



# The Societal Benefits of Publicly Engaged Archaeology

*Professor Carenza Lewis*

# Challenges facing publicly engaged archaeology

- *“Europe faces the need for its citizens to live together in peace and mutual respect and to value and enjoy the diversities which they bring to their respective societies. In this light, Cultural Heritage plays an important role... exploring questions of identity and overcoming barriers to mutual understanding and tolerance. ... REACH [explores how] participatory approaches can contribute to develop a common horizon of understanding [and] contribute to a deeper engagement of civil society in the research and establishment of innovation in the CH sector.”*  
(<http://reach-culture.eu/project>)
- **Public engagement** is an element of the archaeological process typically regarded as a ‘**nice but non-essential**’ extra which is not an integral part of project aims.
- This applies in commercial units and universities, and even museums often view their visitors as **detached consumers** rather than **engaged producers** of heritage knowledge.
- Arguments foregrounding the **economic** and **intrinsic** values of heritage often present these as inherently conflicted and/or mutually incompatible, while arguments for the **societal** value of heritage are rarely heard.
- Simultaneously, **funding for heritage** is being cut back across Europe as heritage is seen to be of **marginal importance** compared with tackling wider social issues; a perception with which **electorates detached from their heritage** are unlikely to disagree.

# The benefits of publicly engaged archaeology

- A new paradigm for engaging wider publics in the archaeological process enables participative archaeology to be valued for its **benefit to wider society** and its capacity to **generate new resources** while also **advancing knowledge** about the past. This paradigm gives **equal weight to intrinsic, economic and societal benefits**, seeing the delivery of each as beneficial (and often essential) to achieving the others.
- In exploring this, I will review a selection of **UK projects** which have been shown to measurably benefit **individuals, communities** and wider **society**, while also **advancing knowledge about the past**.
- The conclusion to be drawn is that strategies can and should be developed and deployed which **identify, maximise and evaluate benefits** of public engagement with archaeological investigations to **individuals, communities and society**.
- This will allow **heritage** to be seen not as a liability but as an **asset**, and expenditure on participative heritage to be seen not as cost but as an **investment**.

# What is public engagement?

- *"Public engagement describes the myriad of ways in which the activity and benefits of **higher education and research** can be **shared with** the public. Engagement is by definition a **two-way process**, involving interaction and listening, with the goal of **generating mutual benefit**."*  
(<https://www.publicengagement.ac.uk/explore-it/what-public-engagement>)
- *'Public engagement with **research**' goes beyond uni-directional dissemination to ... **inform, inspire, involve, upskill and enrich**. Public engagement ... increases the actual and perceived **value of research to wider society**, **builds research capacity** and **broadens research horizons**.*  
(<http://gow.epsrc.ac.uk/NGBOViewGrant.aspx?GrantRef=EP/R019657/1>)

# Public engagement with archaeology

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- *'Public engagement with **archaeology** ' goes beyond uni-directional dissemination to ... **inform, inspire, involve, upskill and enrich**. Public engagement ... increases the actual and perceived **value of archaeology to wider society, builds archaeological capacity** and **broadens archaeological horizons**. (http://gow.epsrc.ac.uk/NGBOViewGrant.aspx?GrantRef=EP/R019657/1)*

# Benefits to individuals, communities and society: three examples from my experience

- HEFA



- Clare Castle



- Middlefield Lane



# Benefits to individuals

**Figure 2:** HEFA learners working on test pit excavations in Riseley (Bedfordshire) and Little Hallingbury (Essex)



- Johnson, M. and Lewis, C. . 2013. 'Can you dig it?' Developing an approach to validly assessing diverse skills in an archaeological context'. *Journal of Vocational Education & Training*, Volume 65, Issue 2, 177-192
- Lewis, C. 2014. 'Cooler than a trip to Alton Towers': Assessing the Impact of the Higher Education Field Academy, 2005–13' *Public Archaeology*, Vol. 13 No. 4, November 2014, 295–322.
- Lewis, C. 2017. Evidencing the impact of widening participation access programmes for under-16s: Assessment within the Higher Education Field Academy' *Widening Participation and Lifelong Learning* Volume 19, Number 2, May 2017, 87-112.

# Higher Education Field Academy

- Aim:

To involve young people aged between 13 and 17 in archaeological excavations in order to:

- Raise academic aspirations, particularly about progressing to university
- Boost self-esteem and confidence
- Instil new transferrable skills and knowledge

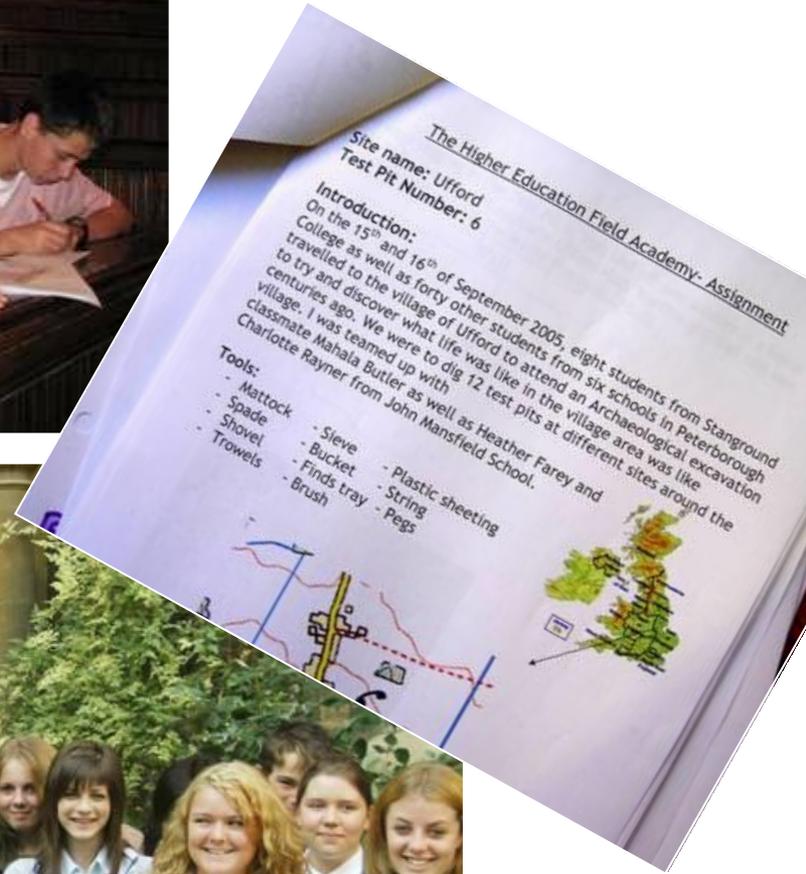
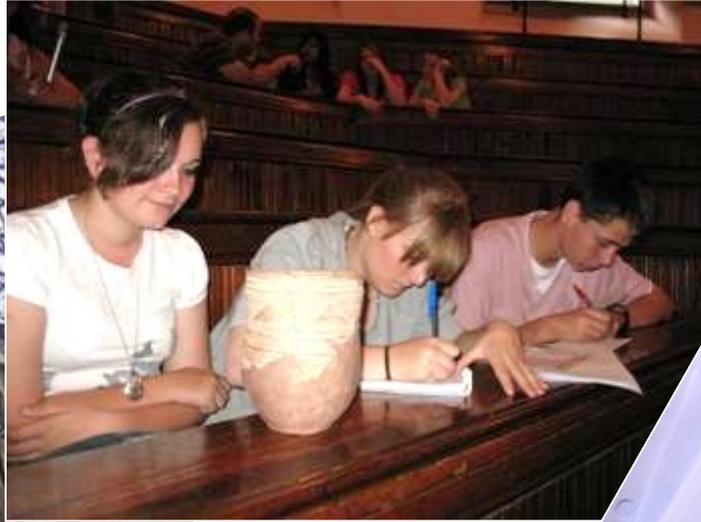


The poster features the University of Cambridge logo and the 'hefce' logo at the top. The title 'Higher Education Field Academy' is written in a large, serif font, with the tagline 'Helping young people aim higher' below it. The central image is a collage of three photographs: a young woman in the foreground, a group of three people at an excavation site, and a group of four people working together outdoors. At the bottom, a quote reads: 'Our students' aspirations were genuinely lifted'.



# Method





## Day 1 Questionnaire – Before Course Start

Before you start the Higher Education Field Academy, it would be very helpful if you could fill in the questionnaire below. Please write clearly!

Your name:	HEFA site:
Your school:	Date HEFA attended:

### About the Field Academy:

Do you expect to enjoy the Field Academy?	Yes - a lot	Yes	No	Don't know

Why?

.....

.....

.....

### About you:

For each of the following questions, circle one of the numbered boxes below to indicate the extent to which you agree with the statement, where 1 = strongly agree; 2 = agree; 3 = neither agree nor disagree, 4 is disagree and 5 = strongly disagree:

1. I think I will learn a lot from HEFA	2. I think my understanding of the subject will grow	3. I feel confident about trying something I haven't tried before	4. I feel positive about staying in education after year 11 (if applicable)	5. I feel positive about going to college/university after year 13	6. I think I know more about what life at college/university would be like
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Are you NOW:	Yes	No	Maybe	Yes	No	Maybe
Intending to study A levels after you finish your GCSEs?				Considering applying to Cambridge University?		
Intending to apply to university?				Considering studying archaeology/a similar subject?		
Considering applying to Lincoln University?				Interested in archaeology or heritage work as a hobby?		
Considering applying to a Russell Group top research University?				Interested in archaeology /history stories on TV?		

Thank you!

## Day 3 Questionnaire – Course End

4. **Your attitudes** – How has attending HEFA affected your ideas about yourself and your education? For each of the following questions, circle one of boxes below to indicate the extent to which you agree with the statement, where 1 = 'strongly agree'; 2 = 'agree'; 3 = 'neither agree nor disagree'; 4 = 'disagree' and 5 = 'strongly disagree':

1. I learned a lot from HEFA	2. My understanding of the subject has grown	3. I'd feel more confident trying something I haven't tried before	4. I feel more positive about staying in education after year 11	5. I feel more positive about going to college/university after year 13	6. I think I know more about what life at college/university would be like
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

5. **New skills** – How has attending HEFA helped you develop or improve different skills? For each of the following questions, circle one of boxes below to indicate the extent to which you feel that the time you've spent on HEFA has helped you develop the skill sets described below, where 1 = 'helped a lot'; 2 = 'helped quite a lot'; 3 = 'not made any difference'; 4 = 'hindered'; and 5 = 'hindered a lot'

1. Discussing your own and other people's ideas and talking about what you've done and discovered to different people.	2. Completing an investigation looking for new data by correctly following a set procedure and working to set standards.	3. Using your imagination intelligently to come up with ideas to explain your team's findings or solve problems.	4. Assessing how you and others approach set tasks, and using this to make necessary changes	5. Working persistently hard over time and maintaining a high standard of work and a positive attitude to tasks.	6. Being a good team member, by completing your own tasks and helping ensure that others have the help they needed.
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

6. **Your future** - Please complete the tables below to tell us what your intentions for your future education were before attending HEFA, and now you have completed the three days of the HEFA:

**Before** the Field Academy were you:

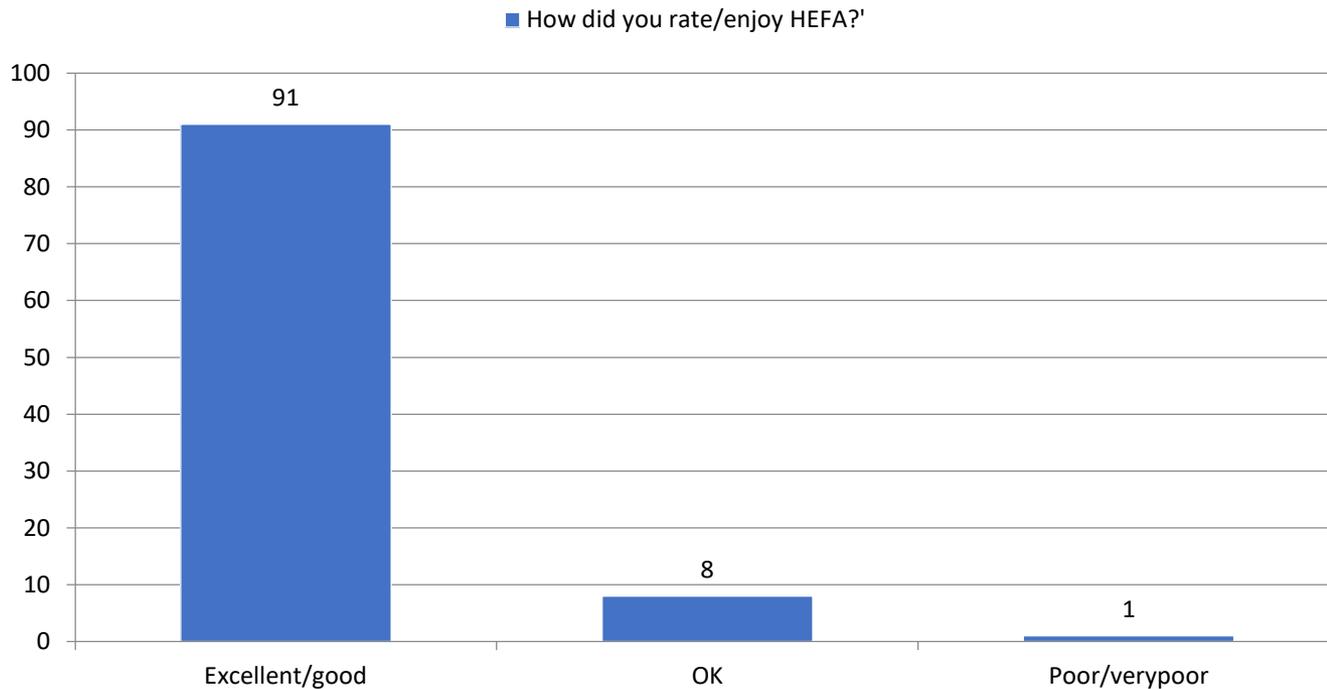
And **now**, are you:

	Yes	No	Maybe
Wanting to stay on in education after year 11			
Intending to study A levels			
Intending to apply to university			
Considering applying to Lincoln University			
Considering applying to a Russell Group University			
Considering applying to Cambridge University			
Considering studying archaeology or similar subject			
Interested in archaeology as a hobby			
Interested in archaeology stories on TV			

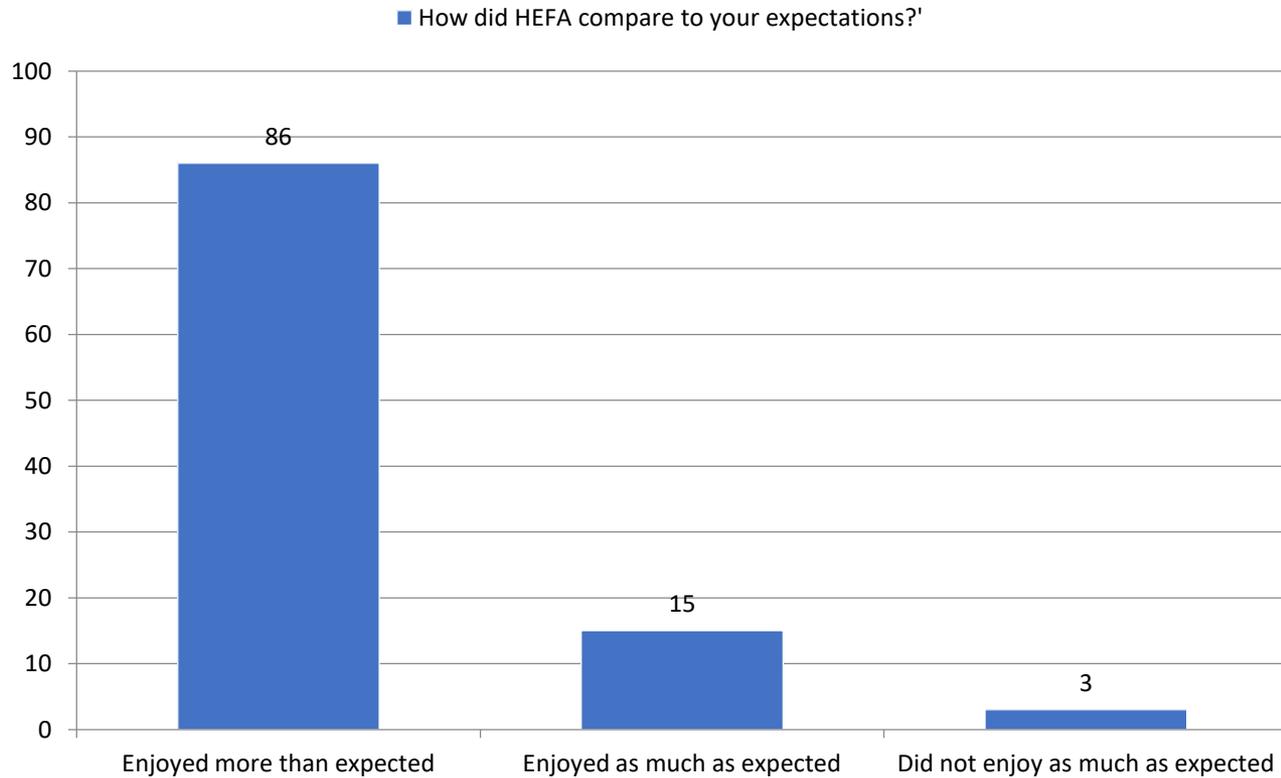
	Yes	No	Maybe
Wanting to stay on in education after year 11			
Intending to study A levels			
Think you might apply to university			
Considering applying to Lincoln University			
Considering applying to a Russell Group University			
Considering applying to Cambridge University			
Think you might study archaeology or similar subject			
Take an interest in archaeology as a hobby			
Take an interest in archaeology stories on TV			

# HEFA outcomes – 4,024 learners (% responses)

How did you rate/enjoy HEFA?'



## How did HEFA compare to your expectations?'



### 'I feel more positive about going to university'

■ Agree ■ Neither agree nor disagree ■ Disagree

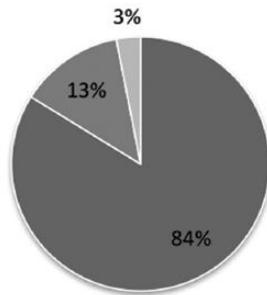


FIGURE 2 Percentage responses in written feedback to question 4.5 'Do you agree or disagree with statement "I feel more positive about going to college/university after year 13"' (2044 responses from participants in 2005–11).

### 'I feel more positive about staying in education after year 11'

■ Agree ■ Neither agree nor disagree ■ Disagree

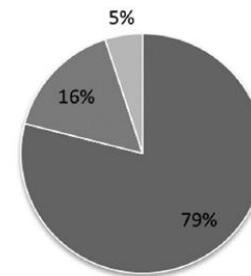
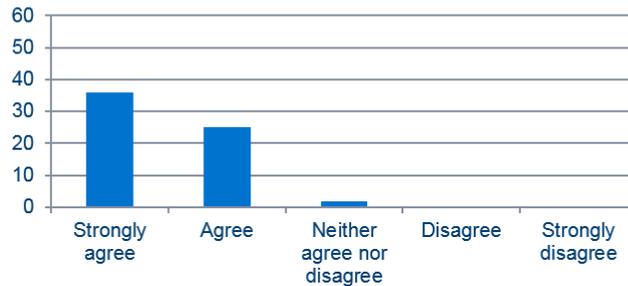


FIGURE 5 Percentage responses in written feedback to question 4.4 'Do you agree or disagree with statement "I feel more positive about staying in education after year 11"' (2121 responses from participants in 2005–11).

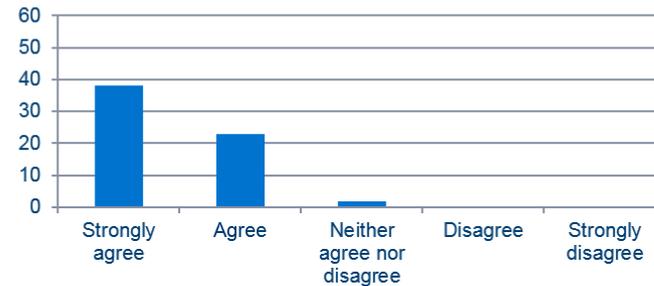
Lewis, C. 2014. 'Cooler than a trip to Alton Towers': Assessing the Impact of the Higher Education Field Academy, 2005–13' *Public Archaeology*, Vol. 13 No. 4, November 2014, 295–322.

# School staff feedback 2014

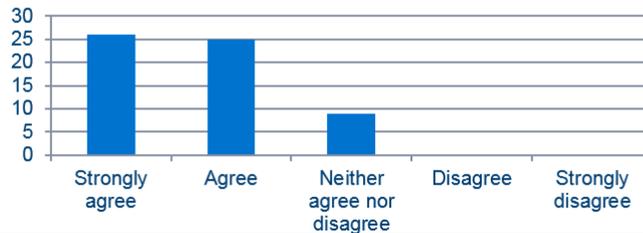
**My students learnt a lot from HEFA**



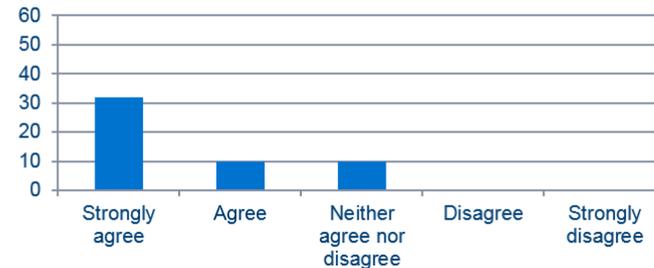
**My students' understanding of the subject has grown**



**My students feel more positive about staying in school post-16**



**My students feel more positive about going to university**



- (1) Data collection, analysis and evaluation;
- (2) 'Soft' personal, learning and thinking skills (including •verbal communication, •structured working, •creative thinking, •reflective learning, •team working, •effort and persistence);
- (3) Report writing (including •report structuring, •data presentation, •writing skills and •IT skills);
- (4) Citizenship (including •working within local communities, •contributing to community knowledge, •investigating local environments and •supporting local heritage).

Section 3 - Personal, learning and thinking skills (D/E/F/G/H/I)					
	Assessment Criteria	Range Descriptor (low)		Range Descriptor (middle)	Range Descriptor (high)
	<b>Verbal communication</b>				
D1	Verbally communicate explanations in context of presenting evidence or ideas accurately and clearly, adapting delivery and content to suit context in which explanation is presented	This individual produces verbal explanations about discoveries made during the excavation which, despite help, are simplistic, minimally informative or inaccurate. Explanations are very difficult for the listener to understand, or use language or tone to the audience.		This individual can, with some help or after discussion, produce verbal explanations about discoveries made during the excavation which are informative and accurate for those visiting the site. The individual is able to moderate the complexity of their explanations to make them intelligible for different audiences, and uses audience-appropriate language and tone.	This individual can, with no help, produce perceptive and/or complex verbal explanations about discoveries made during the excavation for those visiting the site which are highly informative. The individual is able to moderate the complexity of their explanations to make them intelligible and engaging for a range of different audiences, and uses audience-appropriate language and tone to very good effect.
D2	Engage in verbal discussion in the context of decision-making a manner appropriate to the situation and effective in achieving a result.	This individual, despite considerable prompting/advice, engages in substantive verbal discussion to be made in a manner that is not respectful of others' feelings or opinions and is ineffective or inappropriately assertive in expressing their own opinion. They are not interested in seeing both sides of a discussion and struggle to identify useful routes forward.		This individual can, with some guidance, engage in substantive verbal discussions requiring a decision to be made, in a manner that is reasonably respectful of others' feelings and opinions while still being reasonably effective and appropriately assertive in putting their own opinion across. They are capable, with help of seeing both sides of a discussion and suggesting useful routes forward.	This individual is independently able to make a very effective contribution to verbal discussions requiring a decision to be made in a manner that is respectful of others' feelings and opinions while being very effective and very appropriately assertive in putting their own opinion across. They are very capable of seeing both sides of a discussion and suggesting useful routes forward.

## Skill Evaluation Form for Students

Student Name: ..... School/College: .....

Test Pit Number: ..... Site Code: ...../.....

One of the aims of the Higher Education Field Academy is to help you to develop and refine a range of skills valued by colleges, universities and employers which will be useful to you in the future. You will be assessed on your data collection and personal, learning and thinking skills by your test pit supervisor over the two days of excavation, and you will receive detailed feedback after the HEFA.

To ensure that you are aware of the skills being assessed and that you give yourself the opportunity to reach your full potential, we also want you to assess your own performance. At the end of day 1, circle a number on the scale for each of the criterion below in pencil and revise your assessment again at the end of day 2 in pen. Hand in your completed form to your test pit supervisor.

Data Collection										
		Low		Middle		High				
Setting Up/Technical Proficiency										
B1	Used appropriate equipment to loosen & remove spoil	1	2	3	4	5	6	7	8	9
Data/Sample Collection & Processing										
B2	Finds recovered using appropriate methods to process spoil	1	2	3	4	5	6	7	8	9
B3	Critically observed extraction to identify features	1	2	3	4	5	6	7	8	9
B4	Contributed to the finds processing & recording	1	2	3	4	5	6	7	8	9
Measuring & Recording										
B5	Took measurements & made accurate scale plans	1	2	3	4	5	6	7	8	9
B6	Recorded required observations fully & accurately	1	2	3	4	5	6	7	8	9
B7	Understood & taken part in excavation completion	1	2	3	4	5	6	7	8	9
Working to Set Standards										
C1	Understood need to work to set standards	1	2	3	4	5	6	7	8	9
C2	Demonstrated ability to work to set standards	1	2	3	4	5	6	7	8	9
C3	Complied with health & safety standards	1	2	3	4	5	6	7	8	9

Personal, Learning & Thinking Skills										
		Low		Middle		High				
Verbal Communication										
D1	Verbally communicated & presented ideas clearly	1	2	3	4	5	6	7	8	9
D2	Engaged in verbal discussions & debate effectively	1	2	3	4	5	6	7	8	9
Structured Working										
E1	Planned & carried out an effective programme of work	1	2	3	4	5	6	7	8	9
E2	Organised workplace & equipment effectively	1	2	3	4	5	6	7	8	9
Creative Thinking										
F1	Thought creatively to develop & refine explanations	1	2	3	4	5	6	7	8	9
F2	Applied knowledge imaginatively to evaluate outcomes	1	2	3	4	5	6	7	8	9
Reflective Learning										
G1	Assessed & critiqued own work to maximise performance	1	2	3	4	5	6	7	8	9
G2	Assessed & positively critiqued the work of others	1	2	3	4	5	6	7	8	9
Effort & Persistence										
H1	Worked with persistence & maintained focus with tasks	1	2	3	4	5	6	7	8	9
H2	Consistently maintained a positive attitude	1	2	3	4	5	6	7	8	9

## Student Evaluation Form for Test Pit Supervisors

Student Name: ..... School/College: .....

Test Pit Number: ..... Site Code: ...../..... Assessor: .....

Section 1 – Record of Participation		
A1	Actively participated in an archaeological excavation from start to finish during which he/she has acquired and recorded original primary data for study using appropriate techniques and standards in order to ensure data is valid and health & safety requirements are met	YES/NO
A2	Experienced all stages of an archaeological data-gathering practical project	YES/NO

Section 2 – Data Collection										
		Low		Middle		High				
Setting Up/Technical Proficiency										
B1	Used appropriate equipment to loosen & remove spoil	1	2	3	4	5	6	7	8	9
Data/Sample Collection & Processing										
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C1	Understood need to work to set standards	1	2	3	4	5	6	7	8	9
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C3	Complied with health & safety standards	1	2	3	4	5	6	7	8	9

Section 3 – Personal, Learning & Thinking Skills										
		Low		Middle		High				
Verbal Communication										
D1	Verbally communicated & presented ideas clearly	1	2	3	4	5	6	7	8	9
D2	Engaged in verbal discussions & debate effectively	1	2	3	4	5	6	7	8	9
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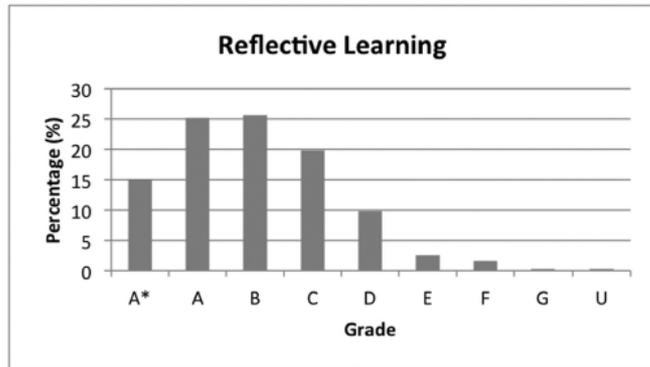


FIGURE 10 Impact of HEFA participation on reflective learning skills 2012–13 (top = participant self-assessment of impact; bottom = supervisor assessment of participant performance).]

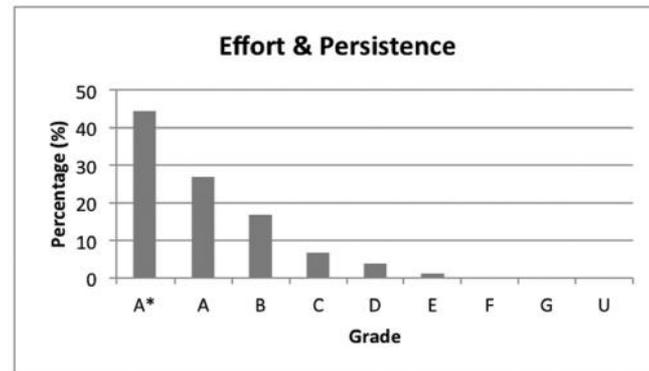
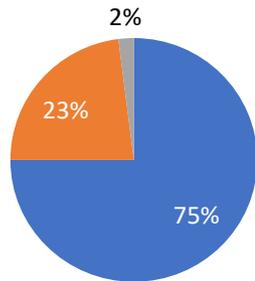


FIGURE 11 Impact of HEFA participation on effort and persistence skills 2012–13 (top = participant self-assessment of impact; bottom = supervisor assessment of participant performance).

Lewis, C. 2014. 'Cooler than a trip to Alton Towers': Assessing the Impact of the Higher Education Field Academy, 2005–13' *Public Archaeology*, Vol. 13 No. 4, November 2014, 295–322.

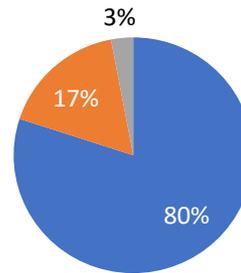
## Verbal communication

■ Helped ■ No difference ■ Hindered



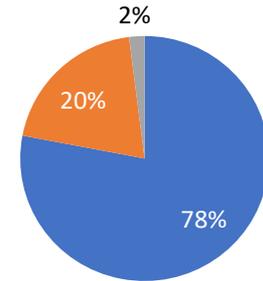
## Structured working

■ Helped ■ No difference ■ Hindered



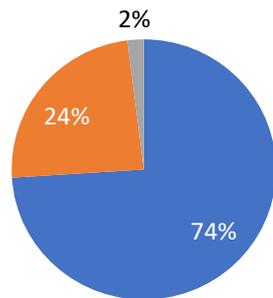
## Creative thinking

■ Helped ■ No difference ■ Hindered



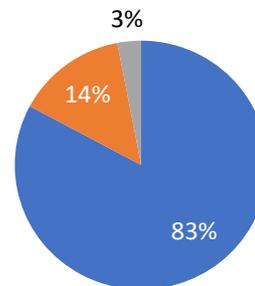
## Reflective learning

■ Helped ■ No difference ■ Hindered



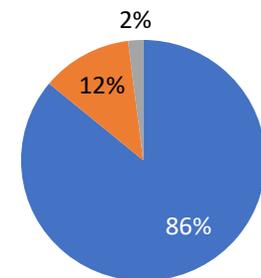
## Effort and persistence

■ Helped ■ No difference ■ Hindered



## Team working

■ Helped ■ No difference ■ Hindered





Higher  
Education  
Field  
Academy

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27 August 2015

Dear [REDACTED]

This letter is to thank you for the contribution you made to the Field Academy excavations which you recently took part in, and to give you some feedback on your work during the practical test pit excavation and on your written assignment. As you are aware, the test pit you worked on will form part of ongoing research at the University of Cambridge into the history of East Anglia, and so your work really will make a difference to our understanding of the past.

I was very impressed by what we managed to achieve over the two days of excavation and recording, and I hope you feel proud of what you yourself achieved on the Field Academy, both during the digging and afterwards. You certainly should do – it is a tough challenge to take to complete a job that can be physically and intellectually stressed during the Field Academy, you were undergraduates – so now you know that you can university.

Our comments on your excavation performance (if one), are included below. Please be aware that the s will be useful to you in the future, so do take time you to see where your strengths are, and where it universities and employers will value in applicant applications and personal statements in the future.

I hope you found the Field Academy enjoyable and develop some new skills and find out a bit more about – while also having a good time! If you have any your school or teacher, or direct to our e-mail at acc

In the future, we'll try and keep in touch with you meantime, however, we'd just like to wish you all learning beyond that!

Best regards

Carenza Lewis MA, ScD, FSA  
Director, Higher Education Field Academy

### **i) Verbal Communication (Your Mark = 100.0%)**

*Effective verbal communication is a vital skill, whether used to convey information or engage in discussion and debate. The ability to judge appropriate levels and styles of delivery when presenting information to different people and in different situations is essential for success in nearly all walks of life, while being able sensitively and effectively to engage in, or lead, decision-making verbal debates in ways which are appropriate to the situation and effective in achieving a result is highly valued in most work situations, especially at higher levels of seniority. On HEFA, you can demonstrate your verbal skills by explaining what you are doing and what you have found to those who ask, and by taking part in verbal discussion involving decision-making.*

**You produced perceptive verbal explanations about discoveries made during the excavation for those visiting the site. You made an independent and very effective contribution to verbal discussions.**



UNIVERSITY OF  
LINCOLN

# Benefits to individuals

- Raised aspirations
- More positive attitudes
- Enhanced self-confidence
- New and enhanced learning skills
- New and enhanced work-place skills
- New and enhanced life skills
- Volunteering experience for CVs
- Project management experience for CVs
- Enriched life experience
- Extended and enhanced social relationships

# Benefits to communities

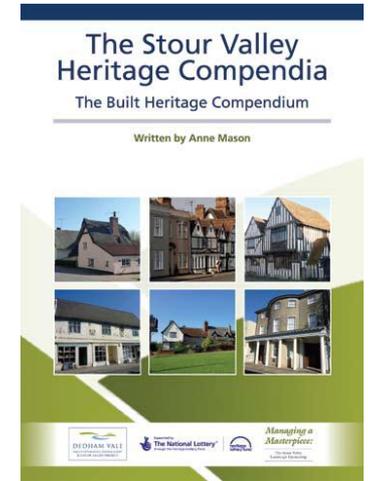


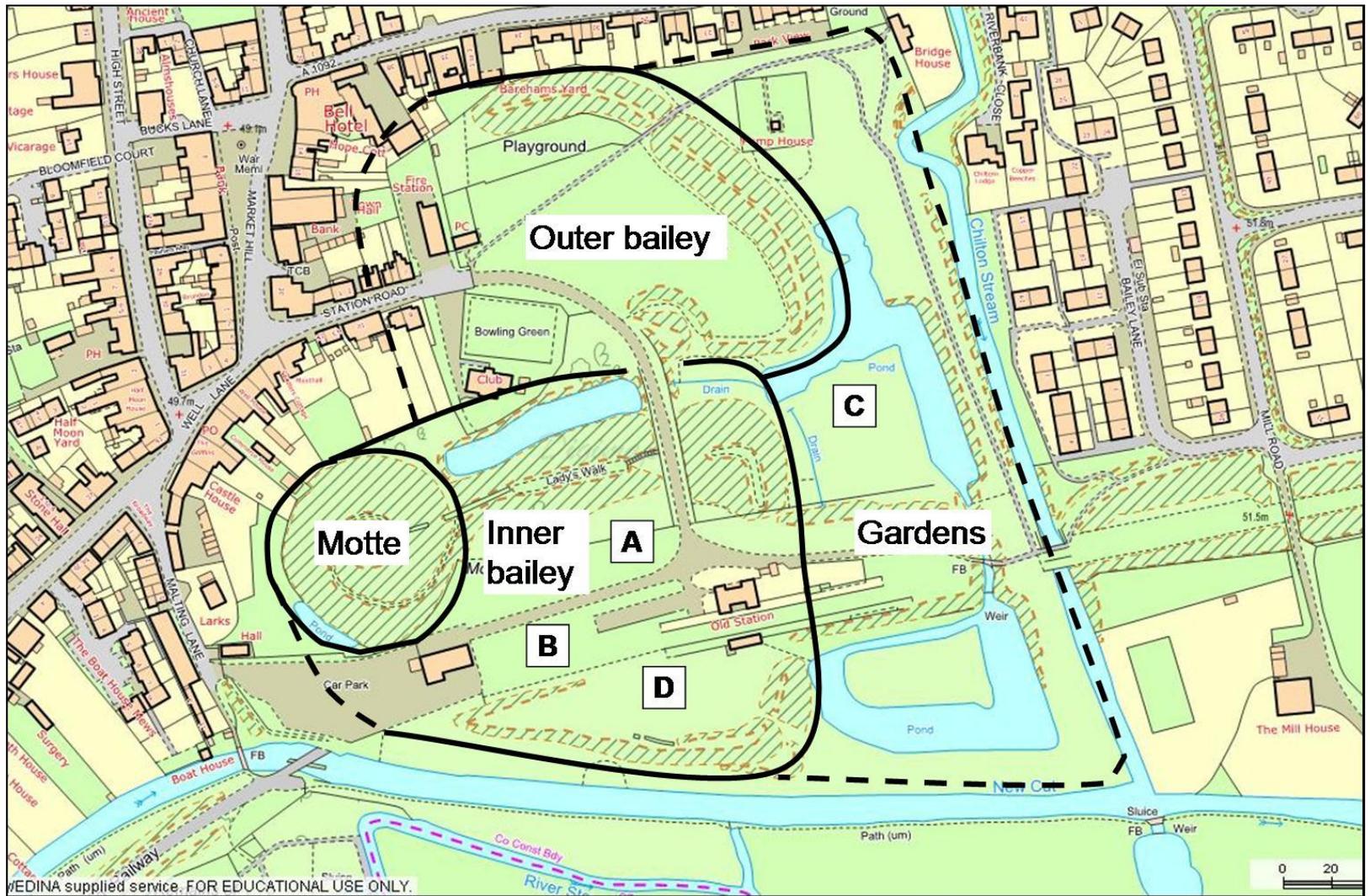
- Lewis, C. 2016. 'Archaeological Excavation and Deep Mapping in Historic Rural Communities' in L. Roberts (ed) *Deep Mapping*. Basel: MDPI, 186-221.
- Lewis, C. and Ranson, C. 2013. *Archaeological Excavations at Clare Castle, Suffolk, 2013*. University of Cambridge excavation report published online <http://www.access.arch.cam.ac.uk/reports/suffolk/clare-castle/2013>.
- Parry, J. 2014. *Managing a Masterpiece: The Stour Valley Landscape Partnership. Evaluation Report*. Report commissioned by Dedham Vale AONB published online at <http://www.dedhamvalestourvalley.org/assets/planning/Managing-a-Masterpiece-Evaluation-Report-Dec-2013.pdf>

# Clare Castle Excavations (May/September) 2013

## Aims:

- To involve members of rural communities (residents, landowners, informal and formal learners, volunteers, school children, local history and conservation societies) in archaeological excavations in order to:
- Ensure places of distinctive landscape character are understood, cared for and celebrated by communities with the knowledge, skills and opportunities needed to manage and enjoy them.
- Advance understanding of the historic evolution of the landscape
- Encourage more people to access, learn about, become involved in and make decisions on their landscape heritage.







# Clare Castle Excavations (May/September)

Clare Castle da



Some of the frag  
glass found on da  
oak



**GIGGING IN:** The dig attracted around 100 volunteers over nine days.

## Human remains found in archaeological dig

BY STEVE BAATON  
writing@lincs.ac.uk  
@lincsbaaton

Human remains have been found during an archaeological dig in Clare, revealing the location of a previously unknown burial site.

The three sets of remains were found during a nine-day dig led by a team of 10 archaeologists from Access Cambridge Archaeology (ACA).

The dig, which saw four trenches excavated at different locations within the grounds of Clare Castle, was part of the Managing a Masterpiece project, which aims to find out more about the history of the Stour Valley landscape.

Leading the archaeologists and the 100 volunteers who turned up in July during the course of the excavations was Dr Carezza Lewis,

ACA director and formerly a member of the Time Team television programme.

One of the most exciting discoveries was that of the human remains, one set of which belonged to a 10 to 12-year-old child and another to a baby or infant, while the age of the third was undetermined.

The trench they were found in was only dug to assess damage caused by the building of the railway line in 1865.

Dr Lewis said: "We didn't know there was a church here, with burial sites. It probably explains why the castle is situated here and not the other side of town. The excavation has told us not only that there is surviving archaeology, it's also told us something new, that there must have been a church here at some time."

She explained that, because the bodies were laid out east to west, the bur-



**BONE YARD:** Some of the key bones found at Clare Castle.



**LODGE WHAT WE FOUND:** Julie Warburgh with the remains of a boat.



# Clare Castle 2

Clare Castle 2 – Day 5 (the final day)

Posted by: [archaccess](#) | September 13, 2013



The completed section across the pit midway up the trench. Its black fill, is clearly visible contrasting with the orange-brown natural layer it was cut into. The pit contained small amounts of chalk, pottery, animal bone and human bone from at least two individuals, one of them a child with unfused bones.



The trench with all features visible after excavation ceased, looking north, showing how these relate to one another. In the foreground, a plethora of post holes are present along the south side of a shallow linear cut, possibly a ditch, while the prehistoric ditch, and the remains of the chalk 'wall', the three burials and the pit are visible at the further end of the trench.



The dig team!



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## CASE STUDY ONE

### 1f01 Public Archaeological Excavations

The project objective was to organise four traditional archaeological digs and community test-pitting programmes, to be undertaken by volunteers under expert supervision. These activities were aimed at residents, landowners, informal and formal learners, volunteers, school children, local history and conservation societies.

*Year(s) when delivered:* 1/2/3

*Final Cost:* £108,933.78 (including £44,200 under *More Masterpiece*)

*Aims:* To increase awareness and understanding by the Stour Valley community of their heritage assets and to improve professional knowledge of the sites. Information learnt to be incorporated into the Stour Valley Heritage Compendium, Excavation Findings section (Project 1f02).

*Partner(s):* Access Cambridge Archaeology; Colchester Archaeological Trust; Suffolk County Council Archaeological Services.

#### *What Was Delivered?*

Public interest and demand was such that a total of nine public archaeological excavations were held during the three years of the Scheme: at Bures Common, Clare, Clare Castle (2), Goldingham, Mount Bures, Nayland, Stoke-by-Nayland and Wormingford. These involved the digging of test pits in a wide range of different locations, including gardens, as well as full-scale trench excavations. Community test pitting was able to give an indication of how the Black Death affected the populations of Clare and Stoke-by-Nayland, whilst formal community excavations on the common at Bures were able to pinpoint the old stream next to the river and give an indication of flax retting during the Medieval period. The excavation at Mount Bures indicated that the motte is dated to the 'anarchy period' of 1135-54 and the conflict between Stephen and Matilda. The dig at Wormingford revealed a brick-lined well and a pump pipe made from elm logs, interesting for many of the excavators, due to the discovery of a

A minimum of 3500 volunteer days were logged in total, in addition, the events attracted an estimated 1700 visitors.

*Excellent for 'hands-on' experience – so much better than pictures or textbooks – and very good for young and old alike to improve interpretative skills... I am a community mental health nurse and I think this would be great as a team-building event and also beneficial to patients' recovery... I'm tired, satisfied and looking forward to a pint to reflect on my great day as an amateur archaeologist!*  
(Participants in the Clare Castle digs)

*I've learnt so much about the hidden history of the area, the dig has opened my eyes to many aspects of our past that I was completely unaware of... The team spirit was wonderful and something I will treasure for a long time, along with the 'experts', who gave unstintingly of their time and enthusiasm.*  
(Participants in the Nayland dig)

30

*Managing a Masterpiece*  
The Stour Valley Landscape Partnership

### PROJECT DELIVERY: UNDERSTANDING THE MASTERPIECE

*Every time we go fieldwalking or on a dig a little more knowledge emerges and you realise that the landscape has been lived in continuously for hundreds if not thousands of years. Finding the artefacts really brings that home, as it reinforces the point that people have been leading their daily lives here throughout that time, just as we do today.*

(Participant in the Goldingham dig)

#### *Stour Valley Community Archaeology*

Over repeated participation on numerous projects, people up and down the Stour Valley got to know each other and developed a very strong commitment to taking part in archaeological fieldwork in the region. In autumn 2013 the large number of volunteers created Stour Valley Community Archaeology, a group dedicated to ensuring that professionally supervised fieldwork opportunities continue to be available locally. Run entirely by volunteers on Managing a Masterpiece archaeological projects, the group plan to carry out field-walking in the winter and test pitting or trench based excavation work in the summer, using the *Managing a Masterpiece* projects as a model. Dr Carenza Lewis of Access Cambridge Archaeology is the group's first patron.

## Stour Valley Community Archaeology

Discover, Research, Enjoy

About

Q

### Digging on despite the weather – part 2!

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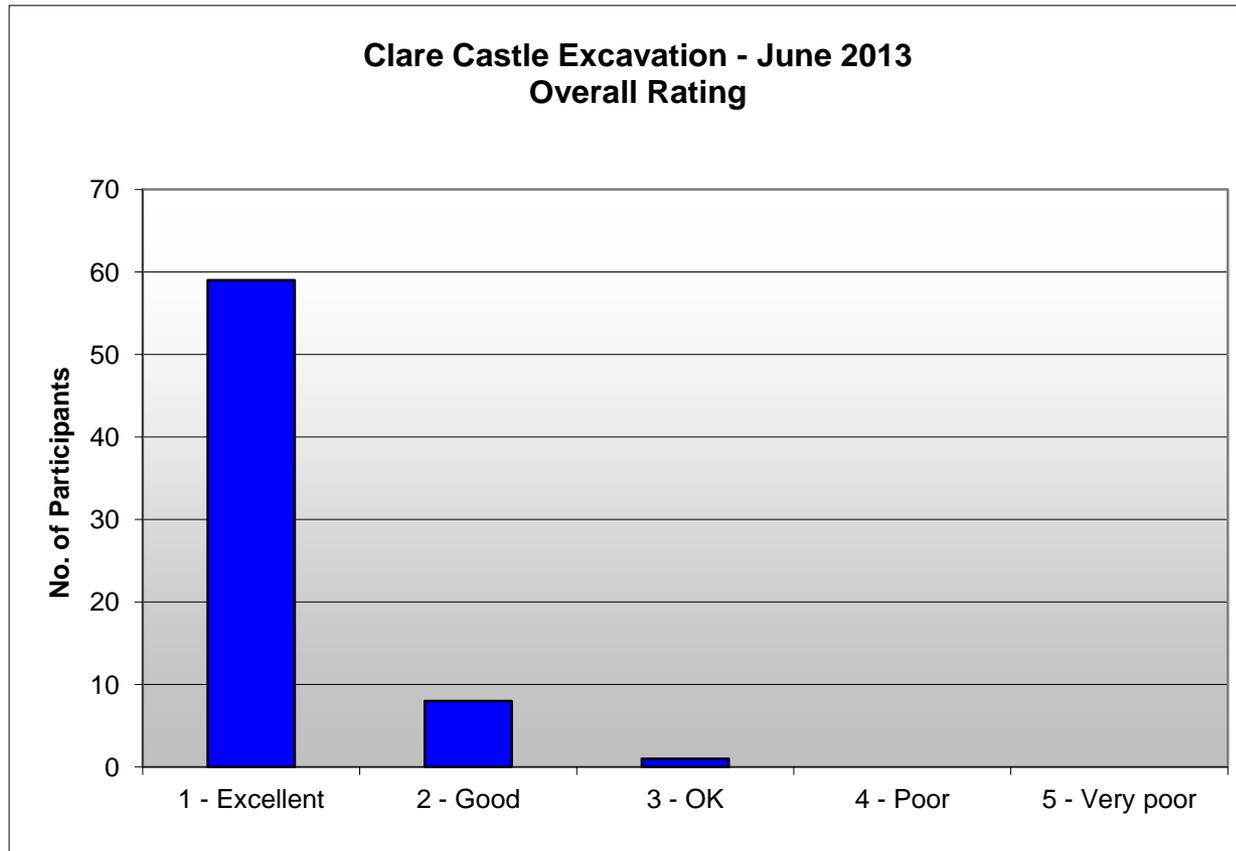
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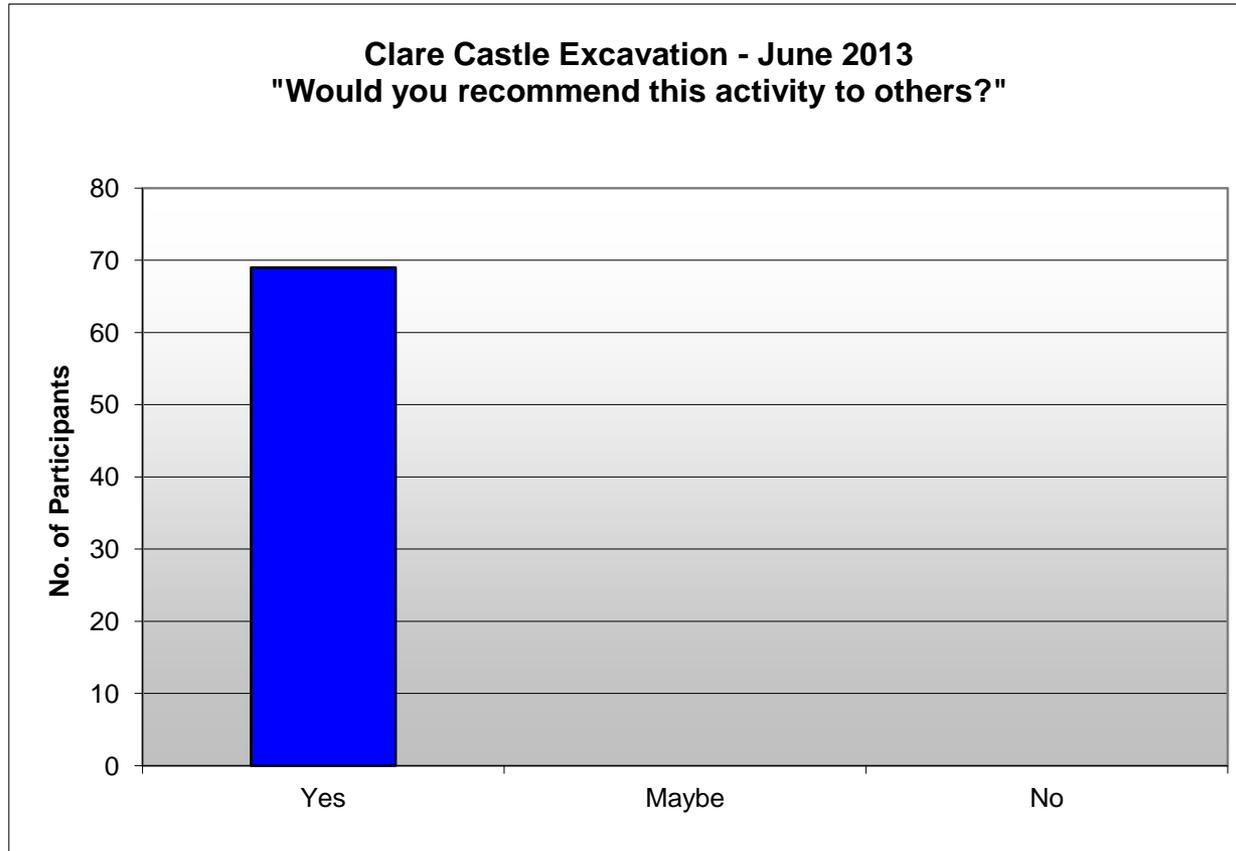
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Digging on despite the weather – part 2!

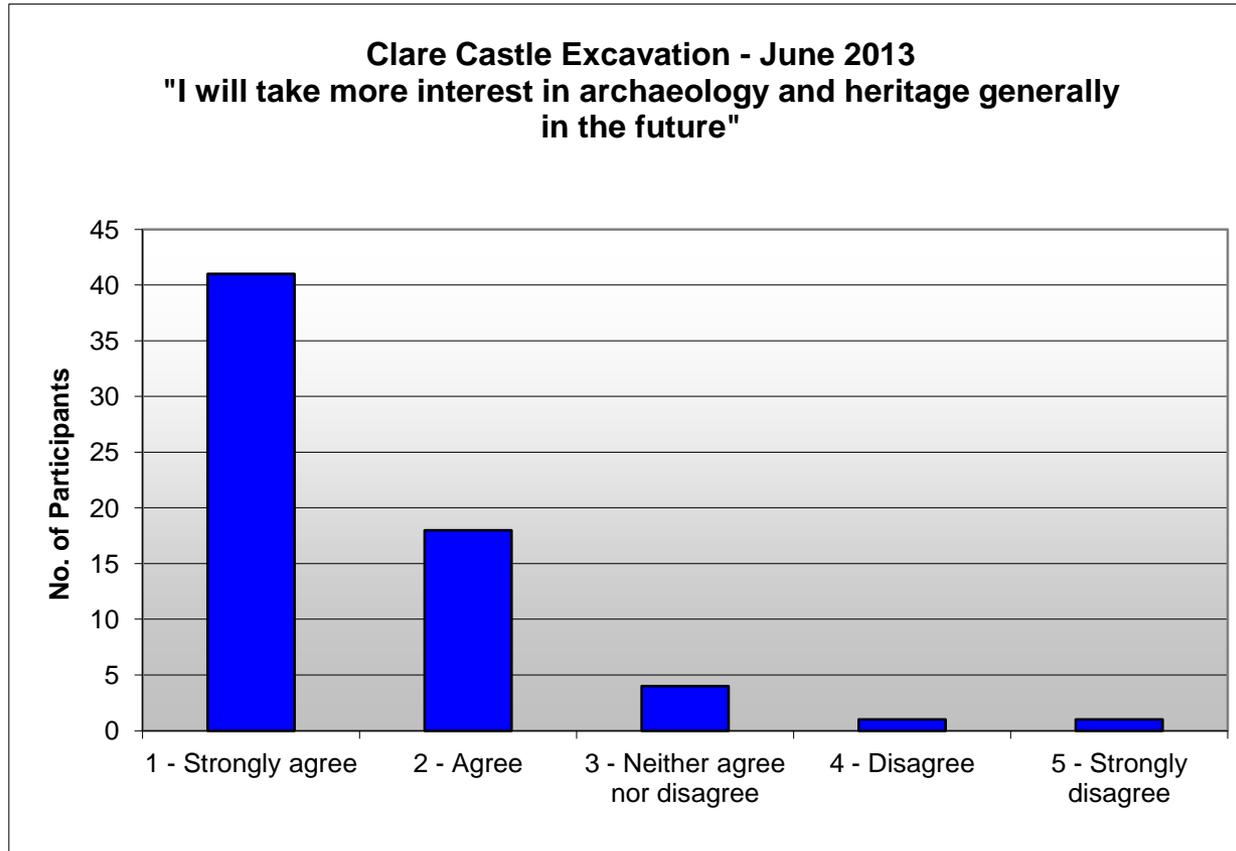
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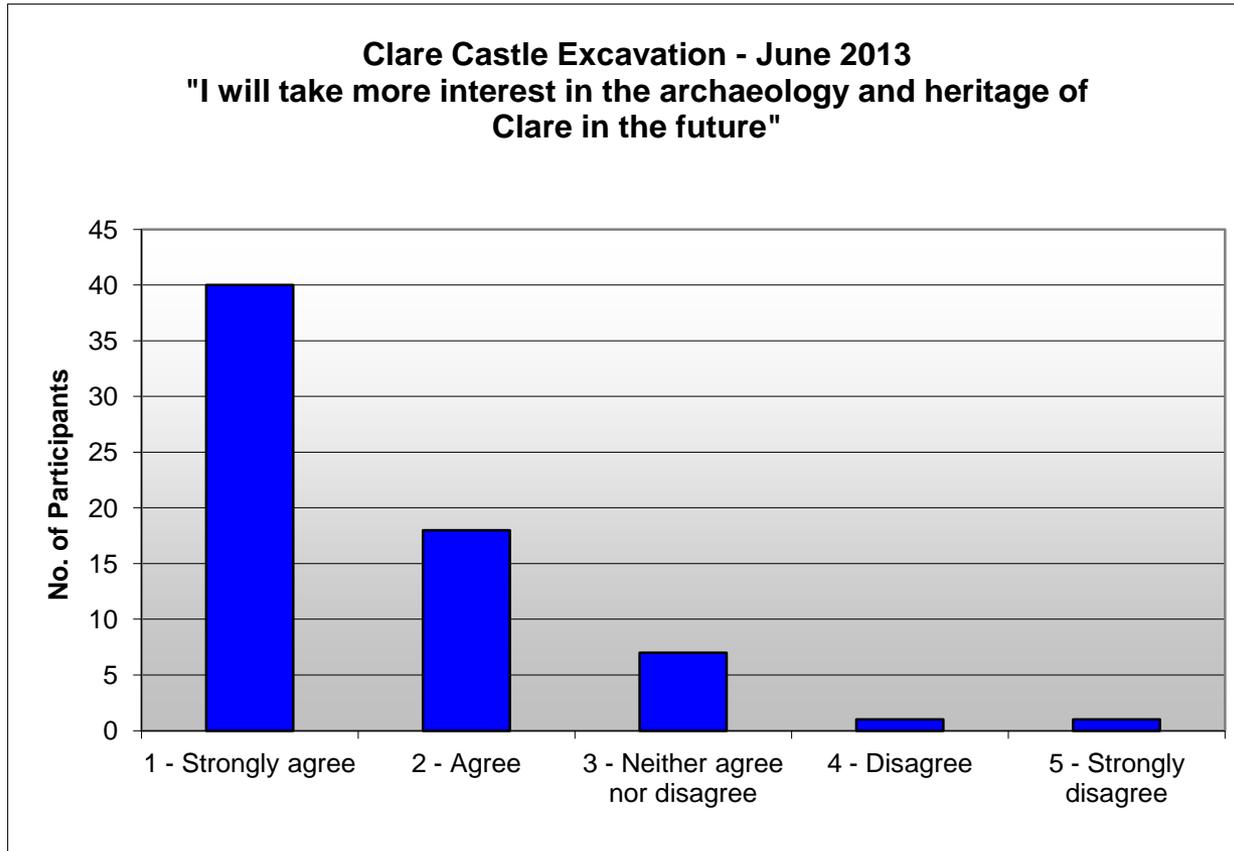


# Clare Castle



# Clare Castle





**Community-based archaeological excavations within Clare Castle Country Park, Lincoln-2020**

**Proposed plan (for public consultation July 2017)**

**1. Introduction and context of present proposal**

**1.1. Context**

- 1.1.1. The historic town of Clare is located along the southern Suffolk border with Essex, 27km south-west of Bury St Edmunds and 14km north-west of Sudbury, centred on NGR TL 770456 and surrounded by gently rolling open countryside. On the southern side of the present town, on the northern bank of the River Stour, lies the site of Clare Castle, which includes the remains of a large motte and bailey castle. This castle is of medieval origin but may occupy the site of earlier activity. The castle has been uninhabited since the fifteenth century and little upstanding remains now survive beyond part of a shell keep and other short extents of flint walling. Although the earthworks of the motte, two baileys and associated ditches and a river-fed water channel are still pronounced they are, with the exception of the motte, mostly obscured by vegetation including mature trees. The interiors of the baileys are mostly clear of obscuring vegetation and set to grass. The castle site was crossed by a railway line which, when it opened in 1865, cut through the castle ramparts with the station built in the inner bailey. The line was closed in 1967 and its route through the country park is now a footpath.
- 1.1.2. Most of the site of the castle and railway buildings lies within the Clare town conservation area and is also a designated County Wildlife Site. In the later 20<sup>th</sup> century the castle, redundant railway structures and associated land totalling c. 25 acres was gifted into public ownership and became a county park under the management of Suffolk County Council (SCC). In recent years of financial cuts, Clare Country Park has been minimally maintained, placing both natural and historic assets in an unsatisfactory and deteriorating condition.
- 1.1.3. In 2015 ownership of Clare Country Park was divested by SCC to Clare Town Council (CTC) with the site to be managed by the Clare Castle Country Park Trust (CCCPT). In order to enhance the ability of CCCPT to preserve, protect, maintain and improve the natural and heritage assets of the country park, and to maximise the capacity of these assets to enhance well-being and to inform, educate and inspire local residents and visitors, CCCPT applied for funding from the Heritage Lottery Fund (HLF).

**3.2. Principles underpinning the archaeological plan**

The following key principles, based on best practice and the specific requirements of CCCPT, have guided the development of this excavation plan:

- 3.2.1. The proposed excavations should seek to enhance the capacity of CCCPT to present, protect and manage the archaeological heritage of the park by improving knowledge of the extent, depth and character of intact pre-19<sup>th</sup> century remains across as much of the CCCP site as possible.
- 3.2.2. The excavation plan should aim to address specific questions (Section 3.3) but be sufficiently flexible to be able to respond appropriately to any unanticipated / serendipitous discoveries made during excavation which might indicate that adapting the plan would better advance knowledge and understanding of the development of the castle site. This is an essential requirement of a three-year programme where results from one year will inform strategy in ensuing years.
- 3.2.3. In order to *deepen* understanding of the development of specific parts of the castle site, the excavations should expand excavation in areas where the full extent or development of significant archaeological deposits could not be established from the relatively small areas excavated in 2013. The excavations should aim to extend earlier trenches and excavate larger areas.
- 3.2.4. In order to *broaden* understanding of the long-term development of the castle and its plan, the excavations should investigate previously unexcavated areas of high archaeological potential including areas near the motte and in the outer bailey where geophysical survey in 2003 indicated archaeological features may be present.
- 3.2.5. The excavation plan should maximise opportunities for public engagement and learning by local residents and wider publics including visitors to CCCP.

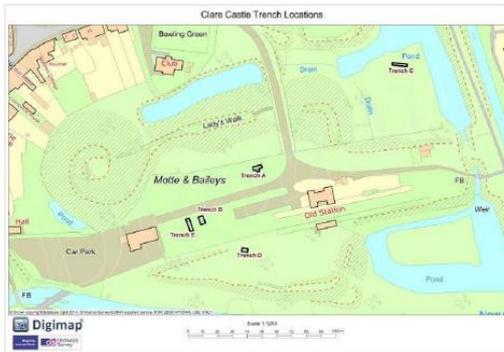


Figure 7: Map showing location of 2013 excavations (Lewis and Ranson 2013)

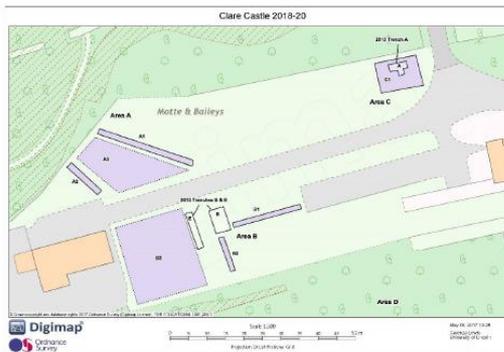


Figure 8: Map showing location of proposed excavations in 2018-20 in Areas A, B and C

**3.3. Key research questions**

A thorough review of the history of Clare Castle and the CCCP site (Section 10 (Appendix 3), the aims and outcomes of prior archaeological excavations (Section 11 (Appendix 4) and the priorities of CCCPT (detailed in the consultant brief and CCCPT phase 1 bid to HLF) have elicited the following key questions which can be addressed through archaeological excavation and are important for advancing understanding the history of the castle, enhancing capacity to present this to wider publics and engage local residents and visitors, and to managing the heritage resource in the future:

**3.3.1. What is the origin of the motte and what was the impact of prehistoric use of the CCCP area on the development of the castle?**

In what way was the site used in the prehistoric and Roman periods? What if any impact did prehistoric and Roman activity have on siting of the Norman castle? Was the mound first constructed in the prehistoric period and if so, when?

**3.3.2. How was the site used in the Anglo-Saxon period and how was this affected by the Norman Conquest?**

burgh and/or the late Anglo-Saxon town underlying the site of the castle? If so, what form did either take and when were they first constructed? Was the early 11<sup>th</sup> century college of secular canons built on an empty 'greenfield' site and if so why was this low-lying site chosen? What was the relationship between pre-Conquest use of the site and post-Conquest castle building?

**3.3.3. What is the extent of the cemetery within the bailey of Clare Castle?**

How large was the cemetery encountered in trenches B and E in 2013 and in what way (if any) was its boundary defined? When did the cemetery first come into use? Was it

**3.3.3. What is the extent of the cemetery within the bailey of Clare Castle?**

How large was the cemetery encountered in trenches B and E in 2013 and in what way (if any) was its boundary defined? When did the cemetery first come into use? Was it restricted to members of the religious community of St John or open to the residents of the town of Clare? Is it likely that Fitz Gilbert and his family were buried there? What was the function and layout of the building(s) associated with the cemetery and are they likely to be part of the 11<sup>th</sup> century college of St John? When did burial on this site cease and what happened to the site after burial there ceased?

**3.3.4. How did the castle site develop between the Norman period and the 13<sup>th</sup> century when the shell keep was constructed?**

What was the layout of the earliest Norman castle? What was the form of the first castle bailey? Did it follow the same line as the inner bailey or a different one? When was the outer bailey added? What was the function of the outer bailey and how was it used? What if any impact did the 12<sup>th</sup> century civil war between Stephen and Matilda have on the site?

**3.3.5. How did the 14<sup>th</sup> century tenure of the castle by Elizabeth de Burgh affect its development and plan?**

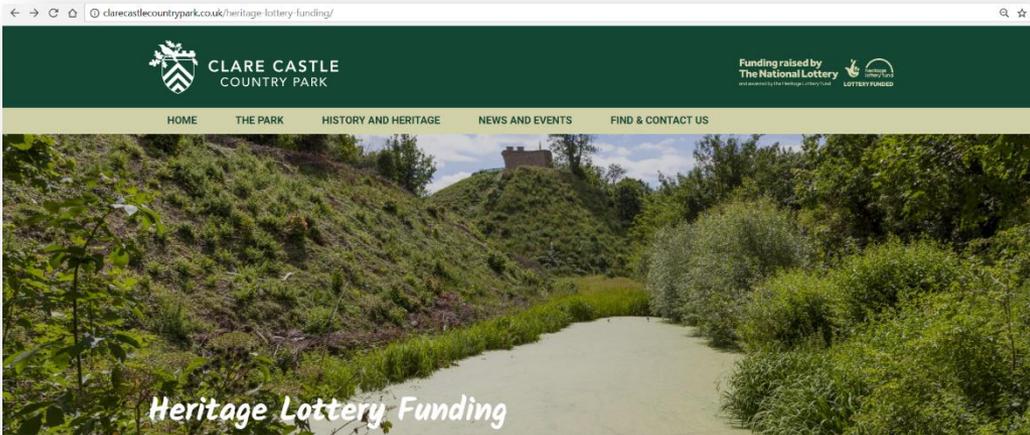
In which areas were buildings present in the 14<sup>th</sup> century and which were open space? What differences were there in the ways the inner and outer baileys were used and did this change over time? What evidence survives which can be associated with documented changes to the site from the documented household records and in what ways can archaeological evidence inform the understanding these records provide?

**3.3.6. What processes were at work as the castle site deteriorated after the 15<sup>th</sup> century?**

Was the deterioration of the site due to natural processes consequent upon disuse, or with the buildings deliberately demolished, or was material from site salvaged for use elsewhere? How did the process of site deterioration change over time? What impact did the construction of the railway have?

**3.3.7. What is the depth of pre-modern of archaeological features across the site and their state of preservation?**

How widely are pre-19<sup>th</sup> century archaeological deposits present across the site of CCCP? Are they more deeply buried by later deposits in some areas than others? Are they closer to the present surface near the bailey rampart/walls or in vegetate areas? In what places, if any, are they at risk of damage from vegetation roots?



The projects include the refurbishment of the Clare Park Centre – the former railway goods shed – into a multi-purpose space for educational purposes and exhibitions, additional public toilets and repairs to the railway station’s south platform... new resources will include “**inclusive, family-friendly activities and events** in the park... enhanced information and **signage about the park’s history, wildlife and railway heritage** ... additional **educational facilities for local schools** and an **accessible leisure-based learning programme for people of all ages.**”



## Clare Castle Country Park awarded £1.5million National Lottery grant for new projects

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 tel: +44 (0)1522 837107 | mobile: +44 (0)7966 960866



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Robyn Llewellyn, head of HLF East of England, said: “From community archaeology and restoring industrial heritage gems to transforming access to play, learning, wildlife and history for people of all ages, National Lottery funding is going to make **a major difference** in Clare Castle Country Park. We are delighted to support this project and look forward to **an exciting and community focused future for the park.**”



# Benefits to communities

- New and enhanced skills within community
- Enhanced and strengthened social networks within community
- New heritage assets
- Community heritage assets are better known
- Community heritage assets can be better managed
- New place-based learning resources for community and visitors
- Enhanced community interest in community's heritage
- Enhanced wider interest in community's heritage
- Enhanced appreciation of community as a place to live and work in
- Enhanced attraction of places as leisure destinations

# Benefits to society

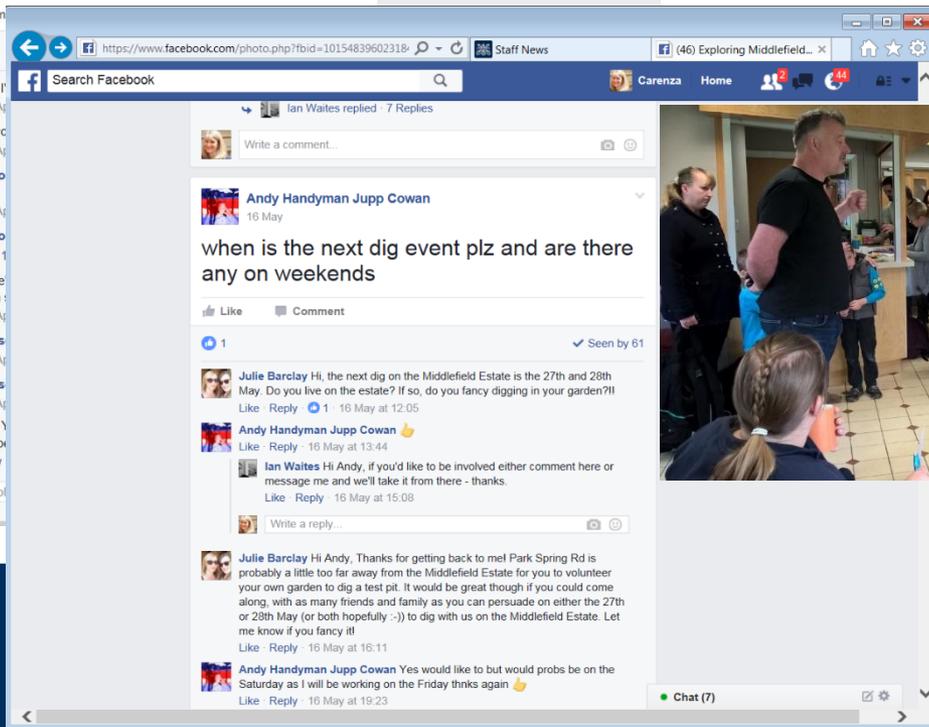
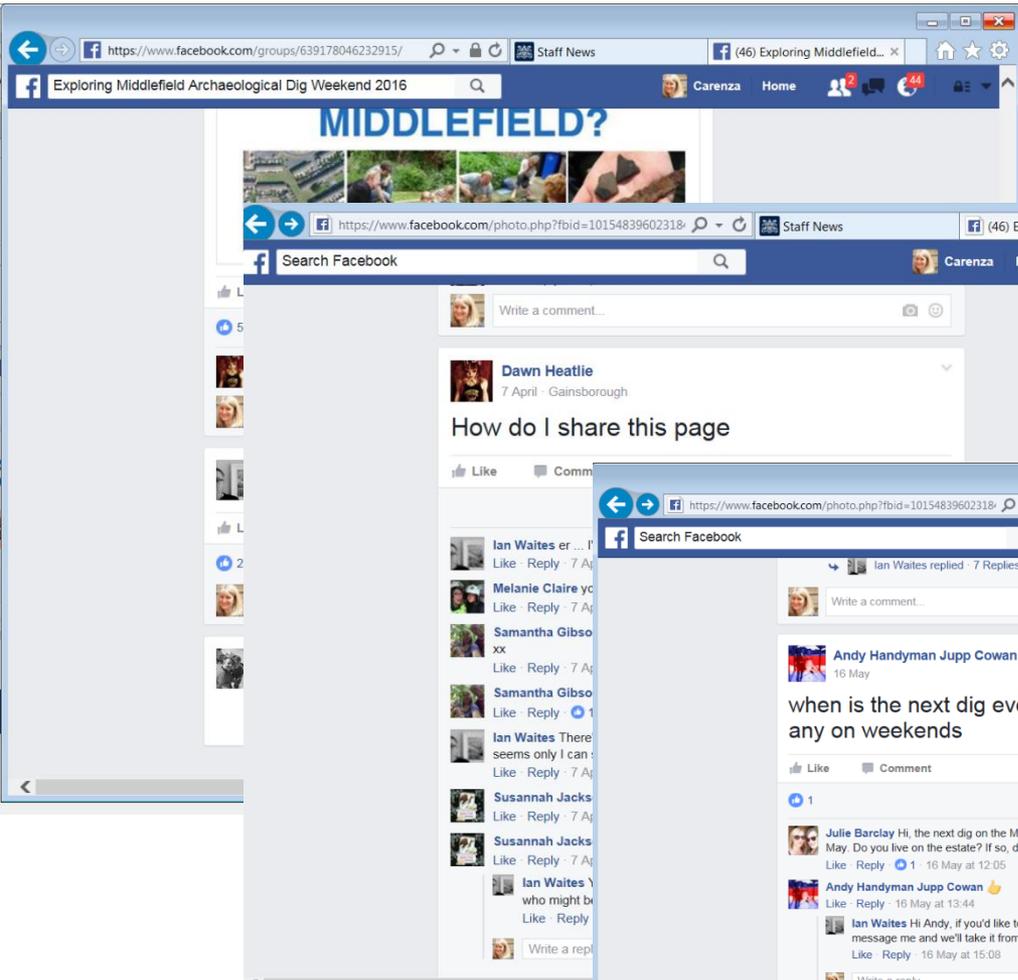


# Unearthing Middlefield's Utopias

- Aim:
- To involve residents of a 1960s social housing estate in archaeological excavations in order to:
  - Connect people with their past
  - Develop skills, connections and aspirations to help the community build for a better future;
  - Explore the buried tangible heritage Middlefield Lane to extend understanding of its history beyond the established negative decline-focussed narrative
  - Champion council housing in a period lacking good, affordable, rented housing.

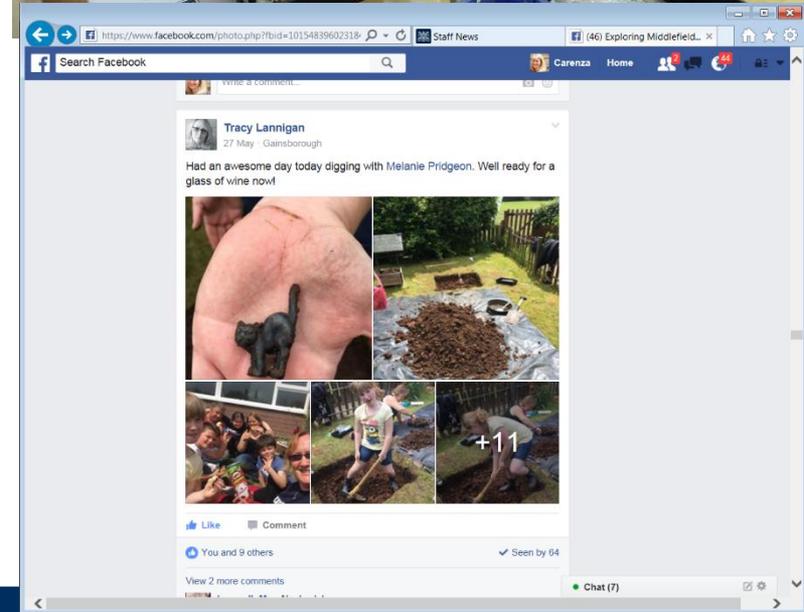
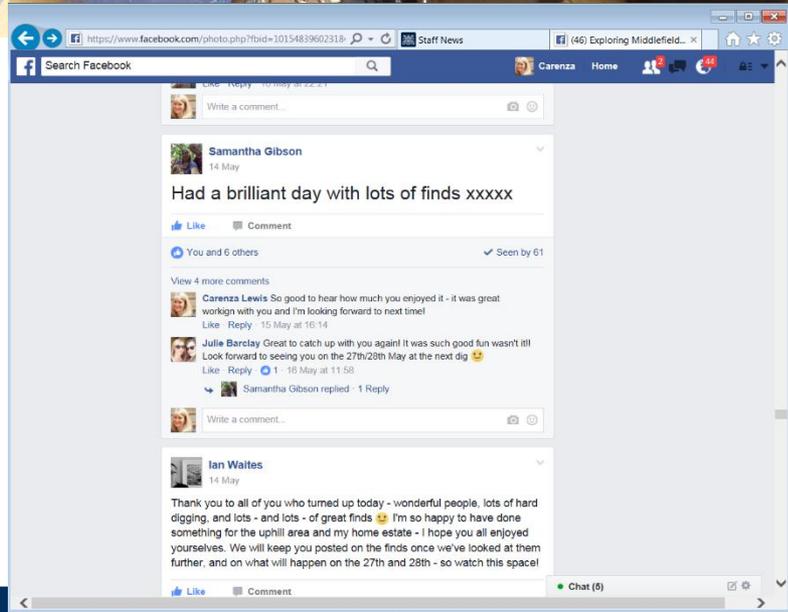
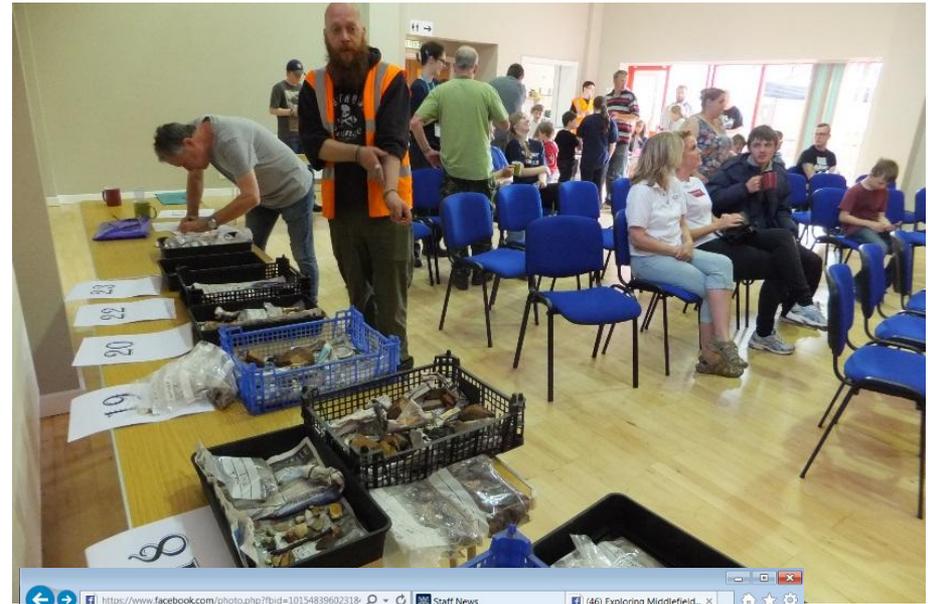


# Project planning and delivery



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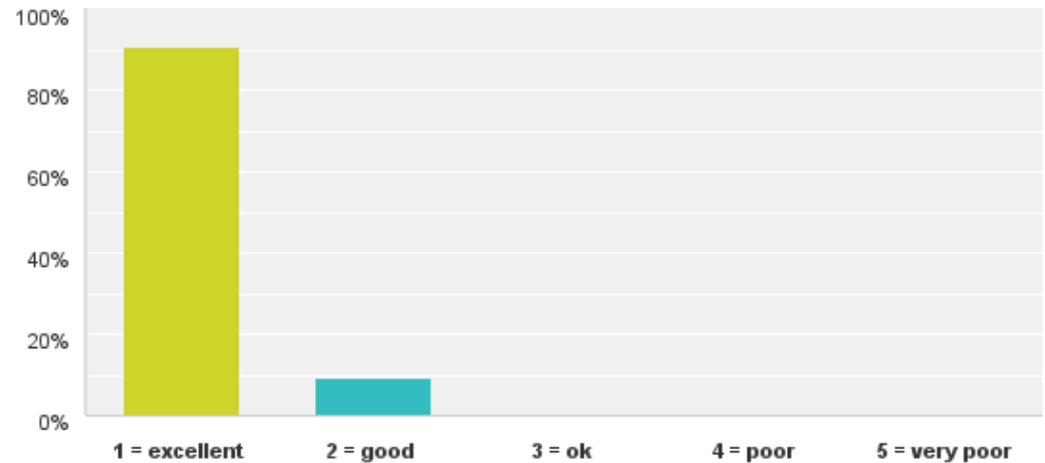




# Q1: How would you rate the activity?

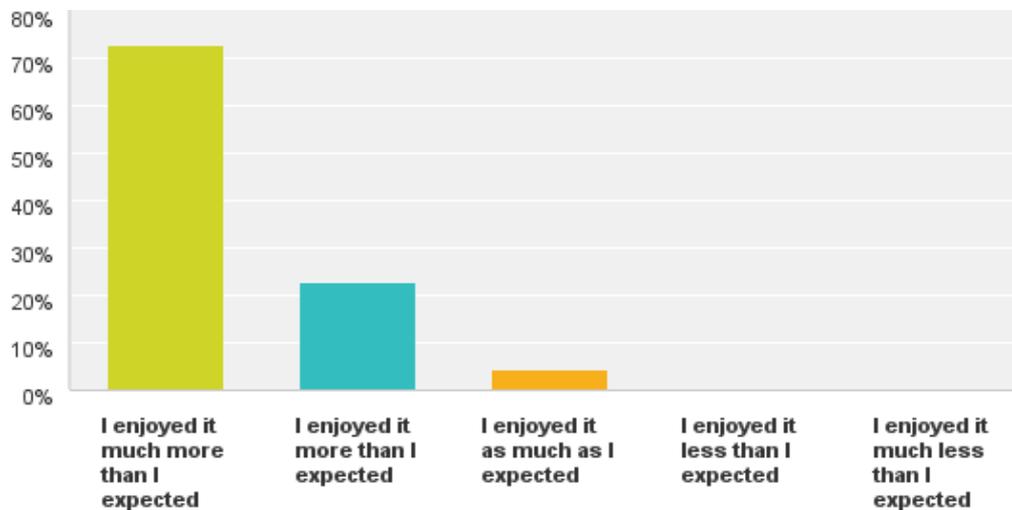
- Answered: 22 Skipped: 0

Answer Choices	Responses
1 = excellent	90.9% 20
2 = good	9.1% 2
3 = ok	0.0% 0
4 = poor	0.0% 0
5 = very poor	0.0% 0
<b>Total</b>	<b>22</b>



# Q2: How did the activity compare to your expectations?

- Answered: 22 Skipped: 0

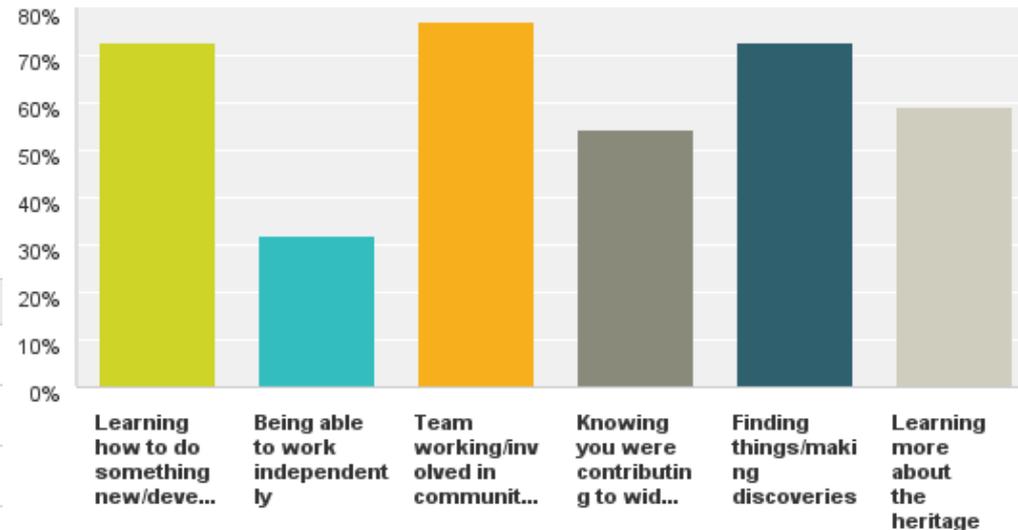


Answer Choices	Responses
I enjoyed it much more than I expected	72.7% 16
I enjoyed it more than I expected	22.7% 5
I enjoyed it as much as I expected	4.5% 1
I enjoyed it less than I expected	0.0% 0
I enjoyed it much less than I expected	0.0% 0
<b>Total</b>	<b>22</b>

# Q3: What aspects did you enjoy? (Tick as many as you want)

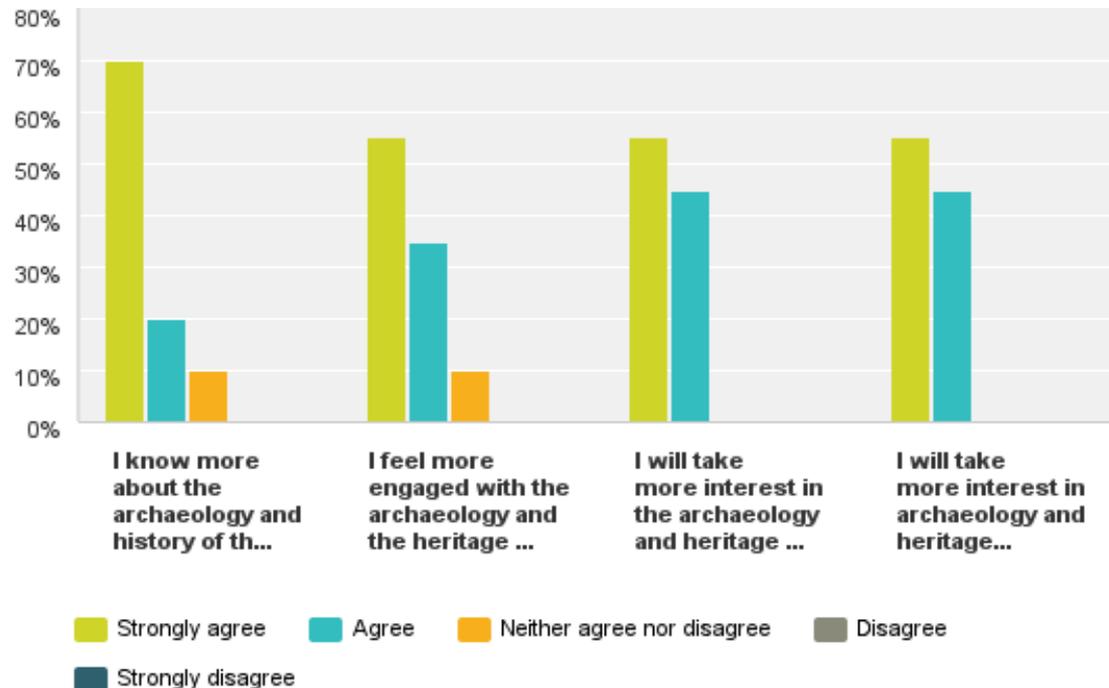
- Answered: 22 Skipped: 0

Answer Choices	Responses	
Learning how to do something new/develop skills	72.7%	16
Being able to work independently	31.8%	7
Team working/involved in community/activity/meeting people	77.3%	17
Knowing you were contributing to wider research	54.5%	12
Finding things/making discoveries	72.7%	16
Learning more about the heritage	59.1%	13
<b>Total Respondents: 22</b>		



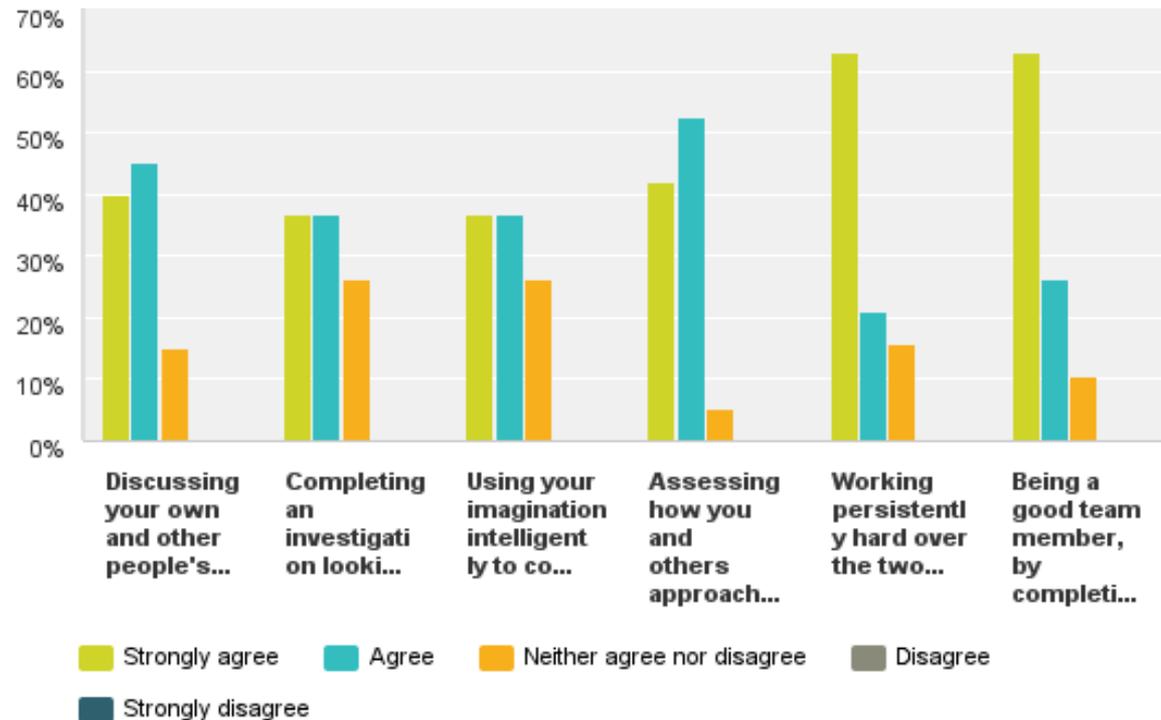
# Q7: How has the activity affected your knowledge of and attitudes to the archaeology and history of the site, and archaeology and heritage more generally?

- Answered: 20 Skipped: 2



# Q8: How has the activity helped you develop or improve different transferable skills?

- Answered: 20 Skipped: 2

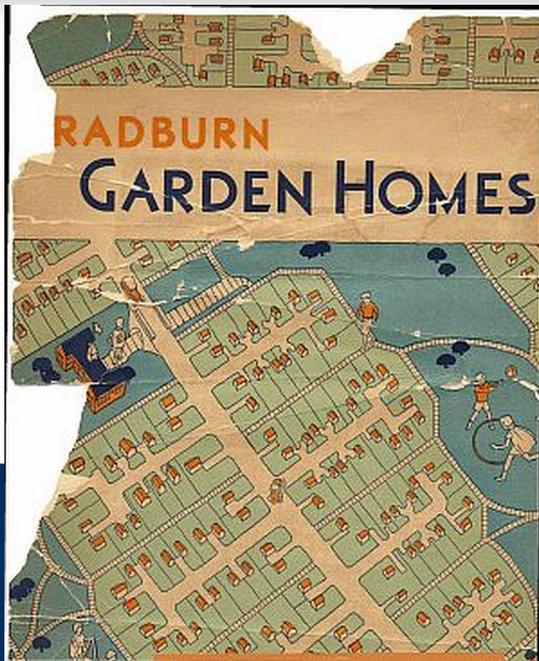


# The value of social housing



## Radburn design aims in 1928

- Nurture communities by providing open communal spaces, community centres, play areas and shops
- Separate pedestrians from cars by facing frontages onto pedestrian paths



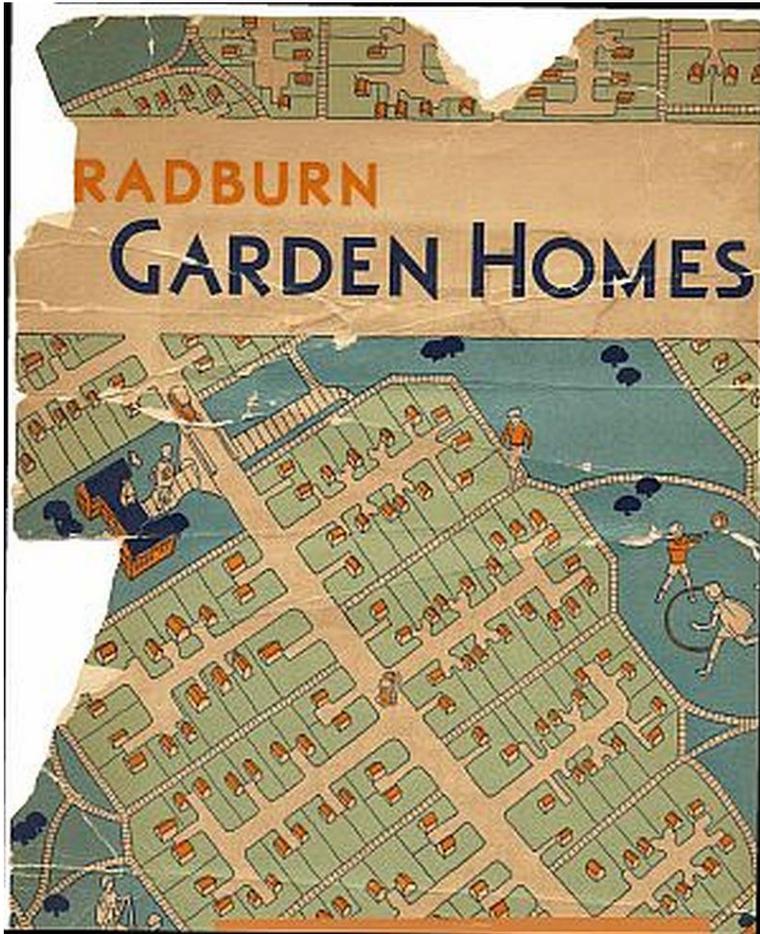


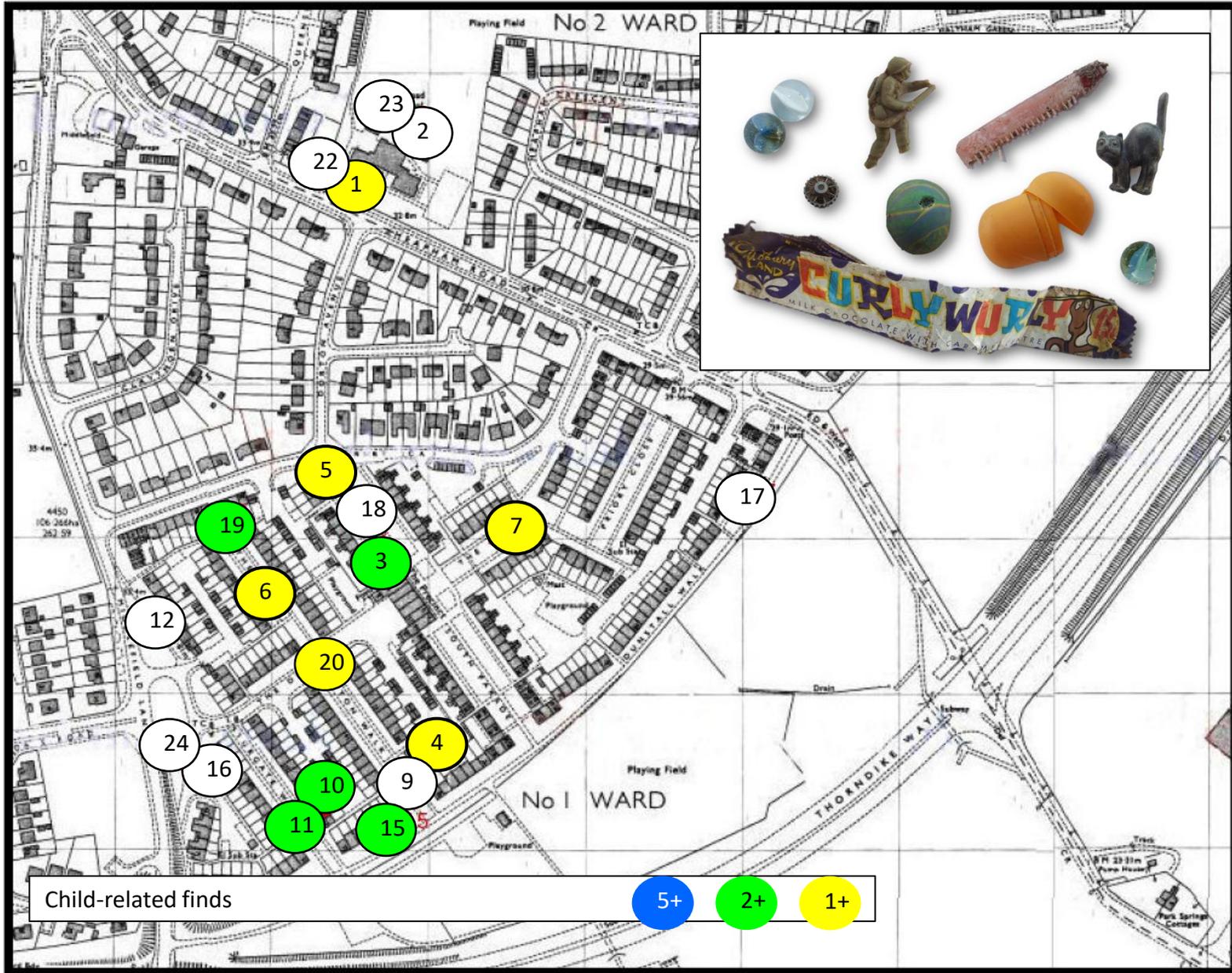
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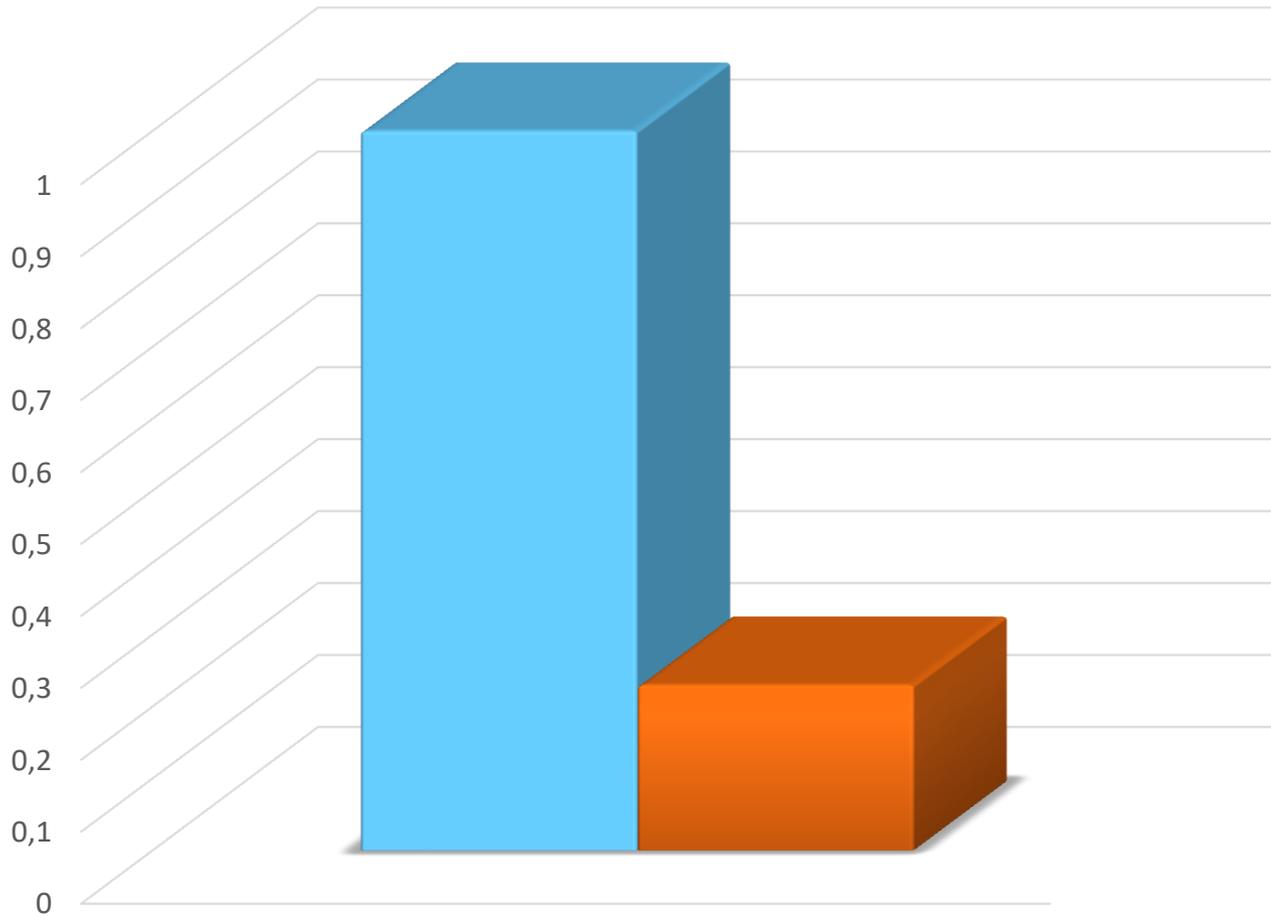
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# Radburn and Middlefield: the same layout





# Average numbers of child-related finds per test pit



■ Middlefield greens



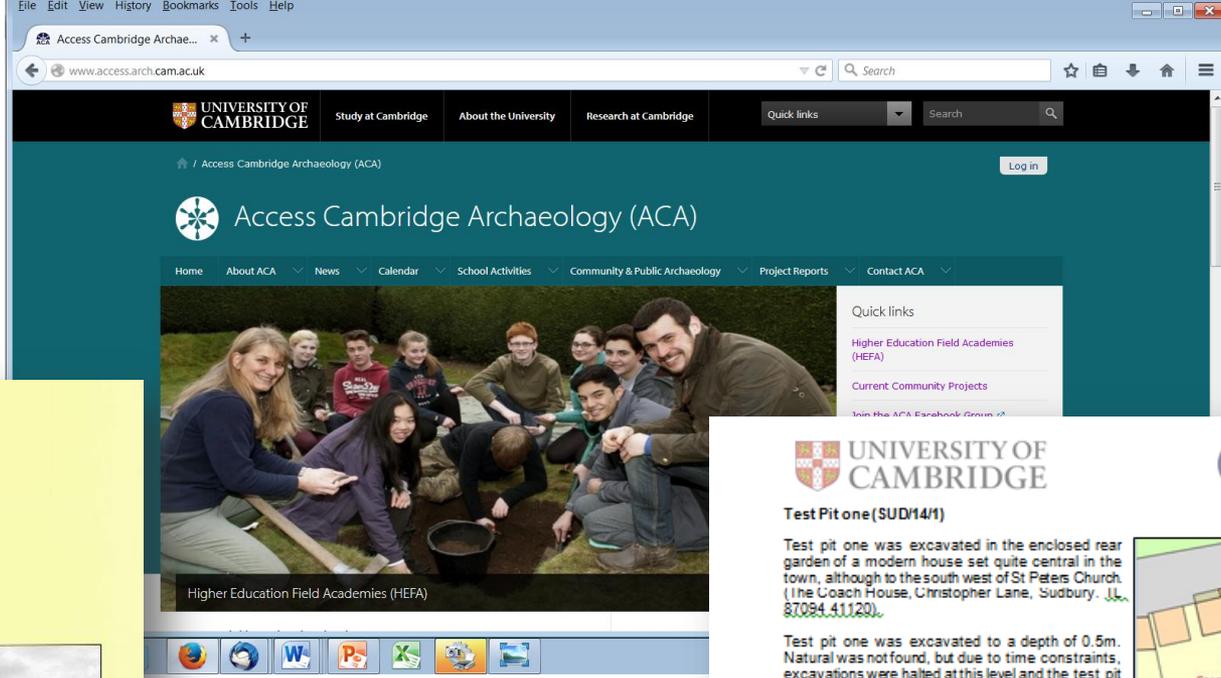
■ Village gardens



# Wider significance

- Finds of significantly large numbers of child-related items on Middlefield Lane's Radburn-type greens shows the 1960s' planners' aspirations were, in fact, met.
- This casts doubt on arguments that the subsequent decline of such estates can be ascribed to inherent weaknesses in their original design or to the inability of residents to make 'appropriate' use of the planned spaces. This by inference casts the burden of responsibility for this decline onto their subsequent management.
- The Middlefield archaeological evidence helps 'ground-truth' shrill debates about the value of social house-building programmes, particularly pertinent in an era when rising housing costs have coincided with severe cuts in public spending on housing.





# Medieval Settlement Research Group



Annual Report 20, 2005



## Test Pit one (SUD/14/1)

Test pit one was excavated in the enclosed rear garden of a modern house set quite central in the town, although to the south west of St Peters Church. (The Coach House, Christopher Lane, Sudbury. TL87094.41120).

Test pit one was excavated to a depth of 0.5m. Natural was not found, but due to time constraints, excavations were halted at this level and the test pit was recorded and backfilled.

The vast majority of the pottery excavated from SUD/14/1 dates as Victorian, although a range of earlier wares were also recorded. These include a sherd Early Anglo Saxon ware, several sherds of Late Anglo Saxon Thetford and St Neots Ware as well as smaller numbers of Early Medieval Sandy Ware, late Medieval Ware and post-medieval Glazed Red Earthenware.



Figure 9: Location map of SUD/14/1

TP	Context	E/MB		THET		BNC		EMW		LMT		GRE		VIC		Date Range
		No	Wk	No	Wk	No	Wk	No	Wk	No	Wk	No	Wk			
1	1											1	2			1800-1900
1	2	1	10	8	13	1	2	4	5			1	6	12	64	450-1900
1	3			2	7			1	1					16	61	850-1900
1	4			2	8							1	2	22	113	850-1900
1	5									1	4	1	1	3	16	1400-1900

Table 1: The pottery excavated from SUD/14/1

The Early Anglo Saxon pottery at SUD/14/1 is part of a small cluster of activity that has been identified through the test pitting between Christopher Lane and Friars Street that may have been part of the original focus of the town from the 5<sup>th</sup> century AD. There was likely a change in settlement patterns during the Middle Anglo-Saxon as it was not until the 9<sup>th</sup> century and the Late Anglo-Saxon period that there is again activity in this part of the town. It seems likely that after the Anglo-Saxon period this part of the town may have been marginal to more intense occupation that was focused elsewhere in the town, until the 19<sup>th</sup> century and later when infilling became more prevalent. The majority of the finds also recorded also tend to date to this later more intense period of activity and consists of a number of pieces of tile and CBM, with also glass, clay pipe, coal, fragments of wire, iron nails, bottle caps, oyster shell, slate, pieces of scrap metal and small metal buttons, one of which had a floral design and is of probable 16<sup>th</sup> century date (figure 10). A single retouched flint flake was also found with three different species of animal bone; sheep/goat, pig and rabbit as well as a number of fragments only identifiable as either cattle- or sheep-sized animals.



Figure 10: One of the buttons found from SUD/14/1, context 2

# Knowledge about the past

## CASE STUDY ONE

### 1f01 Public Archaeological Excavations

The project objective was to organise four traditional archaeological digs and community test-pitting programmes, to be undertaken by volunteers under expert supervision. These activities were aimed at residents, landowners, informal and formal learners, volunteers, school children, local history and conservation societies.

*Year(s) when delivered:* 1/2/3

*Final Cost:* £108,933.78 (including £44,200 under *More Masterpiece*)

*Aims:* To increase awareness and understanding by the Stour Valley community of their heritage assets and to improve professional knowledge of the sites. Information learnt to be incorporated into the Stour Valley Heritage Compendium, Excavation Findings section (Project 1f02).

*Partner(s):* Access Cambridge Archaeology; Colchester Archaeological Trust; Suffolk County Council Archaeological Services.

#### *What Was Delivered?*

Public interest and demand was such that a total of nine public archaeological excavations were held during the three years of the Scheme: at Bures Common, Clare, Clare Castle (2), Goldingham, Mount Bures, Nayland, Stoke-by-Nayland and Wormingford. These involved the digging of test pits in a wide range of different locations, including gardens, as well as full-scale trench excavations. Community test pitting was able to give an indication of how the Black Death affected the populations of Clare and Stoke-by-Nayland, whilst formal community excavations on the common at Bures were able to pinpoint the old stream next to the river and give an indication of flax retting during the Medieval period. The excavation at Mount Bures indicated that the motte is dated to the 'anarchy period' of 1135–54 and the conflict between Stephen and Matilda. The dig at Wormingford revealed evidence of a Tudor hunting lodge, with a brick-lined well and a pump pipe made from elm logs. Clare Castle was perhaps the most interesting for many of the excavators, due to the discovery of a number of skeletons!

A minimum of 3500 volunteer days were logged in total, involving an estimated 800 participants. In addition, the events attracted an estimated 1700 visitors.



Burge Ln

Holwell Rd

Holwell Rd

Shillington Rd

Shillington Rd

Priors Hill

Danefield Rd

Priors Hill

Crab Tree Ln

Hitchin Rd

The Parish Church of Saint Mary the Virgin

Fox

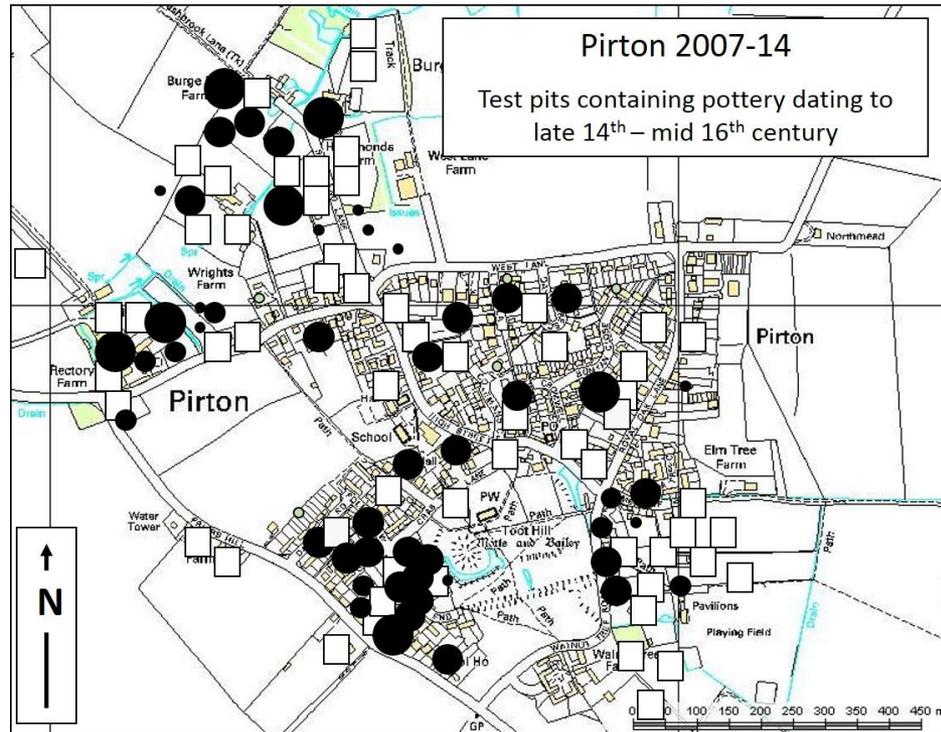
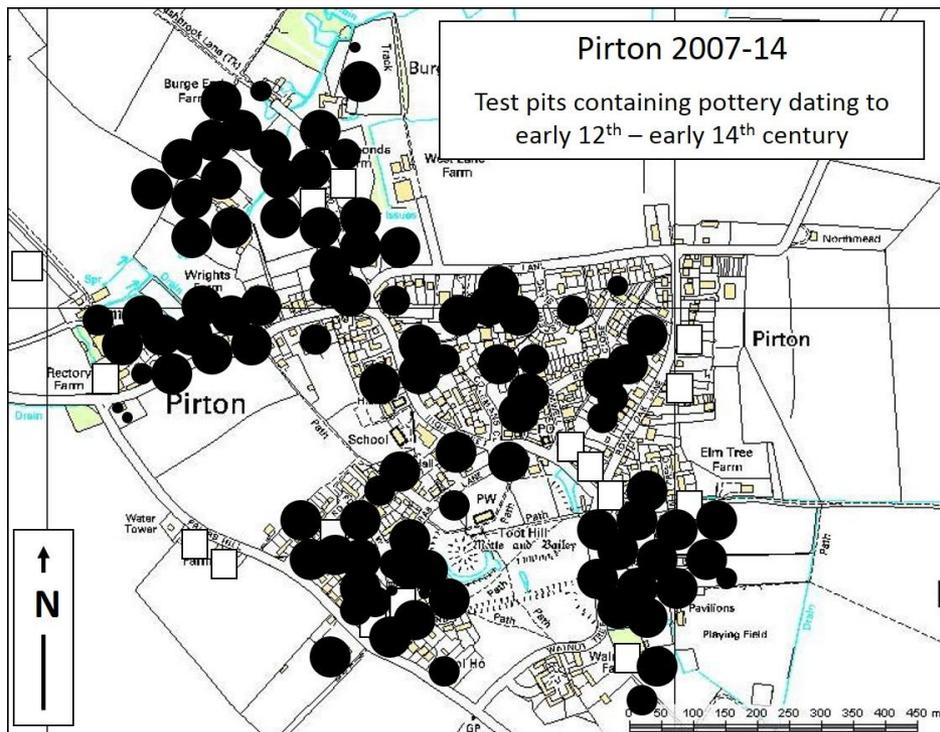
West

Bury Close

Royal Close

P

Walnut Tree Rd

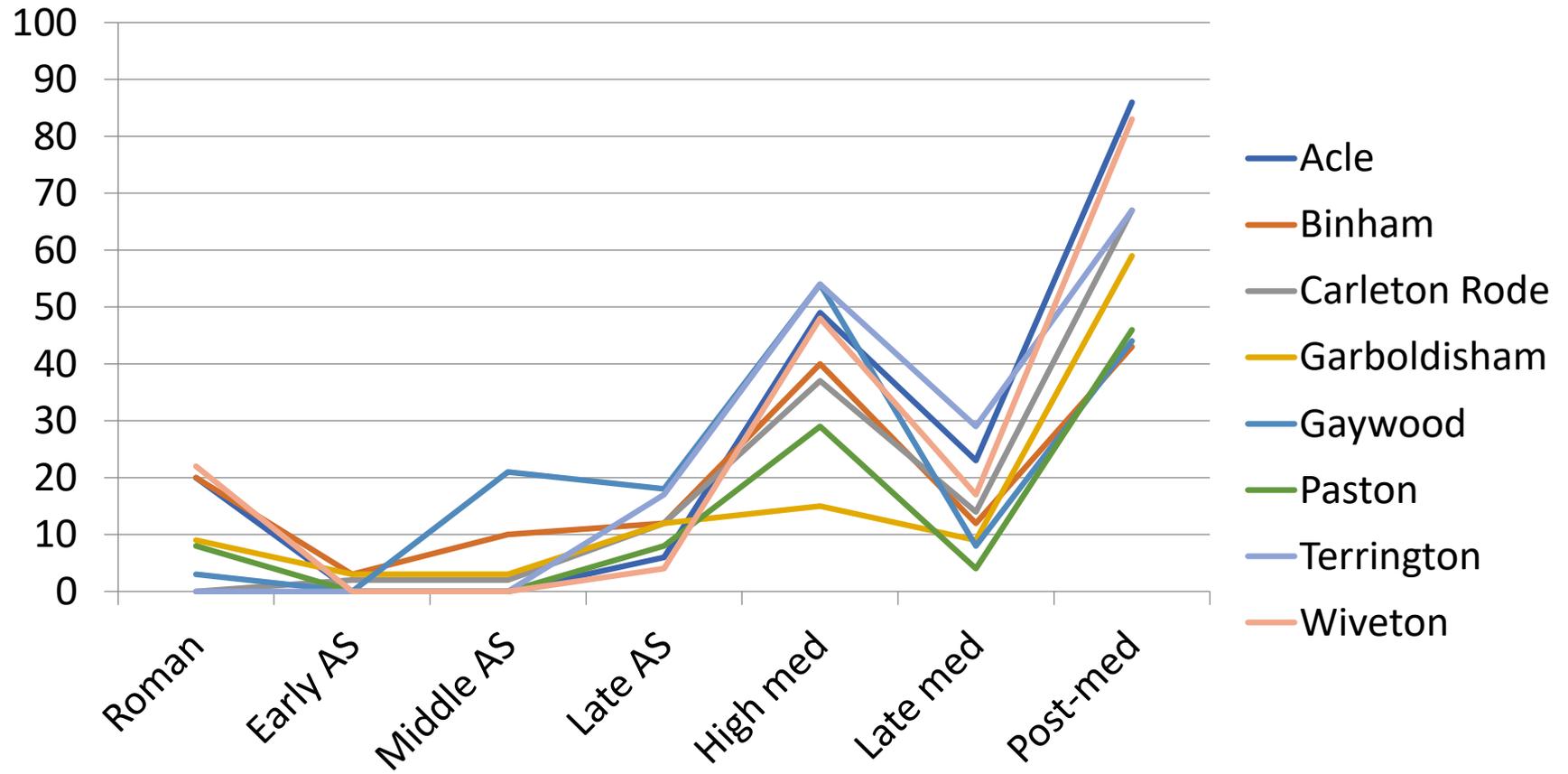


Key

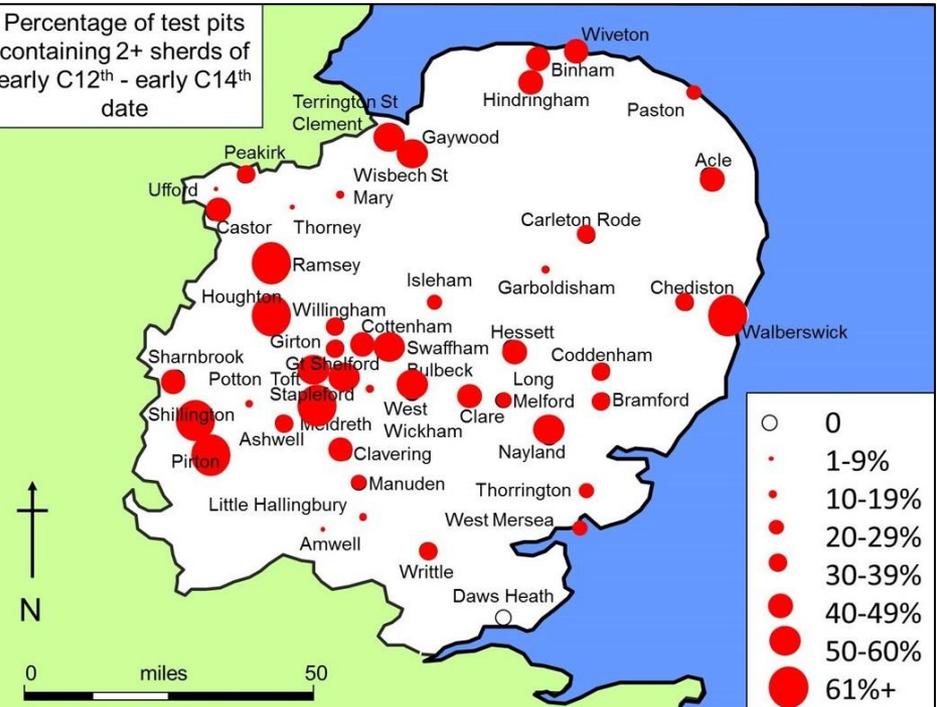
-  Test pit with no pottery
-  1 sherd 4g or less
-  1 sherd 5g or more
-  2-4 sherds
-  5 sherds or more



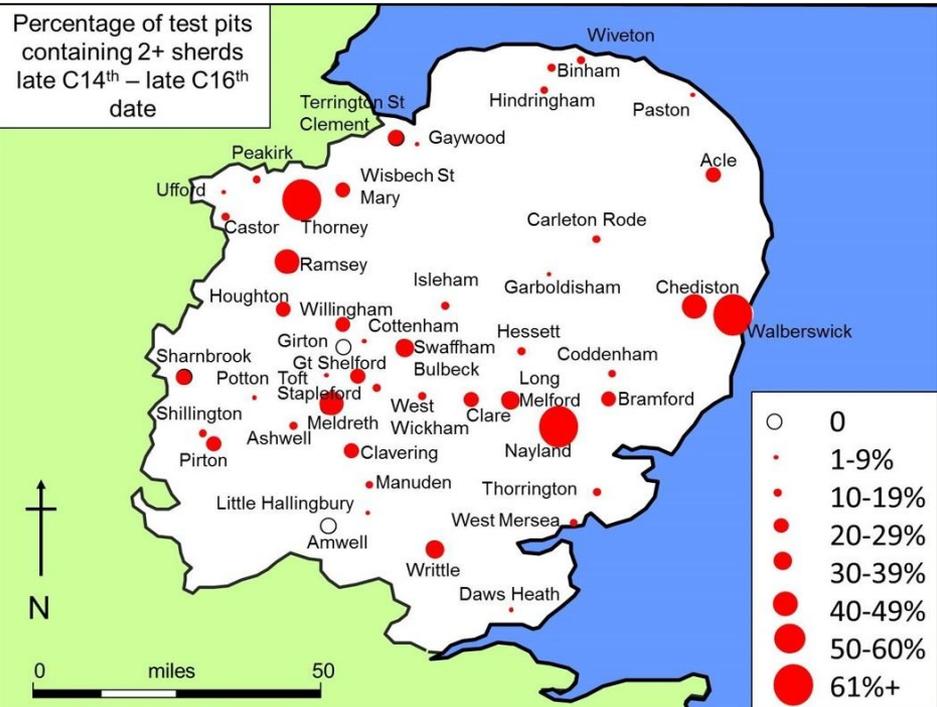
## Norfolk parishes



Percentage of test pits containing 2+ sherds of early C12<sup>th</sup> - early C14<sup>th</sup> date



Percentage of test pits containing 2+ sherds late C14<sup>th</sup> - late C16<sup>th</sup> date

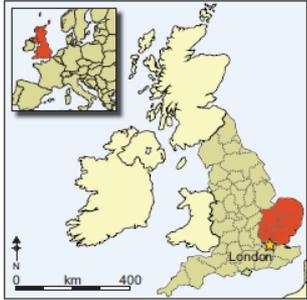


# Publicly engaged archaeology opening up new research horizons

# Disaster recovery: new archaeological evidence for the long-term impact of the ‘calamitous’ fourteenth century

Carenza Lewis\*

Research



*The Black Death swept across Europe and Asia in the fourteenth century, killing millions and devastating communities. Recent re-evaluations of source data, the discovery of new plague cemeteries and advances in genotyping have caused scholars to reconsider the extent of the devastation and to revise estimated mortality rates upwards. But what was the true impact of this catastrophic episode? Systematic test-pitting can reveal changes in medieval demography that can be both quantified and mapped at a range of scales. Comparing the relative amounts of high medieval (copious) to late medieval (much scarcer) pottery suggests that the pottery-using population across eastern*

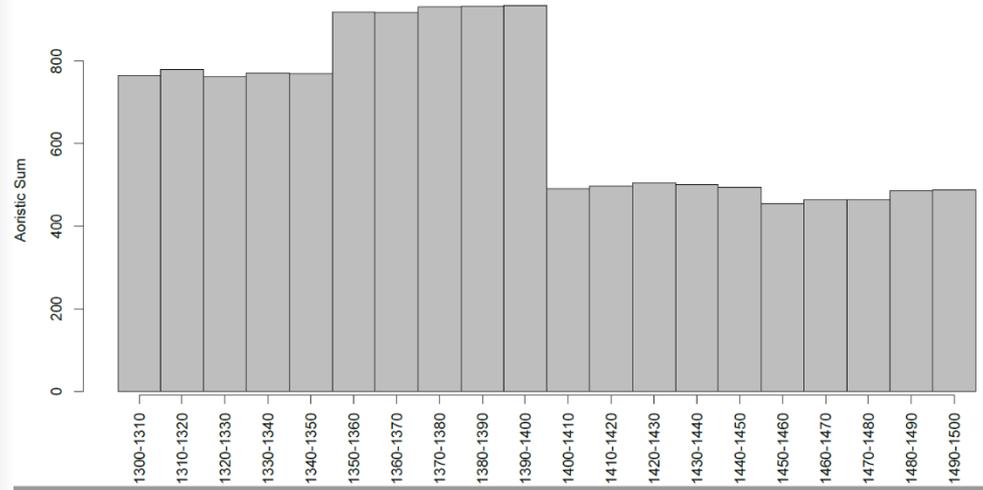
*England was around 45% lower in the centuries after the Black Death than before, and such comparison identifies exactly where this contraction was the most and least severely felt.*

**Keywords:** England, medieval, pottery, Black Death, plague, test-pit, depopulation

## Introduction

The fourteenth century was a watershed in the history of Europe, during which centuries of demographic growth were thrown into reverse by successive environmental, economic and epidemiological vicissitudes, a ‘calamitous’ century indeed (Tuchman 1978). The most iconic of these calamities was the Black Death of AD 1346–1351: an epidemic vividly recorded by agonised contemporary eyewitnesses as it swept across Europe and Asia; its causes and effects have long been hotly debated. For much of the later twentieth century the impact of the Black Death was downplayed. Archaeologists found few proven fourteenth-century catastrophe cemeteries, and they demonstrated that many deserted medieval villages (DMVs)—sites abandoned following medieval occupation—were not depopulated until

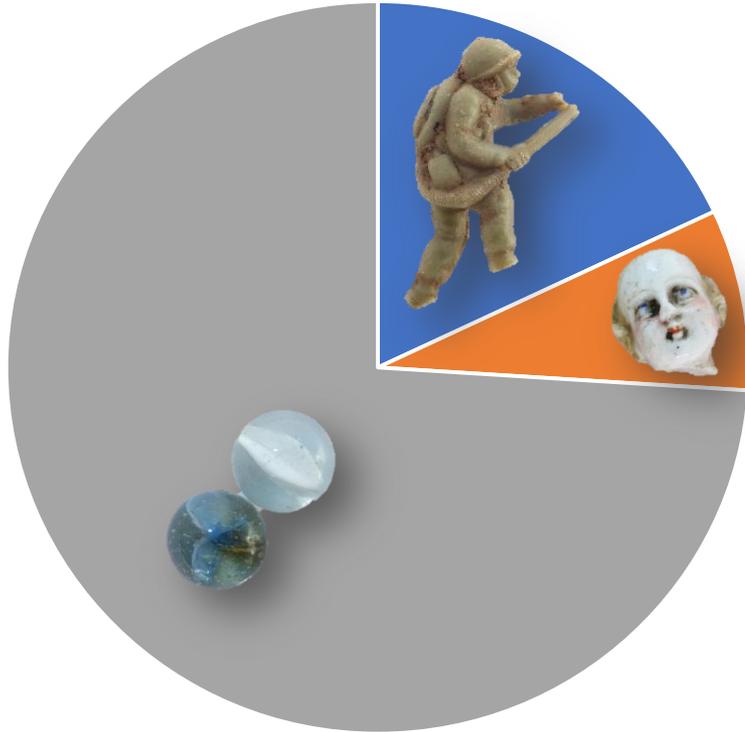
\* School of History and Heritage, University of Lincoln, Brayford Pool, Lincoln LN6 7TS, UK (Email: clewis@lincoln.ac.uk)



Non-coin metal finds from Norfolk recorded on PAS database (courtesy of Eljas Oksanen)

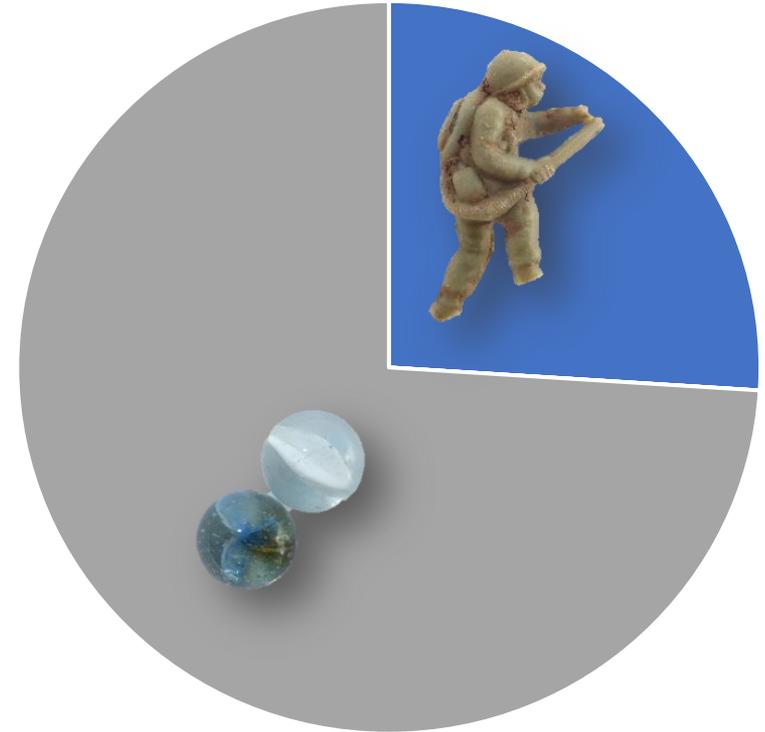
# Gendered use of space?

CORS (91 finds from 398 test pits)



■ Male gendered % ■ Femal gendered % ■ Non-gendered %

Middlefield (20 finds from 20 test pits)



■ Male gendered % ■ Femal gendered % ■ Non-gendered %



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LINCOLN

# Benefits to society

- New heritage assets
- Heritage assets are better known
- Heritage assets can be better managed
- Knowledge and understanding of the past is advanced
- New research areas are opened up
- New understanding of effective strategies for inspiring and up-skilling people from different backgrounds
- New understanding of how to connect people with their local heritage
- New understanding of effective strategies for heritage-based place-making
- New perspectives on societal issues such as social housing, health and well-being, youth work, de-ruralisation and post-work environments

# Kent – creative planning strategies

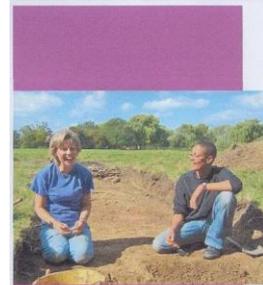
Construction of the East Kent Access Road involved the largest UK archaeological excavation of 2010

- Outreach written into the contract & project design by KCC



*“Don't think of this as building a road, think of two rail crossings and an archaeological dig”*

KCC Major Projects Manager to prospective contractors (Feb. 2008)



## East Kent Access Road

**Come and get involved in the following opportunities;**

- Come and meet an archaeologist at one of our many 'Road Shows' and exhibitions
- Volunteer to work alongside professional archaeologists
- Invite an archaeologist to talk to your school, organisation or society
- View some of the many artefacts we have found on our website
- Join us in the Community Excavation or come along on our Open Days



To find out more about how you and your family can get involved or meet an archaeologist check out our website on:

<http://eastkent.owarch.co.uk>



21 schools took part  
(infant & secondary)

8 Schools visited the  
excavation (130+ pupils)

19 schools were visited  
by the Community  
Archaeologist

c.3,500 children spoken  
to at school assemblies

15 school additional  
activity sessions

Learning resources  
created for the future

*“The children all returned  
from the trip bubbling with  
enthusiasm, keen to tell me  
what they had learnt, seen  
and done.*

*The level of interest was  
extremely high and all the  
children felt that they had  
participated in something  
important, informative and  
worthwhile.*

*‘Excellent’ was the main  
verdict! Thank you.”*

Head teacher



# Therapeutic archaeology

Method: Semi-structured interviews with 14 military veterans participating in archaeological excavations in April and August 2015

Observations:

- Activities improved self-esteem, confidence and motivation to seek help and reduced perceived stigma.
- The reduction in situational stressors associated with difficult life conditions appear to improve mood
- Clear benefit in being in a caring environment where other people actively paid an interest.
- Social benefits derived from acceptance within a team, making new friendships and utilisation of military skill sets.
- The relaxing and reflective environment of the dig appears to construct a sense of personal safety and thereby offers therapeutic value.

Finnegan, AP. 2016. The biopsychosocial benefits and shortfalls for armed forces veterans engaged in archaeological activities. *Nurse Education Today* (Military Veterans Special Edition).



# Heritage & well-being

Thompson et al. (2011) randomly gave 250 hospital patients EITHER heritage objects to examine OR photographs of the same objects. Measurements using Positive and Negative Affect Scale (PANAS), a list of 10 positive and 10 negative mood adjectives, and the Visual Analogue Scale (VAS) showed that **handling the objects had a statistically significant positive effect on well-being when compared with the control group**. Repeat studies (eg Paddon et al 2013) have replicated these results.

- Thomson L.J., Ander E.E., Menon U., Lanceley A., Chatterjee H.J. Evaluating the therapeutic effects of museum object handling with hospital patients: A review and initial trial of well-being measures. *Journal of Applied Arts and Health*. 2011;2:37–56.
- Paddon, H. L., Thomson, L. J. M., Menon, U., Lanceley, A. E. and Chatterjee, H. J. 2014. Mixed methods evaluation of well-being benefits derived from a heritage-in-health intervention with hospital patients'. *Arts Health*. 2014 Feb; 6(1): 24–58.

Lanceley et al (2012) observed ten female cancer patients conversing with a nurse specialist whilst handling heritage objects. Psychotherapeutic techniques assessed the conversations focused on how the women 'used' the objects, which were found to aid discussions with the potential to **provide a platform for therapeutic work that may improve the women's coping and wellbeing**.

- Lanceley A., Noble G., Johnson M., Balogun N., Chatterjee H.J., Menon U. Investigating the therapeutic potential of a heritage-object focused intervention: A qualitative study. *Journal of Health Psychology*. 2012;17:809–820.

# Conclusion

## The societal benefits of publicly engaged archaeology

- Tangible heritage has a much wider positive role to play in society that is currently appreciated (especially by non-archaeologists).
- Strategies can and should be developed, deployed and reported which **identify, maximise and evaluate benefits** of public engagement with archaeological investigations to **individuals, communities** and **society**.
- In planning any archaeological project, consideration should be given to how wider publics might benefit, and how this benefit might be identified, maximised and measured.
- Evidence-based case-making which re-positions **archaeology** as something which can contribute positively to society, enables **tangible heritage** to be appreciated as an **asset**, and heritage expenditure as an **investment**.

Societal challenge	What publicly engaged archaeology can offer	How publicly engaged archaeology can contribute
Economic and intergenerational inequality is growing	Develop transferrable skills for education and workplace	...enable people to develop a diverse range of identifiable, measurable transferrable cognitive, practical and personal skills.
People feel alienated from educated elites and suspicious of expert knowledge	Raise educational awareness, self-esteem and aspirations	...enable people to connect with universities and make valuable contributions to knowledge.
Growth of post-work (or non-work) environment.	Enrich post-work environments	...introduce people to sustainable new sociable hobbies in which they can use their skills and develop their knowledge over days, weeks, months or years.
Rural communities are becoming depleted and isolated	Strengthen community belonging	...enable local people to work together to make discoveries which are more meaningful when they are shared and aggregated.
Subaltern sites are neglected while authorised heritage sites are overcrowded	Increase the value and identity of rural villages as places to inhabit and visit	...unearth and interpret new discoveries which will enable subaltern places' histories to be known, told and enjoyed in new place-centred ways by residents and attract visitors.
Fiscal retrenchment reducing funding for heritage	Mitigate the impact of reduced heritage funding.	...encourage volunteering in which members of the public will give their time, energy, skills, knowledge to complete investigations for which there is no other source of funding

# Thank you

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