging up the Past.* Gloucestershire: Sutton

Dorrell, P.G et al (1994) *Photography in Archaeology and Conservation.* Cambridge: Cambridge University Press

Drewett, P.L. (1999) *Field Archaeology: an Introduction.* London: Routledge

Joukowsky, M. (1980). *A Complete Manual of Field Archaeology*. New Jersey: Prentice Hall.

Roskams, S. (2001) *Excavation.* Cambridge: Cambridge University Press
SCAUM (1997) *Health and Safety in Field Archaeology* Standing Conference of Archaeological Unit Managers

Internet

ACOA The Association of County Archaeological Officers (1993) *Model Briefs and Specifications for Archaeological Assessments and Field* Evaluations. Out of print but available as a .pdf file (107KB) at http://www.algao.org.uk
DoE (1990) *Planning and Policy Guidance Note 16* Available as a .pdf file at http://www.culture.gov.uk
English Heritage (1991). *Management of Archaeological Projects* (MAP2)
Institute of Field Archaeologists (2001) *Standard and guidance for archaeological excavation*, revised edition September 2001
Institute of Field Archaeologists (2001) *Standard and guidance for an archaeological watching brief*, revised edition September 2001
Spence, C. (ed.) (1994) *Archaeological Site Manual* (3rd edn.) Museum of London Archaeology Service (MoLAS)

Assessment

Research Proposal (50%)

You are required to submit a research proposal (around 1500 words) to a funding body (such as the Arts and Humanities Research Council) for the excavation of a large site. You must demonstrate knowledge and understanding of the underlying concepts and principles associated with archaeological excavation and evaluate the appropriateness of different excavation strategies to solving specific archaeological problems. This assignment carries 50% weighting for this module.

End-module test (30%)

You will be examined on your knowledge and understanding of the techniques used to excavate and record an archaeological site through a simple online test. This test carries 30% weighting for this module.

Reflective journal (20%)

You will write an online reflective journal (on Moodle) on your visits to excavations. You must demonstrate that you can evaluate and interpret the data gathered from an excavation. The journal carries 20% weighting.

History of Archaeological Thought (FDAP103)

Module leader: Dr. Anne Pirie

Introduction

Theory exists, in however unsatisfactory a form, in everything that an archaeologist does regardless of region, material, period and culture…It is this pervasive, central and international aspect of archaeological theory…which makes the whole issue of major importance in the further development of the discipline. (Clark 1973:17-18).

This module will look at the historical and theoretical basis of archaeology – how has the discipline developed since its earliest beginnings, and how has this development, together with more recent theoretical concerns, affected how we understand the archaeological past?

The module will begin with the roots of archaeology in the 17th and 18th centuries, when antiquaries began to document monuments such as Stonehenge, explaining them through the activities of ancient peoples rather than as supernatural or religious phenomena.

Figure 11 The Pitt Rivers Museum

Collecting became a major pastime, and archaeological objects as well as ones from the natural world were included in many great collections, which sometimes became the foundations for museums such as the Ashmolean in Oxford.

In the 19th century, archaeology began to be systematised by researchers dividing prehistory into the Stone, Bronze and Iron Ages, and developments in geology and in evolutionary theory changed our views of the antiquity of the human species forever. It became increasingly clear to most scholars that the deep cave sites that were being excavated represented very long time spans, and that the fossils of human ancestors found, such as that from Neander Valley (the first Neanderthal fossil identified) were very ancient indeed. Session 2 (a fieldtrip to a museum devoted to William Pengelly, and to an important Palaeolithic cave site he excavated) looks at these earlier roots of the profession, which continue to influence our understanding of stratigraphy, how we excavate, and how we classify and understand artefacts.

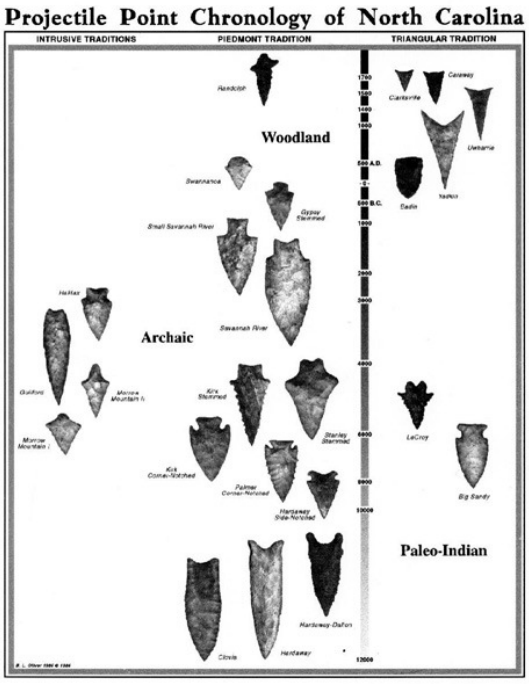


Figure 12 A chronology based on arrowhead forms from North Carolina, USA

As archaeology came to become a recognised profession, rather than the hobby of usually wealthy amateurs, and archaeological excavations proliferated, it became necessary to organise both the materials excavated, and our understanding of the shape of the past, into a temporal framework. It was believed that societies, and their material culture, became more complex and sophisticated over time. Until the development of scientific dating methods, only the relative depth of different artefacts, alongside beliefs about how societies and their technologies developed over time, allowed archaeologists to date sites. Maps and charts were drawn up showing the geographical spread of archaeological cultures and their temporal development. Culture history, as this method is called, became the basis for our understanding of the past.

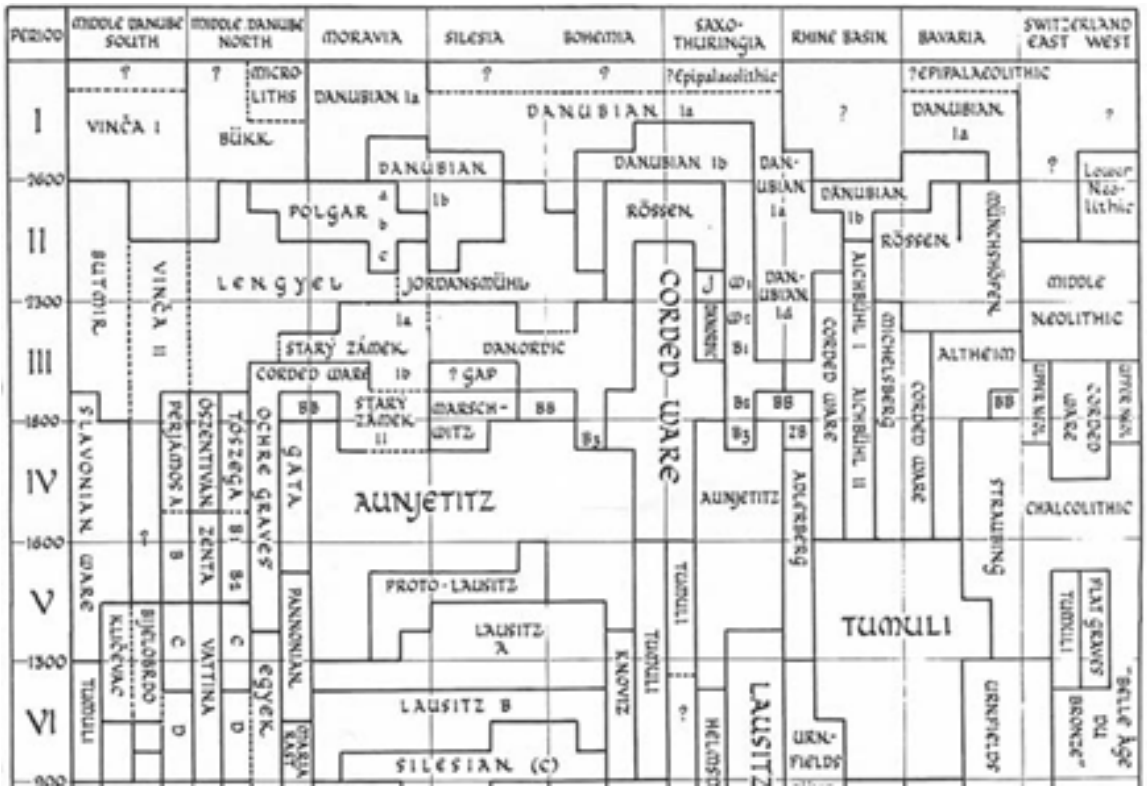


Figure 13 Gordon Childe's culture historical chart of European prehistory

During the 1930s-1950s, these archaeological cultures were often closely identified with distinct ethnic groups. It was assumed that all new developments in history, such as new forms of material culture or new economies like farming, were made only once, and that these developments spread out from one centre to the rest of the world.

By the later 1950s and certainly the 1960s, the discipline of archaeology began to develop beyond the pure description that characterised earlier methods. In addition, many broad regional schemes of

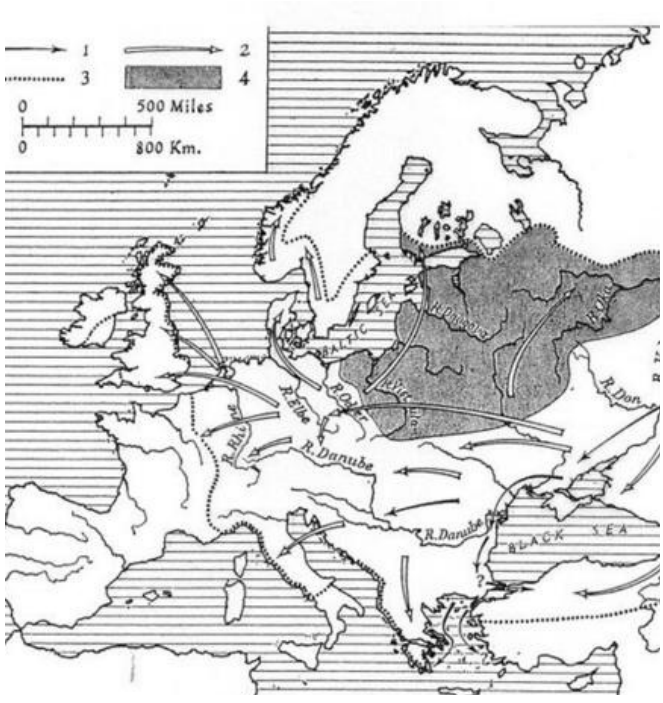


Figure 14 Gimbutas' diffusionist scheme

development had been worked out, and scientific dating in the form of radiocarbon dating took over the central role of artefact sequences in dating. Scholars began trying to explain rather than simply describe the sequence of events in history, often looking to functionalist or environmental reasons for culture change. This developed into the 'New Archaeology', often called processualism, in which the emphasis was on a scientific approach to archaeology. Explanation of human behaviour often looked to adaptations to external environment, and universal laws of human behaviour were sought. New methods of excavation and data recording were pioneered. Archaeologists began to test their theories through experiments about, for example, site formation processes, and through ethnographic studies of, for example, modern stone tool using groups or mobile hunter-gatherers. Sessions 4 and 5 look at archaeology in the early and middle 20th century.

One area not addressed by processual archaeologists is that of thought, belief, art or religion. A reaction against this and other aspects of processualism came in the 1980s and 1990s. Post-processualism, as it is often called, seeks to understand past people's own views of how things were done, and what was meaningful. It often studies cognitive or symbolic aspects of the past. Researchers recognise that it may not be possible to arrive at one, final true story about the past, and emphasise that in the past, as now, different groups of people may have had different experiences and views of what was happening. This has led to studies seeking to identify, for example, women's experiences within the archaeological record. Post processual archaeologists have also identified bias in how and why archaeology has been done, in gender, post-colonialist and nationalist archaeologies.

Figure 15 Spondylus shell artefact

Session 6 looks at the development of archaeological theory in the last part of the 20th century, and the remaining sessions look at specific theoretical trends of the last 20 years – gender archaeology, agency, political bias in archaeology, phenomenology, and new ways of writing archaeology.

Module Plan

The module will be taught through a combination of online 'lectures' and discussions, classroom sessions, and field trips.

Date	Session	Method	Topic
3 Oct 9-5pm	1	Fieldtrip	William Pengelly Cave Studies Centre & Torquay Museum
8 Oct 9am-1pm K309	2	Classroom	Introduction to course
22 Oct			Half term
29 Oct	3	Online	The early 20th century: diffusionism, culture history and processualism
5 Nov	4	Online	The early 20th century
3 Dec	5	Online	After processualism
14-16 Dec	6	Fieldtrip	Theoretical Archaeology Conference, York
17 Dec			Christmas break
21 Jan	7	Online	Archaeology, politics and gender
28 Jan	8	Online	Agency
8 Feb 4pm			Submit article critique **(20%)**
11 Feb			Half term
22 Feb	8	Reading	Study Week
25 and 29 Feb 9am-3pm K309	9	Classroom	Politics and Archaeology Conference **(20%)**
7 Apr			Submit Politics &Archaeology Report **(40%)**
14 April			Spring break
21 Apr. 9-3pm. K309	10	Classroom	Peter Klemen – Landscape and phenomenology
28 Apr	11	Field Trip	Peter Klemen - Dartmoor
5 May	12	Readings/WWW	Study week
16 May 9am-2pm K309	13	Classroom	Writing archaeology – Presentations **(20%)**

Student activities

Online

Lectures will be posted on Moodle in the weeks noted above. Students are expected to read these in the week they are posted.

Classroom sessions

There are four classroom sessions for this module (dates noted above). Attendance is essential. Three of these sessions will last around half a day, and will involve lectures, groupwork and student presentations. The 25 and 29 February classroom session, on Archaeology and Politics, will take the form of a conference lasting 2 days.

Fieldtrips

There are three fieldtrips in this module:

3rd October 2007

This fieldtrip is to the William Pengelly Cave Studies Centre in Buckfastleigh, Devon and then on to Torquay Museum which holds the finds from Kent's Cavern (http://www.kents-cavern.co.uk/), excavated by Pengelly in the 1860s-70s. Pengelly was a ground-breaking geologist of the 19th century, developing new excavation techniques and amassing a large body of Pleistocene and Holocene material from his excavations. This important Palaeolithic cave site was one of the first to be discovered in this country, and was instrumental in supporting Darwin's theory of evolution by showing the great antiquity of human existence in Britain.

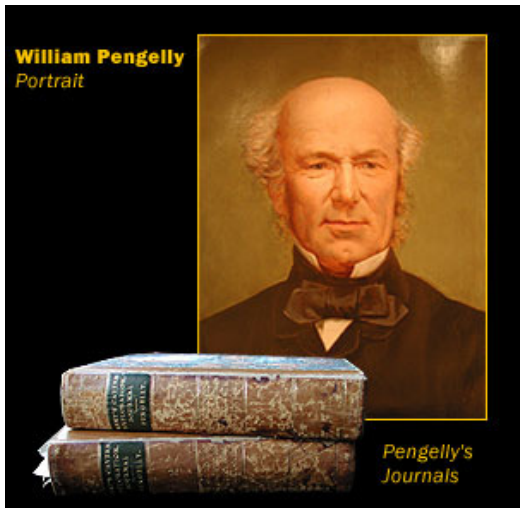


Figure 16 William Pengelly

Go to the following link for a brief summary of Pengelly's life:
http://www.pengellytrust.org/publications/studies/010101.htm
http://www.torquaymuseum.org/aboutUs/williamPengelly.html
This fieldtrip will be led by Win Scutt.

14-18 December 2007

The second fieldtrip is to the Theoretical Archaeology Conference, an annual event held this year at York University. This is a conference at which everyone from postgraduates to leading figures in archaeology speaks. Presentations are short, and focus on new ideas and on-going work – and it is a great way to get a

flavour of what people are talking about in archaeology today, and how they are using new developments in theory. The conference website is at http://tag07.york.googlepages.com/home , where a list of speakers and topics are posted.

Students will make their own way to York, and attend the conference – you will need to book your place at the conference (£20) and accommodation (list of local cheap accommodation at http://tag07.york.googlepages.com/accomodation).

Monday 28 April 2008
The third fieldtrip is led by Peter Klemen, and will be to Dartmoor, where you will experience some of the fascinating Neolithic and Bronze Age archaeology on the moors, and discuss recent developments in how people are studying these.

Reading

The recommended textbook for this course is:
Johnson, M. 1999. *Archaeological Theory: An Introduction*. Blackwell.
Good introduction to a wide range of theory, relatively jargon-free.

Other books that you may find useful include:

Basic texts

Trigger, B. 1989. *A History of Archaeological Thought*. Cambridge: CUP.

General theory readers

Hodder, I and S. Hutson. 2003. *Reading the Past: Current Approaches to Interpretation in Archaeology.*
The recent edition of this classic is a useful overview of theory in archaeology today. Cambridge: CUP
Preucel, R. and I. Hodder (eds.) 1996. *Contemporary Archaeology in Theory*. Oxford: Blackwell.
Includes reprints of many important articles published in various journals, as well as new articles.
Ucko, P. (ed.) 1995. *Theory in Archaeology*. London: Routledge.
Covers a very wide range of theories and particularly of regions, with articles on the archaeology of the world beyond Europe.

Politics and archaeology

Kohl, P. and Fawcett, C.(eds.) 1995. *Nationalism, Politics and the Practice of Archaeology*. Cambridge: CUP.
Interesting collection of articles about the political manipulation of archaeology.
Smith, L.2004. *Archaeological Theory and the Politics of Cultural Heritage*. London: Routledge.
Looks at archaeology and indigenous communities in Australia and the USA.

Sweet, R. 2004. *Antiquaries: the discovery of the past in 18th century Britain*. London: Hambledon.

Studies of Gender, Identity and Agency

Dobres, MA and J. Robb (eds). 2000. *Agency in Archaeology*. London: Routledge.
The first major study of agency theory; contains articles from a wide range of periods.
Gilchrist, R. 1999. *Gender and Archaeology*. London: Routledge.
Good introduction to gender theory.

Landscape, phenomenology

Johnson, M. 2006. *Ideas of Landscape: An Introduction*. Oxford: Blackwell.
The theory and practice of landscape archaeology today.
Tilley, C. 2004. *The Materiality of Stone: explorations in landscape phenomenology*. Oxford: Berg.
The experience and meaning of ancient stone circles and other monuments.

Novel ways of 'writing archaeology'

Bender, B. 1998. *Stonehenge: Making Space*. Oxford: Berg.
Interesting view of Stonehenge 'then and now'.
Bender, B., S. Hamilton and C. Tilley. 2007. *Stone Worlds: Narrative and Reflexive.* Walnut Creek: Left Coast Press.
Unusual attempt to write a large archaeological project in a multivocal way. Not published yet, but soon will be.
Tilley, C. 1994. *A Phenomenology of Landscape: Places, Paths and Monuments*. Berg.
An `extended photographic essay' about topographic features of the prehistoric landscape looks at the meaning of landscape features in small scale societies.
Dural, S. 2007. *Protecting Catalhoyuk.* Left Coast Press.
Part of the innovative publications from the Turkish Neolithic site of Catal Hoyuk – I haven't read this one yet, but it is written by the local site guard – a unique view of an archaeological excavation.
Fagan, Brian. 2006. *Writing Archaeology: Telling Stories about the Past*. Walnut Creek: Left Coast Press.
A guide to writing popular archaeology, by this well-established American archaeologist who has written a number of popular archaeology books.
Joyce, R. 2002. *The Languages of Archaeology*. Oxford: Blackwell.
One of the first to look at how archaeologists use language to present archaeology.

Websites

http://archaeolog.org/

Assessment

Assessment will be through a combination of student activities, as follows:

Presentation (2 x 20%)

Students will give two oral presentations to the class. These will form part of the classroom sessions on 29 February and on 16 May. Presentations will be a group effort (of probably 2-3 students). Each presentation will account for 20% of the total module mark. It is expected that students will use PowerPoint to make a computer presentation (we will have had a session on using this programme in World Stone Age Societies), and that all students in a group will take part in the oral presentation before the rest of the class.

25 and 29 February 2008

The first presentation will be on Archaeology and Politics, with each group working on the development of archaeology in one region. A list of regions and readings will be given in advance, and the presentation will be based on these readings, as well as groupwork and discussions in class on the first day of the conference, with presentations given on the second day. Presentations should last between 20-25 minutes.

16 May 2008

The second presentation will be on new ways of writing about archaeology. This will be based on readings and internet research carried out in advance (readings and websites will be suggested). Students will then have preparation time to work in their groups at computers during class – it is expected that, aside from preparation reading, most of the presentation will be created during this time (which will be about 1.5 hours). The presentation should last between 15-20 minutes.

Presentation assessment criteria

- Preparation – reading and understanding of articles/internet research
- Content - incorporation of information from lectures, synthesis of different information sources, critical analysis of conflicting views
- Presentation skills – clarity of structure, timing, visual clarity and interest, selection of appropriate content

The mark for each presentation will be made up of two parts:

- 15% will be a group mark which I will make, based on the oral presentation and its associated PowerPoint document.
- 5% will be an individual mark. This will be based on my own observations of each individual's role in the presentation and its preparation, together with a short reflective paragraph (400 words maximum length) that each student will write, on their own role and contribution as well as that of their team members, to be submitted the day after the presentation. Each student will have to give

themselves and their team members a score (1-10) for their contribution to the presentation and its preparation based on their reflective journal entry.

Conference report (40%)

The presentation given at the Archaeology and Politics conference will be developed into a report on the development of archaeology in your region, to be submitted on 7 April. This is likely to involve further reading and internet research.

Your report will investigate how far archaeology has been influenced by political ideology. It should be based on the readings you did for your presentation, and should include comparisons with the regions studied by other students – so take notes during their presentations, get copies of their PowerPoint presentations, and/or meet up to discuss similarities and differences between your region and theirs – remember to cite their presentations or ideas outside of presentation if you include them in your report. The report should have a maximum word count of 2,000 words, and remember to reference all ideas/facts you use from other sources, as you would in an essay. See the guidelines on report writing on the Moodle FD Archaeological Practice website.

Article Critique (20%)

Students will write a critical assessment (maximum 1,500 words) of an article. The assessment will cover the points listed below, and is to be submitted on 4 February.

Guidelines for critical reading

Bear these points in mind when reading **any** article for this class! It is helpful to take notes/write a summary of the article when you have finished reading it, addressing these points. Try to relate the article to the topics we have covered in class.

- What are the main claims in the article?
- What theory is used to discuss this?
- What type of evidence is presented to support this claim?
- Are there key pieces of evidence that the author does not address?
- Do you find the article plausible? Why or why not.
- What points are particularly interesting to you, and why?
- You will be given a list of articles, and students will sign up for one to write a critique on. Below is a list of sample articles:

Sinclair, A. 2000. Constellations of knowledge: human agency and material affordance in lithic technology. In Dobres, M.A. and Robb, J. (eds.) *Agency in Archaeology*, pp. 196-212. London: Routledge. **P/C**

Chapman, J. 1997. Changing gender relations in the later prehistory of Eastern Hungary. In Moore, J. and Scott, E. (eds.) *Invisible People and Processes:*

writing gender and childhood into European Archaeology, pp. 131-149. London: Leicester University Press. **P**/**C**
Gamble, C. 1993. Ancestors and agendas. In Yoffee, N. and Sherratt, A. *Archaeological Theory: who sets the agenda?* pp. 39-52. Cambridge: CUP. **P**/**C**

Dear All,

Welcome to the History of Archaeological Thought course! I am Anne Pirie, your module leader. I am very much looking forward to teaching this module. I think the subject is crucial for all archaeologists - but not always recognised as such!

I first came to the subject when I was working on my PhD on chipped stone from around 15,000 years ago in Israel and Jordan. You might think that something as basic and fundamental as classifying stone tools should be fairly straightforward and uncontroversial - but it wasn't! I was reanalysing material that had been previously studied, and I found that how it had been studied was very much influenced by the beliefs, research traditions and context of the researcher.

Since then, I have been very interested in how the history of archaeology, and current thinking about it, influence what we know about the past. I hope that this module will set you to thinking about these issues too!

Contacting me:
You can e-mail me, and I will respond as soon as I can - I generally check my email every day during the week.

I hope you all enjoy the course, and I look forward to meeting you all in our first session on October 8th.

Best wishes

Dr. Anne Pirie
a.e.pirie@reading.ac.uk

Site Surveying (FDAP104)

Introduction

This module aims to provide you with the ability to use a range of surveying instruments and a detailed understanding of basic site surveying and setting out procedures. You will be able to carry out relevant survey calculations, carry out setting out exercises and understand the type of depth of survey required.

Figure 17: A Total Station

Module Plan

The module will be taught through two intensive field courses supported by online tutorials.

Date	Session	Method	Topic
30 Oct – 2 Nov	1	Fieldwork	4-day Surveying Course (Part 1)
22 Oct			Half term
17 Dec			Christmas break
11 Feb			Half term
14 April			Spring break
22-25 Apr	2	Fieldwork	4-day Surveying Course (Part 2)

Student Activities

Online

Some online tutorials will be available.

Fieldwork

Most of your learning in this module will take place in the field. You will spend four days from 30th October on an intensive training course using a Total Station. In the second semester you will have another 4-day intensive course working on Dartmoor, to refine and progress your surveying skills.

Reading

Brighty, S (1989) revised by Stirling, D. *Setting Out: A Guide for Site Engineers* 2nd Edition. BSP Professional.
Irvine, W. (2005) *Surveying for Construction* 5th Ed. London: McGraw Hill
Leach, P. (1988) *The Surveying of Archaeological Sites* [practical manual] Institute of Archaeology Publications

Schofield, W. (2007) *Engineering Surveying* 6th Ed. Oxford: Butterworth-Heinemann.

Assessment

This unit will be assessed by a series of practical exercises carried out in the field carrying a total weighting of 100%.

World Stone Age Society (FDAP105)

Module leader: Dr. Anne Pirie

Introduction

This course covers the period from 2.6 million years ago, when the first recognisable forms of hominin material culture appear, through to 5,000 years ago, the end of the Mesolithic/early Neolithic. During this period, various hominin species evolve and become extinct, developing aspects of behaviour along the way that we would recognise as human – language, social structures, the use of tools, the ability to hunt, forage and scavenge. The first hearths are built and fire controlled, the first huts are constructed and inhabited, the first animals are domesticated, the first art is painted on cave walls. Throughout this time, humans remain largely mobile, moving from site to site, living on wild resources. By the latter part of our vast timespan, distinct cultural differences are appearing. These are seen in the wide array of different tool types used in different regions, signs of different symbolic beliefs in art and in burials, and different patterns of relationship to landscape in subsistence preferences and strategies, site locations and materials used.

This module will take a chronological approach, looking at major developments along the way. It will start off with a look at some of the methods used in studying early prehistory – how we date archaeological remains, what we know of climate change over the period, and how the most important surviving artefacts, stone tools, are studied.

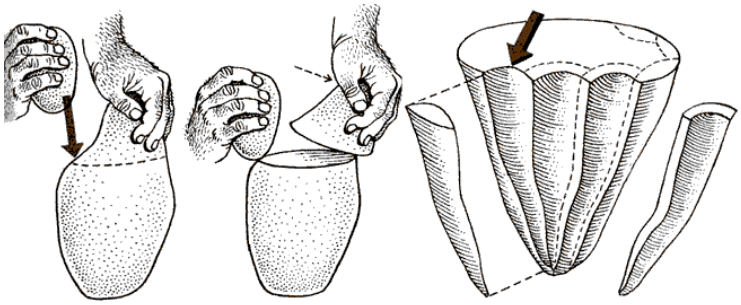


Figure 18 Flintknapping

Sessions 3 and 4 cover our early hominin (our earliest ancestors) development, from the first stone tools around 2.6 million years ago, through the first migration of hominins out of Africa around 1.8 million years ago. During this time, the archaeological record is dominated by stone tools, with less common finds of human fossils and animal bones. We look at how these remains have been used to try to understand behaviour and mental abilities of these early ancestors. We will also look at problems involved in studying these early periods, such as the difficulties of dating early deposits, and how we can understand the remains we find, given the many factors that have acted on them since they were deposited by hominins thousands of years ago – things like carnivores chewing on and moving bones around, and watercourses have changed location and flow, and moved archaeological material around the landscape.

Figure 19 One of the earliest stone tools - an Oldowan chopper

Sessions 5, 6 and 7 cover events from around 250,000 years ago. During this period, our species' closest cousins, the Neanderthals evolved in Europe, and *Homo sapiens*, our species, somewhat later in Africa. The archaeological record becomes somewhat better preserved, and the behaviour, society and abilities of both species can come into much closer scrutiny. Neanderthals are in many ways the closest in behaviour to modern humans of any of the hominins studied here, with, for example, similar hunting methods. However, differences persist in terms of some other aspects of behaviour – language, art and other symbolic behaviour seems scarce or non-existent in Neanderthals, although debate continues about interpretations of the evidence. Towards the end of this period, *Homo sapiens* migrate out of Africa.

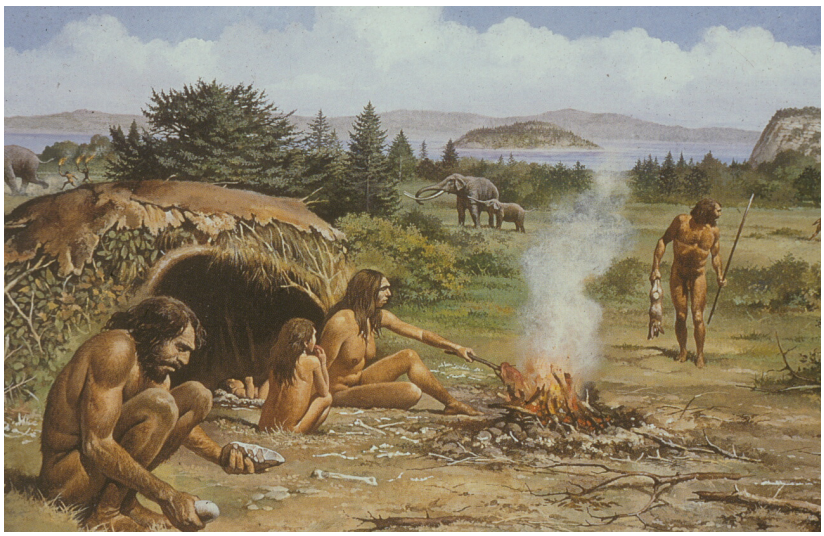


Figure 20 Reconstruction of Neanderthal life

Their spread across the Middle East and Europe, relationships with Neanderthals, and Neanderthal extinction are key issues for this period. By the end of this period, *Homo sapiens* are the only remaining hominin, and have dispersed across much of the globe.

Session 8 looks at the last Ice Age – from around 30,000 - 10,000 years ago. During this time, groups of hunter-gatherers developed a range of strategies for living in changeable and often arid or very cold environments. We see the first signs of longer term settlements, structures and widespread rock art as well as a wide range of material culture including more formal stone tools, bone and antler tools, personal decoration such as beads and pierced shells, and rarely preserved wood and animal hide technologies. Many other parts of the world are settled during this period, especially towards the end as the climate warmed and the Ice Age came to an end.

Figure 21 Solutrean point

Figure 22 Reindeer drawings from Chauvet Cave

Sessions 10, 11 and 12 look at our final periods – the Mesolithic and the transitions to the Neolithic. As the world underwent massive climate change, human behaviour had to change with it, and the archaeological record shows changes in hunting methods, tool manufacture and social organisation. By the end of the Mesolithic, which occurred at different times in different parts of the world, sometime between 10,000-5,000 years ago, human groups were settling

Figure 23 Neolithic Urban Settlement

in more permanent villages, and beginning to domesticate animals and plants, rather than relying solely on wild resources. There were major changes in beliefs, seen in new artforms and changing settlement structures. This is a period that remains the subject of much debate in the archaeological world – why did humans change from hunting and gathering to farming? Were there different reasons, and different processes, in different parts of the world? We will look at these controversies in our final session.

Module Plan

The module will be taught through a combination of online 'lectures' and discussions, classroom sessions, and field trips.

Date	Session	Method	Topic
8 Oct	1	Online	Introduction
15 Oct 9am-1pm K309	2	Classroom	Methods of Prehistory
22 Oct			Half term
29 Oct	3	Online	The Oldowan
5 Nov	4	Online	The Acheulean
12 Nov	5	Online	The Neanderthals
19 Nov	6	Online	Origins of Modern Humans
26 Nov	7	Reading	Study Week
3 Dec 9am-1pm K309	8	Classroom	Transitions from the Middle to the Upper Palaeolithic – Presentations **(15%)**
17 Dec			Christmas break
7 Jan	9	Online	The last Ice Age
30 Jan		Workshop	Flint-knapping Workshop with Hugo Lamdin-Whymark
11-12th Feb	10	Field Trip	BM (Frank House) and Society of Antiquaries/Institute of Archaeology Libraries
18 Feb	11	Online	Mesolithic hunter-gatherers
3 Mar	12		Study Week
10 Mar 9am-1pm K309	13	Classroom	Hunter-gatherers - Presentations **(15%)**
24 Mar	14	Online	Transitions to the Neolithic
7 Apr			Submit essay **(40%)**
			Spring break
21 Apr			Submit reflective journal **(30%)**

Student activities

Online

Lectures will be posted on Moodle in the weeks noted above. Students are expected to read these in the week they are posted. Each lecture has a discussion exercise at the end – students are expected to post their thoughts in response to this on the Stone Age Discussion Forum on Moodle. These exercises are not assessed, but are an essential part of the course. The Stone Age Discussion Forum is a place where students can post any thoughts, comments or questions on the course – or on any other Stone Age matters – and students are encouraged to respond to each others' postings, as I will do. It is not in any way assessed – just a good way for us all to maintain contact and discuss ideas! In some of my past classes, students have also used it to discuss how they are getting on with their essays with other students, let everyone know about e.g. archaeology-related television programmes, or to report on talks they have heard. So feel free to jump in at any time, on any Stone Age-related topic.

Classroom sessions

There are three classroom sessions (dates noted above). These will include lectures, as well as discussion activities and student presentations to the group. Attendance at all of these sessions is essential. The first classroom session will look at methods used in studying early prehistory; the last two will focus on current debates in archaeology about how we interpret the periods we are studying, looking at different explanations for the archaeological record. Debates we will discuss include, Did Neanderthals speak? And did human groups in the Middle East begin the world's first agriculture because of practical needs for more food or because of changing social and symbolic ideas?

Figure 24 Hugo Lamdin-Whymark knapping flint

Fieldtrip

There will be one fieldtrip, during the week of 18 February, to London. Students will visit the British Museum Prehistoric collections, which are not on public display, and include important collections of stone and bone tools from the Lower, Middle and Upper Palaeolithic. Dr. Jill Cook, Deputy Curator of the collection and expert on stone tools and the British Palaeolithic, will discuss the collection with students. This is a wonderful opportunity to see behind the scenes at the British Museum, and to have hands-on experience of ancient tools.

Students will also have the opportunity to visit world class libraries such as the Society of Antiquaries or Institute of Archaeology, to research their essays or just to follow up personal interests.

Reading

The recommended textbook for this course is:
Scarre, C. (Ed) 2005. *The Human Past: World Prehistory and the Development of Human Societies.* London, Thames and Hudson. Chapters 1-6; 11.

This gives an overview of the periods and regions that we will be covering. It is a very general textbook, but up to date, and each chapter is written by an expert in that period. There will also be other readings assigned, usually articles from journals. These will often be supplied in pdf form.

Other books that you may find useful include:

Basic texts

Delson, E., I. Tattersall, J. van Couvering, and A. Brooks (eds.) 2000. *Encyclopaedia of Human Evolution and Prehistory*. 2nd edition. New York: Garland.

Renfrew, C. and Bahn. P. 2004. *Archaeology: theories, methods and practice*. 4th ed. London: Thames and Hudson.
The general textbook on archaeological methods.

Climate

Bradley, R.S. (1999). *Paleoclimatology: Reconstructing Climates of the Quaternary*, 2nd Edition, San Diego:Academic Press.

Fossils and evolution

Johanson, D. & Edgar, B. 1996. *From Lucy to Language*. London : Weidenfeld & Nicholson.
Good and very visual overview of evolution, with wonderful photographs of key fossils.

Lewin, R. 2005. *Human Evolution: an illustrated introduction*. Blackwell Publishing.
Accessible overview of evolution and key issues.

Klein, R.G. 1999. *The Human Career,* 2nd Edition. Chicago, University of Chicago Press.
Detailed text book on human biological and cultural evolution.

Stone tools

Whittaker, John. 1994. Flintknapping: making and understanding stone tools.
Good introduction to the processes of knapping.

Debenath, A. and Dibble, H. 1994. *Handbook of Paleolithic Typology, v. 1 Lower and Middle Paleolithic*. Philadelphia: University of Pennsylvania.
Good overview of Palaeolithic stone tools, includes many drawings and good discussion of classification and history of research.

Schick, K. and N. Toth. 1993. *Making Silent Stones Speak*

Interesting and readable account of the authors' work with Lower Palaeolithic stone tools, and experimental work.

Inizan, M.-L., Reduron-Ballinger, M., Roche, H., and Tixier, J. (1999) *Technology and Terminology of Knapped Stone.* Préhistoire de la Pierre Taillée, Tome 5. Nanterre: CREP.
The ultimate textbook of flint knapping, from a *chaine operatoire* point of view – includes many line drawings of tool and technology types.

Cognition, art and symbolism

Mithen, S. 1996. *The Prehistory of the Mind: A Search for the Origins of Art, Religion, and Science*. London: Thames & Hudson.
Very readable introduction to studies of hominin cognition.

Gibson, K. and T. Ingold. 1995. *Tools, Language and Cognition in Human Evolution*. Cambridge : Cambridge University Press.
Excellent collection of articles by major researchers gives a good overview of work on cognition.

Arsuaga, J.L. 2003. The Neanderthal's Necklace: In Search of the First Thinkers. Four Walls Eight Windows: New York.

Bahn, P. and J. Vertut. 1988. *Images of the Ice Age* London: Bellew.
Although somewhat out of date now, still a good introduction to the subject, with lots of good photos.

Period studies

Barton, N., A. Roberts and D. Roe (eds.). 1991. *The Late Glacial in North-west Europe: human adaptation and environmental changes at the end of the Pleistocene.* CBA Research Report 77. London: CBA.
Includes many interesting articles discussing research in some detail, mainly on subsistence.

Deacon, H. and J. Deacon. 1999. *Human Beginnings in South Africa: uncovering the secrets of the Stone Age*. Cape Town: David Philip.
Readable introduction to African prehistory.

Gamble, C. 1993. *Timewalkers: The Prehistory of Global Colonization*. Stroud: Alan Sutton.
Slightly out of date in a rapidly changing research area, but still interesting and readable survey of hominin migration.

Gamble, C. 1986. *Palaeolithic Settlement of Europe*. Cambridge: CUP.
Now quite out of date, but still a useful survey of sites and data as well as an interesting use of Binford's ethnoarchaeological work.

Gamble, C. and O. Soffer (eds.).1990. *The World at 18,000 BP*, volumes 1 and 2. London: Unwin Hyman.
Excellent overview made up of articles looking at the archaeological record of different regions at this period.

McGrew, W.C. 1992. *Chimpanzee Material Culture*. Cambridge: Cambridge University Press.
Interesting study of chimpanzee behaviour.

Mellars, P. 1996. *The Neanderthal Legacy*. Princeton, Princeton University Press.
Very thorough, although now slightly out of date, study of all aspects of European Neanderthals – still an excellent introduction to the subject.

Peterkin, G.L., H.M. Bricker & P. Mellars (eds.) 1993. *Hunting and Animal Exploitation in the Later Palaeolithic and Mesolithic of Eurasia*. Archaeological Papers of the American Anthropological Association, No. 4.

Soffer, O., l985 *The Upper Paleolithic of the Central Russian Plain*. Orlando: Academic Press.

Strauss, L., B. Eriksen, J. Erlandson and D. Yesner (edds.) 1996. *Humans at the End of the Ice Age: the archaeology of the Pleistocene-Holocene transition*. New York: Plenum Press.

Stringer, C., R.N.E. Barton and C. Finlayson (eds). 2000 *Neanderthals on the edge: 150th anniversary conference of the Forbes' Quarry discovery, Gibraltar*. Oxford, Oxbow Books
Collection of papers focussing on recent work on Neanderthals of the Mediterranean and Iberian Peninsula.

Stringer, C. and C. Gamble. 1993. *In Search of the Neanderthals*. London : Thames & Hudson.
Good overview, with excellent discussion of the history of Neanderthal research.

Tattersal, I. 1999. *The Last Neanderthals*. Oxford: Westview Press.
Popular overview of what we know of Neanderthals.

Hunter-gatherers

Panter-Brick, C., Layton, R., and Rowley-Conwy, P. (eds.) 2001. *Hunter-Gatherers*. Cambridge: CUP.
An interesting collection of papers on how we understand hunter-gatherer groups

Bailey, G. *Hunter-Gatherer Economy in Prehistory: A European Perspective*. Cambridge University Press, Cambridge.

Price, T.D. and J.A. Brown (eds) 1985. *Prehistoric Hunters and Gatherers: the Emergence of Cultural Complexity*, Academic Press, New York.

Schrirer, C. 1984 *Past and Present in Hunter Gatherer Studies*.

Assessment

Assessment will be through a combination of student activities, as follows:

Presentations (2 x 15%)

Students will give two oral presentations to the class. These will form part of the classroom sessions in the weeks of 3 December and 10 March. Each presentation will account for 15% of the total module mark. Presentations will be a group effort (of probably 2-3 students), and will address a controversial subject in the study of the period:

3 December

Topic 1: Were Neanderthals capable of symbolic behaviour?

Hayden, B. 1993. The cultural capacities of Neanderthals: A review and re-evaluation. *Journal of Human Evolution* 24, 113-146.

Mithen, S.J. 1996. Domain-specific intelligence and the Neanderthal mind. In Mellars, P. and K. Gibson (eds.) Modelling the Early Human Mind. Cambridge: McDonald Institute Monographs. **P/C**

Topic 2: Was *Homo Sapiens* fully modern during the Middle Stone Age in Africa?

Klein, R.G. 1995. Anatomy, behaviour and modern human origins. *J. World Prehistory* 9, 167-198.

D'Errico, F. 2003. The invisible frontier. A multiple species model for the origin of behavioural modernity. *Evolutionary Anthropology* 12:186-202. **PDF**

Topic 3: Did modern humans and Neanderthals coexist in Europe?

Pettit, P. 1999. Disappearing from the world: an archaeological perspective on Neanderthal extinction. *Oxford Journal of Archaeology* 18/3 217-240. **PDF**

D'Errico, F., Zilhao, J., Julien, M., Baffier, D., & Pelegrin, J. 1998. Neanderthal acculturation in Western Europe? A critical review of the evidence and its interpretation. *Current Anthropology* 39, 1-44.

10 March

Topic 1: Is it possible to understand the 'meaning' of prehistoric rock art?

Conkey, M. 2001 Hunting for images, gathering up meanings: art for life in hunting-gathering societies. In Panter-Brick, C., Layton, R. and Rowley-Conwy, P. *Hunter-Gatherers: an Interdisciplinary Perspective*, pp.267-287. Cambridge: CUP. **P/C**

Lewis-Williams, J.D. 1997. Harnessing the Brain: Vision and shamanism in Upper Palaeolithic Western Europe. In Conkey, M., Soffer, O., Stratmann, D. and Jablonski, N. (eds) *Beyond Art: Pleistocene Image and Symbol*, pp. 321-342. San Francisco: California Academy of Sciences. **P/C**

Topic 2: How useful is ethnography, the study of recent hunter-gatherer groups, to archaeology?

Binford, L. 1980. Willow smoke and dog's tails: Hunter-gatherer settlement systems and archaeological site formation. *American Antiquity* 43: 330-61. **PDF**

Wobst, H.M. 1978 The archaeo-ethnography of hunter-gathers, or the tyranny of the ethnographic record in archaeology. *American Antiquity* 43:303-309. **PDF**

Topic 3: How variable are hunter-gatherer social and economic structures?

Testart, A. 1982 The significance of food storage among hunters and gatherers: residence patterns, population densities, and social inequities. *Current Anthropology* 23:523-537. **PDF**

Rowley-Conwy, P. 2000. Time, change and the archaeology of hunter-gatherers: how original is the 'Original Affluent Society'? In C. Panter-Brick et al (eds) *Hunter-gatherers: an interdisciplinary perspective*. Cambridge: University Press. **P/C**

Each student will be assigned a different article to read in the week before the presentations. I will start each classroom session with a lecture on some general issues related to the day's topic. Students will then have preparation time to work in their groups at computers – it is expected that, aside from preparation reading, most of the presentation will be created during this time (which will be about 1.5 hours). Students will be given a CD with an image library containing photos and illustrations that they may use in their presentation. It is expected that students will use PowerPoint to make a computer presentation (we will have a session on using this programme towards the beginning of the module), and that both students in a group will take part in the oral presentation before the rest of the class. The presentation should last between 15-20 minutes, and should critically assess both the assigned articles, and come to a view on the topic of the presentation, citing reasons and evidence to support your view.

Assessment criteria

1. Preparation – reading and understanding of assigned article
2. Content - incorporation of information from lecture, synthesis of different information sources, critical analysis of conflicting views
3. Presentation skills – clarity of structure, timing, visual clarity and interest, selection of appropriate content

The mark for each presentation will be made up of two parts:

- 10% will be a group mark which I will make, based on the oral presentation and PowerPoint presentation.
- 5% will be an individual mark. This will be based on my own observations of each individual's role in the presentation and its preparation, together with a short reflective journal entry (see below) (400 words maximum length) that each student will write, on their own role and contribution as well as that of their team members. Each student will have to give themselves and their team members a score (1-10) for their contribution to the presentation and its preparation based on their reflective journal entry.

Reflective journal (30%)

A reflective journal will be kept by each student, to be submitted on 21 April. A reflective journal, sometimes called a learning log, is a personal record of your learning experiences. It is a space where you can record and reflect upon your observations and responses to situations, which can then be used later to explore and analyse ways of thinking and being in contexts. Journals, although generally written, can also contain images, drawings and other types of reference materials.

A reflective journal is a means to reflect on your learning (and learning experiences) in different ways. They are used to explore situations from a personal perspective, but generally within the context of learning from your experiences. They are used to:

record the development of your ideas and insights and can include concepts, ideas and main points from experience and theory. Recording involves writing about what happened, when it happened and who was involved in order to understand the context.

reflect upon the subject content and personal experiences as a means to increase your understanding. Reflecting involves thinking about the values, beliefs and assumptions you are writing about. Why did this happen in this way? How could it be improved? How could I improve the way I did things? The reflection aims to show the development of your ideas over time.

analyse your own learning and self development. This can involve analysis of experience or content; integration of experience with theory; demonstration of improved awareness and self development. What are the advantages / strengths / disadvantages / weaknesses of an approach taken? How could these be improved? What are the similarities & differences between this and theory?

Examples of opportunities for journal entries include:

- Presentations – yours and those of others in the class
- Your entry on the role and contributions of your team members and yourself to your assessed presentations (see above)
- Things you have posted in the Stone Age Discussion Forum, and your reactions to others' postings – you can cut and past direct quotes or entries from the Forum into your journal, if you like
- The process of researching and writing your essay
- The fieldtrip
- Reflections on the concepts and activities in things you read
- Ideas gained through interactions with peers in class meetings
- Descriptions and reflections on your role and that of other students in your classes
- Reflections on your developing ideas about archaeology
- Reflections on past journal entries. You could even keep a *double entry journal*, making initial reflections 'on one side of the page', leaving space 'on the other side' for revisiting earlier comments and reflecting on them.

It is important that you write in your reflective journal as soon as possible after an event to capture the "essence of it". Do NOT leave your writing until the day before the submission date! It is much easier, and will result in a better final result, if you do it regularly as you go along.

Assessment

Your reflective journal will be assessed using the following criteria:

1. Completeness of entries (i.e., entries for presentations, classroom session, etc.)
2. Quality and depth of questions posed
3. Evidence of critical analysis in the stating of speculations
4. Evidence of developing self-awareness and self-reflection relating to learning – did the student analyse their own performance as a learner?
5. Capacity to demonstrate connections between personal experience and new knowledge. Did the student make connections with other experiences, ideas, classes?
6. Evidence of connection between self-reflection and achievement of learning outcomes, generic skills and graduate attributes. Did the student evaluate their gains in understanding and completing tasks.

The journal will not be assessed on its presentation. Please submit it online through Moodle.

Essay (40%)

The essay will be based on one of the two presentations that you have given. You will expand this presentation (changing your view on the central question if you want to!) by doing further reading on the subject (some initial references will be provided). Each essay must be typed, fully referenced (see guidance on Moodle for this), and a maximum of 3000 words in length. Again, you are expected to have a clear view on your essay topic, and to support it with evidence and ideas from your reading, lectures, and discussions in class. See Moodle for guidelines on essay writing. The essay will be submitted on 7 April.

Dear All,

Welcome to the World Stone Age Society course! I am Anne Pirie, your module leader for the course. I thought I would tell you a little bit about myself and my archaeological interests.

I came to archaeology about 13 years ago, and studied for my MA in Prehistoric Archaeology and my PhD at the University of Durham. My PhD was on chipped stone tools of the Epipalaeolithic in the Middle East. Since then, I have taught at the University of Reading, where I am currently a Research Fellow. I left my teaching post there to take up freelance archaeology, and am currently working on field projects in the Mesolithic and Neolithic of the Scottish Hebrides, Syria, Turkey and the Western Sahara.

One of my larger projects at the moment is on a Mesolithic shell midden site on Oronsay (a very small Southern Hebrides island). I am very excited by this project for a number of reasons, but one is the mystery of this site. There is evidence to suggest that the people on this tiny island (at this period, only about 4km square) may have lived here year-round- but why would this be? In the Scottish Mesolithic, people tended to move from site to site, as resources were available. Why would this group stay on this tiny island for several hundred years? I am hoping that further study of the distribution of different artefacts at the site may shed some light on activities here.

<u>Contacting me</u>
I will usually be visiting the Stone Age Discussion Forum several times a week. If you want to contact me directly you can e-mail me, and I will respond as soon as I can - I generally check my email every day during the week.

I hope you all enjoy the course, and I look forward to meeting you all in our first session on 15 October.
Best wishes
Dr. Anne Pirie
a.e.pirie@reading.ac.uk

P.S. To get a flavour of some of the things we will be looking at over the next semesters, have a look at one or two of the following websites - they are some of my favourites, and show different aspects of some of the periods we will be studying.

http://www.becominghuman.org/
Donald Johanson's website which includes rotate-able images of skulls of most hominins.

http://www.atapuerca.com/
The website for the groundbreaking site of Atapuerca – the earliest solid evidence for hominin occupation of Europe.

http://www.culture.gouv.fr/culture/arcnat/chauvet/en/
The website for Chauvet Cave, one of the most remarkable Upper Palaeolithic care art sites – lots of great images and information.

http://www.catalhoyuk.com/
The website for Çatal Höyük, the amazing early Neolithic site in Turkey – one of the most complete excavation websites going

Personal and Professional Development (FDAP106)

In this module you will be developing your own professional practice and planning your future career. You will also be assembling evidence to submit for assessment for Level 3 of the new Qualification in Archaeological Practice.

You will be building your own website – a 'shop window' for future employers – and attaching to it digital files of your archaeological work. Your first step to creating an online presence for yourself will be through the College social networking environment ELGG: http://elgg.cityplym.ac.uk/

Personal and Professional Development is designed to encourage and motivate you to take more responsibility for your own learning, future professional development and employability. At the same time your personal tutor will be more equipped to write a reference for you since the PPD process is closely linked to employability. Its objective is to improve your capacity to understand '*what*' and '*how*' and '*why*' you are learning and for you to set developmental goals.

A digital version of the Portfolio, student guidance document and the 'self-assessment' sheets by year are on Moodle and on the UPC Portal. You should complete the background information about you and the self-assessed skills audit (page) before your first PPD meeting in Year 1. The record sheets at the end of the PPD document are for you to keep up-dated and add to when meeting with your personal tutor. The final section is an Appendix for copies of your self assessment sheets and any other information you wish to add.

Your personal tutor will initially contact you suggesting a suitable time for your face-to-face meetings and you are expected to reply and attend as requested on a mutually convenient date. Please bring with you your hard copy PPD to each meeting as well as your relevant completed self-assessment sheets (see below). You may wish to give your tutor a copy of the completed self-assessment sheet in advance of these meetings particularly if you have a specific learning goal you wish to discuss. Please sign and date your form at the end of each meeting. The following is a summary of when you will be meeting with your personal tutor:

At this first meeting personal tutors will inform tutees of PPD engagement. Students will complete their 'self assessment sheet' for the meeting. They will reflect on these statements, the first semester and their examination performance and receive feedback. Students will have completed background information and the skills self assessment audit in their portfolio prior to the meeting

PDP Portfolio – this is a self-explanatory document for you to work through and record and evidence your marks, notes, reflections, plans etc. over your time at University

The University of Plymouth Personal Development Planning Website can be found at: http://intranet.plymouth.ac.uk/pdp/.

Personal Development Plans

The following section will give you guidance on the Personal Development Plan, what it is and how you can utilise it in support of your educational aspirations.
3 key questions to ask yourself.....

1 What is a Personal Development Plan (PDP)?
2 Why Should I have one?
3 How can I write one to reflect my own aspirations?

The answers are straightforward.....

1. What is a Personal Development Plan (PDP)?
A PDP is just another name for a plan of action, only this one refers specifically to your aspirations regarding personal development. We make plans every day, but do not always write them down; a PDP allows you to set your own personal targets and find the best way to achieve them.

2. Why Should I have one?
An action plan will help you to visualise what you are doing and keep track of your achievements. To be totally effective, it must be a fluid document that is reviewed at regular intervals to ensure that it is always accurate, relevant and realistic. Remember, the PDP is your personal document, but with your permission it is recommended that a copy be held in your Personal Educational Folder. Access to this will be restricted to the Learning Centre Staff only.

3. How can I write one to reflect my own aspirations?
You now have 2 options. Some of you may feel confident enough to go straight ahead and fill in a PDP, if this applies to you, go to page 2-A-1, consider the example and then fill in the template on page 2-A-3. Please note that the design used for the template is only a suggested format. Any layout will be acceptable, provided it satisfies the 3 questions discussed on the next few pages. Many of you may need a little more time to consider the various factors that will affect your future decisions. If this is the case, take some time to go through the guidance on the following pages. The questions aim to promote thought and consideration of the direction that you want to go in and the methods that you want to use. They also take account of your own personal circumstances before you decide on a course of action.

Simple Steps to Writing a PDP

Ask yourself a further 3 questions.....

- **Where am I now?**
- **Where do I want to be?**
- **How can I get there?**

Where am I now?

Firstly you will need to decide what you current situation is. This will form the lower edge of your "Learning Gap". You may find it helpful to consider the following questions.

- What am I good at?
- What do I need to work on?
- What could help me along?
- What might stop me?

Consider the following example and then repeat the exercise to reflect your own circumstances.

Box 1 **What am I good at?**	**Box 2** **What do I need to work on?**
● Good interpersonal skills ● Sound IT skills ● Fair organisational skills	● Limited qualifications ● Does not like formal exams
Box 3 **What could help me along?**	**Box 4** **What might stop me?**
● Attending promotion course soon ● Plenty of exciting projects underway at work	● Change to organisation imminent ● Possible detachment ● Lack of resources (money/time)

The above example could apply to someone wanting to improve their educational qualifications by concentrating on vocational skills (see box 1) rather than more formal exam-based courses (see box 2).

They could use this exercise to identify that work-based learning would be an ideal solution as it involves gathering evidence from the many and varied projects that service personnel get involved with on a daily basis (see box 3).

The skills gained are transferable and learning could continue wherever they are in the world (see box 4).

Where do I want to be?

This is the most exciting but also the most difficult stage to define. Only you can answer this question, but be aware that there are many factors to consider when finding the solution. You may find the following questions provoke thought in many areas.

What do I like doing?
In my job, as a hobby.

What is my motive for learning?
Promotion, Personal Improvement, Overcome a Learning Difficulty.

What qualifications and/or experience do I already have?
Some of these may be transferable.

What method of study would suit me best?
Part-time, Distance Learning, E-learning.

How much time do I have to complete my learning?
Be realistic, development takes time.

What effect will studying have on my home life?
Consider commitments that you already have.

Are there any imminent changes to my lifestyle?
Marriage, Children, Promotion.

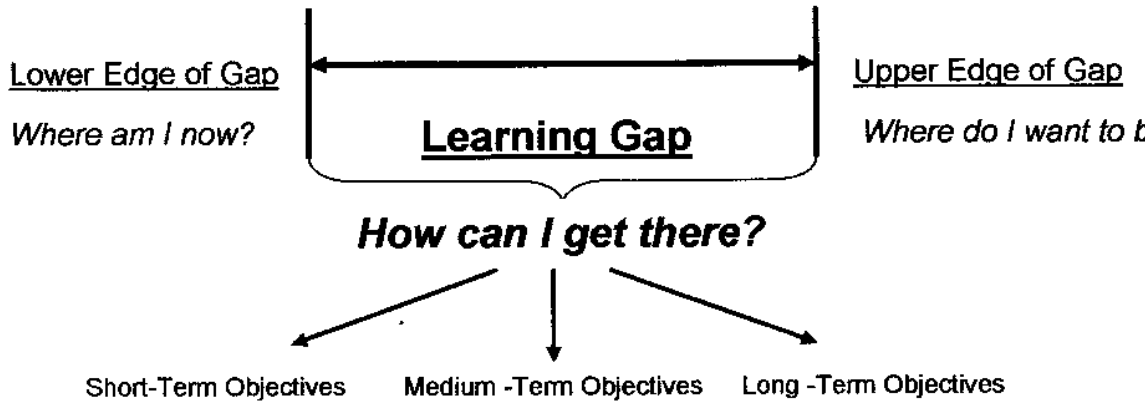
What is my ultimate goal?
A qualification, personal fulfilment, career development.

How will I measure my success?
Recognised qualifications, personal goals.

Once you have considered all of the factors, you will have decided on a future goal. This may be one single goal, or many smaller goals that make up the final solution. Either way, you have now defined the upper edge of your Learning Gap.

How can I get there?

You have now identified your Learning Gap. The question of "How can I get there?" can be answered by splitting your task into "bite-size pieces". This is a good way to plan effectively without losing sight of your overall aim, and will motivate you to continue as you achieve small victories on your way to completing the final goal.

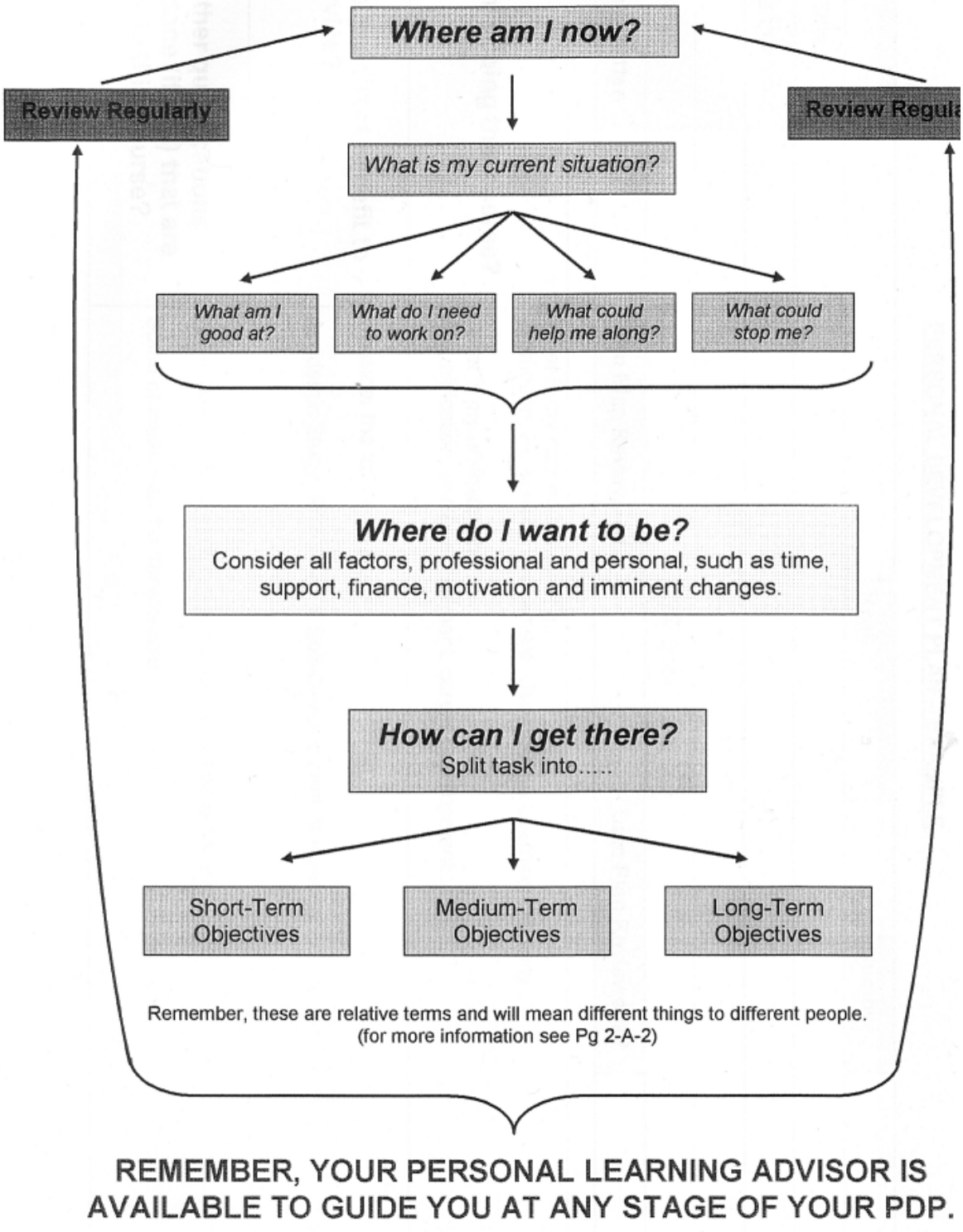


The best way to organise your work into manageable chunks is to set short, medium and long-term objectives. Always remember, short, medium and long are all relative terms and will mean different things to different people. Some plans may only last over a 1 year period, others may last up to 6 years, it all depends on you and your own circumstances.

It is also important to remember that these short, medium and long term objectives are fluid and must be reviewed on a regular basis to ensure that they are still relevant. If your plan changes, that is OK, just follow the basic principles outlined here, and continually ask yourself the 3 main questions (see diagram above). Your plan will then remain an effective tool to support your personal development.

Now check the summary flow chart before completing your own PDP.

SUMMARY FLOW CHART FOR WRITING YOUR PERSONAL DEVELOPMENT PLAN



REMEMBER, YOUR PERSONAL LEARNING ADVISOR IS AVAILABLE TO GUIDE YOU AT ANY STAGE OF YOUR PDP.

The Qualification in Archaeological Practice

NVQ Levels 3 and 4

Introduction

The Qualification in Archaeological Practice has been developed as a practice qualification by the Archaeology Training Forum and was launched in April 2007. It is an NVQ, currently offered at Levels 3 and 4, with Level 5 still under development. The awarding body for the qualification is Education Development International (EDI) plc who oversee a network of assessment centres offering the qualification. The IFA is one of these assessment centres.

What are vocational qualifications?

NVQs are vocational qualifications developed from National Occupational Standards, units of competence based on typical job responsibilities within an industry. They differ from traditional qualifications in that there are no formal entry requirements, learners are assessed primarily 'on-the-job' rather than by examinations, they take previous experience and learning into account, can be undertaken at the learner's own pace and can be gained in a variety of ways. The Qualification in Archaeological Practice consists of core units which are compulsory and a range of options for the candidate to choose.

To undertake the Qualification, candidates must register with an assessment centre. This could be the City College Plymouth, the Institute of Field Archaeologists (IFA), or any other centre offering the qualification. Because the Qualification is based on National Occupational Standards and all assessment centres follow the same assessment strategy, the 'value' of the qualification will not vary from centre to centre. Although there are no formal entry requirements, candidates must be undertaking archaeological work either on a paid or a voluntary basis in order to be able to gather appropriate evidence.

How does it work?

Once a candidate has registered, they will be assigned an assessor who will guide them through the process of gathering evidence toward the qualification. This will typically involve breaking the qualification down into its constituent units and elements, assessing what evidence the candidate may already be able to provide and what areas will need further work. The candidate and their assessor will develop an action plan setting out how each unit will be achieved. Once the

assessor is satisfied that sufficient evidence has been produced to satisfy the requirements for all the units, the qualification can be awarded.

How long will it take and how much does it cost?

There is no time limit for completing an NVQ. However, a reasonable timescale for gaining the Level 3 award would be about 6 months and for the Level 4, about 1 year. Students of the Foundation Degree in Archaeological Practice at City College Plymouth should aim to complete by April of their second year. Candidates may take more or less time depending on their other commitments and their levels of prior learning. The full award cannot be granted within 10 weeks of the candidate registering.

Costs for the Qualification will vary from centre to centre. The fees for undertaking the Qualification through the IFA assessment centre in 2007/8 are

Level 3 **£895.00**
Level 4 **£995.00**

or

Level 3 **£150 registration fee + £165.00 per unit** (min. 5 units)
Level 4 **£170 registration fee + £165.00 per unit** (min. 8 units)

Fees include registration, assessment, candidates' pack and final certification. All fees must be paid in full before the candidate can gain the award or unit certification. The IFA is hoping to be able to offer bursaries towards the cost of the Qualification.

What level should I do?

The level 3 Qualification is aimed at archaeologists who are new to, or have recently joined, the profession, with or without academic qualifications, who wish to gain and accredit entry level/basic skills. It is also appropriate for amateur archaeologists who wish to expand and formally accredit their skills through the attainment of a qualification. Level 3 candidates must be able to show that they can carry out a range of work activities, most of which are complex and non-routine tasks.

The level 4 Qualification is aimed at established practitioners wishing to gain the skills, experience and knowledge they need to progress to a higher grade, to undertake greater responsibilities or to work in a new area of competence. It is also appropriate for experienced amateur archaeologists who wish to expand their skills and formally accredit that experience through the attainment of a

qualification. Level 4 candidates must show that they can apply skills and knowledge to a broad range of complex, technical or professional work activities performed in a wide variety of contexts.

The mandatory and optional units making up both levels of the Qualification are shown below.

Who recognises this qualification?

Because NVQs are based on industry developed National Occupational Standards, they are recognised as accrediting the skills required by that industry. Although vocational qualifications are new in the archaeology sector, the Qualification in Archaeological Practice provides accredited evidence of competence in the work-based skills employers need. The IFA will be promoting the new Qualification vigorously to its RAOs and other organisations and employers. The IFA recognises the Qualification as evidence of competence for the purposes of IFA membership and is adapting its validation process accordingly.

National Occupational Standards in Archaeological Practice
Level 3

AC1 Research and analyse information for archaeological purposes

Elements

AC1.1 Identify sources and availability of information

AC1.2 Collect information to achieve research objectives

AC1.3 Analyse research information

AC1.4 Report results

Unit Commentary

This unit is for archaeologists who undertake research. It covers both researchers conducting research they have proposed, either alone or as principal investigators at the head of research teams, and researchers working as members of those teams.

A research project involves the collection and analysis of information and the timely reporting of the results. This unit includes identifying sources of information, what problems may be encountered, collecting the information to meet the needs of the research, ensuring that the information is recorded and stored correctly, recording, storing and analysing information using appropriate methods, and identifying and communicating the results of the research.

AC1.1 Identify sources and availability of information

Performance Required

This will involve:

1. identifying clearly the type and range of information required to achieve the research outcomes
2. identifying and evaluating **sources of information** (including **primary** and **secondary sources**) for their potential contribution to the research
3. ascertaining clearly the procedures that are required to access information and ensuring these are complied with.
4. where appropriate, providing a clear explanation of the purpose of the research and the data that is likely to be relevant

5. respecting confidentiality and intellectual copyright and complying with organisational and legal and ethical constraints on the use and disclosure of information obtained

Occupational Context

1. **Sources of information** (may include)
   - records of survey or excavation
   - artefacts
   - environmental material
   - other samples
   - oral testimony
   - records produced during analysis
   - published analyses
   - synthetic research reports
   - museum catalogues & accession records
   - other archive material
2. **Primary sources**
   - items / artefacts
   - sites
   - collections
3. **Secondary sources**
   - libraries and archives
   - catalogues and databases
   - the internet
   - organisations
   - publications
   - conferences / meetings
   - individuals

Knowledge Requirements

You need to know and understand how to:

- Collect, record or access information using normal procedures

You need to know about:

- What the research aims of the project are
- The sources of information relevant to the research
- In the case of sub-projects, how they contribute to the project as a whole
- Relevant legislation and codes of practice

AC1.2 Collect information to achieve research objectives

Performance Required

This will involve:

1. collecting information in line with the research aims
2. applying information collection **methods** correctly and consistently
3. where appropriate, validating the authenticity and source of the information
4. complying with organisational and legal requirements in the collection of data
5. recording and referencing information accurately and clearly in an appropriate format
6. observing appropriate procedures regarding the confidentially of data, intellectual property rights and relevant codes of conduct

Occupational Context

1. **Methods** may include:
   - non-intrusive field techniques
   - intrusive field techniques
   - laboratory analysis
   - documentary research
   - statistical analysis
   - questionnaires
   - bibliographic research
   - artefact analysis

Knowledge Requirements

You need to know and understand how to:

- Obtain different types of information
- Verify the authenticity of information
- Validate the source of the information
- Record information, and what formats to use

You need to know about:

- How different types of information relate to the research aims
- Copyright (a broad understanding) and other relevant legislation

AC1.3 Analyse research information

Performance Required

This will involve:

1. ensuring the **methods** are appropriate to the type of data and the research aims
2. analysing information accurately according to the appropriate methodology
3. interpreting and synthesising the results carefully, and drawing justifiable conclusions
4. identifying any unexpected results and reviewing reasons for them with relevant people
5. recording the results accurately and clearly in an appropriate format

Occupational Context

1. **Methods**
   - quantitative
   - qualitative

Knowledge Requirements

You need to know about:

- The research aims
- Which types of analysis method are appropriate

AC3 Contribute to non-intrusive investigations

Elements

AC3.1 Prepare for operations

AC3.2 Observe and record measurements

AC3.3 Prepare records and schedules

Unit Commentary:

This unit involves making contributions to non-intrusive archaeological field investigations (primarily various types of surveys). The unit is for junior field archaeologists working under the direction of a more senior archaeologist who will be responsible for carrying out the field investigation. This unit deals with the contributions to preparation for an investigation, the fieldwork and the analysis and presentation of the data.

AC3.1 Prepare for operations

Performance Required

This will involve:

1. understanding the **investigation** method statement and your role in the investigation prior to commencement
2. understanding the nature of the **site**, the **investigation methods** and **safety arrangements**
3. bringing suitable **equipment**, clothing and materials to site and making safe and secure

Occupational Context

1. **Type of investigation:**
   - building survey
   - topographical survey
   - geophysical survey
   - geochemical survey
   - landscape survey
   - aerial survey
2. **Investigation methods:**
   - visual

- approximate measured
- detailed measurement of all specified features
- graphic / photographic
- instrumental

3. **Type of site:**
   - landscape
   - earthworks
   - sub-surface deposits
   - structures
   - terrestrial
   - intertidal
   - underwater
4. **Survey, measuring and recording equipment:**
   - mechanical
   - optical
   - electronic
   - digital
5. **Safety arrangements:**
   - personal safety and safety of others
   - equipment and clothing
   - safe use of access equipment
   - health and safety practice and regulations
   - codes of practice
   - special constraints applying to site including protection of features

Knowledge Requirements

You need to know and understand how to:

- Select and secure suitable equipment and spares
- Check safety arrangements and working practices

You need to know about:

- Types and modes of investigation
- Types of equipment which may be required
- Types of and sources of information on safety arrangements and safe working practices, legislation and regulations which may be required

AC3.2 Observe and record measurements

Performance Required

This will involve:

1. contributing to the **investigation** efficiently and systematically and in accordance with the method statement
2. adapting work procedures and practices if instructed to allow for different **circumstances and conditions**
3. maintaining the integrity of the site, observing **safe working practices** and ensuring disruption to other activities on the site is kept to a minimum
4. making observations and measurements that are accurate and fully meet specified data requirements
5. consulting with senior manager when uncertain about any aspect of the investigation or own responsibilities for action
6. recording **investigation** data clearly and accurately and storing them securely for later analysis
7. maintaining equipment in operational order and storing it securely

Occupational Context

1. **Type of investigation:**
   - building survey
   - topographical survey
   - geophysical survey
   - geochemical survey
   - landscape survey
   - aerial survey
2. **Mode of investigation:**
   - visual
   - approximate measured
   - detailed measurement of all specified features
   - graphic/ photographic
   - instrumental
3. **Safe working practices (cover):**
   - personal safety
   - safety of others
   - equipment and clothing
   - safe use of access equipment
   - health and safety practice and regulations
   - codes of best practice
   - special constraints applying to survey site including protection of features
4. **Circumstances and conditions:**
   - structural stability
   - cultural and historical significance of site and site features
   - current use of site
   - geotechnical factors
   - weather conditions
   - fragility of features and materials
   - ecology

- emergency circumstances

Knowledge Requirements

You need to know and understand how to:

- Conduct investigations
- Identify and follow safe working practices
- Observe and measure accurately
- Adapt investigation procedures and practices to suit different conditions
- Record and store investigation data
- Maintain equipment
- Use personal protection clothing & equipment

You need to know about:

- Types and modes of investigation
- Safe working practices which apply to the conduct of investigation
- Circumstances and conditions which can affect investigation operations
- Data protocols used in different investigation methods
- 6 Types of recording format and data storage systems used

AC3.3 Analyse and present investigation data

Performance Required

This will involve:

1. checking and verifying **investigation data** for accuracy and integrity
2. processing **investigation data** accurately and presenting it in a format that will assist in making a balanced interpretation

Occupational Context

1. **Investigation data:**
   - visual
   - approximate measured
   - detailed measurement of all specified features
   - graphic / photographic
   - instrumental
2. **Data outputs:**
   - measurement data
   - visual records

Knowledge Requirements

You need to know and understand how to:

- Apply valid methods to verify investigation data
- Process, format and present investigation data suitable for end use

You need to know about:

- Types of investigation data
- Types of data analysis
- Data presentation formats

AC5 Contribute to intrusive investigations

Elements

AC5.1 Prepare for operations

AC5.2 Undertake intrusive investigations

AC5.3 Prepare records and schedules

Unit Commentary:

This unit involves making contributions to intrusive archaeological field investigations ranging from surface artefact collection to excavation. The unit is for junior field archaeologists working under the direction of a more senior archaeologist who will be responsible for carrying out the field investigation. This unit deals with the contributions to preparation for an investigation, the fieldwork and the analysis and presentation of the data.

AC5.1 Prepare for operations

Performance Required

This will involve:

1. understanding the investigation method statement and your role in the investigation prior to commencement
2. understanding the nature of the site, the investigation methods and safety arrangements
3. bringing suitable equipment and clothing to site and making safe and secure

Occupational Context

1. **Type of investigation:**
   - surface artefact collection
   - auguring
   - hand excavation
   - machine excavation
   - watching brief (excavation by others)
2. **Type of site:**
   - sub-surface deposits
   - structures
   - terrestrial

- intertidal
- underwater

3. **Safety arrangements:**
   - personal safety and safety of others
   - equipment and clothing
   - safe use of access and lifting equipment
   - health and safety practice and regulations
   - codes of practice
   - risk assessment

Knowledge Requirements

You need to know and understand how to:

- Select and secure suitable equipment and clothing
- Check safety arrangements and working practices

You need to know about:

- Types and modes of investigation
- Types of equipment which may be required
- Types of recording materials which may be required
- Types of and sources of information on safety arrangements and safe working practices, legislation and regulations which may be required

AC5.2 Undertake intrusive investigations

Performance Required

This will involve:

1. contributing to the investigation efficiently and systematically and in accordance with the method statement
2. identifying and accurately recording relevant features
3. making observations and measurements that are accurate and fully meet specified data requirements
4. recording investigation data clearly and accurately and storing it securely for later analysis
5. adapting work procedures and practices if instructed to allow for different circumstances and conditions
6. consulting with senior manager when uncertain about any aspect of the investigation or own responsibilities for action
7. maintaining the integrity of the site, observing safe working practices and ensuring disruption to other activities on the site is kept to a minimum

8. using equipment appropriately, maintaining it in operational order and storing it securely

Occupational Context

1. **Type of investigation:**
   - surface artefact collection
   - auguring
   - hand excavation
   - machine excavation
   - watching brief (excavation by others)
2. **Type of site:**
   - sub-surface deposits
   - structures
   - terrestrial
   - intertidal
   - underwater
3. **Work procedures and practices:**
   - excavation
   - recording
   - recovery of finds and samples
   - reinstatement
4. **Safe working practices (cover):**
   - personal safety
   - Safety of others
   - equipment and clothing
   - safe use of access equipment
   - health and safety practice and regulations
   - codes of best practice
   - risk assessment
5. **Circumstances and conditions:**
   - stability of structures and excavations
   - nature of features and deposits revealed
   - cultural and historical significance of site and site features
   - current use of site
   - geotechnical factors
   - weather conditions
   - fragility of features and materials
   - emergency circumstances

Knowledge Requirements

You need to know and understand how to:

- Conduct investigations
- Identify and follow safe working practices.

- Observe and measure accurately
- Adapt investigation procedures and practices to suit different conditions
- Record and store investigation data
- Use and maintain equipment
- Use personal protection clothing & equipment

You need to know about:

- Types and modes of investigation
- Safe working practices which apply to the conduct of investigation
- Circumstances and conditions which can affect investigation operations
- Data protocols used in different investigation methods
- Types of recording format and data storage systems used

AC5.3 Prepare records and schedules

Performance Required

This will involve:

1. checking and verifying **investigation data** for accuracy and integrity
2. processing **investigation data** accurately and presenting it in a format that will assist in making a balanced interpretation

Occupational Context

1. **Investigation data:**
   - finds
   - samples
   - measurement data
   - visual records
   - written records
   - interpretive data

Knowledge Requirements

You need to know and understand how to:

- Apply valid methods to verify investigation data
- Process, format and present investigation data suitable for end use

You need to know about:

- Types of investigation data

- Types of data analysis
- Data presentation formats

AJ10 Contribute to health and safety in the workplace

Elements

AJ10.1 Operate safely in the workplace

AJ10.2 Respond to emergencies

AJ10.3 Assist in the security of the workplace

Unit Commentary:

This unit is designed for the archaeologist to demonstrate competence to contribute to health and safety in the workplace. It asks them to be on the look out for hazards and, when identified, deal with them if appropriate, ensuring they are reported for others to become aware of. They must be aware of their responsibilities in respect of Health and Safety at Work and the practices and procedures that help to maintain H&S for themselves and others. They would be expected to have a basic understanding of emergency services and procedures and be able to respond appropriately. Similarly, there would be a requirement to assist with security procedures with regard to trespassing and breaches of security involving damage or theft of plant, equipment, materials and property.

AJ10.1 Operate safely in the workplace

Required performance

This will involve:

1. ensuring that work activities are carried out safely to avoid creating hazardous situations that may endanger operators of the work and other personnel
2. ensuring that **hazards** and potential hazards identified in the workplace are dealt with appropriately within the responsibility and capability of the work operator and reported promptly to the appropriate person(s)
3. ensuring that communications are clear and information or instruction is confirmed as understood
4. ensuring that all **tools and equipment** are used safely in accordance with organisational procedures, manufacturers' instructions and relevant statutory regulations

5. ensuring that work materials and components are handled and stored in accordance with **approved procedures** and practices
6. ensuring that manual handling is carried out safely using appropriate handling techniques
7. ensuring that accident(s) and incident(s) are reported promptly to an authorised person in accordance with **approved procedures** and practices
8. Appropriate personal protective equipment is used in compliance with safe working practices
9. ensuring that work is carried out to **approved procedures** and practices and in compliance with statutory requirements

Occupational Context

1. **Types of hazards (may include):**
   - restrictions to access and egress,
   - mis-use of tools and equipment
   - faulty equipment
   - hazardous substances
   - interference with and from adjacent activities
   - obstructions and exposed apparatus
   - structures and services
2. **Tools and equipment:**
   - powered tools
   - hand tools
   - equipment
3. **Approved procedures**
   - Organisational
   - Regulatory
   - Emergency

Knowledge Requirements

You need to know about:

- Hazards in the context of the working environment
- Procedures for reporting and dealing with hazards
- Types of tools and equipment to be used relevant to the work activity
- Types of materials and substances associated with the work
- Approved procedures and practices in the context of the operations, the work activity and the workplace environment (organisational, regulatory, emergency, operational)
- Responsibilities under the health and safety statutory requirements

AJ10.2 Respond to emergencies

Required performance

This will involve:

1. in the event of an **emergency**, ensuring that procedures are implemented promptly and correctly in accordance with recognised safe practice and organisational policy
2. ensuring that accident(s) and incident(s) are responded to within the responsibility and capability of the work operator and promptly reported to an authorised person
3. ensuring that use of emergency appliances is carried out in accordance with **approved procedures and practices**
4. recording details of accident(s) and incident(s) in accordance with **approved procedures and practices**
5. referring problems and conditions outside the responsibility of the job holder to an authorised person

Occupational context

1. **Emergencies (may include)**
   - fire
   - toxic fumes
   - accident(s)
2. **Approved procedures and practices**
   - Organisational
   - Regulatory
   - emergency
   - operational

Knowledge Requirements

You need to know about:

- Fire and emergency precautions and procedures
- Classification of fires and the appropriate extinguishers for dealing with them
- Procedures for accident(s) and incident(s)
- Common forms of personnel accidents or health emergencies and the actions to be taken

- Approved procedures and practices in the context of the operations, the work activity and the workplace environment (organisational, regulatory, emergency, operational)
- Work operators' scope and limitations for dealing with emergencies
- Responsibilities under the health and safety statutory requirements

AJ10.3 Assist in the security of the workplace

Required performance

This will involve:

1. ensuring that unauthorised personnel seen in the workplace are dealt with in accordance with organisational procedures and the appropriate person(s) advised
2. ensuring that arrangements for **security** are observed and maintained in accordance with **approved procedures and practices**
3. ensuring that potential risks to security are reported promptly to the appropriate person(s) and remedial action taken as necessary in accordance with organisational procedures
4. reporting breaches of security are immediately to an authorised person
5. ensuring that problems and conditions outside the responsibility of the job holder are referred to an authorised person

Occupational context

1. **Security of:**
   - Personnel
   - property and the surrounding environment
   - the operational area
   - plant and equipment
2. Approved procedures and practices
   - Organisational
   - Regulator
   - Emergency
   - operational

Knowledge Requirements

You need to know about:

- the organisation's security procedures
- action to take in cases of breaches of security including acts of vandalism and theft

- potential security risks
- methods of dealing with unauthorised persons
- approved procedures and practices in the context of the operations, the work activity and the workplace environment (organisational, regulatory, emergency, operational)
- responsibilities under the Health and Safety Statutory Requirements

AK3 Develop your own resources and protect the interests of others

AK3.1 Develop yourself to improve your performance

AK3.2 Manage your own time and resources to meet your objectives

AK3.3 Contribute to the protection of individual and community interests

Unit Commentary

This unit is about developing your own knowledge and skills and managing your time and other resources so that you can meet your objectives. In order to develop yourself to improve your performance, you need to assess your current performance, identify, plan and take action to meet your development needs. You also need to update your development plans in the light of your improved performance and changing circumstances. To manage your own time and resources to meet your objectives, you need to agree and prioritise your objectives, plan your time, delegate responsibilities to others, take decisions, and review and reschedule your activities as appropriate. To protect the interests of others you need to be fully aware of the legal and ethical standards that apply to archaeological practice and of your own responsibilities as a professional practitioner

AK3.1 Develop yourself to improve your performance

Performance Required

This will involve

1. **assessing** your performance and identifying your development needs at appropriate intervals
2. basing your assessment on your current objectives and likely **future requirements**
3. ensuring that your assessment takes account of the skills you need to work effectively with other team members
4. ensuring that your plans for personal development are consistent with the needs you have identified and the resources available
5. ensuring that your plans for personal development contain specific, measurable, realistic and challenging objectives
6. obtaining support from **relevant people** to help you create learning opportunities

7. undertaking development activities which are consistent with your plans for personal development
8. obtaining feedback from relevant people and using it to enhance your performance in the future
9. updating your plans for personal development at appropriate intervals.

AK3.2 Manage your own time and resources to meet your objectives

Performance Required

This will involve

1. ensuring that your objectives are specific, measurable and achievable within **organisational constraints**
2. prioritising your objectives in line with organisational objectives and policies
3. planning your work activities so that they are consistent with your objectives and your **personal resources**
4. ensuring that your estimates of the time you need for activities are realistic and allow for unforeseen circumstances
5. **delegating** work to others in a way which makes the most efficient use of available time and resources
6. taking decisions as soon as you have sufficient information
7. ensuring that when you need further information to take decisions, taking prompt and efficient measures to obtain it
8. minimising unhelpful interruptions to, and digressions from, planned work
9. regularly reviewing progress and reschedule activities to help achieve your planned objectives

Occupational Context

1. **Organisational constraints**
   - policy
   - resources
   - developmental capacity
   - legal/ political/ ethical/ social/ economic
2. **Personal resources**
   - time
   - financial
   - work-life balance
   - energy
   - skills and expertise
3. **Delegate to**
   - team members

- colleagues working at the same level as yourself
- support staff where appropriate
- people outside your organisation

Knowledge Requirements

You need to know and understand how to:

- Delegate work to others and monitor progress.
- Assess how much information is required before an effective decision can be taken
- Collect and check the validity of the information required for decision-making.
- Set objectives for yourself which are specific, measurable and achievable
- Plan activities so that they are consistent with known priorities and your own resources
- Estimate the amount of time required to carry out planned activities
- Identify and minimise unhelpful interruptions to planned work

You need to know about:

Monitoring and evaluation

- The importance of regular reviews of activity and rescheduling of work to achieve planned objectives

Planning

- The kind of contingencies which may occur and how to assess and plan for these.

Time management

- The importance of effective time management to managerial competence

AK3.3 Contribute to the protection of individual and community interests

Performance Required

This will involve

1. Complying with best practice and legal and ethical standards in the planning and conduct of archaeological activities
2. Ensuring that agreements and transactions for services conform to legal requirements, **ethical standards** and **recognised good practice**

3. Ensuring that the needs of parties collaborating in archaeological activities are balanced against the interests and preferences of the wider community
4. Ensuring that the interests and well being of self and others directly or indirectly affected by activities are properly **protected**
5. Ensuring that sources of information and opinion used to inform research and analysis are investigated critically
6. Ensuring that judgements and advice are sound and justifiable and based on current information and valid and reliable criteria
7. Taking clear and unequivocal responsibility for personal decisions
8. Complying with legal requirements and ethical standards relating to intellectual property and in obtaining, using and passing on information of a sensitive personal or confidential commercial nature
9. Conducting interactions in a manner which avoids conflicts of interest and maintains your own independence and maximises the goodwill and trust of others in yourself and those you represent

Occupational Context

1. The application of **ethical standards** concerns the ability to:
   - situate your behaviour in the context of principles of relation and obligation
   - recognise norms of consistency in matters of intention, description and action
   - evaluate the field of occupational practice in moral terms
2. Sources of **recognised good practice:**
   - codes of practice within the occupation
   - discipline;
   - statute law
   - voluntary codes of practice
   - duty of care
3. **Conflicts of Interest:**
   - offers which may result in adverse conditions to other individuals or the community
   - offers which involve the financial interest of the practitioner
   - the practitioner's family or friends
4. Systems for **protection of interest:**
   - insurance against risk
   - professional indemnity insurance
   - guarantees, warranties
   - contract conditions

Knowledge Requirements

You need to know and understand

Principles and law relating to:

- conflicts of interest
- ethical practice
- duty of care
- contracts (inc warranties and guarantees)
- intellectual property
- confidentiality and protection of information

Facts about:

- Contracts, agreements and offers
- Codes of professional conduct
- Insurances (hazards, business risk, professional risk)
- Data Protection Act
- Intellectual Property
- Copyright

Work Based Learning (FDAP107)

Introduction

This Level 1 module must be taken before going on to Level 2 and is normally completed during the summer vacation. You are normally required to take part on an excavation in the UK, applying the skills and knowledge you have acquired in your Year 1 modules. Your work-based learning must be for at least one month.

We have been invited to take part in the Stonehenge Riverside Project in August-September 2008. You may work on this site for one month (for which you have to pay a weekly contribution to food etc of around £60), or you could work for a fortnight here, and a fortnight on another excavation.

Figure 25 A Neolithic House at Durrington Walls (Stonehenge Riverside Project)

Your work-based learning must be approved in advance by your course tutor and the College's Health and Safety procedure must be followed.

Further details are available in the Work Based Learning Handbook (available from the Course Tutor).