HOW CAN ARCHAEOLOGICAL ARCHIVES BE USED AS A RESOURCE FOR FORMAL EDUCATION IN UNIVERSITIES AND INFORMAL EDUCATION FOR ADULT LEARNERS?

Candidate number: STBG5

Dissertation submitted in partial fulfilment of the
requirements for the degree of Public Archaeology
of University College London in 2018

MA in Public Archaeology

UCL INSTITUTE OF ARCHAEOLOGY

Abstract

Archaeological archives are excellent ex situ resources for learning, however it is generally acknowledged that they are traditionally underused due to a variety of complex factors. The present study investigates how this situation has changed over the past for museums in England with stored archaeological collections, particularly to what extent they are used as a learning tool for formal education in universities and informal education for adult learners today. Analysis of a recently conducted survey and case studies are used to support the research. Recommendations and suggestions promising increased use of archaeological archives are presented.

Since research on archaeological archives' effectiveness in formal and informal learning for universities and adult learners respectively is relatively sparse, it is hoped that by grounding on previous publications, this study can provide a clear and more updated presentation of the current situation, as well as allow for archaeological archives to be more widely and aptly utilised as an effective learning resource.

Acknowledgements

I would like to express my gratitude to my supervisor Mike Corbishley for his advice and support throughout the research. His knowledge and his patience were two important ingredients for the production of this thesis. I would also like to thank the two course coordinators Tim Schadla-Hall and Gabriel Moshenska for their kind help. In addition, I am grateful to Adam Corsini and Kath Davis for generously offering their time and sharing information about LAARC with me. Lastly, I would like to thank the following people who also provided me with know-how and support for the research: Nick Booth, Bill Sillar, Robert Symmons, survey respondents and the volunteers who kindly took their time to answer questions and give information about their institutions and experiences. I also thank my husband Daniel for his patience and support.

List of Contents

List of Figures

List of Tables

Introduction

Archaeological archives are excellent ex situ resources for learning and research. There has been a long tradition of development of such ex situ archaeological resources in the UK since the nineteenth century, with the term "archive" having become standard after its appearance in the Frere Report which addressed the principles and methods of archaeological publication in 1975 (Pearce 1990, 67). In the early 1970s, two processes set in: the number of excavation activities was rapidly rising and people increasingly realised that archaeological excavation is, in a way, a destructive process. That is, once an object has been excavated, the context in which it was found is lost to some extent. At the same time, information recording systems were becoming more refined and sampling procedures became more advanced. These developments made researchers realise the significance of the storage of artefacts and detailed records in archaeological archives, as only careful storage would allow further interpretation (Pearce 1990 67; Swain 1998, 13). The United Kingdom has adopted directives requiring excavated archaeological material to be transported to archives that are "suitable for providing both long-term care and public access" (Brown 2011, 1), which in practice are mostly museums' archaeological archives.

That said, historically, archaeological archives have been under-resourced and underused in England (Keene 2005, 54; Swain 1998, 13; Swain 2012, 352). For example, in 1998, a survey titled *A Survey of Archaeological Archives in England* found that 29% of the responding museums had received no visits or enquiries to access their archaeological collections in the year before (Merriman & Swain 2017, 87). The survey showed that many archives hosted less than 20 visitors from most visitor groups and received only 46 visits per year in total. The bigger and more well-known archives were the most used but the users were specialists and not the wider public.

It would be desirable to make better use of the vast material resources, not only preserve knowledge and "allow materials to be re-interpreted in the future" (Swain 1998, 13) but also disseminate knowledge. Archaeological collections are visited by university members and adult learners who make up over 70% of the collection visitors together. These visitor groups have learning potentials (Anderson 1995, 14; Jensen 1994, 272) and it is suggested that museums should strive to provide educational experiences for adults (Chadwick & Stannett 1995, 5; Choi 2017, 5). Against this backdrop, it would be important to investigate the extent of museum archaeological archives' collaborations with the higher education sector and adult learners: Are post-excavation topics contained in archaeology study programme curricula? Are students aware of issues surrounding "archival collection, management and accessibility" (Hicks *et al.*, 2009 1)? Are archaeological

archives providing activities for adult learners?

In this text the function of archaeological archives as an education resource for the two main user groups—university members and adult learners—will be explored further. The current situation will be investigated to illuminate the current usage of archaeological archives as education resources, problems will be identified, and a series of suggestions will be brought forward to address these issues.

Throughout the text, three main questions will be addressed:

1. How are archaeological archives used at the moment?
2. How can universities and archaeological archives cooperate to create a successful formal education programme?
3. How can archaeological archives provide opportunities for informal education for adult learners?

Chapter 1 gives a thorough review of the available literature treating archaeological archives and adult learning. In particular, available partial answers to the first question are extracted from different sources.

In chapter 2, the stage is set for a detailed treatment of the latter two questions. Relevant terminology from the fields of learning theory and education theory is explained. In particular it is defined what constitutes a “good” education resource and a “successful” education programme.

The following chapter 3 explains the survey that was conducted among museums in preparation of the writing of this text. The survey aimed to collect data so as to confidently answer the question about the current usage of archaeological archives. At the same time, participants were encouraged to share their own ideas about possible uses of archaeological archives.

Chapter 4 constitutes the heart of this text: here the previous three chapters are brought together to give answers to the three questions posed above.

Lastly, in chapter 5, a conclusion of the findings from the previous chapters is presented.

In sum, it is hoped that this thesis can serve as a summary of the existing publications on the topic as well as bring a novel and different perspective.

Chapter 1
Literature Review

The literature review in this dissertation covers two areas: literature on archaeological archives and literature on adult learning. The survey is divided into four sections: In the first section a list of the most important references treating topics around archaeological archives is compiled. In the second section references that investigate the use of archaeological archives for different forms of learning are collected. The third section surveys some of the most influential sources on adult learning. In the fourth section several case studies of learning in archives from the literature are arranged.

1.1 Archaeological archives in general

Since around 1990 (see Hinchliffe & Schadla-Hall 1984; McWhirr 1984; Museums and Galleries Commission 1992; Pearce 1990; Sullivan 1992), the topic of archive archaeology has been discussed in the literature. In 1998, a national study commissioned by the English Heritage and the Museum & Galleries Commission (MGC)—*A Survey of Archaeological Archives in England* (hereafter "*A Survey*")—alarmingly revealed that "access to and use of archaeological archives is extremely low in comparison with their size, potential and the resources expended annually on curating them" (Merriman & Bott 1999, 4). The *Survey* made nine recommendations regarding improvements in the preparation, management and use of archives; one such recommendation is the setting up of a commission to determine "how the use of archaeological archives by museums, the public and the archaeological profession can be maximised" (Merriman & Bott 1999, 4; Swain 1998). Subsequently, publications emerged focusing on collecting activities, guidelines for standardisation of collection policies, limits of space for the storage of archive, staffing and expertise etc. (see Brown 1998, Merriman & Swain 1999; Museums and Galleries Commission 1992; Owen 1995; Perrin 2002; Sullivan & Childs 2003, 59-77; Swain 1998; Wingfield 1993). For example, the Society of Museum Archaeologists (SMA 1993) provided a guideline for "selection, retention and dispersal of archaeological collections in England, Wales and Northern Ireland". Resulting from a report for English Heritage (Perrin, 2002) which made suggestions for archaeological archives' documentation, access and deposition and the establishment of the Archaeological Archives Forum (AAF) in 2003 (see Perrin 2010 and Wise 2007), Brown (2011) compiled a guide to "best practice in creation, compilation, transfer and curation for archaeological archives". Edwards & SMA (2013) reported on the position of archaeological archive collecting in England with a map and database of museum collecting areas and

discussed issues relating the use, storage, and curation of archaeological archives in museums. Moreover, SMA (2016, 2017) actively conducts annual surveys, commissioned by Historic England, revealing issues such as the storage crisis and loss of expertise of museums in England which accept archaeological materials.

1.2 Collections of archaeological archives and learning

During the last two decades, several articles (see Barrett 1999, Merriman 1991, Merriman 1998, Merriman & Bott 1999, Merriman & Swain 1999, Schadla-Hall 1999, Swain 1998, Swain 2002, Swain 2010, Swain 2012 & Wood 2000, 9) have stressed the importance of utilizing the great potential of archaeological archives for everyone and demanded more attention be paid to this aspect. For example, Merriman & Bott (1999, 7) have written on how to promote access by both the general public and the higher education sector. In response, Owen (2003) and Stevenson (2003) shared that in around 2000, a series of art and archaeology events were delivered by 10 museums across the UK under the Art of Archaeology Initiative to promote the richness of archives in museums and encourage new uses of their stored collections, and suggested that collection access projects should be integrated into audience development initiatives and be prioritised. Furthermore, Hicks *et al.* (2009, 28) made specific suggestions in a report on how archive archaeology can be used in the higher education sector, i.e. archive archaeology should be introduced in year 1 as a core, compulsory component of archaeology degree programmes, which preferably should take place before students undertake any field survey or excavation, and the potential of research using archives should be emphasised early into the curriculum so as to allow students to develop their ideas for a dissertation. Moreover, they summarised learning outcomes that can be achieved when working with an *ex situ* resource, notably 1) excavation techniques, 2) planning, recording and surveying, 3) artefacts and environmental remains, and 4) transferable skills (Hicks *et al.* 2009, 37). Similarly, the potential of museum collections in general in education are also emphasised by scholars such as Keene (2005, 74). In fact, education theories mentioned by Corbishley (2011, 239), Keene (2005), and Pye (2007) suggest that learning through objects (i.e. collections) is very effective.

However, publications appear sporadically and this subject is being discussed relatively little. For instance, Keene (2005, 74) pointed out that there is no existing statistics as to how museum collections are used in education. Nevertheless, the mentioned publications provide helpful background information as well as practical information needed to conduct surveys in this field, such as an overview of archaeological archives in Britain, contact lists of museums, as well as practical questionnaire samples.

1.3 Adult learning in general

A vast amount of literature regarding the theme of adult learning (or andragogy) is available. Following the fundamental work of Malcolm Knowles in the 1970s, andragogy had become a systematically studied research area (Jensen 1994, 272; Knowles 1973). The field has moved into the public focus and adult education has become a mission for many museums today, as pointed out by Hein (1998, 12), Reeve (2000, 197) and Keene (2005, 66).

Following Jarvis (1995, 22), adult education is in this dissertation defined as any kind of general or vocational form of education process that is taken on by adults. The literature features a wide range of views of the extent to which learning of adults and children are alike. For instance, some authors (e.g. Cranton 2000, Hart 1983, Houle 1972) assert that learning is identical at any age (cited by MacKeracher 2004, 26). Others (e.g. Daines & Graham 1993; Knowles 1973, 1977; McKenzie 1977) regard adult and child learning as "qualitatively and quantitatively different" (MacKeracher 2004, 26) (see Table 1). Overall, the latter point of view is more widely accepted because, as MacKeracher (2004) and Daines & Graham (1993) point out, the social, emotional, developmental (i.e. previously

		Andragogy	**Pedagogy**
1.	Learners are called...	"participants" or "learners".	"students".
2.	Learning style is...	independent.	dependent learning style.
3.	Objectives are...	flexible.	predetermined and inflexible.
4.	It is assumed that...	learners have experience to contribute.	students are inexperienced and/ or uninformed.
5.	Training methods are...	active.	passive, e.g. lectures.
6.	Timing and pace are controlled by...	learners.	trainer.
7.	Participant involvement is...	vital.	insignificant.
8.	Learning is...	real-life problem-centered.	content-centered.
9.	The primary source for ideas and examples is...	participants.	trainer.

Table 1 Main differences between andragogy and pedagogy (adapted from Sharma 2013, 39).

acquired knowledge and experience), and situational variables of adults and children influence their learning. Scholars such as Rogers & Horrocks (2010), Hein & Alexander (1998, 10), Jones (1995, 65), Sachatello-Sawyer *et al*. (2002, 4) identified that adult learning can be divided in formal and informal learning.

1.4 Case studies of using archive materials for learning

1.4.1 Informal learning—several examples

A range of examples of archives opening up their collections for adult learning, mainly from England, can be found. For instance, Craig (2003) shared the success story of a collaborative project between the Nottingham Trent University and Nottingham City Museum and Galleries, in which the stored archaeological objects provided creative insights for fashion design students; Hall (2003) reviewed corresponding archaeological object handling workshops organised by the Perth Museum and Art Gallery. Additionally, the Luton Museum held a project in 2009, in which 240 volunteers cleaned, bagged, and recorded the human remains holdings which had not been catalogued, accessioned, nor correctly boxed and labelled before (Vickers 2011, 24). Volunteers who comprised of students and professionals from relevant fields gained hands-on experience. Another example reported by Booth & Rodgers (2011, 42) is the ceramics project of Conisbrough Castle which brought local people together to repack, sort, and mark a largely unstudied archaeological assemblage. The volunteers developed skills, and gained knowledge and confidence through studying the archaeology of the Castle and visiting an archaeological excavation. One participant expressed that he "never knew ceramics could be so interesting" which captures the feeling of this activity (Booth & Rodgers 2011, 43). One of the lessons learned from that case study is that sessions, including lectures given by specialists, should be clearly planned, in tandem with a welcoming atmosphere with refreshments, and utilise carefully prepared resources to encourage active participation of the volunteers (Booth & Rodgers 2011, 42). Apart from this, university museums also organised events utilising their archaeological collections. Hide & UMG/UMIS (2013) report how the Fitzwilliam Museum, University of Cambridge, engaged with prisoners of African, Black British and Caribbean origins and enabled them to explore relevant collections, history and cultural heritage. Connolly & Tate (2012, 325) discuss another example from the US, in which volunteers at the C. H. Nash Museum were actively involved not only in hands-on experiential tasks such as sorting, counting and weighing, but also giving tours and digitising native American archaeological artefacts.

1.4.2 Formal learning

To the author's knowledge, the only example of archaeological archives involved in formal learning available in the literature is that of the London Archaeological Archive and Research Centre (hereafter "LAARC") which operates under the Museum of London; it is referred to by Swain (2012) as "the only centre of its kind in the UK" (364). A multitude of articles (see Davis 2014; Green 2000; Keene 2005; Langfeldt & Ganiaris 2010; Swain 2010) demonstrates how LAARC has had successful relationships with multiple higher education organisations and adult learners; this case will be further examined in the Chapter 4.

Also worth noticing is that, apart from LAARC, the Petrie Museum of Egyptian Archaeology engages in formal learning by serving as an important teaching resource for the archaeology departments and other departments of the University College London (UCL) (for a general introduction see Picton 2013; for an archaeology course curriculum example see UCL 2018).

1.5 Chapter conclusion

It is fair to say that the topic of archaeological archives as education resources for the higher education sector and adult learners in England has not been discussed in depth in the literature. There are, however, abundant resources on topics of archaeological archives' standards, policies, storage crisis as well as formal and informal adult learning.

Chapter 2

Theoretical Framework

To start with, the definitions of several terms which frequently appear in this dissertation are explained in the following paragraphs, which makes the research questions from the introduction precise.

2. 1 Definition of archaeological archives

Archaeological archive refers to institutions engaged in the storage of archaeological record (Baird & McFadyen 2014, 15). Sometimes the same term is defined as "all parts of the archaeological record, including the finds, samples and digital records as well as the written, drawn and photographic documentation" (Brown 2011, 3; Edwards & SMA 2013, 4; Perrin 2002, 3). *A Survey* covering Britain's archaeological archives in 1997 shows that the majority of records held by museums is composed of artefacts (86%), followed by environmental material (8%), paper and records (6%) and digital material (under 1%) (Swain 1998, 8). The remains are results of archaeological activity, normally excavation, which "may have taken place as investigative research or as research prompted by a threat to a particular piece of archaeology" (Swain 1998, 13). Archaeological archives' collections can be consulted by a wide spectrum of users, such as contractors, academic researchers, specialist groups and the general public. It is noted that this term is not commonly used outside the UK, and some archaeological archives store only written records associated with fieldworks, but not finds (Swain 2010, 145).

2.2 Types of archaeological archives

There are archives which operate as part of museums as well as larger stand-alone institutions funded at a county or national level (Swain 1998, 7). Additionally, urban areas with a strong field archaeology tradition tend to have large volumes of archaeological record held by archaeological field units or contracting units (e.g. Suffolk, York, London, Chester, and Carlisle) (Swain 1998, 7). This has been particularly true since the 1970s (Swain 1998, 14); "such units are sometimes attached to museums, but more often they operate from a separate part of a local authority, as independent trusts, or more recently as commercial firms" (Swain 1998, 14).

2.3 What is formal and informal education?

The definitions and concepts of formal and informal education are subject to debate (Patrick 2010, 21). Overall, formal learning is embodied by the presence of an organised structured learning environment (e.g. schools, colleges, universities) which provides a curriculum stipulating some aspects of the learning progress (Rogers & Horrocks 2010, 11). Usually there are attendance rules, and ultimately a certification bestowed upon the students (Hein 1998, 6-7; Patrick 2010, 21)

In comparison, informal learning refers to any learning activity taking place in a casual environment. Learning goals are to a big extent set by the learners themselves, and not by the provider of the activity (Hein 1998, 6-7). Most adults spend more time learning in an informal context than in a formal context (Taylor & Neil 2008, 25), and such learning is often referred to as "learning by experience" (Patrick 2010, 21).

2.4 What is adult learning?

Andragogy is the systematic study of adult education. It emerged in the 1970s after recognising adults' potential of development (Hein 1998, 144; Hein & Alexander 1998, 20). During this time Malcolm Knowles laid the foundation of the subject in his monograph *The Adult Learner: A Neglected Species* and a series of research articles (Jensen 1994, 272; Knowles 1973). Andragogy is different from pedagogy in that the latter refers to young learners learning predominantly through interaction with teachers, whereas the former is the investigation of how to help adult learners with their self-planned learning through interaction with the environment (Hein 1998, 6 & 144).

2.5 Who are adult learners?

An adult learner is "an individual socially accepted as an adult who is in a learning process interested in lifelong learning including personal, social and skill development" (Curatolo & Bryan 2013). Sometimes adult learners are defined as people who are out of school and working in a profession or household (Van Hoven & Wellman 2016, 12).

As discussed before, scholars (e.g. Jones 1995, 65) believe that there is a difference between the learning of adults and that of children. As the author (Choi 2017) sums up: firstly, motivation to

learn is intrinsic for adults, i.e. receiving reward and avoiding punishment are less important influences than for child learners (see Hein & Alexander 1998, 10; Jones 1995, 65; Sachatello-Sawyer *et al.* 2002, 4). Secondly, former experience and education have an influence on their learning process (Daines & Graham 1993, 5; Jones 1995, 65; Sachatello-Sawyer *et al.* 2002, 4). Thirdly, adults commonly learn in heterogeneous groups, differing from one another by factors such as money, time, commitments, attitude, and ability (Jensen 1994, 273; Jones, 1995, 65). In addition, while schools teach general life skills with no immediate application at hand, adults may choose to learn for practical reasons, such as acquiring a skill for a job situation (Jones 1995, 65; Sachatello-Sawyer *et al.* 2002, 4). Essentially, they *choose* to participate in the learning (Edwards *et al.* 2013, 1).

Moreover, adult learners make up a large part of volunteering participants; they are mobile and volunteer independently of family members (Van Hoven & Wellman 2016, 12-13). They volunteer not only because they want to learn towards "measurable goals and outcomes", but also to "give to organisations that will benefit from their time" (Van Hoven & Wellman 2016, 12-13).

2.6 What defines a "good" education resource?

There is limited discussion about what constitutes good education in the literature (see Fischman *et al.* 2006; on good educational research see Hostetler 2005; on responsible assessment see Siegel 2004, cited by Biesta 2008, 37). However, it becomes clearer if one looks at the purposes of education. Commonly identified purposes are: enabling learners to retain knowledge, acquire skills and understanding, and "become more autonomous and independent in their thinking and acting" (Biesta 2008, 41).

Adult education and training programmes are usually offered with an underlying expectation of change as an outcome (Ewert & Grace 2000, Hall & Hord 2011, Kazanas 2009, Rogers 2003, Rothwell & Tennant 2000 cited by Caffarella & Daffron 2013; Daines & Graham 1993, 7). They are conducted in order to achieve several primary purposes: i) encouraging personal growth and professional development, ii) assisting to respond responding to practical problems, iii) preparing for work opportunities, and iv) encouraging participants to look investigate societal issues and foster positive change (Caffarella & Daffron 2013).

2.7 Chapter conclusion

An overview of the usage of the terms “archaeological archive”, “formal learning”, “informal learning”, and “adult learner” in the scientific literature was presented and clear definitions for the usage in this text were stated.

Characteristics of good education resources was listed. The later chapters will refer to those characteristics when discussing ways in which archaeological archives can provide such resources.

Chapter 3
Methodology

This thesis aims to investigate i) how archaeological archives operated by museums in England are being used and ii) how they should best be used as an education resource for universities and adult learners. In order to investigate this, three surveys were conducted:

1. A questionnaire sent to museums' archive staff in England (see Appendix 1 & 2)
2. A questionnaire sent to 60 current second year students studying at University College London (UCL) having attended a workshop at LAARC (see Appendix 3)
3. A semi-structured interview conducted with archive volunteers at Fishbourne museum

For point (2), only one answer was received. For point (3), interviews with a curator and only two volunteers were conducted. Because of this scarcity of data no extensive analysis of points (2) and (3) is carried out. To protect the respondents' anonymity, the complete data from point (3) is not reproduced in this text. Notwithstanding this, point (3) serves as a unique example of volunteering practice at an archaeological museum. Relevant passages are included in the text where they are fit. The rest of the chapter treats point (1), the questionnaire sent to archive staff, in detail.

3.1 Research method

To answer the research questions proposed in the introduction, a questionnaire was sent and collected numerical data and the opinionated data about archaeological archives that are operated by museums in England. Responses were accepted between May 2018 and August 2018. The research method was approved by the Institute of Archaeology Ethics Committee (Ref. no.: 2017-18:048) and no additional ethical approval from UCL or external organisations was necessary.

Both qualitative and quantitative methods were adopted in the design of this questionnaire to bring depth, interpretive elements as well as breadth to the content. In the literature, such an approach is most commonly referred to as an "approach employing mixed methods", though *"integrating", "multimethod", "mixed methodology"* are also sometimes used (Bryman 2006, Tashakkori & Teddlie 2010, cited by Creswell 2014, 217). It emerged in the late 80s and early 90s and has gained importance ever since.

Using mixed methods is generally desirable as it involves collecting both quantitative (closed-ended) and qualitative (open-ended) data, and data can be connected, compared or merged (Creswell 2014, 217). This process of collecting and evaluating quantitative together with qualitative data is one way of conducting "empirical research", that is gaining knowledge by means of observation (Kothari 2004, 4). The term "quantitative method" describes the observation of "phenomena that can be expressed in terms of quantity" (Kothari 2004, 3). An example for that is observing the number of visitors to archaeological archives. The term "qualitative method" refers to the observation of non-numerical data. An example for this is the investigation of motivation of human behavior through interviews (Kothari 2004, 3).

Using mixed methods can yield "additional insight beyond the information given by either the quantitative or qualitative alone" (Creswell 2014, 4). However, it is noted that the limitations of this approach are that it requires extensive data, is time-consuming, and requires the researcher to be familiar with both research means (Creswell 2014, 218).

3.2 Target group

The questionnaire was sent to professional staff (e.g. archaeological collection keepers, curators) working for archaeological archives *operated by museums* and in *England* only. The reason for contacting archives operated by museums is that education is the mission of museums and thus archives operated by museums have an interest to be involved in education. Other archaeological records are held by Monuments Record centres or Historic Environment Record centres that serve purposes not primarily related to education.

Secondly, limiting the survey to museums in England ensures a sufficiently large number of participants to carry out meaningful quantitative analysis while still making it possible to contact all institutions in the area. It would not have been possible for the author to contact all institutions and validate all data in the available time had a bigger area, such as the UK, been chosen as the research area. Furthermore, there are differences in the governance of museums in England compared to museums in, say, Wales or Scotland. Focusing on a more homogenous area makes it easier to discover differences and similarities between museums and to suggest actions for museum.

Archive staff were selected as the audience for the questionnaire as their experience in providing different education services was hoped to enable them to accurately respond to quantitative questions,

all the while their knowledge obtained from working with volunteers and collections would allow them to make salient remarks when asked for comments—an expectation that was met by the expert respondents.

3.3 Questionnaire design

The questionnaire is designed to be short and easy to be answered. In total, 12 questions were formulated in order to retrieve:

1. Numerical facts, such as the number of visitors
2. Qualitative facts, such as the kinds of volunteering activities offered by the institution
3. Opinions and comments, such as the opinion on suitable topics for an online course on archive archaeology studies

The questionnaire was concise and succinct, using simple wording and sentence construction. More general questions were asked first, followed by questions which require more time to check for actual figures, a strategy that should make it easier for respondents to answer (Harrison 2007, 2). Many questions were designed to be open-ended in order to collect a wide variety of responses. Participants were allowed to not respond to any of the questions if they wanted to do so. Also, for questions asking for numerical data (e.g. number of visitors) non-numerical answers were accepted. This was to enable participants to submit answers such as “approximately 10”, or “if you count return visitors, then 20” in the case that exact figures were not available. This may have been one of the factors for the big number of responses. However, this made a careful validation of all answers by hand necessary after which many of the answers containing non-numerical data had to be discarded as invalid.

The questionnaire was revised multiple times before being compiled into the final version. Constructive comments were received from friends, UCL’s teachers, as well as professionals from the Great North Museum, LAARC, and the Museum of London. Afterwards, style and wording were fine-tuned to better suit the purpose of the research. The result of this process of consultation and adaptation was then disseminated via email. Respondents could reply by filling in a form online or replying with text in an email, where the former method was used more frequently.

3.4 List of mailing and dissemination

Firstly, an email request to fill in the questionnaire was sent to all 232 museum members of the Society for Museum Archaeology (SMA) on 17th of May 2018 through the help of the SMA administration (see Appendix 1). To increase the number of survey responses a reminder email was sent three weeks later.

Because it is not publicly available information which museums are SMA members, the author also individually emailed museums in a bid to collect as much information as possible. For this a museums contact list adapted from SMA's 2017 annual report was used (see SMA 2017). This list contained the names of all museums in England which were "believed to hold archaeological collections irrespective of whether they were responsible for collecting archives either in the past or the present" (SMA 2016, 13). The 2017 list is the most updated and it was important to use the most recent data as several museums had merged or changed their names since the last survey (SMA 2016, 13). 187 among the list of 512 museums were not sent the survey either because they did not specialise in archaeological collections, or did not host any learning activities according to their website, or were repeated entries on the list, or did not provide an email contact. Also, some institutions had unfortunately been closed down. In addition, several emails could not be delivered to the publicly communicated contact addresses, and often no alternative email could be found online which prevented one from contacting those museums successfully. Since the original list does not contain the email addresses of the museums, the email addresses had to be obtained manually by the author through internet search engines and the *Museums & Galleries Yearbook* published by the Museums Association (Museums Association 2012).

3.5 Response rate

On the final survey date 19 August 2018, 67 responses had been received from the contact list of 232 museums which amounts to a response rate of approximately 28.9% (see Appendix 2). This is considered as a satisfactory response rate. The response rate not being even higher may be due to the fact that a part of the emails was sent to generic email addresses so they may not have been forwarded successfully to the suitable person to complete. It may also be the case that there was a vacancy for the relevant post so that no one had the direct responsibility to reply at the time of the survey, which are similar issues as SMA had encountered during their previous surveys (SMA 2016, 12).

In total, 62 responses were counted as valid. Other responses were counted as invalid for the reasons below:

i) Multiple responses from the same museum, in which case the one with more detailed answers was taken
ii) Not having an archaeological archive
iii) Self-identified as not suitable for the survey. This was the case for some small museums. As an example, one institution replied that their archaeological collections were limited and closed, with unclear provenance documents. Another replied that their collections were not currently used at all in terms of interpretation or education workshops, because no full record had been established on those collections and no plan has been formulated on its use yet
iv) Replied that they do not have the resources to assist with this type of enquiry at the present.

3.6 Chapter conclusion

In this chapter the surveys that were conducted to support the discussion of the next chapter were discussed.

Two surveys—a survey among UCL students, and interviews with archive volunteers—yielded too small of a data basis to be numerically analysed. However, the received contributions were very valuable and quotes have been reproduced at different places throughout the text.

Another survey—a survey among archive staff—yielded a big number of replies. In this chapter, the aim of the survey to facilitate research through quantitative and qualitative methods was explained. The motivation for the survey and the reason for the choices of questions and questionnaire design were explained. The survey was sent to archive professionals because responses with precise data and salient comments were expected, which turned out to be the case. The mode of dissemination through mailing lists and the problem of removing invalid responses for different reasons were described.

Chapter 4

Discussion

In the following, the findings of the questionnaire introduced in the last chapter are presented and analysed. Whenever possible, numerical data has been processed and is presented in charts and tables so as to allow the reader to retrace the trends and special features of the data.

The opening section aims to answer the question of how archaeological archives are used at the moment. To this end, the survey data from the first part of the questionnaire is first displayed and its special features are explained. In this part, questions about the institution administration, formal and informal education activities, and visitor numbers were asked. Afterwards, the results are compared with another survey treating a related topic. Lastly, the discussion returns to the example of the LAARC, detailing their education activities which are prototypical for educational activities of archaeological archives in general.

The second section treats the question of how archaeological archives should be used. For this, the results from the second part of the questionnaire are laid out. In that part, the participants were asked for their opinions and ideas about successful archaeological education activities. The rest of the section comprises a list of possible education activities with guidance on how to implement them and with reference to real-life experiences found in the literature and shared by the participants of the questionnaire.

The third section examines the limitations of the study due to sample size, possible biases, and quality of the obtained data.

4.1 How are archaeological archives used at the moment—questionnaire result

4.1.1 Administrative information

The first question (see Fig. 1) asked for the type of governance of the museum offering four common options plus an “other” option for respondents to choose from. Most respondents worked for institutions governed by charitable trusts or local authorities, which were the most common forms of governance among the contacted museums. Some respondents classified their institution governance as “others” and some selected multiple answers—both cases appear as “others” in the previous chart.

Fig. 1 ***Question 1****: Is your institution governed by a local authority?/ governed by a charitable trust?/ governed independently?/ governed by a university or other academic body?/ others?*

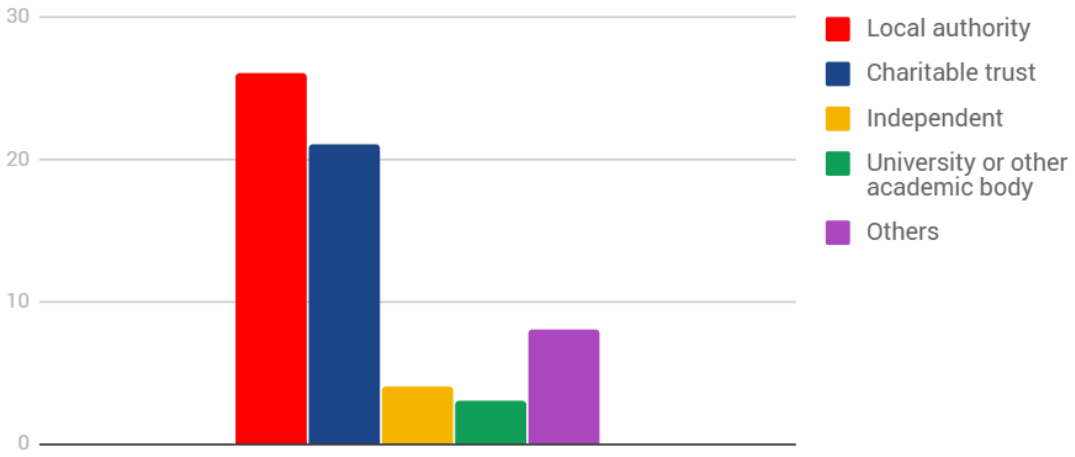
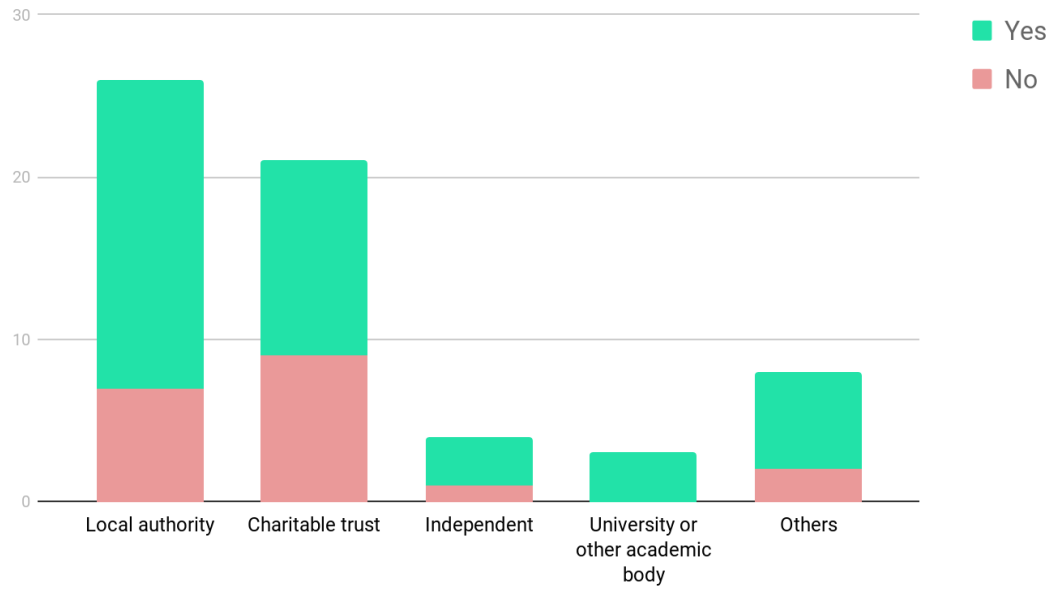


Fig. 2 ***Question 2****: Is the archaeological archive of your organisation involved in any cooperation with higher education institutions?*



Overall, there was a larger amount of respondents which were involved in cooperation with higher education institutions than those which do not (see Fig. 2 and Table 2). Proportionally, museums governed by charitable trusts tended to have fewer collaborations with higher education institutions than other kinds of institutions. It is difficult to decide what is the reason for this phenomenon, but one may speculate that this is the case because of the different

management and funding of museums: in the past years some local authority museums with insufficient funding were converted to charitable trusts, so as to reduce expenses. This change would usually be accompanied by staff cuts and other measures to cut costs. It is possible that after such a transformation no resources would be available to cooperate with higher education institutions.

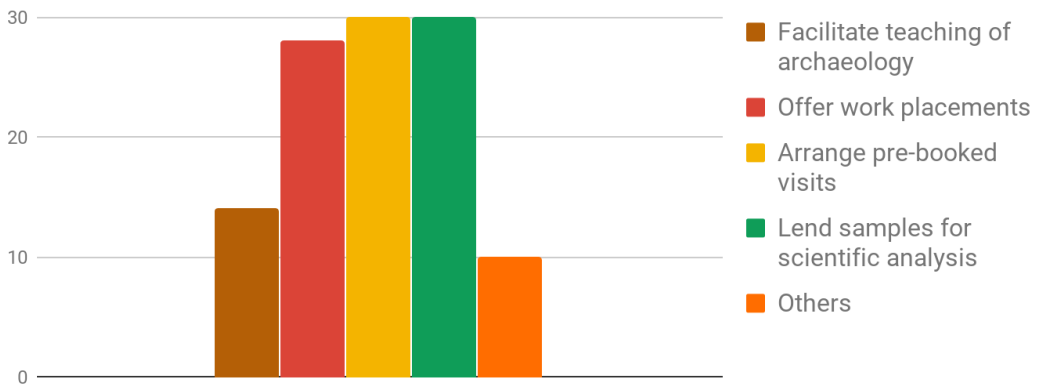
Usually participants did not comment why or why not collaborations existed. Only one museum attributed the reason of no existing cooperation as secondary schools and universities not being interested in the museum.

Table 2 Table showing statistics of archaeological archives involvement in cooperation with higher education institutions

	Provider	**Total**
Yes	governed by a local authority	19
	governed by a charitable trust	12
	governed independently	3
	governed by a university or other academic body	3
	others	6
Subtotal		*43*
No	governed by a local authority	7
	governed by a charitable trust	9
	governed independently	1
	governed by a university or other academic body	0
	others	2
Subtotal		*19*
Total	*62*	

4.1.2 Survey of activities

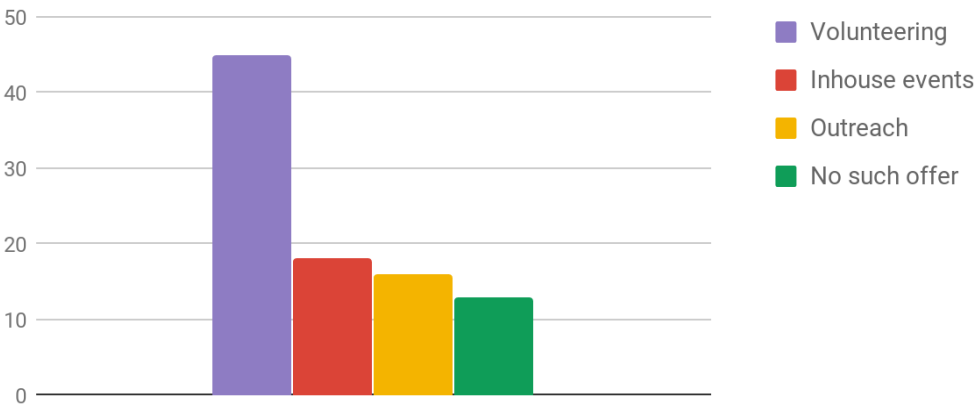
Fig. 3 ***(Continuing Question 2:)*** *If yes, please give the nature of the cooperation.*



The most common types of cooperation with education institutions were offering work placements, arranging pre-booked visits, and lending samples for scientific analysis (see Fig. 3). "Facilitating teaching of archaeology", which essentially refers to making the collection available for teaching as well as research by students and university projects, was reported less than half as frequently. Examples of such activities include "3D scanning" and "provid[ing] a range of bronze age axe heads for students to study use wear as part of an archaeometallurgy course".

A similar number of respondents stated that their institution engaged in other forms of cooperation. Examples were: responding to requests for information, providing supervisions, being involved in joint research projects, sharing resources, providing volunteer and other opportunities for students (not work placements), receiving professional input regarding collections, and offering a space for parties/receptions.

Fig. 4 ***Question 3:*** *What kind of informal education opportunities, if any, does your archive provide for adult learners (e.g. volunteering or outreach programmes)?*



All museums' archaeological archives did provide informal education to adults except two. Volunteering, outreach and inhouse events were the most popular types of activities (see Fig. 4). Volunteering opportunities contributed to half of the informal educational activities. Most volunteers were being assigned to work with collections carrying out tasks such as finds processing, documenting and recording, historic building recording, or archiving. One even offered archaeological training to the volunteers with particular topics ranging from site formation processes to understanding stratigraphy and finds processing.

Apart from volunteering, less than a quarter of archives held inhouse events (e.g. family activities such as handling sessions and craft sessions; open days; exhibitions; group tours). For example, one museum archive curated exhibitions through "a 'New Archaeology' case in the Archaeology Gallery which displays finds from recently deposited archives along with the site reports".

In addition, the same number of institutions provided outreach events in external locations (e.g. community projects like archaeological excavations; workshops; talks and lectures; day schools and roadshows using collections; and outreach activities for the Portable Antiquities Scheme with metal detecting clubs and other finders). One museum responded they have been collaborating with a university museum and a local hospital for providing programmes aimed at adults.

Besides, many provide access to the stores on an individual basis, for purposes such as pre-booked handling sessions and object studying.

It is probable that volunteering is the most common informal education activity because it causes comparatively little work to be set up. The process of filling a volunteer position will take few hours, while the setup of a new inhouse or outreach event can consume several weeks. However, one respondent pointed out that volunteers need close supervision and therefore also mean a substantial investment of working hours over a longer period of time.

It is worthwhile to contrast the results of this question with the results of a similar survey conducted in 1991 (Merriman 1991). At that time museums were asked in which ways they make their collections available to the public. 19% of respondents reported to offer "Evening Classes, Study Days, Lectures, etc" while only 1% reported to employ volunteers. One notes that the number of in-house events has not changed much since then but the number of volunteers in museums has greatly increased.

Fig. 5 ***Question 4:*** *Have any previous programmes of cooperation with universities or public outreach activities been discontinued?*

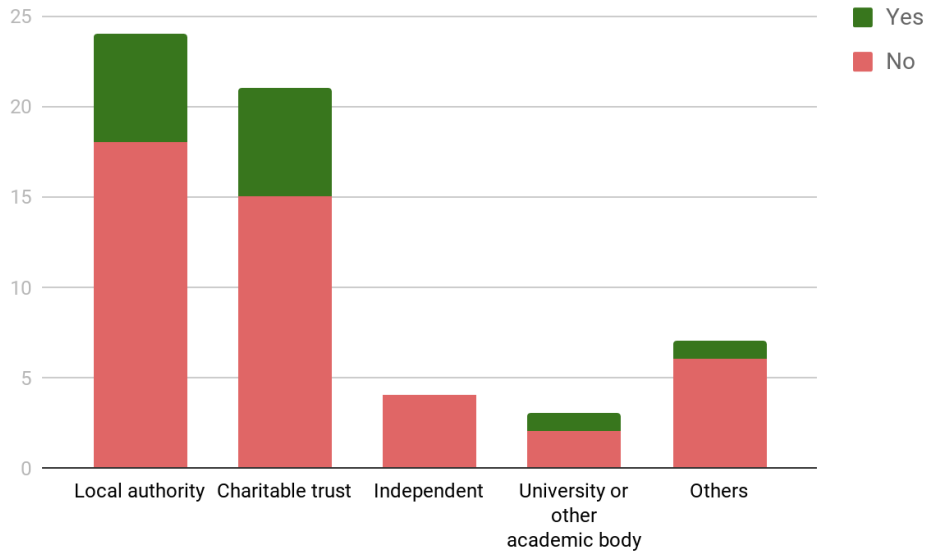
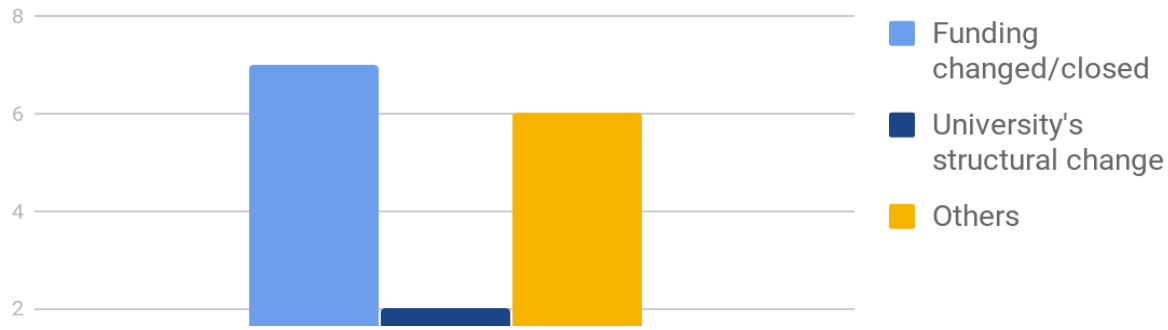


Table 3 Table showing the statistics of discontinuation of programmes of cooperation with universities or public outreach activities

	Provider	**Total**
Yes	governed by a local authority	6
	governed by a charitable trust	6
	governed independently	-
	governed by a university or other academic body	1
	others	1
Subtotal		*14*
No	governed by a local authority	18
	governed by a charitable trust	15
	governed independently	4
	governed by a university or other academic body	2
	others	6
Subtotal		*45*
No Answer		*3*
Total	*62*	

Less than one quarter (22.6% Yes; 72.6% No; 4.8% no answer) of respondents stated that their institution had discontinued some sort of education programme (see Fig. 5 and Table 3). Charitable trust museums and local authority museums responded similarly. Independent museums reported no terminated education activity but that deviation from the average is not significant because of the small number of participating independent museums (four such museums responded).

Fig. 6 ***(Continuing Question 4:)*** *If yes, please outline these activities and the reasons for discontinuation.*



As often in the cultural sector, change of funding was the most common reason for the discontinuation of services (see Fig. 6). For education projects that is particularly frequently the case as funding may come from external sources, and is usually granted on a project-basis for a limited time.

Other reasons were very diverse and have been grouped as “others”. They include reasons such as “redevelopment of the museum site” which made collections inaccessible; “difficult communication”; and “activity transformed”. Notably, one commenter expressed concerns about the inequality of benefits between their museum and universities, as “the university did not provide financial or in-kind support for placements” which led the museum to “charge now for using the collections to teach a course, e.g. via visits to the museum store, which in practice has meant that no lecturer has taken us up on this”. The commenter added that the fee can be waived if reciprocal benefit (e.g. a lecturer giving some of their expert time) can be offered. Less significant factors were “changes in university structure” and “staff cuts”.

4.1.3 Visitor numbers

Table 4 ***Question 5:*** *What was the total number of visits to your stored archaeological collections in 2017?*

Total number of visits	**All visitors**	
	Exact no.	Estimated no.
0	4	1
1-10	7	13
11-50	-	6
51-100	-	5
101-500	2	7
501-1000	-	1
1001-1500	1	-
1501-3000	1	-
3001-5000	1	2
No answer/ no record	5	6
Subtotal	*21*	*41*
Total number of valid responses	*62*	

Table 4 shows the reported numbers of visits with about two thirds of them (66.1%) being estimated and about one third of them (33.9%) being exact figures. The most frequent answer was 1-10 visits and 40.3% of the respondents reported 10 or less annual visits to their archive. Three outliers (data points that are much bigger than the following data points) reported more than 3000 visits to their stored collections which is a surprisingly high number if one considers that every visit to the stored collection means a nontrivial amount of work for the archive staff.

Table 5 ***Question 6***: *What was the number of visitors to the stored collections in 2017 from the following groups?*

a. University researchers

b. Visitors from commercial archaeological units

c. Non-institutional researchers

d. Volunteer workers

e. Others

Number of visitors	**University researchers**		**Visitors from commercial archaeological units**		**Non-institutional researchers**	
	Exact no.	Estimated no.	Exact no.	Estimated no.	Exact no.	Estimated no.
0	3	8	10	17	6	6
1-10	9	18	2	18	4	23
11-50	2	11	-	2	2	4
51-100	-	-	1	-	-	1
101-500	-	-	-	-	-	1
501-1000	-	-	-	-	-	-
No answer / no record	7	4	8	4	9	6

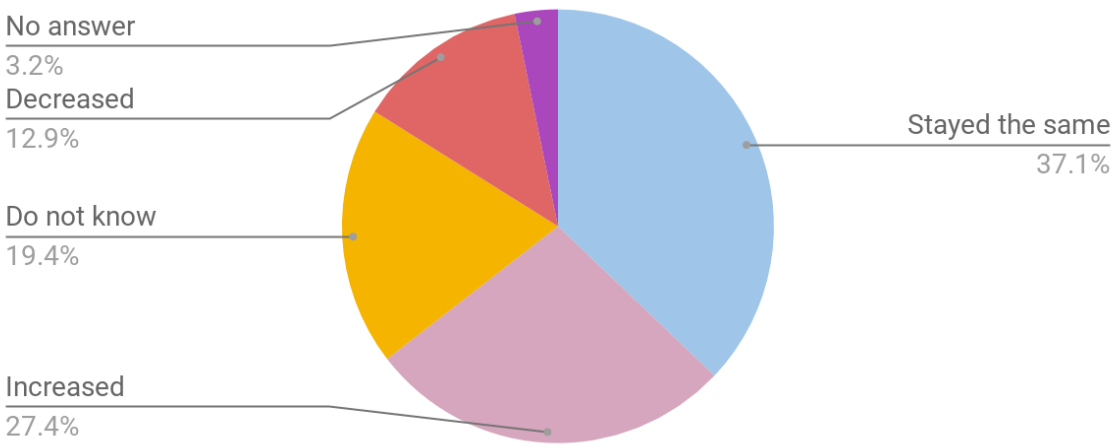
Number of visitors	**Volunteer workers**		**Others**	
	Exact no.	Estimated no.	Exact no.	Estimated no.
0	6	5	-	2
1-10	4	18	-	2
11-50	1	7	-	4
51-100	-	3	-	-
101-500	-	2	-	2
501-1000	1	-	1	-
No answer/ no record	9	6	20	31

In this question, visitors were grouped into five categories which were believed to be the most frequent user types of archaeological archives (see Table 5). The groups were university researchers, visitors from commercial archaeological units, non-institutional researchers, volunteer workers, and other members of public. Respondents were also encouraged to share other visitor groups and their number if such groups had been identified. But they rarely made use of that with five respondents mentioning tour groups (e.g. “behind the scenes tours”, “store tours”), two respondents reporting groups of A Level researchers, other mentions such as “artists”, “Open Day visits”, visitors from U3A (University of the Third Age) and WEA (The Workers' Educational Association is a charity) were not repeated.

It is worth noting that estimated numbers are on average higher than exact numbers. Also the three outliers that reported the highest numbers of visits did not report many visitors from any of the five categories which raises the question of accuracy of estimated visitor numbers.

Several answers to this question were invalid as they were accompanied by a comment explaining that they counted the number of visits rather than the number of distinct visitors. It is possible that some respondents reported visit numbers rather than visitor numbers but did not explain this in a comment. This source of confusion should be eliminated if the survey was to be repeated at a later point.

Fig. 7 ***Question 7:*** Has the overall visitor number increased, stayed the same, or decreased in 2017 compared to 2016?



Most respondents reported no change in visitor data (37.1%) (see Fig. 7). Besides that a small trend for an increase in visitor numbers can be observed with 27.4% reporting an increase in visitor numbers and 12.9% reporting a decrease (19.4% do not know, 3.2% no answer).

Question 8: *Please indicate the possible REASONS for this change, such as decrease because of renovation work, or increase because of collaboration with other institutions.*

Respondents who answered "stayed the same" provided reasons such as that they only provide access when requested whereas not actively encouraging access externally, or being closed to depositions, enquiries and researchers in both years because of site redevelopment.

Those who answered "increased", provided reasons including improved social media presence or marketing efforts, more collaboration with universities or other institutions, introduction of collections digitisation volunteers, easier access, more researchers, and more local visitors which may have been attracted by outreach activities.

Those who answered "do not know" gave reasons such as the archives are not well advertised (sometimes deliberately so owing to capacity concern), staff movement and vacancy which obstructed data collecting, and transportations of collections to a newly built store which made the figures irregular.

Those who answered "decreased" listed reasons such as the end of a public tour programme, annual variance, nuisances such as flood and rats which led to public sessions being cancelled, being understaffed, or completion of PhD research.

4.1.4 Additional comments

(See p. 42-44 for Questions 9-10)

Question 11: *Please add any comments here that you feel are relevant.*

Blanks were provided for respondents to freely share thoughts and as a result many valuable comments were collected. They have been sorted into categories and are quoted below. They reflect the challenges archaeological archives face, and the efforts which have been made to improve the situation, as well as thoughts on successful educational activities for universities and adult learners.

A. Reasons for underuse—common problems faced by archaeological archives

There are multiple challenges which possibly have been inherited from the past. Back in 1999, Merriman & Bott (5) outlined 5 main reasons for the underuse, and the survey demonstrates that most still apply today.

i) "Lack of understanding of what is wanted by different potential users"

The first problem is the lack of market research. That is, most archives do not count the numbers of overall visitors and numbers of visitors from particular user groups. This can be read from the previous tables in which most numerical information was estimated and many respondents were unable to provide any figures at all—even estimated ones. Several comments confirmed that this data was not gathered. But such an evaluation of the needs of current archive users would be essential for attracting more visitors (Merriman & Bott 1999, 5).

ii) "Both intellectual and physical access can be difficult"

Moreover, archives also have the problem of lacking curatorial expertise and the provision of sufficient facilities for studying to make collections easy to use (Merriman & Bott 1999, 5). Knowledge of the objects is necessary, and since the staff come from different backgrounds, training and support for staff would be needed as well as an education team assisting visitors to make the most of their resources. Moreover, physical constraints for public access are commonplace. For example, the respondents reported cases in which natural hazards such as pests occured in the store and made access for visitors impossible. Another respondent said the capacity of the storage areas "are unsuitable for public access" as they believe the areas cannot accommodate large numbers of visitors.

iii) "The contents of many archives remain largely unknown"

Another problem is the lack of promotion. Multiple museum staff expressed concerns that "people don't know about our collections" and they are not sure if the university researchers know what collections archives contain owing to "limited means of publicising". Dramatically, at times even the archives themselves are unsure about the contents of their collections which was confirmed by one comment (received alongside an invalid response): "although we have an archaeological collection we currently do not use it at all in terms of interpretation or education workshops. Primarily we do not use it because we don't really know what we have and also what

exactly to do with that."

A more common scenario is that an internal database of the held objects exists but is not communicated to the outside. The following comment sums up this problem: "possibly due to the lack of visibility of the collection—the catalogue is not available online". The comment suggests that an online catalogue could be a suitable means of publicising an institution's collection. While this would certainly be a desirable solution, such a catalogue requires substantial resources to be set up and be filled with information. Contrasting this with the fact that many institutions are plagued by funding cuts it seems out of reach for most archives.

These ideas are not new at all: in the previously referenced 1991 survey among museums in England, 6% of respondents suggested to "Open storage" to "increas[e] public use of archaeological collections" and 7% suggested to set up "Computer databases giving information on study collections" (Merriman 1991). 30 years ago this idea was ahead of its time, but since then only few museums or archives have set up online databases which could be considered to be overdue by now.

iv) "Poorly indexed within and between sites"

Full documentation is important; even if there is no proper electronic documentation, paper records are important to object study (Keene 2005, 52). Yet, records of archives are usually not fully or properly catalogued, as one respondent expressed in a comment. Another commenter noted that even though some records may exist, their "archaeological collections have [...] not been catalogued on to the Museum's Collections Management System to the level needed to use them for research."

The last problem mentioned by Merriman & Bott (1999, 5) is that the potential of archaeological archives for research and dissemination is not known to researchers. In the author's opinion, this situation has greatly been improved today because researchers frequently consult archives and online catalogues of archives (where they exist) to prepare publications. Also several respondents expressed that they are aware of their archive's research potential. For example, one commentator expressed they "would love to have the resources and physical access to use this resource more effectively". It became clear that several archives are eager to increase the usage of their collections but are constrained by different factors that prevent them from carrying out the next step.

Frequently mentioned was another discernible problem:

v) Staff and budget cuts

Although in the UK it is generally accepted that excavations should be funded so to cover the costs of proper finds preparation, the relevant costs have been rising which made the archaeological curation underfunded (Keene 2005, 54). A respondent expressed that museums are "financially squeezed".

Directly impacted by budget cuts, a lot of surveyed museums' archives are critically understaffed and lacking expertise. A few museums reported that the archaeological collections are not monitored by trained archaeologists and they had not had "an archaeologist at the museum for several years, due to staff cuts". The staff shortage also makes proper supervision of visitors (such as volunteers, learners and students) impossible. This, in turn can lead to a deterioration of the archaeological record through inappropriate handling of objects. As pointed out by one respondent, because of lacking supervision it is common that "labels [are] removed" and "archaeological conventions [are] misunderstood". Some museums are small in scale and are registered as a charity, as well as run exclusively by volunteers which makes it difficult to offer additional services. One summed up the difficulty: "we are a small museum run by volunteers and do not have the time to go looking for work. So we just react to requests when they come and work with requestors as much as possible."

B. Efforts made by archaeological archives

On the other hand, positive results from the responses are found, manifested by some museums' ongoing enhancements in several areas:

i) Access enhancement

Several museums replied they are exploring possibilities of or are already in the process of implementing online or other non-physical access methods to the archive as a means to make their holdings more accessible for researchers and other interested parties. One replied they are "doing more work to promote [the] stored collections better".

ii) More collaboration with universities

Commenters pointed out that they were eager to improve collaboration with higher education institutions in the future. One commenter stated: "We are currently trying to form a closer bond with our local university, to involve their Classics students in helping with the archives."

4.2 How are archaeological archives used at the moment—additional findings

4.2.1 Aspects of archaeological archival work that are covered in higher education curricula

4.2.1.1 Overview

From 2003 to 2006 an archaeology research project funded by the Higher Education Funding Authority in England (HEFCE) investigated how archaeological archives were involved in higher education. The study found that there was a general awareness of research potential in archaeological archives among universities (Hicks *et al.* 2009, 12) and it was agreed that a fieldwork/training programme for archaeological students should not be only about excavation but should also deal with "post-excavation processing, artefact studies, archiving, the analysis of field records, the reassessment of previous studies and the publishing of projects" (Hicks *et al.* 2009, 5). In practice, the topic "archive archaeology" is usually included as a part of teaching programmes of archaeology departments in England which focus on excavations. Archives, collections and records were indicated as not sharing an equally important status with excavation; this has been poignantly expressed by Swain (2012, 360) writing that "in the nineteenth century, collections were everything and sites unimportant. It now seems that for many the opposite is true". For example, the report revealed that in 2005 other than Bristol, Durham and London, no English university department had formal, structured workshops dedicated to post-excavation processes and methodologies with material held in external institutions (see Table 6).

Table 6 Table displaying data from unpublished interim report of the HEFCE Archive Archaeology project (reproduced from Swain 2012, 361), error in the last row is contained in the original

How the 24 English universities that teach archaeology utilise fieldwork, archives, and museums in their teaching			
Questions	**Yes, compulsory**	**Yes, optional**	**No**
Is fieldwork an element of degree	24	0	0
Does this include post-excavation element	23	1	0
Are there dedicated training excavations	24	0	0
Is there a dedicated post-excavation training	1	0	23
Do students visit excavations	24	0	0
Do students visit SMRs/HERs	2	19	3
Do students visit museum galleries	5	18	1
Do students visit museum collections	0	17	7
Do students visit an archive centre	5	3	15

In this way, the authors of the report criticised that the wider purposes, roles and objectives of archaeological archives would not be fully understood (Hicks *et al.* 2009, 13). This is also echoed by one of the respondents to the survey conducted for this thesis who pointed out the learning gap in university education about excavation and post-excavation processes, based on her own experience:

> "I think there is a gap in teaching/learning between learning about excavation techniques/methods and learning about artefacts, and that gap is learning about collating and understanding the whole archaeological archive. It is only since working daily with archaeological archives that I understand the connection between the 2 aspects, it's not something I was taught at undergraduate archaeology level or on archaeological excavations

> or on my postgraduate Museums Studies course. The objects are dug up, the drawings are created and then later they are stored in the museum—but how they get there and how the objects and drawings are arranged in the archive is not (or at least, was not) taught."

The report by Hicks *et al.* (2009) is the latest one which explored the cooperation between universities and archaeological archives and presented a situation that has not undergone much change until today. To rectify this problem, the authors of the report proposed measures for the inclusion of archive archaeology into the formal education curricula in higher education sector, such as including archive study in undergraduate programmes (Hicks *et al.* 2009, 27).

4.2.1.2 LAARC—an example

i) Collaborations with universities

LAARC has successful relationships with higher education organisations. Staff undertake joint research projects and teaching with universities such as UCL, Birkbeck College, and Royal Holloway College (Keene 2005, 56). One important publication is the London archaeological research framework (Nixon *et al.* 2002) that has attracted the attention of the regional scientific community. LAARC's sealed and well-dated deposits from the time of early settlement to Australia and North America led to a working relationship with La Trobe University in a study of 18-19th century assemblages and with Pennsylvania State University in a study of skeletons' DNA (Swain 2010, 149).

ii) Archive archaeology workshop

As part of the Archive Archaeology project funded by HEFCE, LAARC formed a partnership with UCL. Within the scope of that partnership all archaeology undergraduate students at UCL visited the LAARC for a workshop taking up three days (Keene 2005, 56). The workshops in this form have been discontinued, but at the time of writing, an annual half-day workshop has been held for first year UCL undergraduate archaeology students.

The original workshop was organised in the following way: first an induction event was held, consisting of an archive tour, followed by lectures on artefacts from ancient Roman burials and archaeological records, and a warm up game. Afterwards, students were divided into two teams to work on prepared exercises. Each group was given an assignment based on a case study of an ancient Roman burial and asked to solve problems as done by archaeological researchers. Using desk-based

assessment, one team studied the contextual information around the grave, and considered how it related with the wider cemetery and funeral practice at that time. On the other hand, another team studied the skeletal information and artefact assemblage that was recovered from the burial. They then presented the findings to all students and answered the following questions:

1. Basic information of each burial
2. Dating and relationship to the wider cemetery
3. Life history, identity and beliefs
4. How burial conforms to funerary practices observed in Roman Britain
5. How archaeologists recorded the deposits and structures on the site

Overall, this workshop serves as an excellent example showing how archaeological archives can facilitate teaching of archaeology in cooperation with universities. Through the workshop, students understood the link between research, excavation and archive curating as well as the life cycle of how artefacts end up in archives. Students learned better through the tactile experience. They also valued the experience as shown from evaluations of courses which included this experience (Keene 2005, 73). Moreover, as site records are the only information left after the artefacts have been excavated, this exercise of studying records can show students the importance of detailed recording during excavation.

To investigate details of the workshop and opinions of the participating students, a questionnaire was sent to the second year of undergraduate students at the Institute of Archaeology at UCL who in their first year of study joined this workshop. Eventually only one out of 60 students replied. Because of this small number of participants no detailed analysis of the results is included in the thesis.

4.2.2 Aspects of promoting archaeological archival work to the public

4.2.2.1 Overview

Apart from collaboration with higher education institutions, archaeological archives have other options to promote their work to the public. In section 4.1.2 the responses from archives reporting on their education activities were reproduced. It could be seen that it is common practice for archives to hire volunteers to help with different tasks ranging from social media service to finds processing. Furthermore several institutions invited the public to explore the holdings on guided tours through the archive. Few institutions also organised other forms of events, such as public talks or seminars.

4.2.2.2 LAARC—an example

We can see examples of all those activities offered by LAARC and the success of its learning activities has been recorded in numerous reports.

Importantly, LAARC has active, "award-winning" volunteering programmes (Davis 2014, 53; Langfeldt & Ganiaris 2010, 219). For example, The publications of Renaissance London (2010) and Davis (2014) gave a detailed account of LAARC's efforts to open up its immense collection through its Volunteer Inclusion Programme (VIP), which has a focus in social inclusion and recruits volunteers, often with no prior experience, from diverse backgrounds (see Fig. 8). The programme aims to "improve archaeological collections and for volunteers to gain new experiences and develop transferable skills" (Renaissance London 2010, 6) (see Fig. 9 and 10). The model has received praise and was adapted by other museums such as the Natural History Museum (Davis 2014, 53).

Moreover, it occasionally organises themed collection tours for the friends of the Museum of London (Museum of London 2018).

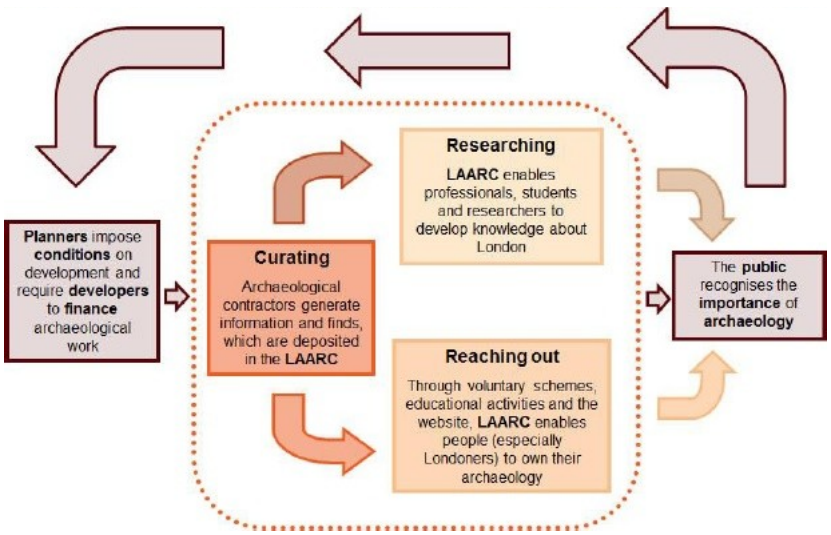


Fig. 8 Vision of LAARC, which emphasises research and outreach (reproduced from Davis 2014, 48).

In the past there also have been sporadic further educational events. For example there was a class offered to the unemployed during the *Adult Learners' Week*, a national and annual festival of lifelong learning, in 2000. The class, organised by the museum, hoped to broaden the horizon of museum visitors, develop their transferable skills, illustrate how fieldwork forms the basis of archaeological interpretations, and encourage "people to take an interest in their past and discover how to develop this

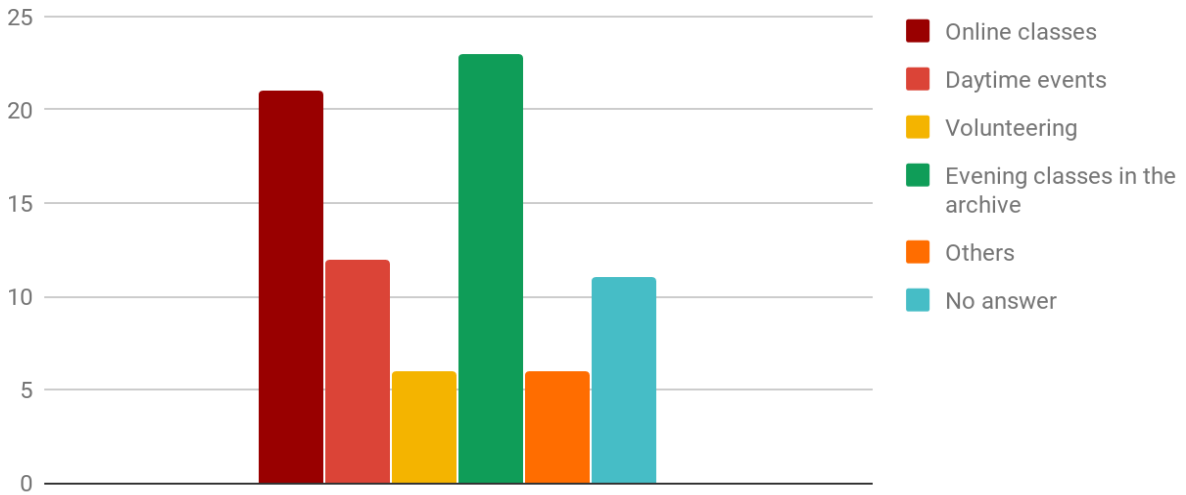
further by getting involved with the work of the Museum or using the Museum's facilities, as well as increasing people's sense of self worth, value and motivation" (Green 2000, 6). Apart from that, the centre also worked with local archaeological societies (Davis 2014, 53; Swain 2010, 148).

Fig. 9 (left) VIP's volunteers repacking collections at LAARC (reproduced from Renaissance London 2010, 11).

Fig. 10 (right) VIP's volunteers sorting collections (reproduced from Renaissance London 2010, 11).

4.3 How should archaeological archives be used for formal and informal learning—questionnaire result

Fig. 11 ***Question 9:*** *What forms of learning would you recommend for people to most effectively learn about archive archaeology? (can choose more than one)*



Most of the respondents recommend evening classes in archaeological archives to effectively learn about archive archaeology. Since most adults are occupied by daytime jobs, evening classes can well fit into their schedules. Apart from this, quite a lot of them also recommend online classes. Some expressed that, although online classes provide a suitable way of imparting abstract knowledge, they should be combined with in-person elements in order to learn practical aspects. Two respondents think the online classes would not work because of the lack of supervision.

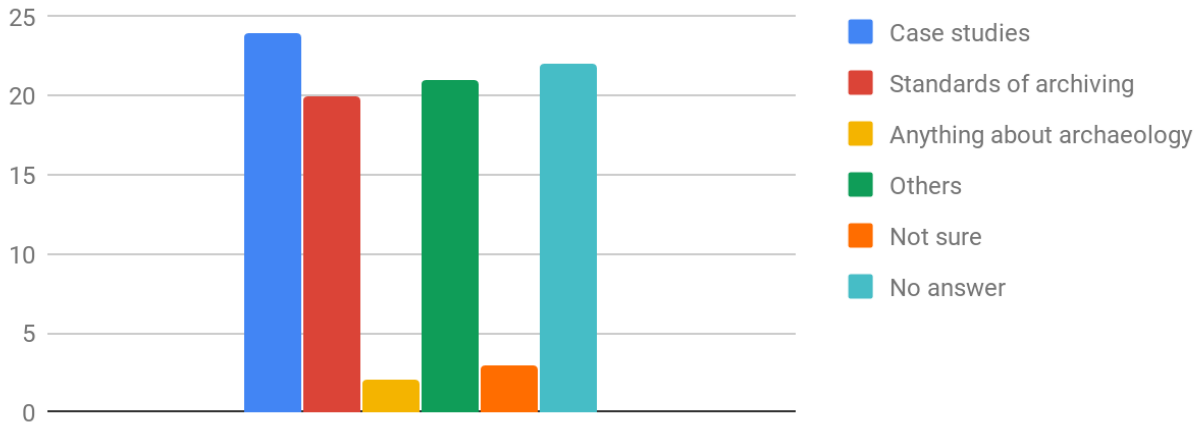
Apart from this, approximately ⅕ of respondents recommends daytime events. The suggested events are lectures, tours, open days, handling session workshops, and visiting excavations.

Surprisingly, only around 10% of the respondents deemed volunteering as a suitable mode to effectively learn about archive archaeology. This is in contrast to 72.6% of responding archives offering volunteering programmes and only 29.0% offering in-house events of any sort—the percentage of archives offering evening classes can be expected to be lower than this. It is also worth noting that none of the respondents reported to offer an online course.

This raises the question as to why archives do not offer the education activities that they deem most effective. As speculated before, it is likely that this is because preparing courses (online courses, daytime courses, evening courses) is very time consuming for archive staff while volunteering is a way for archives to involve the public that creates less work for archive staff. It has also been noted before that volunteering programmes provide value for participants beyond archive archaeology education. However, it would be worth investigating and comparing how effective these different means of education are in practice. While volunteering programmes only reach a small number of participants it should be expected that participants profit greatly from the programme, as they engage over extended periods of time and engage in a more active form of learning compared to attending a lecture, which are two features of effective education activities (cf. chapter 1).

Other answers include university courses, and any form that fits learners' time and their own way of learning.

Fig. 12 ***Question 10:*** *Referring to the last question, what topics do you deem suitable to be included? (e.g. case studies of excavations and their archaeological record, and standards for archiving)*



While roughly one quarter of respondents chose to give no answer, the most popular answers were "Case studies" (answered by 60.0% of respondents providing an answer) and "Standards of archiving" (answered by 50.0% of respondents providing an answer) (see Fig. 12). A wide range of other topics were suggested less frequently:

i) Historical background of archaeological archives (e.g. reasons for keeping the materials for research and how the quality of archives improved overtime)
ii) Key principles of archaeology (provenance, basic techniques of dating, excavation and post-processing)
iii) Commercial archaeology (e.g. procedures and archival survey in advance of development)
iv) Archive curation (e.g. approaches to proper documentation, storage, packing, conservation)
v) Collections (e.g. thematic or date specific artefact learning, using specific area/site archives examples; recent deposited archives and findings from local developments)
vi) Public engagement/dissemination
vii) Introduction to digital cataloguing and databases; training on database software
viii) Archives in reality: workforce and money constraints

One respondent suggested that the first step of education should be to share information on what sites and range of material are in the archive. Furthermore some respondents included the general advice that the topics should be related to the local area of the institution.

4.4 How should archaeological archives be used for formal learning—additional findings

One sees from the questionnaire results shown above that archaeological archives in England are involved in formal education through cooperation with the higher education sector to some degree, but not as extensively as it could be. As Merriman & Bott remarked in 1999 (5): archaeological archives remain largely untapped for further research and dissemination "because researchers are unaware of both what is available and its potential", a situation that still holds truth today. Throughout the rest of this section we will present a catalogue of activities for archaeological archives alongside of suggestions as to how they can be realistically implemented.

1. Archive archaeology should be made compulsory in archaeology degree programmes in universities

Firstly, archive archaeology should be made compulsory in archaeology degree programmes in universities. This is echoed by Hicks *et al*. (2009, 28), who suggested this topic should be introduced as early as in year 1 as a core, which would help students undertaking excavation and field survey. Learning about archaeological archives can teach them skills such as excavation planning, recording and surveying, and caring for artefacts and environmental remains (Hicks *et al.* 2009, 37), as expressed by students who participated in the previously described Archive Archaeology project. Moreover, Merriman & Bott (1999, 6) also pointed out that "one of the prerequisites for improving access to archaeological archives must be to make undergraduates studying archaeology and postgraduates [...] aware of the potential of the archive as a cultural resource, and encourage them to develop skills to promote access and enjoyment of them". The workshop model of UCL and LAARC mentioned above can be replicated to be applied elsewhere.

During such a cooperation between an archaeological archive and a higher education institution it should be expected that university staff is heavily involved in preparing the teaching materials for the sessions treating archive archaeology. The idea being that the archive staff will not be overly engrossed by providing services for another institution, while still reducing the workload of preparing and delivering a session for the university teacher, therefore making the agreement attractive for the university.

The museums and archives would have to take the initiative when establishing such a cooperation because it is them who know best what objects are available and how they can ideally be incorporated into a learning experience. This was summarised by Keene (2005, 78): "To achieve greater use of

collections require those in universities to consider how objects could be used in teaching, and museums to be active in approaching them. [...] Fitting this commitment into another job will not work, as museum's interests must always come first."

2. *Students should be encouraged to write their bachelor, master and PhD theses on topics related to collections or archival work*

Secondly, in connection with the above, students should be encouraged to write their bachelor, master and PhD theses on topics related to collections or archival work, and it does not need to be limited to only archaeology students. Learning based on objects is effective and it would benefit university education if objects were more widely used (Keene 2005, 78). Ideally, the research projects should be proactive and collaborative between museums and universities, supported by funding, examining study materials which can be sourced from archaeological archives as suggested by Merriman & Bott (1999, 8). Owing to the "interdisciplinary resource for the study of the past, they are of interest to a wide range of disciplines beyond archaeology" which "can give indications of past architecture, technologies, health, climate, vegetation and soils" (Merriman & Bott 1999, 6). Subject examples suggested by Merriman & Bott (1999, 7) are history, photography, computing, geography, and environmental sciences. It has to be pointed out, however, the theses should "realistically be supervised or facilitated by museum staff" (Merriman & Bott 1999, 7). Currently, in the UK the Arts & Humanities Research Council offers grants for "resource enhancement" i.e. funding collaborative research projects that prepare "material for use in research and teaching, including museum collections" (Keene 2005, 62). More of this kind of grants should be provided so to encourage students to develop research in this field.

Applying for such a grant is a big venture and the chance of success is slim for small institutions. However, approaching universities to suggest thesis topics is still a real option in most cases. The workload of supervision can be shared between university and archive, with the university being in charge of all administrative responsibilities. For their theses, students can be asked to do work that will take pressure of the archive staff. Examples for suitable topics are the review of incomplete or unassessed site records, the design of an outreach activity, the design of an online object database, or the review of social media strategies of museums together with a suggested strategy for the host institution.

3. Museums can provide a better environment to foster the research use of the collections

Museums can develop active partnerships with relevant universities or colleges (Keene 2005, 62; Merriman & Bott 1999), or public organisations that match their skills and objectives (Owen 2003). If resources allow, they can put in "investment in staff, storage, documentation and secure facilities for study" and see it as "a central function, not secondary" (Keene 2005, 61-62). For example, they can provide a more secured and larger space for collections to be studied, and install a basic collections management information system presenting key details of "who, when, what, where, why", which would be very beneficial to object study (Keene 2005, 52). There should also be staff who are ready to help researchers if needed (Keene 2005, 62). It may be argued that expenditure on these actions may be hard to justify, but with this investment, demand can be materialised (Keene 2005, 61). Also, to facilitate the above, museums should embrace an open, inclusive, sharing attitude that collections can be a meaningful and useful resource for everyone (Keene 2005, 62).

Clearly, an investment to create a whole new study area is out of reach for almost every institution. However, a small study space consisting of as little as a single desk can be very efficient if it is promoted properly and is being used with a booking system. Alternatively it may be possible to allow a nearby higher education institution to order in objects for study if some sort of catalogue is available. Such institutions often times use an internal courier service and may be prepared to handle the transport of archaeological objects.

4. Others

Other possibilities include organising courses or one-off activities, and providing ready to use study materials that can be incorporated into modules by teachers. Depending on the availability of funding, the courses can charge a fee to not be a burden on the budget.

4.5 How should archaeological archives be used for informal learning of adult learners—additional findings

For museums, "the instrumental values that can be measured in terms of public benefit are now the norm" (Swain 2012, 366) and adult education has become one of museums' main missions (Hein 1998, 12; Reeve 2000, 197). And adults want to be educated: "adults want to learn, regardless of age", as Rosemary Caffarella put it (cited by Sachatello-Sawyer *et al.* 2002, 4). Hein (1998, 153) suggested to give learners the opportunity to reflect on established beliefs, so that "new perspectives and new

meaning making" are possible (cited by Choi 2017, 10). Archaeological archives, in this light, with their enormous wealth of materials can give adult learners the chance to challenge previous beliefs and knowledge about the past by comparing it with the actual material culture.

Ideally museums pay attention to the previously explained differences between adults and children and address each group through providing appropriate learning opportunities (Jensen 1994, 273; Jones 1995, 65). Museums have the ability to influence visitors, but as a community resource they also have the responsibility to provide education services for a wide audience (Jones 1995, 65; Kalloniatis 1995, 73; Sachatello-Sawyer *et al.* 2002, 19). "A successful educational concept should aim to provide knowledge, teach skills, and shape attitudes and values" (Choi 2017, 7; Knowles 1973, 10; Merriam & Brockett 2007, 7).

In the following we will present three popular ways that are commonly used for providing informal learning opportunities—online courses, volunteering programmes, and other outreach programmes.

1. Volunteering

Volunteering usually takes place over several visits during an extended period of time. It is customary that the volunteer undergoes training conducted by the regular staff in a specific area and afterwards assists the staff by carrying out tasks in that area. In the case of archive archaeology, collections care knowledge and other soft skills can be learnt (Renaissance London 2010, 18) through activities such as object handling. Volunteers learn through the initial training and—arguably even more so—during the later periods of more independent work. Indeed, tactile experience has been proven to be a valuable tool for learning. In the museum world this is reflected by the fact that artefacts have always been popularly and successfully employed in museums' activities of learning (Hooper-Greenhill 1988 cited by Corbishley 2011, 236). Positive feelings from volunteers can be attributed to the element of handling objects. Taking the example of VIP (cf. section 4.2.2.2), 97% of volunteers think they have gained useful skills/knowledge as a result of the project to a "good" or "high" extent (Renaissance London 2010, 14). For instance, a volunteer expressed: "I've learnt a huge amount through the workshops that the programme has run. I really enjoyed looking at the sixteenth century clay pipes" (Renaissance London 2010, 8).

To collect data based on an example of an archaeological museum, a short, semi-structured interview with the curator of the Fishbourne Roman Palace and two adult volunteers who have been working on the collections in the archive was conducted as a preparation for this text. In summary, over the

course of their volunteering the volunteers have successfully gained the knowledge and acquired skills that they sought. One volunteer who studied conservation at university was assigned to handle the cleaning of a coins collection and as such, has learned practical techniques in the fields of collections care, “preventive conservation”, “keep[ing] records of conservation”, as well as “a lot of transferable skills”. She enjoys the tactile process of handling coins: “it was just a really nice coin to clean, you can see the whole process, from dirty to being cleaned and it’s in a good condition so it was quite a nice feeling to get the one done. And you can see how much progress we have made on the coins since I have been coming”. Another volunteer who is studying archaeology at university is undertaking the placement there and has gained professional knowledge of museum managerial and administrative processes. The “experiential learning” of volunteering, a term rightfully emphasized by the curator, has greatly complemented the theoretical learning at university and also facilitated the volunteers’ careers. In the interview, the two volunteers highly complimented the experience and one expressed that she thinks “it's good to experience that [i.e. what actually happens in archaeology] rather than just the university side of it”; the times in the museum taught her to understand “how things are done in real life”, and “even how things are stored and how you number things, you just wouldn’t know from doing a course on it”. Additionally, one volunteer also pointed out one of the characteristics of on-the-job informal learning is subconsciously learning a large amount of knowledge (Dale & Belle 1999, 2): “I think a lot of skills you pick up are kind of subconscious. You don't really realise a lot of this, eventually you'll have a lot more experience than you think you have”.

2. Online courses

Online courses on archive archaeology can be an effective way of informal education. They can be jointly created by universities (assisted by students, supervised by staff as a form of student projects or placements) and museums, and be accredited to attract more learners. Online learning is a powerful and flexible solution to provide users with opportunities for lifelong learning as well as continued professional development. Several researchers (Allen & Seaman 2004; Olson & Wisher 2006; Summers *et al.* 2006, 245) found that online education can not only be equally effective to traditional classroom instruction, but can even be better (Means *et al.* 2009), if executed correctly. An increasing number of online courses is being offered every year and higher education institutions are increasingly accepting these courses as equivalent to traditional lecture courses, as expressed through the awarding of credit points for the completion of such courses (see Kiron Open Higher Education 2018). A growing number of collaborations between Massive open online course (MOOC) providers and universities further demonstrates the importance of this new medium for

adult education (Shah 2017) and it should be expected that online education will become more widespread and significant in the years to come.

At the time of writing, only 19 archaeological MOOCs are available on the major learning platforms; none of them on the topic of archive archaeology specifically but rather traditional topics such as classical archaeology or Egyptology (Choi 2017, 12). Because the technological development of online courses at present cannot support tactile experience, topics that focus less on object handling as a teaching strategy would be ideal. Archive archaeology presents itself as a suitable topic in that regard.

Efficient online course design is a thoroughly studied subject and results can readily be applied to archaeological online courses. Course design is vital; it should take into account the principles of instruction pointed out by Margaryan *et al.* (2015, 78), who suggest "problem-centred learning, activation of existing knowledge, demonstration of a skill and application of skills" (cited by Choi 2017). In addition, different media should be used such as "short texts, audio overviews and interviews, images, videos, animations, and slide shows", together with "transcripts and subtitles" if applicable (Sharples *et al.* 2015). A "strong narrative thread" should be used to "encourage learning through storytelling" (Parry *et al.* 2016). Another key element is social learning which can be achieved through discussion tasks.

Specifically for archaeological courses, to compensate the loss of tactile experience it would be desirable to use a big number of demonstration videos, 3D images of artefacts, and virtual site visits using virtual reality technology. As already mentioned above, suitable topics worth considering can be history and nature of archaeological archives, current challenges and future improvements regarding storage conditions, preventive conservation, and the documentation of archaeological archives. It has to be noted though, as a survey respondent pointed out, that these are the principles but "the practical application of these will similarly vary from archive to archive". Clearly, the above is not an exhaustive list, however, as the potential of an online course is huge and an array of interesting possibilities exist.

While time-consuming for archive staff, creating an online course can be a rewarding experience for volunteers. Much of the work of creating a MOOC lies in creating the learning materials rather than deciding the course contents. It would therefore be feasible that archive staff decides on the course contents and instructs volunteers to create appropriate learning materials—a task that does not require as close supervision as most object-related tasks.

3. Outreach programmes

Apart from that, outreach programmes should also be used to facilitate adult learners' informal learning. Outreach programmes enable participants to engage in an experiential learning process. Education studies have demonstrated that participants of such programmes not only acquire new knowledge, but also develop interests, and learns skills (Keene 2005, 74). In addition, outreach programmes held outside of archaeological archives are independent of the archive's capacity. This is relevant for many institutions that do not have suitable facilities to hold in-house events.

One popular type of outreach activity are straightforward lectures by museum staff (Keene 2005, 75). Moreover, there can also be classes supplemented with hands-on learning sessions, informing learners on topics of archive archaeology, such as best practices of record management, post-excavation methodologies, and the potential of archives as research and collection resources. A vital message to the public, added by a commenter, that can be promoted during the outreach, is that an archaeological archives is a precious "living' resource" storing "all that's left of a site once excavated".

To enable a successful outreach programme, several points need to be considered. During the activity planning stage, it is helpful and important to identify the possible audience and understand what interests them the most. This also helps ensuring attendance, as pointed out by a commenter, "the success of events and educational offers are determined by the public" and the museum would not "develop events without considering whether there is a market for [the target audience]". Also, it would be ideal if outreach activities can be held in cooperation with community archaeology projects so as to engage more local adults and raise their awareness about the potential of using the archive for their benefit. Besides, engagement programmes should provide experiential learning, e.g. participants could be allowed to touch or handle the objects (Owen 2003).

4.6 Limitation of the study

It has to be pointed out that the study has a small sample size which may not represent the full picture. Moreover, the data could be biased because the questionnaires may have been replied to by people who are more active and enthusiastic about the topic than those who did not reply. Therefore respondents may be likely to organise more learning activities than usual for an archaeological archive.

By allowing participants to report estimated figures a good response rate was ensured. However, as lamented in section 4.1.3, this may have led to respondents over reporting their visitor numbers. One should consider this possibility when interpreting the data.

4.7 Chapter conclusion

The conducted survey investigated usage of museums' archaeological archives in England and the result attests some educational activity but much room for improvement. A minority of archaeological archives are more actively used, receiving more than five hundred visitors per year, whereas most have had less than 10 visitors throughout the year 2017 which was caused by a myriad of factors. Common users of archives are university researchers, visitors from commercial archaeological units, non-institutional researchers, and volunteer workers.

More archaeological archives have cooperations with higher education institutions than those who do not, which is a positive finding. It is noted that museums governed by local authorities and charitable trusts tend to have more collaborations with higher education institutions than other museums. The nature of the cooperation is typically for the archive to provide work placements, arrange pre-booked visits, and lend samples for scientific analysis. Less than 10 museums were directly involved in teaching of archaeology, for example through providing collections for teaching. Overall, a mutually beneficial relationship between the two parties, museums and universities, can be seen. On one hand, museums help university teaching indirectly, by making objects available for teaching and sharing resources, and directly, by supervising student theses and teaching individual lessons on archive archaeology as part of a lecture course. Some institutions engage in joint research projects. On the other hand, some archives have received reciprocal benefits—professional input regarding collections improving the quality of their archaeological records, and well prepared volunteers or PhD students that can lighten the archive staff's workload. It is important to ensure that a cooperation is beneficial for both archaeological archives and the universities in order for the cooperation to be continued. This can be achieved by balancing benefits for both sides or obtaining additional government funding that is awarded for cooperation between museums and higher education institutions, in which case one side can use the additional funds to provide services for the other side, without service in return.

Almost every archaeological archive provides informal education opportunities for adult learners of some sort, and volunteering is the most common type of such opportunities. A notable part of education activities is discontinued, and funding remains to be a crucial reason for discontinuation. This is because funding usually comes tied to projects and is awarded for limited time, so

archaeological archives struggle to hold activities continuously. Although 44% of respondents could give neither exact nor estimated numbers, in general, a positive trend of visitor numbers could be observed, demonstrated by the fact that only 13.6% of all respondents reported a decrease in visitor numbers in 2017 compared to 2016.

Reasons for the different archive popularities are manifold and unknown to the archives in many cases. Most archives do not collect visitor data (i.e. count numbers of different groups of visitors). Sometimes, archives may not actively look for more visitors (e.g. because of limited space or supervision capacity, or storage problems inflicted by natural hazards) or simply cannot accommodate any visitors (e.g. difficult physical access caused by site redevelopment, insufficient information on the collections). For those who look for more visitors, advertising by means such as publishing catalogues online or social media have been identified as successful means to increase archive usage. In addition, collaboration with other organisations and public programs can also bring in more visitors. However, prior to this, archaeological archives must take an extra step to understand the potential users and what the users want from the archives through market research (Merriman & Bott 1999, 5). To address the concern of archive archaeology being not well understood by the public, survey participants were invited to suggest forms of learning and relevant topics that would enable people to learn about archive archaeology most effectively. Answers show that evening classes in the archive and online classes are considered the most popular ways of learning. Meanwhile, volunteering emerged as the least favoured education activity. This is in stark contrast to the education activities which are actually offered: most archives employed volunteers, much fewer offered courses, and none offered online courses. It should be explored if volunteers or project work of university students can be used to assist with the time consuming process of creating such education resources. As for topics: case studies of excavations and their archaeological record, and standards for archiving were considered suitable. Other interesting suggestions have been proposed, such as key topics of archaeology, history of archaeological archives and its relation to commercial archaeology, as well as challenges that archaeological archives may face. It is remarked by some respondents that hands-on elements are of great importance during the learning process.

Chapter 5
Conclusion

For many years, archaeological archives in England have been known to be important, rich resources of knowledge and information. They hold the only remaining records of every executed archaeological project.

Throughout the preceding chapters the goals set out in the introduction were achieved.

The text surveyed how archaeological archives are used at the moment by means of a questionnaire that was sent to museum archives. It can be attested that most institutions engage in some form of education activity, and more than half of archives collaborate with higher education institutions. The scale of these activities varies greatly between institutions. While a handful of outliers hosts more than a thousand visitors per year, most institutions receive less than 10 visits annually. This was contrasted with previously published reports. These older data also confirm that the majority of archaeological archives is visited very infrequently. However, some—mostly positive—trends could be observed: most importantly, archaeological archives are now more active in offering education activities, which is demonstrated by the number of institutions offering volunteering opportunities that rose from 1% of respondents (Merriman 1991, 14) to more than two thirds.

Following this, using comments from the survey and case studies from the literature, it was investigated how the status quo could be improved and how the use of archaeological archives could be intensified. Firstly, possible ways of cooperation between archives and higher education institutions have been identified, namely: including archive archaeology in archaeology study programmes, encourage students to write their theses on topics related to archive work, make an effort to accommodate research visitors better, for example through the provision of dedicated facilities. While some of these measures would create more work for archive staff, others have the potential to reduce the workload, such as hosting a PhD student who could help with some work.

Secondly, drawing from the literature about andragogy in addition to case studies and survey comments, possible informal learning activities were discussed. Commonly offered activities are volunteering programmes and outreach events such as seminars. An activity deemed efficient by survey respondents and celebrated by learning theorists is the provision of online courses. But at least for now the reality is different: none of the respondents offered online courses and the total number of

online courses on archaeology topics on the biggest online course platforms combined is less than 20. Setting up an online course takes a lot of work and is therefore not feasible for most institutions. However, it is conceivable that volunteers and university students writing their theses could be utilised to assist with this task.

To summarise: archive staff share their knowledge and their passion in diverse education activities, but the number of such activities and the number of learners benefiting from it remain relatively small. One can hope that more collaboration between institutions will lead to an emergence of additional learning activities that can reach more learners which in return will help more people realise how exciting archaeological records and how rewarding learning from archaeological archives can be.

Bibliography

Allen, E. I. & Seaman J., 2004, *Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004*. Needham, Mass.: The Sloan Consortium.

Anderson, D., 1995. Gradgrind driving Queen Mab's chariot: What museums have (and have not) learnt from adult education. In: A. Chadwick & A. Stannett (eds.), *Museums and the Education of Adults. Leicester: National Organisation for Adult Learning*, 11-33.

Baird, J. A. & McFadyen, L., 2014. Towards an archaeology of archaeological archives. *Archaeological Review from Cambridge* 29/2, 14-32.

Barrett, D., 1999. Sites and monuments records: an underused educational and research resource? In P. J. Wise (ed.), *Indulgence or Necessity? Research in Museum Archaeology.* Colchester: Society of Museum Archaeologists, 44-47.

Biesta, G., 2008. Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability* 21/1, 33-46.

Booth, K. & Rodgers, S., 2011. I never knew ceramics could be so interesting!—community engagement at Conisbrough Castle. In: A. Khreisheh & N. Booth (eds.) *Making an Impact: Why Museum Archaeology Matters.* Exeter: Society of Museum Archaeologists, 43-47.

Brown, D. H., 1998. Putting it away properly. In P. J. Wise (ed.), *Significant Others: Museums and Units, Museums and Community*. Colchester: Society of Museum Archaeologists, 13-19.

Brown, D. H., 2011. *Archaeological archives: A Guide to Best Practice in Creation, Compilation, Transfer and Curation.* (2nd edition). [e-book] Institute of Field Archaeologists on behalf of the Archaeological Archives Forum. Retrieved on 20 September 2018 from World Wide Web: http://www.archaeologyuk.org/archives/aaf_archaeological_archives_2011.pdf

Bryman, A., 2006. Integrating quantitative and qualitative research: How is it done? *Qualitative Research* 6, 97-113.

Caffarella, R. S. & Daffron, S. R., 2013. *Planning Programs for Adult Learners: A Practical Guide*. (3rd edition). San Francisco, CA: John Wiley & Sons.

Chadwick, A. & Stannett, A., 1995. *Museums and the Education of Adults.* Leicester: National Organisation for Adult Learning.

Choi, O. K., 2017. *How Useful is the Education Service of the British Museum for Adults?* Unpublished essay, University College London.

Connolly, R. P. & Tate, N. B., 2012. Volunteers and collections as viewed from the museum mission statement. *Collections* 7/3, 325-346.

Corbishley, M., 2011. *Pinning Down the Past: Archaeology, Heritage, and Education Today.* Woodbridge: Boydell.

Craig, S., 2003. From rusty daggers to catwalk swaggers: how archaeological objects inspired fashion design students. In: P. J, Wise (ed.), *The Art of Archaeology.* Colchester: Society of Museum Archaeologists, 32-38.

Cranton, P., 2000. *Planning Instruction for Adult Learners.* (2nd edition). Toronto: Wall & Thompson.

Creswell, J. W., 2014. *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, Calif.; London: Sage Publications.

Curatolo, C. & Bryan, V. C., 2013. Public-private partnerships (P3s) between businesses and adult education providers. In V. C. X. Wang (ed.) *Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning.* Hershey: IGI Global, 192-209.

Daines, C. J. C. & Graham, B., 1993. *Adult Learning, Adult Teaching.* Nottingham: University of Nottingham, Department of Adult Education.

Dale, M. & Bell, J., 1999. *Informal Learning in the Workplace*. London: Department for Education and Employment.

Davis, G., 2014. *Opening Up to Archaeology–the VIP Way, paper prepared for the All that Glistens? Will 2012 be a Golden Year for Museum Archaeology? Conference, Society for Museum Archaeology, 2012.* Retrieved on 20 September 2018 from World Wide Web: https://www.academia.edu/10013157/Opening_up_to_Archaeology_the_VIP_Way._The_Museum_Archaeologist._Vol_35_2014_

Edwards, R., Sieminski, S. & Zeldin, D., 2013. *Adult Learners, Education and Training*. Oxfordshire, England; New York: Routledge.

Edwards, R. & SMA (Society of Museum Archaeology), 2013. *Archaeological Archives and Museums.* [e-book] Society of Museum Archaeologists. Retrieved on 20 September 2018 from World Wide Web: http://socmusarch.org.uk/socmusarch/gailmark/wordpress/wp-content/uploads/2016/07/Archaeological-archives-and-museums-2012.pdf

Ewert, D. M. & Grace, K. A., 2000. Adult education for community action. In: A. L. Wilson & E. Hayes (eds.), *Handbook of Adult and Continuing Education.* San Francisco, CA: Jossey-Bass, 327-343.

Fischman, W., DiBara, J. A. & Gardner, H., 2006. Creating good education against the odds. *Cambridge Journal of Education* 36/3, 383-398.

Green, A., 2000. Opportunity archaeology at the Museum of London: A course for the unemployed. *Museum Archaeologist News 30: Spring/ Summer,* 6-8.

Hall, M., 2003. Poetry, pictures and things: art and archaeology in Perth Museum and Art Gallery. In: P. J, Wise (ed.), *The Art of Archaeology.* Colchester: Society of Museum Archaeologists, 39-43.

Hall, G. E. & Hord, S. M., 2011. *Implementation: Implementing Change: Patterns, Principles, and*

Potholes. (3rd edition). Upper Saddle River, NJ: Pearson.

Harrison, C., 2007. *Tip Sheet on Question Wording.* Cambridge, Massachusetts: Harvard University Program on Survey Research. Retrieved on 20 September 2018 from World Wide Web: https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf?m=1357530492

Hart, L. A., 1983. *Human Brain and Human Learning*. New York; London: Longman.

Hein, G. H., 1998. *Learning in the Museum.* Abingdon: Routledge.

Hein, G. H. & Alexander, M., 1998. *Museums, Places of Learning*. Washington, D.C.: American Association of Museums Education Committee.

Hicks, D., Milne, G., Shepherd, J. & Skeates, R., 2009. *Excavating the Archives: Archive Archaeology and the Higher Education Sector.* London: Museum of London Archaeology for HEFCE.

Hide, L. & UMG (University Museums Group)/ UMIS (University Museums in Scotland), 2013. *Impact and Engagement: University Museums for the 21st Century.* UMG/UMIS.

Hinchliffe, J. & Schadla-Hall, T., 1984. Excavation archives: the relationship of field archaeologist and Museum. In A. J. White (ed.), *Dust to Dust? Field Archaeology and Museums.* Leicester: Society of Museum Archaeology, 42-51.

Hooper-Greenhill, E., 1988. *Learning and Teaching with Objects.* Leicester: University of Leicester.

Hostetler, K., 2005. What is "good" education research? *Educational Researcher* 34/6, 16-21.

Houle, C. O., 1996. *The Design of Education*. San Francisco, CA: Jossey-Bass.

Jarvis, P., 1995. *Adult and Continuing Education: Theory and Practice.* London; New York: Routledge.

Jensen, N., 1994. Children, teenagers and adults in museums: A developmental perspective. In: E. Hooper-Greenhill (ed.), *The Education Role of the Museum*. London: Routledge, 268-274.

Jones, D., 1995. The adult learner. In: A. Chadwick & A. Stannett (eds.), *Museums and the Education of Adults*. Leicester: National Organisation for Adult Learning, 65-72.

Keene, S., 2005. *Fragments of the World: Use of Museum Collections*. Oxford: Butterworth Heinemann Ltd.

Kiron Open Higher Education. E*U Conference on Higher Education and Refugees in the Mediterranean Region.* Retrieved on 30 March 2018 from World Wide Web: https://ec.europa.eu/education/sites/education/files/eac-hopes-grace-atkinson.pdf

Knowles, M. S., 1973. *The Adult Learner: A Neglected Species*. Gulf Publishing Co., Houston, TX.

Knowles, M. S., 1977. *The Modern Practice of Adult Education.* (Revised edition). Englewood Cliffs, N.J.: Cambridge.

Kothari, C. R., 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International.

Langfeldt, J. & Ganiaris, H., 2010. Who Cares? The volunteer program at the London Archaeological

Archive and Research Centre. In: E. Williams & C. Peachy (eds.), *The Conservation of Archaeological Materials: Current Trends and Future Directions.* Oxford: Archaeopress, 219-223.

MacKeracher, D. 2004. *Making Sense of Adult Learning*. Toronto; London: University of Toronto Press.

Margaryan, A., Bianco, M. & Littlejohn, A., 2015. Instructional quality of massive open online courses (MOOCs). *Computers & Education* 80, 77-83.

McKenzie, L., 1977. The issue of andragogy. *Adult Education* 27/4, 225-229.

McWhirr, A., 1984. The scholarly use of excavation archives. In A. J. White (ed.), *Dust to Dust? Field Archaeology and Museums.* Leicester: Society of Museum Archaeology, 67-71.

Means, B., Toyama, Y., Murphy, R., Bakia, M. & Jones, K., 2009. *Evaluation of Evidence-based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies.* [e-book] U.S. Department of Education. Retrieved on 20 September 2018 from World Wide Web: http://repository.alt.ac.uk/629/1/US_DepEdu_Final_report_2009.pdf

Merriam, S. B. & Brockett, R. G., 2007. *The Profession and Practice of Adult Education: An Introduction.* San Francisco, CA: John Wiley.

Merriman, N., 1991. The use of collections: The need for a positive approach. In: E. Southworth (ed.), "*Picking Up the Pieces"—Adapting to Change in Museums and Archaeology*. Liverpool: Society of Museum Archaeologists, 10-17.

Merriman, N., 1998. The public Interest in archaeology. In P. J. Wise (ed.), *Significant Others: Museums and Units, Museums and Community.* Colchester: Society of Museum Archaeologists, 20-25.

Merriman, N. & Bott, V., 1999. Access to and use of archaeological archives: Background paper for seminar. *Museum Archaeologists News 29*: *Autumn/ Winter*, 4-8.

Merriman, N., & Swain, H., 1999. Archaeological archives: serving the public interest? *European Journal of Archaeology* 2/2, 249-267.

Merriman, N., & Swain, H., 2017. Archaeological archives: serving the public interest? In: R. Skeates (ed.), *Museums and Archaeology*. London: Routledge, 77-92.

Museums and Galleries Commission, 1992. *Standards in the Museum Care of Archaeological Collections.* London: Museums and Galleries Commission.

Museums Association, 2012. *Museums & Galleries Yearbook.* London: Museums Association.

Museum of London, 2018. *What, This Old Thing?* Retrieved on 20 September 2018 from World Wide Web: https://www.museumoflondon.org.uk/museum-london/event-detail?id=170808.

Nixon, T., McAdam, E., Tomber, R., & Swain, H., 2002. *A Research Framework for London Archaeology 2002.* London: Museum of London.

Olson, T. M. & Wisher, R. A., 2006. The effectiveness of web based instruction: An initial inquiry. *International Review of Research in Open and Distance Learning* 3/ 2.

Owen, J., 1995. *Towards an Accessible Archaeological Archive: The Transfer of Archaeological Archives to Museums: Guidelines for Use in England, Northern Ireland, Scotland and Wales*. S.l.: Society of Museum Archaeologists.

Owen, J., 2003. The art of archaeology initiative—a summary report. In: P. J, Wise (ed.), *The Art of Archaeology.* Colchester: Society of Museum Archaeologists, 1-21.

Parry, R., Moseley, A., Gretton, N., Tunstall, R. & Mobbs, M., 2016. *Why MOOCs Matter: The Consequence of Massive Open Online Courses for Museums, Universities, and Their Publics, paper presented for the annual conference Museums and the Web, Los Angeles, CA, USA. 6-9 April 2016.*

Patrick, W., 2010. *Recognising Non-formal and Informal Learning Outcomes, Policies and Practices: Outcomes, Policies and Practices*. Paris: OECD publishing.

Pearce, S. M., 1990. *Archaeological Curatorship*. London: Leicester University Press.

Perrin, K., 2002. *Report for English Heritage, Archaeological Archives: Documentation, Access and Deposition: A Way Forward.* London: English Heritage.

Picton, J., 2013. The Petrie Museum of Egyptian Archaeology, UCL. *Archaeology International* 16, 31–37.

Pye, E., 2007. *The Power of Touch: Handling Objects in Museum and Heritage Contexts*. Walnut Creek, Calif.: Left Coast Press.

Reeve, J., 2000. Museums, adults and lifelong learning. In: A. Chadwich & A. Stannett (eds.), *Museums and Adults Learning: Perspectives from Europe.* Leicester: NIACE, 197-209.

Renaissance London, 2010. *Volunteer Inclusion Programme.* [e-book] London: Renaissance London. Retrieved on 20 September 2018 from World Wide Web: http://www.museumoflondon.org.uk/NR/rdonlyres/6E47EA6D-0A19-41DC-9B4139501DB9444D/0/VolunteerInclusionProgramme.pdf

Rogers, A. & Horrocks, N., 2010. *Teaching Adults.* Maidenhead: McGraw Hill Open University Press.

Rogers, E. M., 2003. *Diffusion of Innovations.* (5th edition). New York: Free Press.

Rothwell, W. J. & Kazanas, H. C., 2008. *Mastering the Instructional Design Process: A Systematic Approach.* (4th edition). San Francisco, CA: Wiley.

Sachatello-Sawyer, B., Fellenz, R.A., Burton, H., Gittings-Carlson, L., Lewis-Mahony, J. & Woolbaugh, W., 2002. *Adult Museum Programs: Designing Meaningful Experiences*. Walnut Creek, California: Altamira Press.

Schadla-Hall, T., 1999. Public archaeology-spreading the net wider? In P. J. Wise (ed.), *Significant Others: Museums and Units, Museums and Community.* Colchester: Society of Museum

Archaeologists, 50-58.

Shah, D., 2017. MOOCs *Find Their Audience: Professional Learners and Universities.* Retrieved on 30 March 2018 from World Wide Web: https://www.edsurge.com/news/2017-07-06-moocs-find-their-audience-professional-learners-and-universities

Sharma, A., 2013. *Non Formal Education For Adults*. New Delhi: Discovery.

Sharples, M., Delgado Kloos, C., Dimitriadis, Y., Garlatti, S. & Specht, M., 2015. Mobile and accessible learning for MOOCs. *Journal of Interactive Media in Education* 1/4, 1-8.

Siegel, H., 2004. High stakes testing, educational aims and ideals, and responsible assessment. *Theory and Research in Education* 2/2, 219–233.

SMA, 1993. *Selection, Retention and Dispersal of Archaeological Collections: Guidelines for use in England, Wales and Northern Ireland.* London: Society of Museum Archaeologists.

SMA, 2016. *Museums Collecting Archaeology (England) REPORT YEAR: November 2016.* Retrieved on 20 September 2018 from World Wide Web: http://socmusarch.org.uk/socmusarch/gailmark/wordpress/wp-content/uploads/2016/07/HE-SURVEY-2016-FINAL.pdf

SMA, 2017. *Museums Collecting Archaeology (England) REPORT YEAR 2: November 2017*. Retrieved on 20 September 2018 from World Wide Web: http://socmusarch.org.uk/socmusarch/gailmark/wordpress/wp-content/uploads/2018/04/HE-SURVEY-2017-FINAL.pdf

Stevenson, J., 2003. Artists, artisans, artefacts: Art from archaeology in Herefordshire. In: P. J, Wise (ed.), *The Art of Archaeology.* Colchester: Society of Museum Archaeologists, 22-26.

Sullivan, L. P., 1992. *Managing Archaeological Resources from the Museum perspective. Technical Brief No. 13.* Washington, D.C.: U.S. Department of the Interior, National Park Service.

Sullivan, L. P. & Childs, S. T., 2003. Curating archaeological collections: From the field to repository. *Archaeologist's Toolkit* 6. Walnut Cheek, CA: AltaMira Press.

Summers, J. J., Waigandt, A. & Whittaker, T. A., 2005. A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. *Innovative Higher Education* 29/3, 233-250.

Swain, H., 1998. *A Survey of Archaeological Archives in England.* London: Museums and Galleries Commission.

Swain, H., 2002. The archaeological archives forum. *Museum Archaeologist News 35: Autumn/ Winter,* 7-8.

Swain, H., 2010. A change in philosophy for the care of archaeological collections? In: E. Williams & C. Peachy (eds.), *The Conservation of Archaeological Materials: Current Trends and Future Directions.* Oxford: Archaeopress, 145-150.

Swain, H., 2012. Archive archaeology. In: R. Skeates, C. McDavid & J. Carman (eds.), *Oxford Handbook of Public Archaeology.* Oxford: Oxford University Press, 351-372.

Tashakkori, A. & Teddlie, C., 2010. *Sage Handbook of Mixed Methods in Social & Behavioural Research* (2nd edition). London: Sage Publications Ltd.

Taylor, E. W. & Neill, A. C., 2008. Museum education: A nonformal education perspective. *The Journal of Museum Education* 33/1, 23-32.

Tennant, M., 2000. Learning to work, working to learn: Theories of situational education. In: C. Symes & J. McIntyre (eds.) *Working Knowledge: The New Vocationalism and Higher Education.* Buckingham: Society for Research into Higher Education & Open University Press, 123- 134.

UCL, 2018. *Egyptian Archaeology through the Petrie Museum: An Object-Based Theoretical Approach.* Retrieved on 20 September 2018 from World Wide Web: http://www.ucl.ac.uk/archaeology/study/graduate-taught/courses/ARCLG200

Van Hoven, K. & Wellman, L., 2016. *Recruiting and Managing Volunteers in Museums*. Lanham, Maryland: Rowman & Littlefield.

Vickers, T., 2011. Luton osteology initiative: Opening up sensitive collections to unusual audiences. In: A. Khreisheh & N. Booth (eds.) *Making an Impact: Why Museum Archaeology Matters.* Exeter: Society of Museum Archaeologists, 24-27.

Wingfield, C., 1993. *Selection, Retention and Dispersal of Archaeological Collections. Guidelines for Use in England, Wales, and Northern Ireland*. London: Society of Museum Archaeologists.

Wise, P., 2007. Archaeological archives: A national view. *Museum Archaeologists News* 43*: Autumn,* 2-3.

Wood, B., 2000. Archaeology, archives and A levels. *Museum Archaeologists News* 30*: Spring/ Summer*, 9-10.

Appendix 1

List of survey distribution

1	The Higgins Art Gallery & Museum, Bedford Bedfordshire
2	Luton Museums Bedfordshire
3	Stockwood Discovery Centre Bedfordshire
4	Ure Museum of Greek Archaeology, Reading Berkshire
5	West Berkshire Museum Berkshire
6	Windsor & Royal Borough Museum Berkshire
7	Reading Museum Berkshire
8	River and Rowing Museum Berkshire
9	The Institute of Archaeology and Antiquity Museum, University of Birmingham
10	SS Great Britain Bristol
11	University of Bristol Spelaeological Society Museum
12	Bristol Museum & Art Gallery
13	Pitstone Green Museum Buckinghamshire
14	Wycombe Museum Buckinghamshire
15	Buckinghamshire County Museum Buckinghamshire
16	Chiltern Open Air Museum Buckinghamshire
17	Cowper and Newton Museum Buckinghamshire
18	Buckingham Old Gaol Museum Buckinghamshire
19	Thorney Heritage Museum
20	University Museum of Archaeology and Anthropology Cambridgeshire
21	University of Cambridge Museum of Zoology Cambridgeshire
22	Whittlesey Museum Cambridgeshire
23	Wisbech & Fenland Museum Cambridgeshire
24	Burwell Museum of Fen Edge Village Life Cambridgeshire
25	Cambridge University Air Photo Library Cambridgeshire
26	Ely Museum Cambridgeshire

27	Farmland Museum and Denny Abbey Cambridgeshire
28	Museum of Classical Archaeology Cambridgeshire
29	Norris Museum
30	Peterborough Museum and Art Gallery Cambridgeshire
31	St Neots Museum Cambridgeshire
32	Stained Glass Museum Cambridgeshire
33	Warrington Museum & Art Gallery
34	Chester History Centre Cheshire
35	Grosvenor Museum Cheshire
36	Macclesfield Silk Museum Trust Cheshire
37	Nantwich Museum Cheshire
38	Norton Priory Cheshire
39	West Park Museum, Macclesfield Cheshire
40	Weaver Hall Museum and Workhouse Cheshire
41	Dewa Roman Experience Cheshire
42	Bodmin Town Museum Cornwall
43	Helston Museum Cornwall
44	Lawrence House Museum Cornwall
45	Boscastle Museum of Witchcraft Cornwall
46	Looe Museum Cornwall
47	Penlee House Gallery and Museum Cornwall
48	Royal Cornwall Museum Cornwall
49	Saltash Heritage Cornwall
50	Shaftesbury Abbey Museum and Gardens Cornwall
51	Old Guildhall Museum & Gaol Cornwall
52	Weardale Museum County Durham
53	Arbeia Roman Fort & Museum
54	Beamish Museum County Durham
55	The Bowes Museum County Durham
56	Museum of Archaeology, Durham County Durham

57	Oriental Museum, Durham County Durham
58	South Shields Museum & Art Gallery County Durham
59	The Herbert Museum & Art Gallery Coventry
60	Lunt Roman Fort Coventry
61	Priory Visitor Centre Coventry
62	Armitt Museum & Library Cumbria
63	The Dock Museum Cumbria
64	Kendal Museum Cumbria
65	Penrith and Eden Museum Cumbria
66	Senhouse Roman Museum Cumbria
67	Keswick Museum and Art Gallery Cumbria
68	Buxton Museum and Art Gallery Derbyshire
69	Erewash Museum Derbyshire
70	Eyam Museum Derbyshire
71	Totnes Museum Devon
72	Honiton All Hallows Museum Devon
73	Seaton Museum Devon
74	Brixham Heritage Museum Devon
75	Combe Martin Museum Devon
76	Dawlish Museum Devon
77	Royal Albert Memorial Museum & Art Gallery
78	Museum of Barnstaple and North Devon Devon
79	Plymouth City Museum and Gallery Devon
80	Quay House Visitor Centre Devon
81	South Molton Museum Devon
82	Dorchester Abbey Dorset
83	Wareham Town Museum Dorset
84	Blandford Town Museum Dorset
85	Bridport Museum Dorset
86	Poole Museum Dorset

87	Priest's House Museum and Garden Dorset
88	Sherborne Museum Dorset
89	Beaminster Museum Dorset
90	Dorset County Museum Dorset
91	Gillingham Museum Dorset
92	Anne of Cleves House (Sussex Archaeological Society) East Sussex
93	Battle Museum East Sussex
94	Bexhill Museum East Sussex
95	Seaford Museum East Sussex
96	Hastings Museum and Art Gallery East Sussex
97	Rye Castle Museum East Sussex
98	Shipwreck Museum East Sussex
99	Lewes Castle East Sussex
100	Royal Pavilion & Museums, Brighton & Hove East Sussex
101	Barbican House Museum (Lewes) East Sussex
102	Thurrock Museum Essex
103	Braintree District Museum Essex
104	Burnham on Crouch and District Museum Essex
105	Colchester Castle Museum Essex
106	Chelmsford Museum Essex
107	Earls Colne Heritage Museum Essex
108	Epping Forest District Museum Essex
109	Feering and Kelvedon Local History Museum Essex
110	Mersea Island Museum Essex
111	Saffron Walden Museum Essex
112	Redbridge Museum Essex
113	Tewkesbury Museum Gloucestershire
114	Thornbury & District Museum Gloucestershire
115	Yate Heritage Centre Gloucestershire
116	Chedworth Roman Villa Gloucestershire

117	Cheltenham Art Gallery and Museum Gloucestershire
118	Gloucester Museums Gloucestershire
119	Corinium Museum Gloucestershire
120	Dean Heritage Centre Gloucestershire
121	Dr Jenner House, Museum and Garden Gloucestershire
122	Arts & Heritage Resource Centre, Rochdale Greater Manchester
123	Bolton Museums Greater Manchester
124	Gallery Oldham Greater Manchester
125	Manchester Museum (The University of Manchester) Greater Manchester
126	Rochdale Borough Cultural Trust Greater Manchester
127	Saddleworth Museum Greater Manchester
128	Museum of Wigan Life Greater Manchester
129	Southampton Museums Hampshire
130	Hampshire Cultural Trust Hampshire
131	Andover Museum (Hampshire Cultural Trust) Hampshire
132	Bishops Waltham Museum Hampshire
133	Hampshire Cultural Trust Hampshire
134	The Mary Rose Museum Hampshire
135	Petersfield Museum Hampshire
136	Red House Museum and Gardens Hampshire
137	Westbury Manor Musuem Hampshire
138	Southampton Museums Hampshire
139	St. Barbe Museum Hampshire
140	Alton Museum Hampshire
141	Portsmouth Museum Hampshire
142	Maritime Archaeology Trust Hampshire & Isle of Wight
143	Herefordshire Museum Service Herefordshire
144	Verulamium Museum Hertfordshire
145	Three Rivers Museum of Local History Hertfordshire
146	Watford Museum Hertfordshire

147	Welwyn Roman Baths Hertfordshire
148	Lowewood Museum Hertfordshire
149	North Hertfordshire Museums Resource Centre Hertfordshire
150	Potters Bar Museum Hertfordshire
151	Stevenage Museum Hertfordshire
152	Dacorum Heritage Trust (Berkhamsted, Hemel Hempstead, Kings Langley and Tring) Hertfordshire
153	Manx National Heritage Isle of Man
154	Chiddingstone Castle Kent
155	Tunbridge Wells Museum & Art Gallery Kent
156	Ashford Museum Kent
157	Cranbrook Museum Kent
158	Dartford Borough Museum Kent
159	Dover Museum Kent
160	Guildhall Museum, Medway Kent
161	Canterbury Museums & Galleries Kent
162	Maidstone Museum Kent
163	Quex Park and Powell Cotton Museum Kent
164	Sandwich Guildhall Museum Kent
165	Sevenoaks Museum Kent
166	Immingham Museum Lancashire
167	Lancaster City Museum Lancashire
168	Clitheroe Castle Museum
169	Harris Museum Lancashire
170	Museum of Lancashire Lancashire
171	Ribchester Roman Museum Lancashire
172	South Ribble Museum & Exhibition Centre Lancashire
173	Blackburn Museum Lancashire
174	Bosworth Battlefield Heritage Centre Leicestershire
175	Charnwood Museum Leicestershire

176	Donington le Heath
177	Hallaton Museum Leicestershire
178	Harborough Museum Leicestershire
179	Hinckley & District Museum Leicestershire
180	Melton Museum Leicestershire
181	Collections Resources Centre, Leicestershire Leicestershire
182	Boston Guildhall Museum & Tourist Information Centre Lincolnshire
183	Tattershall Castle Lincolnshire
184	North Lincolnshire Museum Service Lincolnshire
185	Valence House Museum London
186	Westminster Abbey Museum London
187	Museum of Wimbledon London
188	All Hallows by the Tower Undercroft Museum London
189	Barnet Museum London
190	British Museum London
191	Bruce Castle Museum London
192	Brunei Gallery, SOAS London
193	Cuming Museum London
194	Freud Museum London London
195	HM Tower of London London
196	Honeywood Museum London
197	Kingston Museum and Heritage Service London
198	Museum of Fulham
199	Sir John Soane's Museum
200	Wellcome Collection
201	Victoria & Albert Museum
202	London Archaeological Archive and Research Centre London
203	Petrie Museum of Egyptian Archaeology London
204	St Paul’s Cathedral Collections Department London
205	Sutton Museum and Heritage Service London

206	UCL, Institute of Archaeology Collections London
207	The View, Epping Forest London
208	Victoria Gallery and Museum (University of Liverpool) Merseyside
209	Garstang Museum Merseyside
210	World Museum Liverpool Merseyside
211	Spelthorne Museum Middlesex
212	Bramtpon Museum Newcastle-Upon-Tyne
213	Ancient House, Museum of Thetford Life Norfolk
214	Cromer Museum Norfolk
215	Lowestoft Museum Norfolk
216	Lynn Museum Norfolk
217	Norfolk Museums Service Norfolk
218	Norwich Castle Museum and Art Gallery Norfolk
219	Daventry Museum Northamptonshire
220	Wellingborough Museum Northamptonshire
221	Wollaston Museum Northamptonshire
222	Northampton Museum & Art Gallery Northamptonshire
223	Towcester Museum Northamptonshire
224	Berwick Museum and Archives Northumberland
225	Alnwick Castle Northumberland
226	Segedunum Roman Fort Northumberland
227	Roman Army Museum and Vindolanda Northumberland
228	Bassetlaw Museum Nottinghamshire
229	Nottingham Castle Nottinghamshire
230	Creswell Crags Museum & Visitor Centre Nottinghamshire
231	Vale and Downland Museum, Wantage Oxfordshire
232	Wallingford Museum Oxfordshire
233	Ashmolean Museum & Art Gallery Oxfordshire
234	Oxfordshire Museum Oxfordshire
235	Museum of Oxford

236	Pitt Rivers Museum Oxfordshire
237	Oxfordshire Museums Services Oxfordshire
238	Rutland County Museum Rutland
239	Clun Museum
240	Ironbridge Museum Shropshire
241	Shropshire Museums Shropshire
242	Community Heritage Access Centre Somerset
243	Wells and Mendip Museum Somerset
244	Bridgewater Museum Somerset
245	Museum of Somerset Somerset
246	Roman Baths Somerset
247	South West Heritage Trust Somerset & Devon
248	Stafford Museums Staffordshire
249	Brampton Museum & Art Gallery Staffordshire
250	West Stow Anglo-Saxon Centre Suffolk
251	Woodbridge Museum Suffolk
252	Aldeburgh Museum Suffolk
253	Halesworth and District Museum Suffolk
254	Ipswich Museum Suffolk
255	Laxfield and District Museum Suffolk
256	Mildenhall and District Museum Suffolk
257	Southwold Museum Suffolk
258	The Museum of Farnham Surrey
259	Guildford Museum Surrey
260	Bourne Hall Museum (Epsom Ewell Borough Council) Surrey
261	East Surrey Museum Surrey
262	Godalming Museum Surrey
263	Haslemere Museum Surrey
264	Hampton Court Palace Surrey
265	Bede's World Tyne & Wear

266	Leamington Spa Art Gallery & Museum Warwickshire
267	Nuneaton Museum & Art Gallery Warwickshire
268	Rugby Art Gallery & Museum Warwickshire
269	Birmingham Museums Trust West Midlands
270	Wolverhampton Arts & Culture West Midlands
271	Worthing Museum and Art Gallery West Sussex
272	Arundel Museum West Sussex
273	Bignor Roman Villa West Sussex
274	The Novium West Sussex
275	Crawley Museum West Sussex
276	Henfield Museum West Sussex
277	Horsham Museum West Sussex
278	Littlehampton Museum West Sussex
279	Marlipins Museum (Sussex Past) West Sussex
280	Rustington Museum West Sussex
281	Steyning Museum West Sussex
282	Wiltshire Museum Wiltshire
283	Cricklade Museum Wiltshire
284	The Salisbury Museum Wiltshire
285	Stourhead Wiltshire
286	Swindon Museum and Art Gallery Wiltshire
287	Chippenham Museum and Heritage Centre Wiltshire
288	Warminster Museum Wiltshire
289	Museums Worcestershire Worcestershire
290	The Almonry Evesham Museum & Heritage Centre Worcestershire
291	Forge Mill Needle Museum Worcestershire
292	Malvern Museum of Local History Worcestershire
293	Bewdley Museum Worcestershire
294	Dorman Museum Yorkshire
295	Kirkstall Abbey Yorkshire

296	Thirsk Museum Yorkshire
297	Tolson Museum Yorkshire
298	Wakefield Museum Yorkshire
299	Whitby Museum Yorkshire
300	York Minster Yorkshire
301	Yorkshire Museum Yorkshire
302	Bagshaw Museum Yorkshire
303	Barley Hall Yorkshire
304	Beverley Museum and Art Gallery Yorkshire
305	Bradford Museums Yorkshire
306	Burton Constable Hall Yorkshire
307	Clifton Park Museum Yorkshire
308	Craven Museum and Gallery Yorkshire
309	Yorvik Yorkshire
310	Doncaster Museum and Art Gallery Yorkshire
311	Elsecar Heritage Centre Yorkshire
312	Hull City Council Museums and Galleries Yorkshire
313	Harrogate Museums Yorkshire
314	Leeds City Museum / Leeds Museums & Galleries Yorkshire
315	Micklegate Bar Yorkshire
316	Museums Sheffield Yorkshire
317	Richmondshire Museum Yorkshire
318	Ryedale Folk Museum Yorkshire
319	Sewerby Hall Yorkshire
320	Malton Museum Yorkshire
321	Bankfield Museum Yorkshire
322	Scarborough Museum Trust Yorkshire
323	Hull & East Riding Museum Service Yorkshire
324	East Riding of Yorkshire Museums Service Yorkshire
325	Kirklees Museums and Galleries Yorkshire

Appendix 2

List of questions and valid answers returned by museums

Note: The original answers have been reproduced, except in cases where names of museums are anonymised so as to protect respondents' identities. The answers are unedited, grammatical and spelling errors were kept. Blank rows in the table mean that no answer was provided by the respondent.

Questions A: (Consent to participate)

I agree that I am over 18, that I have read the information provided, and I consent to take part in this research.

(All answered "yes")

Question B: (Respondent's information)

Your name, Your job title, Institution's name, Email address, Phone number

(Answers anonymised)

Question 1: Is your institution governed by a local authority?/ governed by a charitable trust?/ governed independently?/ governed by a university or other academic body?/ others?

1.	governed by a local authority
2.	governed by a local authority
3.	governed by a local authority
4.	governed by a charitable trust
5.	C of E church in the Diocese of London
6.	governed by a charitable trust
7.	governed by a local authority
8.	governed by a charitable trust
9.	governed by a local authority
10.	governed by a local authority; governed by a charitable trust; Partnership between charitable trust [removed] and [removed].
11.	governed by a charitable trust
12.	governed by a university or other academic body; The [removed] Museum is largely financed by [removed] University, but the museum is run by [removed], a local authority museum service. The University has a service level agreement with the local authority museum service

13.	governed by a charitable trust
14.	governed by a charitable trust
15.	governed by a local authority
16.	governed by a university or other academic body
17.	governed by a local authority; governed by a charitable trust; governed independently
18.	governed by a charitable trust
19.	governed by a charitable trust
20.	governed by a local authority
21.	governed by a charitable trust
22.	governed by a local authority
23.	governed by a charitable trust
24.	governed by a local authority
25.	governed by a university or other academic body
26.	governed by a local authority; Staff managed privately, collections governed by local authority.
27.	governed by a local authority
28.	governed by a charitable trust
29.	governed by a local authority
30.	governed by a local authority
31.	governed by a local authority
32.	governed by a local authority
33.	governed by a charitable trust
34.	governed by a local authority
35.	governed by a local authority
36.	governed independently
37.	National Museum, goverened by Trustees, funed from DCMS
38.	governed by a local authority; governed by a charitable trust
39.	governed independently
40.	governed by a charitable trust
41.	governed by a local authority
42.	governed by a charitable trust
43.	governed by a charitable trust
44.	governed by a charitable trust
45.	governed by a charitable trust
46.	governed by a local authority; governed by a university or other academic body; We are part of [removed] funded by grant from [removed] City Council
47.	governed by a local authority
48.	governed by a charitable trust
49.	governed independently
50.	governed by a charitable trust
51.	governed by a local authority
52.	governed by a charitable trust
53.	governed by a local authority

54.	governed by a local authority
55.	governed by a local authority
56.	governed by a local authority
57.	governed by a local authority
58.	governed by a local authority
59.	governed by a university or other academic body
60.	governed by a charitable trust
61.	governed by a local authority
62.	governed independently

Question 2: Is your institution governed by a local authority?/ governed by a charitable trust?/ governed independently?/ governed by a university or other academic body?/ others?

1.	No
2.	Yes
3.	Yes
4.	No
5.	No
6.	Yes
7.	No
8.	Yes
9.	Yes
10.	No
11.	Yes
12.	Yes
13.	Yes
14.	No
15.	Yes
16.	Yes
17.	Yes
18.	Yes
19.	No
20.	Yes
21.	Yes
22.	No
23.	Yes
24.	Yes
25.	Yes
26.	Yes
27.	Yes
28.	No

29.	Yes
30.	No
31.	Yes
32.	Yes
33.	Yes
34.	Yes
35.	No
36.	Yes
37.	Yes
38.	Yes
39.	Yes
40.	Yes
41.	Yes
42.	No
43.	No
44.	Yes
45.	No
46.	Yes
47.	Yes
48.	No
49.	Yes
50.	No
51.	Yes
52.	Yes
53.	Yes
54.	Yes
55.	Yes
56.	Yes
57.	No
58.	Yes
59.	Yes
60.	Yes
61.	No
62.	No

(Continuing Question 2:) If yes, please give the nature of the cooperation.

1.	
2.	lending samples for scientific analysis
3.	arranging pre-booked visits for university students;bespoke collection based study days
4.	
5.	

6.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
7.	
8.	offering work placements for university students
9.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
10.	
11.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
12.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
13.	offering work placements for university students
14.	
15.	offering work placements for university students;arranging pre-booked visits for university students
16.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
17.	offering work placements for university students
18.	facilitating teaching of archaeology courses;offering work placements for university students;PhD projects
19.	
20.	arranging pre-booked visits for university students;lending samples for scientific analysis
21.	arranging pre-booked visits for university students;Receiving professional input regarding collections, etc.
22.	
23.	arranging pre-booked visits for university students;lending samples for scientific analysis;making collection available for research by students
24.	arranging pre-booked visits for university students;lending samples for scientific analysis
25.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
26.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
27.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
28.	
29.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific

	analysis;involvement in partnership research projects
30.	
31.	offering work placements for university students;lending samples for scientific analysis
32.	arranging pre-booked visits for university students;lending samples for scientific analysis
33.	offering work placements for university students;arranging pre-booked visits for university students
34.	arranging pre-booked visits for university students;lending samples for scientific analysis
35.	
36.	arranging pre-booked visits for university students;lending samples for scientific analysis
37.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
38.	Providing research material for University projects particularly Canterbury Christ Church University
39.	facilitating teaching of archaeology courses;offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
40.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
41.	offering work placements for university students;lending samples for scientific analysis;sharing resources
42.	
43.	
44.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis;joint projects
45.	
46.	facilitating teaching of archaeology courses;arranging pre-booked visits for university students;Part of several large scale projects such as the EH-funded Garton/Wetwang project in partnership with Bradford University
47.	Research visits from post graduate students
48.	
49.	offering work placements for university students;lending samples for scientific analysis;Lending of objects for 3D scanning
50.	
51.	offering work placements for university students;lending samples for scientific analysis;facilitating individual students research
52.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
53.	offering work placements for university students;lending samples for scientific analysis
54.	lending samples for scientific analysis
55.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
56.	offering work placements for university students
57.	

58.	offering work placements for university students;arranging pre-booked visits for university students;lending samples for scientific analysis
59.	arranging pre-booked visits for university students;we are embedded in the Faculty of Classics and support faculty (and other HE) teaching and activity in a variety of ways, ranging from providing space for supervisions, providing objects for teaching, providing volunteer and other opportunities for students (not work placements) and offering a space for parties/receptions.
60.	We respond to requests for information.
61.	
62.	

4. What kind of informal education opportunities, if any, does your archive provide for adult learners (e.g. volunteering or outreach programmes)?

1.	Volunteering
2.	volunteering
3.	volunteering
4.	Volunteering programmes on an adhoc basis, nothing formalised beyond project-specific recruitment.
5.	church is open 7 days a week with teams of volunteers to assist with visitor enquiries
6.	Volunteering within the Collections dept is open to adult learners. Open days and lectures are also occasionally offered.
7.	None currently on offer
8.	Volunteering - in community led archaeological excavations, finds processing, historic building recording, archiving. We also offer archaeological training to the volunteers in everything from site formation processes to understanding stratigraphy and finds processing
9.	volunteering
10.	We have permanent displays of archaeology in the museum and I give talks on the archaeology and history of the local area on request. Our archaeological archive is catalogued and is available to all researchers
11.	We offer volunteering opportunities for adult learners to undertake collections management tasks with the archaeological archive collections. We have on occasion also offered adult learners the opportunity to engage with the archaeological archive in more creative ways, eg using the collections for artistic inspiration.
12.	
13.	
14.	Volunteering
15.	Volunteering and community engagement projects
16.	Volunteering, free tours, handling sessions
17.	Talks on archaeology to the general public
18.	volunteering opportunities
19.	none at present
20.	Loan boxes. Gallery tours.

21.	Volunteering
22.	We have an active adult education programme and volunteering opportunities but access to our Archaeology Archives is limited due to the storage location which is off site.
23.	I have collections volunteers
24.	Volunteering with archaeological collections
25.	Please define you understanding of informal and formal learning. [removed] collections are used at drop in events, primarily the [removed] Festival, [removed] festival of Culture, and [removed] Its all [removed] Festival
26.	Volunteering, workshops, lectures, tours, research opportunities.
27.	Volunteering
28.	Volunteering, individual students accessing the collection
29.	Volunteering
30.	We have volunteers and promote the Museum through open days and events
31.	We have a small team of volunteers who regularly work with our archaeological material. Other activities would be fairly ad hoc depending on specific projects
32.	Volunteering, workshops
33.	Volunteering, pre-booked tours around the museum stores
34.	Volunteering
35.	Volunteering, school groups
36.	Volunteering
37.	Volunteering, community archaeology projects, consultation
38.	Nothing yet but we have put in for a HLF bid which will support this
39.	Answering enquiries e.g.identification of objects; access to computer records on request; group visits on request; PAS outreach metaldetecting clubs and other finders
40.	Volunteering
41.	Mostly volunteering opportunities in the documentation of collections
42.	In-house displays and interpretations only
43.	We offer opportunities for volunteering but only on one day per week ie no work experience
44.	volunteering, U3A groups, NT working holidays
45.	Volunteering, Outreach, Events (inc talks), group visits.
46.	We have volunteers for collections and family activities such as handling sessions and craft sessions
47.	Volunteering - cataloguing and identification.
48.	we have volunteers documenting and recording material that has come in from excavations at [removed] Roman Camp
49.	Participate in archaeology events, Festival of Archaeology, give arch. related free talks etc.
50.	We have two regular volunteers working with the archaeology collection, but no learning programmes aimed specifically at archaeology.
51.	Volunteering programme, outreach activities off site, activities with exhibitions
52.	Volunteering as well as “behind the scenes tours” (pre-booked and for day to day visitors) which take groups into the store and lab to explore aspects of collections management, conservation, archaeological research and object handling
53.	Volunteering, group tours, pre-booked handling sessions

54.	volunteering, exhibitions, talks
55.	displays and exhibitions, community projects, access to stored collections, volunteering.
56.	
57.	Very occasional student projects
58.	volunteers do work with it. we've run dayschools using it, we take it out on roadshows
59.	We have a volunteer programme, which is largely but not exclusively focused on our students. We offer facilitated tours for groups of 10 or more for adult groups, free of charge, as part of our education programme. We also work with adults in a wide range of other ways through the [removed], e.g. by participating in programmes aimed at dementia suffers, work with the local hospital, and other projects. Each year we support an exhibition of art work by students from [removed] Community Arts, who suffer from social anxiety.
60.	Visitors can look at our archive on request
61.	None but we always welcome researchers or anyone who requests to view the collection
62.	The archives are available by appointment for research

5. Have any previous programmes of cooperation with universities or public outreach activities been discontinued?

1.	No
2.	No
3.	Yes
4.	No
5.	No
6.	Yes
7.	No
8.	No
9.	No
10.	No
11.	No
12.	No
13.	No
14.	Yes
15.	Yes
16.	No
17.	No
18.	Yes
19.	Yes
20.	No
21.	No
22.	No
23.	No
24.	No

25.	Yes
26.	Yes
27.	No
28.	No
29.	No
30.	No
31.	Yes
32.	No
33.	No
34.	No
35.	Yes
36.	No
37.	No
38.	No
39.	No
40.	Yes
41.	No
42.	No
43.	No
44.	No
45.	No
46.	
47.	No
48.	No
49.	No
50.	No
51.	Yes
52.	Yes
53.	Yes
54.	No
55.	
56.	No
57.	No
58.	No
59.	No
60.	No
61.	No
62.	No

(Continuing Question 5:) If yes, please outline these activities and the reasons for discontinuation.

1.	
2.	
3.	Outreach programmes - end of project funding
4.	
5.	
6.	Courses closed due to changes in university structure/departments.
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	funding
15.	In all cases, changes in funding sources led to these activities ending to focus on new areas.
16.	
17.	
18.	difficult communication and lack of resources
19.	In previous years we have allowed VI Form archaeology students to come and research our collections as part of their coursework. This has been discontinued for a number of reasons – we've had a major redevelopment at one of our museum sites and are in the process of having new stores built so we currently have no research area and most of our collections are inaccessible at present; we also have fewer staff to organise students and the archaeology course has now been discontinued by the local VI Form college.
20.	
21.	
22.	
23.	
24.	
25.	the activity transformed or was discontinued
26.	Various adult workshops sell better than others.
27.	
28.	
29.	
30.	
31.	Projects were time-limited due to external funding
32.	
33.	
34.	
35.	Young Archaeologists' club, discontinued due to staff cuts and lack of staff time.

36.	
37.	
38.	
39.	
40.	We no longer offer work placements to undergraduates (i.e. any placements are for post-graduate students only) as we found the balance of their training/supervision needs against the benefit to us was too unequal (particularly as the university did not provide financial or in-kind support for placements). Undergraduates are still welcomed as volunteers, just not formal course-related work placements. We would also charge now for using the collections to teach a course, e.g. via visits to the museum store, which in practice has meant that no lecturer has taken us up on this. If we could arrange a reciprocal benefit (e.g. a lecturer giving us some of their expert time) we would waive this fee.
41.	
42.	
43.	
44.	
45.	
46.	
47.	
48.	
49.	
50.	
51.	Previous term funded post for community engagement came to an end. This was an archaeology specific post and the activities involved temporary exhibitions, outreach pods and outreach activities. New funding has now been obtained with a new activity remit and a new Community Heritage Curator post which runs for 3 years from Sept 2016.
52.	…Research projects (eg [removed] University's "[removed]" project and [removed] University's "[removed]" project), discontinued because the project/funding came to an end.
53.	I previously taught on the part-time archaeology BA for [removed] University, the students came to the museum for fieldtrips as part of some modules, and the teaching collection was used as part of taught sessions. This came to an end because the Dean of the Faculty decided to close the part-time course.
54.	
55.	
56.	
57.	
58.	
59.	
60.	
61.	
62.	

6. What was the total number of visits to your stored archaeological collections in 2017?

1.	45
2.	3 if you count the number of people involved
3.	1455
4.	<50
5.	47,00 approx
6.	800
7.	1
8.	N/A
9.	4
10.	<10
11.	
12.	
13.	2
14.	not open to the public
15.	Fewer than 10 due to major collections project
16.	2465
17.	records not kept
18.	I'm afraid I don't know. I often struggle to keep up with this kind of paper work due to lack of staff time
19.	0
20.	
21.	0
22.	6
23.	200
24.	Approx 144
25.	110
26.	50
27.	Not sure - very difficult to say
28.	0
29.	?80
30.	75
31.	c.60
32.	Tours, workshops, research c 400
33.	290
34.	10
35.	5
36.	25 (post graduate researchers)
37.	around thirty visitors
38.	3
39.	5

40.	180
41.	Unknown, likely to be less than 15.
42.	4362
43.	376 visits mostly our working team
44.	in SW region >15
45.	specific archaeological collections - 0
46.	95 Limited for 2017 due to City of Culture commitments elsewhere
47.	6
48.	actually looking at specific items approx 10
49.	less than 10
50.	52
51.	approx 342
52.	3100 (of which 3000 wer evisitors on Behind the scenes tours) VERY approximate
53.	10
54.	under 10
55.	c.10
56.	c. 6 individuals (multiple visits)
57.	2
58.	201
59.	5
60.	I have no idea
61.	0
62.	20

7. What was the number of visitors to the stored collections in 2017 from the following groups?

a. University researchers

1.	
2.	0
3.	46
4.	c.10
5.	none offically - possibly several unofficially
6.	50
7.	0
8.	N/A
9.	3
10.	2
11.	30
12.	
13.	30

14.	15
15.	Fewer than 10 due to major collections project
16.	n/a
17.	
18.	
19.	0
20.	1
21.	0
22.	2
23.	8
24.	Approx 2
25.	20
26.	10
27.	Around ten
28.	
29.	?40
30.	0
31.	c.10
32.	Archaeology collections about 5
33.	20
34.	10
35.	2
36.	25 (post-graduates)
37.	around 15 visitors
38.	
39.	5
40.	15
41.	<5
42.	N/K
43.	1
44.	4
45.	specific archaeological collections - 0, other collections - c50
46.	15 Limited for 2017 due to City of Culture commitments
47.	6
48.	none
49.	0
50.	
51.	4
52.	Approx 30
53.	6
54.	under 10
55.	3

56.	c. 6 individuals (multiple visits)
57.	1
58.	5
59.	3
60.	
61.	0
62.	0

b. Visitors from commercial archaeological units

1.	
2.	0
3.	87
4.	c.5
5.	none offically - possibly several unofficially
6.	50
7.	
8.	Archive mostly at PCA
9.	1
10.	1
11.	2
12.	
13.	0
14.	0
15.	none
16.	n/a
17.	
18.	
19.	0
20.	0
21.	0
22.	0
23.	0
24.	Approx 2
25.	0
26.	5
27.	1
28.	
29.	?10
30.	5
31.	0
32.	0 except to deposit archives in store

33.	0
34.	0
35.	2
36.	2
37.	none
38.	2
39.	>10
40.	32 (commissioned by university to carry out research)
41.	<5
42.	N/K
43.	0
44.	2
45.	0
46.	5
47.	
48.	none
49.	0
50.	
51.	0
52.	<5
53.	0
54.	0
55.	1
56.	0
57.	0
58.	2
59.	0
60.	
61.	0
62.	4

c. Non-institutional researchers

1.	1
2.	1
3.	35
4.	c.10
5.	unknown numbers - the church is open to all 7 days a week
6.	100
7.	1
8.	N/A

9.	
10.	3
11.	5
12.	
13.	0
14.	0
15.	none
16.	n/a
17.	
18.	
19.	0
20.	0
21.	0
22.	4
23.	2
24.	Approx 10
25.	What do you mean here?
26.	2
27.	3
28.	
29.	?15
30.	30
31.	
32.	2
33.	211
34.	0
35.	1
36.	2
37.	around 5 visitors
38.	
39.	10
40.	22
41.	<5
42.	N/K
43.	14
44.	1
45.	specific archaeological collections - 0, general c315
46.	5
47.	
48.	none
49.	5 ish
50.	

51.	3 visits
52.	Approx 10
53.	4
54.	1
55.	3
56.	0
57.	1
58.	5
59.	0
60.	
61.	0
62.	11

d. Volunteer workers

1.	9
2.	3
3.	607 (days worth of volunteering)
4.	c.10
5.	unknown numbers - the church is open to all 7 days a week
6.	500
7.	0
8.	12
9.	
10.	
11.	5
12.	
13.	4
14.	weekly
15.	20-25 (not all working on archaeology)
16.	Average of 16/week
17.	
18.	
19.	0
20.	0
21.	0
22.	1 volunteer working 1 day a week
23.	8 (but on repeat visits
24.	Approx 105
25.	60
26.	20

27.	6
28.	
29.	
30.	40
31.	50
32.	3 volunteers 1 full day per week
33.	58
34.	0
35.	
36.	0
37.	around 10 individuals
38.	1
39.	10
40.	80
41.	4
42.	N/K
43.	3
44.	regular 4 at least two days a month
45.	we have c50 volunteers who work with the collections throughout the year. None have worked specifically on our archaeology.
46.	70 Two long-term volunteers one day per week, every week
47.	5 people. They come in every week working 4 hours each one day per week (5)
48.	estimate 10
49.	5 ish
50.	52 - two volunteers, one day a week all year
51.	8 volunteers
52.	Approx 10volunteers, amounting to approx. 350 visits
53.	Volunteers don't visit the stores. but they do work with collections I've brought from the stores for them.
54.	15
55.	2
56.	0
57.	0
58.	18
59.	0
60.	
61.	0
62.	3

(Continuing Question 7:) If other groups among the adult visitors have been identified, please indicate the group and visitor number here.

1.	
2.	3.volunteers, but in the region of 60 visits, perhaps: we keep track of the number of days our volunteers come in, but not of the number of days they work with the stores
3.	General visits from members of the public or groups - 514
4.	
5.	U3A - several groups of 15-30 people make arrangements to have guided tours of the church a year
6.	Heritage Open Day visits to the archives.
7.	
8.	
9.	
10.	Although requests to access the stored archaeological collections are few and far between, we do make our archaeological archives accessible through our displays, through the occasional temporary exhibition and in our loan boxes (which are used by adult groups as well as by schools
11.	N/A
12.	
13.	
14.	
15.	none
16.	
17.	
18.	we used to support A-Level course work before archaeology was cut
19.	
20.	
21.	
22.	
23.	store tours to members and conferences
24.	Tour groups approx 25
25.	
26.	
27.	
28.	
29.	
30.	
31.	Artists - 6
32.	Adult tours (about 360) and object workshops with WEA (30)
33.	

34.	0
35.	
36.	
37.	
38.	
39.	
40.	31
41.	
42.	N/K
43.	
44.	
45.	
46.	
47.	
48.	
49.	
50.	
51.	specific consultation visits: 55 placement students:2 Festival of Archaeology weekend event - items from the stores: 270
52.	A Level researchers Approx 15 students, amounting to approx. 30 visits
53.	
54.	
55.	Behind the scenes tours of the stored collections (c.15), other curators (2)
56.	
57.	n/a
58.	visitors on behind the scenes tours
59.	
60.	
61.	
62.	2 from local archaeological group

(Continuing Question 7:) Please indicate if:

1.	the given figures are estimated
2.	the given figures are estimated
3.	
4.	the given figures are estimated
5.	the given figures are estimated
6.	the given figures are estimated
7.	the given figures are estimated
8.	the given figures are estimated

9.	
10.	the given figures are estimated
11.	the given figures are estimated
12.	
13.	
14.	the given figures are estimated
15.	the given figures are estimated
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	the given figures are estimated
24.	the given figures are estimated
25.	the given figures are estimated
26.	the given figures are estimated
27.	the given figures are estimated
28.	
29.	the given figures are estimated
30.	the given figures are estimated
31.	the given figures are estimated
32.	the given figures are estimated
33.	the given figures are estimated
34.	the given figures are estimated
35.	the given figures are estimated
36.	the given figures are estimated
37.	the given figures are estimated
38.	the given figures are estimated
39.	the given figures are estimated
40.	the given figures are estimated
41.	the given figures are estimated
42.	
43.	
44.	the given figures are estimated
45.	the given figures are estimated
46.	the given figures are estimated
47.	
48.	the given figures are estimated
49.	the given figures are estimated
50.	the given figures are estimated

51.	the given figures are estimated
52.	the given figures are estimated
53.	
54.	the given figures are estimated
55.	the given figures are estimated
56.	the given figures are estimated
57.	
58.	
59.	
60.	
61.	
62.	the given figures are estimated

8. Has the overall visitor number increased, stayed the same, or decreased in 2017 compared to 2016?

1.	Increased
2.	Stayed the same
3.	Decreased
4.	Stayed the same
5.	Stayed the same
6.	Increased
7.	Do not know
8.	Do not know
9.	Do not know
10.	Do not know
11.	Stayed the same
12.	
13.	Stayed the same
14.	Stayed the same
15.	Do not know
16.	Do not know
17.	
18.	Increased
19.	Stayed the same
20.	Increased
21.	Stayed the same
22.	Decreased
23.	Do not know
24.	Do not know
25.	Stayed the same

26.	Stayed the same
27.	Increased
28.	Decreased
29.	Stayed the same
30.	Stayed the same
31.	Increased
32.	Decreased
33.	Stayed the same
34.	Increased
35.	Stayed the same
36.	Increased
37.	Stayed the same
38.	Do not know
39.	Increased
40.	Increased
41.	Do not know
42.	Increased
43.	Increased
44.	Decreased
45.	Stayed the same
46.	Decreased
47.	Decreased
48.	Stayed the same
49.	Increased
50.	Stayed the same
51.	Increased
52.	Stayed the same
53.	Increased
54.	Do not know
55.	Increased
56.	Stayed the same
57.	Stayed the same
58.	Decreased
59.	Increased
60.	Stayed the same
61.	Stayed the same
62.	Do not know

(Continuing Question 8:) Please indicate the possible REASONS for this change, such as decrease because of renovation work, or increase because of collaboration with other institutions:

1.	Increase because of making more volunteers on two particular projects
2.	
3.	Public tour programme ended
4.	Provide access only when requested, we don't actively encourage access externally.
5.	visitor numbers fluctuate in response to local [removed] events and the weather
6.	We introduced the Collections Volunteer role in 2017 as part of a project to start digitizing our archive (with a view to making it more accessible). Their involvement has substantially increased the number of "visits" within the archive records and the number of individuals working on them.
7.	
8.	Archaeological excavation at the [removed] has been undertaken since 1972/3. Prior to PPG 16 this was undertaken by the [removed]. This material is stored in their collection. Since 1990 works at the [removed] have mostly been undertaken or volunteer led by PCA and the majority of our material is at their office. It will all eventually be deposited at [removed]
9.	
10.	
11.	N/A
12.	
13.	
14.	
15.	In 2017 we had a major collections project, involving the packing and movement of the vast majority of out collections from our in town store to a newly built store out of town. This means figures will be highly irregular. Fewer researcher visits as there was not the ability to facility such requests, but far more volunteers who helped pack the collections.
16.	
17.	
18.	we are doing more work to promote our stored collections
19.	The figures have remained the same (i.e. no visits) in both years because we have been closed to depositions, enquiries and researchers in both years due to the major redevelopment at our [removed] Site and the building of new stores.
20.	Part closure for renovation in 2016 but genuine increase in 2017 as public wanted to view the new design which also includes easier access.
21.	Collections are currently off limits to the public and researchers due to re-working in part with the [removed] Fund. This has been the case since the site was re-opened in 2016.
22.	Within annual variance - overall trend has been slowly increasing.
23.	
24.	Do not know due to being on maternity leave so do not have exact figures and figures may have been skewed as I am the only staff member responsible specifically for archaeological archives
25.	

26.	
27.	Increase due to collaboration with institutions and the general public in the local area
28.	Low numbers and so not affecting by anything in particular
29.	
30.	
31.	Increased due to the [removed] project. We are building on this currently through a [museum] Partnership and Arts Council projects so we hope to continue to receive and support interest in the archives.
32.	Reductions in staffing in the museum
33.	
34.	Increased knowledge of the collection
35.	
36.	Collections online and good academic reputation for post graduate research
37.	
38.	People don't know about our collections and we are working towards making a catalogue to make these collections more accessible
39.	More collaboration through PASt explorer projects hosted by British Museum; acquisition by bequest of large aaarchaeologicak archive
40.	Major HLF project in 2016 meant we suspended archaeology volunteering sessions and had less time to accommodate research visits. University research project in 2017 led to many visits by commercial archaeologists/specialists (commissioned by the university to carry out research).
41.	No-one in post until late 2017
42.	Improved Museum marketing via social media
43.	no particular reason
44.	work room and store moves
45.	
46.	Less than normal due to City of culture commitments across the rest of the service. Projects requiring store access were rescheduled to a less fraught time!
47.	Down from 22 visits in 2016 - PhD research completed and less staff capacity to supervise.
48.	
49.	Collaboration
50.	
51.	Increased due to public consultation programme for Heritage Lottery Fund bid and participation in Festival of Archaeology
52.	
53.	More researchers have booked in this year.
54.	It is not something that we advertise due to capacity issues
55.	We have re-opened the museum and our profile has increased, particularly on line (general, not just archaeological collections).
56.	
57.	n/a
58.	we' had a flood in the store and rat so had to cancel tours and handling sessions

59.	I don't know.
60.	
61.	
62.	

9. What forms of learning would you recommend for people to most effectively learn about archive archaeology? (can choose more than one)

1.	Online class;volunteering
2.	Online class;Volunteering experience in the stores; online will give you the theory, but you also need the practical to fully understand it
3.	Online class;Volunteering
4.	Online class
5.	personal visiting
6.	Online class;Undergraduate and post graduate qualifications.
7.	Online class;Evening classes in the archive
8.	Evening classes in the archive;Classes don't have to be in the evening. I took my Young Archaeologist Club to LAARC on a Saturday and it was a fantastic session
9.	
10.	do not feel qualified to comment
11.	Online class;Working actively with archaeological collections (eg handling items from archaeological archives). Using archaeological archives for creative inspiration.
12.	
13.	
14.	Online class;Evening classes in the archive;volunteering to get hands on experience
15.	Evening classes in the archive;Anything where they get to see an archive (or ideally several different archives) to see how it works
16.	Online class;Evening classes in the archive
17.	Online class;Evening classes in the archive;all of those
18.	Evening classes in the archive
19.	
20.	join local amateur archaeological group of which I am the Hon. Secretary.
21.	Evening classes in the archive;Field work
22.	Evening classes in the archive
23.	I don't think online would work, I think it would need to be in person
24.	Daytime visit to archive
25.	Online class;Evening classes in the archive;Events and object handling sessions aimed at the public
26.	Lectures and tours
27.	Evening classes in the archive
28.	Evening classes in the archive
29.	independent research enabled by online collections access

30.	Developing skills through the local archaeology society
31.	Online class;Evening classes in the archive;Evening classes, or anything with a human guide, is very effective - but also difficult for a small museum to staff due to capacity.
32.	Daytime sessions on archaeological archives and object workshops
33.	Online class;Studies at universities, volunteering
34.	Evening classes in the archive
35.	Online class
36.	Evening classes in the archive
37.	volunteering and learning by doing
38.	
39.	Evening classes in the archive;Museum handling session workshops
40.	
41.	
42.	Online class
43.	Online class;Evening classes in the archive
44.	Evening classes in the archive;person to person ie volunteering
45.	museum visits, visit excavations, media, talk to local archaeological groups.
46.	You can't learn remotely - would have to be some sort of supervised project within a store. But this is severely limited by lack of staff and resources in most museums.
47.	Our archive is not digitised or suitable for public use in its current format
48.	open days - with opportunity to see material not normally on display with opportunity to handle material
49.	Online class;Evening classes in the archive
50.	
51.	Evening classes in the archive;Daytime classes in the archive - perhaps in partnership with WEA or U3A
52.	others Practical on-site informal teaching/workshops/experience gained through using the archive.
53.	Online class;Daytime classes
54.	Evening classes in the archive
55.	Depends on the time they have and their particular way of learning.
56.	Evening classes in the archive
57.	We've not really had any interest for learning about the archive
58.	Evening classes in the archive;day schools; roadshows to showcase items in their original location
59.	I think this wholly depends on what the institution is able to offer. We are far too small to offer either of the options indicated above.
60.	
61.	possibly through our local archaeological society who hold their monthly meetings in our building
62.	

10. Referring to the last question, what topics do you deem suitable to be included? (e.g. case studies of excavations and their archaeological record, and standards for archiving)

1.	
2.	standards of archiving / reason for keeping the material / proper preparation of archives
3.	object specific work, period related activity, site specific work (both finds and records), collections care standards, digital cataloguing, public engagement/dissemination
4.	Both. Also finds recording, the depositional process, costs and implications for museums etc.
5.	na
6.	Key principals of archaeology, principals of archaeological documentation, case studies and the nature of archaeological archives.
7.	The two you list, as well as individual object case studies. In university at [removed] (BA [removed]), I did an '[removed], an essay exploring everything from original manufacture and use of the object right through to how it came to be in the museum collection today.
8.	
9.	
10.	
11.	Examples cited above and what archaeological archives can tell us about the lives of past people and contemporary people (eg what can archaeological archives tell us about today's topical issues - eg immigration, migration, the concept of 'race', role of women in society etc).
12.	
13.	
14.	
15.	A case study showing from excavation (or indeed use in the past) to its deposition in the archive and possible use by the museum or archive storing it.
16.	Standards and Practices Case Studies Practical Experience Digitisation Training Database/Software Training
17.	all of those
18.	
19.	
20.	
21.	Archive policies and regulations, as well as local case studies.
22.	We would probably use select sites or objects that would be illustrative of a specific theme or topic being covered by our education programme.
23.	I don't really understand the question
24.	What is included in the archive e.g. selection, retention and dispersal How the quality of archives has changed over time
25.	all of the above could be used as examples that can be used to explore archaeological topics
26.	Everything from excavation, cataloguing, conservation, storage, packaging. Anything can be

	of interest if taught well.
27.	All the above
28.	Case studies and standards are a good idea!
29.	First step is sharing info about what sites and range of material are in the archive.
30.	Excavations, post-ex processing, archival survey in advance of development
31.	I think the process of commercial archaeology is not widely understood amongst the general public, so there's a real opportunity to broaden understanding there.
32.	Case studies, thematic or date specific artefact learning, specific area/site archives
33.	Standards of archiving, computer collections databases etc
34.	Archiving practice, object identification, excavation recording history
35.	
36.	case studies of excavations with handling sessions
37.	spectrum record-keeping, storage and packing, digital archiving
38.	
39.	Basic techniques of excavation, documentation, conservation and curation
40.	
41.	
42.	Excavation case studies
43.	lectures by local societies, membership of local societies and U3A groups; guided tours of archives, family history research visits.
44.	Standards, basic post excavation, engagement
45.	anything to do with archaeology.
46.	You could learn about standards on-line but the real focus should be on how to deal with archives in the real world - how to do the best you can with no staff and no money!
47.	
48.	
49.	Provenance, dating of pieces etc.
50.	
51.	Case studies or excavations relating to the local area. Working with community archaeology projects
52.	Any teaching would be specific to our archive. Any specific topics/lessons learned would not be transferable to other archives as all are different. Teaching through behind the scenes tours is simply of general interest/entertainment value, as it would be unlikely to apply in any other site.
53.	Case studies, how we know what we know, use of bulk archives for research questions
54.	
55.	those examples suggested as well as looking for object and site narratives, conservation and interpretation of archaeology for an inclusive audience.
56.	Not sure
57.	n/a
58.	definitely
59.	I don't know. I'm not entirely sure who the suggested audience is here, but I think if we're talking members of the public these are rather esoteric topics and are not the type of event we

	would market to them. These sound like topics more appropriately covered by courses at institutes of continuing education. Again, it is really only possible for a large institution to offer this type of educational or cultural offer. I cannot overemphasise how small we are!
60.	
61.	Recent deposited archives and findings from local developments, giving an updated view of activity from different periods. Possibly identifying pottery etc
62.	

11. Please add any comments here that you feel are relevant.

1.	
2.	
3.	
4.	
5.	na
6.	We are in the process of exploring online/non-physical access to the archive as a means to enabling access to content for researchers and other interested parties whilst mitigating risks to the collection and archive itself.
7.	Our archaeological collections have been deposited by commercial archaeological units, and accessioned, however, they've not been catalogued on to the Museum's Collections Management System to the level needed to use them for research, whether a large or small project. Our volunteers tend to work mainly in our Documents Store.
8.	
9.	We do not have the capacity to deal with large numbers of visitors to the archaeological archives. The storage areas are unsuitable for public access.
10.	
11.	N/A
12.	
13.	
14.	
15.	Due to the collections project, our data for 2017 is very irregular so does not represent a typical year of access to the archive. Already in 2018 we have had over 10 research visits, from university and non university institutions and individuals. Please feel free to contact me to discuss more.
16.	
17.	
18.	
19.	I am not an archaeologist so I don’t feel I can give meaningful responses to questions 9 & 10. We haven’t had an archaeologist at the museum for several years, due to staff cuts, so the archaeology collection has to be administered by a non-archaeologist (i.e. me)
20.	
21.	
22.	We would love to have the resources and physical access to use this resource more

	effectively. Archives are under utilised as they are not fully catalogued and education team would need training and support to make the most of this resource.
23.	
24.	I would be happy to work more with university researchers but I'm not sure they know what we have in our archives and we have limited means of publicising. We also have to not over-promote as we would not have staff capacity to oversee visits.
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	Hands-on interaction is the best way of learning. Archaeological contractors never visit to see the archives relating to where they are working. Few contractor artefact specialists visit either. Only University and independent researchers use the archives. Contracting archaeologists could do with reviewing the older archives and material for informing their current work and to re-assess the previous interpretations
33.	
34.	
35.	
36.	
37.	
38.	We worked with [removed] Archaeological trust to host a February half term hands on workshop. We had 99 children + adults attend this event.
39.	
40.	I think there is a gap in teaching/learning between learning about excavation techniques/methods and learning about artefacts, and that gap is learning about collating and understanding the whole archaeological archive. It is only since working daily with archaeological archives that I understand the connection between the 2 aspects, it's not something I was taught at undergraduate archaeology level or on archaeological excavations or on my postgraduate Museums Studies course. The objects are dug up, the drawings are created and then later they are stored in the museum - but how they get there and how the objects and drawings are arranged in the archive is not (or at least, was not) taught.
41.	
42.	
43.	We are currently trying to form a closer bond with our local university, to involve their Classics students in helping with the archives. We have previously worked with ‘A’ Level evening class groups but this course is no longer running.
44.	Make sure message about archaeological archives being a 'living' resource, and that they are all that's left of a site once excavated so are precious :-)
45.	Our Collections cover Engineering, maritime and Brunel - the archaeology collections are a very small part and only deal with excavations carried out on our site.

46.	I would like to sound a note of caution here - volunteers/learners/students MUST be properly supervised by properly qualified staff while interacting with archives. In the past unsupervised access to the collections here may have helped in the short term (ie. store moves, packing etc.) but has created lots of headaches in the long-term with labels removed, archaeological conventions mis-understood etc. So, yes of course, people need to learn but this MUST be under proper supervision or the archives and our archaeological record suffers. Which gets us to the heart of the matter - without proper staffing levels and properly resourced archives and stores, how can financially squeezed museums hope to be properly accessible.
47.	
48.	
49.	
50.	I'm afraid that I can't answer questions 10 and 11, as archaeology is not my field of expertise. Visits to our stored archaeology collections by researchers are rare - we have only had one so far this year, to my knowledge. This is possibly due to the lack of visibility of the collection - the catalogue is not available online. It is also a small collection, based on local archaeology. However, our volunteers have greatly improved the organisation and cataloguing of the collection, making it more accessible to other users in the future.
51.	Being able to offer both archaeological archives and objects from the store together is useful widening understanding of archaeology.
52.	All archives are different, so it is almost impossible to teach someone how archives work. It has to be learned on an archive by archive basis. It might be possible to teach general topics, like standards and preventative conservation, but the practical application of these will similarly vary from archive to archive.
53.	
54.	
55.	
56.	
57.	
58.	
59.	I think it might be useful to provide a definition of 'archaeological archive' - I'm not entirely sure I've stayed on topic. I would emphasise that the success of events and educational offers are determined by the public, not by museum staff: we don't develop events without considering whether there is a market for them, partly because we can't afford to devote staff time to events which no one will attend!
60.	We are a small museum run by volunteers and do not have the time to go looking for work. So we just react to requests when they come and work with requestors as much as possible.
61.	We have a ‘New Archaeology’ case in the Archaeology Gallery which displays finds from recently deposited archives along with the site reports.
62.	we are a very small local history museum that is a registered charity. I am the sole employee and am part time. We are run by volunteers so any extra offer is difficult to achieve

12. Do you want to receive a copy of the dissertation that will be produced based on the data? It will be available for distribution via email later in the year.

1.	No
2.	Yes
3.	Yes
4.	No
5.	No
6.	Yes
7.	Yes
8.	Yes
9.	Yes
10.	No
11.	Yes
12.	
13.	No
14.	Yes
15.	Yes
16.	Yes
17.	Yes
18.	Yes
19.	Yes
20.	Yes
21.	Yes
22.	Yes
23.	No
24.	Yes
25.	Yes
26.	Yes
27.	Yes
28.	No
29.	No
30.	No
31.	Yes
32.	Yes
33.	No
34.	Yes
35.	No
36.	Yes
37.	No
38.	Yes

39.	No
40.	Yes
41.	No
42.	Yes
43.	Yes
44.	Yes
45.	Yes
46.	Yes
47.	Yes
48.	No
49.	Yes
50.	Yes
51.	Yes
52.	Yes
53.	Yes
54.	Yes
55.	Yes
56.	Yes
57.	Yes
58.	Yes
59.	Yes
60.	No
61.	No
62.	Yes

Appendix 3

List of questions and answers of a survey on UCL students' learning experience of an archaeological archive workshop

Questions

1. How has your level of knowledge of the archaeology subject matter increased at the end of the workshop?

2. What parts of your learning were enhanced by using the archive?

3. What was your favourite part of the workshop?

4. How do you think archaeological archives operated under museums can be further incorporated into archaeology undergraduate students' formal curriculum?

5. Would you recommend the course to other archaeology students? If yes, why?

6. Do you think aspects of archive archaeology can be interesting to a general audience as well? If so, WHAT aspects and HOW could they ideally be conveyed? (Through open day, online course, lectures...etc.)

7. Is there anything else you would like to add about the questions above?

Answers:

1. 3 between 1(very much) to 5 (very little)

2. Learning the life history of the archive by analyzing its appearance [and the] degree of wear

3. Guessing the original functions of the objects displayed on the tables.

4. The archaeological archives under museums can be displayed in class for students to learn how to identify the historical period and interpret the evidence on the archives in order to make inference on their life history.

5. Yes. It is probably students' the first visit to the repository of archives, which would be helpful for students to know different aspects of archaeology and help them decide which pathway of archaeology they would like to choose for their future career.

6. Yes. Tours and guide in the archive exhibitions.

7. [No answer]