

UCL INSTITUTE OF ARCHAEOLOGY ARCLG233: APPLIED HERITAGE MANAGEMENT 2014-2015

COURSE HANDBOOK: 15 credits

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Co-ordinator: Tim Williams

Room 602

Email: tim.d.williams@ucl.ac.uk

Tel: 020 7679 4722

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1 OVERVIEW

This course aims to examine the practice of archaeological site management and is designed to be an extension to the MA in Managing Archaeological Sites core course. It gives students an opportunity to learn professional heritage management skills, written and practical, in a supportive and team-based environment.

For much of the term students will work in smaller teams on project work, which culminates in a presentation at the end of term. The assessed work is a 3-team project to develop elements of a functional management plan for an archaeological site in the City of London.

This year the project focuses on the Billingsgate Roman House and Bathhouse, on Lower Thames Street, EC3. This is one of the City's best preserved Roman sites, but it is not generally open to the public. The course includes a preliminary site visit, classroom workshop sessions and three days of practical site work during Reading Week. The lecture sessions, the field visit and the Reading Week practical are specifically geared towards informing the team projects, and it will be necessary to attend all of these in order to get the most from, and be able to contribute to this exciting task. The Reading Week practical is compulsory.

By the end of the course, students should be able to understand and apply a planning process, based on the recognition of a site's values and of its stakeholders. Students will master a technical vocabulary to communicate with site management specialists.

2 INTRODUCTION

This is the course handbook for **ARCLG233: Applied Heritage Management**. It outlines the aims and objectives, structure and content of the course. It is also available on the Institute web-site.

This Handbook should be used alongside the MA/MSc Handbook (also available on the Institute web-site), which contains information about all MA and MSc degrees, and options within them, being taught this year. The MA/MSc Handbook gives essential information on a range of topics, from enrolment to guidance on the dissertation, so students should ensure that they read it carefully. Distributed along with the MA/MSc Handbook are maps of the College precinct and surrounding area of London, the complete MA/MSc teaching timetable and the list of Personal Tutors to MA and MSc students. Students should consult this list to find out who is to be their Personal Tutor for the year, and students should make contact with them soon after their arrival to arrange a meeting.

If students have queries about the organisation, objectives, structure, content or assessment of the course, please contact Tim Williams (tim.d.williams@ucl.ac.uk).

3 AIMS, OBJECTIVES AND OUTCOMES OF THE COURSE

3.1 Background

This course aims to examine the practice of archaeological site management, including methods for the management and conservation of a site's significance. It gives students an opportunity to learn professional heritage management skills, written and practical, in a supportive and team-based environment.

The syllabus is based upon a practical model of site management. The course will start by introducing the practical project and the site of the Roman house and bathhouse at Billingsgate in the City of London. It will then examine practical issues, using the values and

significance of the site, coupled with key stakeholders, to explore conservation and interpretation issues at the site.

3.2 Aims

- 1. To provide an understanding of the processes of implementing value-based management for the conservation and interpretation of an archaeological site, apply the theories and methods presented in the Managing Archaeological Sites core course
- 2. To encourage innovative approaches
- 3. To develop team-working skills applicable to the working world

3.3 Objectives

- To facilitate debate on the theory and methodology of value-based management planning processes
- To provide students with an understanding of the tools and the techniques for documenting condition, and producing and implementing site-based interpretation
- To be able to critically assess ways in which heritage management theory and practice interact
- To have some understanding of how their learning can be applied in the working world
- To be able to discuss their practical work with future employers

3.4 Learning outcomes

By the end of the course students should be able to demonstrate:

- Observation and critical reflection, including critical reflection on the application of heritage management practices
- Application of acquired knowledge
- Written and oral presentation skills, including the ability to communicate results in a professional manner, both on paper and to audiences via presentations

4 PROGRAMME STRUCTURE

4.1 Teaching schedule & methods

This course is timetabled in the second term, although some of the assessed work is scheduled for submission in the third term.

The course incorporates a mixture of lectures, workshops and practical work, in order to give students greater familiarity with the material, methods and techniques covered in this course and in the Managing Archaeological Sites core course. This is based around team-working and students must be willing to contribute actively. It is taught both through sessions held in the Institute of Archaeology, and practical work in the field.

Sessions 1-5: Mondays 12.00-2.00pm in Room 412 (Institute of Archaeology)

The *first half of term* (Sessions 1-5) is designed to provide students with the skills to undertake the project work which starts in Reading Week. During the first half of term, students will undertake background reading for projects, and will start to formulate plans for their projects. The sessions will cover:

1) Background to the projects, including the work of previous students & an introduction to Roman London

- 2) Writing professionally for the public/creating interpretation material
- 3) Designing documentation to record a site's condition

One site visit is scheduled to Roman sites in the City of London on <u>Sunday January 18th</u>, in conjunction with the Managing Archaeological Sites course. Please make sure that you come on this site visit, as it is fundamental to getting started on group project work.

A three day on-site practical will take place during **Reading Week** (16-18 January).

In the second half of term, students will concentrate on their group working on the projects.

Session 6, *at the end of term*, will enable the working groups to present their final results (as PowerPoint presentations). This will be followed by submission of written project dossiers and critical reflections.

4.2 Developing the projects for public site openings

In the Summer Term, having received feedback on the projects, students will have the opportunity of refining their work with support from Institute of Archaeology and Museum of London staff, and putting it to use during the opening of the site for the national *Festival of Archaeology* in July, and for *London Open House* in September. This stage is optional and is not assessed, but provides students with an opportunity to gain hands-on experience in working with the public, and provides them with a tangible high quality result to show to potential employers.

4.3 Workload

There will be 10 hours of lectures and workshops, and a half day (4 hour) presentation of the results of the working groups.

Students will be expected to undertake approximately 26 hours of general reading.

Students will spend 32 hours on the initial site visit and the Reading Week practical work.

A total of approximately 78 hours will be spent on assessed work: individual and team working to research, prepare and produce the project work.

This constitutes the required 150 hours for the course.

Except in the case of illness, the 70% minimum attendance requirement applies to lectures, workshops and fieldwork on the course.

4.4 Prerequisites

Students planning to take this course must also be taking Managing Archaeological Sites, as this provides relevant background material which will be built upon in this course.

5 TIMETABLE: WEEK-BY-WEEK SUMMARY

SPRING TERM 12th January - 27th March, 2015

Sessions 1-5: Mondays 12.00-2.00pm in Room 412 (Institute of Archaeology)

As the session runs over lunchtime, please bring sandwiches, etc. with you in order not to lose time over the mid-session break. Students should check their emails and the course Moodle

site regularly, as any changes to arrangements and other messages will be sent out by these means.

DATE	TOPIC	LECTURER
12/01/15	Session 1 (lecture): Introduction to a) The aims and	Tim Williams
	structure of the course; b) The Billingsgate Roman	
	House and Bathhouse project; c) Previous student	
	project work & archive; d) Introduction to the project	
	groups; e) Roman London (background)	
18/01/15	Site visit: Roman London: Billingsgate bathhouse	Tim Williams &
	(also Guildhall amphitheatre, City wall, Fort Gate &	Jackie Keily
	Museum of London)	(Curator, Museum
		of London)
19/01/15	Session 2 (workshop): Condition assessment:	Dean Sully
	developing methods and documentation for fieldwork	
	at Billingsgate	
26/01/15	Session 3 (workshop): Writing for the public: an	Julie Carr (British
	unnecessary power struggle	Museum)
02/02/15	Session 4 (workshop): Guided tours – design &	Jackie Keily
	delivery	(Curator, Museum
		of London)
09/02/15	Session 5 (workshop): Planning the fieldwork	Tim Williams
	Practical fieldwork: 3 days (compulsory)	
16/02/15	Fieldwork on site at Billingsgate	
17/02/15	Fieldwork all day	
18/02/15	Fieldwork (morning) Meeting IoA (afternoon)	
23/03/15	Session 6: Presentation of working groups - conclusion	Invited audience
Venue	& review	including: Tim
TBA		Williams, Dean
		Sully, Jackie Keily
		& Jane Sidell

6 GROUP WORKING

6.1 Background

UCL students have worked at Billingsgate over several years, and have taken part in opening the site to the public during the Festival of British Archaeology, and London Open House, using the interpretation and education material that they have developed to create lively and informative visits, often under the pressure of large numbers of visitors.

The task of this year's students will be to move work at Billingsgate on, given that

- a new walkway across the site has been constructed, which opens up possibilities for new interpretation, and
- since cleaning of the site only two years ago, very large areas of soluble salt growth have appeared again.

Students will therefore be carrying out the following projects, which are designed to be directly and substantially useful to the site and its management.

Three Working Groups will be formed, in order to carry out the project work. Projects will be discussed in Session 1, and working groups will be agreed.

6.2 Working Group 1: Conservation

- a) Survey of salts, including:
 - design and documentation of a survey of soluble salts on the site
 - methodology and instructions for future use
 - report on survey and analysis of results
 - conservation issues
 - photographic record (archived)

The survey must be designed to fit in to the 2.5 days available on the site itself, and should be repeatable in the future.

- b) Interaction with interpretation working groups, covering:
 - the salts on the site, and their impact
 - monitoring and conservation actions.
- c) Optionally the group might undertake a consideration of other condition issues, including examining historic photographs to explore change over time.

6.3 Working Group 2: Site interpretation panels & leaflets

- a) Liaise closely with Group 3 to design a site interpretation strategy.
- b) Consider update to the design guide and template for written and graphic interpretation.
- c) Develop a leaflet for visitors to the site, for people waiting in the queue and for them to take away with them. Please consider:
 - i) where it is being used
 - ii) reproducibility/cost
 - iii) lifespan e.g. is the leaflet intended to be usable for another 1-2 years, and at times when UCL students will not be involved?
- d) Decide which existing posters should be retained, which redesigned.
- e) Design a maximum of 6 new posters, taking into account the work of Groups 1 & 3. There is generous scope for discussion about content. Plans for these need to take into account:
 - i) the already existing interpretation: how to use this? Create an integrated plan for the building
 - ii) dwell time (especially with the tour strategy see below), and how the material will therefore be used how this will overlap with/be supported by tours designed by Group 3?
 - iii) location of posters
 - iv) cost of printing/laminating
 - v) final format.

6.4 Working Group 3: Site interpretation guided tours

- a) Liaise closely with Group 2 to design a site interpretation strategy.
- b) Design a clear brief and content pack for guides. This should include the thinking behind the design of the storyboard narrative of the tours. Please consider:
 - a. visitor flows and dwell time

- b. that guides for the summer open days will not necessarily be part of this working group
- c. how this will overlap with/be supported by the leaflets and panels of Group 2?
- c) Design and produce visual aids for guides, such as dedicated plans from specific viewpoints.
- d) Consider longer-term development opportunities, such as projected images, lighting, murals, etc.
- e) Take into account the work of Groups 1 & 2.

6.5 Rolling out the work

Project work will be used during a one day opening for the Festival of Archaeology in July and during London Open House in September.

There may be some reworking of the material in the light of comments made when the projects are marked. This will take place in May and June, and will be supported by Tim and Jackie. Text should be checked by Kirsty, and final text by Jackie, before printing.

Budgets for printing to be discussed.

7 COURSEWORK

7.1 Methods of assessment

This course is assessed by means of two pieces of work:

Assessment	Word count	Range
1) Group project	2,500	2,250-2,750
2) Critical reflection on project	1,500	1,350-1,650

Each of these contributes 50% to the final grade for the course.

The course comprises 15 credits towards your total degree.

7.2 Assessment tasks

Like most academic writing, your work should present an argument supported by analysis. Typically your analysis will include a critical evaluation (not simply description) of concepts in some subset of archaeological management theoretical literature. Remember, you must draw upon readings from multiple class sessions, examine some of the primary literature in addition to secondary literature, and use references to support your assertions. The course coordinator will be willing to discuss an outline of your approach to the assessment, provided this is planned suitably in advance of the submission date.

If students are unclear about the nature of an assignment, they should discuss this with the Course co-ordinator.

Further details of these assignments will be given during the course. If students are unclear about the nature of an assignment, they should discuss this with the Course Coordinator.

7.2.1 Assignment One: Submission deadline: 23 March, 2015

GROUP PROJECT WORKING REPORT

Students will be divided into three Working Groups. An overall mark will be allocated to the project report produced by each group – all the members of the Group will receive this mark.

The outcome of the project team-working will comprise a PowerPoint presentation (not marked) presented at Session 6, supported by a detailed written project report (which will be marked). The report length will reflect the number of people in the Group: this should be approximately 2,500 words per person in the team - thus a three person team should produce a report of c 7,500 words.

As there is a shared mark for this piece of work means that it is crucial that everyone in each Working Group takes part, and contributes to the final result. The quality of the final result will depend on the ability of the Group to organise and motivate itself, and this is part of the challenge: this is not only an academic task, but also requires the important working skills of people and time management, negotiation, mutual understanding, and compromise where needed.

7.2.2 Assignment Two: Submission deadline: 27 April, 2015

A short (c 1,500 word) critical reflection on the project. This should discuss the strengths and weaknesses of the approaches adopted; the application of theory within the project; and an overall analysis of the team-working approaches. This paper should make reference to wider literature and may reflect upon the comments raised at the Session 6 presentation.

7.3 Procedures

7.3.1 Word-length

The following should not be included in the word-count: title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, captions and contents of tables and figures, appendices, and wording of citations.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

7.3.2 Presentation

Essays and other assessed work must be word-processed (unless otherwise specified) and should be printed on both sides of the paper, using 1.5 line spacing. Bibliographies may be in single line spacing. Adequate margins should be left for written comments by the examiner. Students are encouraged to use diagrams and/or tables where appropriate. These should be clearly referred to at the appropriate point in the text, and if derived from another source, this must be clearly acknowledged.

7.3.3 Citing of sources

Coursework should be expressed in a student's own words giving the exact source of any ideas, information, diagrams, etc. that are taken from the work of others. Any direct quotations from the work of others must be indicated as such by being placed between inverted commas.

7.3.4 Re-submission of coursework

Students are not normally permitted to re-write and re-submit essays in order to try to improve their marks.

7.3.5 Return of coursework

All marked coursework must be returned to the Course Co-ordinator within two weeks of its return to students, so that it can be second-marked, and is available to the Board of Examiners. Because assessed work forms part of the student's permanent academic record, it needs to be retained until well after the completion of the degree. If work is not returned to the Course Co-ordinator, the student will be deemed not to have completed the course. Students are strongly advised always to keep a copy of all work, and to make a copy for retention of all work after it has been assessed and commented upon by the first examiner, if they wish to make future reference to the comments on the work.

8 GENERAL INFORMATION & RESOURCES

8.1 Reading

General archaeological heritage management reading is covered in the ARCLG127 course handbook.

Specifically look at:

Sidell, J. 2012. PARIS London: One hundred and fifty years of site preservation, *Conservation and management of archaeological sites* **14(1-4)**: 372-383

8.1.1 Reading: Billingsgate

The stared * readings are on Moodle

*Marsden, P. 1968. Roman house and bath at Billingsgate, London Archaeologist 1(1): 3-5

Marsden, P. 1976. Two Roman public baths in London, *Trans London and Middlesex Archaeol Soc* 27: 1-102

Marsden, P. 1980. *Roman London*. London, Thames & Hudson. INST ARCH DAA 416 MAR

* Extract on Billingsgate, pp. 151-155 on Moodle.

Oetgen, J 1990. Roman bath building at 100 Lower Thames Street EC3. Unpublished interim report, Museum of London Archive

Rowsome, P 1993. Billingsgate Roman house and bath: post-excavation assessment of the 1975-90 archaeological investigations. Unpublished report, Museum of London Archive

*Rowsome, P. 1996. The Billingsgate Roman house and bath: conservation and assessment, *London Archaeologist* **7(16)**: 415-423

Also worth looking at:

Wardle, A. 2008. *Bene lava*: bathing in Roman London, in Clark, J. et al (eds) *Londinium and beyond: essays on Roman London and its hinterland for Harvey Sheldon*. York: CBA Research Report 156, pp 201-211. INST ARCH DAA Qto Series COU 156

8.1.2 Reading: Roman London

The most useful overview is:

*Perring, D. 1991. *Roman London*. London: Seaby. INST ARCH DAA 416 PER [selected chapters are also on Moodle]

Other reading, including other bathhouses in London:

Clark, J., Cotton, J., Hall, J., Sherris, R., and Swain, H. (eds) 2008. *Londinium and beyond:* essays on Roman London and its hinterland for Harvey Sheldon. York: CBA Research Report INST ARCH DAA Qto Series COU 156

Crummy, N. 2008. Small toilet instruments from London: a review of the evidence, in Clark, J. et al (eds) *Londinium and beyond: essays on Roman London and its hinterland for Harvey Sheldon*. 212-226. York: CBA Research Report 156 INST ARCH DAA Qto Series COU 156

Douglas, A., Gerrad, J., & Sudds, B. 2011. *A Roman settlement and bath house at Shadwell: excavations at Tobacco Dock and Babe Ruth Restaurant, the Highway, London.* London: Pre-Construct Archaeology INST ARCH DAA 416 Qto DOU

*Marsden, P. 1996. The Beginnings of archaeology in the City of London. In Bird, J., Hassall, M., & Sheldon, H. (eds.) *Interpreting Roman London: papers in memory of Hugh Chapman*. Oxford, Oxbow, pp. 11-18. INST ARCH DAA 416 Qto BIR

Museum of London Archaeology 2011. *Londinium: a new map and guide to Roman London*. London: Museum of London Archaeology [copies provide to each team]

Nixon, T., McAdam, E., Tomber, R., and Swain, H. (eds) 2002. *A research framework for London archaeology* 2002. London: Museum of London INST ARCH DAA 416 Qto MUS

Pringle, S. 2007. London's earliest Roman bath-houses?, *London Archaeologist* **11(8)**: 205-209

Rowsome, P. 1999. The Huggin Hill baths and bathing in London: barometer of the town's changing circumstances, in DeLaine, J. & Johnston, D. E. (eds) *Roman baths and bathing: proceedings of the First International conference on Roman Baths held at Bath, England, 30 March-4 April 1992*. 263-277. Portsmouth, R.I.: Journal of Roman Archaeology YATES QUARTOS K 65 DEL

Sidell, J. 2008. Londinium's landscape, in Clark, J. et al (eds) *Londinium and beyond: essays on Roman London and its hinterland for Harvey Sheldon.* 62-68. York: CBA Research Report 156 INST ARCH DAA Qto Series COU 156

Williams, T. 2003. Water and the Roman city: life in Roman London, in Wilson, P. R. (ed) *The archaeology of Roman towns: studies in honour of John S. Wacher.* 242-250. Oxford: Oxbow INST ARCH DAA 170 Qto WIL

8.1.3 Reading: Roman bathing & water supply

Croom, A. T. 2011. Running the Roman Home. Stroud: The History Press

Davies, H. C. 2008. *The archaeology of water*. Stroud: History Press INST ARCH DAA 100 DAV

Nielsen, I. 1990. *Thermae et balnea: the architecture and cultural history of Roman public baths*. Aarhus: Aarhus University Press YATES QUARTOS K 65 NIE

Rogers, A. 2013. Water and Roman urbanism: towns, waterscapes, land transformation and experience in Roman Britain. Leiden: Brill INST ARCH DAA 170 ROG

Yegül, F. K. 2010. *Bathing in the Roman world*. New York: Cambridge University Press ANCIENT HISTORY R 65 YEG

Zuchowska, M. (ed) 2012. *The Archaeology of Water Supply*. Oxford: Archaeopress In cataloguing INST ARCH K Qto ZUC

8.1.4 Reading: project management

Cabinet Office (2011) *Managing successful programmes (MSP)* 4th ed. London: Stationery Office. Bartlett Library ARCHITECTURE BA 2 GRE

8.1.5 Reading: report writing

English Heritage (2009) *Greater London Archaeology Advisory Service standards for archaeological work*. External consultation draft July 2009. London Region, English Heritage. Available at: http://www.english-heritage.org.uk/professional/advice/our-planning-role/greater-london-archaeology-advisory-service/glaas-publications/guidance-papers/

Useful for understanding the general approach to and scope of archaeological work which generates a range of reports. This link takes you to the site where the report can be downloaded, but which also allows you to search EH's wider professional publications.

Sides, C.H. (1999) *How to write and present technical information*. 3rd edition. Phoenix, Arizona, Oryx Press. INST ARCH AF SID

Practical "how to" advice, about areas such as defining your audience, getting organized, interviewing, use of graphics, organising a paper; how to write memos, specifications, proposals; editing and revising; writing for PR and marketing.

Wolcott, H. (2009) *Writing up qualitative research*. 3rd edition. London, Sage Publications. INST ARCH AF WOL

Quite discursive: aimed more at those doing academic research and articles/dissertations, but advice about outlining method and purpose, sorting and organizing data, keeping track of references, developing a style sheet, reviewing and editing, all apply to writing any major report.

8.1.6 Reading: consultation with stakeholders and social research

Although consultation is a core tenet of site management, its practice is far from straightforward. Every situation must be judged individually, and there are many techniques available, to be used either singly or in combination.

Bryman, A. (2012) Social Research Methods. Oxford, Oxford University Press. SSEES Misc.XIX BRY

Very useful review of social research methods, including surveys, interviews, questionnaires, etc. – and methods of presenting data.

Centre for Disease Control 2006 Gaining consensus among stakeholders through the Nominal Group Technique. Evaluation Briefs 7, November 2006. USA: Centre for Disease Control. http://www.cdc.gov/healthyyouth/evaluation/pdf/brief7.pdf

ELLA 2011 Community participation in international financial institution-funded development projects: Latin America's experience. Mexico: Fundar, Centro de Analisis e Investigación AC. http://www.fundar.org.mx/mexico/pdf/brief communityparticipationinififundeddevelopmentprojects.pdf

Gardner, P. and Edwards, R. 2006 *Making Consultation Matter. A survey of voluntary sector experience of Local Authority consultation on land-use planning*. Heritage Link Land-Use Planning Group Working Party, July 2006. http://www.theheritagealliance.org.uk/docs/MCM_full.pdf

Hartz-Karp, J. *A Case Study in Deliberative Democracy: Dialogue with the City*. Active Democracy. http://www.activedemocracy.net/articles/jhk-dialogue-city.pdf

Johnson, J.S, Heald, S., McHugh, K.M., Brown, E. and Kaminitz, M. 2005 Practical aspects of consultation with communities. *Journal of the American Institute for Conservation* 44, 203-215

Local Government Improvement and Development 2010 *Not another consultation! Making community engagement informal and fun.* http://www.involve.org.uk/wp-content/uploads/2011/09/Not-Another-Consultation.pdf

Silverman, D. (2001) *Interpreting qualitative data*. 2nd edition. London, Sage Publications. INST ARCH AF SIL

Websites: consultation

South West (UK) Federation of Museums and Galleries website: Consultation Techniques. http://www.swfed.org.uk/resources/usersvisitors/audience-development/consultation-techniques

New Zealand Planning Institute RMA Quality Planning Resource website: Consultation for plan development. http://www.qualityplanning.org.nz/index.php/plan-development-components/consultation

8.2 Moodle

Access via http://moodle.ucl.ac.uk/

The Moodle AHM pages are vital to the course. You should be auto enrolled by Portico registration for the course. Please contact the course coordinator if you do not have access to the course page.

9 DETAILED SYLLABUS

The following is an outline for the course as a whole, and identifies essential and supplementary readings relevant to each session. Information is provided as to where in the UCL library system individual readings are available (Institute of Archaeology library unless otherwise stated); their location and Teaching Collection (TC) number, and status (whether out on loan) can also be accessed on the eUCLid computer catalogue system. Readings marked with an * are considered essential to keep up with the topics covered in the course.

Copies of individual articles and chapters identified as essential reading are in the Teaching Collection in the Institute Library (where permitted by copyright).

Supplementary reading is intended as wider guidance on the topic, if you become interested in it, use it for essays or dissertations, or after you leave the Institute. You are not expected to read all of this, but personal initiative is expected to supplement the essential reading. Where seminar topics follow on from the preceding week's lecture additional reading suggestions do not appear. Where they explore a different issue, additional suggested reading may be listed.

12/01/2015 Session 1 (lecture & discussion): Introduction (Tim Williams)

The session will introduce:

a) The aims and structure of the course

General introduction the aims and structure of the course.

b) The Billingsgate Roman House and Bathhouse project

Background to the site, a well preserved mid- to late-Roman house with associated bath building complex located in the City of London, just behind the Roman waterfront. An introduction to its history, survival, discovery, protection and issues.

c) Previous student project work & archive

Both the Managing Archaeological Sites and the Applied Heritage Management classes have worked at Billingsgate Roman House and Bathhouse during the last 5 years. There is now a body of interpretation material and conservation records. This will provide a basis from which students will build their projects for 2015.

See Previous Work tab on Moodle for copies of relevant material.

d) Introduction to the project groups

Introduction to group working and the three specific project teams. Discussion and allocation of students to groups.

After visiting the Billingsgate Roman House and Bathhouse at the weekend, the group projects will be discussed in more detail. Students should come to Session 2 prepared to discuss the roles they would like to take within their groups.

18/01/2015 Fieldtrip: Roman London: London Billingsgate bathhouse, Guildhall amphitheatre, City wall, and the Museum of London

Details to be announced.

19/01/2015 Session 2 (workshop): Condition assessment (Dean Sully)

This workshop is for all students, not only those in Working Group 1 Condition Survey, and all students can contribute ideas to the discussion.

Note: In preparation for this session, please review the PowerPoint on Moodle of the lecture given by Dean to the Managing Arch. Sites class – Session 17 Condition reports - assessing the state of conservation

The session, led by Dean, will discuss and workshop methods for the assessment of condition of the Billingsgate Roman House and Bathhouse site, and for its documentation.

Students in *Working Group 1 Condition Survey* will, between this workshop and Session 5, prepare their documentation plan, the methods they will use, and the categories of information that they think need to be recorded. They should also consider any materials and equipment needed.

Recommended reading

See Session 17 on Condition reporting in the MAS handbook

Specifically:

Burnett, J. and Morrison, I. (1994) Defining and recording the resource: documentation. In Harrison, R. (ed.) *Manual of Heritage Management*. Oxford: Butterworth-Heinemann, 117-126. INST ARCH MC HAR

The Getty Conservation Institute and the Israel Antiquities Authority 2003. *Illustrated Glossary: Mosaics In Situ Project*. Available at: http://www.getty.edu/conservation/publications_resources/pdf_publications/mosaicglossary.pdf

GraDoc 1999. Graphic Documentation Systems in Mural Painting Conservation Research Seminar Rome 16-20 November 1999. ICCROM. INST ARCH KN 1 Oto SCH

Matero, F.G. 2003. Managing Change: The role of documentation and condition survey at Mesa Verde National Park. *Journal of the American Institute of Conservation* 42: 39-58 Page 46

Further reading:

Fidler, J. 1980. Non-destructive surveying techniques for the analysis of historic buildings. *Transactions of the Association for studies in the conservation of historic buildings* 5, 3-10 PERS

Fitzner, B., Heinrichs, K.and Volker, M. 1997. Monument mapping - a contribution to monument preservation. In F. Zezza (ed.) *Origin, mechanisms and effects of salts on degradation of monuments in marine and continental environments. European Commission Research Workshop Proceedings, Bari, March 25-7, 1996.* Bari: European Commission, 347-45 INST ARCH KP1 Oto ORI

Geva, A. 1996. A multimedia system for organizing architectural documentation of historic buildings. APT bulletin. *The journal of preservation technology* 27(2), 18-23 PERS

ICOMOS 1990. Guide to recording historic buildings. London: Butterworths INST ARCH KO Qto ICO

Silman, R. 1996. Applications of non-destructive evaluation techniques in historic buildings. APT Bulletin. *The journal of preservation technology* 27(2), 69-73 PERS

Swallow, P., Watt, D. and Ashton, R. 1993. *Measurement and recording of historic building*. London: Donhead INST ARCH LC SWA

Recommended reading: salts & stone conservation

Fidler, J. 2002 Stone: stone building materials, construction and associated components: their decay and treatment. English Heritage research transactions. London: James and James. INST ARCH KP 1 Qto FID

Fitzner, B., Heinrichs, K.and Volker, M. 1997. Monument mapping - a contribution to monument preservation. In F. Zezza (ed.) *Origin, mechanisms and effects of salts on degradation of monuments in marine and continental environments. European Commission Research Workshop Proceedings, Bari, March 25-7, 1996.* Bari: European Commission, 347-45. INST ARCH KP1 Qto ORI

Paterakis, A. 1987 The deterioration of ceramics by soluble salts and methods for monitoring their removal. In Black, J. (ed) *Recent advances in the conservation and analysis of artifact. s Jubilee Conservation Conference papers*. London: Summer Schools Press [for] University of London Institute of Archaeology, 67-72 INST ARCH LA Qto BLA

Price, C. 2002 An expert chemical model for determining the environmental conditions needed to prevent salt damage in historic porous materials. In Brandt, A. Research for protection, conservation and enhancement of cultural heritage: opportunities for European enterprises, Conférence de la commission européenne. Luxembourg: European Commission, 156-159. INST ARCH LA Oto BRA

Further reading: salts

Ginell, W.S. 1994. The nature of changes caused by physical factors. In W.E. Krumbein, W.E., Brimblecombe, P., Cosgrove, D.E, and Staniforth, S. (eds.) *Durability and change: The science, responsibility, and cost of sustaining cultural heritage*. Chichester, New York: John Wiley and Sons, 81-94. INST ARCH L KRU

Steiger, M. 2003 Salts and crusts. In Brimblecombe, P. (ed) *The effects of air pollution on the built environment*. London: Imperial College Press, 133-181. INST ARCH KP 1 BRI

Teutonico, Jeanne Marie. 1988. *A Laboratory Manual for Architectural Conservators*. Rome: ICCROM. INST ARCH LA TEU

A compendium of practical laboratory analyses, with emphasis on masonry materials (stone, brick, adobe, mortar) including: water absorption, porosity, identification of soluble/insoluble salts, particle size analysis, plastic/liquid limit of soils, and analysis of lime mortar.

Torraca, G. 1988 *Porous building materials: materials science for architectural conservation*. 3rd Edition. Rome: ICCROM. INST ARCH KP 1 TOR

26/01/2015 Session 3 (lecture & workshop): Writing for the public: an unnecessary power struggle (Julie Carr, British Museum)

This workshop is for all students, not only those in the Working Group 2: Site interpretation panels & leaflets, and all students can contribute ideas to the discussion.

Visitor studies have revolutionised the interpretation of heritage sites. This interactive session explains the different ways in which visitors learn from and respond to exhibitions and displays. We will also discuss how heritage professionals might effectively harness this

information to further public understanding of and engagement with the past. Using real examples, it will demonstrate how to write text that the public can understand whilst retaining academic credibility.

In preparation for this session, <u>all students</u> should look at the previous material generated for Billingsgate.

Students in the *Working Group 2: Site interpretation panels & leaflets* should also look at other guides, panels, written/graphic materials, etc. that they feel represent good examples of approaches, and bring these along to the session.

Students in *Working Group 2: Site interpretation panels & leaflets* should, between this workshop and Session 5, prepare their plan, and consider any materials and equipment needed.

Recommended reading

See Session 20 in the MAS course: Interpretation strategies at open-air archaeological sites & Session 22 Recording, managing, conserving and interpreting urban archaeological sites

Coxall, H. 1999. Museum text as mediated message. In Hooper-Greenhill, E. (ed.) *The Educational Role of the Museum*, Second Edition. London: Routledge, 215-222. INST ARCH MF 4 HOO

Grey, A., Gardom, T. and Booth, C. 2006. *Saying it differently: a handbook for museums refreshing their displays*. Museums, Libraries and Archives Council. Available at http://www.museumoflondon.org.uk/files/5513/7468/3727/Saying-It-Differently.pdf

Hein, G. 1998. Learning in the Museum. Routledge. INST ARCH MF 4 HEI

Hooper-Greenhill, E. 1994. Museums and their visitors. Routledge. INST ARCH MF 7 HOO

Hooper-Greenhill, E. 1999a. Education, communication and interpretation: towards a critical pedagogy in museums. In Hooper-Greenhill, E. (ed.) The Educational Role of the Museum, Second Edition. London: Routledge, 3-27. INST ARCH MF 4 HOO

ICOMOS 2008. Ename Charter for the interpretation of cultural heritage sites. Available at http://www.enamecharter.org/ and on Moodle.

Kentley, E. and Negus, D. 1989. Writing on the wall: a guide for presenting exhibition text. National Maritime Museum. INST ARCH MF 2 KEN

Lang, C. 2006. The public access debate. In Lang, C., Reeve, J. and Woollard, V. (eds.) *The Responsive Museum: Working with Audiences in the Twenty-first Century*. Aldershot and Burlington: Ashgate, 29-38. INST ARCH MF 4 LAN

McManamon, F. P. 2000. Archaeological messages and messengers. *Public Archaeology*, **1**, 5-20. PERS

Serrell, B. 1996. *Exhibit labels: an interpretive approach*. Walnut Creek, Calif.: Alta Mira Altamira Press. INST ARCH ME 3 SER

Various, 2007. *In Museum Practice online magazine*. Museums Association http://www.museumsassociation.org/museum-practice/text-and-labels

Association for Heritage Interpretation:

Numerous articles available to download from: http://www.heritageinterpretation.org.uk

02/02/2015 Session 4 (Lecture & workshop): Guided tours – design & delivery (Jackie Keily, Curator, Museum of London)

This workshop is for all students, not only those in the **Working Group 3: Site interpretation guided tours**, and all students can contribute ideas to the discussion.

People perceive visiting sites in very different ways – they have differing motivations, expectations and needs. How can these expectations be realised or enhanced? What are the opportunities to approach interpretation, outside of a museum-style context?

The lessons learned from previous projects at the site will be discussed with Jackie Keily (curator at the Museum of London), who has been involved with opening the site to the public for many years, and has worked with and guided the UCL student groups.

Issues will include:

- 1) Audiences background, age groups, families, background knowledge (building on knowledge of previous events)
- 2) Dwell time
- 3) Structuring delivery time & place
- 4) Relationship to leaflets and posters
- 5) Visitor flow and dealing with questions

Recommended reading

See Session 3, along with MAS Session 20 Interpretation strategies at open-air archaeological sites & Session 22 Recording, managing, conserving and interpreting urban archaeological sites

Also look at:

Mills, N. (ed.) 2013. *Presenting the Romans: Interpreting the Frontiers of the Roman Empire World Heritage Site*. Woodbridge: Boydell Press. DAA 410 R.4 MIL

09/02/2015 Session 5 (Workshop): Planning the fieldwork

This will be a practical planning session.

- 1) The three working groups will present (using PowerPoint) their initial ideas as to how they are going to approach their study, the roles that team members will be taking, points of contact, etc. Followed by discussion of approaches and links. C. 30 mins per group.
- 2) We will also discuss practical needs for the following week's fieldwork.
- 3) There will be a short presentation on report writing (by Tim) with some of the issues you will need to consider in preparing a report on the outcome of the project (see Assignment 1) and Session 6.

16-18/02/2015: Fieldwork (Reading Week)

Site work at Billingsgate Roman House and Bathhouse, 101 Lower Thames Street, London EC3. Nearest Underground stations, Monument and Tower. Not far from Bank and London Bridge stations.

This will comprise:

10.00 am on 16/02/2015 General meeting on-site. Introduction to health & safety, risk assessment and working practices. All groups to attend.

Thereafter each working group will have their own work programmes for the 2.5 days, defined by themselves.

Broadly speaking it will encompass:

Working Group 1 Conservation will spend most of the three days on site, collecting field data, documenting condition, etc.

Working Group 2 Site interpretation panels & leaflets will want to spend some time on site, considering the location and content of new panels, but will probably spend most of the time researching new panels, discussing content with stakeholders, reviewing material, etc.

Working Group 3 Site interpretation guided tours will want to spend some time on site, considering the location viewpoints, practical visitor flow issues, but will probably spend most of the time researching content, discussing with stakeholders, reviewing material, etc.

We will arrange for key stakeholders, including Jane Sidell (Inspector Ancient Monuments, London), Jackie Keily (Curator, Museum of London), and Julian Kverndal (Senior Historic Buildings Surveyor, City of London Corporation), to be present at pre-arranged times, to discuss content and ideas.

Afternoon 18th February – all groups will meet at the IoA (venue TBA) for an informal discussion of progress and issues.

23/03/2015 Session 6: Conclusions & review

Presentation and discussion of results: class led presentations to an invited audience.

Each working groups will each deliver a formal 30 minute presentation of the results of their project work. This should be accompanied by a hard copy of the working group report (which should be supplemented by a memory stick containing the report – in Word format - plus any other background material - record forms, survey sheets, images, etc. - to be added to the project archive).

Each presentation will be followed by questions and a panel discussion for c. 15 mins.

This session should be treated as a formal presentation to a client, so please be professional: divide the work evenly between the members of the group, and make sure that timing does not overrun.

This session will be followed by a reception.

10 ADDITIONAL INFORMATION

10.1 Communication

The primary channel of communication within the Institute of Archaeology is e-mail. If you wish to be contacted on your personal or work e-mail address, please arrange for e-mail sent to your UCL address to be forwarded to your other address, since staff and other students will expect to be able to reach you through your College e-mail, which they can find on the UCL web-site. Students must consult their e-mail regularly, as well as the student pigeon-holes in the Basement Common Room for written communications. Please also ensure that you keep your contact details (especially your telephone number) up to date on Portico, in case you need to be contacted.

10.2 Attendance

Registers will be taken at all classes, and Departments are required to report the attendance of each student to UCL Registry at frequent intervals throughout each term. If you are unable to attend a class, please email the course co-ordinator to explain, in order to ensure that there is a record of the reasons for your absence.

It is a College regulation that attendance at lectures, seminars and practicals be monitored. A 70% minimum attendance at all scheduled sessions is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation, as appropriate).

Students should also be aware that potential employers seeking references often ask about attendance and other indications of reliability.

10.3 Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should collect hard copy of the Institute's coursework guidelines from Judy Medrington's office (411A).

10.4 Libraries and other resources

In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this course are the Anthropology and Bartlett libraries.

10.5 Dyslexia

If you have dyslexia or any other disability, please make your lecturers aware of this. Please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of coursework.

10.6 Health and Safety

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of your degree.

10.7 Feedback

In trying to make this course as effective as possible, we welcome feedback during the course of the year. Students will be asked to fill-in Progress Forms at the end of each term, which the Degree Co-ordinator will discuss with them, which include space for comment on each of their courses.

At the end of each course all students are asked to give their views on the course in an anonymous questionnaire, which will be circulated at one of the last sessions of the course. These questionnaires are taken seriously and help the Course Co-ordinator to develop the course. The summarised responses are considered by the Degree Co-ordinator, the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee

If students are concerned about any aspect of a specific course, we hope they will feel able to talk to the relevant Course Co-ordinator, but if they feel this is not appropriate, or have more general concerns, they should consult their Personal Tutor, Academic Administrator (Judy Medrington), or the Chair of Teaching Committee (Dr. Karen Wright).