

Extracting Warwickshire's Past: Neighbourhood Outreach Strategy

Final Report

Version 2.0

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Aggregates Levy Sustainability Fund

English Heritage Project N° 4653

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List of Acronyms used within this report

| | |
|-------|---|
| ADS | Archaeology Data Service |
| ALSF | Aggregates Levy Sustainability Fund |
| ALGAO | Association of Local Government Archaeological Officers UK |
| CBA | Council for British Archaeology |
| CBP | Corporate Business Plan |
| CSV | Community Service Volunteers |
| DDA | Disability Discrimination Act |
| EH | English Heritage |
| GLOs | Generic Learning Outcomes |
| HER | Historic Environment Record |
| HEEP | Historic Environment Enabling Programme |
| HLF | Heritage Lottery Fund |
| ICT | Information and Communication Technology |
| LLC | Libraries, Learning and Culture |
| MLA | Museums, Libraries and Archives |
| NIAN | National Ice Age Network |
| OASIS | Online Access to the Index of Archaeological Investigations |
| PP | Pilot Project |
| RCHME | Royal Commission on the Historical Monuments of England |
| SMR | Sites and Monuments Record |
| UPD | Updated Project Design |
| WCC | Warwickshire County Council |

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The Wolvey Local History Group, specifically Mr and Mrs Toone and Mr Geoffrey Lewis helped organise the fieldwalking event.

Other contributors include

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| The Birmingham Vikings | - |
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| Ms Anne Graf | |
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The following companies provided tickets to their tourist attractions which were used as prizes during project events

Arbury Hall

Birmingham Botanical Gardens and Glass Houses

Coventry City Football Club

English Heritage

Hatton Country World

The Falstaffs Experience

The National Trust

Warwick Castle

Wellesbourne Watermill

West Midlands Safari and Leisure Park

1 Summary

This document is a strategy which provides a framework for delivering successful, exciting and effective outreach projects in potential aggregate producing areas. This framework has been created following one year's research undertaken by Warwickshire Museum Field Services with funding from the ALSF. It incorporates lessons learnt from five pilot projects. Within this document will be found:

- The evaluation of the pilot projects.
- Relevant national, regional and local policies
- Keys to successful outreach
- Future aims and objectives for the HER
- HER priority areas for 2007 – 2011
- An HER outreach action plan for 2007 – 2011
- A practical toolkit for conducting outreach

For ease of use the document has been separated into three sections. These consist of

- a summary of the pilot projects and the results of their evaluation
- an outreach strategy for the HER
- practical advice for conducting outreach activities

2 Introduction

Extracting Warwickshire's Past: Neighbourhood Outreach Strategy is a Warwickshire County Council project, supported by the English Heritage Aggregates Levy Sustainability Fund (ALSF). This document is the project's key output and is a strategy for delivering an Historic Environment Record (HER) outreach programme for the aggregate producing areas of Warwickshire.

The project was created in response to the desire within the HER to undertake a programme of targeted outreach work within the county. The project's aims and objectives were framed in a Project Design submitted to English Heritage in November 2005, and updated following completion of stage one of the project in July 2006 (WCC, 2006).

The project was undertaken between February 2006 and February 2007. Stage one consisted of pilot planning and designing the HER strategy. Stage two consisted of the delivery of the pilot projects and revision of the HER strategy created in stage one.

Further information about the pilot projects and the background to this ALSF project is contained in the Updated Project Design which can be found in appendix one.

This final document sets out the strategy, which is the result of five successful pilot projects which are also described here. As a result of this success the project team are confident that this strategy could also be used to inform outreach activities in non-aggregate producing areas.

2.1 Structure of this document

The document has been separated into three sections for convenience.

The first section provides a summary of the pilot projects and the results of their evaluation, and covers

- Pilot content
- Costs
- Identified objectives
- Evaluation results
- The generic learning outcomes achieved
- Conclusions reached

The second section consists of the final HER outreach strategy. This section identifies

- Key priority areas for the next four years
- HER aims and objectives
- Key issues for outreach

- An HER action plan for 2007-2011

The third section provides practical advice for conducting outreach activities, and covers

- Publicity and Promotion
- Design of fieldwork activities
- Creation of web pages
- Trialling with local groups
- Creation of exhibition panels
- Working with archaeological collections
- Integrating archaeology with the National Curriculum
- Creation of an evaluation report

3 Section one – The Pilot Evaluations

This section provides information about the pilot projects which have been used to inform the final outreach strategy:

- the content of each pilot
- the cost of undertaking it
- the aims and objectives identified for each pilot
- evaluation of the pilot
- the generic learning outcomes achieved
- conclusions reached

3.1 The Pilot Projects

Five pilot projects were designed and organised to test hypotheses and methodologies for archaeological outreach. The results of these project have been incorporated within this document. The pilot projects were as follows

- Investigation of a community archaeological network, which would include training, research, fieldwork and reporting
- The creation of an online exhibition
- The creation of a traditional exhibition that would travel around the county
- Targeted enhancement of the HER for areas of potential aggregates extraction
- Production of a school package aimed at young people in Key Stage 3

3.2 Project Area

The project area covered the modern county of Warwickshire (post 1974 authority area). Pilot projects fell within areas of potential, current and past aggregates extraction. The British Geological Survey map showing Mineral Resources at a scale of 1:100,000 was used in to identify areas that met the ALSF criteria (British Geological Survey 1999).

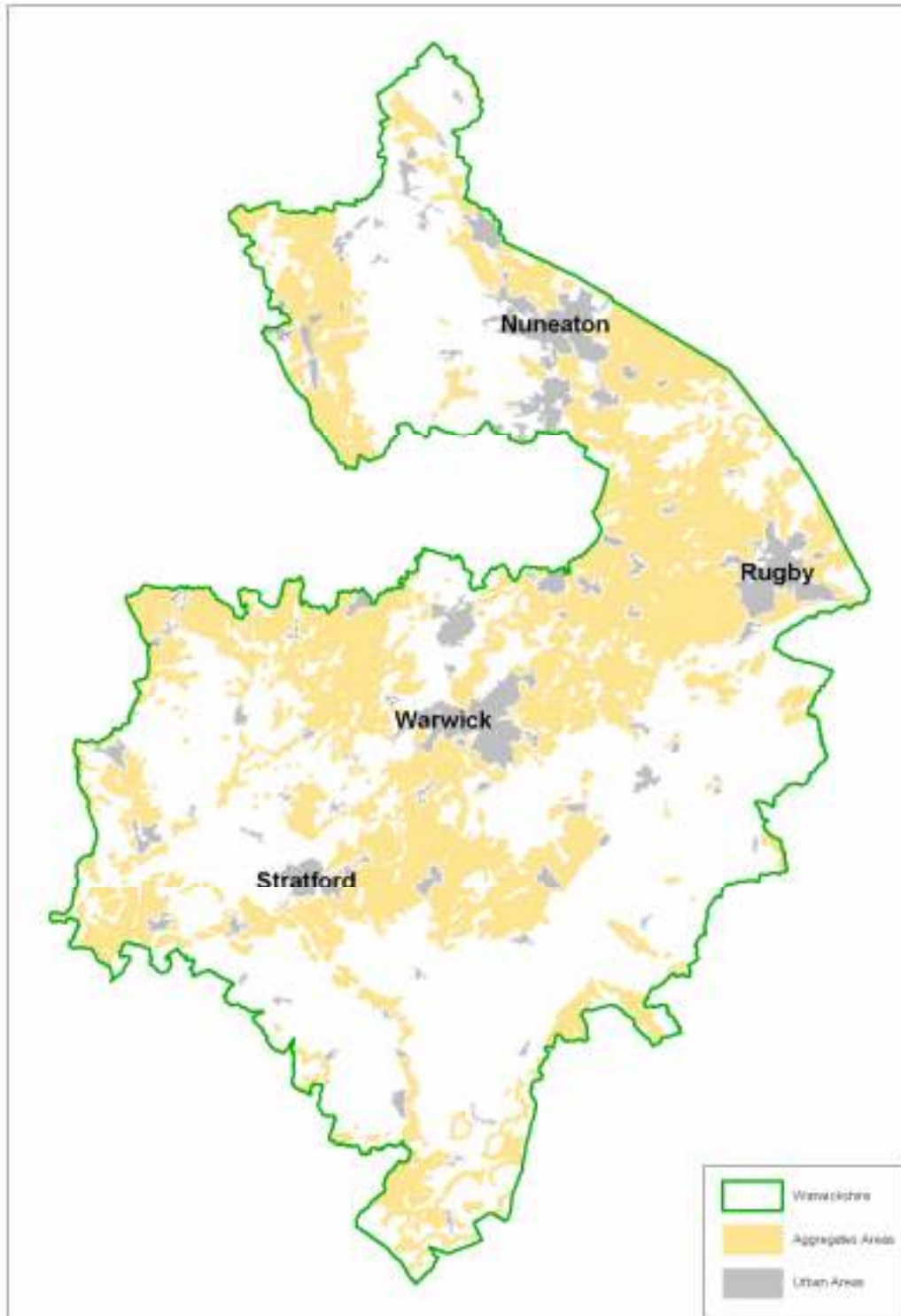


Figure 1: Map of Warwickshire showing location of aggregate areas

3.3 Aims and Objectives of the Pilot Projects

3.3.1 Aim

To promote public and aggregate industry understanding and appreciation of past human activity within past, current and potential future aggregate extraction areas of Warwickshire.

3.3.2 Objectives

Each pilot project was assigned one main objective although there was obviously some degree of overlap between pilot projects and the objectives.

Objective 1: To produce a strategy for delivering an HER outreach programme and related resources for the aggregate producing areas of Warwickshire

Objective 2: To encourage participation by quarry companies in community activities

Objective 3: To test assumptions made in the strategy using a series of pilot studies initiated in Stage 2 of the project

Objective 4 (PP1): To create links between the HER and local communities in areas of potential aggregate extraction (EH objective 1,2,3,4 and 5)*

Objective 5 (PP2): To encourage local groups and individuals to become aware of issues relating to aggregates extraction and engage in active management of their local environment (EH objectives 1,2,3 and 4)*

Objective 6 (PP3): To investigate ways for the HER and its staff to participate in existing Museum exhibition services more effectively (EH objectives 1,2,3 and 4)*

Objective 7 (PP4): To improve the representation of sites and finds from potential aggregates producing areas in the HER (EH objectives 1 and 4)*

Objective 8 (PP5): To increase use by secondary schools of the information held in the HER (EH objectives 1,2,3,4 and 5)*

Objective 9 (PP5): To demonstrate the process of measuring relative heritage importance through Leading Learning (EH objectives 1,2,3,4 and 5)*

*For an explanation of the English Heritage objectives please see page 57

3.4 Audiences Targeted and Project Consultees

Due to the ALSF funding criteria, the audiences and groups targeted during this project were all related to the aggregate industry within Warwickshire. Participants had to either live near an extraction area or work within one. These guidelines, along with the fact that the project was only a year in duration, limited the groups that the project was able to engage with. The project's time constraints also meant that the project team were unable to work with hard to reach groups.

As well as the project's main criteria for choosing audiences to work with, more specific target groups were defined for each pilot project. These were also classified according to EH ALSF outreach guidelines and are cross-referenced in the table below:

| ALSF Pilot Project | WCC HER Target Audience | EH Target Audience |
|--------------------------------|--|--|
| Archaeological Network (PP1) | Community groups, archaeological, historical, parish councils, youth groups Aggregates industry | The aggregates industry, the wider archaeological community including scientific, specialist, and amateur groups, Local communities in aggregate producing areas Young people |
| E-Gallery (PP2) | All audiences (local and non-local) Aggregates industry | The aggregates industry The wider archaeological community including scientific, specialist, and amateur groups Local communities in aggregate producing areas Young people |
| Exhibition "On the Road" (PP3) | Local audiences Aggregates industry | The aggregates industry The wider archaeological community including scientific, specialist, and local groups Local communities in aggregate producing areas Young people |
| HER | Archaeologists | The wider archaeological |

| | | |
|----------------------|--------------------------------------|--|
| Enhancement (PP4) | Planners Non-specialist HER users | community including scientific, specialist, and other groups |
| School Package (PP5) | School students at Key Stage Three | Young people |

3.5 Evaluation

In order to evaluate each of the organised events a feedback form was prepared which participants could complete and enter into a prize draw. The prize draw proved to be a suitable enticement for people and a significant number were completed with additional comments. Prizes were donated by various visitor attractions in Warwickshire.

The decision was made not to ask people to include their age, gender or ethnic profile, because of concern that this would discourage people from completing the forms. This choice did mean that the project team were only able to use observations made by event staff to analyse those involved in the events by these particular criteria.

The following questions were included in the feedback forms used during the pilot projects (see appendix two for examples of these forms).

| Question | Purpose |
|---|--|
| Date of event | In the case of the Burmington event different activities were held over each weekend. It was important to know which day people were basing their opinions on. |
| How did you find out about this event? | Of particular interest was which form of publicity worked the best. This question enabled identification of the publicity methods which should be used for future events. |
| Do you belong to a local history society? | It was known that Warwickshire has a number of local history and archaeology societies who often attend HER organised events. An aim of the project was the attraction of new audiences. This question helped to answer this question. |
| Prior to this event had you heard of the Historic Environment Record (SMR)? | This question was included to gauge the public's knowledge of the HER and to inform future HER publicity drives. |
| Would you be interested in | This question investigated the public's level |

| | |
|--|--|
| finding out more about the information held for your area within the HER? | of interest in the HER and whether it would be worth pursuing further. |
| What type of event/activity would you like to see the HER host in the future? | Included to help inform future outreach activities. |
| Is there anything that you particularly liked about this event? | Used to identify people's attitudes towards the event. |
| Is there anything you disliked about the event? | Used to identify people's attitudes towards the event. |
| Was there any other information or anything else you would like to have found out about at this event? | Used to identify people's attitudes towards the event and to see whether the event failed to include something that people were expecting to find. |
| Any other comments on this event | Used to identify people's attitudes towards the event. |

4 The Pilot Projects

4.1 The Archaeological Network (Pilot Project One)

The organised events were designed and implemented with the intention of providing people with the opportunity to learn new skills useful in archaeological and historic research. It was anticipated that these new skills would ignite people's interest in their historic environment. This interest could then be fed into [English Heritage's] the cycle of understanding, valuing, caring and enjoying. Once this cycle had been established the Warwickshire HER could use people's enthusiasm to target aggregate extraction landscapes to further enhance the archaeological record. This research would subsequently be fed into the HER to improve the quality of the baseline data and thereby future curatorial responses.

4.2 Local History and Archaeology Fair, Burmington



Figure 2: Visitors attending the Local History and Archaeology Fair

4.2.1 Inputs

This event was the largest and most costly public event.

| | |
|---|---------------|
| Preparation time | 24 staff days |
| Paid Attendance (WCC staff) | 20 staff days |
| Unpaid attendance (staff from other companies/organisations/projects who promoted their services and expertise) | 14 staff days |

The Birmingham Vikings were a key part of the second weekend and they kindly agreed to attend free of charge (due to the project assistant being a member of the group). If they had been paid to attend, costs would have been in the vicinity of £4000.

Other outgoings include the hire of Burmington village hall, materials and the hire of display stands.

4.2.2 Objectives of the Burmington Local Studies Fair

- To introduce members of the public to the various organisations and groups who could help them conduct documentary research
- To introduce people to the Local Studies Toolkit
- To build the capacity and enthusiasm for documentary research which could be used in surrounding aggregate areas
- To explain various techniques (such as resistivity surveying, earthwork surveying and cartography) which people could undertake as valid research methods which were not destructive of the archaeological resource
- To enhance the knowledge held by the HER about the aggregate producing areas in the Burmington vicinity (Burmington itself is a small village in the south of Warwickshire, situated on River Terrace Gravels within the Stour Valley).
- To introduce people to the HER Online Form, which they could use to contribute to the HER baseline data

4.2.3 Activities

Held over two weekends in June, this event provided people with the opportunity to meet a whole range of different experts from the fields of archaeology, archives, geology and local history. These experts provided visitors with information and advice about how to undertake desk-based research. Each organisation was given space for displays and their marketing material. The people who took part were as follows

- Birmingham Vikings

- Burmington Community Group
- Kenilworth History and Archaeological Group
- National Ice Age Network
- O.N. Books
- On Line Parish Clerks
- Oxford University Department for Continuing Education
- Royal Regiment of Fusiliers Museum
- The Shakespeare Birthplace Trust
- The Shipston-on-Stour Museum
- WCC Corporate Website Support
- Warwickshire Historic Environment Record
- Warwickshire Geological Conservation Group
- Warwickshire Library and Information Service
- Warwickshire Record Office
- Warwickshire Museum

In addition to the displays in the village hall, a team consisting of Museum Field Service staff and members of the Kenilworth Archaeology and History Society taught visitors how to conduct resistivity surveying in the grounds of the manor house. Visitors were given the opportunity to use the equipment and ask questions about the process.



Figure 3: Museum Field Service Staff showing member of the public the principles of resistivity surveying

On the Saturday of the second weekend, Stewart Ainsworth, from English Heritage and Channel 4's Time Team joined the event team. Stewart provided a talk in the morning about non-intrusive surveying methods and in

the afternoon took a group of people on a tour around the Manor house grounds. The Birmingham Vikings were also present on this second weekend, setting up a camp and organising battle sequences.



Figure 4: The Birmingham Vikings with members of the public

4.2.4 Outputs

The event was attended by over 250 people who came from Warwickshire and other counties. The majority of Birmingham residents were involved and dropped into the event on both of the weekends.

Displays were created by a range of different people, including the Birmingham group. To compliment these displays there was also re-enactment by the Birmingham Vikings and a resistivity survey.

4.2.5 Outcomes

People left the event with a clearer understanding of what information can be learnt from conducting documentary research and how easy it can be. Visitors were able to freely speak to the experts attending and no doubt many people learnt about organisations and projects that they previously were unaware of.

The event gave the HER the chance to support the Birmingham group with their research and explain to people that there are alternatives to

archaeological excavation (e.g. research and resistivity surveying) which are less damaging to the resource.

The profile of the HER and Museum Field Services was raised and a new audience was reached. People learnt about the information housed at the HER and how they could potentially use it.

From the evaluation forms the following comments were made

Professional organisation, enthusiasm of organisers, very friendly, interesting event. Am thrilled that our county ancient history is receiving the attention it deserves.

It was well structured but in an informal way so people could enjoy the event without feeling pressured. The Viking fighting was very well done.

Made Archaeology come alive

Everyone involved was very friendly. I would like to see more of this type of event

4.2.6 Impact

Following on from the Local History and Archaeology Fair, residents in Burmington applied to the Heritage Lottery Fund for money to create exhibition panels. Their bid has been successful. The group has also started creating a video about the village and its history.

The group gained a great deal from the event and it clearly united the village. Since the event there has been further interest in Burmington's history. Following on from the event, Ms S Baker, one of the founder members of the group, sent a letter of thanks to the Museum Service

I'm sure that you would like to know how delighted and grateful Burmington Village is to Christina Evans and her team at Warwickshire Museum Services for the two splendid weekends : 'Extracting Burmington's Past' which they organised for us in June... Christina's team worked tirelessly to make both weekends successful, and there was a high degree of care taken to use the village sensitively... Even more useful to us is the material they have added to our own collection which will be used to supplement the permanent exhibition of Burmington's history which we are hoping to mount in the autumn. They have helped to provide us with tools to continue our search for Burmington's past and the means to consolidate what we have achieved so far.

4.2.7 Generic Learning Outcomes achieved

From staff observations and visitor feedback it can be demonstrated that visitors

- Increased their knowledge and understanding about documentary research and the HER (*Knowledge and understanding*).

- Learnt the principles of resistivity surveying and how to conduct documentary research (*Skills*).
- Met new people who could help them pursue their interests further (*Skills*).
- Learnt where they could go for help and advice (*Attitudes and values*).
- Were inspired by event staff and the other people they met during the event (*Enjoyment, inspiration and creativity*).
- Left the event with the intention of either continuing their research further or starting research for the first time (*Activity, behaviour and progression*).

4.2.8 Conclusion

As mentioned above, this event was the largest and most expensive that this project organized. It can also be considered the most successful. The Burmington group has thrived since the event and found a new impetus to continue their research.

The event publicized the HER successfully to a range of different people who would not normally have been reached. The concept of getting experts together in one place also allowed staff to work closely with colleagues from other departments and disciplines.

From comments made, it is clear that there is a call for this type of event and people enjoyed it. Looking at this event critically identifies that a certain element of its success was due to the fact that it fitted into a community based project. With this in mind, it was concluded that an event like this is hugely worthwhile as long as it fits into a community based activity. This type of event must

- Be targeted
- Have closely defined targets and objectives
- Have specific aims
- Be externally funded



Figure 5: Birmingham Vikings in Burmington

4.3 Fieldwalking in Copston Magna



Figure 6: Children from Polesworth High School attending the fieldwalking event at Copston Magna

4.3.1 Inputs

| | |
|---|-----------------|
| Preparation time | 12.5 staff days |
| Paid Attendance (WCC staff) | 4 staff days |
| Unpaid attendance (staff from other companies/organisations/projects who promoted their services and expertise) | 3 staff days |

Other outgoings include the post excavation work (totalled at £1500) and portaloos hire

4.3.2 Objectives of the Wolvey public event

- To introduce members of the public to the various organisations and groups who could help them conduct fieldwalking projects

- To introduce people to the HER Online Form, which they could use to contribute to the HER baseline data
- To provide people with basic finds identification and fieldwalking skills
- To collaborate with local community groups on an archaeological outreach project
- To enhance the knowledge held by the HER about the aggregate producing areas around Wolvey.
- To build the capacity and enthusiasm for fieldwalking and finds identification which could be used in surrounding aggregate areas to increase the quality of baseline data in the HER

4.3.3 Activities

Held on a Saturday in September this event, supported by the Wolvey Local History Group and Hinckley Fieldwalking Group (a well-established group with experience of walking in the of the Warwickshire/Leicestershire border), provided people with the opportunity to learn how to fieldwalk. On site were members of staff from the HER and Field Archaeology Project Group to provide help and support to participants. Also present were Dr Jenni Chambers and Dr Mark Stephens from the National Ice Age Network who spoke to people about worked flint and the Ice Age in Warwickshire.

The field walked was located at Copston Lodge Farm (SP 44 88). The Wolvey Group had previously fieldwalked the area and begun background documentary research. The HER has their results recorded in the HER (MWA 3592) where it is listed as 'the site of the Medieval deserted settlement of Copston Parva'.

Importantly, the field was situated on the Dunsmore gravels (a glacial deposit) and close to an area which was identified as an area of search in the draft 1994 area minerals local plan produced by the Minerals planning department at Warwickshire County Council. This area did not make it into the final 1995 local plan but it is likely to be reconsidered as part of the Warwickshire Minerals Development framework, preparation of which is currently in hand. The information collected will contribute to future curatorial decisions

4.3.4 Outputs

This event was attended by over 110 people who were a variety of ages and from various areas, both in and out of the county. A significant number of people had also come from the surrounding villages, interested to know more about their area. The majority of people stayed at the event for the whole day.

HER staff taught some members of the Wolvey Local History Group how to set up fieldwalking grids. Visitors to the event were taught the principles of fieldwalking and basic finds identification. Displays were also provided by the National Ice Age Network.

4.3.5 Outcomes

People left the event with a better understanding about how to conduct a basic fieldwalking exercise. Whilst at the event, people were also taught about the records held by the HER, how they could use them and the important of reporting their finds and research.

The event gave the HER the opportunity to create further links with the Wolvey Local History Group and the Hinckley Fieldwalking Group. The HER was able to promote its services to the public and give people the opportunity to become involved in archaeological fieldwork. During the event, HER staff were additionally able to stress the importance of the post excavation process and reporting archaeological finds.

From the feedback forms the following comments were made

I liked finding lots of things from different time periods

Enjoyed the day, first time I'd done field walking

Flint tools made my day. The whole event is a positive step forward in the understanding of history of human lifestyles



Figure 7: People attending the fieldwalking event at Copston Magna

4.3.6 Impact

Following on from the event, the project staff were approached with a request for an Open Day at the HER. People were clearly interested in visiting the HER and seeing its various resources. There was also an interest in the post-excavation work that followed on from the fieldwalking. This proved that the persistence in emphasising the importance of post excavation work was successful and people were genuinely interested in learning more.

From discussions with the Hinckley Fieldwalking Group and the Wolvey Local History Group, it is known that the event also had an impact on them. The Hinckley Group have been approached by people who want to join them fieldwalking or get the group to fieldwalk in their area. The Wolvey Group has had enquiries about their local society and how people can learn more about Wolvey and the surrounding area. Perhaps most important is that the two groups have now worked together and can contact each other for help and advice in the future.

4.3.7 Generic Learning Outcomes achieved

From staff observations and visitor feedback it can be demonstrated that visitors

- Increased their knowledge and understanding about fieldwalking and the HER (*Knowledge and understanding*).
- Learnt the principles of resistivity surveying and how to conduct a fieldwalking survey (*Skills*).
- Met new people who could help them pursue their interests further (*Skills*).
- Learnt where they could go for help and advice (*Attitudes and values*).
- Were inspired by event staff and the other people they met during the event (*Enjoyment, inspiration and creativity*).

4.3.8 Conclusion

The fieldwalking event proved to be very popular with members of the public; it was well attended and exceeded expectations in terms of numbers involved and people's enjoyment. There is clearly a demand for archaeological fieldwork in Warwickshire and this was demonstrated at this event. The importance of completing post excavation work was repeatedly stressed to participants and it was clearly taken on board – which is an important step.

Participants collected a vast amount of material, both archaeological and non-archaeological. All of this material had to be sorted, washed and recorded. This was extremely time consuming and expensive (e.g. staff and specialist costs). If a fieldwalking event was organised in the future it would need to be externally funded because of this. Future fieldwalking events should

- emphasise the costs involved in fieldwork
- have clearly defined research aims
- be part of a programme of general education or other outreach event

In terms of the objective of increasing information held by the HER, this event can be considered more successful than the Burmington event. The information available for this aggregate area has increased and will continue to do so with the support of the Wolvey local history group.



Figure 8: View across the field at Copston Magna

4.4 HER Open Day

4.4.1 Inputs

The third organised event was initially intended to be another fieldwalking event. At the request of the people attending the Wolvey Fieldwalking event it was altered to become an Open Day at the HER.

| | |
|---|----------------|
| Preparation time | 5.5 staff days |
| Paid Attendance (WCC staff) | 4 staff days |
| Unpaid attendance (staff from other companies/organisations/projects who promoted their services and expertise) | 0 staff days |

4.4.2 Objectives of the HER Open Day

- To introduce members of the public to the HER and its resources
- To create links between the HER and local communities within aggregate areas
- To introduce people to the HER Online Form, which they can use to contribute to the HER baseline data
- To explain various post excavation techniques (such as finds identification, pot washing and marking) so that people understand the importance of this phase of work
- To build the capacity and enthusiasm for documentary research which can be used in surrounding aggregate areas

4.4.3 Activities



Figure 9: Members of the public washing pottery found at Copston Magna

This event was held a month after the fieldwalking event. It provided the general public with the opportunity to visit the HER at its premises in Warwick and become involved with the Wolvey post excavation work. People were given the opportunity to look through the records held (e.g. aerial photographs, Ordnance Survey maps, the HER database) and to participate in finds processing.

4.4.4 Outputs

The open day was attended by around 60 people. A large number of these people had also attended the fieldwalking event the previous month.

Displays were created which explained how the HER records could be used and staff were available to answer visitors' questions. People were given the opportunity to visit the archaeology and geology stores (which are not usually open to the public) and to learn more about the post-excavation process.

4.4.5 Outcomes

People left the event with a greater knowledge about the HER and what staff do. Visitors were able to search through the HER records and ask questions about the archaeology of their area. The HER staff were also able to provide visitors with an understanding of development control as it relates to the historic environment. As the event followed on from the Wolvey Fieldwalking event, project staff were also able to give people the chance to understand what post excavation involves.

The event raised the profile of the HER and gave staff the opportunity to emphasise the importance of post-excavation work. Staff were also able to emphasise the time and resources needed to deal appropriately with fieldwalking finds. The online HER was promoted to all visitors to the event.

From the feedback forms the following comments were made

Staff exceptionally friendly and helpful. Event was more than expected.

Very welcoming staff and I'm off to spend time on the website

Nice to see what was found at Wolvey

4.4.6 Impact

By hosting the HER Open Day around 60 people learnt where the HER office was located and who worked there. This was a really important impact for the HER staff as often it is wrongly assumed by members of the public that the HER is in fact the County Record Office or the Warwickshire Museum.

Following on from the HER Open Day there were seven HER enquiries made from people who had attended the event. This was nearly double the number of non-developer/academic enquiries that the HER would expect in a month.

All seven also made follow up appointments to visit the HER office and search through the records more thoroughly.

Visitor numbers to the online website also increased.

4.4.7 Generic Learning Outcomes achieved

From staff observations and visitor feedback we can demonstrate that visitors

- Increased their knowledge and understanding about the HER and the resources available (*Knowledge and understanding*).
- Learnt the principles of post excavation work (*Skills*).
- Met new people who could help them pursue their interests further (*Skills*).
- Learnt where they could go for help and advice (*Attitudes and values*).
- Were inspired by event staff and the other people they met during the event (*Enjoyment, inspiration and creativity*).

4.4.8 Conclusion



Figure 10: Visitors looking at the HER displays

The HER open day was organized at the request of people involved in the fieldwalking event. By reacting to this request people felt that they were being listened to and this has clearly benefited the reputation of the HER and Warwickshire County Council. The open day also gave the HER the

opportunity to build on links that had been created during the other two events.

This event took the least amount of staff time – both in preparation and actual attendance, of all the organized events. As it was relatively cheap to organize, attendance numbers could be lower than the other events and still be considered a success. Due to the ease of organizing this event, Open Days prove good value for money and an activity which can be reactive to people's needs.

As mentioned above Open Days can be organized quickly and therefore at short notice. However, to be successful strong publicity and promotion is required. To achieve this there has to be a strong working relationship with the Communications Team.

The other issue regarding organising Open Days is that during this project there was a dedicated project manager available to organise it. The involvement of the project manager meant that there could be finds processing activities made available on the day along with other activities for visitors to do. If there was not a dedicated outreach officer within the HER team (which there currently is not) then the HER would have two options. The HER could either plan an Open Day which did not include finds processing/activities and was actually more of an opportunity to speak to staff and see a selection of records or apply for additional funding to hold the event. Additional funding would allow the HER to employ an additional staff member to organise an Open Day that included supporting activities and also help with any subsequent enquiries from members of the public.

The open day did not have an obvious impact on those attending but everyone clearly enjoyed themselves. The event increased the number of people who knew about the HER and it is hoped that they will use the HER resources in the future – this may prove to have had a longer-term impact.



Figure 11: Project Officer Joseph Bates showing children how to wash pottery

4.5 Local Studies Toolkit

Warwickshire Local Studies Toolkit



Historic Environment Record



Figure 12: The Local Studies Toolkit

4.5.1 Input

The creation of the toolkit was extremely time consuming for the project team. Luckily, a number of people agreed to peer review the document for us and provide contributions.

| | |
|-----------------------|---------------|
| Preparation time | 30 staff days |
| Reviewing and editing | 10 staff days |

4.5.2 Objectives of the Local Studies Toolkit

- To improve the quality of baseline data for Warwickshire's post medieval and modern landscapes (currently under-represented in the Warwickshire HER)
- To provide people, who have no experience of documentary research, the skills needed to investigate their local history.

4.5.3 Content of the Local Studies Toolkit

The Local Studies Toolkit was created as one element of the Community Network Pilot Project. This toolkit provides guidance to people who want to conduct documentary research. It is specifically aimed at people who have not attempted to undertake documentary research in the past. Included within the toolkit are explanations about

- Primary and secondary sources.
- Where to find information.
- Useful hints and tips.
- Information sheets (e.g. how to plot a grid reference).
- A Bibliography of useful books to consult.
- A glossary.

4.5.4 Evaluating the toolkit

The toolkit was tested with two different community groups in Warwickshire. Two different techniques were used and the results proved interesting.

The first group to test the toolkit were the Friends of Chedham's Yard. Due to the size of the toolkit it was felt that it was unfair to expect people to read the whole document and provide us with comments. Instead the project assistant and manager visited the group and took with them sections of the toolkit.

The group was given primary and secondary sources (relating to Wellesbourne where the group is based) and asked to select information which related to Wellesbourne. Once they had been doing this for a while they were given sections from the toolkit to see if it helped them to understand the sources better. Some people found this quite confusing, while others felt that the toolkit helped them. At the end of the exercise people were given the opportunity to look at the final document and make comments.

The second group to test the toolkit were the Burmington group, who had already begun researching their village history. The group were given copies of the toolkit and asked to make comments. Four weeks later the project assistant met with the group and went through the entire toolkit discussing each section and recording people's comments.

The second test proved far more successful in gaining useful comments and suggestions which could then be incorporated into the toolkit. The first trial became confusing for people, who felt slightly rushed. Unfortunately the

group could only spare an hour of their time and in hindsight too much was expected within that short space of time.

The Birmingham group were kind enough to spend a lot of their free time looking at the toolkit (which in part was a response to the organisation of the Birmingham event in June). This allowed them to study each section in detail and think about their responses and reasoning. Furthermore, the project assistant spent an entire morning with them discussing their thoughts and generally interacting with everyone.

4.5.5 Impact of the Local Studies Toolkit

The scope of toolkit has grown significantly since the initial idea was put forward in the Updated Project Design (WCC 2006) see appendix one. The completed product is now an eighty five page guide which includes contributions from a number of experts in the field of documentary research.

Since completion HER staff have been approached by a number of people who wish to obtain a copy. The toolkit is also going to be used during WCC librarian training. The aggregate company Tarmac have agreed to print copies of the toolkit which can then be placed in Warwickshire libraries.

4.5.6 Generic Learning Outcomes achieved

From the comments received from peer review and the toolkit trials it can be demonstrated that the toolkit will

- Increase people's knowledge and understanding of how to conduct documentary research (*Knowledge and understanding*)
- Teach people new skills to use documents more effectively (*Skills*)
- Remove some people's fear of using old documents (*Attitudes and values*)
- Provide people with information about where they can go for help and advice (*Attitudes and values*)
- Inspire people to conduct their own documentary research (*Attitudes and values*)

4.5.7 Conclusion

The Local Studies Toolkit has already generated interest in the HER from new audiences. In addition, through discussions with contributors and evaluating the toolkit the HER has created new working relationships.

It is too early to say whether the objective of improving the quality of baseline data for Warwickshire has been met. The toolkit already contributes to the second objective to provide people with the skills needed to investigate their local history. It is anticipated that this will continue and as a result the first objective will be met and more people will use the HER and contribute to it.

The Local Studies Toolkit has clearly exceeded all expectations and progressed into a comprehensive guide on documentary research. To

maintain the momentum of this document it will be a priority for the HER to add new sections to the document and refresh the current data (e.g. updating website addresses).

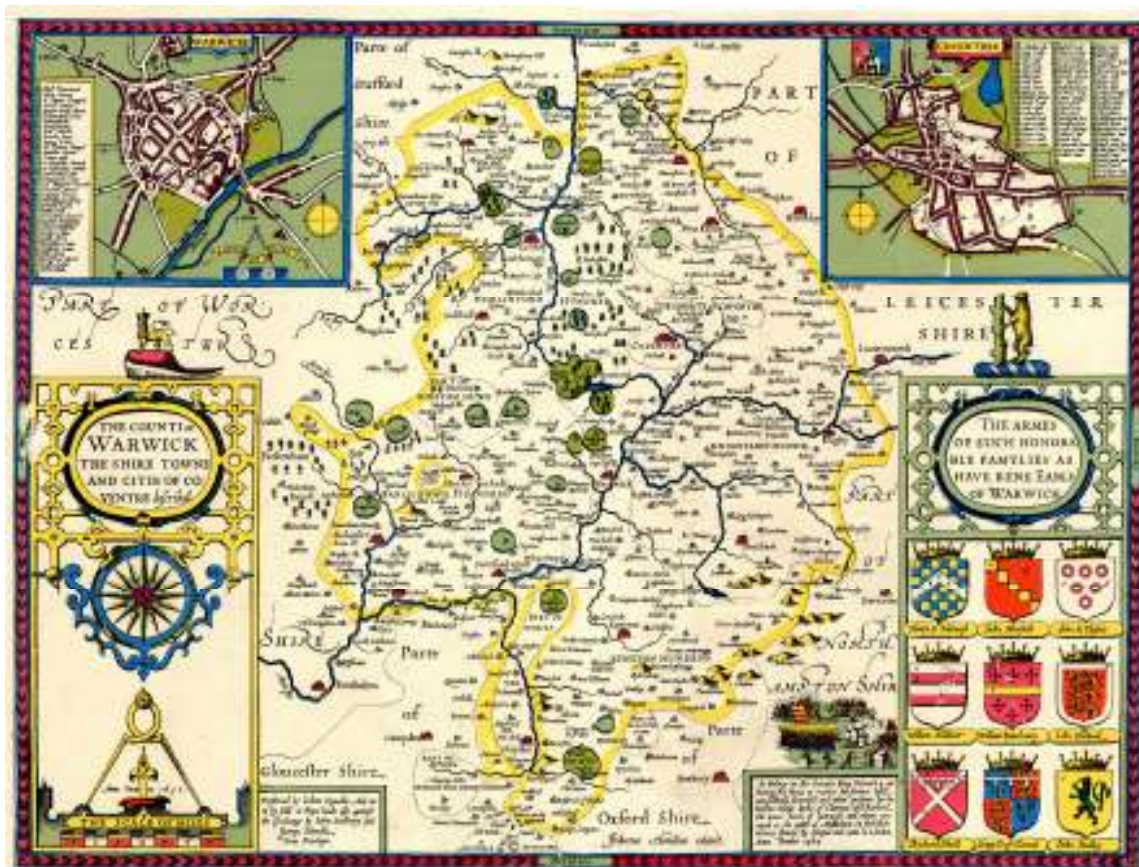


Figure 13: Examples of some of the sources used in the toolkit (VCH and historic map)

4.6 The E-Gallery (Pilot Project Two)

Pilot Project Two was the creation of an E-Gallery which would be designed as an extension to the existing HER website. This image gallery is intended as a resource that members of the public can view and contribute to. It is anticipated that this resource will enthuse people and will lead to people learning more about the archaeology of Warwickshire and their own heritage. In return, it is hoped that there will be an increase in the number of users on the HER website

4.6.1 Input

| | |
|-----------------------|---------------|
| Creation of E-Gallery | 18 staff days |
| Designing exhibition | 13 staff days |
| Editing time | 2 staff days |

4.6.2 Objectives of the E-Gallery

- To engage a wide and varied audience from both inside and outside the county.
- To successfully disseminate knowledge about the history and archaeology of aggregate areas via aggregate related exhibitions
- To encourage local groups and individuals to become aware of issues relating to aggregates extraction and engage in active management of their local environment.
- To complement the 'On the Road' exhibitions

4.6.3 Creating the E-Gallery

When creating the template for the E-Gallery a design was wanted that would attract people's attention and ignite their interest. Of equal importance was that the design should be simple enough to make people believe they could create an exhibition themselves.

Many websites have online exhibitions which consist of rows and rows of images which can be clicked on to discover more information. The HER were keen to stay away from this format as project staff felt this was uninspiring to people. Instead the project team wanted the E-Gallery to have a similar feel to a traditional exhibition. The design chosen consisted of clickable title headings which the viewer can use to navigate around the exhibition pages.

The design of the E-Gallery had to follow the Warwickshire County Council Accessibility Standards and the WCC Standards for 3rd Party Websites (see appendix three)

The first two exhibitions available to be downloaded were the exhibitions which were designed as part of the Traditional Exhibitions (pilot project three).

The Mancetter Quarry (in north Warwickshire) archive comprises of some exceptional photographs and it seemed unfortunate that more of them could not be used on the exhibition panels. The E-Gallery gave an opportunity to display more of them.



Figure 14: Example of some of the images used in the exhibitions. In a clockwise order – photograph of previous Mancetter Quarry owners and Managers, amber beads from Anglo-Saxon grave in Bidford, Anglo Saxon bronze pendant found in grave

The second exhibition, the history of Bidford on Avon, was very suitable for an online exhibition because of the ability to link the records (via a hyperlink) to the actual HER record. This has meant that people are able to learn about the history of Bidford and how to use the online HER at the same time. It is anticipated that once they feel more comfortable viewing archaeological records in this format they will continue to do so.

4.6.4 Impact of the E-Gallery

It is still quite early to tell whether the E-Gallery has been a success. HER staff would ideally like local people to create their own exhibitions that can be downloaded on to the site. This will take a little time to become established.

The design created for the E-Gallery is modern and stylish. The back office facilities mean that it is really simple for HER staff to create new exhibitions.

4.6.5 Generic Learning Outcomes achieved

From feedback received it can be demonstrated that the exhibitions have

- Increased people's knowledge of the history of Mancetter Quarry and the quarrying process (*Knowledge and understanding*)
- Demonstrated the ease with which information from the HER can be used (*Skills*)
- Engaged people with the information held by the HER (*Enjoyment, inspiration and creativity*)
- Inspired people with the history of quarrying (*Enjoyment, inspiration and creativity*).
- Taught people how to use the online HER (*Skills*)

4.6.6 Conclusion

The E-Gallery has the potential for having a significant impact upon HER outreach in the future. Unlike traditional exhibitions, once the content has been collected, it is relatively quick and cheap to create a final product. The HER will not need to employ any graphic designers to work on the exhibitions and this will therefore minimise costs. Furthermore, the design format means that local groups will be able to contribute to the gallery easily. As a result the HER will not need to secure external funding to continue this pilot project. The electronic format will engage a different group of people compared to the traditional exhibitions. The E-Gallery is a new product for the HER and as a result HER staff are confident that it will attract a new audience who will gain a new interest in Warwickshire's heritage.

4.7 The Traditional Exhibitions (Pilot Project Three)

Pilot project three was the creation of two exhibitions that would be suitable for touring around Warwickshire libraries. These exhibitions were designed with the expectation of reaching a large audience within Warwickshire. The exhibitions were aimed at people who were unlikely to have attended the project's organised events.

4.7.1 Input

Preparation and editing time (for eight A1 panels) 15 staff days

Designing (for eight A1 panels) 5.5 staff days

4.7.2 Objectives of the traditional exhibitions

- To engage a wide and varied audience.
- To successfully disseminate knowledge about the history and archaeology of aggregate areas to library visitors
- To encourage local groups and individuals to become aware of issues relating to aggregates extraction, and to engage in active management of their local environment.
- To complement the E-Gallery

4.7.3 Creating the traditional exhibitions

It was decided that the themes of these exhibitions had to be related to heritage and the aggregate industry of Warwickshire, since the project was being funded by the ALSF. Initially the two themes chosen were the History of Aggregate Quarrying in Warwickshire and the Prehistoric Archaeology of Warwickshire.

Once creation of the exhibitions had begun it was realised that this was an extremely difficult task. Both titles were very general, which made it difficult to do the subjects any justice within four panels and a limited word count. There was also the risk that the vagueness of the titles would mean that they would not specifically interest anyone. Instead the themes were altered to:

- The History of Quarrying at Mancetter
- The Archaeology of Bidford

Tarmac kindly lent their own photographic archive of Mancetter Quarry, which contained numerous early photographs. This archive provided the idea to create an exhibition about Mancetter Quarry, a diorite (hard rock) quarry in North Warwickshire.

The archive was taken to the quarry and Tarmac staff were given the opportunity to look at the photographs. The majority of the staff had not seen the photographs before and took great interest in them. There was no written information with the archive so the input of the staff proved vital in identifying the processes being used and some of the people seen in the photographs.



Figure 15: Archive photograph showing a racing car driving around Mancetter Quarry as part of a time trial in the 1950s.

From organising events during this project it was very evident that a lot of people were not aware of the HER. Those that were aware of the HER often did not appreciate what they could actually achieve through studying the HER resources. It was decided that the second exhibition should highlight what could be learnt from information held by the HER. Bidford on Avon, in the south of the county, was chosen as a study area for the exhibition. Bidford on Avon lies within the floodplains of the River Avon and Arrow. Along these river the underlying geology is alluvium, whilst the other areas of Bidford are fluvial sands and gravels over mudstone. Sand and gravel has been extracted from the area since 1990 (Marsh Farm Quarry).

The second exhibition consisted of four panels (Prehistoric Bidford, Roman Bidford, Anglo-Saxon Bidford, Medieval and Later Bidford). In each panel relevant HER records were highlighted and next to them were details about what they told us about the history of Bidford. This methodology was chosen

to highlight the ease of extracting information from HER records. It is hoped that this will encourage people to research the heritage of their area.



Figure 16: Member of WCC Museum Field Services excavating an Anglo Saxon grave in Bidford on Avon.

4.7.4 Impact of the traditional exhibitions

The traditional exhibitions have proved invaluable to the HER. As a result of the Mancetter exhibition the HER now has a link with Tarmac, which it is hoped, will develop in the future. Equally important is that connections have now been made with the Bidford Parish Council which the HER will be developing after the project.

Both exhibitions have been shaped through public consultation and involvement. As a result the HER has created two exhibitions that people really want to see. HER staff have also been invited to speak to a number of local groups in Warwickshire about the content of the exhibitions, including the Mancetter Quarry Liaison Group.

The knowledge held by the HER about Mancetter Quarry has already been increased as a result of the consultation with Tarmac staff. The subject of extraction is very important to a lot of people in Warwickshire and many were not aware that the HER held information about it. The exhibition has ignited the interest of these people and it is hoped they will be contributing to the HER in the future.

Project staff are confident that the objectives listed above have been met.

4.7.5 Generic Learning Outcomes achieved

From feedback received it can be demonstrated that the exhibitions have

- Increased people's knowledge of the history of Mancetter Quarry and the quarrying process (*Knowledge and understanding*)
- Demonstrated the ease with which information from the HER can be used (*Skills*)
- Engaged people with the information held by the HER (*Enjoyment, inspiration and creativity*)
- Inspired people with the history of quarrying (*Enjoyment, inspiration and creativity*).

4.7.6 Conclusion

Exhibitions are an ideal method of engaging the local community. Through their support and contributions it is possible to create a product that can interest and absorb people.

When creating these exhibitions it became apparent that the general public did expect a well-composed, polished final product. As a result the exhibitions had to be designed by a graphic designer. The resources to create professional looking exhibitions did not exist within the Adult, Health and Community Services Directorate and consequently the work had to be outsourced. The cost implications of this dictate that the creation of future traditional exhibitions is likely to depend upon external funding.

4.8 HER Enhancement (Pilot Project Four)



Figure 17: The Kenilworth Lamp (now visible on the online HER)

Pilot Project Four involved the enhancement of the HER. This consisted of two separate activities, each of which will be discussed separately. The first activity was concerned with developing an appropriate strategy for dealing with archaeological collections, whilst the second was the creation of an online form to allow people to report their finds and discoveries.

4.8.1 Input

| | |
|-------------------------------|---------------|
| Reviewing the collection | 22 staff days |
| Adding information to the HER | 10 staff days |

4.8.2 Archaeological Collections

Within Warwickshire there are a number of archaeological collections stored in archive. These collections have the potential for increasing people's knowledge of Warwickshire and enhancing the Historic Environment Record.

The decision was made to create a strategy for dealing with collections, using the Waite collection as a case study. Working with an existing archaeological collection proves an inexpensive way of discovering significant information

about an aggregate extraction area. Often these collections are archived or stored and are inaccessible to the public. By encouraging local groups to work either with their own archives or those held by museums, information can be brought into the public arena and given value.

4.8.3 Objectives for dealing with archaeological collections

- To inform a strategy which can be used to deal with archaeological collections held within the museum archive
- To target the enhancement of the HER to ensure that finds of Palaeolithic and Mesolithic date are more adequately represented in the record.

4.8.4 Case Study: The Waite Collection

Within Warwickshire there are a number of archaeological collections available for assessment. The most suitable for this project was the Waite Collection, as it had been derived from aggregate areas, specifically in North Warwickshire.

Mr Ron Waite has been an amateur field walker for over 20 years. In this time he has amassed a collection of flint and quartzite artefacts which are potentially highly significant for people's understanding of Palaeolithic Warwickshire. Some of his finds had already been added to the Warwickshire Historic Environment Record. Unfortunately there are still a number of gaps in the Record and a significant number of finds in Mr Waite's personal collection have not been recorded. There were also difficulties in reconciling notes and copies of records provided by Mr Waite with the HER and the museum's accessions register.

4.8.5 Collection Appraisal

Originally the intention was to carry out an appraisal of the potential resource held within the Waite Collection archive. Following on from this appraisal, information would be extracted from the archive and used to enhance the existing HER database. The paper archive consisted of correspondence between Mr Waite and Warwickshire County Council and included maps and hand drawn pictures of his finds.

Initial discussions with Anne Graf (formerly Planning Archaeologist in Leicestershire, who has been working with Mr Waite) highlighted a number of significant areas of concern in the paperwork held by the HER. This ranged from the terminology used by Mr Waite to the grid reference system he employed. It is not altogether clear whether these problems had been noted before and it would seem highly unlikely that the majority of people studying his work would have been aware of these problems.

It became clear, after speaking to Ms Graf, that it would be difficult, if not misleading, to look at the Waite paper archive in isolation. Instead, the paper archive would need to be consulted alongside the primary data. Previous discussions with Dr Jenni Chambers had identified that the National Ice Age

Network (NIAN) had been looking at the private Waite collection with Ms Graf and the results were to be incorporated into the NIAN GIS enhancement project. This meant that there was a potential risk of overlap between this project and the NIAN project.

A meeting between members of NIAN, Warwickshire Museum and Anne Graf was held to discuss the way forward in assessing the Waite Collection. During this meeting it was learnt that NIAN had studied much of the Waite material held in Leicestershire Museum. Along with Anne Graf, NIAN had also begun identifying Mr Waite's personal collection that she had on loan from Mr Waite. Records had been made for the majority of the artefacts and detailed photographs and drawings were being created for material from the private collection. The collection also included a quantity of un-worked material which was recorded and discarded. The NIAN had requested information from the Warwickshire HER in the form of a GIS layer and at this stage this was all they had in respect of finds made by Mr Waite in Warwickshire.

4.8.6 Methodology

The appraisal of the Waite collection identified that it would not be appropriate to use the paper archive held by Warwickshire County Council in isolation. In addition, the work of Anne Graf and the NIAN in Leicestershire revealed that the Leicester museum was holding a large amount of un-worked material. As a result it was decided that the most appropriate way to enhance the HER and increase knowledge of the Waite Collection was to study the material held by the Warwickshire Museum.

The Waite Collection contains extensive material dating to the Mesolithic and Bronze Age, as well as to the Roman Period. However, the majority of the collection recovered from Warwickshire dated to the Palaeolithic. It was clear that this part of the project would need to rely heavily on the expertise of Anne Graf and Dr Jenni Chambers (NIAN).

The Warwickshire Museum Collections Database has 546 entries for the Waite Collection. Some of these entries referred to more than one artefact. It was decided that an initial study of the entire collection should be undertaken. Over a number of days Dr Jenni Chambers and Anne Graf went through every object, identifying un-worked material and providing a very brief object description. These descriptions have been added to the HER. Unworked material, which was previously thought to be worked, has been brought to the attention of the Keeper of Archaeology at Warwick Museum.

4.8.7 Impact of the case study

Using the Waite Collection as a case study had several important learning outcomes for the HER. To complete an initial study of the collection required specialist help and a great deal of time to look through what the HER held. Further work was not possible within the space of this one year project. This has highlighted that an initial study must occur before the HER can

recommend a local group tackling an archive held within the museum. This initial study will give an indication of the relevant specialist help required and therefore the likely costs.

The initial study, highlighted that a large proportion of objects that had previously been identified as 'worked' are now considered natural flint or quartzite. As a result, it has been shown that the HER holds some erroneous data about the locations of Palaeolithic artefacts. Similarly, the additional work of Anne Graf will provide new information which was not previously recorded by the HER.

4.8.8 Post excavation courses

The study of the Waite Collection required specialist knowledge which local groups are unlikely to have. If the HER were to suggest this form of study to local groups there would need to be a strong support mechanism in place. Currently, Birkbeck, University of London, has a post excavation course, aimed at local groups who have archives which need studying (for further information see appendix four). If external funding could be secured by the HER or the group concerned, and there was suitable local interest, this type of course may be an ideal solution for dealing with such collections. If this were the case, more local universities would be approached to house this type of course.

4.8.9 Generic Learning Outcomes achieved

None achieved

4.8.10 Conclusions

The Waite Collection case study highlighted that dealing with archaeological collections can often be difficult, specialised and time consuming. The study also identified that the HER has a great deal to benefit from this type of archaeological research.

When suggesting this type of activity to local groups, potentially with their own archives, the HER needs to be prepared to offer support and specialist knowledge. If this is not possible, the HER must consider supporting the group to achieve their own external funding, which can then be used to acquire suitable specialist support or to run support workshops, similar to the Birkbeck course.

4.9 The Online Form

The online form (see appendix five) was created with the intention of discovering what research local history/archaeology societies were carrying out in Warwickshire. At the beginning of this project, HER staff were finding it difficult to maintain a good understanding of what research local groups were undertaking. The online form was created to attempt to rectify this situation and increase the information help in the HER.

4.9.1 Input

| | |
|-------------------------|--------------|
| Designing online form | 6 staff days |
| Creation of online form | 8 staff days |

4.9.2 Objectives of the Online Form

- To improve the HER content in respect of to the archaeology of Warwickshire, particularly extraction areas.
- To enhance the HER's understanding of the scale and character of the historic environment in aggregate producing areas.
- To provide the baseline information necessary for effective future management.
- To encourage local groups in Warwickshire to report their discussions and gain recognition for their work.
- To gain a better understanding about the work being carried out by local groups in the county

4.9.3 Content of the Online Form

Following on from discussions with the HER Manager and the Archaeological Data Service (ADS) the decision was taken to create a simplified version of the OASIS form. This decision was made as it was recognised that the current OASIS form is not user friendly for local group members, especially those with limited experience. The final form also had to be compatible with the HER database to allow new information to be added easily.

4.9.4 Impact of the Online Form

The online form went live on the HER website in December 2006 with an accompanying publicity campaign. A press release was sent out to all Warwickshire newspapers detailing the form and inviting the general public to become involved and tell the HER what they have discovered. To the surprise of the project team, the press release was a major success with eight newspapers taking up the story.

At this early stage it is difficult to identify whether this form can be deemed a success. Within the first month of the form being launched five completed forms have been submitted. The information provided was not previously

recorded by the HER and this has been added to the HER database. One of the completed forms related to archaeological finds located within a quarry.

4.9.5 Generic Learning Outcomes achieved

From feedback that was have received it can be demonstrated that the online form has

- Inspired people to report their archaeological findings to the HER (*Activity, modification of behaviour, progression*)

4.9.6 Conclusion

The Online form has exceeded expectations in respect of the amount of media interest that it has generated. The form was relatively inexpensive to create and produce.

As mentioned above, it is difficult to identify whether the online form can be deemed successful at this early stage. However, the HER staff have been promoting the form amongst local groups and societies and to date their responses have been positive. The form will undoubtedly enable the HER to engage with new audiences and gain a better understanding of what is happening in the county. It is hoped that previous relationships with the public will be strengthened further through this tool of communication.

In time it is felt all of the objectives identified above will be met.

It is important that the form is maintained and publicised. With this in mind the maintenance of this form and response to completed forms will be incorporated within the core HER service.

4.10 Key Stage Three School Pack (Pilot Project five)

Pilot project five was the creation of a key stage three school pack which would sit within the Citizenship module of the National Curriculum. The pack facilitates a debate into whether a quarry company should be allowed to extend gravel extraction in an area close to the children's school. The children have to discuss this issue and decide whether the extension should be permitted.



Figure 18: Secondary School students trialling the school pack

4.10.1 Input

| | |
|--|---------------|
| Collecting information for school pack | 9 staff days |
| Designing and editing school pack | 14 staff days |
| Trialling | 4 staff days |

4.10.2 Objectives of the School Pack

- To increase the number of secondary schools using the information held in the HER.
- To create a successful partnership between the HER and an aggregate company
- To encourage the children to appreciate that there is no simple answer to the conflict of trying to balance development pressures against environmental considerations.

- To try and provide Key Stage Three children with the skills needed to debate whether a quarry should be allowed to extend
- To provide non-biased information which details the many different issues relating to an aggregate planning application and those affected by it

4.10.3 Creating the School Pack

The school pack was created by WCC Heritage Education with support from the project team. Colin D'Oyley, Estates and Planning Manager for Ennstone Johnston Ltd contributed to the pack and commented on the drafts and final version.

Mr Paul Addison (Head of History/ICT Co-ordinator at Polesworth International Language College) agreed to comment on the school pack and evaluate it with two of his year 9 classes

The contents of the school pack are set out in appendix six

4.10.4 Impact of the School Pack

The trials demonstrated that the children involved clearly enjoyed the debate. The archaeological objects and ecological photographs engaged the groups and participants showed that they understood some of the complex issues. It is anticipated that the pack will become very popular in Warwickshire.

The input from Colin D'Oyley was extremely important for the pilot. It is hoped that the aggregate industry will continue to support the school pack in the future – potentially by inviting school children to a quarry site and allowing them to discuss the issues further.

4.10.5 Generic Learning Outcomes achieved

By evaluating the school pack and gaining comments from the teachers involved it can be demonstrated that students:

- learnt how to debate a contentious issue using relevant information (*Skills*)
- gained an appreciation of the issues involved in aggregate planning applications (*Skills*)
- learnt about the HER and the information held within it (*Knowledge and understanding*)
- gained an interest in their historic environment and heritage (*Attitudes and values*)
- enjoyed the debate and the work leading up to it (*Activity, modification of behaviour, progression*)

4.10.6 Conclusion

HER staff consider that the school pack, which allows secondary school children to understand and debate the complex issue of the planning process, in a major success. Through the school pack staff created a new relationship

with Polesworth school and specifically the Head of the History Department. Staff were also able to create a successful partnership with Ennstone Johnston which it is intended to develop further in the future.

Finding a school who would assess the school pack proved really difficult. Fortunately, Polesworth school approached the HER for help with their archaeology club which meant that it was possible to develop the contact. Furthermore, the school had a teacher (Paul Addison) who had an interest in archaeology and could see the benefit of incorporating archaeology into lessons. Without the support of the Polesworth teacher this pilot project may not have been the success that it was. Future work is needed to create more contacts with schools and to gain the support of other secondary school teachers.

Perhaps most important result of all is that staff have been able to introduce a school to the wide range of information which is held at Museum Field Services (HER and Ecology). It is widely anticipated that other participating schools will also gain this knowledge as the pack becomes more widely distributed.



Figure 19: A quarry staff member on a quarry vehicle

5 Section Two – the HER Outreach Strategy

5.1 The Warwickshire Historic Environment Record

The Warwickshire Historic Environment Record (HER) has been conducting archaeological outreach activities for a number of years. Whilst the HER has been repeatedly commended for its outreach programme, it is currently difficult to achieve the outreach aspirations that the HER has. WCC currently only provides core funding for the HER Manager. This position has a wide remit and only limited resources are available. Due to this situation, the majority of outreach projects (such as the introduction of the online HER) have had to be externally funded.

Recently there has been an added emphasis on involving communities and individuals with the interpretation, involvement and understanding of the local historic environment. This has always been a priority for the Warwickshire HER and so this project has aimed to test and evaluate various outreach activities to see how this can be achieved and the extent and nature of resources required.

5.2 Policy Context

People are interested in the historic environment. They want to learn about it. They want to help define it. They want their children to be taught about it. They want to be involved in decisions affecting it. They want to take part.

Power of Place (English Heritage, 2000,23)

5.2.1 English Heritage ALSF Programme: Outreach Guidance Priorities

This strategy specifically relates to outreach in areas affected, or potentially affected, by aggregates extraction within Warwickshire. When designing any future activities the guidelines produced by English Heritage ALSF Programme should be considered and implemented.

English Heritage has a commitment to “promoting access to, and understanding and enjoyment of, the historic environment.” Wherever possible projects should address these aims through programmes of education, interpretation, outreach and community involvement (English Heritage 2004).

Outreach projects should seek:

1. To work towards an enhanced sense of place and identity, increasing the value that communities place on their local environment and the sense of pride and ownership in the place where they live
2. To enable people better to understand and value the historic environment so as to ensure its long-term future

3. To engage people directly in caring for the historic environment in a sustainable way thus ensuring its long term future
4. To engage with and meet the needs and priorities of both internal and external groups.
5. To teach new skills which can be sustained beyond the life of the project

For further advice from English Heritage about planning outreach activities see appendix seven.

5.2.2 The English Heritage Corporate Strategy 2005-2010

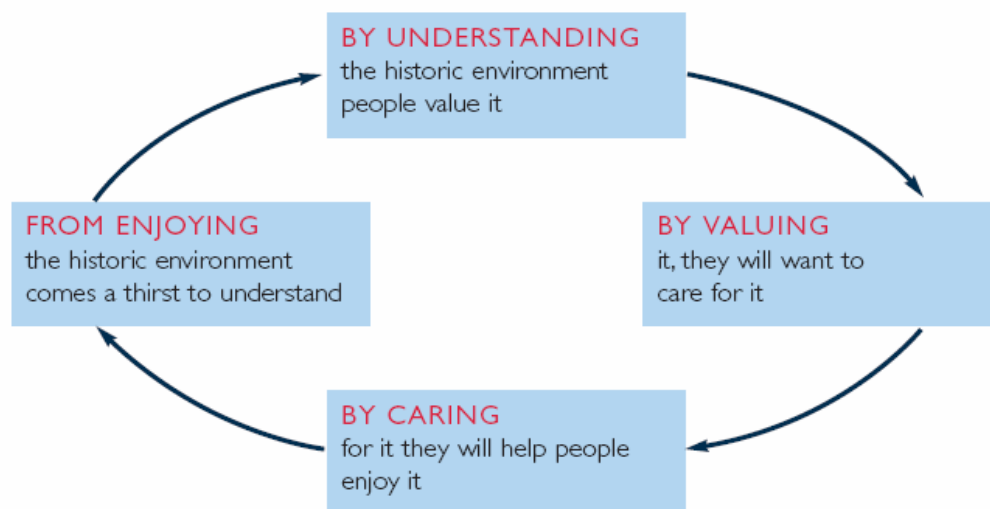


Figure 20: English Heritage’s Cycle of understanding, valuing, caring and enjoying.

The English Heritage Corporate Strategy 2005-2010 *Making the Past Part of Our Future* identifies how EH intends to make a ‘significant contribution towards the government’s policy on the historic environment’. It is based on English Heritage’s Cycle of understanding, valuing, caring and enjoying (Figure 20) and has six aims

- Aim 1:** help people develop their understanding of the historic environment
- Aim 2:** get the historic environment on other people’s agendas
- Aim 3:** enable and promote change to England’s historic environment
- Aim 4:** help local communities to care for their historic environment
- Aim 5:** stimulate and harness enthusiasm for England’s historic environment
- Aim 6:** make the most effective use of the assets in our care.

When undertaking outreach activities it is worth considering this cycle (Figure 20). English Heritage's Outreach Strategy 2003 (see appendix eight) states that:

It provides a vision for engaging with communities in order to generate pride and interest in local places, and for maximising the potential of outreach work by developing internal and external partnerships. It also stresses the need to understand the diversity of local communities and to find out what they value about their historic environment (Levin, 2003,2)

This cycle is discussed further in *Discovering the Past Shaping the Future. Research Strategy 2005-2010* (English Heritage, 2005b)

5.2.3 "Benchmarks for Good Practice"

In 2002 English Heritage and the Association of Local Government Archaeological Officers (ALGAO) publicised wrote the report *Historic Environment Records: Benchmarks for Good Practice*. Within the report the following performance measures were identified for HERs in respect of reaching new audiences and the development of outreach

- Programme of outreach activities to develop new audiences and promote wider use of resources; or outline proposals for how a balanced programme will be developed in the future
- Developed programme of outreach activities based on user responses and market research. Resources for use in education should be a priority. These might range from new media and data formats (for presentation of interpreted information for specific user groups/topics) to exhibitions, leaflets, trails, open days, field programmes, etc. (English Heritage & ALGAO 2002,5).

5.2.4 Council for British Archaeology (CBA)

In 2003 a CBA Working Party investigated public participation in archaeology. As a result of this, the following recommendations were included:

- The establishment of Community Archaeologist posts should be vigorously pursued at a local authority level linked to curatorial functions.
- All professional archaeological organisations at national and local level [should] consider the development of specific training programmes aimed at developing the expertise of local groups
- HERs should be encouraged to have greater public accessibility and encourage public feedback and engagement
- Archaeological organisations should designate individuals to maximise opportunities for presenting the archaeological case in the media and to the wider community.

(CBA, 2003)

5.2.5 Warwickshire Corporate Business Plan 2007/10

Before designing or considering any form of outreach, HER staff should be aware of the Warwickshire Corporate Business Plan (CBP)

The vision for Warwickshire 2006-15 is:

Putting Customers First; Improving Services & Leading our Communities

The County Council's Priorities in striving for this Vision are: -

- 1. Giving every child and family the best opportunities in life and raising levels of educational attainment**
- 2. Improving community safety and reducing fear of crime**
- 3. Promoting healthy lifestyles**
- 4. Supporting older people to live independently**
- 5. Strengthening the Warwickshire economy**
- 6. Improving and sustaining our environment**
- 7. Strengthening our communities and celebrating our heritage**
- 8. Raising standards of customer service and access to our services**

Museum Field Services sits within the Libraries, Learning and Culture (LLC) section of Adult Health and Community services directorate. The main priority of the LLC within the CBP is - **Strengthening our Communities and Celebrating our Heritage**. The following has been included as the rationale for the priority and the basis for the actions included within the plan:

'Focus on strong communities is a key aspect of the recent Local Government White Paper, and will be essential to successful working at locality level. In Warwickshire we recognise that a significant element of this strength arises from a celebration of heritage, and our vision is to enrich people's lives through learning and culture. In addition there is an extensive national and regional agenda to improve people's lives by building knowledge, supporting learning, inspiring creativity and celebrating identity, drawing on the resources we have in museums and libraries. Government has set strategies for the long-term role of public libraries (Framework for the Future), the changing needs from museums, and is expected to propose new ways of working for our Historic Environment Heritage services.'

5.2.6 Warwickshire Museum Service Plan

All HER outreach activities must meet the requirements outlined in the most current Museum Service Plan (see appendix nine).

5.3 Archaeological Outreach in Warwickshire up to 2005

The public face of HERs have undergone a radical transformation since the publication of the Baker Report (Baker, 1999), which cited the Warwickshire HER (then the SMR) as having a well-developed outreach strategy (Baker, 1999:24).

Prior to 1999 the Warwickshire SMR had an outreach programme that was mostly built around the concept of local history roadshows. These roadshows were departmental events comprising elements of museum, archive and library services.

In 2000 English Heritage, ALGAO and ADS produced, 'Informing the Future of the Past: Guidelines for SMRs.' Once more the Warwickshire County Council HER was cited as a model for good practice and contributed guidelines for Access to HERs (English Heritage *et al*, 1999, E.17). Again, this outreach work was based on developing and running roadshow events.

During this time it became apparent that although roadshows were generally successful and achieved the aim of reaching new audiences they were an expensive way of doing so. The publication of 'Unlocking the Past for the New Millennium' (RCHME *et al*, 1998) provided guidelines for making bids to the Heritage Lottery Fund. This document prompted the Warwickshire Museum Service to make a bid to the fund for money to produce an online version of the HER. The bid was successful and between 2001 and 2003 the website was designed and implemented. In December 2003 the online website was launched. The website was one of the earliest successful HER online projects funded in this way – more have followed since. From 2003 onwards HER staff have been investigating ways to promote this new resource in ways that will encourage active participation and the enjoyment of the resource held by the HER.

Experience over the last five years has illustrated that the educational use of HER and related material has not begun to be exploited in any meaningful fashion. This is something that needs to be addressed in the future.

The awareness of the existence of the HER amongst the general public remains extremely low. HER staff are mindful of this fact and are actively seeking to find ways to engage the public in new and innovative activities.

The ultimate aim of the HER is to encourage participation in a manner that will facilitate the compilation of information about the heritage of Warwickshire. This can then be used to inform the management of the county's historic environment.

5.4 Keys to successful outreach

1. Projects should be engaging and created with the support and contribution of the communities they wish to target. This will encourage these communities to be involved with the project and to feel that their needs are being addressed.
2. All projects should be sustainable. People should be taught skills that can be used after the life of a project. This will allow them to continue their project after the HER is no longer involved.
3. Where possible, the HER should work with other departments in the Council and those within its own Directorate (Adult Health and Community Service).
4. All projects must have aims and objectives in place at the start. These must relate to the most current museum service plan and corporate business plan.
5. All projects must be critically evaluated using the most appropriate methodologies for that particular project.
6. Successful outreach activities include using the media (e.g. the local press and radio).
7. Outreach is all about creating strong relationships with local groups, individuals and stakeholders. This is not a simple or straightforward task and takes a great time of time and effort. Trust needs to be gained and feelings of goodwill created. It is often quicker to lose these relationships than to create them.



Figure 21: Outreach event at Rugby Library

5.5 Project Evaluation

5.5.1 Identify aims and objectives

All outreach projects undertaken by the HER must have clearly defined aims and objectives. These should be put in place at the beginning of the project to allow for appropriate and useful evaluation on its completion. The aims and objectives should all be in line with priorities identified in the most current museum service plan.

5.5.2 Deciding the evaluation method

Staff should decide at the beginning of a project how they intend to measure its level of success. Evaluating outreach can prove difficult as often its benefits, such as increased local knowledge or raised self-esteem and confidence are intangible (Levin, 2003:13). Success should be judged on the impact of the project on the community groups and individuals involved and not merely the numbers involved.

5.5.3 Inspiring Learning for All

(<http://www.inspiringlearningforall.gov.uk>).

Inspiring Learning for All is the framework which has been developed by the Museums, Libraries and Archives Council (MLA) for measuring how people learn in museums, archives and libraries. Included within this framework is a set of five Generic Learning Outcomes (GLOs).

5.5.4 Generic Learning Outcomes (GLOs)

GLOs provide a common language for museums, libraries and archives to measure their learning outcomes. They are as follows

- Increase in knowledge and understanding
- Increase in skills
- Change in attitudes and values
- Evidence of enjoyment, inspiration, creativity
- Evidence of activity, modified behaviour, progression

All future HER outreach activities should be designed and evaluated using the five GLOs. Further information about GLOs is available at <http://www.inspiringlearningforall.gov.uk/default.aspx>.

5.5.5 Principles for evaluating work

The main principles for any type of evaluation work (COI, 2006:48) should be as follows

- Ensure that the objectives are clearly defined, along with the desired outcomes and any assumptions that event organisers have.

- Use multiple, meaningful sources: including a representative range of participants wherever possible, but not forgetting the feedback from the people involved in delivering the outreach.
- Adopt multiple, meaningful measures. These measures should include the number of people attending the event and also their perceptions, thoughts and ideas. Who they are and why they attended the event should be considered.
- Evaluation is not simply quantitative. Equally important are people's thoughts, experiences and reactions.

5.5.6 Evaluation measures

As mentioned above it is important to measure the success of the project from start to finish. By doing this it will be easier for event organisers to identify what goes well or poorly and pinpoint where improvements can be made. With this in mind the following set of measures should be considered when evaluating activities:

- Inputs:** How much resource was invested in the project?
- Activities:** What happened in the course of the project?
- Outputs:** What did the activities produce, and how much/many? Who took part?
- Outcomes:** What happened as a result? What direct response was there?
- Impact:** What changed in the community following the activity? How much is attributed to the outreach?

(COI, 2006,49)

As COI identifies (*ibid*) it is not always possible to collect information for all the key measures. To support the results collected it is also important for organisers, stakeholders and the target audience to provide feedback.

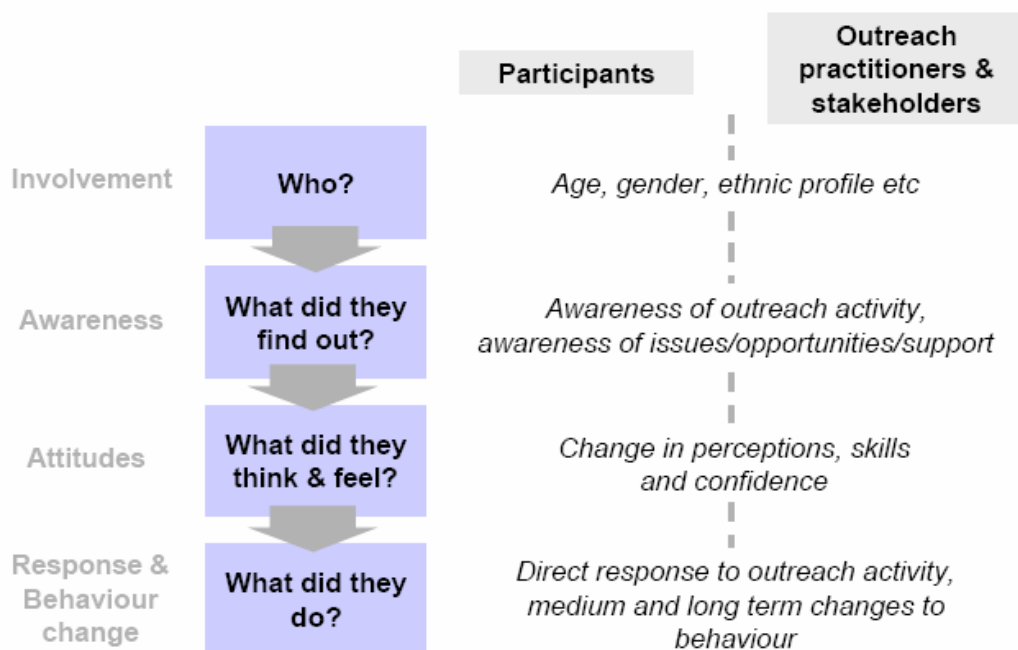


Figure 22: Approaches to evaluation (COI, 2006, 47)

5.5.7 Methods of evaluation

There are a number of different methods for measuring and evaluating the impact of outreach projects. Methods do not have to be used in isolation but instead can be used in conjunction with each other.

Some examples of evaluation methods are as follows

- Informal feedback sessions
- Post-it notes during wrap-up sessions
- Recording informal interviews
- Written evaluation forms
- Participants using video to capture their feelings about participation

(Miriam Levin, pers comm., 2006)

For a detailed list of evaluation approaches and their pros and cons please see (COI 2006,50-56)

5.6 HER Priority Areas

Taking into account the results of the pilot projects and current national, regional and local policies, the following have been identified as HER Priority Areas. When designing future outreach activities these areas should be specifically targeted.

- Working with older people (specifically identified in the WCC Corporate Business Plan).
- Informing, educating and liaising with local groups

- To increase the number of schools using information from the HER
- Working alongside and in conjunction with local parish councils



Figure 23: Polesworth High School students attending an organised visit to an excavation

5.7 HER aims and objectives for outreach

5.7.1 Aim

To facilitate a greater depth of understanding amongst local groups and individuals within areas of known archaeological potential

5.7.2 Objectives

Objective 1: To create links between the HER and local communities specifically within priority areas (in line with EH objectives 1,2,3,4 and 5)*

Objective 2: To improve the representation of sites and finds in the HER (EH objectives 1 and 4)*

Objective 3: To encourage local groups and individuals to become aware of planning and sustainability issues relating to the planning process and engage in active management of their local environment (EH objectives 1,2,3 and 4)*

Objective 4: To increase use by schools of the information held in the HER (EH objectives 1,2,3,4 and 5)*

Objective 5: To demonstrate the process of measuring relative heritage importance through Leading Learning (EH objectives 1,2,3,4 and 5)*

Objective 6: To investigate ways for the HER to collaborate with other sections within Libraries, Learning and Culture.

Objective 7: To encourage participation by commercial companies in community activities

*For an explanation of the English Heritage objectives please see page 57

5.8 HER Action Plan 2007-2010/11

| Aim | Action | Responsibility of | Timetable | Link to WCC Service Plan | Funding Source |
|---|--|----------------------|---|--|---|
| To work with the aggregates industry and other commercial companies/sectors | <ol style="list-style-type: none"> 1) Identify contacts 2) Develop relationships 3) Create suitable outreach projects | HER Project Manager* | <ol style="list-style-type: none"> 1) 2007 2) 2008 onwards 3) 2008 onwards | Directorate Plan 16. 17 | <ul style="list-style-type: none"> • ALSF • WCC Museum |
| To compile HER Marketing Plan | <ol style="list-style-type: none"> 1) Identify target audiences 2) Devise a strategy with specific reference to ALSF School Pack 3) Implement | HER Manager | <ol style="list-style-type: none"> 1) 2007 2) 2007-2008 3) 2008 | Directorate Plan 5 Corporate Business Plan BP 7 | <ul style="list-style-type: none"> • WCC Museum • HLF (as part of a project planning grant) |
| To undertake the core HER Outreach programme | <ol style="list-style-type: none"> 1) Talks and lectures 2) Behind the scenes 3) On-line exhibition | HER Staff | <ol style="list-style-type: none"> 1) On demand 2) Once per year 2007 onwards 3) One new exhibition generated per year from 2007 | Directorate Plan 5. 7.16 Corporate Business Plan 7. 8 | <ul style="list-style-type: none"> • WCC Museum |
| To delivery additional events/activities | <ol style="list-style-type: none"> 1) School pack 2) Reactive opportunities | HER Staff | <ol style="list-style-type: none"> 1) 2007/08 2) As appropriate | | This element will only be delivered if additional funds are made available |
| To improve links with WCC colleagues | <ol style="list-style-type: none"> 1) Identify appropriate links 2) Write articles for internal publications and websites | HER Staff | <ol style="list-style-type: none"> 1) 2007 (first half) 2) 2007 onwards 3) 2008 onwards | Directorate Plan 10.15 Corporate Business Plan 6. 8 | <ul style="list-style-type: none"> • WCC Museum |

| Aim | Action | Responsibility of | Timetable | Link to WCC Service Plan | Funding Source |
|---|--|----------------------|--|---|--|
| | 3) Implement familiarisation and awareness sessions | | | | |
| To design and implement an aggregates outreach project in Bidford | 1) Target the aggregates industry, mineral planners and local communities in a project based around Bidford which targets the archaeological resource. | HER Project Manager* | 1) 2007-2008 | Directorate Plan 5.7. 16 Corporate Business Plan 6.7 LAA Stronger Communities | <ul style="list-style-type: none"> • ALSF |
| To design and implement an HER Outreach project in North Warwickshire and Nuneaton/Bedworth | 1) Compile HLF Bid 2) Create a sustainable special interest network in a part of the County that is under-researched | HER Manager | 1) 2007 (by Dec) 2) 2008 (second half) - 2011 | Directorate Plan 5.7.16 Corporate Business Plan 6.7 LAA Stronger Communities | <ul style="list-style-type: none"> • WCC • HLF • HEEP |

*aims that are identified as the responsibility of the HER Project Manager will only occur if external funding is secured as this position is solely dependent on external funding.

5.8.1 Explanation of the Action Plan Aims

To work with the aggregates industry and other commercial companies:

Following on from the successful working relationships that have developed during this project, the HER would like to approach these companies to discuss other potential opportunities for joint working. From the lessons learnt during this project, staff at the HER are also keen to approach other aggregate and commercial companies to create new working relationships. Specifically, the HER is interested in working with these companies on time-led, short running projects

To compile a HER Marketing Plan: this marketing plan will build on the marketing undertaken during this project and continue the promotion of the HER in an effective manner. A strong, working relationship with the WCC Communication and Media section will be a priority of this plan.

To undertake the core HER Outreach programme: this is a programme of outreach events and activities that can be undertaken each year within the existing budget and staff levels.

To delivery additional events/activities: these are events and activities which the HER would aspire to deliver if resources were made available outside the existing HER budget. They are not possible within existing budgets and staff time and so could only occur if additional funding was made available. This funding may come from internal (WCC) or external sources

Improve links with WCC colleagues: in accordance with Libraries, Learning and Cultural Division Plan 2007/8, point 15

Develop campaign to promote our activities subtly within the County Council and with key stakeholders to highlight relevance to WCC objectives and importance of culture to society in general

Design and implement an aggregates outreach project in Bidford: The HER will apply for external funding from the Aggregates Levy Sustainability Fund to create an outreach project in Bidford. It would be designed in accordance with the English Heritage ALSF priorities for 2007/8 (see appendix ten)

Design and implement an HER Outreach project in North Warwickshire and Nuneaton/Bedworth: Following on from the success of this archaeological outreach project, specific areas in the north of the county have been identified as priority areas for HER outreach activities. Using lessons learnt in the past year, the HER would like to gain external funding to design an outreach project in this area of the county

Funding sources

ALSF – the Aggregates Levy Sustainability Fund (English Heritage)

HLF – Heritage Lottery Fund

HEEP - Historic Environment Enabling Programme (English Heritage)

WCC Museum – Warwickshire County Council Museum Service

6 Section three – the archaeological outreach toolkit

The design and execution of the five pilot projects taught the project team a number of lessons about conducting archaeological outreach activities. For the benefit of those designing future outreach activities, some of those lessons, along with other useful hints and tips, are outlined below.

6.1 Publicity and promotion

One of the key lessons learnt from all the pilot projects was the importance of successful, targeted publicity. At the start of the project the HER did not have a strong database of key contacts in the local community, although there were good contacts with a few active individuals. As a result, much groundwork had to be done in this area. Each public event provided an opportunity to test ideas and built upon previously learnt practices.

6.2 Radio

Advertising on local radio was a difficult task which had limited success. It also proved an unpredictable medium, as any breaking regional or national news story could replace archaeological airtime at the last minute. However, when radio stations did not have anything newsworthy to air, they were particularly keen on any archaeological stories that were provided.

From contact with the local radio stations, such as BBC Warwickshire and Coventry and Fosse Way radio, the following lessons were learnt

6.2.1 Getting a contact

Having the contact details for an individual is vital and not necessary easy to find. Without these details it is highly unlikely that one will speak to the person who can gain one airtime. BBC Radio has journalists based in county libraries and these individuals are definitely worth speaking to for advice and progression onto the radio. BBC Warwickshire and Coventry also are closely involved in Community Service Volunteers (CSV) and representatives are based at the radio station. These representatives are particularly worth getting to know as they work within the BBC and have a particular interest in community/volunteer projects.

6.2.2 Getting mentioned during radio features

Most local radio stations have features which detail events happening in the listeners' local area. Information for these features are collected via online forms which can be accessed through the station's website. It is worth spending some time filling these in as radio staff often look through them to see if there is anything interesting which can be used in an interview.

6.2.3 Getting involved early

Contacting radio staff or filling in an event form should be done as early as possible, ideally three or four weeks before an organised event. By providing the radio station with advance notice of the organised event it increases the chances of being asked to give an interview. Experience dictates that if one does manage to get an interview to publicise an event the chances are that one will be invited back to tell the radio's listeners how it all went.

6.2.4 Making it sound interesting

Radio stations are looking for interesting or topical stories. The Wolvey fieldwalking event gained publicity because it was marketed as 'the search for the lost village of Copston Parva' as opposed to teaching people how to fieldwalk. During the BBC 2 programme *Restoration* a documentary research workshop was organised in the BBC Coventry and Warwickshire studios. This was marketed as an event which would show people what they could learn about Chedham's Yard (the programme's winner) from documentary resources.

6.2.5 Timing of events

News events are inherently unpredictable. Events will occur which will push one's event off the programme – which is why radio should not be used as anyone's main vehicle for publicity. There are also predictable events which are best avoided, such as the World Cup. Big events such as these will concentrate the majority of radio stations, television and newspapers. By putting one's event on at the same time (if it has no associated link) it will not get the desired amount of publicity. The Birmingham event was at the same time as the World Cup. More drastically it was also on the same day as an England game. All media was focused on this and unfortunately the Birmingham event lost out, even though Stewart Ainsworth from Channel 4's Time Team was attending.

In some situations it is impossible to avoid other events. In these cases it is worth using these to one's advantage, if possible trying to link the events. At times, such as during the World Cup, stories which would not normally be classed as newsworthy will receive coverage if they can be linked to the major event. So ideally at Birmingham the event should have been advertised as searching for a historic football pitch! Although this type of tactic can sound tenuous it does guarantee publicity.

6.3 Local Newspapers

The project has been well supported by the press and there has been over fifty articles published in local newspapers. This has provided Museum Field Services with a new audience of people interested in the archaeology and history of the county. Initial support was slow but once regular press releases started to be issued media uptake improved.

A strong working relationship with local journalists should be forged as soon as possible. This can be achieved through direct contact – although this can be hit and miss – or by regularly sending out press releases.

A press release should be sent out before and after an event. The first press release provides an opportunity to let people know about the event and try to entice them to attend. This is one way to gain new audiences and also provides an opportunity to organise a photo call with the newspaper. This first release should be sent out 3 weeks before the event.

During the event it should be ensured that suitable photographs are taken to use in future publicity and in a second press release. Ideally willing participants should be posed for a photograph. These photographs tend to produce the best results. If a photographer from a local paper has come out to photograph an event organisers should go round with them. Photographers are trained to create visually successful photographs so it is worth using their experience and use the poses they create. A parent or guardian must complete a consent form for photographic images of children (see appendix eleven).

The second follow up press release provides an opportunity to show the general public how successful and exciting the event was. A photograph should be sent with it. This second press release is intended to try and gain additional interest from people who initially felt the event was not for them. It is this group of people who increase the audience. This second press release should be sent out as soon as possible after the event and no later than a fortnight afterwards.

It is a WCC requirement that press releases be issued through the Corporate Communications team, who will assist in drafting the release and assessing its suitability.

6.3.1 Things to always remember

When writing a press release it is compulsory to contact the Communications Department and speak to the departmental publicity officer. They will help to write the press release and make helpful suggestions. Their role is also to check the content of the press release to make sure that nothing unsuitable has been written.

As a general rule the following should be included

- A catchy headline (avoid tired clichés such as ‘Dig this’).
- A quotation from someone organising or involved in the event
- Details about the event, including what it is about, where it is being held and when it is being held.
- A photograph which will be visually interesting to the lay person
- No long or technical words

The last point is particularly important, as one of the main aims of any outreach project is to gain new audiences. If technical or confusing words are used people

will assume that if they do not understand the event it is clearly not for them. With this in mind it is worth getting someone else to read one's press release. Ideally this person should be from a different discipline - terms easily understood and used daily by professionals are usually the ones which cause greatest confusion.

6.3.2 Timetabling

When timetabling submission of a press release it is worth bearing in mind the deadline for copy. For daily newspapers, editors are looking for articles the week before so articles need to be with them before that. Weekly papers tend to go to print on a Wednesday, therefore editors make their final decision about what to include the previous Wednesday. Ideally one's article should be with them the Wednesday before that.

6.4 The Internet

Warwickshire County Council encourages the provision of information via the website (www.warwickshire.gov.uk). The Internet is now seen as a standard form of communication and enables people to be provided with further information.

Only those trained as web editors/authors may create pages for the WCC website. Training courses are arranged through the Performance and Development team

6.4.1 Making use of the Internet

The Internet is a widely used resource that a large section of society now has access to. There are a number of places where events may be advertised but the following are key sites

- WCC events page <http://www.warwickshire.gov.uk/events>
- WCC home page (this is not always possible but it is worth speaking to the intranet staff)
- WCC pages for specific services e.g. <http://timetrail.warwickshire.gov.uk/>
- The relevant parish council website
- The 24 hour museum <http://www.24hourmuseum.org.uk/>
- Local radio stations (as discussed above)

6.5 Branding

The very start of the project it was realised that the project needed to be made publicly visible and that the easiest way to achieve this would be by means of a logo and some form of branding.

Corporate guidelines dictated the use of the County Council Bear and Ragged Staff logo and the strapline 'Working for Warwickshire.' However, this would not distinguish the project from any other Council department or necessarily attract people's attention to an outreach project. What was needed was something which complimented the existing guidelines.

It was agreed that all designed publicity, e.g. posters, postcards and banners, would be a uniform colour (purple) and contain the project's new logo. A graphic illustration of a Palaeolithic handaxe from Waverley Wood was chosen as the logo.

6.5.1 Stay consistent

By including the handaxe logo and the project colour purple in all designed publicity a brand/theme was created. Members of the public started to recognise the product and in some cases look out for it. This was hugely beneficial to the project.

6.6 Posters

The outreach project employed graphic designers to create posters for each event. This proved an extremely useful learning experience and provided a better understanding of how to create a successful poster

- Poster should explain what the event is, where it is being held and most importantly when it is.
- Technical or complicated words should be avoided, as this will alienate new audiences.
- Too much information on a poster should be avoided. People's attention need to be caught as they walk past.
- Font size and design must be DDA compliant
- The audience should be identified before designing the poster
- The message should be communicated as far as possible through images and photographs rather than words.
- Colours that are too bright should be avoided– they are not easy to read.
- High quality photographs should be used cropped to eliminate any unnecessary information

6.7 Community Support

Support from community groups provided invaluable in terms of event promotion. With radio and newspapers one was at the mercy of editors and any newsworthy event. This meant that often the desired level of publicity was not obtained. Feedback received from event evaluation forms identified that the majority of visitors learnt about the events from members of the local groups that project staff worked with.

The Burmington event was supported by residents of Burmington and the Wolvey Fieldwalking Event by the Wolvey Local History Group. Both of these groups worked tirelessly to promote their respective events. The following was carried out by both groups

- Submission of article to the local parish magazine
- Postal drop to houses in the surrounding area
- Contact with journalists from their local paper

- Posters placed in the town, village and surrounding area
- Event discussed at community meetings

All of the various promotional activities proved to be useful and successfully attracted people to the events. These could not have been achieved without the support of the numerous volunteers from the groups.

6.7.1 The importance of involving local groups

Staff time is limited at the best of times. Even with a dedicated outreach team there is only so much time available for promotional activities. By gaining the support and enthusiasm of a local group the greater part of the publicity can be done by them.

Perhaps more importantly, the groups involved will tend to know the most appropriate places to advertise. For example, a member of staff may put a poster up in the local library but a member of that community might realise that more people will see the poster in the village hall. Promotion through word of mouth is also more likely if local people are involved in the event.



Help piece together area's history

ARCHAEOLOGISTS digging up Warwickshire's past are being urged to share their historic finds. Museum Field Services want to hear about any recent archaeological discoveries made in the county either by members of the public or people carrying out historical research or fieldwork. A new online form has been created so finds can be easily reported and help specialists at Warwickshire County Council piece together the history of the area. Archaeological project manager Christina Evans said: "We are keen to hear from anyone with any information that would help us, and this online form is a great way for people to report and gain acknowledgement for their findings." The form is on the new-look Historic Environment Record website at <http://timetrail.warwickshire.gov.uk>.

Cristina Evans with a find that will be published on the new website. 04.07.001.nc

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Youngsters dig past

REDDING archaeologists were given the chance to learn more about Warwickshire's historical past at the weekend. The county council's Museum Field Services took a 'mobile' service to a local school, opened up its usually off-limits vaults for the first time at an open day on Saturday (October 20).

Visitors got a unique behind-the-scenes look at the archaeological and geological sites where discoveries are kept. Youngsters were even allowed to get in on the action as they processed finds they had helped unearth during a recent dig in Wolves, where numerous



Johanna Bryony Binnsell and Archaeological Project Manager Christina Evans at Warwick's Field Archaeology Office Open Day. 41.06.015.nc

(Above right) Jon Rodley examines a fossil. 41.06.016.nc

(Left) Nana Smith and Sheila Smith. 14 with Markers. Kilton and Joe Bates getting stuck in at the open day. 41.06.014.nc

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 Would you like to be at home full time or part time?
 Have you thought about becoming a foster carer?
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- Excellent training package
- Membership of the Fostering Network
- Professional status

medieval artefacts were discovered, including significant amounts of tile and pottery.

The open day also gave visitors a chance to meet experts including members of the Warwick Field Unit who offered expert advice and information on a whole range of subjects about the history of Warwickshire.

Assistant Archaeology Projects Officer Joseph Bates was delighted with how the day went and pleased to see so many people interested in the department's work.

Pictures by Neville Collins

He said: "We had about 50 people and it all went really well. It was particularly good to see so many of the children who had helped with the dig at Wolves come in to help process what they found rather than just wondering around in their pickup up cars of pottery. One girl who came to the dig was so interested that she has now organised to do her work experience with us."

Figure 24: An example of some of the press releases that have been created for the project.

6.8 Publicity In summary

6.8.1 Radio

- A contact at the radio station can prove vital
- Event details can be submitted to the events section of most radio station
- Submit event details to the radio station 3 weeks in advance of the event
- Events need to sound interesting

6.8.2 Local Newspapers

- The Communications Department should be contacted before any press release is written.
- A press release publicising an event should be sent to the newspapers 3 weeks before the event.
- A second press release should be sent no later than 2 weeks after an event.
- Exciting and interesting photographs should be sent out with press releases.
- Long or technical words should not be used in press releases as they will alienate new audiences.
- Press releases should include details about what the event is, where it is being held and when it is.

6.8.3 The Internet

Publicise the event or project on the Internet as it is now seen as a standard form of communication and good practice.

6.8.4 Branding

- Designed work must follow Warwickshire County Council guidelines.
- Publicity should follow a theme, which should be decided in the initial planning stages

6.8.5 Posters

- Posters should explain what the event is, where it is being held and when it is.
- Long or technical words should not be used in press releases as this will alienate new audiences.
- Design must meet DDA guidelines
- The number of words should be limited
- High quality images should be used.

6.8.6 Community Support

- Support should be gained from local community groups.
- Community groups should be approached to help promote events

6.9 Designing Fieldwork Activities

When designing any form of fieldwork (e.g. fieldwalking) the following should be considered.

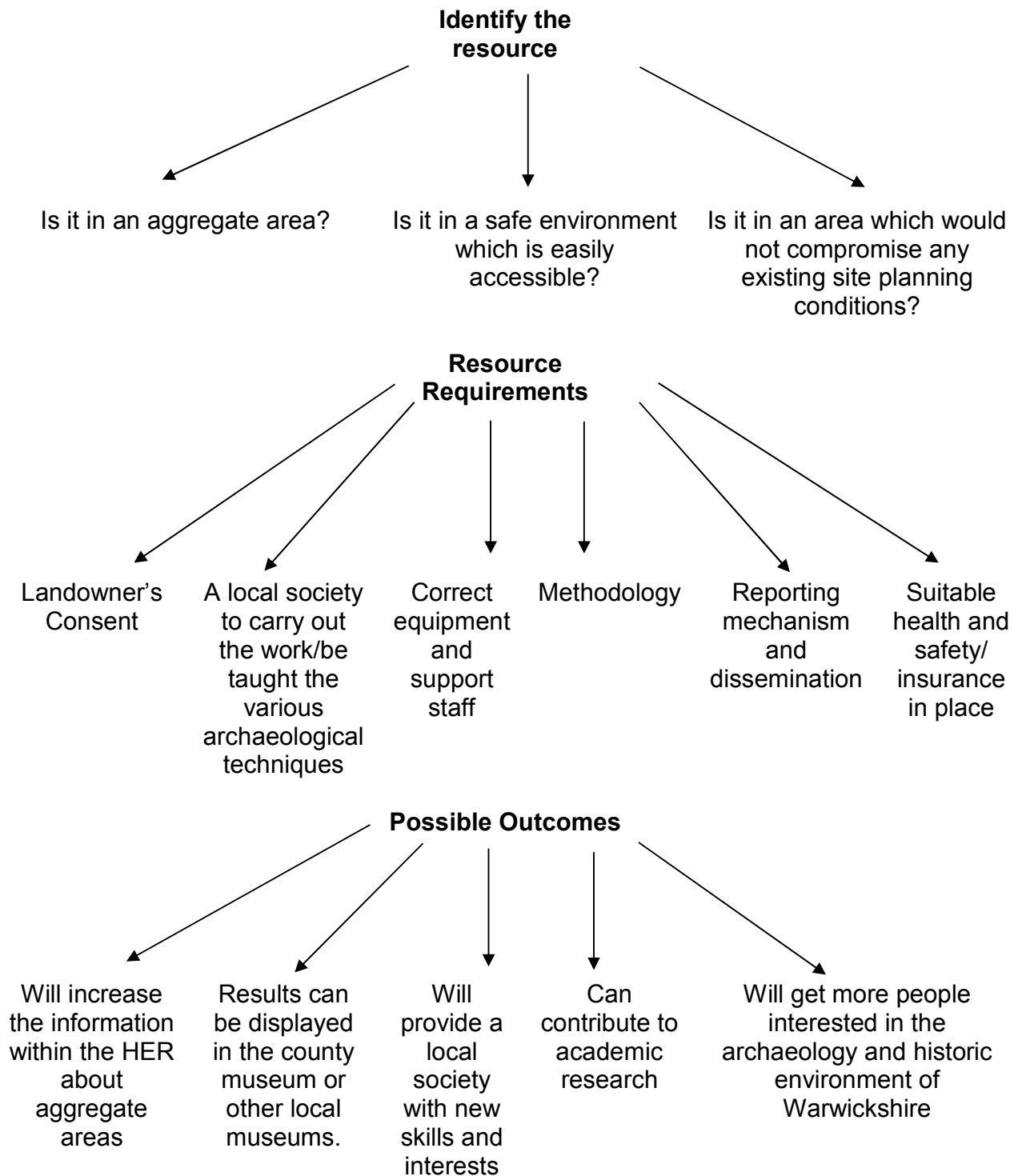


Figure 25: Diagram highlighting fieldwalking considerations

6.10 Creating web pages

(Warwickshire Web Team, 2006)

When writing web pages, the following is useful to remember

- Credibility is important so writing should be of a high standard
- Page length should be minimised
- Use half the word count or less of traditional writing.
- Text should be as concise as possible. In general people do not like reading from a screen.
- Highlighted keywords and meaningful subheading should be used
- Sentences written in upper case are difficult to read
- Text should not be underlined as people will assume it is a hyperlink
- Brief, summary points should be placed first and detail moved further down the page.

When designing web pages

- Web pages with limited range of fonts are easier to read
- Contrast between the text and page background should be maximised for readability
- Background images make text unreadable and should be avoided
- Animations make pages look unnecessarily busy. People will also think they are adverts and ignore them.
- A large number of graphics will increase the size of the page and make the download time longer
- File size: if users have to wait too long (more than 15-20 seconds) for a page to appear they may abandon the site altogether.
- Only optimised GIF and JPEG images should be used.

6.10.1 Warwickshire web site design guidance

Only staff who have undertaken the web editor course may create web pages on the Warwickshire County Council website. For further information about WCC web design standards please see appendix twelve.

6.11 Conducting trials with community groups

Conducting trials for a product/project allows

- Collection of feedback which can then be incorporated into improvements
- Assessment of usability and readability
- The assessment of whether a project is successful at achieving its objectives
- Identification of whether people like the project or feel that it is useful to them

Things to remember

- The information required from the trial should be clearly identified, along with the aims and objectives.
- Identify when trials are to be undertaken. Perhaps one trial should happen in the early stages of creating the product (to allow the content, writing style and design of the product to be tested). Another trial may then be planned once there is a completed draft.

6.11.1 Who should test the product?

When planning to conduct trials there needs to be consideration about who would be most appropriate to be involved. A trial is a time consuming process which cannot be rushed and is often carried out by people in their own time. It is also worth remembering that a small friendly group, who have previously worked with the project staff, may prove helpful but there is always the risk of them being biased in the project's favour.

- The best people/groups to use will be those people who are closest to the eventual users.
- People should be provided with as much time as possible to look at what they are testing and allow them to think about their thoughts and responses. This will result in good feedback.
- Consideration should be given to paying people to test the product – this will ensure people will spend a suitable amount of time on the task and provide useful feedback.
- Numbers of people are less important than good quality feedback.

6.11.2 Evaluating the trial

When evaluating the trial it is vital that the correct evaluation method is chosen. It could be

- An informal feedback session
- Notes taken during the trial
- Informal interviews with those involved in the trial
- Written evaluation forms
- Something more creative, such as participants capturing their feelings on video.

6.12 Creating exhibition panels

Points to remember

- The subject of the exhibition should not be too vague or general as it will be more difficult to make it succinct and successful
- Market research and/or identification of the target audience should be undertaken. This will affect the content of the exhibition. For example, are young children, older people, academics, people who know nothing about the subject matter being targeted
- Readability of the panels should be considered (see appendix thirteen, fog index)
- An A1 display panel should have no more than 200 words on it
- Images should be high quality (300dpi) and generally speaking there should be no more than 12 or 13 images per panel
- All designs should be compliant with the Disability Discrimination Act (1995)
- Consideration should be given to where the exhibition panels will be displayed. How high/low are they going to be?
- Bright, noisy or clashing colours should be avoided
- WCC corporate identity guidelines should be adhered to
- Is there money available to have exhibition panels designed by a graphic designer and professionally printed? If not will an exhibition created by the project team be appropriate in the exhibition space?

6.13 Working with Archaeological Collections

When dealing with an archaeological collection it is important that the following be adhered to:

6.13.1 Identification of the potential collection

The first step to take is to actually identify an appropriate collection. Although this sounds obvious it is important to make sure that someone else is not already studying the collection chosen. It is essential to identify whether the entire collection is in one location or situated in a number of different places (e.g. whether some of the artefacts are still being held by a specialist or whether someone has chosen to study one element of the collection and taken that away).

6.13.2 Appraisal and assessment of the collection's potential

Once an archaeological collection has been identified it will need appraising. The following needs careful consideration

- What does the collection consist of?
- How much material is there?
- Where is the collection archived?
- What resources are needed (e.g. specialists)?
- Potential areas of difficulty.
- The likely costs and how these will be met
- Where will the results of the assessment be placed?

6.13.3 Identification of the potential outcomes

There are a number of potential outcomes from making an archaeological collection more accessible. The information gained can be used to create a museum display or even as a teaching tool. The results can identify further areas for research and learning. Additionally local archaeological societies can design fieldwork activities around knowledge learnt from the collection or conduct further documentary research.

One of the most important outcomes from handling archaeological collections is that the increase in knowledge and information can be incorporated within the HER.

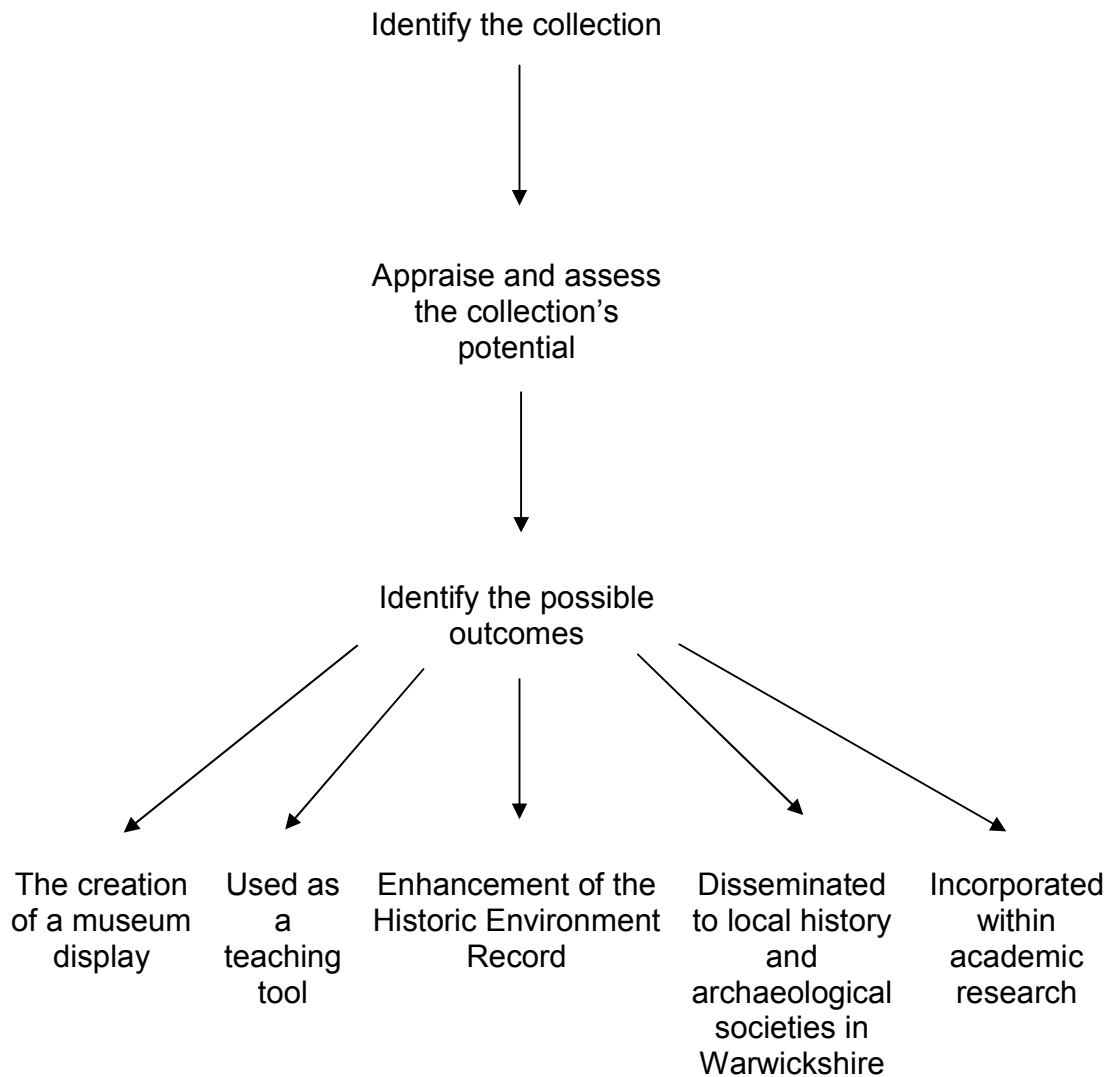


Figure 26: Diagram highlighting the important stages of dealing with archaeological collections

6.14 Fitting archaeology into the National Curriculum.

Archaeology is a multi-disciplinary subject, which can be used for a variety of different learning styles and techniques. Archaeology allows material to be presented in a number of ways to facilitate effective learning which fits well with the theory of multiple intelligence (the suggestion that people have different learning styles – for further information please refer to <http://www.teachingenglish.org.uk/think/methodology/intelligences.shtml>)

Archaeology provides teachers with primary sources of evidence, thus allowing them to:

- Teach fieldwork skills and changing places.
- Consider patterns and processes.
- Look at topical issues, intricate problems and differing points of view.

It teaches children to understand how the past may have influenced their lives today and contributes towards a local sense of identity and cultural understanding based on their historical heritage.

It can be used to provide pupils with real life situations in which they can develop and use a number of thinking skills including:

- Enquiry
- Reasoning
- Information processing
- Analysis
- Problem solving
- Evaluation

These skills are crucial for effective learning across the curriculum.

Archaeology makes an essential contribution to a number of areas of the National Curriculum Key Stages:

- History
- Geography
- Citizenship
- Curriculum knowledge skills and understanding
- The QCA schemes of work

It also makes a relevant contribution to these areas of the National Curriculum Key Stages:

- Literacy
- Science

- Art and Design
- Numeracy and ICT

6.15 Creating an evaluation report

During this project English Heritage's Outline Evaluation Report (Levin, 2004) has proved extremely useful. For further information about choosing appropriate evaluation methods and detailing the results within a report please refer to appendix fourteen.

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