Grant application form for small Faculty Field School projects

(Field School 2 World Archaeology & Field School 2 Heritage and Society)

Faculty of Archaeology, Leiden University

This form will be evaluated by a committee that advises the Faculty Board on the allocation of budgets of Field School 2 World Archaeology and Field School 2 Heritage and Society (FS2) projects (which are educational projects/courses) of the Faculty of Archaeology (FoA). The budget is meant to cover costs directly related to the expenses involved to implement a well-developed teaching aspect in your research project (which must be financed by other means, *e.g.* external grants) and to accommodate FoA students who participate for Field School 2 credits. If the answer to the four questions of the check-list is 'yes', please proceed filling in the rest of the application form. If not, the application is not be considered eligible for financing. A pdf of the filled in application form can be sent to Alex Geurds ***no later than 8 January 2023***: a.geurds@arch.leidenuniv.nl.

Check-list

Does the project have a well-developed teaching aspect?	Yes / No
Does the project provide a 5 EC FS2 project at minimum?[1]	Yes / No
Does the project have external financing?	Yes / No
Does the project accommodate FoA students who need Field School 2 credits?[2]	Yes / No

General information

Project information

Site name/Location details (country, municipality, etc.)	
Website (if available)	
Fieldwork permissions obtained?	Yes / No
Fieldwork start date	
Fieldwork end date	
Summary of research aims (bulleted list preferred; max. 150 words)	

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[1] 15 field days of minimally 8 working hours.

2 Projects with any number between 1 and 10 Leiden students who are in need of Field School 2 credits can apply.

Project management during fieldwork

Project leader(s)	
Contact details (telephone & email) main project leader (FoA)	
Other staff members, including affiliation and role	
Residence address / accommodation	

General research tactics and methods

Type(s) of fieldwork planned	☐ Surface surveying ☐ Coring ☐ Excavating small units (up to 5 x 5 m) ☐ Excavating trenches ☐ Open area excavation ☐ Geophysical research ☐ Geoinformatical research ☐ Sampling ☐ Material analysis ☐ ………………………………………… ☐ ………………………………………… ☐ …………………………………………
Research participants, including students (number, role, affiliations)	
Fieldwork organization: team size(s), team supervisor(s), participation of specialists, …	

Practical professional and personal skills to be practiced by participating students

Professional skills	☐ Fieldwork routine and independent research attitude ☐ Understanding the historical and theoretical context of the research project ☐ Understanding the organizational, legal, logistical, societal and administrative aspects of the research project ☐ Understanding research goals and how they relate to the field methods ☐ Surface surveying and interpretation of surface distributions ☐ Coring and interpretation of landscape and archaeological information ☐ Creating, documenting, and interpreting profile-sections ☐ Creating, documenting, and interpreting excavation horizon(s) ☐ Excavating, documenting, and interpreting archaeological features and/or layers ☐ Documenting and registering archaeological data ☐ Understanding and working with the measurement system ☐ Understanding and applying geophysical methods ☐ Understanding and applying geoinformatical methods ☐ Sampling and sampling strategies ☐ Finds recovery, processing and documentation ☐ Recording excavation finds (databases) ☐ Recording excavation finds (scale drawing) ☐ Recording excavation finds (photographs/scans, etc.) ☐ Writing daily reports, which include personal observations and critical evaluations of methods, of results and their effects on fieldwork tactics ☐ Writing a well-structured academic Field School report including a critical evaluation of methods and results ☐ ………………………………………… ☐ ………………………………………… ☐ …………………………………………
Personal skills	☐ Teamwork ☐ Independent work attitude ☐ ………………………………………… ☐ ………………………………………… ☐ …………………………………………

Teaching

Characterization of teaching aspect during fieldwork (max. 100 words)	
Practical organization of teaching/student instruction during field work (max. 100 words)	
Organization of monitoring of student training during fieldwork (how and by whom) (max. 100 words)	

Budget

How many FoA students can participate?	5
How much FoA budget do you need to (re)design your research project into a teaching project?	
What will the FoA budget be spent on? Please provide an as detailed budget-overview as possible.	
Are you applying elsewhere for additional funding / is additional funding available in order to accommodate FoA students in your research project?	
Is a contribution asked from students and what is this used for (*e.g.*, travel, accommodation)?	
Are there extra costs for students (*e.g.*, insurances, medical costs)?	

Accommodation and food

What type of accommodation is available for the students?	
Can the project facilitate dietary issues (vegetarian/vegan wishes, or relating to allergies or to religious regulations)?	
Time off: how many work days / weekend days, are there weekend trips (to get to know the area /landscape/region)?	

Security Assessment

Are there any security risks that need to be managed, relating to travel, fieldwork, and (natural and cultural) location? If so – how will you manage these.	

Health assessment

Are there potential health hazards? If so – how will be dealt with these?	6
Are vaccinations or medical checks needed? If so, which?	
Medical assistance (address of doctor and nearest hospital). Please include travel time	
Name(s) of first aider(s) on the team	
Is this project accessible for students with particular physical restrictions (*e.g.* wheel chairs) or with mental problems?	

Social safety and ethics

How should students prepare and / or behave in relation to political, cultural and social issues?	
What social safety issues might arise in the project? What measures have been taken to ensure social safety for project participants?	

Sharing knowledge with local stakeholders and local community & Code of Conduct

How is knowledge shared with local stakeholders and local communities and what role play participating students in this?	
Is there any reason to assume that aspects mentioned in the Code of Conduct cannot be guaranteed? If yes, which aspects could be problematic?	