*Gaynor Wood*

*Senior Lecturer in Employability and Enterprise*

*University of Central Lancashire*

*Preston, UK, PR1 2HE*

*01772 893863*

*GWood1@uclan.ac.uk* *Tuesday, 29 March 2016*

Dear Sir or Madam,

*Voices From The Field: Developing Employability Skills for Archaeological Students Through the Experimentation and the Pedagogy of Problem Based Learning.*

I submitted this paper in May 2015 with the hope of resubmitting it after amendments. Unfortunately my father died in September of that year and I was unable to do this. At the time the editor hoped that I would resubmit because it was unusual to receive case studies involving archaeological students. Therefore I have amended the case study taking into account the comments made by the reviewers and hope that you will reconsider this.

The corrections are:

* A further definition of problem based and project based learning
* References for other PBL examples from other universities
* A new example of a problem based learning activity developed for archaeology students
* A change of employability model form Career EDGE (Dacre Pool, L. & Sewell, P.J. (2007) to USEM (Yorke, M. (2006 ) which has helped to more clearly explains the employability skills and behaviours that students demonstrated though the exercise
* Checking the APA 6th referencing more thoroughly

This topic, linking PBL and employability is unusual, but is highly relevant in Higher Education today. Employability is a current topic, especially in the UK, where graduate destinations are becoming bench markers for funding and allocation of student numbers. As I demonstrate in this new case study it is possible to move away from a reliance on expensive field work and excavation to develop their students’ employability skills into more innovative student led projects.

 I feel that the above fits in well with your stated themes of the journal, and would be of interest not only to archaeology practitioners but also those subjects who have a high level of field work in their curricula.

This is original research undertaken as part of my current Ph.D. at UCLAN, in Experimental Archaeology and has not been submitted for publication elsewhere else.

Thank you

Yours faithfully,

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