

Trent Valley GeoArchaeology 2002

Component 8: Widening Archaeological Awareness Among Stakeholders

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“Development and delivery of courses and seminars on archaeology and management of archaeology for local mineral operators, Environment Agency, DEFRA regional office, and other partner organisations, using the Trent Valley as a basis. ”

(Project Outline May 2002)

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1 INTRODUCTION

Trent Valley GeoArchaeology is an interest group bringing together professional archaeologists, geologists, aggregate companies, local government officers, environmental and statutory bodies and land managers working within the Valley of the River Trent. The group aims to promote high quality, multidisciplinary geoarchaeological research advancing the sustainable use of the Valley.

As part of this aim, it is imperative that stakeholders understand how their activities affect the archaeological environment and how they can continue to carry out their work effectively, but with the minimum impact upon it.

2 AIMS AND OBJECTIVES

The aim of this component is to meet the information and learning needs of stakeholders in archaeology, with particular reference to the Trent Valley, in order to develop their skills in environmental management and in negotiating appropriate treatment of archaeological remains.

The objectives were

- to develop a “training package” that can provide a basis for the delivery by members of Trent Valley GeoArchaeology of training to non-archaeological organisations and that can be placed on Trent Valley GeoArchaeology’s web site and/or elsewhere as a learning resource for professional archaeologists and students.
- to deliver a number of training opportunities to stakeholder organisations and groups in order to :
 - to raise the profile of archaeology and the Historic Environment
 - to enhance the integration of archaeological resource management with other aspects of environmental management
 - to “trial” the training package

The resulting “training package” will be of wide benefit, as being applicable to most other river valley environments in the country.

These objectives contribute towards the development and delivery of a range of recommendations and action points set out in *Power of Place and Force for Our Future*. Of equal importance is the contribution that they make in the evolving national approaches to professional training and skills enhancement in archaeology, particularly in Continuing Professional Development (CPD). They may also enhance local provision and delivery of training in the Historic Environment for stakeholders

and other professions, and serve as a model for the delivery of training to the archaeological profession.

As a first stage stakeholders were invited to respond to a questionnaire (Appendix 1). Questionnaires were sent to heads of associations and professional bodies as well as to key individuals working in the Trent Valley, a questionnaire was also provided on the Trent Valley GeoArchaeology web site. Questions were gauged at judging the knowledge of and attitude of respondents to archaeology and the historic environment and their level of interest in training and preferred means of receiving such training.

3 RESPONSES

In the event response to the questionnaire was poor, an observation that is in itself of interest.

In total six responses from associations and professional bodies were received, reflecting a range of stakeholder groups from local government and public bodies to organisations such as the Royal Institute of Chartered Surveyors. Perhaps significantly there were no responses from the agricultural or aggregates sector.

The scarcity of responses received suggests that consideration of archaeology and the historic environment is not high on the agenda of many stakeholder groups. This may be as archaeology is perceived as being only of intermittent significance to many stakeholders. In addition, in some cases lack of interest might be attributable to the perception that archaeology is a problem (ie a restriction on activity, or an unwanted expense) rather than a potential benefit (ie a means of contributing to the public good, enhancing cultural awareness and negotiating positive public appreciation of the stakeholders' core activities). If this is the case it suggests that the crucial need in the Trent Valley (and elsewhere) is to raise stakeholder awareness not of what archaeology is, or the legislative and planning framework, but of how accommodation and appreciation of archaeology and the historic environment can be of positive public benefit.

From the responses received it appears that there is a perceived need for further archaeological education amongst the interested parties. Respondents varied from those with a personal interest in the subject, to those with none. Almost all agreed, however, that they would welcome further information.

In general further information was desired on two levels:

- General - a broad understanding of what archaeology is why it is important and the way in which it works.

In particular several respondents expressed interest in the history and archaeology of their local area – although usually this was related to personal rather than professional interest.

- Specific - how archaeology affects their particular profession or area of interest.

For example several respondents wished for better information on where archaeological records are held and the practicalities of legislation relating to the historic environment and particularly the planning process. A number of responses highlighted a need for individuals to know more about the archaeology of an area for which they had a professional responsibility (not necessarily in the Trent Valley) and about strategies for the preservation of archaeological remains and mitigation of damage to them.

4 OUTLINE PACKAGE DESIGN

The questionnaire responses received showed that the preferred method of delivery for training was almost evenly split between one-off talks and courses.

A sensible training strategy should offer both of these options, backed up by web-based material and possibly telephone support. Possible content for these two options is considered in outline form below.

4.1 One off Events

One off events are particularly suited to attracting the “unconverted” in the sense that those with a marginal interest in archaeology or only partial commitment to its consideration as part of their core area of responsibility might be enticed to attend.

It is suggested that such information is most effectively presented as part of an attractive package accompanied by a sweetener such as a free trip to a museum or historic attraction, perhaps with a tour by a knowledgeable guide and accompanied by lunch as well as a seminar imparting some serious content and significant and useful take away materials.

Content should be focused on generating a paradigm-shift in the minds of those attending, for example highlighting the opportunities and benefits imparted by integrating active and positive consideration of archaeology into the core area of a stakeholders’ job. Themes might include:

Awareness: general introduction to the archaeology of a region, the impact of this knowledge on culture and society and the public benefit achieved through archaeology.

Archaeological practice in England: a brief resume of who does archaeology in the UK (or just England – perhaps drawing out variations across England, Scotland Wales and Northern Ireland), roles, responsibilities and paths of access to individuals, organisations and information.

Public opportunity: ways in which archaeology encountered incidentally through a stakeholder pursuing their core activities (farming, aggregate extraction, building, etc.) might be turned to public benefit, particularly through community involvement and building community links.

Presenting archaeology to the public: specific information on types of public presentation ranging from excavation open days through museum displays and interactive themed attractions such as the Jorvick Viking Centre.

Archaeology and schools: a consideration of how archaeology fits within the National Curriculum and how archaeological discoveries might be used for educational purposes, for example through school visits to excavation sites, production of teacher packs for schools, etc.

4.2 Courses

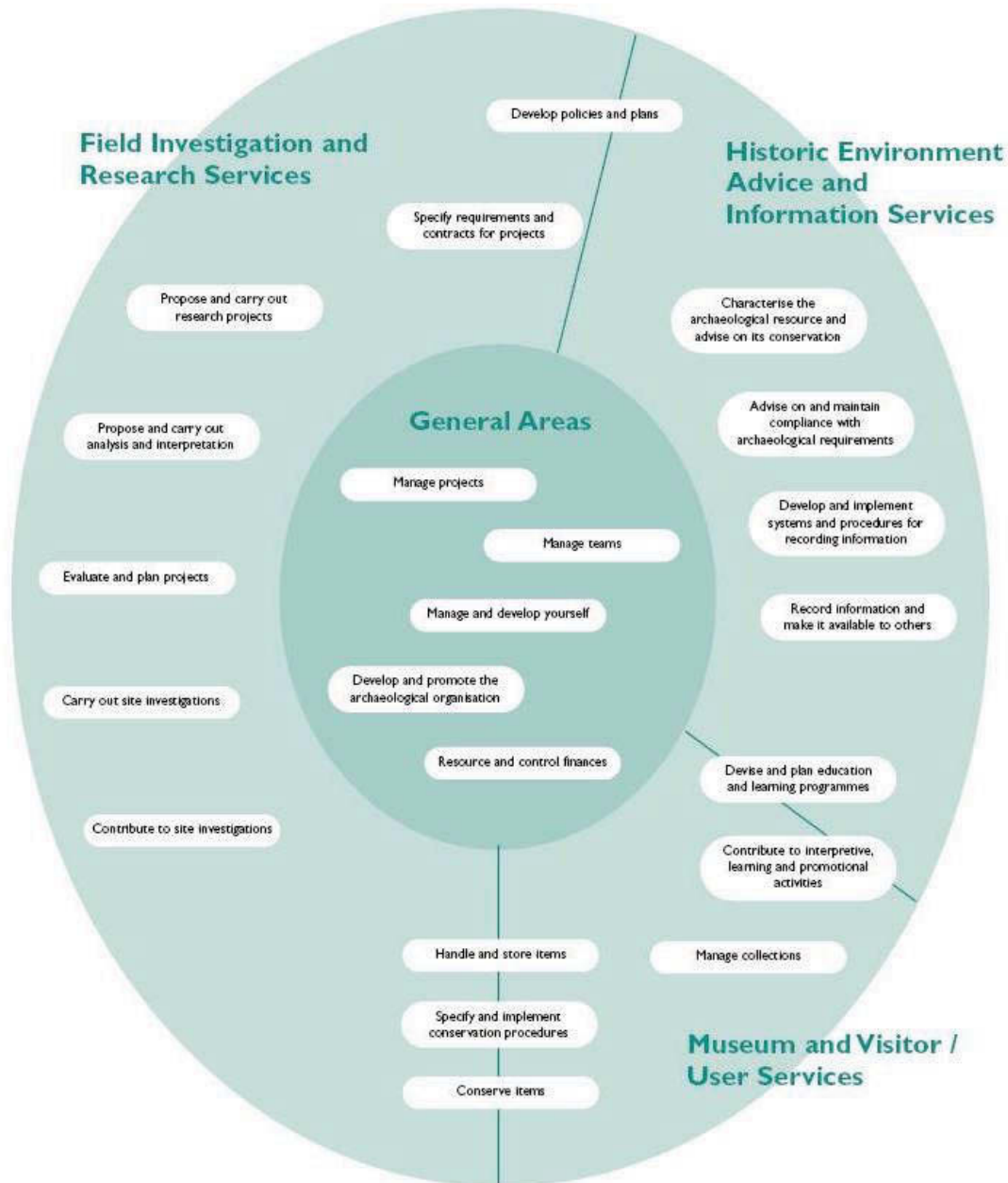
Courses might cover a single day of intensive training or several days of focused work, perhaps with practical experience and exercises. They are most suited to equipping interested professionals within the context of their institution's CPD programme. As such they need to have clearly specified goals and high-quality prospectus materials in order for interested individuals to be able to sell their participation on a course to their managers. Certification, while not essential (many professionals keep a CPD log and do not require certified content) might be useful for longer courses. The *National Occupational Standards in Archaeological Practice*, although intended largely for an audience of professional archaeologists, might provide one means of generating standard, quality assured content for such courses (Figure 1).

Some course themes, based on the evidence of the questionnaires and geared toward NOS themes, are provided below:

Archaeology and planning (NOS theme A): an introduction to the planning process and in particular legislation and practice relating to archaeology and the historic environment. A useful practical exercise might comprise a mock planning enquiry relating to an archaeological issue.

Archaeological techniques (NOS theme B): introductory training on the types of technique employed in field archaeology, particularly with a focus on the kind of techniques employed for PPG16 instigated evaluations.

Using historic environment records (NOS theme C): training on the types, locations and access strategies for HER, what to expect and how to interpret it. This might also include training on what to expect as part of a PPG16 style desktop assessment.



[Research shows that about 60% of the profession is employed in field investigation and research - this includes people working in archaeological units and societies, universities, as specialist consultants and researchers. About a third of the sector is employed in roles that are primarily concerned with providing advice and information, with 'managing' the historic environment, in local authorities, heritage organisations, national agencies and private consultancies. Just under 10% of archaeologists work in museums, visitor and community services, managing sites and collections, interpreting and presenting archaeology for the public.]

Figure 1: Frameworks for professional training in archaeology developed for the *National Occupational Standards in Archaeological Practice*.

5 REFERENCES

National Occupational Standards in Archaeological Practice.
<http://www.torc.org.uk/nos> Accessed 14th March 2004

APPENDIX 1: QUESTIONNAIRE

ORGANISATIONS AND INDIVIDUALS CONTACTED

LOCAL GOVERNMENT

Derbyshire Association of Local Councils

Nottinghamshire Association of Local Councils

Leicestershire and Rutland Association of Parish and Local Councils

Lincolnshire Association of Local Councils

Staffordshire Parish Councils Association

AGRICULTURE

Country Land and Business Association

CLA East Midlands

National Farmers Union

Agriculture House

North Gate

Uppingham

Rutland LE15 9NX

Tenant Farmers Association

Dunster Lodge

Burton

Lincoln

LN1 2RD

PLANNERS

Royal Institute of Chartered Surveyors

East Midlands Regional Office

34 Millgate

Newark

Nottinghamshire

NG24 4TS

Royal Town Planning Institute

RTPI East Midlands Branch,

PO Box 5760,

Nottingham, NG1 1XB

Association for Project Management

Quarry Products Association

156 Buckingham Palace Road

London

SW1W 9TR

Institute of Quarrying

7 Regent Street

Nottingham

NG1 5BS

THE ENVIRONMENT

Chartered Institute of Water and Environmental Management

Environment Agency
Scarrington Road
West Bridgford
Nottingham
NG2 5FA

Institute of Ecology and Environmental Management

IEEM, 45 Southgate Street,
Winchester,
Hants SO23 9EH

Institute of Environmental Management and Assessment

St Nicholas House
70 Newport
Lincoln
LN1 3DP

The Landscape Institute

6-8 Barnard Mews
London
SW11 1QU

Trent Valley GeoArchaeology
Extending the Skills Base: Questionnaire

SECTION 1: ABOUT YOU

Your company or organization: Company
Your Name
Postcode
Telephone
Email

What is your job?

1 Do you have any experience of archaeology through your job?

- Yes
 No

2 Have you had dealings with archaeologists through your job?

- Yes
 No

If yes, were these helpful and constructive?

- Yes
 No
 Sometimes

How were these helpful/not helpful?

3 Do you think archaeology is relevant to your job?

- Yes
- No
- Sometimes

4 Do you think others see archaeology as relevant to your job?

- Yes
- No
- Sometimes

5 Do you think that knowing about archaeology does, or would, help you to do your job better or to overcome problems you face in your job?

- Yes
- No
- Sometimes

6 What level of understanding about archaeology do you think would help you to do your job better or to overcome problems you face?

- A general understanding
- Information geared specifically to my job
- A detailed understanding

7

What specific information about archaeology would help you to do your job better (eg the law, planning, what archaeological remains look like, where archaeological remains are)?

SECTION 2: ARCHAEOLOGY AND TRAINING

8 Was archaeology covered by your professional training?

- Yes, extensively (a module or more)
- Yes, a few lectures
- It was touched on in passing
- No

9 Does your professional body/employer require you to undertake Continuing Professional Development (CPD)?

- Yes
- No

If Yes, how many hours per annum?

hours

If yes, how is this normally accessed by/delivered to, you?

If yes do you see archaeology as a suitable subject for your CPD?

- Yes
- No

10 What is your preferred method of learning?

- one off talks
- courses
- reading material
- web material

Other (please specify)

11 Have you come across the following terms?

- Historic Environment
- Scheduled Ancient Monument
- PPG 16
- Preservation by Record
- Evaluation
- Palaeoenvironment(al)
- Palaeochannel
- Alluvium
- Colluvium
- Cropmark

SECTION 3: YOUR INTEREST IN ARCHAEOLOGY

12 Are you personally interested in archaeology?

- Very Interested
- Interested
- Slightly Interested
- Not Interested

13 Have you been on any courses or attended lectures/presentations about archaeology?

- Yes
- No

14 Have you ever been on a dig?

- Yes
- I have visited one
- No

15 Do you watch television programmes about history or archaeology?

- Yes, by 1st Choice
- Yes, if there's nothing else on
- Yes, because others in the family commandeer the remote control
- No

16 Do you read books, articles or other printed material about history or archaeology?

- Often
- Occasionally
- Never

17 When on holiday, do you visit "Heritage Sites" (such as castles, country houses, parks and gardens, archaeological sites) ?

- Often
- Occasionally
- Never

18 When on holiday, do you pick up leaflets, booklets or other written material describing the area and its historical attractions?

- Usually
- Sometimes
- Never

19 How would you describe your knowledge of archaeology?

- I know a lot
- I know a fair bit
- I know a little
- I know nothing!

20

Personally, what would you like to know about archaeology? You can answer "nothing" if you want!

21

Please tell us of any other views or ideas that you have about training, archaeology and its relevance to your work life.

Thank you for taking the time to complete this questionnaire. You can post your questionnaire to:
Trent Valley GeoArchaeology Questionnaire
York Archaeological Trust
Cromwell House
13 Ogleforth
York YO1 7FG

Or you can fax it to us on 01904 663024

If you have completed an electronic version of the questionnaire you can email it to us at:
questionnaire@TVG.org.uk

Further copies are available at www.yorkarchaeology.co.uk/questionnaire.html



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