

Identify the key reference and data resources that you use in your specialism to ensure that your work is properly informed, and critically evaluate their accessibility, currency, reliability and relevance. (40%, 3500 words or equivalent)

This essay will be focusing on the key reference and data resources for the assessment and analysis of post-Roman pottery and critically evaluating their accessibility, currency, reliability and relevance for pottery specialists in archaeology. For the purposes of this essay each key reference and data resource will be assessed according to how well they match the definition of the key criteria as provided by the online Cambridge Dictionary as seen in Table 1.

Table 1 - Dictionary definitions used for this evaluation

Accessibility (Cambridge Dictionary 2023a)	a) the fact of being able to be reached or obtained easily
	b) the quality of being easy to understand or enjoy
	c) the quality of being able to be entered or used by everyone, including people who have a disability
Currency (Cambridge Dictionary 2023b)	a) the state of being commonly known or accepted, or of being used in many places
Relevance (Cambridge Dictionary 2023c)	a) the degree to which something is related or useful to what is happening or being talked about
Reliability (Cambridge Dictionary 2023d)	a) the quality of being able to be trusted or believed because of working or behaving well
	b) how accurate or able to be trusted someone or something is considered to be

Before judging each resource against the criteria, it would be pertinent to discuss the ways in which they would meet the definitions. As seen in Table 1, these resources must be easy to obtain, easy to understand, and able to be used by everyone regardless of ability. For something to be easy to obtain it is best for it to be free, though not necessarily a requirement, and it should be available both online and as a hard copy – unless the nature of the resource means digital availability is not a viable option in which case a FAIR approach should be applied with the metadata being available online with signposts as to where to access the physical data if needed. There are two things we need to know in order to assess how understandable something is. The first is the level of understanding required to understand the source itself, and the second is the average level of understanding employed by those reading it. For the first part, the Flesch Reading Ease shall be used; Flesch Reading Ease is a formula that will calculate how easy something is to read based on the number of syllables, words and sentences with a lower number meaning it is more difficult to understand (Readable; Prokopets 2021), with a score of 10-30 meaning college graduates should be

able to understand the text and a score of below 10 being understood by those with advanced degrees (Prokopets 2021). For the second part, we can look at data collected about the sector such as the 'Profiling the Profession' survey conducted in 2020 by Landward Research Ltd wherein it reveals that 98% of all archaeologists surveyed have a Bachelor's degree or higher ((Aitchison, German and Rocks-Macqueen 2021, sec.2.11) which would mean that most would be able to understand a text with a score of 10 or higher. While the majority of those using these resources will be archaeologists, public engagement ought to have a key role within the wider field and these sources should still be accessible to members of the public should they wish to know more about how archaeology is conducted. As part of the Programme for the International Assessment of Adult Competencies (PIAAC), in 2019 the OECD reported that 16.4% of the English adult population were at or below Literacy Level 1 ((OECD 2019a) see Table 3 for definitions) meaning that only brief or short texts with basic vocabulary could be understood (OECD 2019b, 588). This score is reflective the wider national population and will be used a baseline for how accessible these resources are to the wider population as opposed to archaeologists. Lastly for accessibility, they should be designed in way that that caters to a wide range of people of varying levels of ability. For example, the UK Home Office has provided a simple guide on making digital information accessible which provides "dos and don'ts" for accessibility for different disabilities (Pun 2016). The Department for Work and Pensions (DWP) has an accessibility manual for building accessible public sector services and while not wholly applicable for the majority of the resources being discussed here, they can easily be adapted to a wider range of services outside of public sector work and so will be considered here as a baseline for accessibility for these resources; Table 2 presents a summary of these suggestions. According to the 2020 'Profiling the Profession' 11% of archaeologists in the UK are disabled (Aitchison, German and Rocks-Macqueen 2021, sec.1.2; 2.8), with 17.8% of adults in England and Wales being disabled (Office for National Statistics 2023) which is a considerable proportion of the population. A breakdown of the different categories of disabilities and their proportions in the wider UK workforce and within archaeology can be seen in Figure 1. In order for these resources to be considered current it must be widely accepted and used. For the purposes of this assignment the ClfA review on the standard or reporting on archaeological artefacts will be used as a reference as this review evaluated the rate at which different specialist areas were using known and publicised standards of reporting (Cattermole 2017, 1), as well as the authors own research into recently published reports on the ADS. Regarding relevancy, works will be evaluated based on how well they fulfil their intended purpose and meet the expectations of their intended audience. For reliability, these resources will be evaluated against new research, techniques and methods in the specialism and if and/or how well these are incorporated.

Table 2 - The Dos and don'ts on designing for digital accessibility according to the Home Office (Pun 2016)

	Autism Spectrum	Screen Readers	Low Vision	Physical or motor disabilities	D/deaf or hard of hearing	Dyslexia
use simple colours	✓					
write in plain English	✓				✓	
use simple sentences and bullets	✓				✓	
make buttons descriptive - for example, Attach files	✓	✓			✓	
build simple, consistent, linear and logical layouts	✓	✓			✓	✓
Use images and diagrams to support text						✓
describe images and provide transcripts for video		✓			✓	
structure content using HTML5		✓				
build for various methods of use (keyboard, voice, mobile, touchscreen etc.)		✓		✓	✓	
Consider producing materials in other formats (e.g., audio and video)			✓			✓
ensure text flows and is visible when text is magnified to 200%			✓			
Allow users to change contrast between background and text						✓

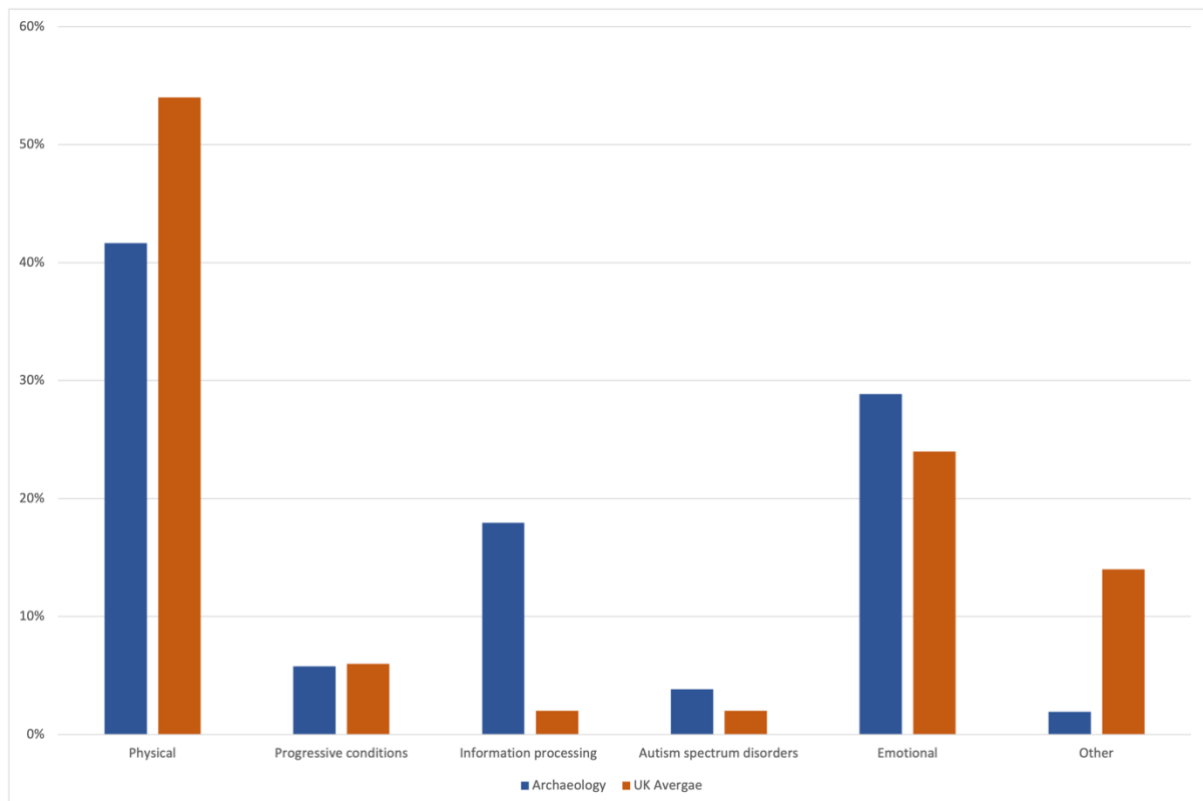


Figure 1 - Graph showing the responses from employed/self-employed archaeologists regarding the nature of their disabilities for 2019/20 and percentages of UK working disabled

The first resource that will be evaluated is the Medieval Pottery Research Group's (MPRG) 'A Standard for Pottery Studies in Archaeology, published in 2016 on behalf of the Prehistoric Ceramics Research Group (PCRG), the Study Group for Roman Pottery (SGRP) and the MPRG itself (Barclay et al. 2016). In terms of accessibility, the document is relatively easy to reach and obtain if one is aware of the different period-based pottery groups/societies. The document is available as a free downloadable pdf document from five websites (MPRG, PCRG, SGRP, BAJR and HE (SGRP 2022; PCRG; Historic England 2016; BAJR; Barclay et al. 2020)) as well as a hard copy upon request, and as such is relatively easy to obtain. The document is also relatively easy to find – a google search for "pottery standards" will reveal that this document is the first result (see Figure 1); combine this with it being available from five relevant websites (three being groups dedicated to the archaeological study of pottery) means that the document meets the definition of easy to reach.

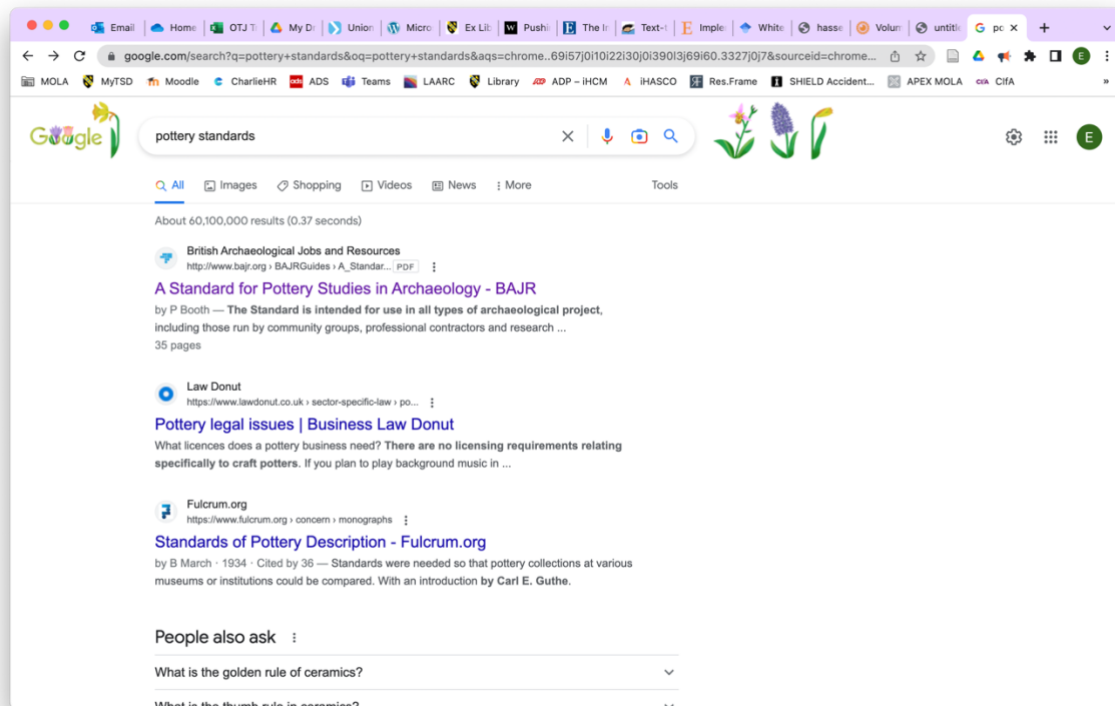


Figure 2 - A google search for "pottery standards"

To be accessible documents are also required to be “easy to understand (Cambridge Dictionary 2023a).” The primary intended audience of this document is pottery specialists (Barclay et al. 2020, 1) and as such a high level of technical language would be expected. In order to assess the readability of the document it was converted to a word document where the built-in tool was used to calculate the Flesch Reading Ease, and the Flesch-Kincaid Grade Level. For ‘A Standard for Pottery Studies in Archaeology’ the reading ease was 31.1 and the grade level was 13.9 (as seen in Figure 2). For reading ease, the lower the number the harder it is to understand, the opposite is true for grade level (Readable; Prokopets 2021). This document would be easily understood by those with a university level education but not so easily understood by those with a lower level of education. As the primary intended audience is specialists, it should be easy for them to understand the document – especially as the intended purpose of this document was to create one unified standard for pottery specialists so the majority of the audience would have been familiar with the practice and terminology included within the document. The document also serves to inform project managers of what work needs to be done to facilitate the planning, staffing, and monitoring of projects (Barclay et al. 2016, 1–2). Project managers will not be specialists and may not be familiar with the terminology used by specialists that are being used in the document, though the document does a relatively good job of explaining the technical terms either in the glossary or in the appendices, and therefore it is highly probable that Project Managers would meet the reading level required to be able to

understand these texts. An argument could be made that these documents could be made easier to understand for non-specialists and non-archaeologists however given the intended purpose of the document it would not be viable as specialists use a set terminology to understand very specific topics or items and making the simpler could remove the meaning or nuance to certain areas. One way to circumvent this issue is to create a simplified version for non-specialists and the public which breaks down the document into smaller, and more easily understood, bullet points.

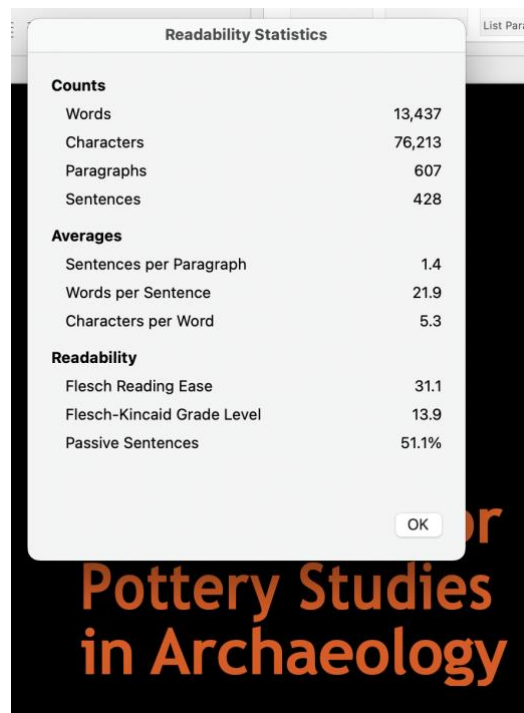


Figure 3 - The Document Stats for 'A Standard for Pottery Studies in Archaeology'

This document does not reach the required level of accessibility for those with disabilities. When comparing the document to the suggestions seen in Table 2, the document meets two of the suggestions, somewhat meets two others though it fails on several counts. The two that the document meets are the 'simple colours' and a 'simple, consistent, linear and logical layout' which mainly help those on the autism spectrum, and screen readers, D/deaf or hard of hearing and those with dyslexia. The document does use bullet points when outlining the requirements of certain roles and steps within a process, but these can be quite long points which do not necessarily help break the text down into consumable chunks which is the intended purpose of bullet points used for accessibility. While the document does not use any metaphors making it easy for those with autism to understand, the document is primarily for specialists to use as a reference to use to ensure their work, and the work of others, meets a set standard agreed by a consortium of specialist groups; the

document is using what specialists would consider 'plain language' so while it is easy for those with the training or archaeological experience to understand, those without this would find it difficult. The document does not have any images or diagrams that support the text which can make it difficult for those with dyslexia, and there are sections within the document where an image or diagram would help convey the meaning of certain section easier than pure text. For example Section 2.2.2. (Barclay et al. 2020) regarding the process of cleaning, marking, packing, and basic documenting of finds could be enhanced by providing images of the process as well as acceptable examples which would aid not only those with dyslexia but also anyone who reads it. Furthermore, according to AbilityNet (2021) white backgrounds can make it more difficult for dyslexic people to read text so the document could be more accessible in this regard. Unless the reader has access to Adobe Acrobat Standard or Pro changing the colour of the background would not be easy unless using online convertors such as WorkinTool (see Figure 4) or specialist accessibility technology such as SensusAccess. Combining this with other methods of improving accessibility: using HTML5, building for various methods of use, and ensuring magnification to 200% – perhaps the best way to make this resource more accessible is to make it a web page as this would ensure that all these criteria could be met without many additional steps as many web browsers have add-ins available to make web pages more accessible (Mozilla; Google; Access Firefox) which are usually automatically applied to web pages as opposed to a pdf where you would need to manually apply some of these changes. In order to manipulate the size of the font of the pdf document, you would have to use the zoom feature which would mean the maximum percentage you could enhance the document is limited to the size of the screen being used. This would mean the document cannot be easily read or by those with physical or motor disabilities or those with low vision as it can be difficult to manipulate the size of the text or view the document on a touchscreen where it is not easy to manipulate pdfs to view the full extent of the text at a size to aid their vision. Lastly, the document could have had an associated audio file where the text is read aloud for those with low vision; the document can be read by built-in text-to-speech programmes¹ the audio is robotic and doesn't flow the same way as it would if someone was reading it aloud which can make it difficult to understand at times and can require the listener to rewind the audio to fully understand what was being said. Overall, in terms of basic accessibility this resource meets the requirements, but for disabilities it could be heavily improved.

¹ I used the built-in chrome extension Read Aloud to test this

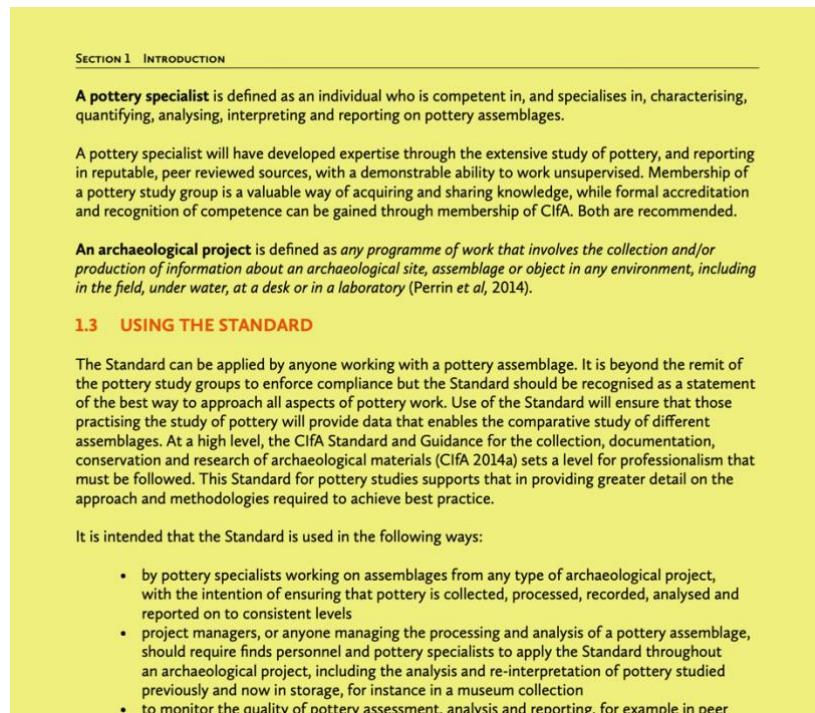


Figure 4 - A screenshot of a background colour-change using WorkinTool

In considering the currency of this document, as per the definitions listed in Table 1, the CIfA report was unfit as a point of comparison as this document was published the same year the study, which looked at reports published from 2001 to 2016 (Cattermole 2017, 46–47), took place. Instead, the author looked at recently published reports from several archaeological contracting units on ADS, these reports varied from watching briefs, evaluations, excavation reports and PXA/UPDs – the results can be seen in Table 4. The findings for this suggest that use and reference of this document is heavily dependent on the specialists themselves. For the Oxford Archaeology reports, where each period of pottery is assessed by a different specialist, some periods will reference the MPRG standards and others will either not reference any standards or will use an older version produced by the period-relevant specialist group i.e. (Slowikowski, Nenck and Pearce 2001; Darling 2004; PCRPG 2010). Table 4 provides only a small snapshot into the usage of standards within archaeological reporting, but it shows that Barclay et al. (2016) is not often referenced in reports, instead some specialists prefer to use the older versions which are not necessarily outdated (the MPRG 2001 has been succeeded by this version, but the other two are still referenced on their corresponding groups website). One of the aims in the standards was to create “accepted methods for working with pottery assemblages (Barclay et al. 2016, 1)” if specialists are not using or referencing this document either specialists are not reporting to accepted standards or the standards themselves are not

conforming to accepted practice. As the document was created by three period-specific pottery groups it is unlikely that the document does not relate to current practice; it is more likely that specialists are using the methods they were taught or using the standards they are most familiar with. The standards in this document are meant to be an overarching standard for all periods of pottery and if specialists are still using the older period-specific standards then it is possible that Barclay et al. (2016) does not fit certain requirement for prehistoric was the period most likely to not use the 2016 standards. PCRG (2010) does go into further detail about describing fabrics, inclusions, and quantification methods though the process described has been updated for modern practices. Overall, the standard is not well-referenced and is perhaps not as detailed as it could be for prehistoric pottery. The standard does not refer to any specific scientific techniques except from reference to their consideration during the planning stage along with examples. The standard does not provide a set list of techniques to be used or considered which allows the specialist and the wider project team to have more freedom to cater the techniques to their projects and research aims while considering the project budget and to use newer technologies and methods, and also means the document will likely not become outdated as often. The document as a whole is designed to put the process of pottery recording into a standardised format so that there is consistency across the field. The aim was not to provide detailed up-to-date lists of scientific process that could or should be used as this would mean that the document would become outdated much faster. Several references are made to scientific analysis and points specialists in the direction of where to find further information (Barclay et al. 2016, 22–23) such as Historic England's guide on organic residue analysis (2017) and two guides on preparing material for AMS radiocarbon dating (Brock et al. 2010; Dunbar et al. 2016). Overall, for currency, relevance and reliability, the document can be considered to be reliable, mostly relevant but does not meet the criteria for currency as it not used at a wide scale.

The second resource to be considered here is the 1998 MPRG 'A Guide to the Classification of Medieval Ceramic Forms' which was digitised in 2019-2020 due to a grant from Historic England to digitise the guide to make it more accessible (MPRG 2020a). The guide is available online as a downloadable pdf, and as a hard copy for £27.75 (MPRG 2020b), so is relatively easy to obtain. As mentioned above to assess how easy a document is to understand we can calculate the reading ease; this document gets a score of 50.9 which should mean that secondary school students should be able to understand the text (Prokopets 2021). Like with Barclay et. al (2016), the document is primarily for specialists, or those training to become one, as a reference document and to provide a terminology and recommended names (MPRG 1998, sec.1.1); some specialist terminology is used

but these are explained to the reader. Taking in to account the intended audience and the level of education within archaeology, this document should be easy to understand. In terms of access for disabled readers, the document meets half of the suggestions shown in Table 2. It uses simple colours, simple sentences and bullet points with a clear linear and consistent layout and the nature of the document means that there is a written description and an image of each type of pottery form – the written description does not obviously describe the vessel or the image to those who could not see the image and as such could be written more descriptively to cover this. The only criteria where this document misses are not using HTML5, it is only in one format, it is built for some but not all methods of use, for example the text is not all visible on certain screens such as mobiles when magnified. The document is able to have the contrast between background and text through third-party software, similar to that seen in Figure 4. Table 4 provides a summary of where this guide is referenced and shows that it is only referenced half of the time; some reports do not have medieval pottery, or do not have enough of high enough significance to warrant describing the pot in this level of detail, so is referenced more than half the times when relevant. The guide does not act as a reference for all forms of medieval ceramics and instead provides a guide to basic forms and classic examples (MPRG 1998, sec.1.4, 1.5), so will be relevant in most cases but not necessarily all as the document does not account for regional variations so will not be relevant in all cases, the guide suggests the readers to use regional or local pre-established type-series in these cases (MPRG 1998, sec.2.3.2). In terms of reliability, the document is still in print (MPRG 2020a, 2020b), and there was no decision to update the document when it was digitised in 2019 indicating that the document is still up-to-date and therefore is still reliable. Overall, the document can be considered both relevant, reliable, and currency, and though it is quite accessible there are many steps that could be taken to make it more accessible to a wider audience.

In terms of reference collections there are several fabric type-series that could be considered for post-Roman pottery – for the purposes of this essay only the most complete or widespread shall be considered. According to a report by ClfA, 76% of pottery reports refer to an existing reference collection, higher than other specialisms (Cattermole 2017, 24) but perhaps not as high as it ought to be. There are two national reference collections, held by the Potteries Museum and Art Gallery in Stoke-on-Trent and the British Museum (MPRG 2020c). These collections are available upon request according to the MPRG website which acknowledges that some contact details may be out of date, and no reference to these collections could be found on the museums corresponding websites (British Museum 2023; Stoke-on-Trent City Council 2017). Regarding the collection at the British Museum, the collection has a strong focus on English fabrics and has a collection of sherds

representing local fabric type series'; the records for the collection have been digitised and there are plans to add more detail to these records and catalogue (Barker, Nenck and Redknap 1989, 9), though there is no information easily available as to whether this has occurred or if the collection is still accessible to the public; the same can be said for the collection at Stoke-on-Trent (Barker, Nenck and Redknap 1989, 10). As such it would be prudent to say that these are quite inaccessible as they are difficult to find, and as there is no data available online as to the exact nature of the collection one would have to email ahead to inquire if they have what you need, and everything has to be viewed in person. The British Museum is also home to the thin-section slides from Alan Vince's UK Thin-Section Database Project and associated documents (MPRG 2010). Given its inaccessibility it is clear why these resources are not often used or referenced, especially in a commercial setting. There are regional reference collections that are available online – Worcestershire and Suffolk (Worcestershire County Council 2017a; Anderson 2020), which are more accessible but do not conform to suggested adjustments needed for those with low vision or the hard of hearing. These collections are highly relevant to work being conducted in their respective counties, but not necessarily outside of the county borders as these are based on the pottery found within their borders over several decades, in the case of Worcestershire since 1955 until 2016 (Worcestershire County Council 2017b) and as such may not necessarily have fabrics from other counties – Worcestershire does have fabrics from other counties but only if they have been also been found within Worcestershire. Overall, these reference collections have been compiled over several years by specialists and are incredibly useful and therefore reliable and relevant but if these are not accessible in the widest possible definition they will not be used or referenced.

In conclusion, there are several reference and data resources for pottery, far too many to be discussed in depth here, so only the most significant have been discussed. This essay has shown that some key resources are accessible and have become more so as technology advanced and became more widespread however it has highlighted that there is still a way to go before these are accessible to all. In addition, most resources tend to be relevant and reliable with only a few geographical caveats. Furthermore, while reference materials are used often in specialist reports the standards for specialist reporting are seldom referenced in reports – this does not necessarily mean that the standard is not being adhered to, but it is something that ought to be referenced so that readers are aware that the report is being prepared to a known and accepted standard.

Total Words: 3845

Table 3 - PIAAC Literacy Levels (OECD 2019b, 588–591)

Below Level 1	The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. While the texts can be continuous, the information can be located as if the text were noncontinuous. Tasks below Level 1 do not make use of any features specific to digital texts.
Level 1	Most of the tasks at this level require the respondent to read relatively short digital or print continuous, noncontinuous or mixed texts to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. Some tasks may require the respondent to enter personal information into a document, in the case of some noncontinuous texts. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognizing basic vocabulary, evaluating the meaning of sentences, and reading of paragraph text is expected.
Level 2	At this level, the complexity of text increases. The medium of texts may be digital or printed, and texts may comprise continuous, noncontinuous or mixed types. Tasks in this level require respondents to make matches between the text and information and may require paraphrase or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to • cycle through or integrate two or more pieces of information based on criteria, • compare and contrast or reason about information requested in the question, or • navigate within digital texts to access and identify information from various parts of a document.
Level 3	Texts at this level are often dense or lengthy, including continuous, noncontinuous, mixed or multiple pages. Understanding text and rhetorical structures become more central to successfully completing tasks, especially in navigation of complex digital texts. Tasks require the respondent to identify, interpret or evaluate one or more pieces of information and often require varying levels of inferencing. Many tasks require the respondent construct meaning across larger chunks of text or perform multistep operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate text content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.
Level 4	Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret, or synthesize information from complex or lengthy continuous, noncontinuous, mixed, or multiple type texts. Complex inferences and application of background knowledge

	may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, noncentral ideas in the text in order to interpret or evaluate subtle evidence claim or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.
Level 5	At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information is frequently a key requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.

Table 4 - Summary of recent reports by various archaeological contractors and whether the most recent standard for pottery studies was referenced

Project Type	Project Name	Contractor	Barclay et. al. Referenced	MPRG 1998 Referenced	Others Referenced	Reference
Evaluation	Land adjacent to 43 Meptal Rd., Sutton, Cambridgeshire	Oxford Archaeology East	Prehistoric Pottery – No Medieval and Later – Yes	Yes	(Spoerry et al. 2016; MOLA 2014a)	(Cox 2022a, 36–37)
Excavation	A Medieval Farmstead off Gipping Road, Stowupland, Suffolk	Oxford Archaeology East	Prehistoric – No Medieval and Later – No	Yes	(Anderson 2020; Slowikowski, Nenck and Pearce 2001)	(Cox and Clarke 2022, 61)
Evaluation	Stortford Road, Great Dunmow, Essex	Oxford Archaeology East	Yes	Yes	(Cotter 2000; Cunningham and Drury 1985)	(Rogers 2022, 13)
Excavation	Prehistoric and Romano-British remains at Malyons Farm, Hullbridge, Essex	Oxford Archaeology East	Prehistoric – No Romano-British – Yes Medieval and Later - No	Yes	(Biddulph, Compton and Martin 2015; Barrett 1980; Brudenell 2012; Hawkes and Hull 1947; Hull 1963; Marsh and Tyers 1978; Thompson 1982; Tomber and Dore 1998; Tyers 1996a; Cunningham and Drury 1985; Cotter 2000; Tyers 1996b; MPRG 2020a; PCRG 2010)	(Cox 2022b, 76,88,120)

Evaluation	Land at North Uttlesford, Essex	Oxford Archaeology East	Prehistoric – No Romano-British – Yes Anglo-Saxon – Yes Post-Medieval – Yes	Yes	(Tomber and Dore 1998; Tyers 1996b; Spoerry et al. 2016; Vince 2003a, 2003b; PCRG 2010)	(Bollen 2022, 34,35,37,39)
Excavation Watching Brief	Sutton Hoo, Tranmer House, Woodbridge, Suffolk, IP12 3DJ	MOLA	No	No	No standards referenced	(Telfer 2019, 33)
Excavation	65-75 Scrutton Street / 39-47 Curtain Road, London EC2, London Borough of Hackney	MOLA	No	No	(Slowikowski, Nenke and Pearce 2001)	(Johnston 2018, 25–29)
Excavation	Leys Redevelopment Site, Wellington Drive, London RM10, London Borough of Barking and Dagenham	MOLA	No	No	(MOLA 2014a)	(Howell 2018, 17–19)
Excavation	Archaeological excavation on land at Bedworth Road, Bulkington, Warwickshire, November-December 2020	MOLA	Prehistoric and Roman – Yes Post-Roman – No	No	(Ratkai and Soden in archive)	(Preece 2021, 31,33-35)
Evaluation	Archaeological Evaluation on land off Soham Road Fordham Cambridgeshire December 2020	MOLA	Yes	Yes	(Spoerry et al. 2016)	(Collins 2020, 30)
Evaluation	Archaeological Trial Trench Evaluation (Phase 1) at Great Haddon, Peterborough Cambridgeshire January to February 2020	MOLA	Iron Age and Roman – Yes Post-Roman – No	No	(Spoerry et al. 2016)	(Clare 2020, 48, 63)

Evaluation	Land at Greenhill Lane, Hallow, Worcestershire	Cotswold Archaeology	No	No	No	(Boughton 2022, 8)
Evaluation	Breach Farm Solar, Land to the East of Breach Farm, Exning, Suffolk	Cotswold Archaeology	No	No	(Anderson 2020)	(Sommers and Barr 2022, 23)
Excavation	Northern Roundabout, A410, Brome, Suffolk	Cotswold Archaeology	No	No	No	(Cuthbert 2021, 22–23, 61–69)
Evaluation	Site East of Chear Fen Farms, Ely Road, Chittering, Cambridgeshire	Cotswold Archaeology	No	No	No	(Sommers 2021, 14)
Excavation	Higher Nansloe Farm, Helston, Cornwall	Cotswold Archaeology	Yes	No	No	(Hart 2020, 46)
Watching Brief	Hulland Ward Water Main Upgrade, Ashbourne, Derbyshire	Wessex Archaeology	No	No	No	(Naylor 2021, 5)
Watching Brief	Fareham Innovation Centre (Phase 2), Meteor Way, Daedalus, Lee-on-Solent, Hampshire	Wessex Archaeology	No	No	No	(Wells and Zochowski 2021, 9)
Watching Brief	Queen Elizabeth Class Capital Dredge Project, Her Majesty's Naval Base, Portsmouth	Wessex Archaeology	No	No	No	(Croce, Lambert and Hamel 2021, 37–43)
Evaluation	Partridge Hill Farm, Doncaster	Wessex Archaeology	No	No	(Buckland, Magilton and Dolby 1980; Darling and Precious 2014)	(Valdez-Tullett 2021, 11–12)

Excavation	Excavations at Galloper Offshore Wind Farm (Onshore Works)	Wessex Archaeology	Yes	No	No	(Wells 2020, 36)
Excavation	Land at Manor Farm, Tongham, Surrey (areas 1 and 2)	PCA	Prehistoric – PCRG 1997 Roman – None Post-Roman – None	Yes	(MOLA 2014a, 2014b; Brown 2000; Lyne and Jefferies 1979; Webster 1996; Jones 1998; Young 1977)	(Marshall 2020, 68–83)
Evaluation	Campion School and Community College, Sydenham Drive, Leamington Spa: Phase 2 Archaeological Evaluation	PCA	No	No	(Young, Vince and Nailor 2005; Sawday unpublished; Slowikowski, Nenck and Pearce 2001)	(Weaver 2019a, 17–18)
Evaluation	Land North of Yapton School, North End Road, Yapton, West Sussex	PCA	No	No	(Griffin et al. 2005; Dinwiddy 2012; Jarrett forthcoming)	(McAtominey 2020, 24–29)
Excavation	Land East of Barrow Hill, Suffolk	PCA	Prehistoric – No Post-Roman – No	Yes	(PCRG 2010; Slowikowski, Nenck and Pearce 2001; Hill and Horne 2003; Hill and Braddock 2006; SCCAS)	(Mlynarska 2019, 28,30)
Evaluation	Land at Wavendon, Milton Keynes, Buckinghamshire	PCA	No	No	(Slowikowski, Nenck and Pearce 2001; Albion Archaeology)	(Weaver 2019b, 21)
Excavation	Plot E, Melton West Business Park, Monks Way West, Melton	Headland Archaeology	Yes	No	(Darling and Precious 2014;	(Webb 2020, 26)

					Tomber and Dore 1998; Darling 1994)	
Watching Brief	Land Adjacent to Keppel Gate, Defford, Worcestershire	Headland Archaeology	Yes	No	(Bryant and Evans 2004)	(James 2021, 7)
Evaluation	North Killingholme, North Lincolnshire	Headland Archaeology	No	No	(Darling and Precious 2014; Tomber and Dore 1998)	(Richards 2021, 19)
Excavation	Land Adjacent to Glebe Farm, Lutterworth	Headland Archaeology	No	No	No	(Scholma-Mason and Thomson 2020, 11)
Excavation	Archaeological Excavation at Jubilee Park, Kings Ripton, Huntingdon	Headland Archaeology	No	No	(PCRG 2010)	(Doyle and Hodgson 2020, 13)

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