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Institution: University of Liverpool

Unit of Assessment: 17B - Archaeology

a. Context

Archaeology research at Liverpool benefits diverse and widely distributed groups of institutions and communities. These include 1) regional, national and international museums; 2) school teachers, providers of educational material and school children; 3) national and international public bodies; 4) commercial archaeology units; 5) the media and general public in the UK and internationally. All four of our primary research groups actively generate impact.

1) **Our research benefits local, national and international museums**, providing information and products for exhibitions, museum websites and archives. This includes **Greaves'** research with a collaborative AHRC PhD student at National Museums Liverpool (NML) on Garstang's Lost Hittite Gallery. **Ponting's** coinage and **Garrow's** Celtic Art research has enhanced the curation of the collections of 18 museums in UK/Europe. **Gowlett's** British Academy Links programme incorporates his research into training and exhibition development in National Museums Kenya and fed into an AHRC Cultural Engagement award to develop NML exhibitions. **Barham's** project will update the Kalambo Falls gallery at the local museum, Mbala, Zambia. **Baird's** Boncuklu project with Konya museums has provided artefact sets, records and a depot for finds from the site, a 16 page English/Turkish booklet and constructed a Visitor Centre explaining local heritage for tourists and locals, the impact for the latter is expected in the next REF period.

2) Working with colleagues in Classics at Liverpool **we developed Summer Schools for GCSE Ancient History teachers** incorporating the research of **Fitzjohn, Pope, Mytum** and **Garrow** on 'the Celts'. **Baird's** Boncuklu project provides educational material in the Visitor Centre and on the website for local teachers and children. **Fitzjohn** and **Garrow** have developed modules based on their research for the *Mantle of the Expert* organisation. The *Mantle of the Expert* is a dramatic-inquiry based approach to teaching and learning for children.

3) & 4) **Our research has benefitted public bodies, commercial archaeological and heritage sectors.** **Pope's** work on prehistoric roundhouses aids their curators and developer-funded archaeologists. Manx National Heritage is developing Research Frameworks for its heritage management; **Mytum** is lead on the Later Prehistory-Medieval framework. **Mytum** has also been pivotal to Cadw-funded research with Dyfed Archaeological Trust to evaluate the survival and character of cropmark sites to inform Cadw management plans and agreements with farmers to protect such sites. **Mytum's** graveyard research for English Heritage has informed the upgrading of Historic Environment Record data for all counties on cemeteries; this research on graveyards/churches has led to the creation of protocols for the Diocese of York for parishes, conservation architects and contracting archaeologists. **Ponting, Garrow** and **Pope** contributed to English Heritage research frameworks. **Ponting** carried out research for the Portable Antiquities scheme. **Pearson** advised the UKBA on their use of stable isotopes. **Gowlett** has advised the Pontifical Academy of Sciences of the Catholic Church on its approach to human evolution.

5) **Public engagement activities have been wide ranging** across the UK and internationally. Many of our field projects host open days, such as the Boncuklu open days arranged with mayors, which involved more than 450 local people; feedback indicated major changes in understanding of local heritage. **Routledge** has similar levels of engagement in his community archaeology project in Dhiban in Jordan. There is significant media interest in all these projects. Boncuklu has consistently featured in Turkish media: on three TV channels, in popular archaeology and local magazines (Konya Life, circulation 2,000, reports excellent feedback) and nine national newspapers there. As a result of our work the Governor of Konya is planning the construction of a road between World Heritage site Çatalhöyük and Boncuklu, to boost the local economy. The Turkish Ministry of Culture bid (2012) for Çatalhöyük World Heritage status included Boncuklu as evidence of the rich local heritage. **Barham** is developing a Heritage centre in the Luangwa Valley and plans to enhance the cultural importance of Kalambo Falls to help it achieve full World

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Heritage status with the Minister of Chiefs, Zambia.

b. Approach to impact

Over the last five years **we have increasingly promoted measures to spread good practice relating to impact**. We have built on individual efforts to establish relationships with beneficiaries and stakeholders by creating a broader strategy that includes Department briefings on the range of impact, as well as forums for discussion on the most suitable beneficiaries for our research, modes of delivering benefits, methods for documenting impact and case studies of good practice. **Research group meetings** identify impact opportunities, e.g. discussions by the Mediterranean, Early Villages and Human Origins groups provided the context for planning the *Land of Light*, Boncuklu and the intended Kalambo Falls impact respectively. They also help devise feedback gathering strategies (*Stepping Stones*). This is brought forward through regular research meetings with individual staff. All grant applications are peer reviewed within the Department and School, which includes advice on impact plans and gives an opportunity to identify beneficiaries and mechanisms for impact delivery, attested in the success for **Garrow** in his *Stepping Stones* AHRC bid. The School and University have supported impact e.g. financially supporting **Barham's** trip to Zambia to further develop his Luangwa valley Heritage centre and plan the World Heritage status upgrade for Kalambo Falls, and through Knowledge Exchange Vouchers (see below).

We have promoted dialogue between our staff and beneficiaries in relation to school education by involving teachers in CPD workshops, in partnership with the OCR examination board UK, to help them teach our subjects in the GCSE Ancient History curriculum e.g. 'the Celts'. We invited teachers teaching the GCSE in schools to our workshops. This also provided opportunities for us to learn how best to convey our research in the educational sector. We have also identified the importance of web resources related to projects that could be utilised by schools, based partly on experience with the Castell Henllys project. Using this strategy in Turkey, **Baird** and **Greaves** approached the local educational ministry and school teachers to learn how to package their research into suitable sustainable educational resources. Such resources about Boncuklu, following advice from teachers, will be delivered through the project website, a children's booklet (Autumn 2013) and Visitor Centre supported by Turkish company sponsorship (completed July 2013). The *Lost Gallery* exhibition at our University's Victoria Gallery & Museum included educational activities with school groups, local societies, and the public. During the exhibition, local schools used it as a central part of their Key Stage 2 History programme.

Having identified a role for museums in the delivery of our impact **we have formed partnerships jointly developing exhibition strategies**. This has been achieved with NML, the Case Studies institutions, governorships, municipalities and Konya museums in Turkey, and National Museums Kenya. Many of these relationships with museums are based on long term fieldwork, where we contribute to the knowledge base and skills of the museums. **Gowlett**, in dialogue with National Museums Kenya, identified how his field research could benefit curator training and exhibition development. Plans for a Boncuklu gallery in the new Konya museum stem from the relationship with **Baird**, who has provided the museum with excavation and survey datasets and material over 20 years from projects in the Konya area. Our University and Departmental museums offer excellent vehicles for presenting our research to the public. **Greaves** developed an AHRC collaborative PhD on 'the Lost Hittite Gallery' at National Museums Liverpool, and he also benefited from a Knowledge Exchange grant to develop a touring exhibition with the British Museum, due to open at Blackburn Museum 2013 and Leeds City Museum 2014. **Greaves'** work on Garstang was awarded £50,000 by the Heritage Lottery Fund for a Victoria Gallery & Museum exhibition which gained considerable media coverage, recorded 60,000 visitors in its first year and created an online archive of Garstang's historic photographs of Turkey. In our own recently refurbished Garstang Museum we are creating a rolling series of exhibits featuring our staff and PGR research.

c. Strategy and plans

We have established a strategic framework which draws together activities that generate impact, in which the **dissemination of good practice** and support for individual researchers, including peer review of plans and proposals, are central. The Head of Department reviews individuals' progress towards achieving impact in Personal Development Review meetings. Impact is also taken into

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account in workload management whilst progress is an important part of promotion cases, thus incentivising these activities. Our research groups are effective vehicles for the delivery of impact. Each research group has plans in place for impact, including a framework for PGR involvement. The Human Origins, Early Villages and Mediterranean groups will ensure our burgeoning interdisciplinary research features in these approaches.

Our goals are:

- 1) To ensure **awareness of our field projects among local groups, the media and a global public** to deepen understanding of the past and its significance; to raise awareness of local monuments, heritage and landscape and to leave a lasting legacy of these projects. This includes further development of the Castell Henllys and Boncuklu Visitor Centres, a Luangwa valley Heritage centre, the development of Kalambo Falls as a full World Heritage site and the community project at Dhiban.
- 2) To **contribute to the UK education sector and internationally** through project websites, briefing teachers on developments in subject areas relevant to the National Curriculum, and providing Visitor Centres with educational materials.
- 3) Through links with local museum partners, and through our own Victoria Gallery & Museum and Garstang Museum, we will **develop exhibitions featuring our staff and PGR research**, e.g. **Barham's** research on hafting technology will be featured in a VG&M exhibition in 2014.
- 4) **To reach a global audience through development of temporary and permanent exhibitions in international museums**, e.g. construction of a multi-million pound museum in Konya 2014-16 includes plans for a major permanent Boncuklu exhibition with substantive input from **Baird. Gowlett's** Links project will ensure input of his research into exhibition development in National Museums Kenya.
- 5) To **embed in our PGR community an understanding of the benefit of impact to enhance research**, exemplified by recent AHRC collaborative awards with NML. The NW AHRC BGP 2 consortium includes a partnership with Manchester combining two University museums and wide-ranging links with non-HE national and international heritage institutions, to offer postgraduates exceptional opportunities for training in research impact.

d. Relationship to case studies

The three impact case studies, *Castell Henllys*, *Stepping Stones* and *Land of Light*, illustrate our strengths in the development of impact strategies in association with museum and heritage bodies and local educational organisations, delivered alongside a broader public engagement agenda. **Mytum** has a long standing interest in the role of archaeology in school education as well as public engagement. His projects precede the census period, albeit the impact clearly falls within the census period. This combination of delivery of Key Stage 2 educational material through a Visitor Centre, aimed also at a wider public, offered an important model for our development of impact.

Stepping Stones and the *Land of Light* were products of our developing strategy and are good exemplars of multiple engagements with school level education, public bodies and the wider public e.g. **Garrow's** project uses the internet to deliver educational resources, conceived during on-going dialogue with the *Mantle of the Expert*. As with several other projects, the delivery of the *Stepping Stones* impact has been developed in partnership with local museums: the research instigated the exhibitions while the museums advised on suitable formats for local audiences. **Greaves** with the Fethiye Museum and the Fethiye Municipality produced a bid to the European Union. These strategies exemplify the positive effects of collective discussion and peer review of impact plans.

Abroad our focus has also included an attempt to raise awareness of heritage in contexts where such concepts are poorly developed, exemplified not just by *Land of Light* but also the Boncuklu project and Kalambo Falls, both of which have benefitted from the approaches of the case studies. Similarly, our vision to influence the major international regional museums in Konya, Mbala and National Museums Kenya has benefitted from the experiences of **Greaves** and **Garrow** in their Case Studies. Thus **Mytum's** project provided an initial exemplar, while **Greaves'** and **Garrow's** projects allowed us to test the adaptation of this model to alternative types of beneficiaries.