

# **‘DIGGING UP SWAFFHAM BULBECK’ – A REPORT ON THE SOCIAL OUTCOMES OF A COMMUNITY EXCAVATION.**

## **INTRODUCTION**

From the 12th to the 14th June 2012 a three-day archaeological dig was carried out in Swaffham Bulbeck, a village in East Cambridgeshire. Funded by the Heritage Lottery, the project was a collaboration between Red2Green – a local disability charity - and Access Cambridge Archaeology – an outreach unit within the University of Cambridge, which aims to promote well-being through participation in archaeological projects. Two schools were also involved in the project – Swaffham Bulbeck Primary School and Soham Village College.

The project was designed for clients from a group called ‘Aspirations’ – an educational programme for adults with Asperger’s Syndrome, run by Red2Green. Over the three day period, clients from the ‘Aspirations’ groups worked alongside students from the two schools to conduct systematic small-scale excavations in ten different sites across the village. The digs were conducted in a scientifically valid way, and the findings will form part of the CORS project based in the McDonald Institute for Archaeological Research at the University of Cambridge, which aims to advance knowledge and understanding about the history of rural settlements that are still inhabited today.

A Sociology graduate from the University of Leeds attended the project and conducted a research study evaluating its social outcomes. This is a report of her findings.

### **Red2Green:**

Red2Green is a Cambridgeshire charity providing services for people with a wide range of disabilities, including mental health problems, learning disabilities and autistic spectrum conditions. The charity provides learning, work and social experience for clients, encouraging them to maximise their potential and be welcomed into their communities. Red2Green runs 6 services, working with around 400 people.

### **Aspirations:**

Aspirations is a pioneering educational programme for adults with Asperger’s syndrome, run by Red2Green. Those who join the course learn skills and strategies to help them into jobs, further education, and to enhance their independent living. The programme is funded by Cambridge Regional College, clients' personal budgets and charitable trusts.

### **Access Cambridge Archaeology:**

Access Cambridge Archaeology is an outreach unit within the Department of Archaeology at the University of Cambridge, based in the McDonald Institute for Archaeological Research. The primary aim of Access Cambridge Archaeology is to enhance educational, economic and social well-being through active participation in archaeology. It seeks to achieve this by running novel, fun and challenging activities for members of the public.

**Currently Occupied Rural Settlement Project (CORS):**

CORS is based in the McDonald Institute for Archaeological Research at the University of Cambridge. It aims to advance knowledge and understanding of the ways in which rural settlements that are still inhabited today developed in the past, by carrying out carefully targeted systematic small-scale excavations across a number of sites in England. The project is enabling successive phases of activity within and around today's villages and farms to be identified, dated, characterised and mapped, so that the historic development of settlement in the targeted parishes can be reconstructed.

**Hi8us Midlands:**

Hi8us Midlands is a Media and arts charity producing innovative media with young people in their communities. The organisation filmed the project, and will be producing a ten minute film to show to local residents at a 'celebration event'.

**Structure of project**

Prior to the project, ten suitable dig sites had been chosen around the village of Swaffham Bulbeck: one located in the grounds of the primary school, and the others in the gardens of residents who had volunteered to be involved in the project. Archaeologists from Access Cambridge Archaeology assessed the sites to ensure that the excavations were as representative and unbiased as possible. In consultation with property owners, a 1m<sup>2</sup> area was selected to be excavated at each site.

Over the three days, the following people were split between the different sites, and carried out the excavations:

Learners from Red2Green
Students from Swaffham Bulbeck Primary School
Students from Soham Village College (Days 1 and 3)
Adult volunteers: a mixture of staff from Red2Green, staff from Access Cambridge Archaeology, school staff, Cambridgeshire County Council staff and local residents.

The project was designed to encourage interaction between the learners from Red2Green and other people in the community, so where possible there was a mixture of learners and school students on each site. However, this was not appropriate for all of the learners, so some of the sites were exclusively excavated by learners from Red2Green (supported by staff from the charity).

In addition to those based at each dig site, archaeologists rotated between the ten sites, helping guide teams on the excavation process and identifying finds. A camera crew from Hi8us also moved between the sites, capturing the process of the excavations.

## **AIMS OF THE PROJECT**

The aim of this research was to measure the social outcomes of the project, by measuring how well it met its stated aims (outlined below)

1. Increasing participant's understanding of, and passion for archaeology/local history.
2. Developing skills for the learners from Red2Green: including teamwork and communication skills.
3. Improving community integration for people with autistic spectrum conditions

## **METHODOLOGY**

### **Observation**

On the first and second days of the project, the researcher rotated between the dig sites with learners from Red2Green working on them, assisting them with the excavation, whilst observing them to gain a sense of their experience of the project. On the third day of the project the researcher rotated around all ten dig sites to get a sense of the project as a whole.

### **Interviews**

14 structured interviews were conducted with learners from Red2Green: each learner was asked a number of set questions, and their answers were recorded. One learner also answered the questions as a self-completion questionnaire as he preferred this method.

**See appendix 1 for the interview questions for learners from Red 2 Green.**

Throughout the project unstructured, informal interviews were also carried out with three of the managers of the charity, who volunteered on the project.

### **Questionnaires**

11 of the students from Soham Village College filled in self-completion questionnaires at the end of the project. **See appendix 2 for the questionnaire for Soham Village College students.**

As a follow-up to the research project, teachers at Red2Green ran sessions with learners about their experience. Two teachers filled in a questionnaire, enabling the researcher to gain more insight about what learners gained from the project. **See appendix 3 for the questionnaire for the teachers.**

In addition, 3 archaeologists from Access Cambridge Archaeology answered a brief questionnaire assessing the success of the project in terms of the finds that had been made, and the involvement of different community groups. **See appendix 4 for this questionnaire.**

## **Analysis**

The methods outlined above generated both quantitative and qualitative data. The researcher analysed this data in terms of the 'aims of the project' outlined above, and also the participant's level of enjoyment of the project. The results are displayed below, by theme.

## **RESULTS**

The data was analysed in terms of 4 key themes:

1. Enjoyment
2. Understanding of, and passion for, archaeology/local history.
3. Developing skills
4. Improving community integration for people with autistic spectrum conditions.

The results are displayed below:

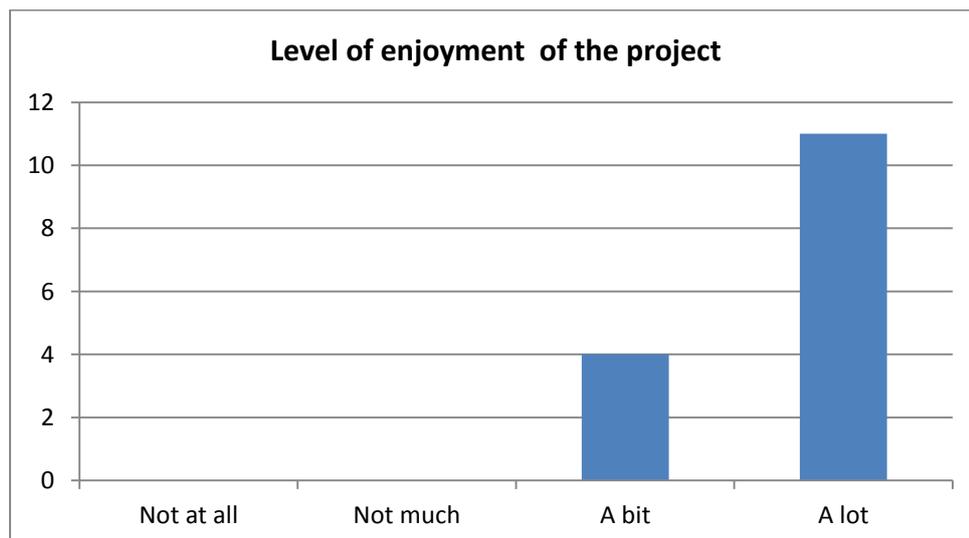
### **1. ENJOYMENT**

#### **Learners from Red2Green:**

In **Question 4** of the interview learners were asked 'Overall, how much did you enjoy the project?' and were given the options: 'Not at all' 'Not much' 'A bit' and 'A lot'

Results are shown below:

**Table 1.1: Overall how much did you enjoy the project?**



Level of enjoyment	Participants	
	Number	%
Not at all	0	0
Not much	0	0
A bit	4	27
A lot	11	73

Clearly the majority of learners from Red2Green greatly enjoyed the project. In accompanying comments, learners described the project as “good” and “brilliant”. One learner said that “some bits were interesting, some were very hard work”. One learner gave the project 8/10.

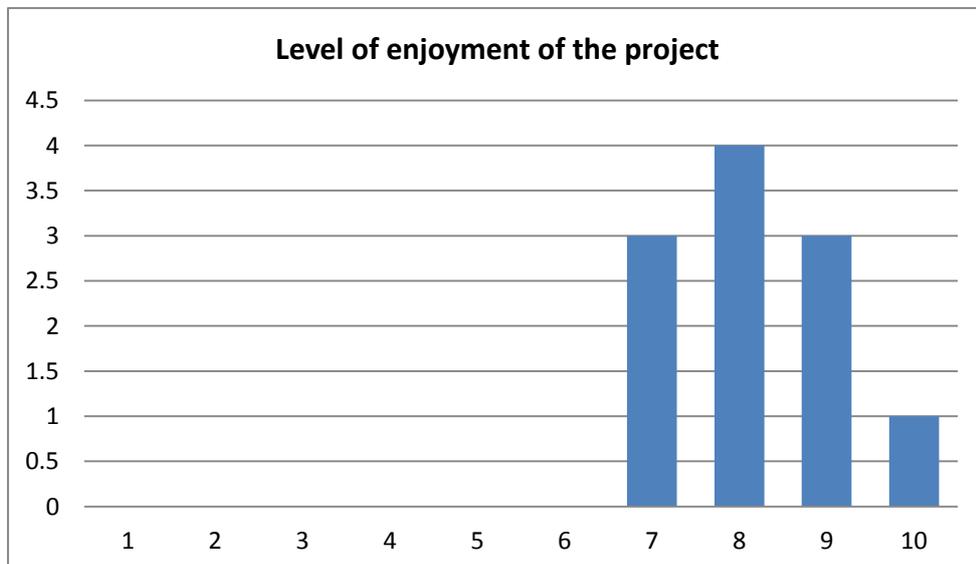
Many of the learners expressed surprise at how much they had enjoyed the project, stating that it had exceeded their expectations.

During an interview, one of the managers of Aspirations explained that one of the ways they measure the success of their activities for the learners is *attendance*. Since the learners attend on a voluntary basis, if they do not enjoy an activity they will sometimes simply stop attending. The full attendance of almost all the learners is therefore further evidence of their enjoyment of the project. Furthermore, several learners enjoyed the project so much that they arranged to attend Aspirations on days they would not normally do so, so they could continue their involvement.

**Soham Village College pupils**

In **Question 3** of their questionnaire, pupils from Soham Village College were also asked to indicate their level of enjoyment of the project – asked to give it a rating out of 10.

Table 1.2: Overall how much did you enjoy the project?



Level of enjoyment (score out of 10)	Participants	
	Number	%*
1-6	0	0
7	3	27
8	4	36
9	3	27
10	1	9

\*totals 99% due to rounding

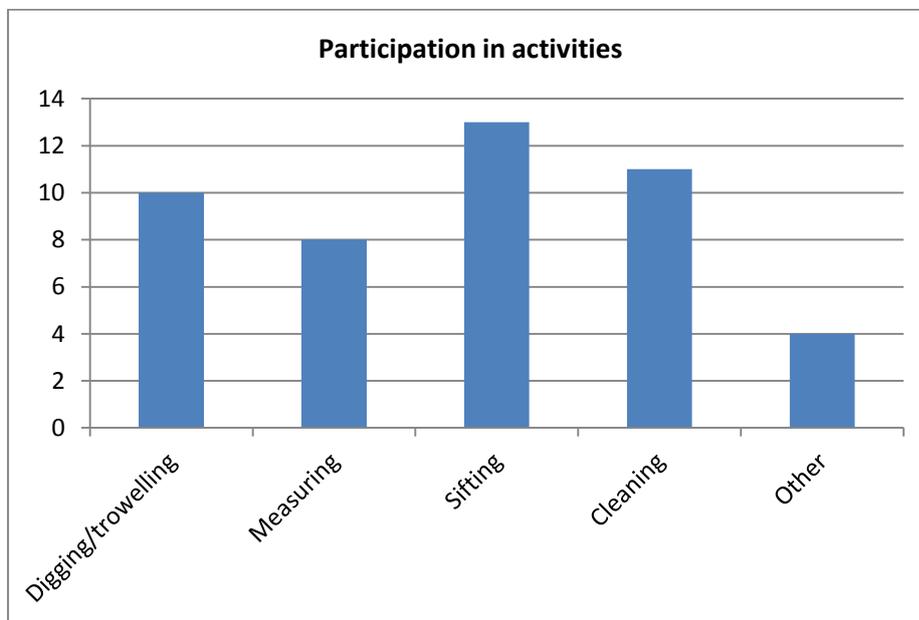
The pupils rated their level of enjoyment highly, with all participants giving a score of 7 or higher. Many of the pupils stated that they had enjoyed the project far more than they had expected to.

## **2. INCREASING PARTICIPANT’S UNDERSTANDING OF, AND PASSION FOR ARCHAEOLOGY/LOCAL HISTORY.**

### **Learners from Red2Green:**

**Question 10** in the interview asked which activities learners had taken part in. Results shown below

**Table 2.1: Did you do any of the following?**



Activity	Participants	
	Number	%
Digging/trowelling	10	67
Measuring	8	53
Sifting	13	87
Cleaning	11	73
Other	4	27

The above results demonstrate that the learners took an active part in the excavations. Through completing the above tasks, learners will have gained skills in the processes of conducting an archaeological excavation.

**Question 5** in the interview asked learners to highlight their favourite part of the project. Their answers are displayed in the table below:

Table 2.2: What was your favourite part of the project, and why?

Favourite part of the project	
<i>Sieving - looking for finds</i>	<i>Finding part of a buckle!</i>
<i>Identifying what archaeological objects you get at different levels</i>	<i>Watching people sieving</i>
<i>Digging</i>	<i>Scrubbing pottery- it's amazing how much dirt sticks to it!</i>
<i>Cleaning</i>	<i>Washing</i>
<i>Teamwork</i>	<i>Digging with the Mattock</i>
<i>Finding interesting things</i>	<i>Digging and putting it back in</i>

The answers above demonstrate an interest in the physical process of excavation (digging, sieving, cleaning) and also an interest in the historical objects which were found (finding a buckle, observing the difference in objects that are found at different levels). Overall this demonstrates learners' enjoyment of the project, and also demonstrates that the learners were fully engaged in the project.

Similarly, **questions 11-13** asked participants whether they had found anything 'interesting' or 'surprising' during the project, and overall whether they felt they had learnt anything about the people who used to live in the area. These questions, similarly, aimed to measure how engaged participants were with the project, and how much they had learned:

Table 2.3: Further questions about findings

Question	Participants who answered 'yes'	
	Number	%
Did you find anything interesting?	12	80
Did you find anything surprising?	9	60
Did you learn anything about the people who used to live in the area?	9	60

**'Interesting finds' included:**

- *Ornamental glass*
- *Pottery*
- *Shaped flints*
- *Bone*
- *Shell*
- *A buckle*
- *A bottle top*
- *A nail*
- *Charcoal*
- *Asbesdos*
- *A 16<sup>th</sup> century roof tile*

**'Surprising finds' included:**

- *A butchered lamb bone*
- *Bones – a rat skeleton*
- *A clay pipe*
- *A solid floor of chalk!*
- *The way the soil changes as you go deeper*
- *A carpet (impossible to cut through, so had to move the dig site!)*

It is important to note the part of the archaeologists in aiding learners' understanding of their findings. Many learners (and volunteers) commented on the archaeologist's ability to 'bring to life' the findings by 'telling the story of the people who previously lived in the area'.

**Question 14** in the interview attempted to measure more specifically whether being involved in the project had *increased* learners' passion for archaeology/local history, by asking whether they would be more likely to do certain activities now than before: **(Please note, two participants chose not to complete this question, so percentages are out of 13 rather than 15)**

Table 2.4: Would you be more likely to do any of the following activities now than before?

Activity	Number of participants 'More likely to carry out activity now than before?'	
	Number	%
A) Read books about archaeology or local history	8	62
B) watch TV programmes about archaeology or local history	8	62
C) get involved with more practical archaeology projects	11	85
D) visit museums to learn more about archaeology/local history	6	46
E) discuss archaeology or local history with others	9	69

The results suggest that learners would be more likely to take part in all of the above activities relating to archaeology/local history.

The activity which most learners suggested they would be more likely to take part in now was *getting involved with more practical archaeology projects* (85% of learners stating they were more likely to do this than before). This further demonstrates how much the learners enjoyed this particular project, as well as showing that it had fostered a more lasting interest in archaeological projects of this kind. The activity which was ranked second was *'discuss archaeology or local history with others'*.

In **Questions 1-3** of the questionnaire given to teachers after the dig, teachers were asked the following questions (shown with responses):

Table 2.5: Questions about learner's increased interest

<b>Q1. Do you feel taking part in the project has increased the learners' <i>understanding</i> of archaeology/local history?</b>
<i>Yes</i>
<b>Q2. Do you feel taking part in the project has increased the learners' <i>interest</i> in archaeology/local history?'</b>
<i>Yes, definitely with those who showed interest before the dig, but surprisingly some others enjoyed the sifting and sorting of objects</i>
<b>Q3. Can you give some examples of things the learners have been interested in, or shown a desire to learn more about, since the project?</b>
<i>Some have returned wanting to investigate and identify objects found, using the internet They have also shown an interest in dating items.</i>

These answers confirm the impact the project had on learner’s understanding of, and passion for archaeology and local history.

**Soham Village College pupils**

In **Question 7** of their questionnaire, pupils from SVC were asked to rate their level of *knowledge* about archaeology before and after the project. Their individual ratings are shown below:

Table 2.6 : Please rate your level of *knowledge* about archaeology before/after the project

Participant number	‘Knowledge’ rating before project	‘Knowledge’ rating after project	Increase
1	8	9	1
2	2	7	5
3	1	2	1
4	1	8	7
5	3	4	1
6	4	7	3
7	6	8	2
8	8	8	0
9	1	8	7
10	1	8	7
11	4	8	4
<b>Average</b>	<b>3.5</b>	<b>7.0</b>	<b>3.5</b>

In **Question 8** pupils were asked to rate their level of *interest* in archaeology before and after the project:

Table 2.7 : Please rate your level of *interest* in archaeology before/after the project

Participant number	‘Interest’ rating before project	‘Interest’ rating after project	Increase
1	8	8	0
2	4	8	4
3	1	2	1
4	1	6	5
5	5	5	0
6	4	6	2
7	8	10	2
8	6	6	0
9	1	6	5
10	1	7	6
11	4	8	4
<b>Average</b>	<b>3.9</b>	<b>6.5</b>	<b>2.6</b>

These results demonstrate that the project increased the pupil's knowledge about archaeology and local history. Some of the stated increases were very great - for example 3 pupils' rating of their knowledge of archaeology increased from 1/10 to 8/10.

**Question 9** in the questionnaire asked whether pupils would be more likely to do certain behaviours now than before:

Table 2.8 : Would you be more likely to do any of the following things now than before participating in the project?

Activity	Number of participants 'More likely to carry out activity now than before?'	
	Number	%
A) Read books about archaeology or local history	2	18
B) watch TV programmes about archaeology or local history	7	64
C) get involved with more practical archaeology projects	8	73
D) visit museums to learn more about archaeology/local history	2	18
E) discuss archaeology or local history with others	2	18

As with the learners from Aspirations, *getting involved in practical archaeology projects* was the activity the most pupils stated they would be more likely to do now than before. *Watching TV programmes about archaeology or local history* was ranked second highest.

**Question 4** of the questionnaire for SVC pupils asked them to highlight their favourite part of the project:

Table 2.9: What was your favourite part of the project, and why?

**Favourite part of the project**

<i>Digging</i>
<i>Washing the finds and trying to guess what they were</i>
<i>It was cool to see things from ages ago, something that someone hasn't touched for hundreds of years</i>
<i>Finding lots of interesting objects</i>

These results demonstrate that the Soham Village College students were engaged in the project, and that it increased their interest and understanding of archaeology and local history.

## **DEVELOPING SKILLS**

### **Learners from Red2Green:**

As well as teaching learners about archaeology, a key aim of the project was that it should help them develop skills such as social interaction, teamwork and confidence. These skills are explored below:

#### **Working with new people**

All of the learners worked together with new people on the project. As well as interacting with the young people and adult volunteers working at their dig site, learners also had to interact with the owners of the houses, and the archaeologists and film crew rotating between the different sites. Talking to new people is something that many of the learners find challenging, so successfully managing these interactions was a big achievement.

In the questionnaire given to the teachers after the project, one teacher responded that the learners had demonstrated a *“noticeable increase of confidence when talking to new people”*. Clearly this is a skill that the learners can take forward and apply to everyday situations, meaning the project may have a lasting positive impact.

#### **Communication of ideas**

Taking part in the physical task of excavation promoted communication with other people on the dig, as participants discussed the tasks that needed to be completed, and the finds that had been made. This required learners to vocalise their thoughts and opinions about several topics, which is a useful skill.

The learners' confidence in this area grew over the course of the project. One of the archaeologists commented: *“It was really rewarding to see their transition from quiet observation to active participation over the course of the days, and to see everyone sharing and swapping between the roles of digging, sieving and finds processing.”*

The project also promoted further communication outside of Aspirations. One parent commented that her son, who usually does not talk much about his day in the evenings *“would not stop talking about the project!”* This highlights his enjoyment, and also the impact the project had on his ability/desire to vocalise his experiences.

#### **Communication with children**

Something which was of particular note was learner's interaction with children on the project. Many of the learners rarely come into contact with children, and therefore managing this different relationship was a challenge for them.

Not all of the learners had children working on their dig sites, but all of those that did rose to this challenge. Several commented that working with children was one of their favourite aspects of the project. One learner in particular managed this new experience very well. He was placed on a dig site with several primary school children and only one adult leader. He therefore stepped into the role of assistant leader – helping manage the children by directing them on the various tasks, 'rounding them up' at the end of the day, and keeping

them in check when they were misbehaving. Despite expressing some frustration at times, he ultimately thoroughly enjoyed taking this leadership role, which is one he would not usually have the opportunity to take.

### **Persistence and remaining focused on a task**

Completing the project involved hard work and perseverance. Some parts of the process were tiring and repetitive, but the learners (with encouragement from the volunteers) remained focused on the end goal and worked hard to achieve this.

One of the archaeologists commented: *“The R2G people seemed to gain in a wide range of individual ways - some were very engaged with the task and clearly loved being entrusted and able to get on with something, and took pride in what they were doing. Others who were less obviously engaged nonetheless in many cases showed dogged persistence, sustained interest and clearly enjoyed being part of something which was different and new to them - a good win for individuals on the autistic spectrum”.*

The ability to work to a set goal, by following a specific process, is clearly one which we all encounter regularly in day to day life. Giving the learners the opportunity to experience this will have helped them develop useful skills that can be applied in many other contexts.

### **Teamwork**

There was a large element of teamwork involved in completing the project, as participants had to divide the work between them, and listen to each other's ideas. By giving learners the opportunity to work together in small groups, together with new people, the experience built on their teamwork skills, which can be applied in many other areas of their life. One archaeologist commented that the project had demonstrated that...

*It is perfectly possible for autistic people to benefit from and enjoy archaeology, and everything that comes along with it (being outside, working with their hands, being in contact with others, and working towards a common goal).*

It is clear that the project will have helped the learners develop several skills which are useful in everyday situations.

### **Soham Village College pupils**

In a similar way to the learners from Red2Green, working on the project will have also helped develop skills for the pupils from SVC:

#### **Working with new people**

The experience of working with new people on the project will have increased the pupil's confidence to do this in the future.

#### **Leadership and support:**

The project involved working together with primary school children and adults with autistic spectrum conditions. This gave pupils the opportunity to take a leadership role on the

project, taking charge of the tasks to be completed and guiding other members of the group through these. Many pupils rose to this challenge, as observed by the archaeologists:

*“The secondary school (SVC) children developed mentoring and leadership skills from the responsible positions they could hold within their teams.”*

*“It was good to see the secondary school children taking responsibility for helping less able members of groups to get stuck in; there was one in particular that I remember, who seemed to really enjoy and excel in discovering and then taking on this leadership role.”*

### **Communication**

The process of conducting the dig encouraged the SVC pupils to communicate with all of the other people at the dig site – sharing ideas about how the task should be completed, and the items that have been found. The experience will have helped develop the SVC pupils’ skills in communicating with adults, children and people with disabilities, all of whom require slightly different communication styles. These are skills which they will be able to apply in many future situations.

### **Persistence and remaining focused on a task**

In a similar way to the learners from Red2Green, the pupils will have developed skills in staying focused on a project, and seeing it through to its fruition. Again, this is a useful skill for many other situations, including school work!

### **Teamwork and research skills**

Questions **10a** and **10b** of the questionnaire for Soham Village College pupils asked them to indicate whether taking part in the project had developed their research and teamwork skills.

Table 3.1: Taking part in the project has developed my research skills

<b>10a. Taking part in the project has developed my research skills</b>	Participants	
	Number	%
Strongly agree	0	0
Agree	5	45
Neither agree nor disagree	5	45
Disagree	1	9
Strongly disagree	0	0

Table 3.2 Taking part in the project has developed my teamwork skills

<b>10b. Taking part in the project has developed my teamwork skills</b>	Participants	
	Number	%
Strongly agree	0	0
Agree	6	55
Neither agree nor disagree	3	27
Disagree	2	18
Strongly disagree	0	0

Around half of the pupils felt that the experience had developed their research and teamwork skills, while the others did not feel that the project had had this impact.

It is clear that involvement in the project will have been beneficial for the learners from Red2Green and SVC students. One of the archaeologists summed up one of the main reasons the project had this effect:

*“Being treated like responsible adults while also having the supervisory support they needed (both archaeological from the specialists and personal from test pit supervisors) enabled everyone to feel responsible while not being overwhelmed by the demands of the task, which were quite heavy, requiring physical and mental input.”*

### **IMPROVING COMMUNITY INTEGRATION FOR PEOPLE WITH AUTISTIC SPECTRUM CONDITIONS**

#### **Soham Village College Questionnaires**

As part of **Question 10**, SVC students were asked to indicate whether, overall, taking part in the project had increased their understanding of people with autistic spectrum conditions.

Table 4.1 Taking part in the project has increased my understanding of people with autistic spectrum conditions

<b>“Taking part in the project has increased my understanding of people with autistic spectrum conditions” – response</b>	<b>Number of participants</b>	
	Number	%
<b>Strongly disagree</b>	1	9
<b>Disagree</b>	0	0
<b>Neither agree nor disagree</b>	4	36
<b>Agree</b>	4	36
<b>Strongly agree</b>	2	18

Results were mixed, probably reflecting the fact that some of the pupils did not work directly with the learners. Overall just over half of the pupils either ‘agreed’ or ‘strongly

agreed' that they had gained an increased understanding of people with autistic spectrum conditions.

Question 11 gave pupils the opportunity to reflect on the experience of working with people with autistic spectrum conditions. The answers below reveal that the experience did raise awareness and change perceptions.

Table 4.2 Further comments about working with people with autistic spectrum conditions.

<p><b>Please add any further comments you may have about the experience of working together with people with autistic spectrum conditions (if applicable). Do you feel this experience has changed your perceptions in any way? If so, how?</b></p>
<p><i>Before this I didn't feel comfortable around people with autistic spectrum conditions, but now i've spoken to them, interacted, and know now how they feel. I have great respect for them, and feel comfortable around them.</i></p>
<p><i>It really makes you realise that people judge them and say they are different but they are just the same as you and me and shouldn't be treated negatively differently.</i></p>
<p><i>I now understand the difficulties one with autism may have.</i></p>

As a final way of measuring the impact, pupils were asked (as part of Question 9) whether they would be more likely to participate in projects with people with disabilities, or look for opportunities to learn more about autistic spectrum conditions.

Table 4.3: 9. Would you be more likely to do any of the following things now, than before participating in the project

Activity	Number of participants 'More likely to carry out activity now than before?'	
	Number	%
F) participate in projects with people with disabilities	7	64
G) look for opportunities to learn more about autistic spectrum conditions	7	64

The majority of pupils suggested that they would. This is clearly a sign that the project raised the pupils interest in learning about (and helping) those with autistic spectrum conditions. It is also, hopefully, an indication that the project will have a lasting positive impact (if pupils do go on to look for opportunities to learn/volunteer).

### **Primary school children**

In addition to the secondary school pupils, some of the primary school children also worked in groups with people with autistic spectrum conditions. Both the archaeologists and the managers from Red2Green commented at the fact that the children treated these learners as they would any other adult:

*“ enthusiastically showing them their finds if they had missed anything and simply ignoring behaviour they might have been expected to find unusual or even unsettling: They clearly learnt a lot about autism from this experience”*

The children on the project completely accepted the learners, whatever their level of ability or involvement. This acceptance is something really positive for them to take away, along with their increased understanding of archaeology and local history.

### **Impact on wider community**

Other members of the community were involved with the project, acting as volunteers, or hosting the digs in their gardens. These individuals all seemed to enjoy the experience, and seemed very happy that they had been able to help.

The project will have encouraged many people to interact with people with autistic spectrum conditions, in a way that they would never usually have an opportunity to do.

*As observed by one of the archaeologists, even “ for villagers not directly involved, seeing R2G people out and about the village, engaged, purposeful and part of a project making new discoveries, should have a positive impact of perceptions”.*

This will be further enhanced by the ‘celebration event’ being held on 15 October, where Red2Green will show film footage of the dig, and bury a time capsule at the primary school. It is hoped that this event will spread further awareness and understanding about individuals with autistic spectrum conditions.

## **CONCLUSION**

Overall this report has highlighted the positive impact of the Swaffham Bulbeck dig on everyone involved in this project.

The report has demonstrated that the project increased participants’ understanding of, and passion for, archaeology/local history, and increased the likelihood of them getting involved in related activities in the future.

It has also demonstrated that the project developed useful skills for the participants, including teamwork, communication and dedication to a task.

Lastly, the report has demonstrated the positive impact the project had on improving community integration for people with autistic spectrum conditions: raising awareness and understanding for participants, volunteers and individuals in the wider Swaffham Bulbeck community.