

Ribchester Revisited, UK

Course ID: ARCH 365Ai

June 12–July 15, 2019

FIELD SCHOOL DIRECTORS:

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INTRODUCTION

This project investigates the Roman military in the second and 3rd centuries at the edge of Empire, it explores Roman identity, gender relations and Imperial influence within the space of a fort. Finds include coins, cavalry equipment, hobnails, glass, sherds of pottery, metal working evidence. As well as architectural features like bread ovens, wicker lined wells, defensive ditches and walls, buildings and roads. Students will engage in excavation, environmental archaeology, survey, outreach, and recording. Particular emphasis is placed on developing independent research and student led interpretation.

The village of Ribchester is nestled in the heart of Lancashire's beautiful Ribble valley, and dates to the Roman period when an auxiliary cavalry fort was established on the north bank of the river Ribble. It was made famous by the discovery of the Ribchester Helmet, and associated hoard, in the 18th century, one of only three helmets of this type found in Britain and today these objects can be seen in the British Museum. The fort was built in approximately AD 72-3 by members of the twentieth legion, it was then occupied by the *Ala II Asturum* a Spanish auxiliary unit. In the 2nd century the fort was rebuilt in stone and around AD 175 it was garrisoned by a Sarmatian auxiliary cavalry unit and it is this construction and occupation of this phase which will be the focus of 2019. From a research perspective this changing origin, changing recruitment and rebuilding of the fort is fascinating, and allows us to explore identity,

migration and the integration of military and civilian life. Controversially, popular culture identifies Sarmatians with King Arthur citing similarities between Arthurian tales and Sarmation myth.

The garrison at the fort was located in an important crossroads between east and west, north and south and oversaw the foot and river traffic, to maintain oversight of the surrounding area. It is often assumed that Roman forts were organized in a similar way, but Ribchester has an unusually large *Vicus* (the town just outside) and importantly was also a *Veteranorum* for retired soldiers (known as *Bremetenacum Veteranorum*). Unfortunately, most of the archaeological field work that has been carried out in Ribchester was during the late nineteenth and early twentieth century, with some focused excavation in the 1980s and a small project by [Time Team](#) in its first TV season in the early 1990s. Our project revisits Ribchester using the exploration of the previous archaeological archives and this important cutting edge IFR field school. We have appeared on the BBC twice in 2016 and 2018. The excavations primary objective is to explore the evolving use of the interior of the fort and its changing relationship with the *Vicus*. In 2016 we found our first evidence of women within the fort – beads and brooches proving how in the latest phases of activity it became a site not just for the army but families too. In 2017 emphasis was placed on the Roman military at the end of the empire, and in 2018 on the defensive structures and buildings. In 2019 the focus will be on the construction of the 2nd century AD fort, the transition from the first to the second fort, and how quickly the new unit adapted and changed their environment.

The 2019 season promises to be extremely exciting because the project will continue to investigate a large 30m by 10m trench just inside the fort's north gate, opposite the granaries and where it is believed the barracks were located. So far the trench has revealed the remains of a clay floored building, with hearth, kiln fragments, slag, glass working and metalworking refuse hinting at a *fabrica* or workshop. Underneath this workshop evidence such a seal box point to official letter writing, and furniture studs pointing to a store room or administration rooms. This last season saw an earlier phase with bread ovens and tiled floors. As such, the 2019 excavation will focus on the floors and walls, the first uses of the building and its associated wells and pits. In 2019 our primary objectives will be to complete the excavation of the defenses, and the later buildings, focusing on the environmental and artefactual evidence. With over 700 small finds identified in 2018, including evidence of eight shoes a silver brooch and bone handled knife, 2019 promises to be a fun and finds-packed year!

The Ribchester project also has a significant focus on the community. The site is classified as a monument at risk by Historic England, and so this project is an important opportunity to engage with heritage in practice. Part of the reason Ribchester is at risk is the neglect that this important site has seen, and so a valuable aspect of this project includes outreach – students and project partners spend a great deal of time communicating with the local population and we expect thousands of visitors with around 20 school visits. Between 2017-2019 seasons we saw over 5,000 visitors to the excavation. The project is also scheduled to take place during the Roman festival (July), an important event in the local calendar when a replica camp is erected and actors dressed in Roman military equipment parade their skills for the public. In 2017 and 2018 these aspects proved very popular, and there will be the opportunity for students to experience this side of community archaeology.

PREREQUISITES

There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun or rain, on your feet, and with your trowel.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

COURSE OBJECTIVES

This course is a field school, and primarily aims to provide students with a foundation in archaeological methodology. Particularly the project employs a single context recording system designed to deal with the complex intercutting features found in ancient urban settings. This method allows archeologists to explore the key stratigraphic relationships between buildings, pits, and roads, and so explore industries and activities, the evolution of space, and the experiences and lives of people in the past.

The course has three primary objectives – **1)** to introduce students to archaeological field methods, including excavation, stratigraphic investigation, the written records, the drawn record, as well as providing an opportunity for individuals to conduct survey and finds processing activities. **2)** To introduce students to the intellectual challenge presented in archeological research. Namely the recognition and interpretation of complex stratigraphy. To do this students will begin their work in small teams providing a learning network in which participants can develop their skills and interpret their own features. **3)** Why is archaeology important? With participation in the community heritage aspects of the project this project is the perfect opportunity to explore the value of heritage and explore what archaeology can contribute to modern society.

Excavation: Students will participate in supervised excavations within a large trench exploring Roman and later remains.

Recording: Under supervision students will fill out context sheets, plot small finds, and draw archaeological remains to record stratigraphy. It is expected that by the end of the project students will be able to carry out interpretation recording themselves.

Survey: Students will have the opportunity to conduct geophysical survey work within the surrounding village.

Cataloging: Students will participate in processing and recording of finds, including pottery, tiles, animal bones, and metal finds. Students will be introduced to the database management system.

Environmental: A key aspect of Ribchester is the excellent preservation of biological remains in some contexts. Students will have the opportunity to take, record, and wet sieve environmental samples in search of ecological remains such as fish bones, charred seeds and insect remains.

Heritage Outreach: Scheduled tasks will include giving site tours, talking to the public and/or school groups. There will also be a series of key seminars focused on the value of archaeology to modern society.

Teaching begins on Thursday, June 13th with three days of lectures and field trips. This will provide students with the cultural and archaeological background to the fieldwork and will give them an opportunity to meet the team, and explore the methods to be used before excavation begins. Additional lectures by project specialists will be offered periodically throughout the remainder of the field season.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates in a typical English summer. During the day, temperatures will be comfortable but may fluctuate between 65-80^oF, in the evenings 52-65^oF is common, so appropriate warm sleeping material will help. Longer daylight hours provides lovely long evenings, but the sun comes up early in the morning and so when in a tent some people like to sleep with an eye mask or similar. Rain and the wet can be persistent, and although we don't work if it is too wet you must ensure you have a waterproof jacket and a jumper, and that your tent and property are dry. Sunburn can be a problem and although the project will provide sun protection at factor 50, you are responsible for making sure you are hydrated and protected.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

LEARNING OUTCOMES

By the end of the project students will be able to:

- 1) Understand the different elements which contribute to an archaeological field project and how survey data, records and artifacts between these elements.
- 2) Apply standard excavation methods to archaeological contexts.
- 3) Comfortably use single context recording techniques to document excavation results.
- 4) Describe the project objectives and interpretations in conversation with the lay community and in written formats. Discuss the relative value of Ribchester's heritage.
- 5) Be able to offer their own preliminary interpretations of archaeological results and explore those within the boundary of their personal project.
- 6) Situate field work within its geographic, period and research framework.

GRADING MATRIX

Excavation 50%: Attend and participate each scheduled day, including: chores, lectures, field and finds work. Grades and feedback will be given at the end of each week and final grade will be a combination of each weeks mark. The criteria for assessment include - Team-working, Commitment, Excavation, Site

Recording, Drawing, Survey, Finds, Outreach and Environmental work. Assessors will consider attention to detail, engagement and understanding. Learning outcomes 1, 2, 3 and 4 will be assessed during the excavation. Please see the assessment and feedback matrix at the end of this syllabus.

Personal Project 50%: Participants will be expected to keep a field notebook to describe their daily activities, as the project progresses these notes will reflect the developing interpretive skill of the student as they start to understand the archaeology and use library and museum resources to explore their ideas. This notebook will describe an aspect of the archaeological work carried out by the student, and how it fits into the wider world of Ribchester or Roman/British Archaeology. A project workshop will be provided at the beginning of the field school. The site directors will look over the student's notes with them and help them to tailor their projects. Learning outcomes 1, 4, 5 and 6 will be assessed using the personal project. Please see the assessment criteria at the end of this syllabus. The notebook will be submitted Thursday the 12th July for grading.

TRAVEL & MEETING POINT

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

There will be two alternative meeting points on June 12th. Meeting point 1) Manchester Airport, opposite *Joies Kitchen*, Arrivals in terminal one at **14:00**. Students arriving by train will be met at Preston train station at **16:00** –please make your way out of the train station side exit by the car park (i.e. not the main entrance with the ticket machines). There is plenty of space to wait under the shelter in the car park.

If you missed your connection or your flight is delayed, please call, text or email a project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

US citizens must have a valid passport for the duration of their stay. A visa is not required. It is recommended that students take their IFR documentation to immigration control to prove they have a place on an archaeological excavation for the period of their stay.

EQUIPMENT LIST

This project will provide students with excavation tools. However, students may wish to bring their own 4" drop forged pointing trowel – either WHS/Spear and Jackson or Marshalltown. Students may also wish to bring a personal first aid kit, a notebook and an inexpensive camera for their assessment work.

The following are mandatory items that each student must bring to this project:

- Tent
- Sleeping bag
- Inflatable mattress or sleeping mat
- Flashlight (torch)
- Working boots
- Digging clothes
- Evening clothes
- Waterproof jacket
- Sun cream
- Water bottle
- Something warm like a jumper or hoodie
- Pocket money for snacks and treats (there is a village shop and a pub).

ACCOMMODATIONS

For the initial four nights in Preston students will be accommodated in university dorms. During the excavation students, supervisors and directors camp 50 yards from site in their own tents. Students are responsible for keeping the campsite tidy at all times. The project is very fortunate to have access to the Village Hall for use during the day as the finds processing facility or site office and in the evenings it provides shelter and a communal focus. This includes a fully equipped kitchen with cutlery and crockery, fridges, oven and two sinks. There is access to a washing machine during the project. Showers are hired in on a trailer and are good quality facilities powered from the mains electrics and bottled gas. Every day (except Monday which is the day off) food is provided in the evenings from a local catering business, and their shop, which is five min walk from site, provides the opportunity for people to purchase excellent bacon sandwiches during rest times if required.

Students on the project are organized into rotas and each day a small team will prepare lunch, do cleaning, tidying (campsite and grounds) and washing up. Participation in this is mandatory and will be organized fairly and equally amongst the participants. This is strictly maintained and participation is considered part of the assessment process. This means that the site and facilities are kept to a high standard which is important since we are informally monitored by the parish council and the community.

COURSE SCHEDULE

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of IFR harassment and discrimination policies, and review of the student Code of Conduct.

Week 1 (June 12-June 15):

Wednesday	14:00	Pick up from Manchester airport
	16:00	Pick up from Preston railway station
	18:00	Meet the team BBQ at UCLan
Thursday	9:00	Meet in Archaeology Lab – Informal discussion about acclimatizing to the UK
	9:30	Morning Lecture 1 Introduction to British Archaeology
	11:00	Morning Lecture 2 introduction to Roman Britain
	12:30	Lunch
	13:00	Introduction to Roman artifacts
	15:30	History of Ribchester
	18:30	Team Dinner
Friday	9:00	Morning lecture 1 Stratigraphy and the archaeological context
	11:00	Morning practical – Archaeological planning
	12:30	Lunch
	13.30	Afternoon practical context sheets
	16:00	Afternoon Lecture Public Archaeology
	18:30	Film and Pizza night
Saturday	9:00	Field Trip to North Wales or to the Lake District. Including a prehistoric monument and a medieval castle.
Sunday		Free to review two days learning, read and explore.

Week 2-5 (June 17th to July 15th):

Monday	10:00	Meet at minibus, pack equipment and tools
	12:00	Arrive at Ribchester, introduction to facilities, set up camp, organize tools
	13:00	Lunch
	14:00	Tour of Ribchester Village and Museum
	16:00	Prepare trench for field work

Daily schedule for the four weeks of field work, Tuesday through Sunday

7:30-8:45	Breakfast
8:45-9:00	Collect tools, excavation begins
11:00-11:30	Morning tea
13:30-14:30	Lunch Stop
16:00-16:30	Afternoon tea
18:00	End of Excavation
19:00	Dinner Arrives

(*Sunday service is open to all at 10:30am-12:00am in the local church)

On Wednesday the **3th July** there will be a field trip to Hadrian's wall

Project End 15th July

The personal Project will be due in for grading on before the end of the project on the 13th of July, feedback will be given each week on Sundays, and the project will be returned to the students after grading.

Monday	7:30-8:15	Breakfast
	8:30	Pack up camp, tidy, clean hall
	12:00	Mini bus leaves for Preston
	12:45	Unpack tools
	13:30	Lifts to Preston Station and Manchester Airport for return home or continued travel in UK and Europe on your own (a 7:00am lift is available).

Every Thursday at 8:30am there is a weekly director's site tour, approximately 1hour.

Every Friday afternoon, groups of students will attend a finds round up seminar.

Roman Festival is the weekend of the 5-6 July. Occasional lectures will take place during the day, or in the early evening depending on the schedule. This schedule of lectures will be produced at the beginning of the project but may be subject to change depending on the weather.

Evening activities:

Each Tuesday evening is 'pub quiz' night in the hall after dinner. Each Thursday is Pizza and film night in the hall.

The local bell ringing group is open to interested parties on Wednesday nights at 19:30, the choir meets on Thursday nights.

Organized sports activities are available on Fridays and Saturdays evenings. In the past these have including cricket, rounders and football.

There are three pubs in the village, the Ribchester Arms, a local favorite with food available. The White Bull, a beautiful building with Roman pillars, a garden and food, rooms are available for visitors. The Black Bull is a beer only pub with a pool table and a good Monday night pub quiz. There is a local small supermarket and post office. Free Wi Fi is available in the Pubs, which are friendly local meeting places.

REQUIRED READINGS

Many of these texts will be provided on the courses Dropbox. Hard copies and additional books will be available in the projects library in the village hall during the excavation.

Edwards, B. J. N. *The Romans at Ribchester Discovery and Excavation*. Lancaster: University of Lancaster
Green, K and Moore, T. 2002. *Archaeology: an Introduction*. London: Routledge. (Chapter 3).

Mattingly, D. 2007. *An Imperial Possession: Britain in the Roman Empire, 54 BC-AD 409*. London: Penguin (Chapters 1 to 6)

Museum of London Archaeology Service. 1994. *Archaeological Site Manual*. London: Museum of London. (Chapter 1, 2.1, and 3) Available from:

<http://www.museumoflondon.org.uk/files/1413/7243/1495/MoLASManual94.pdf>

RECOMMENDED READINGS

Allason-Jones, L. 1999. What is a military assemblage? *Journal of Roman Military Equipment Studies*, vol. 10: 1-4

Allison, P.M. 2006. Mapping for Gender: Interpreting artefact distribution in Roman military forts in Germany. *Archaeological Dialogues* 13.1, 1-48

Bidwell, P. 2007. *Roman Forts in Britain*. London: Batsford/English Heritage.

Breeze, D. J. 2014. Two Roman Britain's. *Archaeological Journal*. 171.1, 97-110 Available from:
https://www.academia.edu/9432152/Two_Roman_Britains

Buxton, K and Howard-Davis, C. 2001. *Bremetenacum: excavations at Roman ribchester 1980, 1989-90*. Lancaster: University of Lancaster

Crow, J. 2004. The Northern frontier of Britain from Trajan to Antoninus Pius: Roman Builders and Native Britons. In. Todd, M. (ed.). *A Companion to Roman Britain*. Oxford: Blackwell. 114-135

De la Bédoyère, G. 2013. *Roman Britain: a new history*. London: Thames & Hudson

English Heritage. 2011. *Roman Forts and Fortresses*. London: English Heritage

Available from: <http://historicengland.org.uk/images-books/publications/iha-roman-forts-fortresses/>

Gardner, A. 2007. *An Archaeology of Identity: soldiers and society in late Roman Britain*. Walnut Creek: Left Coast Press

Gardner, A. 2013. Thinking about Roman imperialism: postcolonialism, globalization and beyond? *Britannia*, 44, 1-25

- Millett, M. 1990. *The Romanization of Britain: an essay in archaeological interpretation*. Cambridge: Cambridge University Press
- Millett, M and James, S. 2001. *Britons and Romans: advancing an archaeological agenda*. York: Council for British Archaeology Report No. 125. Available from:
http://archaeologydataservice.ac.uk/archives/view/cba_rr/rr125.cfm
- Pitts, M. 2008. Globalizing the local in Roman Britain: an anthropological approach to social change. *Journal of Anthropological Archaeology*, 27, 493-506
- Petts, D. 2013. Military and civilian: reconfiguring the end of Roman Britain in the North. *European Journal of Archaeology*. 16.3, 314-335
- Rushworth, A. 2009. *Housesteads Roman Fort - the Grandest Station: Excavation and survey at Housesteads, 1954-95*. London: English Heritage Available from:
http://archaeologydataservice.ac.uk/archives/view/eh_monographs_2014/contents.cfm?mono=1089086
- Southern, P. 2004. The Army in late Roman Britain. In. Todd, M. (ed.). *A Companion to Roman Britain*. Oxford: Blackwell. 393-408
- Todd, M. 2004. The Claudian Conquest and its consequences. In. Todd, M. (ed.). *A Companion to Roman Britain*. Oxford: Blackwell. 42-59
- Van Der Veen, M. 2008. Food as embodied material culture – diversity and change in plant food consumption in Roman Britain. *Journal of Roman Archaeology* 21, 83-110
- Wilmott, T. 1999. *Birdoswald: Excavations of a Roman fort on Hadrian's Wall and its successor settlements, 1987-1992*. London: English Heritage Available from:
http://archaeologydataservice.ac.uk/archives/view/eh_monographs_2014/contents.cfm?mono=1089018
- Woolf, G. 2004. The present state and future scope of Roman archaeology: a comment. *American Journal of Archaeology*, 108.3, 417-428.

Criteria for assessing Ribchester Revisited Written Work

Student Name:		
Ribchester Site Diary and project		
Assignment should be 1000-2000 words.		

Criteria	FAIL <50%	C 50-59%	B 60-69%	A 70-79%	A + 80-100%
Diary Activities	Activities poorly expressed and not explained	Activities vaguely expressed but not sufficiently explained	Activities expressed but not adequately explained	Activities clearly expressed but not fully explained	Activities clearly expressed and explained
Diary Methods & Procedures Empirical Results	Methods and Results poorly described; little accuracy insufficiently recorded	Methods and Results minimally described; some inaccurately or not sufficiently recorded	Methods and Results partially described; less than accurately or not sufficiently recorded	Methods and Results clearly described; accurately but not comprehensively recorded	Methods and Results clearly described; accurately and comprehensively recorded; some critically analysis
Individual project Discussion	Little discussion, lacking coherency poor understanding or confused arguments; Successes and limitations poorly understood or incoherently expressed	Little discussion, Few conclusions, lacking consistency, understanding or clear arguments; Some understanding of limitations	Vague conclusions/lacking consistency or clear arguments; Successes and limitations partially understood but not coherently expressed	Logical discussions but lacking complete comprehension; Clear conclusions, consistently and intelligently argued; Successes and limitations understood and coherently expressed	Excellent discussions; some critical analysis; Clear, well constructed, interesting and intelligently argued conclusions; Successes and limitations well understood, comprehensively and coherently expressed
Diary and Individual project Diagrams Annotation & Cross Referencing	Poor use of diagrams, annotation and references providing the reader with insufficient understanding of the methods and results	Little use of diagrams, annotation and references providing the reader with a minimal understanding of the methods and results	Some use of diagrams, annotation and references to provide the reader with a partial understanding of the methods and results	Good use of diagrams, annotation and references to provide the reader with a clear understanding of the methods and results	Excellent use of diagrams, annotation and references to provide the reader with a comprehensive understanding of the methods and results

Ribchester Revisited, Fieldwork Assessment

Student Fieldwork Feedback Form

Student Name

Project Week

The marking grid below is not supposed to be prescriptive or to cover all possible eventualities. It should indicate the levels of competence and commitment we expect from students on level 2 fieldwork and to help excavation directors and supervisors (particularly if they are not UCLan employees) in grading student work. It should also help students to know what is expected of them during their fieldwork placements.

Degree Class.	A+	A	B	C	D	Fail	Absolute Fail
Percentage	98 95 92 88 85	82 78 75 72	68 65 62	58 55 52	48 45 42	38 35	32 - 0
Team-working	Represent group to staff, leads team effectively	Active role in team building, initiates group tasks	Support other group members, leads group tasks	Considerate of other group members, engage in group tasks	Some inappropriate behaviour, doesn't engage in group tasks	Repeated inappropriate or offensive behaviour	Persistent inappropriate or offensive behaviour, violent conduct
Commitment	Exceptionally hard-working & keen to learn		Hard-working & keen to learn		Complete tasks but no obvious enthusiasm	Tasks left incomplete, time wasting	Persistent time-wasting & work avoidance
Excavation	Excavate to professional standards; quick, neat and accurate	Excellent excavation skills,	Good excavation skills	Fair excavation skills, but either slow or messy	Some problems in technique	Serious problems in technique	Not safe alone
Site Recording	Can complete standard records independently	Record effectively under some supervision	Record under supervision	Assists with some recording	Little understanding of recording	Doesn't understand recording at all	Refused to attempt task
Drawing	Neat accurate & intelligently interpreted, supervise drawing	Neat accurate & intelligently interpreted	Neat & accurate	Reasonable accurate but untidy, some supervision needed	Problems with accuracy or intelligibility without supervision	Unintelligible or inaccurate without constant supervision	Refused to attempt task
Survey	Supervise independent survey tasks	Set up survey equipment and grid unsupervised	Survey using equipment and grid provided without supervision	Survey using equipment and grid provided under supervision	Some grasp of concepts but unclear on some applications	No grasp of concepts, frequent errors	Refused to attempt task
Finds Recording & Processing	Identify objects, supervise processing	Record, clean & package finds without supervision	Record, clean & package finds under supervision	Clean finds under supervision	Problems with artefact handling or recording	No understanding of basic artefact handling	Refused to attempt task
Environmental processing	Can supervise processing and undertake identification of material	Excellent use of equipment, and some identification of material	Some supervision required but overall good grasp of operation	Supervision required consistently, student offers supporting role	Can't use equipment on own	Can't use equipment at all	Refused to attempt task
Outreach	Exceptional engagement, knowledge and enthusiasm leads the outreach team.	Excellent engagement, knowledge and enthusiasm.	Good engagement and knowledge. Clear and articulate	Some supervision required, reasonable engagement and knowledge	Completes task, but no enthusiasm and lack of engagement and knowledge	No engagement without supervision	Refused to attempt task

Overall Grade (%)

Days completed

Signed: _____

Position: _____

Further Comments (if required)

Please use this space to give any more specific feedback on the student's work, highlighting particular strengths and suggesting ways in which the student can improve their fieldwork technique.

Attendance	
Team-working	
Commitment	
Excavation	
Drawing	
Survey	
Finds Recording & Processing	
Environmental processing	
Outreach	
General remarks	