

t h e
EGYPT
c e n t r e
y ganolfan
EIFFTAIDD



Swansea University
Prifysgol Abertawe

The Egypt Centre Forward Plan 2019–2024

Name of museum: The Egypt Centre

Name of governing body: Special Collections Executive Group, SU Libraries, Swansea University

Date on which this policy was approved by governing body: 31 Oct 2019

Approval given by: Steve Williams, Head of Libraries, Archives, Culture, and Arts

Policy Review Procedure: The Forward Plan will be published and reviewed at least once every five years

Date on which this policy is due for review: 31 Oct 2024

Table of Contents

1. Introduction	2
2. Swansea University Mission	2
3. The Egypt Centre	3
3.1. Mission Statement	3
3.2. Core Functions (Key Aims)	3
3.3. Core Activities	4
3.3.1. Preservation of the Collection	4
3.3.2. Learning and Teaching	5
3.4. Widening Participation	6
4. Ethics and Values	8
5. Audiences	9
6. Highlights	10
Appendix A: Review of Previous Objectives	13
Appendix B: Changes and Achievements Since 2013	17
Appendix C: Future Activities: Action Plan 2019–2024	20
Appendix D: Context and Environment Analysis	24

1. Introduction

The Egypt Centre, Museum of Egyptian Antiquities, is set in the Singleton Park campus of Swansea University. The Museum receives c. 22,000 visitors a year and contains c. 5,500 objects. The collection was substantially founded in 1971 on material from the Wellcome Institute. The collection opened initially part-time in 1976 as the Wellcome Museum in Swansea, moving to its current facilities in 1998 as the Egypt Centre.

The Museum's collection is the largest collection of Egyptian antiquities in Wales, attracting academic and public interest from across the UK and further afield. The Museum provides a range of services including: the preservation of the collection; learning and teaching opportunities for academics and the public; and widening participation activities and strategies. These three areas are central to our ethos.

The Egypt Centre is managed by a curator, supported by three full-time and six part-time members of staff. The Museum also runs an award winning volunteer programme, including the UK's only permanent child volunteer programme. Additional staff are employed as external funding is made available. The Museum is largely funded by Swansea University, with some costs met by Welsh Government and other grants.

2. Swansea University Mission

The Egypt Centre falls within the University's strategic vision and mission. The current Strategic Plan¹ lays out the aims of the University until its centenary in 2020. The plan states that the University, building on its success in the previous planning period, will:

- Provide an environment of research excellence, with research that is world-leading, globally collaborative, and internationally recognised
- Deliver an outstanding student experience, with research-led and practice-driven teaching of the highest quality that produces global graduates educated and equipped for distinguished personal and professional achievement
- Use its research strength, collaboration with industry, and global reach, to drive economic growth, foster prosperity, enrich the community and cultural life of Wales and, contribute to the health, leisure, and wellbeing of its citizens

The Special Collections held at the University, including the Egypt Centre, the History of Computing Collection (HOCC), the South Wales Coalfield Collection, and our historical and archival collections, play a key role in supporting these themes.

The Egypt Centre supports this mission by being open and accessible to Swansea University, students, staff, the public, and external researchers. The Museum develops and delivers academic modules and other teaching sessions for undergraduate and postgraduate students, organises conferences and workshops for all, engages with significant numbers of school and adult groups through its educational activities, and attracts the general public, including potential students, to visit the University and the collection. Through its innovative volunteering programme, the Museum allows children and adults to take part in the life of the

¹ Available at <https://www.swansea.ac.uk/media/strategic-plan-2020-english.pdf> (accessed 23 Oct 2019).

University. It attracts students to Swansea, and increases their employability. It also greatly improves the wellbeing of visitors.

These activities, while supporting University aims, also clearly support a range of Welsh Government initiatives: the Well-being of Future Generations (Wales) Act (2015)² and Higher Education Funding Council for Wales (HEFCW) priorities, supporting local communities, engaging pupils with Higher Education at an early age, and widening participation in higher education.

The Egypt Centre relies heavily on a small team of dedicated full-time and part-time staff, an exceptional group of volunteers, the Friends of the Egypt Centre, and other contributors. Our heartfelt thanks and appreciation go to all those who make the Museum the success that it is today.

3. The Egypt Centre

3.1. Mission Statement

The Egypt Centre aims to collect, interpret, and care for Egyptian archaeological material and related documentation in order to enhance the education and cultural life of Wales and beyond, now and in the future.

3.2. Core Functions (Key Aims)

The Egypt Centre has three core functions, which are delivered through several overlapping Museum services and in which all staff are involved. All events and activities are organised and evaluated according to these functions. They are:

- Preservation of the Collection and Collection Management, without which there would be no museum. Collections are fundamental to the defining and workings of a museum. The acquisition and disposal policy, care of collections policy, and documentation are central to this and are a requirement of accreditation.
- Learning and Teaching at the Egypt Centre is defined by the Inspiring Learning for All Framework³ and uses the collection to deliver a service for all ages and abilities. It includes, research, acquiring of skills, inspiration, and involves a variety of resources including the shop sales point. Learning also relates to staff and volunteer training, and personal development. It is interdisciplinary and lifelong.
- Widening participation makes explicit our aim to reach as diverse an audience as possible and to incorporate all groups in the life of the Museum and thus the University. At the same time, those already working within the University are brought into greater co-operation with the wider public.

In brief, the Egypt Centre:

- Preserves and develops an important collection of Egyptian antiquities, which is the largest in Wales, with national and international relevance
- Enables academic engagement across University departments
- Acts as a bridge between academics and non-academics
- Is an important tool in recruiting and retaining students

² Available at <https://futuregenerations.wales/about-us/future-generations-act/> (23 Oct 2019).

³ Available at <https://www.artscouncil.org.uk/advice-and-guidance/inspiring-learning-all-home-page> (23 Oct 2019).

- Contributes directly to the University’s aim of enriching the community and cultural life of Wales
- Is managed by experienced and enthusiastic staff, and supported by volunteers who aim to uphold the practise and spirit of the Museums Association Code of Ethics,⁴ 2015 and the International Council of Museums (ICOM) Code of Ethics for Museums, 2017⁵
- Plays an active role in educational outreach
- Maintains and develops a comprehensive online resource and searchable database
- Provides practice-based modules to current students
- Runs a pioneering, inclusive volunteer programme
- Has an active and supportive Friends of the Egypt Centre group organising lectures and providing funding for some activities⁶
- Runs a longstanding artefact-handling programme (for the public and for student teaching)
- Organises innovative and popular hands-on activities
- Enables and carries out its own Egyptological research
- Runs a series of programmes and events that are both educational and exciting

A more detailed history of the collection can be found on the Egypt Centre website.⁷

3.3. Core Activities

3.3.1. Preservation of the Collection

The collection may be valuable in terms of monetary value, but “academically” it is priceless. The true value of the collection lays in its scientific and cultural significance; in its ability to inspire, inform, and fascinate. The collection contributes to well-being, and to making Swansea a better place. The effective preservation and curation of the collection is critical to the future of the Museum and all the activities it supports and its collection is important to the prestige of the University.

The services directly related to preservation of the collection include: collection management, the acquisitions and disposal policy, documentation, remedial conservation, and the emergency plan. The Egypt Centre receives expert advice from the National Security Advisor (Arts Council England) as per a requirement of Accreditation.

How we do it:

- Items kept in suitable environments
- Ensure staff and volunteers practice safe handling
- Condition and audit checks
- Collection care policy
- Adhering to SPECTRUM 5.0⁸
- Carry out a risk assessment of security arrangements following expert advice from the security consultant on behalf of the National Security Advisor (Arts Council England)

⁴ Available at <https://www.museumsassociation.org/ethics/code-of-ethics> (accessed 23 Oct 2019).

⁵ Available at <https://icom.museum/wp-content/uploads/2018/07/ICOM-code-En-web.pdf> (accessed 23 Oct 2019).

⁶ <http://www.egypt.swan.ac.uk/about/friends-of-the-egypt-centre/> (accessed 23 Oct 2019).

⁷ <http://www.egypt.swan.ac.uk/about/history-of-the-egypt-centre/> (accessed 23 Oct 2019).

⁸ Available at <https://collectionstrust.org.uk/spectrum/spectrum-5/> (accessed 23 Oct 2019)

How we measure it:

- Audit checks
- Monitoring of gallery and store environments
- Items are sent for remedial conservation when needed
- Percentage of volunteers attending the preventative conservation training

Challenges

- During this period we will need to review and address challenges with our current environmental control systems to ensure reliability and sustainability

3.3.2. Learning and Teaching

The educational activities of the Museum support the Swansea University Learning and Teaching Strategy.⁹ Through its programmes the Egypt Centre improves employability and well-being. The Museum recognises national and UK wide legislation within its learning provision. For example, the Well-being of Future Generation Act (2015) is reflected within our Learning Policy and our Wellbeing provisions.¹⁰

The Egypt Centre recognises learning as a lifelong, inclusive, and personal experience. The Museum places emphasis on learning shaped by the learner. The collection forms the basis of most learning and teaching. The Centre includes within learning and teaching: research, inspiration, enjoyment, and skills as well as the learning of facts and ideas. It thus uses the Inspiring Learning for All Generic Learning Outcomes. It includes the education of staff, visitors; formal and informal learning; outreach and in-house learning. As cited as an example of good practice by the University Museums Group, the Egypt Centre uses its resources and expertise in interdisciplinary work and not simply Museology and Egyptology. At present (2019) it is working with College of Arts and Humanities (CoAH), College of Engineering, the School of Medicine, and the School of Education at Swansea University.

The Museum provides learning provisions from foundation phase to adult education, including school groups, disadvantaged groups, and placements both international and national. We also deliver Undergraduate and Postgraduate Modules for Swansea University students. The Egypt Centre believes that learning includes the development of skills, the changing of attitudes and emotional responses, in addition to the acquisition of knowledge and facts.

As learning is integral to the functioning of the Egypt Centre, all staff and volunteers are involved. Services integral to the education policy include: collection care and documentation, the shop area, the volunteer programme, research, teaching, and outreach. The Egypt Centre has a more detailed Learning Policy available on request.

How we do it:

- Staff and volunteer training and courses
- Designing and delivering modules for Undergraduates and Postgraduates within Swansea University
- The facilitation of object-centred learning within other University departments
- Organising and hosting (national and international) conferences
- Development of an online journal
- Website, including blog and online database

⁹ Available at <https://www.swansea.ac.uk/media/Swansea-University-Learning-and-Teaching-Strategy-2019-2024.pdf> (24 Oct 2019).

¹⁰ Available at <https://futuregenerations.wales/about-us/future-generations-act/> (23 Oct 2019).

- School visits
- Workshops for both children and adults
- Young Egyptologist Workshop programme for disadvantaged children
- Outreach, including activities to outside groups and organisations. E.g., science festivals, hands-on roadshows
- Hands-on activities within the Museum’s galleries
- Handling sessions both as special events and within the galleries (the Egypt Centre was an early pioneer of this)
- Inclusive gallery displays
- Social media and blogs
- Websites and a searchable online database
- Informative and engaging interpretation within the galleries
- Adult and child volunteer programme and work placements
- Ten week Egyptology courses for adults
- Loan boxes
- Wellbeing initiative
- Collaboration with other museum/heritage sites
- Internationally important research by Egypt Centre staff
- Supporting the research of others through joint research projects and making information easily available
- Carrying out our own research
- Ensuring that learning and teaching material is available from our shop
- Supporting the Friends of the Egypt Centre talks and activities

How we measure it:

- Staff training and courses
- Visitor numbers
- Number of schools who visit throughout the year (including detailed information on numbers, location, and age group)
- School feedback on our out of school hours workshops
- Children’s feedback on our out of school hours workshops
- School feedback on visits
- Visitor feedback (visitor book, visitor verdict, workshop attendees, Trip Advisor)
- Activities relating to wellbeing are evaluated using the Positive Wellbeing Umbrella from UCL’s Museum Wellbeing Measures Toolkit
- Volunteer feedback
- Teaching carried out by the Egypt Centre staff is appraised by students through the relevant academic departments.

Challenges:

- Due to the nature of the building, there is limited space for growth
- While there is (limited) parking on campus, spaces adjacent to the Museum limit some access

3.4. Widening Participation

The Egypt Centre is committed to reaching a diverse audience—beyond “traditional museum goers”. The Museum takes an active approach to widening participation and actively engages with diverse groups and reflects this in its open and inclusive programming. The Egypt

Centre believes that museums are for people and enshrines the approach of the Museum Association's *Museums Change Lives* campaign in our daily practice.¹¹ We actively engage individuals and groups who fall into the Welsh Index of Multiple Deprivation (WIMD) as set out by the Welsh Government.¹²

The Egypt Centre has been recognised for its programming and resources, which enable diverse audiences. *Kids in Museums* have cited the Egypt Centre as an example of best practice in provisions for those with autism. Our Young Egyptologist Workshops are designed for children from disadvantaged backgrounds and enable educational enrichment and boost self-esteem. We aim to break down barriers to learning by providing travel to the workshops, lunch, and a fun environment that reaches not only the children but their families. We have anecdotal evidence and feedback from school children and teachers that these workshops can change attitudes to learning. The workshops have also won awards and have been used as an example of best practice in *Baroness Andrews' Report on Culture and Poverty*.

The Egypt Centre volunteer programme is vital in our widening participation aims. Not only does this involve a diverse group within the Museum, which through interaction with visitors projects the idea of diversity, but gives volunteers agency and opportunities to co-produce and co-curate projects and ideas. This was also used as an example of best practice in the *Baroness Andrews' Report*.

Visiting a museum on a university campus normalises the university experience to visitors. This leads to a higher number of people engaging in higher education. The Egypt Centre acts a bridge between the public and the University. The Museum actively engages the public in current research of its own and research by other University departments through an exciting programme of talks and classes, its website and blogs, its galleries, and volunteer programmes.

The Egypt Centre staff and volunteers have received Alzheimer's Society Dementia Friends training and all receive training on diversity. In addition to this, by actively engaging diverse groups, the Museum is normalising the university experience for many groups, which in turn, breaks down barriers to attending University.

Feedback via VisitorVerdict (run by the Association of Independent Museums) show that our visitors are more diverse than those of the average museum. The Egypt Centre provides information to other museums on diversity through talks, lectures, and publications.

How we do this:

- Monthly programmes for diverse groups
- Maintaining a welcoming environment for all, including our shop galleries, and special events
- An open and inclusive volunteer programme involving intergenerational and mixed ability learning and working
- Use of diverse and welcoming volunteers within the galleries means all visitors feel included
- Volunteers interpret for visitors and are trained to pitch to diverse audiences
- Access policies that are available to all

¹¹ Available at <https://www.museumsassociation.org/museums-change-lives> (accessed 23 Oct 2019).

¹² Available at <https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation> (accessed 23 Oct 2019).

- Educational activities designed for a variety of abilities and learning styles
- Working with diverse groups and organisations
- Outreach
- Adult and child volunteer programme and work placements
- Accessible website
- Social media and blog
- All permanent written information produced by the Egypt Centre is available in both Welsh and English
- Some written information is available in other languages
- We strive to match the native languages of visitors through providing volunteers familiar with that language where possible
- Wellbeing programme
- Activities for different age groups and abilities
- Training for staff and volunteers
- Listening to feedback
- Acting on feedback from groups and visitors
- When arranging events, for example, a conference, the needs and wants of the many are considered rather than simply the Egypt Centre's academic role
- Work with CoAH in potential research projects aimed at community engagement in Egypt as well as the UK

How we measure:

- Collecting data on visitor diversity through the VisitorVerdict Scheme
- Focus Group feedback
- Equalities and monitoring data of staff and volunteers
- Equalities and monitoring data from groups who attend Young Egyptologist Workshops
- Numbers engaged through volunteer programme
- Numbers engaged through outreach

Challenges:

- Space and parking as detailed above
- Improvements to signposting within the campus would be beneficial
- The perceived and physical barrier at the entrance to the campus might deter many potential visitors
- Marketing reach could be improved through additional advertising (costs)

4. Ethics and Values

The Egypt Centre staff and volunteers all adhere to the Museum Association's *Code of Ethics* for those who work and volunteer in Museums (The Museums Association, 2015)¹³ and uphold the principals of:

- Public engagement and public benefit
- Stewardship of collections

¹³ Available at <https://www.museumsassociation.org/ethics/code-of-ethics> (accessed 23 Oct 2019).

- Individual and institutional integrity

Staff also follow the Swansea University Values:¹⁴

- We care
- We work together
- We are professional

5. Audiences

Local audiences comprise those within Swansea University and other local educational establishments, local councils, Job Centres, groups and societies, and individuals. The Museum works with academic and non-academic departments within Swansea University and has developed, and presently teaches, one Postgraduate and one Undergraduate module with a strong emphasis on museology and student employability. The Egypt Centre hosts a number of practice-based placements. The Museum set up a series of research seminars to publicise the Egyptological research carried out within the University and have established an Egypt Centre award on the Higher Education Achievement Report (HEAR) programme to help ensure that Swansea graduates are credited for their non-academic work at the Museum.¹⁵ The Museum works on joint research projects with other University departments as well as its own research. It is involved in publication and dissemination of knowledge. The Egypt Centre has also worked with the Reaching Wider partnership on several projects.¹⁶ The Museum attracts students to the University and is a place where visitors, staff, and students can relax. It is important for the health and wellbeing as well as learning and teaching for potential students and staff.

Local external groups that engage with the Egypt Centre are largely within the boundaries of the City and County of Swansea. The Swansea Bay area is a UNESCO Learning City and as such is entrepreneurial and aims to improve quality of life.¹⁷ The Egypt Centre offers many activities supporting this: its work with schools offering skills based curriculum activities (the Museum offers an extensive package of innovative educational activities); its function as a tourist attraction increases employment in the area; the Museum offers free Saturday out of school activities for disadvantaged children in Welsh Index of Multiple Deprivation (WIMD40) areas;¹⁸ and the Museum also offers adult education courses.

The innovative volunteer programmes not only increase the employability of students, but the wider public. They help the long term unemployed gain skills and confidence to find work (the Egypt Centre works with the Swansea Job Centre) as well as offering volunteering opportunities to those with learning difficulties, mental health problems, and other disability groups. The Egypt Centre's volunteer programme has attracted wide interest and the Volunteer Manager attends the meetings of the Swansea Council for Voluntary Service. Many of the volunteers are from outside the City and County of Swansea.

¹⁴ Available at <https://www.swansea.ac.uk/pspu/change-management/cultureandvalues/> (accessed 23 Oct 2019).

¹⁵ Available at <http://www.hear.ac.uk/> (23 Oct 2019).

¹⁶ Available at <https://www.swansea.ac.uk/reaching-wider/> (23 Oct 2019).

¹⁷ Available at <https://uil.unesco.org/city/swansea> (23 Oct 2019).

¹⁸ Available at <https://gweddill.gov.wales/statistics-and-research/welsh-index-multiple-deprivation/?lang=en> (23 Oct 2019).

The Egypt Centre has advised the National Museum of Wales, and other museums on their volunteer and educational programmes. The Museum works with local museums as and when appropriate. For example, it works closely with Swansea Museum with shared school visits. Presently we are working on joint projects with Plantasia, a large public hothouse, located in the Parc Tawe Retail Park, Swansea. The Egypt Centre has also advised Swansea Museum on their Egyptology collections and it has publicised artefacts held by the Swansea Council but on display in the Museum; recently research on a fragment of early glass appeared in the national press; it has also loaned a large frieze (A654632) to Swansea Museum. The Egypt Centre has worked with and provided activities and volunteering opportunities for Swansea based community groups such as the African Community Forum, Ethnic Youth Support Team, and Rascals Asylum Seekers.

Welsh National stakeholders include work with Museums, Archives, and Libraries Division Wales (MALD), the Welsh Federation of Museums, and Welsh educational institutions. Our work with MALD and the Welsh Federation has included attending joint meetings and giving talks and lectures. The Egypt Centre particularly attracts schools from across Wales, including West Wales, Monmouthshire, and Cardiff. The Education Officer is the Welsh representative for Group for Education in Museums (GEM) Cymru¹⁹ and a member of the South Wales Heritage Education Forum. The Museum is also an important tourist destination, being voted best Leisure and Tourism attraction in Swansea for the second year running in the *Swansea Life Awards* (2018 and 2019).

Supporting the University's Welsh Language Scheme and its aim to provide access to all, the Museum's website has key information in Welsh and English and all permanent item descriptions on display in the galleries are bilingual. This encourages Welsh audiences to participate as visitors.

British national audiences include groups such as Association for Curators of Collections of Egypt and the Sudan (ACCES),²⁰ for which the curator has been chair of this subject specialist network and has organised workshops for this group; the Curator is the museum Egyptological advisor for Wales and the South West of England; Museum staff have advised English museums on their lithic Egyptology collections; the Egypt Centre regularly has visits from English schools; the Museum staff have been asked to speak to Egyptological groups in England and Scotland; and the Museum also takes volunteers and work placements from English Higher Education establishments. The Egypt Centre has lent artefacts to the Royal Cornwall Museum and has organised loans of objects from the British Museum and Woking College. Egypt Centre staff have also acted as education advisors for the National Museum of Scotland.

Our international audiences comprise the Egypt Centre's worldwide network. These include answering enquiries posed by international scholars; producing publications which are of interest to international scholars; providing information online; ensuring selected information sheets are available in other languages such as Spanish, German, and French; taking international work placements and volunteers through the Erasmus programme and

¹⁹ Available at <https://gem.org.uk/> (accessed 24 Oct 2019).

²⁰ Available at <https://accesssn.wordpress.com/> (accessed 23 Oct 2019).

from elsewhere.²¹ Egypt Centre staff are regularly invited to speak at international conferences and seminars. In 2018, the Egypt Centre was chosen to host the Comité international pour l'égyptologie (CIPEG) conference, because of its international Egyptological pedagogic standing and its innovative educational and volunteer work. Egypt Centre staff have also acted as education and widening participation consultants for Heidelberg Center for Cultural Heritage, Germany.²²

6. Highlights

The creation of the Egypt Centre, the South Wales Miners' Library, the Richard Burton Archives, and in the last ten years the founding of the History of Computing Collection, demonstrate that the University has the vision and the means to act to curate collections and create services that are locally, nationally, and internationally important. The Egypt Centre is a key element in this planning with the aspiration to provide better conditions, wider access, and more engagement for educational and cultural activities for this and other collections.

- Over 5,500 antiquities from Egypt and the ancient world
- In July 2019 the Egypt Centre was the top ranked museum in the Swansea area according to Trip Advisor (eleventh overall attraction in Swansea)
- Voted best Leisure and Tourism attraction in the *Swansea Life* Awards for two years running (2018–2019)
- Egypt Centre volunteer alumni include a Senior Lecturer in Sociolinguistics at the University of East Anglia; the Curator of the Rijksmuseum van Oudheden, Leiden; the Secondary and Post-16 Learning Coordinator, Manchester Museum; Museum Manager of Cynon Valley Museum; and another ex-volunteer who has set up a museum for Abertawe Bro Morgannwg Health Trust. Many have also gone on to study Conservation at Cardiff University or Museum Studies at the University of Leicester.
- *Baroness Andrews' report on Culture and Poverty in Wales* includes the Egypt Centre as an example of best practice
- We are the only UK museum to inclusively use child volunteers from all social and economic backgrounds and on a continuing basis
- Internationally we have a reputation for innovative educational work and use of volunteers (we are frequently asked for advice from as far away as Egypt), which is why we were asked to host the 2018 CIPEG conference
- We take student placements from around the world
- Staff present at conferences, seminars, and workshops in the UK and internationally
- The Foulkes-Jones collection was given to the Egypt Centre as it was suggested by the British Museum that the Egypt Centre would be best placed to make use of the collection

²¹ Brexit has resulted in the downturn of international students to the Egypt Centre.

²² Available at https://www.uni-heidelberg.de/hcch/index_en.html (accessed 24 Oct 2019).

- The Egypt Centre has taken a lead in the specialist subject network for curators of Egypt and the Sudan (ACCES) and a member of staff has chaired the group, applied for and received a grant from Arts Council England, which was used in employing a Swansea University student in a project that benefited researchers internationally. The Museum also organised a seminar for the group on innovative educational work in Egyptology museums. The Egypt Centre continues to work with the group as a core member.
- The Museum has organised several Egyptological conferences with international speakers
- The Egypt Centre was the first museum in Britain to ensure that its whole collection was put onto Culture Grid (a national database of museum collections) using MODES Complete (software designed for museum collections). This enables scholars and the general public to know more about the collection. The Museum collection is also on the European museums database (Europeana), the first Welsh museum to do so, and one of the first in the UK. The Museum continues its leading role in collection digitisation and will be putting the collection online in a more usable format in the next two years.
- Egypt Centre child volunteers were the first in Swansea to achieve a gold award at Children's University and Youth University
- The Egypt Centre has a strong publishing record
- The Egypt Centre has an agreement with University of Wales Press to produce publications on its collection, which will be for the benefit of those with little knowledge of Egyptology as well as specialists. The first publication in 2018 was *Daemons and Spirits of the Dead*
- The Egypt Centre has lent artefacts to other institutions in the UK and internationally
- In 2018, the Museum's volunteer programme received the Queen's Award for voluntary service, the equivalent of an MBE, one of many awards won (Appendix B)
- The Egypt Centre has won several awards for its educational activities, particularly for out of school hours activities (Education Extra and Learning Outside the Classroom)
- The Egypt Centre was involved in the development of Egyptological modules, which later led to the teaching of Egyptology as an undergraduate degree in Swansea. We also teach a postgraduate module on Museology.
- The educational service to schools has been developed, allowing the Museum to support groups of up to sixty pupils for full day workshops (previously this was limited to forty). Due to increased demand in the Foundation Phase, activities have also been greatly developed.
- Young Egyptologist Workshops

The following appendices contain elements of the documentation supplied for Museum Accreditation. This provides more details of activities in the last planning period, an update on new activities already completed or underway, and the objectives for the coming period. Certain items will, therefore, be duplicated from the text above.

Appendix A: Review of Previous Objectives

Action Plan 2016–2017

Objective	Date	Resources needed	Core aim	Progress
Daemon publication complete (focusing on Egypt Centre collection)	2016 (published 2018)	Time for the Curator to write this	Education and widening participation	Completed
Emergency Plan redone	End 2016	Input of Estates Department, curatorial time	Education, preventative conservation, and widening participation	Completed
Security advice sought for report as required by accreditation	End 2016	Input of Estates Department, curatorial time	Education, preventative conservation, and widening participation	Completed
Review schools activities using teacher feedback and monitor volunteer delivery in line with the National Curriculum for Wales	End 2016	c. £300 per year plus training room space needed to review and retrain volunteers	Education and widening participation	Completed but will need to be ongoing
Look into the development of new hands-on activities in the galleries, if the review and training point above identifies the need	Ongoing	c. £300 to maintain equipment for existing and new activities. Time needed by Assistant Curator and Education Officer	Education and widening participation	Ongoing
Develop income generating activities for adults and children	Ongoing	Cost would depend on type of activities. Staff time by Education Officer and volunteers trained to deliver some activities	Education and widening participation	Ongoing

Objective	Date	Resources needed	Core aim	Progress
Explore the possibility of increased space as the University is reorganised	September 2017	Staff time. Help from Estates and senior management	Education, widening participation, and preservation of the collection	Not possible due to other University demands on space
Around ten artefacts per year to be given remedial conservation treatment	Ongoing	The cost will depend upon the type of artefacts, etc. Estimate £300 per item	Preservation of the collection	Seek external funding from the Welsh Federation and other funding bodies
Training scheme for young volunteers	End 2016	Adult volunteers wishing to train them plus Volunteer Manager time	Education, widening participation, and preservation of the collection	This should help both child and adult volunteers
Improvements to downstairs gallery (the new cases upstairs have allowed objects to be kept safer and more to be seen. We are hoping to do the same for downstairs)	2017	As this will be opportunistic, it is difficult to cost. We can make some improvements at little cost, such as putting shelving in cases	Education, widening participation, preservation of the collection	We expect to research external grants for this. This might be done in stages and thus has been added to 2017–18
New shop themes and seasonal campaigns	2017	Shop Manager input (or other staff) plus some funding for displays. This will be ongoing, so see 2017–18	Education, widening participation	Increase gift shop interest and income

Action Plan 2017–18

Objective	Date	Resources needed	Core aim	Opportunities/challenges/progress
Develop income generating activities for adults and children	Ongoing	Cost would depend on type of activities. Staff time by Education Officer and volunteers trained to deliver some activities	Education and widening participation	Develop new audiences/generating income. Ongoing
Approach made to University of Wales Press with outline for a second publication concentrating on Egypt Centre objects, i.e., proposal to be written	2018	Curatorial time, plus this may depend upon the success of the daemon book	Education and widening participation	Completed
Around ten artefacts per year to be given remedial conservation treatment	Ongoing	The cost will depend upon the type of artefacts, etc. Estimate £300 per item	Preservation of the collection	Seek external funding from the Welsh Federation and other funding bodies. Ongoing
Training scheme for young volunteers	End 2018	Adult volunteers wishing to train them plus Volunteer Manager time	Education, widening participation, and preservation of the collection	This should help both child and adult volunteers. Ongoing
Improvements to downstairs gallery (the new cases upstairs have allowed objects to be kept safer and more to be seen. We are hoping to do the same for downstairs)	2018	As this will be opportunistic, it is difficult to cost. We can make some improvements at little cost, such as putting shelving in cases	Education, widening participation, preservation of the collection	We expect to research external grants for this. Ongoing

Objective	Date	Resources needed	Core aim	Opportunities/challenges/progress
New shop themes and seasonal campaigns	2018	Shop Manager (or other staff) input plus some funding for displays	Education, widening participation	Completed

Appendix B: Changes and Achievements Since 2013

Management: The Museum now reports to the SU Libraries, Special Collections Executive Group, an advisory group established in October 2019 for which the Curator is a core member. This group reports to higher management via the Head of Libraries, Archives, Culture, and Arts.

Staffing: The Curator and Assistant Curator were made from full to part-time in 2018, which, together with income generation, allowed for the creation of the Collections Access Manager post. We now have a Senior Workshop Leader to work with school groups due to the heavy demand of school bookings.

Store: The Egypt Centre now has a dedicated store with roller-racking shelving, humidity and temperature controls, which is alarmed and secure.

Database: The Egypt Centre is investigating how it might reimagine and display its online collections.

In 2018, the Egypt Centre volunteer programme was awarded the Queen's Award MBE for Voluntary Service.

In 2019, the Egypt Centre began one of a series of annual conferences based upon the Museum objects. The proceedings will be published online.

Egypt Centre staff have given several talks and lectures at local, national, and international levels. These range from delivering a lecture on lithics to CIPEG, to lectures about the Museum to local history groups, and other local societies (core aim: widening participation; learning and education).

Publications

Publications by Egypt Centre staff since April 2013 (there are additional publications about the Egypt Centre artefacts by external individuals).

Monographs:

Graves-Brown, C. A. (2018). *Daemons and Spirits in Ancient Egypt*. University of Wales Press: Cardiff.

Griffin, K. (2018). *'All the Rhyt-people Adore': The Role of the Rekhyt-people in Egyptian Religion*. GHP Egyptology. London: Golden House Publications.

Edited Volume:

Graves-Brown, C. A. (2015). *Egyptology in the Present: Experiential and Experimental Methods in Archaeology*. Swansea: Classical Press of Wales.

Articles:

Griffin, K. (2019). 'Egypt in Swansea'. *Ancient Egypt*, 20 (2), 42–48.

- . (2018). ‘A Doorjamb of a Chief Steward of the Divine Adoratrice in Swansea’. In A. I. Blöbaum, M. Eaton-Krauss & A. Wüthrich (Eds.), *Pérégrinations avec Erhart Graefe. Festschrift zu seinem 75. Geburtstag* (pp. 203–208). Ägypten und Altes Testament 87. Münster: Zaphon.
- Goodridge, W. R. & L. S. J. Howells (2015). ‘Engaging with the Hard to Reach: From Town to Gown’. In S. S. Jandl & M. S. Gold (Eds.), *Advancing Engagement: A Handbook for Academic Museums, Volume Three* (pp. 310–345). Edinburgh: MuseumsEtc.
- Graves-Brown, C. A. (2015). ‘Dagger-like Flint Implements in Bronze Age Egypt’. In C. J. Friedman & B. V. Eriksen (Eds.), *Flint Daggers in Prehistoric Europe* (pp. 19–31). Oxford: Oxbow Books.
- . (2015). ‘Sexuality: Ancient Egypt’. In P. Whelehan & A. Bolin (Eds.), *The International Encyclopedia of Human Sexuality* (pp. 1115–1154). Chichester: Wiley-Blackwell.
- . (2015). ‘Flint and Forts: The Role of Flint in Middle Kingdom–New Kingdom Weaponry’. In T. B. Harrison, E. B. Banning, & S. Klassen (Eds.), *Walls of the Prince. Egyptian Interactions with Southwest Asia in Antiquity: Essays in honour of John S. Holladay, Jr.*, (pp. 37–59). Culture and History of the Ancient Near East 77. Leiden; Boston: Brill.
- . (2014). ‘A Gazelle, A Lute Player and Bes: Three Ring Bezels from Amarna’. In A. Dodson, J. J. Johnston, & W. Monkhouse. (eds.), *A Good Scribe and an Exceedingly Wise Man: Studies in Honour of W. J. Tait* (pp. 113–126). GHP Egyptology 21. London: Golden House Publications.
- . (2013). ‘Luster, Flint and Arsenical Copper in Dynastic Egypt’. *Journal of Lithic Technology* 38 (3), 150–160.

Egypt Centre Volunteer Awards

2009

Marsh Award for Volunteers for Museum Learning – Regional Winners, Wales (Young Volunteers) **WON**

2010

WCVA Volunteer Group of the Year **WON**

2011

Diana Award (Young Volunteers) **WON**

2012

Diana Award (Young Volunteers) **WON**

2013

WCVA – Highly Commended

2014

n/a

2015

Diana Award (Young Volunteers) **WON**

Marketing Excellence Awards **WON**

2016

Diana Award (Young Volunteers) **WON**

Kids in Museums Family Friendly Award - Shortlisted

2017

Marsh Awards for Volunteers for Museum Learning – Regional Winners, Wales **WON**

Diana Award (Young Volunteers) **WON**

AIM Heritage in Museums Award – Shortlisted

Learning outside the Classroom Awards - Shortlisted

2018

Queens Award for Voluntary Service **WON**

Diana Award (Young Volunteers) **WON**

WCVA – Highly Commended

Swansea Life Awards – **WON** best Leisure and Tourism establishment

2019

Diana Award (Young Volunteers) **WON**

Swansea Life Awards – **WON** best Leisure and Tourism establishment

Appendix C: Future Objectives: Action Plan 2019–24

Objective	Date	Resources Needed	Core Aim	Opportunities/challenges
Around ten artefacts per year to be given remedial conservation treatment	Ongoing	The cost will depend upon the type of artefacts, etc. Estimate £300 per item	Preservation of the collection	Funding is sought externally
Increase research work with other Departments in the University	Ongoing	Staffing, space	Learning and teaching, widening participation	We have good working relations with individuals across both campuses. We would like to present the research of others but lack of temporary exhibition space prevents this.
Improvements to downstairs gallery (the new cases upstairs have allowed objects to be kept safer and more to be seen. We are hoping to do the same for downstairs)	Ongoing	As this will be opportunistic, it is difficult to cost. We can make some improvements at little cost, such as putting shelving in cases	Learning and teaching, widening participation, and the preservation of the collection	We are actively looking at external funding, including the Esmée Fairbairn Collections Fund, MALD, and others

Income generation. In order to fund the posts of Collections Access Manager, Education Officer, and Senior Education Leader the Egypt Centre aims to generate income through school visits, courses, and special activities	Ongoing	Space, time	Learning and Teaching	We aim to create income generating activities. However, increasing workload put on Egypt Centre staff, particularly development and delivery of academic modules, decreases available time on income generation.
Continue to develop our online presence	Ongoing	Time, funding	Learning and teaching; Widening participation	We will continue to develop our already excellent online presence with improvements to our website and database, blogs, and social media posts. In some cases, improvements might be reliant on additional funding.
Development of website to include Arabic provision and more usable searchable database	2022	Funding	Learning and teaching; Widening participation	We are lucky to have the free help of two skilled volunteers to help make this possible. If we wish to include Arabic as one of our website languages, we will need to obtain funding for translation

There is a desire to use and display the non-Egyptological items. The Egypt Centre also strives to work with other groups and would like to build a shared temporary exhibitions area.	Ongoing	Space, funding, and University support	Learning and teaching; widening participation; preservation of the collection	While we will be seeking external funding, if we are to share with colleagues this may limit funding sources. Research on grant-giving is necessary.
Fourteen children per month attend a two-day Saturday workshop targeting disadvantaged groups	Ongoing	Staff needed: Education Officer's time to organise; one leader and three assistants; a buffet lunch for the children; transport to and from their school; and materials for activities	Widening participation; learning and teaching	We have good working relationships with schools and an excellent reputation for building self-esteem and confidence, as well as providing a quality educational experience
Continue to recruit and train volunteers, including new underrepresented groups	Ongoing	Volunteer Manager time	Widening participation; learning and teaching; preservation of the collection	To build on our excellent reputation for employability skills based learning and opportunity to work with other organisations
Develop the schools programme in line with the new Welsh Curriculum	Ongoing	Staff time. Education Officer, Assistant Curator, education staff, and volunteers to deliver activities	Learning and teaching; widening participation	Excellent reputation for quality learning experience outside the classroom

Develop the gift shop as a third gallery	Ongoing	Staff time. Gift Shop Manager for research and display. Resources for display	Learning and teaching; widening participation	A more meaningful visit to the gift shop. Linking the collection gift shop merchandise
Develop our practices using the Museums Association “Power to the People” toolkit ²³	Ongoing	Staff time	Learning and teaching; widening participation	To embed co-curation and co-development with key audiences and visitors within our practice

²³ Available at <https://www.museumsassociation.org/campaigns/19112018-power-to-the-people> (accessed 24 Oct 2019).

Appendix D: Context and Environment Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• An important Egyptology collection, which is the largest in Wales• Engagement with other University departments• A collection that should excite public imagination and interest• Frequent bus services to and from the City of Swansea• Situated within the larger facility of the Taliesin theatre, which also attracts visitors• Enthusiastic and capable staff and volunteers• Publication agreement with University of Wales Press• Online, searchable database• Situation on campus means the Museum is able to serve the student population, including provision of work-based modules• Pioneering volunteer programme• The amount of information on the collection online (not only on the database but also on our website) rivals that of better resourced, larger institutions• A longstanding artefact handling programme (for the public and for student teaching)• A longstanding programme of free workshops for disadvantaged children• Innovative and popular hands-on activities and schools programme• An attractive gift shop offering souvenirs and gifts• An active Friends of the Egypt Centre group, which supports and helps with resources	<ul style="list-style-type: none">• Additional space required to display parts of the collection currently in storage• Better teaching space/breakout rooms required• Temporary exhibition space• The position of the Museum in a university campus may deter some visitors but attract others• The design of the building has limitations and issues that need addressing: air-conditioning and windows.• Timely, efficient, and cost effective response to facilities/building matters needs to be addressed• On campus signage could be improved• Parking for volunteers and visitors is an issue. Parking on campus is a general university-wide issue• Additional office space required

Opportunities <ul style="list-style-type: none">• Possibilities of further working with other University departments• Potential to work with SU Libraries to mitigate certain weaknesses identified above• The nature of the collection (colourful and “romantic”) smooths the path for press and school interest	Threats <ul style="list-style-type: none">• Expanding services require additional financial resources and support• Environmental: fire, flood, temperature, humidity
--	--