



L-Università  
ta' Malta

**DEPARTMENT OF CLASSICS & ARCHAEOLOGY  
UNIVERSITY OF MALTA**

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**STUDENT HANDBOOK  
(ARCHAEOLOGY)**

**2023 – 2026**

## **CONTENTS**

### **1. INTRODUCTION**

- 1.1 Department of Classics and Archaeology
- 1.2 The handbook
- 1.3 Objectives of courses and their structure

### **2. CODE OF CONDUCT**

- 2.1 Ethical conduct
- 2.2 Respect for nature and cultural heritage resources
- 2.3 Conducting research
- 2.4 Plagiarism
- 2.5 Punctuality and attendance
- 2.6 Covid-19 and University

### **3. STUDY METHODS AND ACTIVITIES**

- 3.1 Teaching yourself – study skills
- 3.2 Reading
- 3.3 Lecture notes
- 3.4 Compiling a glossary
- 3.5 Critical thinking
- 3.6 Extra-curricular activities

### **4. TEACHING METHODS AND EXAMINATIONS**

- 4.1 Language
- 4.2 Tips for writing
- 4.3 Referencing
- 4.4 Tips for examinations
- 4.5 Criteria for marking
- 4.6 Feedback on performance in an examination or other form of assessment

### **5. DISSERTATIONS**

- 5.1 Selecting a topic and undertaking research
- 5.2 Supervisory procedures

### **6. GETTING SUPPORT**

- 6.1 University services
- 6.2 IT services
- 6.3 Department staff and associates

### **7. COMMUNICATION WITH STUDENTS**

- 7.1 University email account

**7.2** eSIMS

**7.3** Virtual Learning Environment (VLE)

- Appendix I** List of resident and visiting members of the academic staff
- Appendix II** Course structure (Archaeology) and Oral Examination Procedure.
- Appendix III** Essay Feedback form
- Appendix IV** Harvard system (author/date) of referencing
- Appendix V** Recommended optional study-units
- Appendix VI** Oral Examination Procedure

## **1. INTRODUCTION**

### **1.1 Department of Classics and Archaeology**

The Department is responsible for all degrees in both Archaeology and Classics. The Department of Classics was one of the longest established departments of the Faculty of Arts; in 1988 its remit was extended to include Archaeology and, to date, all professional posts involving the archaeological heritage in various Maltese government and parastatal bodies are occupied by graduates of this department. The department maintains a highly respectable international profile. Its academic members direct various research projects, regularly participate in international conferences, and publish their research in academic journals and books. The Department collaborates with Heritage Malta and the Superintendence of Cultural Heritage and supports the activities of the Malta Archaeological Society and of the Malta Classics Association.

The Department of Classics and Archaeology is located at the Archaeology Centre in Car Park 6, University of Malta. You may wish to consult a map of the Msida campus, available at the following link: [www.um.edu.mt/campusmap](http://www.um.edu.mt/campusmap)

A list of the resident and visiting academic staff that support the Archaeology degree programme appears in **Appendix I**.

### **1.2 The handbook**

We welcome you to your course of studies with the Department of Classics and Archaeology and hope that you will have an enjoyable and fruitful experience. This handbook is intended to serve as a guide to support you during your studies, and to enable you to approach your work in an effective way. We encourage you to familiarize yourself with its content and to return to it throughout your course.

The handbook begins with an overview of the code of conduct expected of our students (Section 2). We seek to produce graduates who are not only of high academic standard, but who are also persons of integrity, who may be counted on to behave professionally and who can work effectively in teams.

Section 3 provides guidelines for effective study methods and activities. We recognize that all students have other demands on their time and have family or other commitments. Making the best possible use of your time is therefore of paramount importance, as is developing a good technique for studying. Although you will need to find a method that works for you, we provide some general suggestions which may be useful.

Section 4 focuses on examinations and assignments. High marks in assessments are the result not only of a good knowledge of the subject matter, but also of effective communication and delivery. Students who obtain poor marks in examinations often do so not because they do not know the subject matter well, but because of unplanned responses or ineffective

communication. The tips provided are intended to help ensure that you transmit your knowledge to your examiners in a successful way.

Section 5 focuses on dissertations. If you opt to read for an Honours degree in Archaeology, a dissertation forms a key component of your course of study. The dissertation should be an opportunity for you to independently explore an area of particular interest to you. Your approach and planning will determine how enjoyable this research experience turns out to be.

Section 6 provides information on support structures which you are encouraged to make use of during your studies.

Section 7 outlines various media used for communication with students, notably email, eSIMS and the Virtual Learning Environment (VLE).

### **1.3 Objectives of courses and their structure**

The Department currently runs two first cycle degrees in Archaeology: BA (General) and BA (Honours). Our BA (General) and BA (Honours) courses are designed to provide a strong foundation in all aspects of Archaeology, including theoretical and practical methods used by archaeologists, as well as to develop knowledge in particular subject areas pertinent to the prehistory and ancient history of the Mediterranean. In addition, students enrolled in the BA (Honours) and the BA (General) course are required to write a report on their fieldwork experience that usually takes place at the end of the first year. In addition, BA (Honours) students are required to write a dissertation of about 15,000 words on a specific subject. The first cycle degree courses in Archaeology prepare students for a wide range of career paths, both within the world of archaeology and heritage studies and beyond. Many of the skills learnt throughout the courses are transferable. Classes take the form of lectures and seminars and the types of work required of the students are related to the objectives of each component of the course.

Students who would like to take part in an Erasmus exchange programme should note that the Faculty of Arts has chosen Semester I (October – January) of the Second Year as the period of time best suited to go on a placement abroad. A list of universities with which the Department of Classics and Archaeology has an active agreement is given at: <https://www.um.edu.mt/studentlife/internationalopportunities/erasmus/umstudents/listofplacements2023-24/facultyofarts/>.

The structure of the BA (General) and BA (Honours) degree courses in Archaeology appear in **Appendix II**. All First-year students are required to take 26 ECTS in Archaeology and 26 ECTS in their other subject, whilst an additional 8 ECTS can be taken as Optional Study-Units. **Appendix V** lists some recommended optional study-units that complement the Archaeology course. For further details regarding each Optional study-unit, see the Study-Unit Database accessible through your eSIMS account or browse through the list of courses available in October 2022 on the University of Malta website (<https://www.um.edu.mt/courses/search>).

Please note that some study-units might clash with others so ensure that you check the timetables for each optional prior to choosing your preference.

## **2. CODES OF CONDUCT**

### **2.1 Ethical conduct**

Ethical conduct is expected from all Department students. Although a healthy dosage of ambition and self-interest are important to your academic development, still your university experience should at the same time lead you to cater for the interests of others and your civic development. Please bear in mind the guidelines below.

#### **Honesty**

Students are expected to be sincere and forthright, and to deal fairly and truthfully with others. Any exploitation of fellow students is unacceptable; team work is expected to be based on equal contributions by all team members. Attempts to deceive through cheating or plagiarism will be subject to severe disciplinary reprisals.

#### **Respect**

Throughout your course of studies, you will be working with several individuals, from different backgrounds, who bring varied but equally important contributions to the course. Your relationship with your peers and with your tutors should be based on a culture of mutual trust, respect and integrity. Cultural differences between course participants will enrich your experience and no forms of prejudice or expressions of disrespect for the background or beliefs of any student will be tolerated. Behaviour of the individual should not interfere with the rights of others.

Whilst on the premises in the Archaeology Centre, students should not be overly loud and boisterous, so as not to disturb the academic and administrative staff during their working hours.

#### **Professionalism**

Always bear in mind that bad reputations are quickly gained and not easily lost. As budding professionals in fields related to archaeology, ensure that the reputation which you develop is one of high standards of performance, conduct and cooperation with fellow students and tutors. The track record you establish throughout your time at University will go a long way towards determining your success in the professional arena.

Please follow the link to familiarize yourself with the procedures and regulations concerning student conduct (<http://www.um.edu.mt/registrar/student-conduct>).

### **2.2 Respect for nature and cultural heritage resources**

In the course of your studies, it is likely that you will work in various environments and natural/rural areas. It is imperative to respect private property as well as all local laws and international conventions covering cultural and natural heritage. Remember that is against the law to excavate archaeological deposits or to collect cultural material (including surface

pottery) without the written permission of the Superintendence of Cultural Heritage (Malta), or palaeontological specimens (fossils) and geological specimens without the written permission of the Environmental Resources Authority. Avoid unnecessary noise in rural and natural areas, and avoid trampling away from established footpaths. Ensure that you do not trespass onto, or damage, the property of others. Seek to advance your own and others' respect for, and understanding of, nature and all forms of life. Also be aware of the three Rs – i.e. reduce, reuse, recycle. In your daily work regime and in writing your assignments or dissertations, try to minimize any unnecessary consumption of resources. Use electronic means of communication where possible, and seek to re-use paper; we also suggest that you use cardboard folders instead of acetate when you need to present hard copies of your work, since such folders may be recycled for other submissions.

### **2.3 Conducting research**

Research, which can clearly be conducted for its own sake, should never be undertaken for the purpose of individual glory. Indeed, there are many issues requiring urgent study, and we urge you to ensure that your work contributes, even if in small measure, to priority areas/research agendas and to society at large. Ensure that your research is conducted in an ethical manner, respecting the rights of all those (humans and non-humans) contributing to your study.

For details about the Quality Assurance measures followed by the University, please see: <http://www.um.edu.mt/qualityassurance>.

### **2.4 Plagiarism**

According to the Merriam-Webster online dictionary, to plagiarize means:

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

Plagiarism is thus a **serious act of fraud** and will be severely dealt with. Disciplinary action will be taken in any instances of plagiarism and may lead to possible dismissal from the course. Students should be aware that plagiarism is often easy to detect, as there are clear differences between a student's original writing style and the writing style used in plagiarized text. There are now also several software packages available for detecting plagiarism, and any such offence can be rapidly detected and proved. Do be aware that all work submitted by students *will* be checked for plagiarism.

To avoid plagiarism, you should give credit whenever you use:

- another person's ideas or opinions, both when used as a direct quotation as also when paraphrased into your own words;
- factual knowledge, figures, drawings, tables and statistics derived from an external source.

If you are in any doubt concerning what constitutes plagiarism or how to avoid it, we suggest you consult the guidance documents issued by the University of Malta, available at the following link: <https://www.um.edu.mt/itservices/vle/turnitin/resources/>

Please also take note of the University's Assessment Regulations, which are available at the following link:

<https://www.um.edu.mt/r/about/governance/statutesregulationsbyelaws/general>

Regulations may be amended from time to time; for this reason, please look out for any updates. Should you feel the need, please contact the staff of the Department of Classics and Archaeology for further guidance concerning plagiarism.

Most lecturers use Turnitin software to check for plagiarism in students' work. All students have the opportunity to submit and test once their work through Turnitin prior to the submission of their assignment. For more information on Turnitin visit: <https://www.um.edu.mt/itservices/vle/turnitin/faqs/>

### **2.5 Punctuality and attendance**

Attendance at lectures, seminars and any other academic course events, including fieldwork and site visits, is mandatory. If there is a valid reason for being unable to attend, students should inform their lecturer accordingly, and should make arrangements to cover any course content which they would have missed. Unauthorized absence may lead to students not being allowed to undertake study-unit assessments. Students should also be punctual, not only for logistical reasons, but also out of respect for their peers and tutors. Lecturers have the right to refuse late entry to a class.

### **2.6 Covid-19 and University**

Over the last few years, the Covid-19 pandemic has resulted in a few changes to the way students and staff interact and carry out their activities on campus. Any protocols and guidelines issued by the Health Authorities and University of Malta are applicable at the Department of Classics and Archaeology.

Should any guidelines be issued throughout the academic year, you will be notified, and you can also find information for students through the student portal.

Please also follow current departmental instructions regarding the mode of teaching for each study-unit. This information will be communicated to you by the lecturer/tutor responsible for each study-unit.

## **3. STUDY METHODS AND ACTIVITIES**

### **3.1 Teaching yourself – study skills**

Every student has his or her own individual learning strategy. It is important to develop a method that works effectively for you. You may find the following tips useful in getting started.

- Remember that learning is an interactive process. You should gradually build on the knowledge you gain throughout your course of studies, frequently re-visiting material from earlier in the course. This is more so since your course includes synoptic final



exams, where you will be expected to demonstrate growth and full assimilation of course materials over the duration of your studies.

- Be clear about the aims and objectives of each study-unit and consult the study-unit descriptions available on eSIMS (see section 7.2). You will make the best use of your time and effort if you are well aware of what you should be achieving at each step.
- Learn to be disciplined in your studying. Develop a study schedule that works for you, and find ways to organize your course materials for easy access. It is often useful to develop a timetable, particularly for revision purposes.
- Get to know what works for you. Particularly if you have been away from formal studying for a while, you may need some time to find an appropriate way to integrate studying with the rest of your life. This is particularly true for those who are also juggling other commitments. Figure out at which times of the day you feel most comfortable studying, and find a location where you can work free of distractions.

### **3.2 Reading**

Reading is an indispensable intellectual activity in any course of studies. A good knowledge of the literature and evidence of wide reading are key factors in setting apart the most successful students. Familiarize yourself with the library at the University of Malta and make sure you use the various collections available within it. We also encourage you to make judicious use of the many resources available online. It is often possible to get access to relevant resources, including scientific papers (and/or their abstracts), and book extracts, through facilities such as Google Scholar. We also frequently post items of interest, including news and popular articles, on the Department's Facebook page.

Do remember that reading widely is not an optional extra, but a fundamental component of your course that is expected by the Department. Simply reproducing lecture notes will not earn you good marks!

As you read relevant literature, you should:

- Make sure that you fully understand the content;
- Note down key points, if and when appropriate;
- Identify links between concepts and ideas;
- Consider the applications of what you are reading to different scenarios;
- Compare the material you are reading with other literature and your own experiences and views.

The process of taking notes is often useful to assimilate what you are reading. Try to focus on salient points and put these into your own words, rather than copying chunks of text word-for-word. Organize your notes well for ease of reference, including headings and subheadings as necessary. Remember to note down the source of the information.

### **3.3 Lecture notes**

It is the individual lecturer's prerogative to decide whether or not to pass on lecture notes or copies of PowerPoint slides. Please respect the decisions and didactic methods of the lecturer. If taking your own notes during lectures, bear in mind that you are not reading for a secretarial degree. Do not try to write down everything the lecturer says, word-for-word. Focus on assimilating and fully understanding the content of lectures, and on participating in

discussions. Always seek to supplement your understanding of the lecture through additional reading.

The use of laptops, tablets and other mobile electronic devices is increasing in popularity during lectures. Even though lecturers permit and sometimes encourage the use of such devices, it is extremely important to be responsible and respectful towards your lecturers and your fellow students. Therefore, should you choose electronic devices for note taking, it is imperative that such devices are used for this sole purpose and/or for other legitimate lecture room purposes. Under no circumstances should these devices be used for viewing any other material such as (but not limited to) distracting entertainment, social media websites, email, etc.

### **3.4 Compiling a glossary**

You may find it useful, throughout your studies, to develop a glossary of specialized vocabulary related to your discipline. The process of defining, in your own words, key concepts and terms, will help you to fully understand and remember critical course content, and will help to make technical terminology a part of your vocabulary. It is useful to revisit your glossary periodically to make sure that you remember ideas and concepts from earlier in the course.

### **3.5 Critical thinking**

Critical thinking is an indispensable skill, for both academic and professional pursuits. Learning to think in critically analytical and evaluative ways brings precision and depth to the way you approach your work. Skills in critical thinking enable you to critically assess not only your own positions and opinions, but also the work of others.

Students should learn to identify key arguments and to assess the logical basis for positions taken. You should also learn to read between the lines, identifying underlying assumptions, and flaws in arguments, as well as taking into account any critical aspects which are absent from the argument. Evidence is a key component of critical thinking. Where is the proof for the argument which is being presented? How reliable is the evidence? How relevant is the evidence?

Critical thinking will also enable you to make more efficient use of your time, helping you to identify key arguments and the most salient aspects of a paper or chapter. Although you will often need to read material in full, you should also develop skills in skim-reading in order to make the most effective use of the time you have available. Learn to pick out key arguments in a piece of text. If the argument is relevant to your work, then critically assess the fine details of the argument.

### **3.6 Extra-curricular activities**

The Department encourages its students to attend seminars, lectures and other activities organised by groups and societies of interest. The following societies and entities offer numerous public lectures, exhibitions and other activities that are of interest to both undergraduate and postgraduate students. The links below provide information about such activities:

**The Archaeological Society Malta** – <https://archsoc.org.mt/>  
**The Malta Classics Association** - <https://classicsmalta.org/>

Generally, such societies and entities offer favourable rates to students for membership.

Students are also encouraged to gain as much practical experience in fieldwork and post-excavation analysis during the duration of their course. An essential part of archaeology is fieldwork, and thus gaining practical knowledge in the field is important if one intends to further their studies in the field of archaeology. Excavation and post-excavation work allows one to put to practice the knowledge and skills which were gathered throughout the three years of the course and also allows the student to practice those essential skills which cannot be learnt in a lecture room and through a book. To this end, the Department of Classics and Archaeology offers its students the opportunity to participate in a training excavation at the end of each academic year and gain credits for the first one. During this time the students will be trained by experienced members of the department in the basics of ethical excavation methods. The student also has the opportunity during the academic year to volunteer at excavations and post-excavation works at the **Superintendence of Cultural Heritage** as well as by the **Museum of Archaeology**.

**Heritage Malta** has an active volunteer programme. You are urged to contact the Senior Curator at the National Museum of Archaeology ([sharon.sultana@gov.mt](mailto:sharon.sultana@gov.mt)) if you wish to enrol on their programmes and/or to be included in their mailing lists.

Students who wish to take part in foreign excavation projects, are encouraged to check this website: <http://www.grampusheritage.co.uk/archaeology/>

#### **4. TEACHING METHODS AND EXAMINATIONS**

The various teaching methods and types of work required of the students are related to the objectives of each study-unit and include:

|                              |   |
|------------------------------|---|
| <i>Lectures:</i>             | to impart factual information and encourage discussion  |
| <i>Seminars:</i>             | to provide a forum for open discussion, and to allow assessment of the development of the individual student's critical abilities |
| <i>Presentations:</i>        | to develop skills in gathering, organizing and presenting a body of information, including visual material                        |
| <i>Essays:</i>               | to develop skills in written communication and research methodology   |
| <i>Viva-voce:</i>            | to test knowledge of factual information and skills in oral presentation  |
| <i>Written examinations:</i> | to test the acquisition of a body of factual information and the development of a student's critical abilities                    |

*Report:* to assess the student's ability to undertake archaeological investigations under supervision, especially excavations, and present an appraisal of the methods used and the results

*Practical work:* to develop transferable skills, including use and understanding of methods and equipment, as well as information and digital technology; and to develop a capability for recording and documentation.

#### **4.1 Language**

The language of the course is English. Your standard of English is likely to be a key factor in your success throughout your course, particularly when it comes to writing. There are several self-assessment language tools available online, and we encourage you to use these if you have any doubts as to your standard of English. If your English is not up to scratch, we would strongly encourage you to take action to improve it, as you will otherwise struggle with writing assignments throughout the course. In particular, please ensure that you are well aware of basic conventions in writing such as appropriate use of punctuation, sentence structure and correct use of vocabulary. Academic writing also requires a specific set of skills, different to those used in other forms of writing. We strongly encourage you to develop a feel for the style of academic writing utilized in journals, as you will need to develop similar writing skills throughout your course. Try to read different journal articles to develop an understanding of the style utilized.

#### **4.2 Tips for writing**

Throughout your course of studies, you will be required to submit written work in response to examination and assignment questions. The following general points may seem self-evident but are often overlooked by students. We would therefore urge you to keep the following in mind.

- **Answer the question!**

The first step in preparing your work is simply to read the question carefully. This is surprisingly one of the most common stumbling-blocks for students. Your work should be a clear and well-structured response to the specific question set in your examination or assignment. Your answer should not seek to demonstrate all you know about the topic in question; neither should it digress onto irrelevant aspects. It is useless trying to pull wool over your examiner's eyes. (Many have tried before you and none have succeeded!) If you do not know your material, no amount of waffling will persuade your examiners that you do! Simply answer the question which was set in the best way you can, using any **relevant** material which may supplement your answer.

- **Focus on quality rather than quantity**

Marks are not assigned on the basis of length but rather on the basis of content. Padding your answers with irrelevant material in order to increase length will not earn you any credit. The skill of being concise and to the point is critical for effective writing. In particular, avoid repetition and long drawn-out statements. Also avoid very long sentences.

- **Identify key words and phrases used in questions**

This table provides a list of key words and phrases as well as their explanations with examples:

| <b>Command words</b>                  | <b>What they mean</b>  | <b>Examples</b>   |
|---------------------------------------|--|---|
| List                                  | Simply write down names or examples.   | List three methods of dating.   |
| Describe                              | Say what something looks like using scales.  | Describe the feature shown at A.  |
| Define                                | Give a precise meaning. (An example helps too.)  | Define Taphonomy  |
| Illustrate                            | Provide examples to support a definition or point.   | Illustrate your argument.   |
| Explain                               | Show how something works or give reasons.  | Explain how the source of artefact A could be identified.   |
| Outline                               | Describe with reasons  | Outline how an archaeologist may survey a field at X.   |
| Account for                           | Explain clearly with supporting reasons.   | Account for the lack of surviving evidence for X.   |
| Compare (or compare and contrast)     | Identify similarities and differences.   | Compare the sections of pits 23 and 46.   |
| Synthesise (or summarise)             | Reorganise materials to create a new version.  | Synthesise the data in tables A to D.   |
| Analyse                               | Break down into parts, find patterns and links. Order the factors identified.              | Analyse the data in tables B to C.  |
| Justify                               | Give reasons for and provide supporting examples.  | Justify your selection of method in question 2a.  |
| What can archaeologists learn from... | This is a list type essay but is not just a list. You have to provide examples and assess. | What can be learned of societies in the past from the way they buried their dead?   |
| Assess (or discuss)                   | Identify strengths and weaknesses to reach a judgement.                                    | <ul style="list-style-type: none"> <li>• Assess the reconstruction drawing in source A.</li> <li>• 'Nucleated villages were a medieval development from the 11<sup>th</sup> century onwards.' Discuss.</li> </ul>     |
| Evaluate                              | Assess and reach judgements about the relative value of some items.                        | Evaluate the evidence for industrial use of the site in source C.   |
| How far (or to what extent)           | Present both views, assess and reach a judgement.  | <ul style="list-style-type: none"> <li>• How far can archaeologists be sure about when hominids began hunting animals?</li> <li>• To what extent does archaeology support historical views of the Vikings?</li> </ul> |

Reproduced from Grant, J., Gorin, S., and Fleming, N. (2002) *The Archaeology Coursebook: An Introduction to Study Skills, Topics and Methods* (London, Routledge).

- **Plan your answer**

Answering a question well requires (i) a good understanding of the subject matter, and (ii) effective communication of ideas and arguments to your reader. The latter requires that you plan your ideas, and present your arguments in a logical and reasoned sequence, particularly

when writing essays. It may be useful to set the main points of your answer down on paper, either as bullet points or in the form of a diagram or mind map. Identify (i) the content that you want to include in your answer, (ii) the sequence in which you will present your material, and (iii) linkages between the different points you would like to make.

Constantly refer back to the set question to ensure that you are indeed answering the question which you were set.

- **Structure your answer**

A well-structured essay includes:

(i) An **introduction** which sets the scene for the material you will be discussing and leads into the subject of the essay. An introduction should show an understanding of the subject matter, looking at the issues raised by the question, and outlining the main issues you intend to discuss;

(ii) A **middle section** in which you present and develop your arguments;

(iii) A **conclusion**, which sums up your work and rounds off your writing.

None of the above is an optional extra so ensure that you have all these components in your answer!

- **Use paragraphs in your writing**

Use paragraphs to structure and sub-divide your arguments, making sure that there are clear themes within each paragraph. Ensure that your ideas flow, and that there is a logical sequence between paragraphs. Always bear in mind that the examiner cannot read your mind, and that clarity of thought and presentation is thus paramount.

- **Use an appropriate writing style**

The convention with technical and scientific writing is that one should adopt an impersonal third person style making sure, however, to use the passive voice only where and when appropriate. You are not being asked to creatively express your opinions, but rather to make a reasoned argument based on the evidence.

- **First impressions matter!**

Do not underestimate the power of first impressions. Aside from the content of your work, it should be well presented and it should look professional. Ensure that you use clear formatting and that you fully proofread your work before submission. Presentation is taken into account when assignments are graded.

- **Late submissions are not allowed!**

Lecturers shall inform students in writing (either through email, eSIMS, through VLE or through a note on the noticeboard) when the deadline for submission of written work for assessment is. Failure to meet the deadline with no clear justification shall result in the award of an F with 0 marks in the calculation of the average mark.

### 4.3 Referencing

You should reference **all material** used in your writing **which is derived from the work of others**. The purpose of referencing is two-fold: (i) to acknowledge the sources which you are using, and (ii) to provide the reader with sufficient detail to be able to find the information you are referring to. It is important to cite not only print publications but also electronic sources, if you are using these. However, be particularly careful in ensuring the rigour of material posted online. Wikipedia references are not acceptable on their own unless corroborated by academic sources. There are several different referencing standards which are utilized in the academic world. However, it is imperative to follow the referencing system stipulated by the lecturer responsible for the study unit. Should a reference system not be specified it is important to be consistent and to use only **one** style throughout a piece of work.

There are the three main referencing systems:

- Footnote Style  
See: <http://www.mhra.org.uk/style>
- Numbered Style  
See: <https://www.monash.edu/rlo/research-writing-assignments/referencing-and-academic-integrity/citing-and-referencing>
- Author-date Style  
See: <https://studyhub.fxplus.ac.uk/study-guides/referencing/harvard-referencing-falmouth-university>

You may also find it useful to make use of referencing software, such as RefWorks – the latter is freely available for students through the University of Malta library. The software stores and organizes your bibliographic references and reproduces them in the required format for citation. The University of Malta library offers online guidance material relating to RefWorks. Please refer to the following link:

<https://www.um.edu.mt/library/refworks/>

For a referencing stylesheet in the Harvard/Author-Date system, consult **Appendix IV**. Please note that the Department will penalize students who do not apply a consistent system of citation and list of references or bibliography in their coursework.

### 4.4 Tips for examinations

Examinations are designed to test your knowledge of a subject, but are not intended to ‘catch you out’. You should approach examinations as an opportunity to display what you have learnt and how you are capable of applying that knowledge.

- It may be useful to prepare practice answers to sample examination questions prior to the exam.
- Arrive at your examination in good time. Ensure that you know the location of the venue, and that you have brought any required materials with you.
- Read the instructions given on your examination paper carefully! Answering the wrong number of questions or the wrong categories of questions are common mistakes, which are very costly.

- Take some time to read through the entire examination paper before starting your work.
- Some students find it useful to prepare outline notes or an essay plan for the various questions set in an examination paper, before answering any question in full. The advantage of this method is that it allows for a 'breathing space' giving you time to think of additional point for your first answer, whilst you prepare outline notes for your other answers.
- Always answer all set parts of a question.
- Ensure that you allow enough time for each question. A frequent mistake made by students is spending too much time on initial questions and then rushing through later questions. Remember that you will be assessed on the whole of your paper! Calculate how much time you can dedicate to each question before starting your work and stay within these limits.
- Try to allow enough time to read through your answers before submitting your examination paper.
- Also, try to ensure an acceptable standard of legible handwriting!

#### **4.5 Criteria for marking**

Your work will be assessed on the basis of several criteria, including factual knowledge, critical ability, accuracy of analysis and argument, as well as initiative and creative thinking.

In particular, your examiners will be seeking to assess your skills in picking out relevant material to present or support an argument. Remember that padding is never looked upon favourably, so ensure that any material you include in some way contributed to your answer. Your work will also be awarded marks for good structure, presentation and style.

The marking scheme presented hereunder is intended for your guidance, and applies to all **undergraduate** courses at the University of Malta.

#### *Grading scheme*

Work of exceptional quality.

Exceptional performance showing comprehensive and critical understanding and application of the subject matter. Evidence of extensive additional reading/research/work.

90-100% A+

Work displaying comprehensive and critical understanding.

Superior performance showing a comprehensive and critical understanding of the subject matter. Evidence of considerable additional reading/research/work.

80-89% A

Work displaying comprehensive understanding.

Performance is typified by a very good working knowledge of subject matter. Evidence of a moderate amount of additional reading/research/work.

75-79% B+

Work displaying substantial understanding.

Above-average performance, with a working knowledge of subject matter. Evidence of some additional reading/research/work.

70-74% B



Work displaying sound understanding.  
Average performance. Evidence of little additional reading/research/work.  
60-69% C+

Work displaying satisfactory understanding.  
Adequate performance. No evidence of additional reading/research/work.  
55-59% C

Work displaying satisfactory understanding with shortcomings.  
Adequate but inconsistent performance. No evidence of additional reading/research/work.  
50-54% D+

Work displaying basic understanding.  
Marginal performance, satisfying minimum criteria.  
45-49% D

Work displaying inadequate understanding to varying degrees.  
0-44% F<sup>1, 2</sup>

For further details, please consult the general regulations for university postgraduate and undergraduate awards, available from the website of the Office of the Registrar, at the following link: [www.um.edu.mt/registrar/regulations/general](http://www.um.edu.mt/registrar/regulations/general)

Please refer also to the University Assessment Regulations, available at the same website <https://www.um.edu.mt/media/um/docs/about/governance/regulations/general/GeneralRegulationsforUniversityUndergraduateAwards.pdf>

It is furthermore recommended that you familiarize yourselves with the specific bye-laws applicable to the course you are following. Bye-laws for all courses offered by the Department of Classics and Archaeology can be accessed from the following page:

[https://www.um.edu.mt/\\_data/assets/pdf\\_file/0013/103405/BA-BAH-BL-2005-2.pdf.pdf](https://www.um.edu.mt/_data/assets/pdf_file/0013/103405/BA-BAH-BL-2005-2.pdf.pdf)

#### **4.6 Feedback on performance in an examination or other form of assessment**

Teaching staff explain to students the rationale behind a mark awarded for assessment purposes. This is either done formally in cases where assessed work is returned to the students and an Essay Feedback form (**Appendix III**) returned with the marked essay and/or ample comments are written on the essay, or informally when students discuss their performance with the lecturer responsible for delivering the study-unit. Submitted work for examination is seen by a lecturer and the reviewer. The Chairperson of the examination board also vets the results. Staff can discuss a student's performance once the result is officially published but cannot release the marked copy of an essay/assignment/report until two weeks pass from the publication date. The marked copy can only be returned after the two weeks have elapsed. Students are reminded that it is in their right to ask for a revision of paper even

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<sup>1</sup> If mark obtained is between 35% and 44% in Compensatable Study-Units, and is compensated by good performance in other study-units, a Compensated Pass (CP) shall be awarded (vide reg. 38).

<sup>2</sup> Unjustified absence for an assessment when a valid reason for absence is required, or failure to hand in assigned work on time, or ineligibility to take assessment due to unapproved absence from lectures shall be assigned an F with 0 marks in the calculation of the year average mark.

after discussing their performance with a member of staff. Details about the procedure for revision of paper can be found here:

<https://www.um.edu.mt/services/administrativesupport/sims/esimsfaqs>.

## **5. DISSERTATIONS (for BA Honours students)**

### **5.1 Selecting a topic and undertaking research**

When preparing your research proposal, ensure that you will be happy to work on your chosen subject for a considerable period of time. Also ensure that your proposal is pragmatic given your time and resource constraints. Carry out a broad survey of literature, material and access to sites before writing your proposal, as you otherwise risk replicating work already done by others, and there is little benefit in seeking to re-invent the wheel. Furthermore, should access to sites not be feasible you may find yourself in a position whereby it will not be possible to complete your work.

In order for your proposal to be accepted, there will need to be a member of staff with sufficient expertise to supervise your work. It is important that you are in contact with your proposed supervisor/s during the proposal-writing stage, as your primary supervisor will have to sign off on your research proposal in order for it to be considered and assessed by the Board of Studies. **Work on your dissertation should not begin until your research proposal has been assessed and accepted by the Board of Studies.**

All research carried out under the auspices of the University of Malta has to be reviewed by the University Research Ethics Committee (UREC). This applies to all students who write a dissertation. Important information regarding the University's Research Ethics Review procedures can be found on the UREC website (<https://www.um.edu.mt/urec>). Every student writing a dissertation will be required to complete a Research Ethics and Data Protection Form (REDP), which is found online (<https://www.um.edu.mt/research/ethics/redp-form/frontEnd/>).

Although your supervisor will guide you throughout your studies, remember that this is **your** work. Seek help whenever you need to but also learn to work independently. Also make allowances for your ideas to evolve as you commence your work. It is often the case that your proposal will change as you read more and gain better knowledge of the field. However, it is also important that your work is constantly guided by clear objectives.

You will make your life easier if you keep track of bibliographic references from the start – as noted above, software packages such as RefWorks ([www.refworks.com](http://www.refworks.com)) can be very useful for this purpose. Otherwise, you will waste much time when writing up in chasing after books and journal papers! Also ensure that you regularly back-up your work, in the case of computer failures. Ensure that your research is conducted in an ethical manner. In particular, ensure that you follow principles of informed consent, and that any sensitive personal data collected is stringently safeguarded.

Refer to **Appendix VI** for the oral examination procedure.

## **5.2 Supervisory procedures**

In preparing for your research it is important to be aware of and consider the general principles set by the University of Malta concerning the supervision of postgraduate dissertations and doctoral theses. These are available at the following link:

<http://www.um.edu.mt/registrar/students>

Please note these supervisory guidelines are followed by the Department of Classics and Archaeology even for undergraduate courses, and are intended to ensure that there is a good working relationship between students and supervisors, and to safeguard the rights of both.

1. It is to be understood that 'supervision' implies academic guidance, direction and advice. Ultimate responsibility for the work produced lies with the student.
2. The supervisor is not responsible for any incorrect or inappropriate use of grammar, spelling mistakes, any carelessness or typos; liability lies with the student. The supervisor will merely point out this inadequacy (especially where this is blatantly excessive) and it will be up to the student to ensure corrections are made prior to submission of the completed work. However, students are expected to make an effort to ensure proper proof-reading of their work, before submitting it to supervisors for review. Moreover, it is not the supervisor's responsibility to ensure that the dissertation submitted for examination does not contain plagiarized parts.
3. Supervisors are not responsible for approving parts or the whole of a dissertation although they are expected to give constructive feedback to first drafts intended to improve the quality of the work; feedback is to be given in a reasonable time, normally within four weeks of receipt. Supervisors may guide students on the development of chapters.
4. Supervisors should not normally approve or provide further guidance in response to corrected first drafts of individual chapters or group of chapters or of the whole work. Any further revisions or corrections are at the complete discretion of the supervisor. If the supervisor forms part of the Board of Examiners, the total mark assigned by the supervisor will take into account the quality of the first draft.
5. Students have to learn to work around the schedule of their supervisor/s. Students need to bear in mind that whilst supervisors endeavour to provide feedback as quickly as possible, they also have various other teaching, research and administrative commitments, priorities of which are the prerogative of the supervisors.
6. Time management is the student's responsibility throughout and it is in their interest to plan well ahead to ensure that supervisors are available at times deemed crucial to the research. Supervisors shall not be held liable as a result of a student's inefficient time management.

7. Students are not expected to show up at a lecturer's office without prior warning; an appointment, giving adequate notice, is to be sought via an e-mail message, which, subsequently requires due confirmation. Mobile phone calls/sms messages are private and are not an acceptable means of communication (unless otherwise indicated/agreed upon by the supervisor beforehand).

8. The supervisor has responsibilities related to the basic principles of academic integrity and professionalism. If the supervisor is withdrawing from supervising a student this process has to be done in consultation with the Head of Department if they are unable to resolve interpersonal conflicts which are impeding satisfactory academic progress. The supervisor must give reasonable notice in writing of the withdrawal of supervision to the student, the Head of Department and/or the second supervisor (if available). The second supervisor will normally remain as supervisor until another supervisor is in place or the student is withdrawn. The replacement supervisor is expected to be negotiated by the Head of Department, the student, and the replacement supervisor in consultation with the withdrawing supervisor.

9. Students are expected to be familiar with the University's overall policies, in particular, those governing supervision, as well as the Course regulations.

## **6. GETTING SUPPORT**

### **6.1 University support services**

Remember that as a student of the University of Malta, you have access to several academic support structures. Familiarize yourself with the library and with its various collections. Remember that in addition to print collections, the library also provides you with access to electronic material.

The University also provides several social support structures. These include Counselling Services and Students Advisory Services. The Disability Support Unit can also help students with disabilities and impairments. For further details of these and other services, please consult the relevant section of the University of Malta website at: <https://www.um.edu.mt/services/health-wellness>

If you have any queries or problems relating to your studies, you should seek advice from the Department's staff in the first instance. If your problem lies with a specific study-unit, then contact the lecturer concerned and/or the study-unit coordinator. Should your problem remain unresolved or for other matters, you can also contact your course coordinator, the Head of Department or the Faculty Office.

In cases where problems persist, you are also free to consult the following:

- The Students' Council (Kunsill Studenti Universitarji – KSU);
- The Pro-Rector for Student & Institutional Affairs;
- The University Ombudsman.

Further details are available at: <https://www.um.edu.mt/services/health-wellness>

## **6.2 IT services**

IT Services offer orientation courses for students to get accustomed to the Virtual Learning Environment (VLE), as well as various user guides relating to other IT aspects. For further information, please consult the website of the IT Services section, available at the following link: [www.um.edu.mt/itservices](http://www.um.edu.mt/itservices)

You may also wish to avail yourself of software provided by IT services, either free of charge or at discounted rates. Further details are available from the IT services website.

Students are advised to ensure that there is no misuse of computer facilities, particularly when using the facilities made available at the University of Malta. Please refer to the provisions of the Maltese Criminal Code concerning computer misuse.

## **6.3 Department staff and associates**

In case of any difficulties throughout your course, please do not hesitate to contact us (details in **Appendix I**). We are freely available to assist you and will endeavour to help you out to the best of our abilities. However, please do abide by official student hours which are published at the beginning of the academic year which are available on the doors of individual staff members; if you are unable to adhere to established student hours, then contact the individual concerned to set an appointment.

Specific contact details for academic and administrative queries will be provided to the different student groups, relating to the different courses concerned. For administrative matters relating to your course, contact the departmental secretary and/or the Faculty Office – relevant administrative concerns may include issues with course registration, timetables, eSIMS records and lecture venues, amongst others. For academic matters, contact your lecturers and tutors. In particular, if you feel you require help with course material, we strongly encourage you to speak to your lecturers to arrange for tutorial sessions.

## **7. COMMUNICATION WITH STUDENTS**

### **7.1 University email account**

Please ensure that you apply for an email account with University IT services immediately upon commencing your studies. This will grant you access to several facilities on the University website. Note that all formal correspondence will be directed to your University of Malta email account and therefore ensure that you maintain adequate storage space for incoming mail at all times. In addition, make sure that you check your University of Malta email account regularly, at least on a daily basis, as you may otherwise miss out on important notices. It is very important that you activate your IT Services User ID and University email account as soon as you receive your letter of acceptance. This will give you access to all official University notices and communications which are sent to this account.

Please remember that it is correct email etiquette to:

1. acknowledge receipt of emails
2. reply to emails soliciting an answer
3. keep emails formal

4. choose an email subject that is meaningful to the recipient and to yourself.

## **7.2 eSIMS**

The University holds all its students' records on SIMS – the Student Information Management System – to which all Faculties, Institutes and Centres have access, as appropriate. Students may view their academic record as well as their personal and course details through eSIMS – the University's Student Portal. eSIMS is the forum through which you should register for study-units and DegreePlus activities; annual enrolment and publication of study-unit results are also carried out online through this system. For access to eSIMS, you will require the same User ID and password as are used to access your email account.

## **7.3 Virtual Learning Environment (VLE)**

It is also important that you familiarize yourself with the University's Virtual Learning Environment (VLE). The VLE is a web-based learning environment, through which tutors can interact with students. It will be used to provide learning materials and notices for your various study-units, in electronic format. Please also note that you will be required to submit assignments through the VLE system.

We sincerely hope that your experience with us will be a pleasant and fruitful one. Seek to expand your horizons with this course. Push yourself beyond the areas you are already comfortable with, and try to think out of the box. Benefit from the various learning opportunities available to you, not just at the Department of Classics and Archaeology but also those offered by other faculties and institutes at the University. Open discussion is strongly encouraged, provided that this is conducted in a manner respectful to all. Likewise, we encourage you to accept constructive criticism in the manner in which it is intentioned, and to deliver constructive criticism yourself when you see fit. The tutors you will have throughout your course are there to guide you, but it is up to you to fully develop your own potential.

Above all, we hope that you will enjoy your studies and your time at the University of Malta! We wish you ever success in your course and hope that you will have a pleasant experience and that you will continue with your learning endeavours in the future!

Good luck!

The first version of the handbook was compiled in September 2012 with the kind cooperation of the Institute of Earth Systems, University of Malta. Any updates and official amendments to specific and general regulations posted and published on the University website or circulated in hard copy apply.

Approved by the Board of Studies 14 September 2022.

## APPENDIX I

List of resident and visiting members of academic staff that service the Archaeology programme

### RESIDENT ACADEMICS – DEPARTMENT OF CLASSICS AND ARCHAEOLOGY

**Dr MAXINE ANASTASI**

Senior Lecturer  
Roman Archaeology, fieldwork techniques and recording systems  
Room 200A, Archaeology Centre  
☎ 2340 3759  
[maxine.anastasi@um.edu.mt](mailto:maxine.anastasi@um.edu.mt)

**Dr Ing. JOHN C. BETTS**

Senior Lecturer  
UAV and land survey, material analysis  
Room 106, Archaeology Centre  
☎ 2340 2300  
[john.betts@um.edu.mt](mailto:john.betts@um.edu.mt)

**Prof. ANTHONY BONANNO**

Professor  
Maltese and Mediterranean prehistory, Malta in the Classical Age, Classical art  
Room 203, Archaeology Centre  
☎ 2340 2044  
[anthony.bonanno@um.edu.mt](mailto:anthony.bonanno@um.edu.mt)

**Prof. TIMMY GAMBIN**

Professor  
Maritime archaeology  
Room 101B, Archaeology Centre  
☎ 2340 2650  
[timmy.gambin@um.edu.mt](mailto:timmy.gambin@um.edu.mt)

**Dr HUW S. GROUCUTT**

Lecturer  
Mediterranean prehistory, stone tools, human evolution  
Room 112B, Archaeology Centre  
[huw.groucutt@um.edu.mt](mailto:huw.groucutt@um.edu.mt)

**Dr CARMEL SERRACINO – Head of Department**

Senior Lecturer  
Greek and Latin language and literature, history of Classical scholarship, reception of the Classics  
Room 112A, Archaeology Centre  
☎ 2340 2673  
[carmel.serracino@um.edu.mt](mailto:carmel.serracino@um.edu.mt)

**Prof. HORATIO C. R. VELLA**

Professor  
Greek and Latin language and literature, historiography, epic, palaeography, epigraphy  
Room 200B, Archaeology Centre  
☎ 2340 2957  
[horatio.vella@um.edu.mt](mailto:horatio.vella@um.edu.mt)



**Prof. NICHOLAS VELLA**

Associate Professor  
Mediterranean prehistory, Phoenician and Punic archaeology, landscape archaeology  
Room 211, Archaeology Centre  
☎ 2340 2047  
[nicholas.vella@um.edu.mt](mailto:nicholas.vella@um.edu.mt)

PERMANENT VISITING ACADEMIC-DEPARTMENT OF CLASSICS AND ARCHAEOLOGY

**Dr KEITH BUHAGIAR**

Senior Lecturer  
Palaeochristian, Byzantine and Medieval Archaeology  
[keith.buhagiar@um.edu.mt](mailto:keith.buhagiar@um.edu.mt)

VISITING ACADEMICS – DEPARTMENT OF CLASSICS AND ARCHAEOLOGY

**Mr VICTOR BONNICI** (Latin for Historians)

**Dr JURGEN GATT** (Classical Philosophy and General culture, Greek and Roman history and Greek languages)

**Ms MARIA GIULIANA FENECH** (Latin Language, Greek and Roman history)

RESIDENT ACADEMICS FROM OTHER DEPARTMENTS

**Dr REUBEN GRIMA**

Senior Lecturer, Department of the Built Heritage, Faculty for the Built Environment  
Heritage management, prehistory, landscape archaeology  
[reuben.grima@um.edu.mt](mailto:reuben.grima@um.edu.mt)

**Dr CHRIS O. HUNT**

Liverpool John Moores University  
Palaeo-environment  
[C.O.Hunt@ljmu.ac.uk](mailto:C.O.Hunt@ljmu.ac.uk)

**Dr DENNIS MIZZI**

Senior Lecturer, Department of Oriental Studies, Faculty of Arts  
Jewish studies, Fieldwork techniques and recording systems  
[dennis.mizzi@um.edu.mt](mailto:dennis.mizzi@um.edu.mt)

**Prof. PATRICK J. SCHEMBRI**

Professor, Department of Biology, Faculty of Science  
Analysis of molluscs and other invertebrate remains  
[patrick.j.schembri@um.edu.mt](mailto:patrick.j.schembri@um.edu.mt)

**Prof. CONRAD THAKE**

Associate Professor, Department of the History of Art, Faculty of Arts  
Classical architecture  
[conrad.thake@um.edu.mt](mailto:conrad.thake@um.edu.mt)

STUDENT REPRESENTATIVE ON THE BOARD OF STUDIES (ARCHAEOLOGY)

**Position vacant**

SCIENTIFIC OFFICER/LOGISTICAL SUPPORT

**Ms MARIA VELLA**

Scientific Officer

Room 107, Archaeology Centre

☎ 2340 2102

[maria.m.vella@um.edu.mt](mailto:maria.m.vella@um.edu.mt)

SECRETARY

**Ms SARAH GALEA**

Administrator II

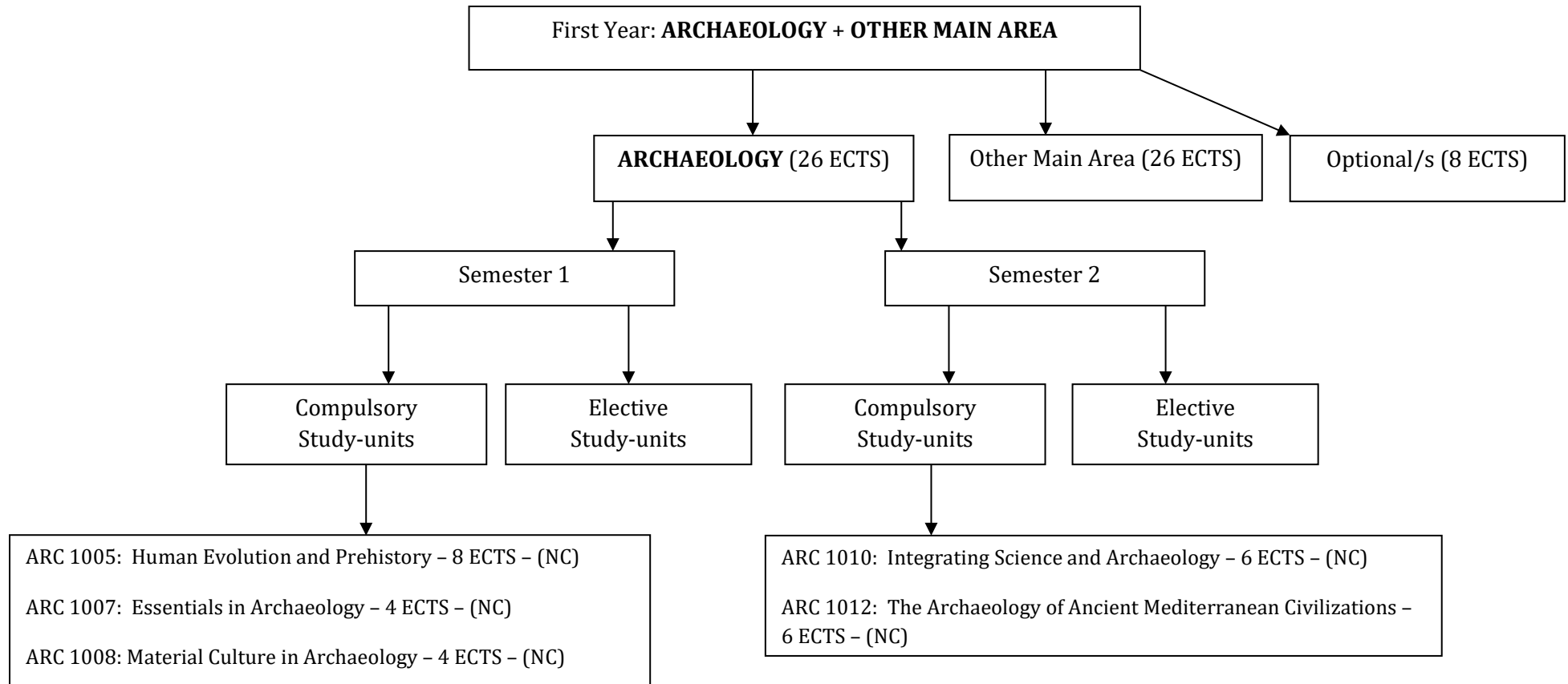
Room 204A, Archaeology Centre

☎ 2340 2046

[sarah.galea@um.edu.mt](mailto:sarah.galea@um.edu.mt)

## APPENDIX II

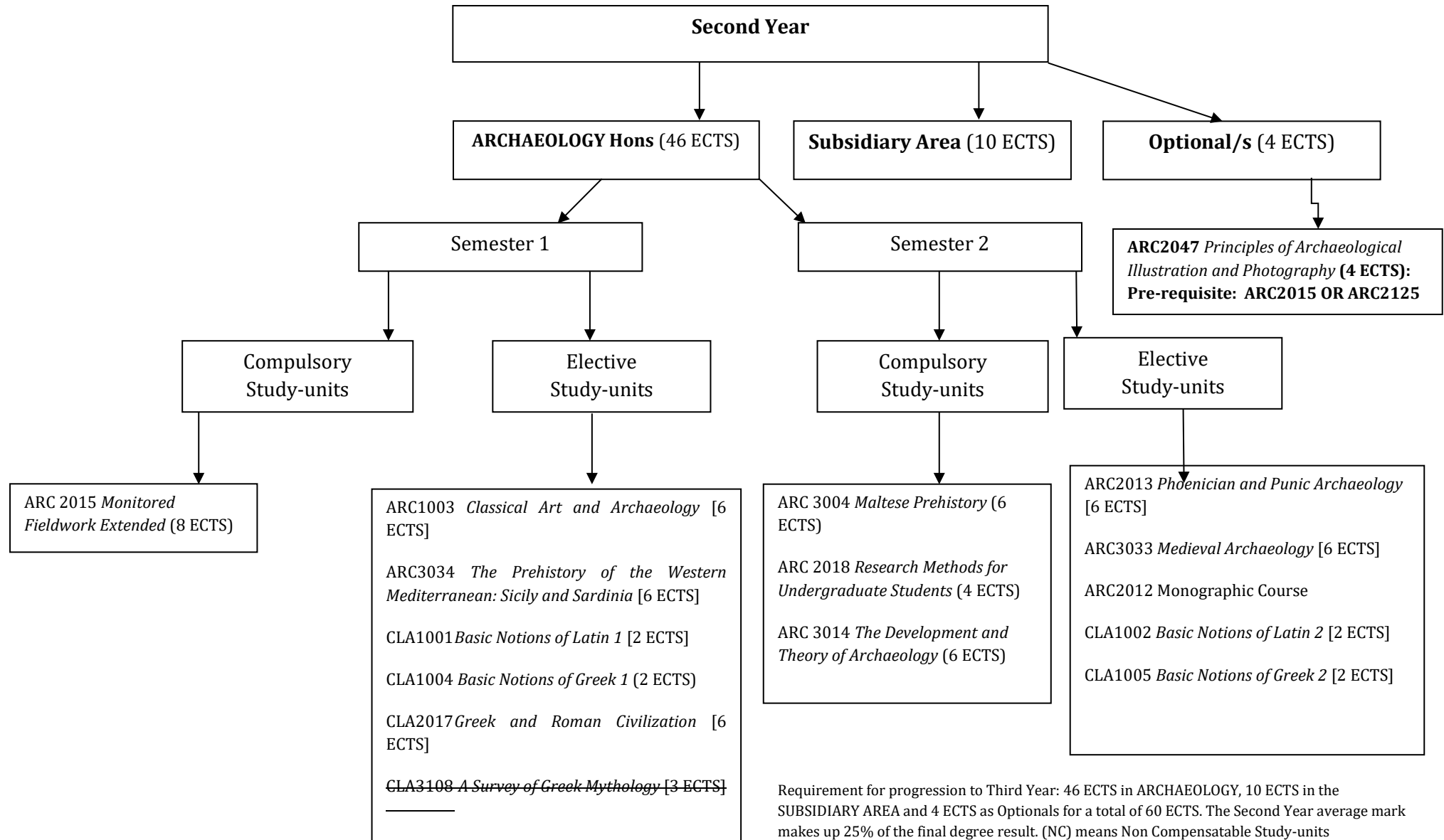
### First Year: ARCHAEOLOGY



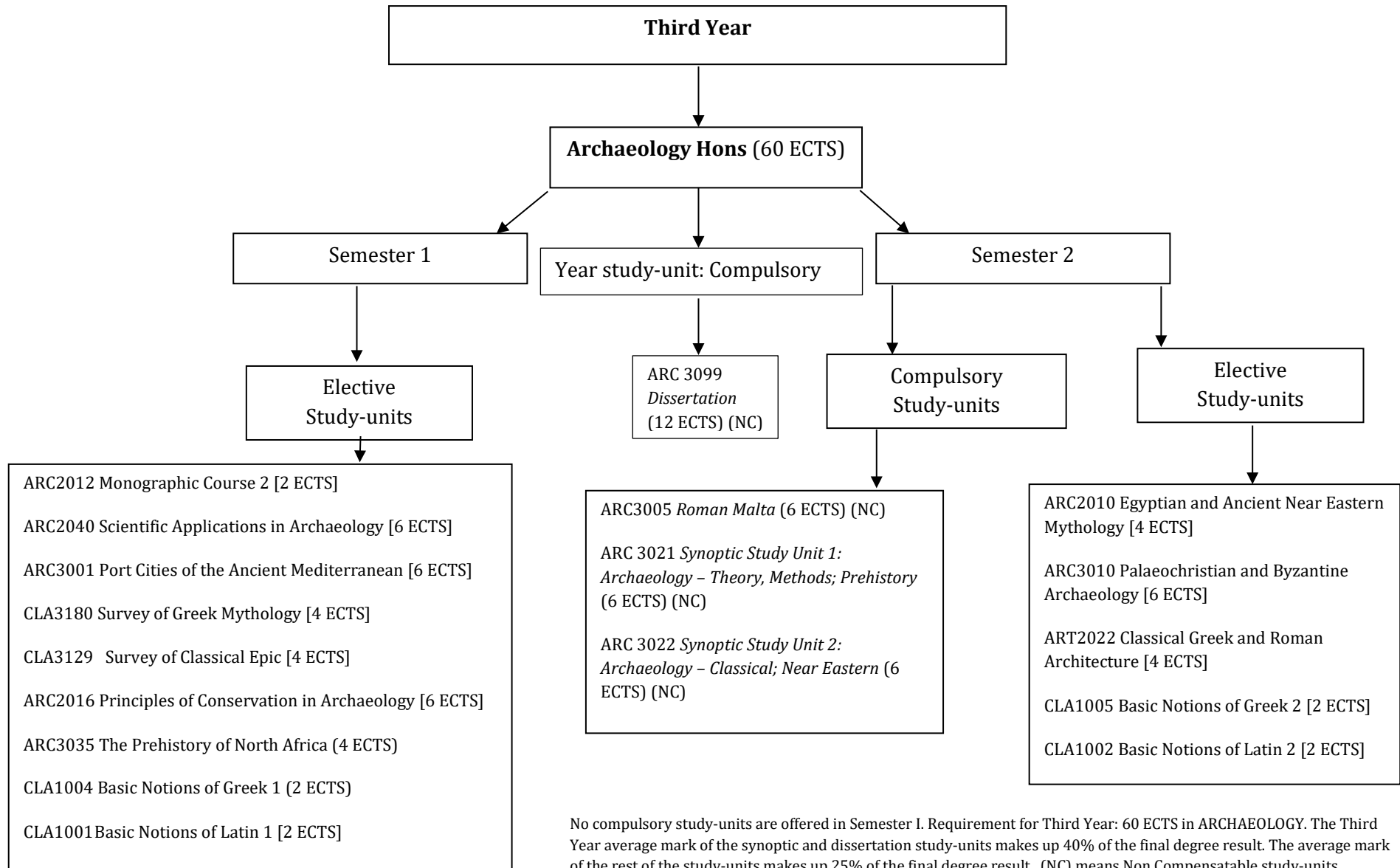
Requirement for progression to Second Year: 26 ECTS in ARCHAEOLOGY, 26 ECTS in other Main Area, 8 ECTS as Optional study-units for a total of 60 ECTS. **No** elective study-units are offered in ARCHAEOLOGY. An average mark of **65%** is required at the end of the First Year to allow students to proceed to an Honours degree in ARCHAEOLOGY. The First Year average mark makes up 10% of the final degree result.

(NC) means Non Compensatable Study-units

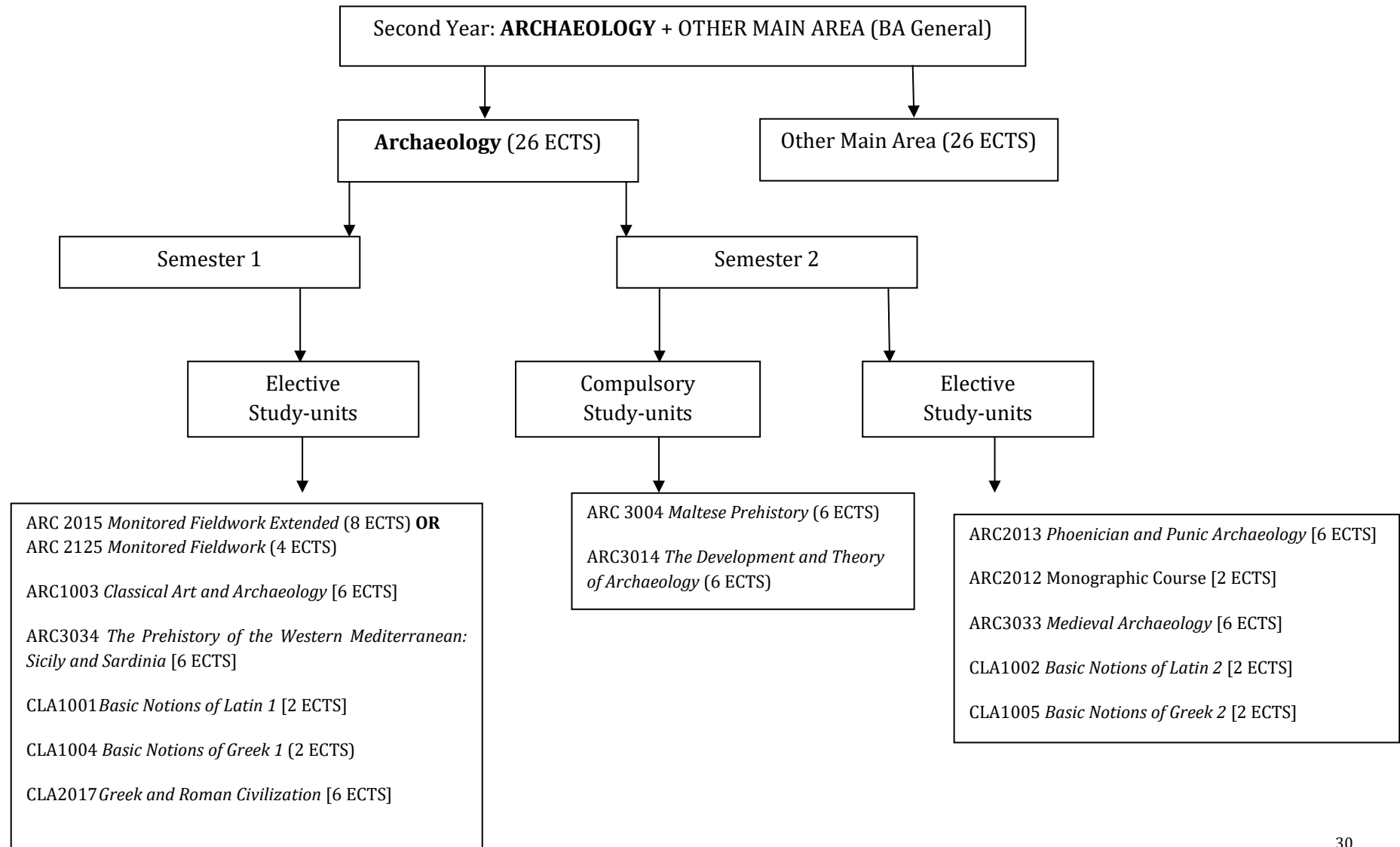
**Second Year: ARCHAEOLOGY (HONOURS)**



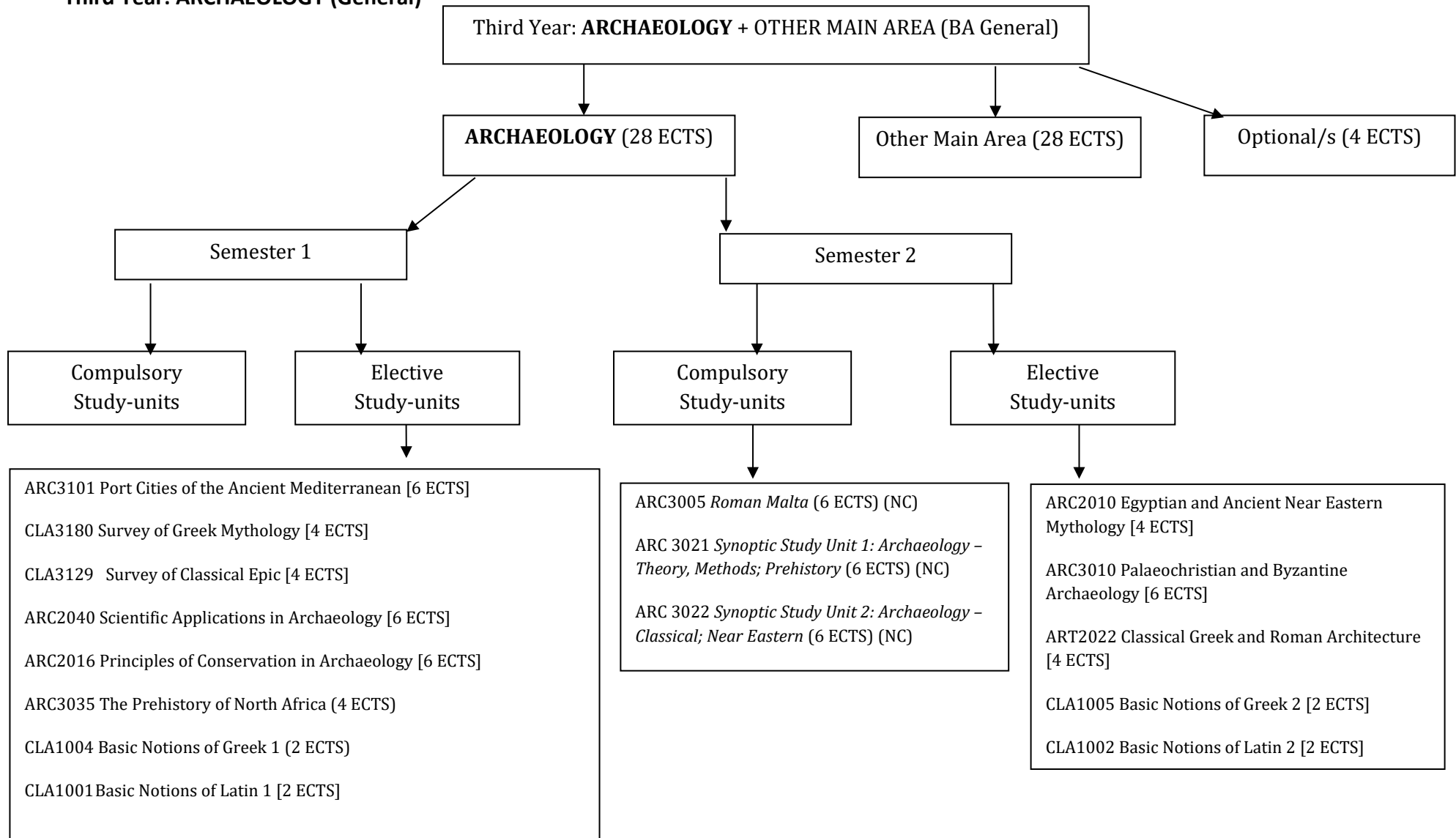
**Third Year: ARCHAEOLOGY (HONOURS)**



**Second Year: ARCHAEOLOGY (General)**



**Third Year: ARCHAEOLOGY (General)**



No compulsory study-units are offered in Semester I. Requirement for Third Year: 28 ECTS in ARCHAEOLOGY, 28 ECTS in the other MAIN AREA and 4 ECTS as OPTIONAL for a total of 60 ECTS . The Third Year average mark of the synoptic study-units makes up 40% of the final degree result. The average mark of the rest of the study-units makes up 25% of the final degree result. (NC) means Non Compensatable study-units.

### APPENDIX III: ESSAY FEEDBACK FORM

Department of Classics and Archaeology  
University of Malta



|   |               |       |
|---|---------------|-------|
| To be filled by student   |               |       |
| Course code: ARC  | Course title: |       |
| Student name:   | Course:       | Year: |
| Insert word count (excluding footnotes, reference list/bibliography): |               |       |

Lecturer's evaluation:

|   |   |
|---|---|
| <input type="checkbox"/> Evidence of <b>plagiarism</b> detected (essay is being forwarded for investigation)  | <b>Using evidence</b><br><input type="checkbox"/> You don't provide enough research findings, data, quotations or other sourced material as evidence for your claims/assertions/ideas<br><input type="checkbox"/> You provide some potential evidence, but the link with your claims/assertions/ideas could be clearer/developed more<br><input type="checkbox"/> Good, you use evidence clearly and convincingly to support your claims/assertions/ideas   |
| <b>Addressing the question</b><br><input type="checkbox"/> The material you use is not relevant to this topic<br><input type="checkbox"/> The material you use is relevant to this general topic, but you don't make clear how it is relevant to this specific question/title<br><input type="checkbox"/> Good, you have made it very clear how the material you use is related to the specific issues that are the focus of the essay  | <b>Critical evaluation</b><br><input type="checkbox"/> Your essay is too descriptive – there is not enough assessment of the value or significance of what you describe<br><input type="checkbox"/> Your evaluative points could be more extensive/explicit/systematic/reasoned/justified<br><input type="checkbox"/> Good, you have made some systematic, reasoned and justified assessments of value  |
| <b>Developing argument</b><br><input type="checkbox"/> Your essay does not contain a point of view or position in relation to the title or question<br><input type="checkbox"/> Your essay contains some expression of a position, which could have been more explicitly developed and justified<br><input type="checkbox"/> Good, you have established a clear position in relation to the question, and developed that position throughout the essay  | <b>Use of language</b><br><input type="checkbox"/> Your essay has too many spelling, grammar, or punctuation errors<br><input type="checkbox"/> In some passages your writing makes the meaning unclear or difficult to follow<br><input type="checkbox"/> Your meaning is clear, but your language is too colloquial<br><input type="checkbox"/> Make sure you stick to the correct citation conventions<br><input type="checkbox"/> Good, your writing style is fluent, clear and the tone is appropriate |
| <b>Structuring</b><br><input type="checkbox"/> Your arrangement of the material into paragraphs could provide a more logical sequence of ideas<br><input type="checkbox"/> Some of your paragraphs do not focus on one main idea each, or are too short<br><input type="checkbox"/> Your introduction could do more to let the reader know how the essay will deal with the issues<br><input type="checkbox"/> Your conclusion could do more to give the essay an ending which brings together your various points<br><input type="checkbox"/> Good, you have structured the material in a way that allows for a logical sequence of ideas<br><input type="checkbox"/> You need to cross-reference your images and text |   |

**Mark:            % less            % for incorrect referencing =            %**

| A+      | A      | B+     | B      | C+     | C      | D+     | D      | F     | F  |
|---------|--------|--------|--------|--------|--------|--------|--------|-------|----|
| 90-100% | 80-89% | 75-79% | 70-74% | 60-69% | 55-59% | 50-54% | 45-49% | 0-44% | 0% |

The descriptions for mark ranges are applicable from October 2019, and can be viewed at:

<https://www.um.edu.mt/about/governance/statutesregulationsbyelaws/general>



**APPENDIX IV: HARVARD SYSTEM (AUTHOR/DATE) OF REFERENCING**

**References**

The preferred referencing system adopted by the Department of Classics and Archaeology is the Harvard (author/date) system and should either be placed in the main text — for example, ‘it has been shown (Evans 1971: 80) — or included in footnotes which should run consecutively throughout your work. Please do not use *passim*, *op. cit.*, *ibid.* or vague page ranges, e.g. 283f and 283ff. Endnotes are not to be used. Examples of text citations are given below:

| Type of reference                                       | Text citation                                       | Notes                                       |
|---|---|---|
| Single author   | (Evans 1971)  |   |
| Two authors   | (Malone and Stoddart 1993)                          |   |
| Two authors with the same surname and the same year     | (Vella, C. 2010; Vella, N. C. 2010)                 | In alphabetical order by first name         |
| Three or more authors                                   | (Bonanno <i>et al.</i> 1990)                        |   |
| More than one work by the same author                   | (Trump 1972, 2003)                                  |   |
| More than one work by the same author and the same year | (Tanasi 2002a, b)                                   |   |
| More than one work by different authors                 | (Buhagiar 2002; Bonanno 2004)                       | In date order                               |
| More than one work by one author and different authors  | (Zammit 1916, 1919; Evans 1971)                     | In date order                               |
| Personal communication                                  | <i>pers. comm.</i> Prof. A. Bonanno 14 October 2014 | Include name of person and date interviewed |

**References for Classical sources in the original:**

In-line citation:

(\*Author. \*Work. Book. Chapter. Verse/paragraph). Placed before final punctuation of the sentence. (Hor. *Carm.* 4.1.1-4).

Citation appearing in a footnote:

\*Author. \*Work. Book. Section/Paragraph. Line/s

Hor. *Carm.* 4.1.1-4.

Hdt. 5.3.

The work’s title of authors with only one attributed work can be omitted.

\* Authors and works, wherever above marked with an asterisk, are to be abbreviated consonant to *The Oxford Classical Dictionary* eds Hornblower, S. and Spawforth, A. (3<sup>rd</sup> ed., Oxford University Press, 2003).

**References for Classical sources in translation:**

Classical texts in translation should be quoted from the Loeb Classical Library (available at the University Library). The in-line citation for translated quotations should follow the same style as quotations in the original languages (see above).

**References for Biblical Sources:**

When citing Biblical passages, the biblical book followed by the chapter and verse should be listed thus: Judges 6.12 (alternatively commonly accepted abbreviations which can be found at the beginning of every copy of the Bible in English can be used e.g.: Judg 6.12).

When using the Bible in translation, then the version used should be mentioned at the top of the References section thus:

All Biblical citations (unless otherwise stated) are taken from the New Revised Standard Version (and then give the particular publisher, place of publication and date) e.g. *The Holy Bible containing the Old and New Testaments with the Apocryphal/Deuterocanonical Books: New Revised Standard Version*, New York: American Bible Society, 1989).

When using the original version of the Bible (Hebrew, Aramaic, Greek), the original edition should be mentioned in the reference list at the end of the dissertation.

**Reference list**

An alphabetical list of references referred to in the text or in the footnotes should be provided at the end of the text. Students must ensure that references are accurate and complete. Periodical titles are to be spelled out in full. Some examples are given below:

| Type of reference                        | Text citation                         | Reference format  | Notes |
|--|---------------------------------------|---|-------|
| Book                                     | Evans 1971                            | EVANS, J. D. 1971. <i>The prehistoric antiquities of the Maltese Islands: a survey</i> . London: Athlone.   |       |
| Edited book                              | Malone <i>et al.</i> 2009             | MALONE, C., S. STODDART, A. BONANNO, D. TRUMP with T. GOUDER & A. PACE (eds) 2009. <i>Mortuary customs in prehistoric Malta: excavations at the Brochtorff Circle at Xagħra (1987-94)</i> . Cambridge: McDonald Institute for Archaeological Research.  |       |
| Book with no editor but multiple authors | Cagianò de Azevedo <i>et al.</i> 1973 | CAGIANO DE AZEVEDO, M. C. , C. CAPRINO, A. CIASCA, F. D'ANDRIA, A. DAVICO, M.G. GUZZO AMADASI & M.P. ROSSIGNANI 1973. <i>Missione archeologica italiana a Malta: rapporto preliminare della campagna 1970</i> . Roma: Consiglio Nazionale delle Ricerche, Centro per la Civiltà Fenicia e Punica. |       |
| Book with a volume number                | Frendo 2010                           | FRENDO, H. (ed.) 2010. <i>The European mind, Volume 1: narrative and identity</i> . Malta: Midsea Books.  |       |

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|--|--------------------------|---|---|
| Book in a numbered series  | Vella <i>et al.</i> 2004 | VELLA, E., M. BORG & A. BONANNO. 2004. <i>L- arkeologija ta' Malta</i> (Sensiela Kullana Kulturali 59). Malta: Publikazzjonijiet Indipendenza.  | Note than no 'no.' is inserted in the series title.   |
| Journal paper  | Skeates 1995             | SKEATES, R. 1995. Animate objects: a biography of prehistoric 'axe-amulets' in the central Mediterranean region, <i>Proceedings of the Prehistoric Society</i> 61: 279-301.   | Not PPS, avoid abbreviations or acronyms.   |
| Contribution in the Annual Reports of the Workings of the Government Departments (MALTA) | Zammit 1928              | ZAMMIT, T. 1928. <i>Museum Annual Report 1927-1928</i> . Malta: Government Printing Office.   |   |
| Chapter by another author in a book  | Trump 2008               | TRUMP, D.H. 2008. Skorba and Ta' Hagraat: excavations 1960-1963, in M.E. ZAMMIT, & J. MALLIA (eds) <i>Ta' Hagraat and Skorba: ancient monuments in a modern world</i> : 27-35. Malta: Heritage Malta.   |   |
| Review   | Hanfmann 1935            | HANFMANN, G.M.A. 1935. Review of L.M. UGOLINI, <i>Malta. Origine della civiltà mediterranea</i> (Roma, 1934), <i>American Journal of Archaeology</i> 39: 624-6.   |   |
| In press   | Tanasi & Vella in press  | TANASI, D. & N.C. VELLA (eds). In press. <i>Site, artefacts, landscape: prehistoric Borġ in-Nadur, Malta</i> . Monza: Polimetrica.  |   |
| Online publication   | Bonanno 2008             | BONANNO, A. 2008. Maltese archaeology: what future? <i>European Association of Archaeologists Blog</i> (November). Available at: <a href="http://e-a-a.org/blog/?m=200811">http://e-a-a.org/blog/?m=200811</a> (accessed on 29 <sup>th</sup> September 2011). |   |
| Unpublished dissertation   | Grima 2005               | GRIMA, R. 2005. Monuments in search of a landscape: the landscape of monumentality in Late Neolithic Malta. Unpublished PhD dissertation, University College London.  | Title is not in italics as it is unpublished.   |
| Unpublished report   | Scott 1962               | SCOTT, D. 1962. Excavations at Ras ir-Raheb 1961-1962. Unpublished report, National Museum of Archaeology archives.   | Title is not in italics as it is unpublished; 'h' of 'Raheb' is reproduced as it appears in the typewritten report. |
| Unpublished conference paper   | Vella 2006               | VELLA, N.C. 2006. Reaching out at Tas-Silġ. Paper presented at the symposium 'Tas-Silġ: its past, present and future', Malta, 23-24 November 2006.  |   |

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|---|--|--|---------------------------|
| Newspaper article (with author)           | Calvert 1995                           | CALVERT, J. 1995. British team discovers remains of prehistoric dwelling in Gozo, <i>The Times</i> , 13 April 1995, pp. 6-7.   |                           |
| Newspaper article (without author)        | The Guardian 2008                      | The Guardian. Considering the past, 10 October 2008, p. 32.  | Listed under 'G' not 'T'. |
| Website/blog                              | British Museum 2013<br><br>Zammit 2015 | British Museum, London, <i>Explore/Highlights</i> , BritishMuseum.org, accessed 10 May 2013, < <a href="http://www.britishmuseum.org">http://www.britishmuseum.org</a> >.<br><br>ZAMMIT, A. 2015. "The Lachish Letters in Jerusalem", in <i>Palestine Exploration Fund Blog</i> , 26 May, < <a href="http://www.pef.org.uk/blog/the-lachish-letters-in-jerusalem/">http://www.pef.org.uk/blog/the-lachish-letters-in-jerusalem/</a> >. |                           |
| Items with no date                        | Smith, n.d.                            | SMITH, J. n.d. <i>Archaeology</i> . London: Oxbow.   | n.d. = no date            |
| Audiovisual (DVD/Video)                   | Taylor 2009                            | TAYLOR, B. 2009. <i>The Four P's Marketing Strategies</i> , DVD, Bendigo, VIC: Video Education Australiasia.   |                           |
| Audiovisual (Film/motion picture)         | Wall Street 1987                       | <i>Wall Street</i> , 1987. Motion Picture, American Entertainment Partners & Amercent Films: 20th Century Fox, directed by Oliver Stone.   |                           |
| Audiovisual (TV/Radio programmes)         | The Search for Meaning 1998            | <i>The Search for Meaning</i> , 1998. Radio Program, Sydney: ABC Radio, 24 March.  |                           |
| Audiovisual (online and streaming videos) | Southern Cross University Library 2018 | <i>Southern Cross University Library</i> , 2018. Scholarly vs Non-Scholarly Sources, online video, YouTube, viewed 22 October 2018, < <a href="https://www.youtube.com/watch?v=nqt7M4I-bQM">https://www.youtube.com/watch?v=nqt7M4I-bQM</a> >.   |                           |

List of references for classical sources:

Aristophanes *Clouds* (ed. Dover, K. J. 1968), Oxford, Clarendon Press.

Herodotus *The Persian Wars III-IV* (ed. Henderson, J. 2006), The Loeb Classical Library.

Students may need to reference source material, examples of which do not appear above. They are encouraged to seek the appropriate reference manuals and to consult their tutors.

**APPENDIX V – RECOMMENDED OPTIONAL STUDY-UNITS**

| <b>CENTRE FOR ENGLISH LANGUAGE PROFICIENCY</b> |  |             |                 |
|--|--|-------------|-----------------|
| <b>Study-Unit code</b>                         | <b>Title</b>                               | <b>ECTS</b> | <b>Semester</b> |
| ENG 0426                                       | Proficiency in English                     | 2           | 1 and 2         |
| ENG 1063                                       | English Speech Fluency                     | 2           | 1 and 2         |
| ENG 1101                                       | The Basics of Public Speaking and Debating | 2           | 1 and 2         |
| ENG 1426                                       | English Writing Skills                     | 2           | 1 and 2         |

| <b>ANTHROPOLOGICAL SCIENCES</b> |  |             |                 |
|---------------------------------|--|-------------|-----------------|
| <b>Study-Unit code</b>          | <b>Title</b>                                     | <b>ECTS</b> | <b>Semester</b> |
| ANT1003                         | Introduction to Social and Cultural Anthropology | 4           | 1               |
| ANT1005                         | Locating the Anthropology of the Mediterranean   | 4           | 2               |

| <b>GEOSCIENCES</b>     |                                     |             |                 |
|------------------------|-------------------------------------|-------------|-----------------|
| <b>Study-Unit code</b> | <b>Title</b>                        | <b>ECTS</b> | <b>Semester</b> |
| GSC1100                | Geology 1 - Fundamentals of Geology | 6           | 1 and 2         |

**APPENDIX VI- ORAL EXAMINATION PROCEDURE**

