ARCL0148: APPLIED HERITAGE MANAGEMENT

2019-2020 MODULE HANDBOOK: 15 credits

Deadlines for coursework: 20/03/2020 & 24/04/2020

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1 OVERVIEW

1.1 Short description

This module aims to examine the practice of heritage management and is designed to provide real-life experience of managing heritage sites. 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 small teams on project work, which culminates in a presentation at the end of term. The assessed work is project to develop elements of a functional and sustainable management plan for a heritage site in London.

This year the project focuses on the House Mill (The House Mill, Three Mill Lane, Bromley-by-Bow, London E3 3DU - http://www.housemill.org.uk/). A brief background to the site is included in Section 3 of this handbook.

The module 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 module, 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.

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 House Mill 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.

If students have queries about the organisation, objectives, structure, content or assessment of the module, please contact Gai Jorayev (g.jorayev@ucl.ac.uk).
1.2 Timetable: Week-by-week summary

SPRING TERM 2019

Sessions: Mondays 12.00-2.00pm in Room B13 (Institute of Archaeology).

Students should check their emails and the module Moodle site regularly, as any changes to arrangements and other messages will be sent out by these means.

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<th>DATE</th>
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<th>LECTURER</th>
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<tr>
<td>13/01/20</td>
<td><strong>Session 1 (lecture):</strong> Introduction to a) The aims and</td>
<td>Gai Jorayev</td>
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<td>structure of the module; b) House Mill; c) Project</td>
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<td>group working</td>
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<td>20/01/20</td>
<td><strong>Session 2 Site visit:</strong> House Mill (11.00am-3.00pm)</td>
<td>Gai Jorayev, Tim Williams, Dean Sully and</td>
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<td>House Mill staff</td>
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<td>27/01/20</td>
<td><strong>Session 3 (workshop):</strong> a) assigning project groups and</td>
<td>Tim Williams, Gai Jorayev &amp; Dean Sully</td>
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<td>scoping the work; b) interpretation planning</td>
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<td>3/02/20</td>
<td><strong>Session 4 (lecture &amp; workshop):</strong> Condition</td>
<td>Dean Sully &amp; Gai Jorayev</td>
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<td>10/02/20</td>
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<td>Tim Williams, Dean Sully &amp; Gai Jorayev</td>
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<td>19/02/20</td>
<td>**Fieldwork (most of the day) &amp; progress meeting (late</td>
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<td>afternoon)**</td>
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<td>24/02/20 -</td>
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<td>16/03/20</td>
<td>Monday. Please use this for team meetings/discussions</td>
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<td>23/03/20</td>
<td><strong>Session 6: Presentation of working groups -</strong></td>
<td>Invited audience including: Tim Williams, Gai</td>
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<td>Venue</td>
<td>conclusion &amp; review (4.00pm onwards)</td>
<td>Jorayev, Dean Sully &amp; House Mill staff</td>
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<td>House Mill</td>
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1.3 Basic introductory texts

General archaeological heritage management reading is covered in the ARCL0108 Managing Archaeological Sites module handbook.

1.3.1 General context & mills


1.3.2 The House Mill: related websites

The House Mill [http://www.housemill.org.uk/]

Chris Partridge in the Guardian (November 2, 2003) [https://www.theguardian.com/money/2003/nov/02/property.homebuying]

Nicholson’s gin story [https://nicholsongin.com/our-story/] (copy and paste to your browser)

National Archives search [http://discovery.nationalarchives.gov.uk/details/c/F188258]

Hackney Archive records [http://discovery.nationalarchives.gov.uk/details/r/3b723ebf-3a7e-42a5-aaa9-49742a91835f]

Thames discovery [http://www.thamesdiscovery.org/frog-blog/tidal-mills-on-the-thames]

More generally on mills

Mills research Group [http://www.millsresearch.org.uk/]

Mills Archive [https://millsarchive.org/]

Building history [http://www.buildinghistory.org/buildings/mills.shtml]

Local interest

Newham Archives [https://www.newham.gov.uk/Pages/Services/Local-history-and-archives.aspx]

1.3.3 Project management


1.3.4 Report writing


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.


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.

1.3.5 Consultation with stakeholders and social research

Although consultation is a core tenet of heritage 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.


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


1.4 Methods of assessment

The module is assessed by means of two pieces of coursework totalling c 4,000 words. It is likely that the first piece of work will be heavily illustrated. The first piece comprises 75% of the mark, the second 25%.

The topics and deadlines for each assessment are specified below (section 2.5). If students are unclear about the nature of an assignment, they should contact the Module Co-ordinator. The Module Co-ordinator will be willing to discuss an outline of their approach to the assessment, provided this is planned suitably in advance of the submission date.

The module comprises 15 credits towards your total degree.

1.5 Teaching methods

The module 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 module and in the Managing Archaeological Sites core module. 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 B13 (Institute of Archaeology)

The *first half of term* (Sessions 1-5) is designed to provide students with the skills to undertake the project work. The project work takes place 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 the site and landscape
2) Writing professionally for the public/creating interpretation material
3) Designing documentation to record site condition

One site visit is scheduled in session 2. 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 (12-14 February).

In the *second half of term*, students will concentrate on their group working on the projects. The room B13 will be available 12.00-2.00pm for project team meetings. The module coordinator will be available to discuss issues that may arise.

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.

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

1.6 Workload

There will be 12 hours of lectures, workshops, field visits and presentation of the results of the working groups. Students will spend 24 hours on the Reading Week practical work.
Students will be expected to undertake approximately 24 hours of general reading.

A total of approximately 90 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 module.

1.7 Prerequisites

Students taking this module are usually also involved in Managing Archaeological Sites course, but that is not a mandatory requirement.

2 AIMS, OBJECTIVES AND ASSESSMENT

2.1 Background

This module aims to examine the practice of heritage 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 module will start by introducing the practical project and the House Mill. 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.

2.2 Aims

- To provide an understanding of the processes of implementing value-based management for the conservation and interpretation of a heritage site, apply the theories and methods presented in the Managing Archaeological Sites core module
- To encourage innovative and digital approaches
- To develop team-working skills applicable to the working world

2.3 Objectives

On successful completion of this module a student should:

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

2.4 Learning outcomes

On successful completion of the module students should be able to demonstrate:

- Observation and critical reflection
- Application of acquired knowledge
• Written and oral presentation skills

2.5 Coursework: 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 heritage 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 module co-ordinator will be willing to discuss an outline of your approach to the assessment, provided this is planned suitably in advance of the submission date.

Details of these assignments are given below and will be discussed during the module. If students are unclear about the nature of an assignment, they should discuss this with the Module Coordinator.

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

Please note that in order to be deemed to have completed and passed, it is necessary to submit all assessments.

2.5.1 Assignment One: Submission deadline - 20 March, 2020

GROUP PROJECT WORKING REPORT

Students will be divided into Working Groups (during Session 3). An overall mark will be allocated to the project report produced by each group – all the members of the Group will receive this mark (see section 4 below).

The outcome of the project team-working will comprise a PowerPoint presentation (not marked) at Session 6, supported by a detailed written project report – a ‘client report’ (which will be marked). The report length will reflect the number of people in the Group: this should be approximately 3,000 words per person in the team - thus a three-person team should produce a report of c. 9,000 words. It is vital that the ‘client report’ is supported by the full digital archive of the project work (a word version of the ‘client report’, plus images, drawings, survey forms, etc, accompanied by appropriate metadata – details of which will be discussed in Session 5).

As there is a shared mark for this piece of work 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: time management, negotiation, mutual understanding, and compromise where needed.

2.5.2 Assignment Two: Submission deadline - 24 April, 2020

A short (c 1,000 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.
2.5.3 Word-counts

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

<table>
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<tr>
<th>Assessment</th>
<th>Word count</th>
<th>Range</th>
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<tr>
<td>1) Group project</td>
<td>3,000</td>
<td>2,850-3,150</td>
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<tr>
<td>2) Critical reflection on project</td>
<td>1,000</td>
<td>950-1,050</td>
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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.

In the 2019-20 session penalties for over-length work will be as follows:

- For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
- For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

2.5.4 Coursework submission procedures

- All coursework must be submitted both as hard copy and electronically. The only exceptions are bulky portfolios which are normally submitted as hard copy only.
- You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk.
- All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.
- If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved. One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Module Coordinator that you had attempted to submit the work before the deadline.

2.5.5 Formatting

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.
3 BACKGROUND TO HOUSE MILL

Located just south of the Olympic Park, on the River Lea in the East End of London, is one of London’s oldest extant industrial centres. House Mill, on Three Mills Island, is a Grade I listed building, comprising a 5-storey, timber-framed, brick-clad timber tidal mill, with four waterwheels.

3.1 History

The House Mill lies on an artificial island. The Domesday Book recorded one of Britain’s earliest known mills here in 1086. A corn and flour processing complex of three mills is known to have stood on the site since the 13th century, hence the name of the area, since the medieval period, as Three Mills.

The foundations of the current House Mill date back to 1380-1420. The site was powered by the tidal flow of the River Lea, a tributary of the Thames. The mills provided flour for the local bakers of Stratford-atte-Bow who sold their bread in the City of London. A rare exception is recorded in 1588, the year of the Spanish Armada, when a gunpowder mill contributed to England’s war effort against Spain.

High tide water was essentially trapped behind a sluice and then released at a controlled rate to drive the mill wheel. In medieval times historians estimated the mills here probably operated for 3-4 hours per tide. By the early 20th Century, advances in engineering allowed the mills to work for up to 8 hours per tide. Grain, delivered by barge or cart, was ground here for various uses.

With the advent of the Gin Craze in the 18th century, several entrepreneurs came together to put the mills to a different use – as part of the Three Mills Distillery. With supply contracts to the Royal Navy, the company grew in success and had its own carpenters, coopers and even operated a large farm of pigs, fed on waste products.

In 1776 the House Mill was built on the site of an earlier mill and between two houses, hence its name. It is the largest surviving tidal mill in the world. It was partially rebuilt after a fire in 1802. In its heyday, its seven waterwheels would grind over 125 tons of maize and barley per week.

By 1800 the site included two mills, a windmill, distilling house, malt house, stable, cooperage and granary. The iconic Clock Mill, opposite, was rebuilt in 1817. The windmill survived until about 1840.

In the early 19th century the distillery was owned by the Tory MP Philip Metcalfe, before its acquisition by J&W Nicholson & Co in 1872. Nicholson’s produced the once popular

_____________________________________________________________________

1 Interesting piece in Guardian by Chris Partridge (November 2, 2003) https://www.theguardian.com/money/2003/nov/02/property.homebuying

2 Listen to the Radio 4 In Our Time podcast on the Gin Craze – available on the Moddle site.

3 The Nicholson family’s connection to Three Mills is first mentioned in 1773 through William Bowman and the Mill became a regular source of spirit for J&W Nicholson during the nineteenth century before they purchased the site from the Mure family in 1872. https://www.wikiwand.com/en/J%26W_Nicholson_%26_Co Also important are the Hackney Archive records http://discovery.nationalarchives.gov.uk/details/r/3b723ebf-3a7e-42a5-aaa5-49742a91835f
La MLP lighter Gin⁴ and established a network of freehouses, many of which continue today. The House Mill ceased milling in 1941 after the area was bombed during the Second World War, but the Clock Mill continued to operate until 1952.

3.2 Milling process

First, sacks of grain were hoisted by ropes and pulleys through one-way trapdoors from the lowest floor to the uppermost floors of the mill, where they were stored until needed.

The sacks of grain were then tipped into hoppers in the floor, which led directly through to the floors below and allowed the grain to be gravity-fed straight down into the grinding stones.

House Mill had multiple pairs of grinding stones, so the noise and the dust and the rattling vibrations when the mill was in full production must have been overwhelming.

The ground flour then dropped straight through into sacks on the next floor down, graded by fineness, which could be altered by changing the gap between the mill-stones by turning the metal ‘spiders’ on the wall above the sacks: The closer together the stones, the finer the resulting flour.

3.3 Recent history

The House Mill faced demolition in the 1970s as then site owners, Hedges & Butler, sought permission to turn the land into a car park. The House Mill was saved by the intervention of the Passmore Edwards Museum Trust, which took ownership of the building. Renamed the River Lea Tidal Mill Trust in the 1980s and they are now called the House Mill Trust. The Trust currently has 9 Trustees.

The Trust are fighting to restore House Mill to its former glory: reinstate the heritage machinery to working order, develop the education, arts and culture offer and generate hydroelectricity at the site. The Trust has received generous support from several organisations, including English Heritage, for the partial restoration of the House Mill. They have plans for the restoration project and will be seeking Heritage Lottery Fund and private sector support.

The neighbouring Miller’s House, badly damaged during the Blitz and demolished in the late 1950’s, was reconstructed in the 1990s with funding from the European Union. The façade was rebuilt to the original 1763 design using many of the original bricks and other materials recovered from the bombed site. The Miller’s House provides a visitor, information, and education centre, with meeting rooms for hire and a small cafe. In 1996 it won a Civic Trust Commendation for outstanding architecture. The garden was laid out to design suggestions by pupils of Sarah Bonnell School, and includes a herb garden.

⁴ Mill “supplied the grain alcohol to be rectified at St John Street as well as where they produced the Nicholson Lamplighter gin brand. Along with the other great gin families, the brothers John and William would be instrumental in the development of the new London Dry Gin style in the 1830s with the introduction of the Coffey still” https://www.wikiwand.com/en/J&W_Nicholson_%26_Co
4 PROJECT WORK

4.1 Introduction

The task this year will be to work at House Mill, a Grade 1 listed building in East London. Students will have the opportunity, after visiting the site in Session 2, to discuss possible projects with the module coordinator and other project staff. Some of the Mill’s priorities are explained below.

The teams will be carrying out work that is designed to be directly and substantially useful to the site and its management. The House Mill Trust is entirely composed of volunteers. Our work will develop over a five-year period - so this is the first step in a longer collaboration, helping them to build towards their goals.

It is likely that two or 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 in Session 3, after you have visited the site (Session 2) and meet the House Mill staff.

4.2 Working Groups

Key stakeholders from the House Mill Trust and volunteer guides will be present at pre-arranged times, to discuss content and ideas with both groups.

It is likely that working groups will broadly encompass some, or all, of these areas:

4.2.1 Working Group: condition assessment & documentation

Implementing and critiquing a condition assessment and documentation strategy, based on the pilot study conducted in 2018 and further works of students in 2019. This group will spend three days on site, collecting field data, documenting condition, analysing issues, etc.

a) Implementing a condition assessment and documentation strategy based on the studies conducted last two years: to understand resources, scale and estimates (area/issues to be agreed in the field). It should include:
   i) methodology and instructions for future use (repeatability)
   ii) a survey designed to fit into the available time/people
   iii) reporting on survey and analysis of results
   iv) consideration of wider issues, with a focus on repair needs, maintenance planning, monitoring and longer-term conservation actions
   v) archiving of the records

b) Surveys will utilise:
   i) Existing plans, survey/architectural drawings
   ii) Historic photographs (to explore change over time)
   iii) Scanning/photography - including structure from motion
   iv) UAV work on wider landscape & modelling

4.2.2 Working Group: interpretation

Building on the work of the 2018 and 2019 teams, this group can develop a variety of different elements. The group will want to spend some time on site, considering practical issues - perhaps the location and content of panels, interviewing guides, considering viewpoints, visitor flow issues, depending on the themes selected - but will also spend time researching material, discussing content with stakeholders, reviewing material, etc.
a) Archival research (including liaison with other teams)

b) Further developing the site interpretation strategy; considering stories/narratives; themes; people/individuals, etc.

c) Consider a template for written and graphic interpretation

d) Review the content pack for guides developed in 2018 and 2019. This should include the thinking behind the design of the storyboard narrative of the tours. Consider:

i) Design and produce visual aids for guides, such as dedicated plans from specific viewpoints, historic images, etc.

ii) The knowledge and experience of the existing guides

iii) Visitor flows and dwell time

e) Develop posters/exhibition material, understanding that access is only during guided visits. These need to take into account:

i) dwell time (limited by guided tours), and how the material will be used.

ii) location of posters (the potential of the café/shop area)

iii) cost of design/printing/laminating

iv) format.

f) Undertake audience research

g) Explore website/social media opportunities, as well as innovative approaches such as projected images, lighting, etc.

h) Budgets for printing to be discussed.

The Trust already offers classes at KS1, 2 and 3 delivered in partnership with the Thames Explorer Trust (http://thames-explorer.org.uk/) and Urban Geography East London (http://www.urbangeogeastlondon.org/). These include:

- Investigating The River Lea – KS2
- Exploring the river (Early Years half day session)
- A sustainable Olympics – KS3

In the long term there are plans for increasing schools’ programmes.

4.2.3 Working Group(s) in other areas/activities, such as Marketing, Social media, Local communities, etc.

There are numerous areas that the Trust would like to develop in the coming years, as part of the development of a sustainable and resilient plan for the development of House Mill, reflecting their bigger goals for the area.

- Developing a volunteer strategy, for recruiting and developing volunteers
- Studying the degree of change in the local area, with massive demographic and social changes taking place, and the implications of these for the House Mill.
- Business planning and sustainability, taking into account the above but also noise/disruption, access, etc. resulting from current developments
- Cultural resource mapping, audience evaluations, etc.
- Archive and collections documentation: Archive management system; cataloguing the archives and documenting the material collections (for example, over 3,000 patterns which have been selectively photographed and described). Consideration of appropriate databases/approaches.
- Educational activities
5 DETAILED SYLLABUS

The following is an outline for the module 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 online library catalogue system. 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.

Session 1: Introduction (Gai & Tim)

The session will introduce:

a) The aims and structure of the module

General introduction the aims and structure of the module.

b) House Mill (background)

General background to the property and its context.

c) Introduction to project group working

Introduction to group working and the possible specific project teams. After the Session 2 field visit, the group projects will be discussed in more detail in Session 3. Students should come to that session prepared to discuss the areas they would like to work in and the roles they would like to take within their groups.

Session 2: Fieldtrip to House Mill

Details to be discussed in Session 1.

Session 3a: Assigning project groups and scoping the work

Discussion of student preferences for project activities, with the module coordinators. The session will allocate working groups and discuss the way forward.

Session 3b: Interpretation planning

This workshop is for all students, not only those working on interpretation. 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.

Students should 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 the interpretation team** will, between this workshop and Session 5, prepare an interpretation working plan, define 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**

*In the Managing Archaeological Sites module handbook, see Session: Interpretation strategies at open-air archaeological sites*


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

Association for Heritage Interpretation:

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

Session 4 (lecture & workshop) Condition assessment and documentation (Dean & Gai)

This workshop is for all students, not only those working on the Condition Survey, and all students can contribute ideas to the discussion.

The session will discuss methods for the assessment of condition at the site, and a targeted programme of documentation.

Students in the Condition assessment/documentation team will, between this workshop and Session 5, prepare a documentation plan, define 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 1 on Condition reporting in the MAS handbook

Specifically:


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


**Recommended reading: salts & stone conservation**


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 Qto BRA

**Further reading: salts**


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.

Session 5 (Workshop): Planning the fieldwork

This will be a practical planning session.

1) The 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 discuss practical needs for the following week’s fieldwork.
3) There will be a presentation on report writing, archiving and metadata (by Tim & Gai). This will cover issues you will need to consider in preparing a report and archive of your project (see Assignment 1) and Session 6.

Fieldwork (Reading Week)

Site work at the House Mill. Three full days have been set aside for this.

This will comprise:

10.00am on 17/02/2020 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 3 days, defined by themselves.

There is a dedicated classroom work space at House Mill for our use – which will be warm with tea and coffee making facilities. We will also provide lunch every day.

Late afternoon 19 February – all groups will meet at House Mill for an informal discussion of progress and issues.

Second half of the term

Room B13 is booked for 12.00-2.00pm for each Monday. Please use this for team meetings/discussions if that is useful.

Gai, Tim, and Dean can be available: please contact in advance if you want to discuss any issues that may arise.

Session 6: Presentations & review

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

Each working group will deliver a formal 30-minute presentation of the results of their project work.

Each presentation will be followed by questions and a panel discussion for c. 15-30 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.

6 ADDITIONAL INFORMATION

6.1 Libraries and other resources

In addition to the Library of the Institute of Archaeology, other libraries within UCL with holdings of particular relevance to this module are the Anthropology and Bartlett libraries. In addition, The British Library, located nearby at St Pancras, has extensive collections. To apply for a readers’ ticket see http://www.bl.uk/help/how-to-get-a-reader-pass

6.2 Information for intercollegiate and interdepartmental students

Students enrolled in Departments outside the Institute should obtain the Institute’s coursework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on the IoA website.

6.3 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.