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“Digability”

Inclusive Archaeology Education Project



Evaluation Report | November 2014

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“ all I had to do
was put on my
boots
and turn up ”

Jez Lynes

1 Executive Summary

This report describes and evaluates the Inclusive Archaeology Education Project, which was delivered by the Workers' Educational Association Yorkshire and Humber Region between October 2011 and September 2014. The project was awarded a Heritage Grant of £200,000 from the National Lottery through the Heritage Lottery Fund. For everyone who participated, the project became known as Digability.

The project set out to provide opportunities for 300 adults from disadvantaged groups to learn about and participate in archaeology, challenging attitudes regarding who can get involved in heritage, how they can participate and what kinds of activities people can do. It was developed following a pilot project delivered in South Yorkshire in 2007 – 9 in which it was recognised that attitudinal barriers were paramount in perpetuating lower than average participation levels in archaeology among adults with learning difficulties, adults with physical disabilities or mobility difficulties, mental health service users and people from Black, Asian and Minority Ethnic (BAME) communities.

In **Section 2**, the report explains how we intended to do this. It outlines the core principles of the project – rights, opportunities, benefits and sustainability – and how these informed our aims and approaches. It sets out how we intended to work with partners from the heritage and care sectors to develop a responsive, inclusive learning offer focused on the needs and experiences of our students. It describes the difference we sought to make to heritage in contributing to a change in attitudes with regard to widening participation, and to the impact we hoped to make on the wide range of individuals and communities – students, heritage and care partners, volunteers, local communities and the WEA – we would involve in the project.

Section 3 describes what happened and the impact of the project. We were successful in meeting the agreed purposes, engaging 313 people, the great majority from the four target audiences. We recruited 52 volunteers and engaged the support of over 30 heritage organisations and services. We worked in partnership with 17 care services. Students undertook practical and diverse activities, visited over 80 heritage sites and developed skills, knowledge and confidence. This section of the report describes how we planned and delivered learning programmes, both classroom-based and in the field, giving examples of innovative practice. It details the methods used to gather information about people's experiences of the project. It provides information in the form of personal testimonies, case studies, data and strategic analysis to demonstrate both quantitative and qualitative achievements, including transformative personal development, changes in organisational attitudes and commitment to inclusive practice. 97% of students completing evaluation rated all aspects of their learning good or excellent; and all care partners responding rated their experience of the project highly.

In **Section 4** we summarise particular successes of the project as well as challenges. Aspects of educational development and delivery, particularly taster sessions and the focus on local heritage, as well as the flexible and responsive ways in which we worked to ensure a positive and authentic learning experience, were crucial factors behind our achievements. The work with and support for volunteers had a significant impact both on their experience and the strategic development of the WEA. Partners became persuaded of the importance of the project and provided great commitment and support.

The project was ambitious in scope and philosophy; there were elements of frustration and difficulty. We learned a great deal, however, about effecting innovation and change, diversity and inclusion, pedagogy, partnership – and our collective heritage. The key features of this development are summarised in Section 5. The Inclusive Archaeology Education Project had a huge impact on the many people involved in it, whether as individuals or as organisations; and by sowing the seeds for transformation it has started a journey which, at all levels, we hope we, with others, will be able to continue.

2 What we wanted to happen

2.1 Summary

This project set out to challenge assumptions regarding who participates in learning about and celebrating heritage by engaging 300 people from disadvantaged groups across Yorkshire and the Humber in practical archaeology. In the experience of the WEA and other organisations we have worked with, archaeology, in particular among heritage ‘subjects’, has largely not been accessed by members of disadvantaged communities. There are a number of reasons attributed to this: physical access (for those with physical disabilities); intellectual access (for people with learning difficulties); cultural identification (for members of BAME communities); confidence (for people with mental health problems). But these barriers can all be overcome by a responsive approach and a commitment to inclusion. What we identified, above all, was that the main barrier was perceptual: assumptions based on lack of awareness or experience within the heritage community have resulted in a reluctance to engage with these groups, or even a prejudiced belief that such endeavours would in some way threaten the status of the discipline. Equally, in the case of service users, the sense was, for some staff, that such activity wasn’t appropriate for their clients. The challenge for the project, therefore, was to engage people from both sectors, to encourage and enable people to get involved in archaeology in a practical and appropriate way, and to demonstrate their ability, and archaeology’s potential, for widening participation in heritage activity.

2.2 Why we wanted to do the project

Adult learning enhances, sometimes changes, lives: particularly the lives of those who, for whatever reason, have been less able to participate successfully in learning than others. It is therefore vital that we do whatever it takes to enable more people from under-represented groups to get involved in learning. This is central to the WEA’s vision and values.¹ Yet among its range of programmes, some subject areas have remained the preserve of a relatively well-educated, predominantly white student population. Archaeology is one of these, with people with physical disabilities and learning difficulties as well as declared ethnic minorities under-represented compared with overall provision – the latter two massively so.² This experience is similar in higher education, with only 3.5% of those taking heritage related degree courses coming from black and Asian communities, for example.³

In WEA programmes, archaeology has tended to be studied academically and largely within the classroom: the advantages of practical, hands-on activity for a wider diversity of learners have not been available in many areas. The loss of archaeology courses from university continuing education departments, described in a report by the Council for British Archaeology⁴, has further reduced opportunities. This illustrates a problem of perception and understanding: for whatever reason, both within the archaeology community and in the adult learning sector, the sense is of an academic discipline, out of reach of those unable to progress through traditional educational routes.

Yet with the right approaches and appropriate resources, archaeology can be an incredibly flexible and accessible subject: far from being just for a privileged minority, it has the potential to engage everyone in understanding their heritage, developing skills and confidence and celebrating ability. By promoting inclusive practice, we wanted this project to demonstrate the potential of education for transforming attitudes about who can participate in archaeology and heritage activity.

Between 2007 and 2009, with funding from an HLF Your Heritage Grant, the WEA delivered a pilot project in South Yorkshire.⁵ Of the 120 participants, over 50% were from some of the under-represented groups we wished to target. It was clear from that earlier experience and in subsequent consultation during the development phase for this project⁶ that there is clear interest in activity which widens participation in archaeology – among both the archaeology community and those who have hitherto enjoyed little opportunity to participate in it.

2.3 Aims of the project

The intention of the project was not to create 300 archaeologists but to inspire and engage people with their local heritage and the rich and fascinating subject of archaeology. We wanted to enable people from under-represented communities to overcome barriers to participation and learning. We intended to challenge assumptions and prejudices relating both to disadvantaged people and to archaeology as a discipline.

The project had four main aims, predicated on the central tenets of rights, opportunities, benefits and sustainability:

- 1 To demonstrate to the wider community that everyone has an entitlement to learn about heritage and play a role in its conservation.
- 2 To provide opportunities for disadvantaged people to learn about heritage through practical participation in archaeology.
- 3 To demonstrate how archaeology learning can develop a wide range of skills, build confidence and promote community cohesion.
- 4 To develop the relational capacity of organisations from different sectors to contribute to the production of a sustainable model of practice in relation to widening participation in heritage learning.

2.4 What we planned to do

2.4.1 Participation

The project was designed to ‘provide opportunities for targeted groups of adults who have not traditionally participated in archaeology to learn about the heritage of the region and their place within it, and to develop skills and understanding which will enable them to make an active and meaningful contribution to the exploration, celebration and preservation of heritage.’⁷ Our target audiences were adults with learning difficulties, adults with physical disabilities, mental health service users and members of black, Asian and minority ethnic (BAME) communities. As indicated above, we were aware that there is lower participation among these groups in WEA archaeology courses than the average for these groups generally.

Working with partners established either through the wider WEA programme or as a result of the pilot programme and/or the project’s development phase, as well as new partnerships that we intended to develop during the project, we planned to deliver courses to 300 students over 3 years in 10 localities, in which WEA staff and volunteers, support organisations, archaeologists and heritage services would work together to develop provision. This local focus and coordination – the ‘hub’ – would provide a practical and achievable structure of organisation and delivery. We also intended that this model, by linking organisations and groups locally across different sectors and areas of interest and by raising awareness, would develop opportunities for long-term sustainability of participation.

At the outset, while recognising that the diversity of the target audience would be a significant factor in determining group size, we aimed to achieve an average of 10 students per group.

Student Participation Targets

Hubs	Groups	Courses	Students	Hours
10	30	60	300	1200

2.4.2 Learning

The central tenet of our planning was that learning would be developed around the needs and interests of the students, which would drive project delivery in terms of course design and length, the range and types of activities offered, the balance between class-based / indoor and field-based / outdoor activities and staffing / support levels.

In order to identify the needs and interests of participants and to give them a sense of what archaeology was and the kinds of activities they might get involved in, practical ‘taster’ sessions were planned for each new group. These formed the basis of course planning and provided opportunities for staff to identify possible challenges for effective engagement.

We developed generic learning outcomes for the programme in order to measure progress and achievement (see below). Given the diversity of the target audience, however, it was recognised that planning should start with the participants and take into account their needs and abilities in developing a responsive, accessible course. In addition, it would be necessary to consider the availability – and practicality – of local heritage and archaeology opportunities students could get involved in as they arose.

The learning was planned within a two-phase programme: a class-based introduction to the subject (including one or more short visits to, for example, the local museum or high street) followed by a programme of field activities including visits to local sites, participation in experimental archaeology and wherever possible engagement in ‘live’ archaeological activity with professional archaeologists. The total delivery – our target was for people to participate in 40 hours of learning altogether – could then be split up into packages that suited each student group.

Generic Learning Outcomes

1. Demonstrate a basic understanding of archaeology through verbal / visual or practical means
2. Become familiar with / build confidence in using archaeological knowledge / terminology
OR Become familiar with / build confidence in using archaeological techniques
3. Work together as a group to achieve / undertake a practical activity
4. Work towards producing a course portfolio
5. Individual Target (this allowed students to follow a particular interest e.g. taking photos, learning how to draw objects, finding out about local projects)

2.4.3 Staffing and Volunteers

Given the challenges identified above, we wanted to recruit a Project Worker with experience both within archaeology and inclusive learning. This role would facilitate partnership development between disparate sectors, develop the capacity of WEA tutors and help to recruit and support the development of new tutors and support engagement of participants. Area-based WEA Organisers and Course Programme Workers, who work in partnership with support and care services, community organisations and other bodies across the Region, would identify potential partners and student groups from among their existing networks and, with the support of the project, forge new relationships. Once potential student groups were identified, tutors could be recruited – from communities local to the groups where possible – and taster sessions organised with the Project Worker providing support and advice. Once student needs and interests were assessed, support staff could be recruited, either internally or from care partners. The Project Worker would identify potential archaeology and heritage partners and tutors would develop learning programmes taking advantage of local heritage opportunities. The project would be overseen by a Project Manager and supported by an Admin Worker, with overall support from the WEA Yorkshire and Humber Admin and Finance Teams based in Leeds, and strategic support from the Regional Management Team and the Association's Finance Manager for Projects and Contracts.

An important element of the project was to engage volunteers from a variety of backgrounds. The WEA has a proud tradition of voluntary engagement in learning and we wanted in the project to provide a range of opportunities for new volunteers to engage in heritage activity. We set ourselves a target of 50 volunteers in total and, in addition to engaging people from the wider community, we wanted to involve graduate archaeologists, bringing their enthusiasm and expertise into the project. We also wanted to provide opportunities for project students, once they had completed the programme, to continue their involvement as volunteers.

2.4.4 Partners

Key to the project in terms of operational effectiveness, access to resources, value for money and sustainability would be the involvement of partners from different sectors: heritage, higher education and care. As indicated, we had already established partnerships during the pilot project and had been developing new partnerships during the development phase. We aimed to identify other existing WEA partners from the care and heritage sectors and to develop new ones. We felt strongly that the project offer had strengths – participant focus, emphasis on practicality, evidence of impact, clear demand, best practice in terms of equality and diversity – which would enable partnerships to develop; and that partners, recognising the advantages of involvement to their organisations, would be willing to direct resources to support the successful delivery of the project.

2.5 The difference we expected the project to make

2.5.1 To Heritage

Our project was primarily concerned with making a difference for people and communities – those who, through work, interest or opportunity are engaged in heritage, and those who are typically excluded from it. However, our intention was also to facilitate a difference to heritage by challenging attitudes – those of both the engaged and the excluded – about who it is 'for'. By enabling disadvantaged people to develop an understanding of their own and

their communities' heritage and promoting a recognition of their entitlement to engage with it, we wanted to contribute to – and critically engage with – the notion of what the Heritage Lottery Fund describes as 'the value of heritage to modern life'.⁸ Given the focus of the project, we shall evaluate the impact on people and communities (see 3.3): nevertheless, we also hoped to make a real difference to how heritage is curated, how it is accessed by a wider range of people and what significance it has for our communities. We will therefore incorporate our impact on heritage in this analysis.

2.5.2 To People and Communities

In 2001, the Council for British Archaeology asserted that it was vital 'to develop more positive action to challenge the perceptual, social or economic barriers that tend to exclude disabled people, ethnic minorities and people from economically and socially deprived areas from direct involvement in archaeology'.⁹ This statement is reflected in the aims of our project to make a difference to people involved in archaeology as well as those normally excluded from it. The archaeology community is not, in the main, hostile to the idea of widening participation: rather, its notions of what 'widening participation' means has tended to be limited. The growth of community archaeology demonstrates that archaeologists are keen to engage local amateur groups in exploring their heritage: but these groups tend to be white, middle-class, well-educated people whose experience of learning is similar to the white, middle-class, well-educated archaeologists they learn from. The aim of the project was to enable students to recognise that they can learn about and make a real contribution to archaeology – and to demonstrate this to the archaeology and heritage communities, thereby shifting perceptions predicated on notions of disability to appreciation of possibility.

Students

The key approach, then, was enabling. We wanted a wider range of people to engage in archaeology in ways that were practical and achievable, were responsive to their needs and stimulated or built on their interests. We wanted thereby to make a difference to their experience of learning, to develop confidence in their abilities, to enable them to learn about their local heritage and to value their own personal heritage, to build skills and a sense of achievement – and above all, to feel that they can get involved in learning about heritage through archaeology.

Heritage Partners

The project wanted to demonstrate to the archaeology community and to other heritage partners that people from our target audiences could make a valid contribution to the discipline. We also recognised that archaeologists lacked experience in this area. We therefore intended to support partners in assessing and developing their own capacity to provide an inclusive service to disadvantaged people – not just by raising awareness but also in close partnership planning at activity level which would begin with the needs and interests of the participants and build a responsive experience around these. We, too, wanted to provide opportunities for archaeology graduates to develop skills and understanding in targeted community education through engagement with the project as volunteers.

Care / Support Partners

During the pilot project we had encountered some reluctance to engage from support and care service staff. This was not generally the case at a strategic level, but it was our perception that a legacy of institutionalised care was manifested at times in a perpetuation of protective attitudes towards clients which in turn meant that outdoor activities in particular became a cause for anxiety for care workers and participants alike. The positive experience of people involved in that project, however, demonstrated that if this barrier was overcome, the sense of achievement and satisfaction was able to ease concerns. As one group member from the pilot observed:



the Rotherham group were reluctant to touch the earth at first...
By the end they were as mucky as the rest of us. They were disappointed when it was all over.¹⁰



Again, our approach in delivering the project was to work closely with these partners from the outset, sharing expertise in order to provide a learning experience which was safe and appropriate for participants but which also encouraged people to engage positively with new experiences.

Local Communities

As has been stated, local communities have become increasingly interested in and engaged with archaeology in recent years. We wanted to tap into this by engaging members of local communities with an enthusiasm for archaeology to support the project as volunteers. Equally, we intended to work with ongoing community archaeology projects to give our participants the chance to take part in active archaeology alongside other people. The benefit of both approaches – in addition to participation – would be in developing confidence on the part of the participants in working alongside others, and promoting positive attitudes to disadvantaged people among local communities.

The WEA

As stated earlier, the WEA must bear its share of responsibility for the perpetuation of attitudes in relation to what people from disadvantaged groups can achieve. As with community archaeology, WEA branch provision tends to attract a relatively narrow demographic. While this has not precluded engagement of some minority or marginalised communities and individuals in archaeology and history activity,¹¹ there is still work to do.

The project set up to make a difference to the WEA in terms of how it delivered archaeology and who to. It wanted to build on its expertise in delivering student-centred inclusive learning to targeted groups by offering them the chance to have a go at a subject in which more traditional approaches – and cohorts – have prevailed. We also wanted to develop the WEA's model of volunteering, focusing on engaging and supporting graduates who could bring their specialist knowledge and enthusiasm to enhance our delivery. Finally, the project wanted to consolidate its relationships with the heritage and care sectors, supporting the strategic development of two of the WEA's key themes – Culture and Health & Wellbeing – in a mutually beneficial and sustainable way.

2.6 The Story of Change

During the development stage of the project, the challenge of the project and its importance were made very clear to us. In preparation for an activity in Mayflower Wood in NE Lincolnshire, the Project Manager phoned the local SMR Officer to inform them of our intentions. Despite the limited and non-invasive nature of the task and the fact that the activity would be facilitated by three archaeologists, there was a firm and rather alarmed response to the idea of a group of visually impaired / learning disabled adults tramping out to investigate the Wood.

While at the outset of the project, therefore, we were in no doubt as to the existence of cynicism and prejudice in some quarters, we also knew that there was a great willingness among many archaeologists and those in other heritage services, as well as care and support professionals, to engage with us, to find ways of widening participation. We wanted the project's story to be one of encouragement: to move from exclusive notions of archaeology as an academic subject accessible only to certain privileged sections of society, with a cultural entitlement to 'their' heritage, and with the necessary 'tools' (intellectual, educational, physical) to engage with it, to an appreciation of the diversity and flexibility of archaeology and a recognition that with a positive and inclusive approach, it can provide opportunities for everyone to learn about, explore and celebrate what is after all our shared heritage.

3 What actually happened

3.1 Summary

The project ran for 3 years, from October 2011 to September 2014. In that time it delivered 1340 hours of learning and engaged 313 students with a wide range of needs, united by their interest in – and limited, or non-existent practical experience of – archaeology. The vast majority of our students were recruited from the target audiences: people with learning difficulties, people with physical disabilities or mobility difficulties, mental health service users and (to a small extent) members of Black, Asian and Ethnic Minority communities.

Thirty six student groups took part, coming from 12 areas across Yorkshire and the Humber. They engaged in a huge variety of tasks and activities, both in centres and out in the field, developing skills, confidence and knowledge through practical engagement in archaeological learning. They were taught by 15 tutors, many of whom were new to the WEA, and supported by 52 volunteers, including archaeology graduates from universities in the region, as well as our care partners and a host of heritage organisations. They visited over 80 heritage sites and their enthusiasm, commitment and diligence helped to foment a significant change in attitudes among those that came into contact with them.

The project led to changes within and beyond the WEA. The Association has significantly developed its volunteer support structures as a result of our work; and it has built expertise in working with disadvantaged people in heritage learning. It has raised awareness among heritage partners about their responsibilities to inclusion and helped to provide a voice for disadvantaged groups wanting to participate in archaeology.

The impact on individuals – students, volunteers, tutors and staff – has been inspiring. Students visiting local museums and heritage sites for the first time have returned with their families; some have got involved in volunteering. Many of our volunteers have gone on to employment or further study: in some cases, it has led to a complete change in career direction. WEA staff are including archaeology in their community programmes, or enabling the disadvantaged groups they work with to try new learning experiences. The Association has provided funding from its core Skills Funding Agency contract to enable us to build on the achievements of the project. Further external funding opportunities have allowed us to deliver more activities and several other WEA regions are seeking to develop their capacity to roll out the inclusive archaeology model.

3.2 Managing the Project

3.2.1 Planning

In planning the project we knew the key principles necessary to encourage people to get involved and stay involved would be:

- (1) to identify and respond to the needs and interests of the participants
- (2) to engage them straight away through practical, hands-on activities which would demonstrate what archaeology is and how they could participate in it
- (3) to excite people with what is most compelling about archaeology – the sense of discovery and possibility
- (4) through these principles, to promote a sense of collective, mutually supportive endeavour
- (5) to build confidence through achievement

Project staff, with the support of WEA field staff and in some cases the tutor, identified potential partners and organise an initial meeting about the project. The initial meeting would serve to introduce the idea of an archaeology course to the partner, and give them an opportunity to ask any questions about proposed activities and delivery methods. In some instances (such as at MIND in Harrogate) the project staff spoke directly to the client groups, at their weekly group meeting. As the project progressed, having tangible case studies of the positive experiences of previous course participants (as well as films showing some of the participants in action) made these initial meetings easier.

After this initial partnership meeting a ‘taster’ session would be arranged and delivered, usually well in advance of the proposed course start date. This session allowed the tutor (and Project Workers) to meet the students, introduce the concept of archaeology and enable an informal initial assessment of students’ needs and capabilities to be undertaken. Documentation was developed or adapted to meet the needs of the project (see **Appendix 1**). The taster sessions were a particular success of the project and the approach is further described in 4.2.1 below.

For many of the client groups, the format of classroom then fieldwork sessions was ideal. The shorter classroom session allowed students to gain an understanding and appreciation of archaeological sites, concepts and objects that could then be reinforced during the longer fieldwork sessions, whilst visiting sites, and / or participating in practical archaeological activity. This format became the suggested structure for most of the courses and it was the model we took to new partners. However, it was clear that for some of the client groups this structure was not the most appropriate, and would need some adaptation (see 3.2.3 below).

We decided early on that we would need to implement some procedural measures so that the Project Workers could work effectively alongside WEA field staff in a wide number of localities across the Y&H Region. We also agreed that we would need to adapt existing WEA paperwork to ensure it would allow us to capture the information required to evaluate the impact of the project. These two decisions needed to be effectively communicated to the field staff we would be working with, so we designed a staff pack and delivered a well-attended staff briefing during the first year of the project. The pack proved to be an excellent resource which was well used by field staff, and it meant they felt confident to be able to engage with the project in a positive and constructive way. The staff briefing helped foster a sense of team-working amongst field staff; it allowed them to ask questions and have a direct input into the ongoing work of the project, and to encourage support for its sustainability in the future.

3.2.2 Staffing and Volunteers

In the recruitment process for the **Project Worker** post it was recognised that two candidates offered a complementary range of the skills and experience required (in terms of working with different target audiences and in archaeology / research) and so the decision was made to appoint both candidates as a job share. They supported educational field staff across the Region who identified potential partners from the care sector; worked with tutors to develop and deliver taster sessions to give potential participants a chance to find out about what archaeologists do through practical activity; identified partners from the heritage and higher education sectors to provide support with and access to archaeology and heritage opportunities; and supported tutors with the development of responsive learning programmes. With the **Project Manager**, the Project Workers also identified or facilitated training opportunities for tutors and volunteers within the WEA. The project team was supported by an **Admin Worker**, with other **admin and finance staff** providing back-office support, particularly in financial monitoring and the development of project-specific documentation.

The 15 tutors who delivered on the project were a combination of established WEA tutors, professional archaeologists from across the region and university graduates – some of whom came to the project initially as volunteers. Each tutor was selected for their experience of working in archaeology or with the target audiences and their expertise and enthusiasm were of great benefit in developing innovative provision and encouraging students to participate and progress:

- An archaeologist with a love of landscape delivered two very successful and engaging courses for mental health service users in Sheffield and Barnsley, including facilitating a survey of part of Wadsley Common
- An innovative and resourceful art tutor who knew the target group in Ripon was supported by Project Workers in course design, using her own knowledge and experience to develop creative activities
- A graduate who delivered specialist bones sessions as a volunteer went on to deliver a short course as a tutor
- Professionals from ASWYAS and YAT delivered sessions using the handling collections they had access to

Many of them were visited formally by field staff as new WEA tutors. This OTLA (Observation of Teaching, Learning and Assessment) is a core part of the tutor support and quality assurance of the Association, and supported the professional development of project tutors.



Support workers enjoyed the challenge as much as the students. Their active participation in activities was a real model to students, demonstrating that it was good to have a go, even if you weren't sure what to expect!

Much of the work we have done would have been impossible without the commitment and insight we have received from **support workers**. These have either been WEA support staff, trained in educational support, or care/support staff from our partners, with experience and expertise in the needs of the participating students. All support staff have played vital roles in assisting tutors with preparing suitable lesson materials and providing them with the confidence to have a go at challenging the students to try something new. For the care/support staff themselves it has given them the opportunity to see potential opportunities for future activities for their clients. One support worker commented after a visit to Heeley City Farm that she had thought ‘this is going to be terrible, the group will never enjoy handling mud and smelting metal. It turned out to be the most enjoyable of all the visits and the students got such a sense of achievement from it.’

The project also benefited greatly from the support of **52 volunteers**. A number of archaeology graduates brought their experience and skills of practical archaeology which complemented those of the tutors; members of the community, many of whom had a keen interest in archaeology, provided support and enthusiasm; and some of the project participants, once they had completed the programme, continued their involvement as volunteers, providing effective mentoring support for new learners. Several students attended a day school to talk about the project to a WEA group from Chesterfield who wanted to become more inclusive, helping them to conduct a graveyard survey and relating their experience of the project to them. A student who had attended as part of the Sheffield Mental Health OT group volunteered to present the benefits of the project to members of the public and NHS staff at a ‘market place’ event showcasing support networks for mental health in Sheffield. Two students from Bentley went on to support the second year group in Doncaster, developing their own confidence and encouraging others to fully engage with the sessions. For another student, volunteering gave them the confidence to think about different employment options.

Training was provided for both tutors and volunteers during the project. This included working with adults with learning difficulties, mental health awareness, health and safety in the field and risk assessment. All training was practical and learner-centred: the first of these, delivered by adults with learning difficulties with the support of a facilitator, was inspirational, emphasising the best-practice approach to inclusion and diversity adopted by the project and delivering transformational professional development for the tutors, volunteers and staff who attended.

If the project benefited from the involvement of archaeologists as tutors and volunteers, it was also our aim to develop skills within the archaeology community. In addition to the bespoke training described above, three tutors and two volunteers took the Preparing to Teach in the Lifelong Learning Sector (PTLLS) course, supported by the project. In all, the experience and development of tutors and volunteers in the project has started to build capacity within the heritage sector for more inclusive practice (see 3.4 and 3.5 below).

3.2.3 Delivery

The model of delivery – 40 hours of learning split into a classroom-based introduction to archaeology and the practical activities carried out by archaeologists, followed by a field-based programme in which students could apply what they had learned to investigate and interpret heritage landscapes and features – gave participants the opportunity for a practical introduction to the subject. From our experience it was clear that traditional models of practice, which tended to be tutor/expert-centred, did not address the barriers which had prevented disadvantaged people from participating. Our whole approach, therefore, was learner-centred. Taster sessions were organised, with two aims: to demonstrate real

archaeology within a classroom environment and show how interesting and accessible it can be; and to assess the needs and interests of individuals wishing to take part. From this activity and through discussion with care staff, support workers and participants, we were able to develop provision which was responsive, inclusive and engaging.

There were several key factors which affected the development of courses:

- Where sessions were held – both classroom and field-based phases
- When they were held
- The length and frequency of sessions
- The heritage sites available – and accessible – within reach of a group
- The availability of staff and logistical resources for both phases (but particularly for the outdoor activities)

The location of classroom sessions was usually dictated by where a participant group felt most comfortable and where there was good access. Many of our students lacked confidence in travelling to unfamiliar places; for some of them, access and mobility issues meant it was impractical to travel to locations other than those with the facilities and resources required. One example was our work with people in who had mobility difficulties resulting from brain injuries. The Mariners / Osmondthorpe group in Leeds had a range of physical impairments and could not, for various personal care reasons, sustain sessions longer than 1½ hours away from the centre. This was largely due to the limitations of the disabled facilities (such as a lack of hoists in toilets) at local heritage sites. In this instance we planned a course with shorter sessions. We worked very closely with the centre staff, who knew what questions to ask regarding the disabled facilities at the sites we visited with the group, and who also had some ideas of their own about which venues would be the most appropriate to take the group to. We also organised practical activities at their centre (see 3.2.8 below).

The course at Ripon Community Link was delivered during the summer timetable at the centre. Courses and educational activities at the Link are arranged months, sometimes years in advance to ensure the client groups have sufficient fulfilling activities throughout the academic year. The summer timetable at the Link is much more flexible, and tended to be the time when service users could spend longer days away from the centre, engaged in more ‘adventurous’ activities. The archaeology course at the Link was delivered over 8 weeks, and the sessions were 5 hours each in length. This structure allowed the service users to explore a topic fully each session, and each session successfully combined classroom and outdoor activities.

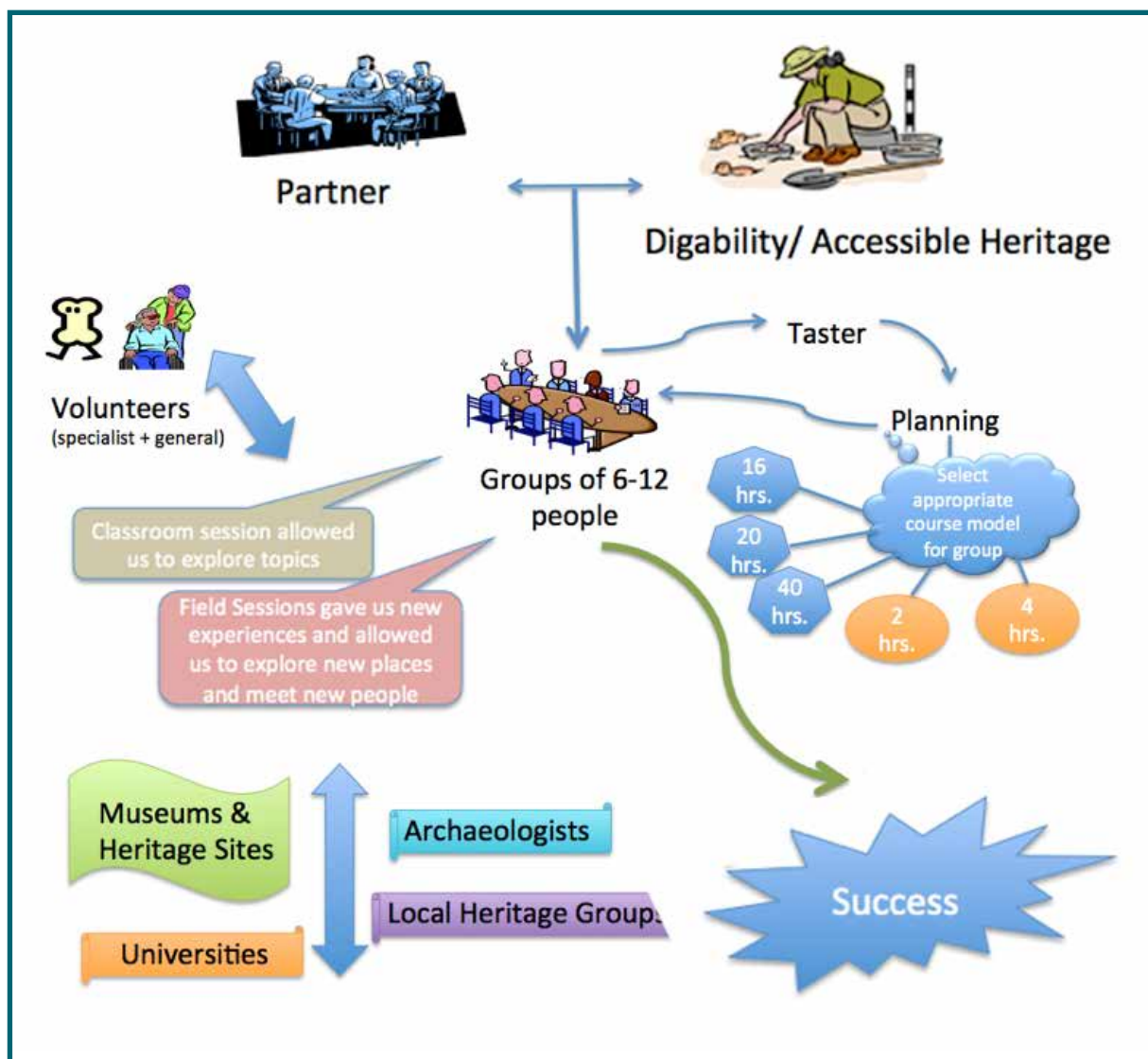
With mental health service users, we found that offering a shorter course with longer individual sessions, mixing classroom learning with field activity, was more appropriate and made it easier to commit to. For the Deaf community we used two different models. In Sheffield, as many of the students had other commitments, 2-hour classroom sessions were followed by 4-hour fieldwork sessions. In Doncaster, the longer 4-hour model allowed for topic discussion in the morning followed by a more practical activity in the afternoon, the longer sessions providing much needed time to work through an interpreter and giving students opportunities to discuss with each other what they were learning. We also ran shorter intensive weekend schools; with an occupational therapy group, we delivered a short course on the Romans (16 hours) to build on the valuable work we had achieved with them and encourage others to give it a go. All delivery models were chosen with the needs of the students in mind to make sure as many as possible could complete it with a real sense of achievement.

The needs of the students also resulted in some variation in participation hours. While many students were able to participate for 40 hours, in various formats, this level of commitment was a struggle for some people. We wanted however to ensure that everyone who engaged with the project had a positive and productive experience in terms of the variety of activities and the educational and social outcomes – both group and individual – they were able to achieve. In all a total of 313 participants achieved a total of 1340 hours of learning across a huge range of activities.

Student Participation Achievements

Hubs	Groups	Courses	Students	Hours
12	36	56	313	1340





The diagram shows a summary of how the project was set up.

Innovative Practice: Some Examples

The inclusive, student-centred approach was evident not only in the range of delivery models offered: it informed the development of innovative educational practice.

Grimsby

The Grimsby group, based at the Foresight Centre, which consisted of students of very mixed ability, was invited by the tutor to pick a different famous site each week – for example Stonehenge, Star Carr or Sutton Hoo.

They looked at all the archaeological evidence from the site and made their own interpretation before the tutor revealed the accepted interpretation of the site.

This gave the students a real sense of the process of archaeology and empowered them to realise that their view was as valid as anyone else's.

Selby

The tutor in Selby organised an ambitious outing to not one but two Abbey sites in one day.

Stopping first at Byland Abbey, his Tuesday Time Team Group investigated the ruined remains of the medieval abbey. They talked about life as a medieval monk, and looked at how this life was facilitated by the layout of the abbey site. They then made their way to Ampleforth Abbey, and on their arrival they were met by a real-life monk.

Being able to make the comparison between a past, ruinous abbey, and a present, functioning abbey was invaluable for the students: no better way of making the past comprehensible in present day terms.



Bradford

One of our new tutors who came from a professional archaeology background and who the project supported through the PTLLS qualification, devised some really creative activities to consolidate her students' learning at Grange Interlink in Bradford.

These included: building a Roman villa from cereal boxes; creating mosaics from Quality Street wrappers; making torcs from pipe cleaners; and – perhaps the most brilliant – making Viking boats and seeing if they floated. This practical realisation of the subject built on the work of another of her colleagues at ASWYAS who had tutored the Springfield group which had enjoyed turning 'Billy Bones' into a Mummy.

Goldthorpe

When faced with some rather desolate side streets in Goldthorpe town centre that had been subject to compulsory purchasing and demolition, one tutor introduced the group to archaeology by taking her group out to do a little bit of impromptu field-walking as part of a 'High Street' walk.

For those who are not familiar with the technique – archaeologists use field-walking to systematically collect finds from the surface to help interpret what might have been there in the past.

The most interesting discussion generated from the activity was about the tastes in bathroom suites, and how these have changed over time.



Ripon

A group from Ripon Community Link visited Middleham Castle.

Inspired by the recent discovery of the remains of Richard III in Leicester – the tutor encouraged her students to hold court in the Castle.

The group investigated the evidence from the excavation – they each decided whether the remains were indeed those of Richard III, they talked about what his bones revealed about his life (and death) – then they voted on where they thought his remains should be reburied.



3.2.4 Who participated?

The project targeted four under-represented groups: people with learning difficulties, people with physical disabilities, people with mental health difficulties and members of Black / Asian / ethnic minority communities. Some participants described themselves as having more than one disability.

Out of 313 students, disability information wasn't provided / recorded by 60 of them (19.2%) and 53 people (16.9%) described themselves as not having a disability. 200 participants (63.9%) described themselves as having a disability. Of these, 156 participants had a learning difficulty and 49 people described themselves as having a mental health difficulty.

The project engaged a small number of people from BAME communities. 14 participants stated their ethnicity as Asian or Asian British. As over 50% of participants didn't record their ethnicity, it isn't possible to provide accurate data. However, as the project only worked with 2 BAME groups – one of these for a limited duration – we can confirm that participation from this target audience was relatively low (<10%).

Although the project didn't target by gender, or aim to increase participation by men, it is worth noting that male participation was significantly above average rates for adult learning (65.2% compared to the WEA YH average of 25.3% across the same period).

3.2.5 Hubs

In order to develop networks and begin to build capacity for sustainable cross-partnership working – as well as providing students with an understanding of the heritage of their own communities – we organised the project in local geographical areas. It was intended that these would operate as hubs of activity, in which several groups of students, working independently but also coming together on occasion, could learn about archaeology and visit local heritage sites and activities. As archaeologists and heritage organisations, supporting the project within and between hubs, would work with several groups of students with a wide range of needs over up to three years, this mode of organisation would also have the effect of raising awareness and increasing capacity in the sector for providing responsive, inclusive experiences for normally excluded communities.

Hub	Groups	Support Services	Achaeology and Heritage
BARNSELEY	Athersley (LD)	Barnsley Learning Disability Service	Athersley Parish Church Barnsley Archives Barnsley Museums
	Barnsley (MH)	Recovery College (SW Yorkshire Partnership NHS)	Conisbrough Parish Church Department of Archaeology Doncaster Museum
	Goldthorpe (LD)	Barnsley Learning Disability Service	Elmet Archaeology English Heritage
	Wombwell (LD)	Barnsley Learning Disability Service	Hands On Athersley Heeley City Farm National Coal Mining Museum Sheffield Manor Silkstone History Society University of Sheffield Wath Parish Church Wentworth Woodhouse Wombwell History Society
BRADFORD	Springfield (LD)	Home Farm Trust	Archaeological Services WYAS Bradford Cathedral
	Grange Interlink (LD)	Home Farm Trust	Bolling Hall Kirkstall Abbey
	Madni Masjid (BAME)	N/A	University of Bradford Division of Archaeological and Environmental Science
DONCASTER	Bentley	Creative Support	Doncaster Minster Doncaster Museum
	Doncaster Deaf (D)		Elmet Archaeology English Heritage
	Milton Court (MH)		Sheffield Manor University of Sheffield Department of Archaeology Wentworth Woodhouse Yorkshire Archaeological Society
GRIMSBY	Grimsby (VI / LD)	Foresight	Humber INCA North Lincolnshire Museum
HUDDERSFIELD	Huddersfield (MH)	S2R	Colne Valley Museum Leeds Discovery Centre
	Huddersfield 2 (MH)	S2R	Pontefract Castle (Wakefield Council) Tolson Museum (Kirklees Council)
LEEDS	Leeds (PD)	Mariners and Osmondthorpe Resource Centres	ASWYAS Kirkstall Abbey Leeds City Museum
	Woodhouse Excavation	Inkwell (Leeds: MIND)	Leeds Discovery Centre South Leeds Archaeology Yorkshire Archaeological Society
PONTEFRACT	Pontefract (MH)	Peppermill: Mental Health Matters	All Saints (Pontefract) Leeds Armouries National Trust Pontefract Castle (Wakefield Council) Pontefract Museum Sandal Castle (Experience Wakefield)

Hub	Groups	Support Services	Achaeology and Heritage
RIPON / HARROGATE	Ripon (LD)	Ripon Community Link	English Heritage Harrogate Museums Service National Trust Ripley Castle Ryedale Museum Yorkshire Dales Landscape Research Trust
	Harrogate 1 (MH)	MIND	
	Harrogate 2	Dementia Forward	
ROTHERHAM	Maltby (LD)	Rotherham Adult Learning Disability Services	Barrow Hill Roundhouse Clifton Park Museum Creswell Crags Elmet Archaeology English Heritage Heeley City Farm Leeds Discovery Centre National Trust River & Canal Trust Rotherham Minster St Peter's (Conisbrough) Silkstone History Society Staveley Hall Project University of Sheffield Department of Archaeology Wentworth Woodhouse Weston Park Museum (Sheffield Museums)
	Maltby 2 (LD)		
	Catcliffe		
	Stonham (MH)	Home Group	
	Stonham 2 (MH)	Home Group	
	Wellgate (MH)	Rotherham Council Adult Mental Health Service	
SCUNTHORPE	Scunthorpe (MH)	RDASH The Junction	English Heritage North Lincolnshire Museum
SELBY/GOOLE	Selby (LD)	Selby Monday Club	English Heritage Goole Town Council Howden Minster North Duffield Conservation and Local History Society Selby Abbey Victoria County History York Archaeological Trust
	Goole / Howden		
SHEFFIELD	Burton Street (LD)	Burton Street Foundation	Archemis English Heritage Heeley City Farm Sheffield Manor Sheffield Museums University of Sheffield Department of Archaeology Wadsley and Loxley Commoners
	Tinsley (BAME)		
	Sheffield Deaf (D)		
	Sheffield Romans (MH)	Sheffield Care Trust	
	Sheffield Wadsley (MH)	Sheffield Care Trust	

BAME = Black / Asian / ethnic minority **D** = Deaf **LD** = learning difficulty **MH** = mental health difficulty
PD = physical disability **VI** = visually impaired

3.2.6 Range of Activities

Students engaged in a wide range of activities which were designed to meet their needs, provide an understanding of what archaeology is and what archaeologists do, and offer experiences which would challenge participants and promote a sense of achievement. Each group tried a variety of different activities including some of the following: background research; analysis of an archaeological assemblage; bones identification and drawing; skeleton reconstruction in a bones lab; looking at X-rays; map reading; using aerial photographs; surveying (desk top, geophysical, off-set); field walking; scale drawing; photography; test pitting; excavation (including de-turfing and trowelling); finds processing; graveyard surveying; buildings identification; reconstructive archaeology (from making / tasting food to making pottery and mosaics, spinning and weaving, casting metal on a Bronze Age furnace, making daub and participating in the construction of an Iron Age round house).



'A' drawing a ceramic bowl
(Bradford Grange Interlink)



Weaving
(Goldthorpe)



Test pitting
(Leeds)



Taking a level
(Grimsby)



Taking a back sight to the trig point (Sheffield 2)



Using swing sieves at Staveley community excavation (Sheffield)



Sorting and brushing finds (Ripon)

In order to consolidate learning we encouraged students to keep a portfolio of their work. This portfolio typically took the form of a scrapbook. The scrapbooks contained the students' worksheets, things they had made, photographs of the places they had visited and the field activities they had experienced, and also included their reflections on the course and their learning. As a learning tool the scrapbooks worked particularly effectively: they allowed students to revisit experiences and to create memories, they were something the students were proud of. At the end of their course, usually during the organised celebration events, students were presented with their treasured scrapbooks, as well as a certificate of achievement & attendance.



3.2.7 Ourselves in 300 Objects

Within the project each group was encouraged to participate in a session based on the BBC and British Museum 'History of the World in 100 Objects' series. The session was designed as a way for students to see a place for themselves in the archaeological record by selecting an object that was important to them. Each tutor was free to use the concept in a way which best suited the needs of the group. For some it was about how to draw and record an object, for others it was a way of introducing material types but it was most effectively used as a tool for students to measure what they had learnt throughout the course and how they could now interpret objects as an archaeologist. For some groups the discussions led into how their own backgrounds can influence their judgment.

Here are some examples of objects, their stories and the discussions that took place around them:

1. Elvis

Material: Plastic

Survival rate: unknown – for a considerable time

What could an archaeologist surmise?

- Fan of Elvis (need prior knowledge)
- A toy – perhaps a child?
- A god/hero? What belief system?
- Famous musicians of the past? Egyptian model or Easter Island Head?
- Collector (depends on what else found)



2. A Miner's Lamp

Material: Metal (steel and brass) and glass

Survival Rate: Over time metal may corrode and glass, may break

What could an archaeologist surmise?

- Miner or from mining family
- Method of lighting used in past
- From style an approximate date



3. Calculator and Tooth Brush

Material: Plastics and metal

Survival Rate: Unknown: metal may corrode over time

What could an archaeologist surmise?

- Someone who liked to do calculations and kept their teeth clean
- An archaeologist who was calculating something
- From style an approximate date



4. Yemen Doll and Plymouth Bretheren Bible

Material: Plastic

Survival rate: unknown – for a considerable time

What could an archaeologist surmise?

- Fan of Elvis (need prior knowledge)
- A toy – perhaps a child?
- A god/hero? What belief system?



5. Me!

Material: Bone, Skin

Survival Rate: Unless mummified or buried in a bog would become a skeleton

What could an archaeologist surmise?

- Male
- Age
- Illness, e.g. arthritis

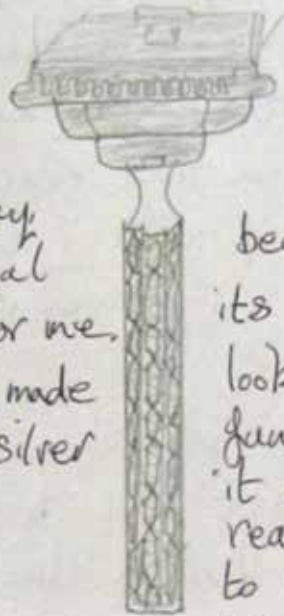
Not be able to:

- Talk about memories of this person
- Hear their voice (unless recording survives)
- Identify hopes and fears



5. Razor

This is the object i chose to bring in today which has special significance for me. It is a razor made around 1900 of silver plated steel.



The craftsmanship is to a very high standard and the beauty of it, is that its a lovely thing to look at but still as functional as the day it was produced. The reason it means so much to me is the fact that my brother gave it to me shortly before he died.

Antony Hawkins
1963 - 2012

Our Lives - Our Objects

What do these objects say about us?

BELIEFS	DOLL	FORTUNE TELLING	GLASS	HEIRLOOMS	CURIOSITIES	MEMORIES	PHOTOS	SWEETERY	STATUE	QR CODE
Lottery Fund	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Bottle	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Scale	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Razor	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Calendar	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Person	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Person in Red	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Person in Green	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Person in Blue	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code
Person in Red	Doll	Tarot Card	Glass	Heirloom	Curiosity	Memory	Photo	Sweetery	Statue	QR Code

3.2.8 Places Visited

Each group was offered as many opportunities as possible to get out of the classroom environment. Although the practical emphasis of our in-class provision and the innovation and ingenuity of our tutors was able to bring real archaeology into the classroom, the biggest impact was undoubtedly the field activities, whether these were visits to historic places, walks along local historical routes or participation in 'live' archaeology. Accounts from students and others in 3.4 and 3.5 below testify to the impact these activities had on people and communities. A list of places visited during the project, which shows both the range of different kinds of heritage sites accessed and the geographical reach of the project, can be found in Appendix 2.

Examples of Field Practice

Excavating a Test Pit - Mariner's Resource Centre, Leeds

Students from Mariners / Osmondthorpe Resource Centres were keen to immerse themselves in the whole archaeological experience. As part of their course they had studied the buildings on their high street, learned about a number of archaeological techniques such as aerial photography and human bones analysis, visited historic sites and studied artefact collections in a number of local museums. Excavation, however, seemed for them to be out of reach. There were a number of active excavations in their local area, and many heritage partners keen to offer opportunities for the group; but the logistics of getting a group of wheelchair and walking frame users onto an archaeological site was near impossible.



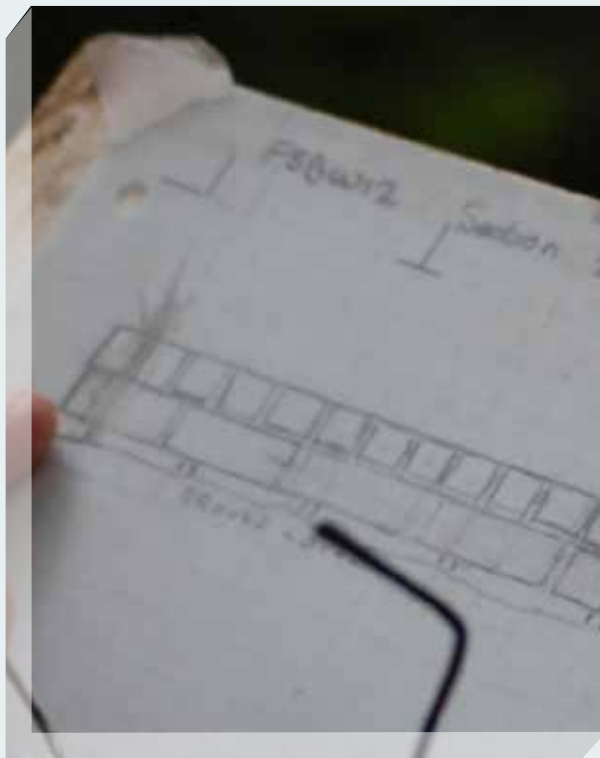
After some time thinking about possible solutions, we decided if we couldn't take the group to an archaeological site, we would bring a site to them. The Mariner's Resource Centre had a patch of land, with interesting history, and was perfect for a small test pit. The test pit was excavated over two days. We only managed to tickle the top soil, but that in itself proved fruitful. It was clear the top soil had been imported and it held clues to past industries and past activities that the students could immediately connect with. Jason, a student who had worked as a bricklayer, was enthused by the range of bricks found on site, and was supported in researching where the bricks had been manufactured. Being able to realise an experience, and fulfil a wish many had thought they would never achieve was humbling to say the least. The disabilities seemed to dissolve, as they came together to complete the task, pushing the boundaries of what they believed they were capable of.

Surveying a Former RAF Base - Goxhill, NE Lincolnshire

In July 2012, working with contacts made through a local organisation, Humber INCA, with the local landowner, the Grimsby group carried out a survey of part of the old RAF base at Goxhill. The site was the area used by the officers in their time off and contained not only air-raid shelters but also a water tank and water tower.



The group took levels across the site as well as making detailed drawings of a section of the old water tank.



The plans and sections produced were sent to the Sites and Monuments Record for North Lincolnshire.

A Survey of Common Land - Wadsley, Sheffield

Having recognised the benefits to some groups of being outdoors with a purpose we designed one course entirely around a small scale survey. A member of the Wadsley and Loxley Commoners had approached the project and asked if we could help him interpret some features in the landscape. The tutor took the opportunity to use the project as a way of showing students from the Sheffield Wadsley group the entire process of archaeological investigation from desk-based study to survey and to highlight there is more to archaeology than digging.

The group spent several weeks learning new archaeological techniques including walk over survey, paced survey and offset survey. Although there was not time in the course to complete full surveys of the area, the students got to try out plotting features in by measuring off a base line. We then added some levels using a 'dumpy' level. Fortunately the stones we were surveying were located near a trig point so a level could easily be found.

The learners enjoyed the opportunity and were particularly pleased that they had had the chance to try out the level, something they had often seen being used but had never tried themselves. They were very good at making sure it was level and understanding the maths involved.



A Simulated Dig - Cannon Hall, Barnsley

In July 2013 the Wombwell Group was able to carry out a small-scale simulated dig at Cannon Hall set up by staff from Barnsley Museums to give the students a number of experiences.

The group carried out some field-walking and excavated part of the Kitchen Gardens. Although museum staff had buried some Victorian coins for the group to find students also found pottery, old brick and tile, clay pipe, bones, teeth and glass.

Drawing the objects got the students to look carefully at what they had found and think about why the object was found where it was and what it had been used for.



3.2.9 Representatives' Forum

In order to engage partners in the strategic development of the project across the region, a representatives' forum was set up. Members of the forum were as follows:

Dave Bell	(Foresight Volunteer (NE Lincolnshire))
Beth Deakin	(Project Volunteer)
Rob Hindle	(WEA Sheffield Organiser / Project Manager)
Mark Goodwin	(Specialist LD tutor, Bradford)
Jon Kenny	(York Archaeological Trust)
Gill Lawrence	(WEA Organiser, Rotherham)
Michael McCoy	(Archemis, Manor Lodge, Sheffield)
Jol Miskin	(WEA Regional Education Manager)

Christine Rawson (Elmet Archaeology)

Paul Silvester (Chief Executive, Foresight)

Dave Weldrake (WEA archaeology project tutor, Leeds)

Jodie Whatton (Foresight)

Two meetings were held in April and June 2012; useful discussions were held regarding the project in the context of other archaeology activity and some personal networks were established. However, the group was not sustained in the longer term (see 4.3). A web-based forum was established by the project to continue some of the functions of this group (see below).

3.2.10 Telling others about the Project

The Website and Forum

From the outset the project was determined that the idea of inclusive archaeology should be discussed with a wider group of people than those engaged in the project alone.

Our website <http://digability.wordpress.com> has provided an overview of what happened in each class and kept the wider world up to date with events and the progress of the project.

Over the past 3 years there have been almost 10,000 views and 37 moderated comments added. The majority of hits have come from the UK, followed by the US; a significant number of views originated from Italy where we made links with other archaeologists who were keen on promoting inclusive archaeology.

Country	Views
 United Kingdom	8,153
 United States	223
 Italy	99
 Australia	61
 Canada	42
 Netherlands	36
 India	31
 France	27
 Portugal	18
 Poland	18
 United Arab Emirates	13
 Spain	13
 Germany	13

Of the webpages themselves, the ones which attracted most interest (apart from the home page) were the deaf group in Doncaster, the Bradford group, the Grimsby group and the pages for volunteers. The work with deaf students has prompted much interest from the Deaf community who are keen to improve experiences of deaf students wherever possible.

In order to address some of the bigger issues around heritage, accessibility and inclusivity with wider audiences, we also set up an online forum:

<http://inclusivearchaeologyforum.wordpress.com>

We posted questions on a monthly basis with the intention of stimulating discussion about some of the key issues the project had highlighted. Questions included:

Can archaeology be inclusive?

How can we engage BAME communities in archaeology?

How can we measure and evidence the health and well-being benefits of participation in heritage activities?

How many Deaf people are involved in archaeology?

What impact does visiting a cultural venue have on adult learners?

Despite achieving over 1000 views we were disappointed in the failure to grab the attention of people and the lack of discussion this generated despite emailing over 100 people with the link each time it was updated.

Presentations and contributions at public events

The project team was active in promoting the work through publication and presentations / contributions to academic and public events. Articles were published in journals and websites (Adults Learning, British Archaeology, EFT, Show us your Research); presentations at conferences (Theoretical Archaeology Group (TAG) 2012, Council for British Archaeology (Yorkshire Group) 2012, IFA 2013); we made contributions at public events (Dearne Valley Archaeology Day 2013, South Yorkshire Archaeology Day 2013, Education and Training Foundation National Practitioner Conference 2014), WEA regional and national events (YH Region AGM 2012 and 2013, WEA National Conference 2013). The Project Workers have developed extensive networks nationally as a result of this engagement, as well as generating interest from Italian archaeologists in sharing best practice and a national interest in promoting similar schemes through the WEA in different regions of the UK.

Publicity

The project achieved high profile through a range of print media (HLF press release, items in local and corporate press (The Star, Rotherham Advertiser, Leeds City Council and Home Group newsletter)); local radio (Rother FM); promotional materials (including online BSL signed introduction); project launch events and celebrations (attended by Lord Mayors of Bradford and Sheffield, Deputy Mayor of Doncaster, local Councillors and MPs, Chair of Trustees of S2R); awards and grants (shortlisted for NIACE Adult Learners Week Award for Outstanding Project 2014, WEA Volunteer of the Year 2012, emCETT grant 2014); partners' promotional material featuring project (e.g. Staveley Hall, North Duffield).

Workers' Education fund backs archaeological learning project

Digging into the past

by PHIL TURNER

phil.turner@rotherhamadvertiser.co.uk

STUDENTS from a day centre are being given the chance to rub shoulders with professional archaeologists and dig into the past thanks to a new project.

The Heritage Lottery Fund has awarded the Workers' Educational Association a grant of £200,000 to run the three-year project with Maltby's Addison Day Centre.

Adults with learning and physical disabilities, mental health service users and members of the black, Asian and minority ethnic communities—who have not traditionally been involved with archaeology—will be given the chance to explore their local heritage.

Working from ten hubs across the Yorkshire and Humber region, the WEA hopes that lasting partnerships can be established between service providers, people who have been on the course, heritage bodies, museums, universities and communities.

At the end of the course, each learner will have been involved in fieldwork, visited local sites and museums, including Roche Abbey, Conisbrough Castle and Doncaster Museum and contributed to an exhibition.



The display "Our Lives In 300 Objects," will be on show in centres across the region at the end of the project.

The WEA's Dr Rob Hindle, project manager, said: "This exhibition will show objects important to each learner and their heritage, be it a recent possession, an object they have found during the course, or an object in a museum they have seen which reflects the history of the area they have come from."

Students from Addison Day Centre invited friends and family, as well as people from the local community to

come and see what they have been doing since they started their course in February 2012 at a launch event last Friday.

A spokesman for the centre said: "With the WEA Inclusive Archaeology Project, our service users have a unique

Nicola Thorpe, project worker for the WEA Inclusive Archaeology Education Project, is pictured with Addison Day Centre clients Margaret (left), Derek, Cecilia and Sandra. 120421-3

opportunity to discover their past through hands-on practical activities.

"The course will undoubtedly enable them to grow in confidence and will inspire them to try new things in the future."

The Workers' Educational Association is the largest voluntary provider of adult education in the UK. The project is being run by WEA Yorkshire and Humber Region in Leeds.

The Heritage Lottery Fund sustains and transforms a wide range of heritage through innovative investment in projects with a lasting impact on people and places.

As the largest dedicated funder of the UK's heritage, with around £255 million a year to invest in new projects and a considerable body of knowledge, the HLF is also a leading advocate for the value of heritage to modern life.

From museums, parks and historic places to archaeology, natural environment and cultural traditions, the HLF invests in every part of the country's heritage.

Since 1994, HLF has supported almost 32,000 projects allocating £4.7 billion across the UK.

Students have been encouraged to attend local conferences. In year one, students from Bentley attended the Dearne Valley Archaeology Day and in year three students from Catcliffe attended the South Yorkshire Archaeology Day.

3.2.11 Managing Risk

In the course of a three-year educational project, it is inevitable that a number of risks will develop which can affect its successful delivery. When the project is designed to be responsive to the needs of a diverse group of participants under-represented in the activity delivered, it is important to recognise that risks are a necessary part of the organic development of a project – and that anticipating these risks and managing them effectively is an indicator of success.

This process involved continuous review throughout the delivery of the project, agreeing appropriate responses and implementing planning to manage each risk effectively and appropriately. We flagged up these risks to the funder and sought their advice and approval for any actions taken to manage them, using the 3-monthly progress reporting agreed at the start of the delivery phase.

Broadly, risks were categorised as:

Financial – where, for example, we identified risk of underspend against various budget headings and sought to reduce this by assessing budget pressures in other areas and seeking approval for virement from the funder. Although overall the project did underspend this did not affect our ability to complete delivery successfully and achieve against the agreed purposes.

Organisational – such as a shortage of suitably qualified / experienced tutors in certain geographical areas. Here, we utilised tutors from other areas, recruited new tutors from partner organisations or, in one case, provided curricular support for an experienced arts tutor to work with a cohort well-known to her in her arts-based delivery. We also highlighted a risk of not recruiting the high target of 50 volunteers. However, we did engage more people as the profile of the project increased, with the result that 52 volunteers participated.

Social – we found that the engagement profile of the project, in which we anticipated that the second year would be the most active in terms of number of students, didn't match what actually happened, which was a recruitment of around 90 people for each of the first two years and 130 participants during the final year. Again, this was as a result of the project's increased profile in the region across its delivery period.

3.3 Difference made to people and communities

The impact of the project was significant. The vast majority of those who participated as students had not had the opportunity to take part in archaeology before; as such, they learned a great deal, developed new skills and above all welcomed the fact that they had been given the chance to get involved. Volunteers – who brought a wide range of skills and experience – found that their involvement led to significant development in their understanding and skills. In some cases, the project's impact on them has been life-changing. Tutors developed an awareness of the needs and experiences of the diverse range of participants engaging in the project and were resourceful and innovative in providing exciting learning programmes which students could access.

The many partners and supporters of the project contributed greatly to the rich and supportive experiences of the participants. Care services devoted staff and other resources to enable their clients to participate safely – and their experience of the project made a significant impression on them, persuading them that archaeology was something the people they worked with could engage with successfully and with great enthusiasm and a sense of achievement. Heritage partners – some of whom were anxious about what the target groups would bring to their experience – became enthusiastic champions and advocates for widening participation. The WEA grew as an organisation, building its capacity in keeping with its social purpose, widening participation approach to learning; and all the staff involved in the project's development and delivery benefited personally and professionally from the transformational learning and engagement they witnessed.

3.3.1 Measuring and recording impact

In keeping with the inclusive approach of the project, we wanted to provide a wide range of opportunities for everyone involved in it to demonstrate what impact it had on them, both during and after their participation.

As an established learning provider, the WEA uses a range of evaluation tools for all its courses, in the form of a Tutor Report, Individual Learning Plans and a student Tell Us About It form. These provide evidence of achievement against learning outcomes (see 2.4.2) as well as students' and tutors' reflections on their experience. Due to the needs of some of the project students it was necessary to adapt some of these tools (see **Appendix 3**).

Other tools and approaches were used in addition to these. Students' learning and achievement was evidenced using scrapbooks (and celebration events organised at the end of courses provided good opportunities for students to show and explain these to others); many of their comments and reflections were recorded on the Digability website – and some students contributed posts about their personal experiences of the project, or photographs, on a dedicated area of the site. Tutors and volunteers also made comments about their experiences on the website.

In order to assess impact on partner organisations – within both the heritage and care sectors – we devised a feedback form which was sent out on completion of their involvement with the project. Although not all partners completed the form, the information gathered was significant. In addition, we held structured phone conversations with a number of partners at the end of the project.

Towards the end of the project we held two larger events to which partners, students, staff and heritage volunteers were invited. The first, a **Celebration** event in York in July 2014, allowed the project to showcase students' work and some of the activities that we had developed, as well as allowing us to thank everyone who had taken part. Students also spoke movingly to the audience about their experiences. We were also able to capture through a feedback form a wide variety of responses to the project (see **Appendix 3**). The second event was a 2-day **Heritage Festival** in Sheffield to coincide with Heritage Open Days. For this event we wanted to demonstrate to students that archaeology could open doors to other subjects such as art (we had painting and drawing tutors, pottery tutors, mosaic tutors) and creative writing. We also had activities that were 'old favourites' such as a human skeleton, experimental casting (two students had joined the tutor to build the furnace the day before), flints, graveyard recording and a 'high street' walk. Whilst the students, staff and partners were engaged in these activities we are able to capture on film their responses to the project. We were also keen to assess the impact of the project on the WEA – both regionally and nationally. We used Survey Monkey to gather the responses of field staff and regional managers. Finally, we organised an evaluation meeting, attended by partners, a volunteer and several WEA staff, in which participants were invited to respond in conversation to a series of questions about the impact of the project on their practice and professional development.

The project films also demonstrated impact very effectively. They can be viewed via the project website at <http://digability.wordpress.com/films/>

3.3.2 Students

Students' achievements were wide-ranging. 86% were recorded as having achieved identified learning aims (see 2.4.2 above) – slightly above the Regional average of 85.2% across the project delivery period. Students identified many other and wider achievements:

Gaining new knowledge and understanding

'I was surprised by how big the house is' – *Goldthorpe student*

'[It is important] to find out about our past so we can explain it to our children' – *Doncaster Deaf Student*

'I enjoyed the visit to Doncaster Museum. It was my first visit and I learnt and remembered a lot.' – *Milton Court student*

'we learnt about Roman history in Doncaster' – *Milton Court student*

'I dressed as a Roman soldier in Roman armour. It gave me a sense of what they would carry around and how heavy it was to wear.' – *Milton Court student*

'I was impressed by the mortarium. It would have been used for crushing herbs and food.' – *Milton Court student*

'I particularly enjoyed the visit to the Colne Valley Museum. The cottages were equipped with the standard household items of 1845. I thought that I could relate to the people who lived in these cottages.' – *Huddersfield student*

'Very interesting – was surprised at the size of the place – so much effort must have been put into building it' – *Huddersfield student*

'More to it than I thought, like a village or small town, with infirmary, kitchens, gardens to grow their own food' – *Huddersfield student*

Developing new skills and capacities

'The great news is that the Wombwell group and the Goldthorpe group have now joined together to do another WEA course called Moving on in Archaeology which will be running for the next 10 weeks' (tutor comment)

Being able to participate / contribute

'Some of the group explained how in the past they had visited sites on their own and never been able to ask questions, but that being part of this course with an interpreter they were able to ask questions and engage in group debate.' – *Doncaster Deaf group (tutor comment)*

'the supportive course environment encouraged group members to share their knowledge of local history and buildings' – *Huddersfield group (tutor comment)*

Enjoying new experiences

'I have had a really good day' – *Goldthorpe student*

'I enjoyed working on the roundhouse' – *Goldthorpe student*

'One of the many highlights was to have my certificate presented by our Lady Mayor' – *Sheffield Wadsley student*

'I really liked visiting the church' – *Goldthorpe student*

'I enjoyed searching for the stone heads of Mr and Mrs Beaumont' – *Huddersfield student*

Experiencing increased confidence

‘I made it to the top of the keep’ – *Goldthorpe student*

‘Andy, another student, left the session vowing to research some sites in his local area, and bring back some information to class the following week. True to his word he did. He had visited Ulley Church, and had photographed a piece of window tracery, which was now housed in the church’s interior, intrigued to know what it was, and how it had found its way to being cemented into the floor of the current church.’ – *Stonham student (tutor comment)*

Changing attitudes and behaviour

‘Although several of the learners were initially scared of going down into the pit once down they started to enjoy the tour and were extremely proud of themselves for sticking with it.’ – *Wombwell group (tutor comment)*

‘I’m noticing more about the buildings in my local area, design and age’ – *Huddersfield student*

‘Very interesting – have been before, but have learnt so much more today’ – *Huddersfield student*

‘Taking time just to look and reflect really opens my mind’ – *Huddersfield student*

Improved well-being

‘Wonderful experience’ – *Huddersfield student*

‘I feel better about myself as a result of attending the courses’ – *Stonham student*

‘It is a really good course and I am happy to be one of the lucky few to participate. Thank you.’ – *Huddersfield student*

The impact on three students, including many of these benefits, was documented by them in extended contributions posted on the website. These can be found in **Appendix 4**.

Tutor Reports also provided evidence of the impact of the experience on students:

‘R has shown week after week that he listens really carefully and has grown so much in confidence that he did a brilliant piece to camera about his object and what it was made of.’ – *Victoria Beauchamp, Barnsley Dearne tutor*

‘One learner used a computer for the first time’ – *David Mercer, Doncaster Bentley tutor*

‘The learners understand timelines and are beginning to understand where ‘the English’ came from.’ – *Bernice Brumby, Grimsby tutor*

‘One learner with little or no confidence in communicating... can use archaeological words.’ – *Nicola Thorpe, Rotherham Addison tutor*

‘All learners now understand what archaeology is.’ – *Sally Rodgers, Sheffield tutor*

‘[Students arrived] at North Lincs Museum independently.’ – *Tim Cockrell, Scunthorpe tutor*

‘[Students] recognised that heritage is all around them and that they can found out things themselves.’ – *David Mercer, Doncaster Bentley tutor*

‘P [was] very engaged in excavation and fully understood the process.’ – *Sally Rodgers, Sheffield tutor*

‘Most of the students felt the course had a positive impact on their health and well-being – working with other people, greater confidence and going out were all cited as how this was achieved.’ – *Sarah Holland, Doncaster Milton Court tutor*

‘The learners were able to identify objects and match them with those shown in previous sessions.’ – *Louise Martin, Bradford tutor*

‘None of the learners knew what archaeology was before the start of the course. All were able to explain the basics and some methods after the first session. Proof of enthusiasm and confidence showed through concentration and commitment at professional dig in Grassington.’ – *Karen Thomas, Ripon tutor*

Using evidence gathered from WEA Tell Us About It forms completed by 274 students (88%), we are also able to provide quantitative information relating to students’ general impressions of the provision.

From this sample courses were rated good or excellent by 97% of students; teaching achieved this rating from 97% of students; accommodation was rated as good or excellent by 93% of students; and resources were found to be good or excellent in 96% of cases.

Student ratings

	Excellent	Good	Satisfactory	Disappointing
Course	63%	34%	3%	0%
Teaching	69%	28%	3%	0%
Accommodation	55%	38%	5%	2%
Resources	61%	35%	3%	1%

3.3.3 Volunteers

The 52 volunteers recruited to the project contributed a total of 503.5 hours of their time. 28 volunteers were professional archaeologists or graduates in archaeology (or similar subjects) who were able to offer specific expertise in leading field sessions, providing research materials and local expertise, or delivering workshops in e.g. osteology and metal casting. They also helped with documenting learning, producing learning materials and preparing of glossaries for deaf students. A further 24 volunteers came to the project via various routes: they were either established WEA volunteers, community members with an interest in archaeology and local heritage, or students on the project who had completed their learning and wanted to continue their involvement and support others. The different routes to volunteering for the project served to enhance the learning experiences in numerous ways. Local community members were able to bring their knowledge and enthusiasm into the classroom, and look towards continued volunteering with the WEA in a particular locality. Previous project students were able to talk about their experiences, share knowledge and encourage participation in learning activities.

We designed an evaluation form to gather feedback from volunteers about their time on the project (see Appendix 5). Whatever their previous experience, their involvement had a significant impact on many of them:

Beth

'It was a truly inspiring experience helping and sharing opportunities with other people whilst they explore areas of education that they otherwise may not have been able to access. The range of people that I worked with was vast and this gave me the chance to expand my skills and confidence in many areas. A brilliant course with brilliant people! The WEA has completely changed the direction of my life'. Beth won WEA Excellence Yorkshire and Humber Regional Award 2012 for Best Volunteer for her volunteering activity in the project. She has continued to support the work of the WEA as a Volunteer Ambassador.

Using the skills gained on the project, she was able to get a job as a Support Assistant in a school for excluded children.



Beth presented with her award by Foizal Islam, WEA Trustee.

Gordon

'I liked the concept of making archaeology accessible to disabled people... Inclusive archaeology means making the subject matter of archaeology accessible to deaf/disabled people across the learning spectrum. At the very basic level it's about making the jargon accessible on their own terms (BSL) or modifying language if they have additional needs. It helps to break down preconceptions of deaf people and is a good way of challenging prejudices. There are lots of mainstream areas not accessible to deaf people.

It was good to learn my strengths and weaknesses. I have been to some of those places but to look at it from a different perspective was refreshing. I particularly enjoyed the dig at Castleton to experience hands-on archaeology and got excellent reading material afterwards. I wish there were more opportunities for this on this project.

It has helped me consider seriously what I would like to gain from future employment.'

Gordon, a member of the Deaf community, is looking for employment and is interested in teaching for the WEA.

Lizzie

'As a volunteer it was really nice to see how far the learners had come and how much they had learnt throughout the course. Even though it was the only time that I worked with these groups, I was made to feel very welcome by both the staff and the learners. I'm now really looking forward to volunteering on the field trips with the Sheffield group.'

Lizzie went on to teach a short course later in the project.

Jenny

'This was the first time I'd had interaction with people with any kind of disability and I wasn't sure about how I'd feel or what I could or couldn't say... but I've enjoyed it so much that I now want to become a WEA tutor.'

Georgina

'It was a positive experience overall and I was kept well informed throughout my time as a volunteer (which I cannot fault) so I can't really think of anything that could have been better. Photographing students during the course had been a rewarding experience and this opportunity had certainly helped me to explore and develop my skills further.

I was kept updated by WEA project staff and this made me feel welcome and valued.

Working as a WEA volunteer on this project made me realise there is so much more to archaeology than I thought and I actually found it interesting even though I had no interest in history itself. The observing and learning from the course (and the course tutor) gave me better understanding what archaeology is about. I would be inspired to provide photographic evidence in different contexts and people from all walks of life on WEA courses.

Volunteering with WEA has been a positive experience on the whole. It was good to see tangible evidence of my photographic contributions (workbook, poster, etc.), which had made volunteering more worthwhile. It has inspired me to volunteer on further courses within WEA if any suitable opportunities arise.

Georgina, a member of the Deaf community, is a freelance photographer.

Katie

'I don't think I have enough words or space here to express how proud I am to have had the opportunity to volunteer on this project. It is by far the most valuable and best thing I have done with my degree and archaeological knowledge. Victoria, Nicola and Rob have been amazing and some of the most dedicated, passionate and supportive people I've ever met or worked with. It has been a pleasure and a privilege to work with all of the staff, volunteers and learners and to watch people develop in confidence socially as much as educationally. I would love the opportunity to work with them all again in the future and will carry all that I have learned and gained during my experience as a volunteer throughout the rest of my career and life. My experience on the project has been life changing for me so thank you for the opportunity to be a part of the fun and good luck to all for the future.'

As a result of her experience on the project, Katie is now working as a Disability Officer at Sheffield Hallam University.

Summary of volunteer progression/outcomes

Of our other volunteers

6 teaching or seeking to teach for WEA

5 progressed to HE or other learning

2 boosted confidence

5 secured employment

3 developing own heritage project

2 applying for jobs

3.3.4 Tutors

As stated above, a total of 15 tutors delivered on the project. Their experience at the outset was varied. Most (though not all) were archaeologists or historians; some had worked in community settings; some had worked with the target audiences; a few had adult education experience, including as WEA sessional tutors.

The recruitment and progression of tutors

How recruited

Project workers	2
Existing WEA tutor pool	5
Local / active archaeologists	3
Project volunteer > tutor	1
partner organisations	4

Progression routes

Secured new jobs	3
Taught progression and/or	8
Other WEA courses	

We sought informal feedback from tutors about their experience throughout the project and encouraged them to record their reflections on the website. Tutor reports and feedback forms were also used to gather information about tutors' experiences. Here are some examples:

'Teaching on this project has been a rewarding experience that has demonstrated the opportunities that archaeology can open for everyone. The shared interest in the past has transcended all other differences and facilitated the overcoming of barriers to access archaeology and heritage. The tactile nature of the learning environment and emphasis on field trips has encouraged active participation and stimulated a shared sense of identity.'

- Sarah Holland (Doncaster and Huddersfield)

'When I first learned of the Inclusive Archaeology Project at the WEA I recognised a project and organisation which had aims that were very close to my own. Namely, to use archaeology as a means to improve the lives of ordinary people both directly and indirectly.'

The project has worked for me on a number of levels; it has facilitated teaching practical day-to-day skills that many of us take for granted. It was possible to do that because the popularity of archaeology and the desire of people to understand the history of where they live. These things draw people in who otherwise might eschew more conventional approaches to learning... The learners improved their day to day skills, engaged in healthy, meaningful and positive activities, and enriched appreciation and understanding of their environment and homes. In some cases tangible improvements were observable in people with serious medical conditions: they were once more able to engage in activities in contexts that hitherto had been barriers to normal social interaction. These included phobias connected with enclosed spaces, open spaces, and even working in groups.

'It has been a privilege to be a part of the project, making archaeology give value to the community, enhancing my own understanding of local history, and doing so in a context in which all who took part, including myself, had fun.'

- Tim Cockrell (Sheffield and Barnsley)

'I've spent 20 years getting people to accept that you can teach archaeology to school children/students...This project gave me the opportunity to bring other groups in the mix, people who would not normally get the opportunity. For me it comes down to the statement that 'archaeology is for all'.'

- Dave Weldrake (Leeds)

'I have enjoyed teaching the Inclusive Archaeology course and exploring new ways of widening access to heritage and knowledge of the past, to groups where experiencing heritage may be difficult. I never thought about how disability can limit opportunities to learn and enjoy Britain rich heritage and archaeology. Through the Inclusive Archaeology course this has been tackled through innovative ways and succeeded in making archaeology inclusive not exclusive.'

- Megan Clement (Bradford)

Following their involvement in the project, several tutors went on to other things:

Dave Weldrake

Dave is an experienced archaeologist, who for many years worked for the West Yorkshire Sites and Monuments Record producing educational material which he used during outreach work in West Yorkshire schools. Dave was keen to use his expertise and passionate for teaching on the project, and began by teaching a group of adults with physical impairments at the Mariner's Resource Centre in Leeds. Since delivering a very successful course with the students at the centre, Dave has gone onto deliver other general WEA courses in Castleford and Shipley. Dave wrote about his experiences and achievements with the Leeds group in the 2012 Council for British Archaeology: Yorkshire Forum Journal.



Kate Thomas

Karen was an existing WEA tutor who specialised in teaching creative, practical courses to adults with learning disabilities. She was keen to use her expertise with teaching one of our target audiences and join us on the project. She was supported to teach archaeology firstly with a group of adults with learning disabilities at Ripon Community Link, and secondly with a group of adults with Dementia at Dementia Forward in Harrogate. She subsequently secured full-time employment with Dementia Forward. Karen's confidence in working closely with care sector partners and developing educational programmes to meet their needs meant she felt confident and able to identify new partners to work with, who she knew would benefit from participation with the project. Karen became a flexible and responsive practitioner, and her experience on the project helped her secure full time employment.



Jon Kenny

Jon is employed as a community archaeologist with York Archaeological Trust. His work involves community support and development work with groups of adults who are interested in undertaking their own community-based archaeological activity. Most of the groups Jon routinely works with are white, educated middle-class people. Jon was keen to develop his skills and experience in working with other audiences, and saw the project as his opportunity to do this. Together with a partner, Brian Elsey (from Archaeology North Duffield), Jon worked with a group of adults with learning disabilities in Selby. Jon personally feels he has benefited greatly from his participation with the project, and he is keen to further inclusive strategies in the community work he does with YAT.



3.3.5 Heritage Partners and Organisations

The project has been central to the development of new partners within the heritage and higher education sectors, as well as the consolidation of partnerships initiated during the pilot project. We worked with a very wide range of organisations and in different ways. Higher education partners at the Universities of Sheffield and Bradford provided access to specialist facilities such as osteology laboratories, field training sessions at Castleton and metal casting workshops. Awareness of the project within the post-graduate communities also maximised opportunities for the recruitment of skilled volunteers: 'Now in the Department (of Archaeology, University of Sheffield), for all PhD students who start, we tell them about the WEA and volunteering.' (Jenny Crangle)

Local authority heritage services provided vital support for the project, enabling students to access and experience the rich and diverse collections of the region in its museums, galleries and archive services. Many museums provided educational workshops, such as the 'Villa in a Box' workshop at Doncaster and a simulated excavation at Cannon Hall; others, such as Experience Barnsley, provided handling sessions.

The project was able to offer authentic experiences of archaeology due to supportive partnerships with a number of professional archaeology organisations. Elmet Archaeology, led by Christine Rawson and Alex Sotheran, delivered excellent training sessions for tutors on risk assessment, as well as offering opportunities for our students to participate in field walking, levelling, and finds processing. They also supported student activities at Silkstone and Athersley. Mike McCoy at Archemis kindly hosted some of our groups at the Staveley Hall Project in Derbyshire, enabling these students to engage in excavation, sorting and processing. Roger Martlew from Yorkshire Dales Landscape Research Trust welcomed our Ripon student group for a day's participation in the Chapel House Wood Landscape Project in Grassington; South Leeds Archaeology provided expert support for the dig at the Mariners' Resource Centre; Brian Elsey from North Duffield Conservation and Local History Society provided a great opportunity for our Selby group to participate in the community excavation at North Duffield; and Freda Matthews from Yorkshire Archaeological Society invited the project to excavate at Claremont House, the Society's historic base in Woodhouse in Leeds, also providing research materials and acting as a guide for an historic walk in the area. ASWYAS also supported the investigations at Claremont House.

The first aim of the project - to demonstrate to the wider community that everyone has an entitlement to learn about heritage and play a role in its conservation – could only be achieved with significant positive engagement from these partners, and the recognition among those engaged that our target audiences not only could but should be involved. Responses from heritage partners indicate that this has been firmly established:

‘Our experience was very positive. Everyone was willing to get involved and the group demonstrated a high degree of interest. I already felt there was potential for involvement from the project and everything went very smoothly.’

- Roger Martlew, *Yorkshire Dales Landscape Research Trust*

‘The visit was very enjoyable. The group were well organised and the tutors and staff were extremely helpful throughout. The learners were well prepared for the visit and they were a pleasure to work with.’

- Tegwen Roberts, *East Peak Industrial Partnership*

‘I have been able to host sessions at the farm for many of the courses: especially successful have been experimental archaeology sessions based at our reconstructed Iron Age Roundhouse. I have also been able to involve learners from the project as volunteers on a number of our projects here. This opportunity of joined up working has enriched both Heeley Farm and the WEA project.’

- Sally Rodgers’ *Heritage Officer, Heeley City Farm*

‘I already had a conviction that anyone who wants to can get involved in archaeology; but I now feel better equipped to prove the case. I was able to witness the benefit of what people were doing over a period of time, with students gaining confidence and demonstrating their knowledge and understanding.’

- Jon Kenny, *Community Archaeologist, York Archaeological Trust*

‘For me it was a reconnection. I’d become very narrowly focused... To work with adults with a variety of needs and expectations was very good... and then to see some of the individuals come back on their own... to finish off looking round the museum was really good.’

- Alan Hall, *Education Officer, Doncaster Museum*


Partners also observed how the project had helped changed attitudes:

‘There was a certain reluctance from some of the museum staff but by the finish they were all really enthusiastic... The response of the front-of-house staff changed. They looked forward to the groups coming to the museum.’

- Alan Hall, *Education Officer, Doncaster Museum*

Partners’ publicity also promoted positive images of our participants. The Staveley Hall Project was publicised with a poster of our students on site, while the North Duffield Project website features photographs of our Selby group.

STAVELEY HALL



2013 COMMUNITY ARCHAEOLOGY

The Kitchen Midden: Season 3
July 16th - 27th 2013 (Tuesdays-Saturdays)
Participation is free & open to all
(Under-16s must be accompanied by an adult)

This is a small-scale excavation and space is limited
For queries or information: info@archemis.org

location	time	
STAVELEY HALL	10AM-4PM	Please note: Excavation of the midden will take place July 16th - 27th (11th - 12th season 2 backfill removal; 30th - 31st, recording & backfilling)

3.3.6 Care Partners

The WEA has developed strong partnerships with care service providers in Yorkshire and Humber. Of the 17 statutory and voluntary sector services the project worked with, 12 were existing partners with which we had developed a range of provision. In many cases, these relationships were long-standing and the WEA was seen by the partner as being a responsive and inclusive learning provider. The project's offer of a new and different learning opportunity for service users was therefore considered in this context, making it possible for courses to be developed where partners felt able, in large part, to 'buy in' to an unfamiliar idea. This wasn't necessarily disseminated throughout each organisation, however: in some organisations there was a feeling of scepticism and a degree of reluctance about the benefits of involving particular client groups in what traditionally is seen as a very physical and intellectual subject. There was also a lack of confidence and/or experience amongst some of our own existing teaching staff about adapting the archaeological subjects to groups of individuals with additional educational needs. In these instances the role of the Project Workers involved providing considerable support and reassurance to allay any initial fears. Recognising that the success of the project required all participants and partners to set forth on a journey together, and that concerns would be addressed fully, at every stage in that journey, meant that we were able to achieve some incredibly positive things. Those staff and partners who were perhaps initially sceptical at the start became huge advocates for the project and its impact.

Although in some instances, resource pressures on partners were such that support for the project limited what could be achieved (meaning, for example, that a small number of visits or field activities couldn't go ahead as there weren't enough staff available to support groups), our partners demonstrated great commitment and enthusiasm for the project – and their responses have been both very positive and indicative of a significant impact:

'The whole experience has been marvellous. It has been a delight to see the service users so enthusiastic and eager for more. Victoria has been a real champion; her organisation, for every session, has been faultless... Our service users and staff have discovered things they previously didn't know and have visited places they may never have had the opportunity to visit.'

- Jill Taylor, Team Leader, Wombwell Unit, Barnsley Learning Disability Service

'This course has been a significantly successful exercise for all of those who took part. As well as presenting a fascinating subject to the students, the tutor was able to make it a 'local' subject, encouraging the class to 'bring in' their own knowledge, memories, stories, etc. Very much inspired: most of the class went on to be involved with a local archaeology project through the summer break. Brilliant.'

- Paul Truin, Stonham Home Group, Rotherham

'This kind of archaeological learning / experience helps to break down the perception that people with disability have barriers; these are broken down by this excellent learning opportunity.'

- Paul Silvester, Foresight NE Lincolnshire

'Due to the interest in the course, two of the service users now want to visit museums and archaeological digs. These are activities they never would have done without the course and the supportive environment created.'

- Terry Brooker, Sheffield Health and Social Care NHS Trust

'All users benefited from the group in different ways; everyone enjoyed taking part and undertaking the various studies and tasks. These range from just the social interaction to learning new skills and gaining more knowledge and understanding about the past.'

- Mark Woodcock, Team Leader, Dearne Unit, Barnsley Learning Disability Service

'Outcomes were far in excess of what we'd hoped. Consistently it was the same group of people [attending]: it had captured people. It was so powerful to witness the recovery journey.'

- Will Mayor, Sheffield Care Trust

All care partners who responded to our evaluation (partner feedback forms or structured conversation) rated all aspects of the project good or excellent.

3.3.7 The WEA

The Association

The WEA is the largest voluntary sector provider of adult education in the UK, which seeks to deliver its mission by 'developing partnerships to meet individual and collective needs, using active learning and a student centred approach'.¹² This is realised through National Strategic Objectives (NSOs), to which each of the 9 English Regions contribute via a yearly Business Plan and Self-Assessment Report.

The impact of the project for the Association can therefore be described in terms of how it has contributed to the implementation of the annual Business Plan in helping to meet the NSOs. The following achievements relate to the 2012-13 Plan:

- At least 200 students (63.9%) from targeted audiences, disadvantaged either by disability / learning difficulty / mental health difficulty / ethnic background.
(*'65% of provision meeting the needs of disadvantaged groups'* – NSO 2)
- 52 volunteers participating in the project, many of these graduates who have developed a wide range of skills enhancing their employability.
(*'Develop volunteering as a route to employability in every Region'* – NSO 4)
- Project evaluation demonstrating impact on target groups.
(*'To demonstrate, both quantitatively and qualitatively, to funders, students and other stakeholders the impact that the WEA makes on target groups within our priority themes. These groups are adults who are economically disadvantaged, or experience the impact of health inequalities or social exclusion.'* – NSO 5)
- Developing sustainability through partnership, joint-working and funding.
(*'Expanding local partnerships with potential'; 'Developing new funding sources for key target groups'* – NSO 6)
- Influencing thought and engaging the wider public in issues relating to inclusion and equality through attendance at conferences, publication of papers, use of website and contribution to public heritage events.
(*'WEA articles in academic or professional journals or quality press'; 'Building relationships with national, regional and local groups and bodies'; 'Deliver a social media plan and achieve twofold increase in social media activity'* – NSO 7)

Impact can also be measured in how the project has continued to shape the development of WEA policy. This has been particularly evident in relation to volunteering within the Association. While voluntary organisation and support have been central to the WEA since its inception, this has primarily been in its national and local governance. More recently, a number of national initiatives have provided training and support to enable students to develop voluntary roles supporting learning.

The project's recruitment of graduate archaeologists as volunteers built on – and in some ways developed – WEA practices with respect to volunteering. We wanted to recruit volunteers with specific subject expertise; we also recognised that volunteering for us offered graduates opportunities to develop employability skills – and that a significant motivation for their involvement with the project was as a stepping stone into employment.

As such, it was important that we had a structure which could recruit and support volunteers effectively, providing clear information about the kinds of tasks involved, the roles of tutors and field staff and what support they could expect. It is clear from the above comments (3.3.3) that volunteers had a positive experience; but the impact on the WEA has been equally significant. Project staff were able to make important practical contributions to the implementation of the national volunteering strategy through the development of tools and procedures, including role descriptors, recruitment and induction procedure and training packages for volunteers working in the field and with students with additional needs. As Jol Miskin, Regional Education Manager for YH Region, commented:

'It's really opened up a new way of looking at and responding to the whole voluntary aspect of the Association.'

The impact of the project is also recognised in the support, both within YH Region and in the wider Association, for development of key elements of the work of the project. Internal resources have been allocated from the WEA's SFA core contract to fund two posts in 2014-15 which will enable us to take forward the experience of the project, supporting capacity building for similar activity in other regions, providing training and educational packages for external organisations and developing further partnerships to maximise opportunities for sustainability.

Yorkshire and Humber Region

The project in many ways marked a step change in how the WEA sought to deliver archaeology within its communities. While archaeology in the Region has formed a long-standing part of its programme, with passionate and experienced tutors offering stimulating courses and insights into the fascinating work of archaeologists, the range of needs and expectations within the project's target audiences meant that a radical, hands-on, student-centred pedagogy was necessary. We needed to engage, inspire and encourage participation, engendering 'learning by doing' by taking our students into the heart of the archaeological process – or by bringing that activity to them. For field staff, this was a new departure. While facilitating provision across a wide-ranging curriculum within a partnership approach is at the core of WEA Organisers' and Course Programme Workers' experience, the project involved a huge range of challenges: not only working with students with a vast range of needs, but also interpreting those needs in the context of an unfamiliar subject, with new partners, or established partners for whom this was equally unfamiliar.

There were – inevitably – moments of strain in the process; but the responses of field staff (gathered using Survey Monkey) clearly demonstrate the positive impact the project had on them. It was 'innovative, inspirational and inclusive'; 'hugely positive and incredibly rewarding. Challenging, but hugely beneficial in terms of personal development'; 'It has changed my course offer'.

For some staff, the project changed their views about archaeology and who could participate: 'I have seen people with severe learning difficulties engaging with, responding to, enjoying and appreciating archaeology beyond my expectations'; 'I used to think that archaeology was a rather dry remote academic subject but now I KNOW that everyone can participate!';

'The project has opened my eyes as to what 'counts' as archaeology. When I first got involved in the project I had a very narrow view and thought that [it] was about excavations in mostly far-flung places and not relevant to local urban communities, except maybe for adults with a specialised interest.'

Equally, staff identified a number of ways in which the project impacted on the WEA's wider practice: 'It has made me as an Organiser look at other opportunities for students with learning difficulties'; 'It has taught us how best to manage projects'; 'I think the project has had a huge impact on the WEA's practice in terms of making courses fully inclusive'.

Having had this experience within the region, staff are committed to supporting its continuation by 'supporting each other in projects, sustained partnership working, increased awareness raising amongst care / heritage sectors nationwide'; and by 'valuing the skills and experiences developed by tutors involved and continuing to look for opportunities for them to run courses'.

The Regional Director, Fiona Parr, was able to offer a strategic overview of the impact of the project in her responses. She 'witnessed first-hand not only the excellent teaching and delivery methods employed but also the obvious impact on students and partners taking part. It improved student's confidence and made new activities accessible. It also provided interesting and rewarding volunteering opportunities for individuals and volunteer resources for partners.' As such, she saw a number of benefits:

'[It] improved the methodology of working with particular groups of students around practical subjects, improved and extended the number and quality of partnership work, improved pre course and in course risk assessment, improved participation of people with disabilities in the humanities curriculum.'

Her commitment to continuing the work, 'to ensure a model of delivery within SFA funding' and 'to continue to look for business and other funding opportunities to further develop and deliver the work' has been demonstrated in her championing of the project to the Association, resulting – at a time of financial challenge – in material support for a continuation of activities.

Project Staff

If the experience of the project for the wider staff team within the Region has been significant, the impact on those most closely involved in it has been dramatic. For Christine Makison, who provided admin support for the project (and is also a historian and experienced WEA tutor), the experience was in observing growth and development:

'I think the project has taken everyone involved on it on a journey out of their comfort zone and into areas they would not normally have gone, to engage with people they would not ordinarily have engaged with, and to develop skills they would not ordinarily have developed. For students that has been engaging with history and archaeology which might previously have seemed in some way above them or not what they would have considered accessible to them. As a bi-product of that there has been a growth in self-confidence and self-belief. For heritage professionals it has been engaging with groups of people that would otherwise have been hard, if not impossible, to reach. For tutors it has been adapting their resources and methods to accommodate these students.'

The legacy of the project has been that it is okay to take risks and move out of your comfort zone, and that when you do it can be tremendously rewarding for all concerned, including yourself. Everyone I have spoken to who has been involved with the project has taken this with them. Students, tutors, professionals, staff, Project Workers and managers have all been challenged in new ways and have negotiated new ways of dealing with those challenges. The most successful aspect of the project for me has to be that it has challenged our prejudices and brought about a change in the way we view what education is, who it is for and how it works.'

The Project Workers, Victoria Beauchamp and Nicola Thorpe, had been involved in the pilot activity as sessional tutors and brought teaching skills and enthusiasm for working with disadvantaged groups from that experience. Both continued to teach on the project and to develop expertise in working with different target audiences. Nicola now feels 'confident developing courses that are adaptable and responsive, [particularly] 'in working with adults with mental health difficulties.' Victoria's practice has developed in her work with people with learning difficulties. 'The project has also given me the opportunity to discover the Deaf community and has inspired me to help them overcome the specific barriers they face in accessing heritage' – bringing added skills development benefits in her learning of BSL.

From their direct experience of teaching they have in turn been able to provide excellent support and guidance for tutors and volunteers. Nicola has 'been able to support tutors, who are new to the WEA, as well as our project volunteers, in a way that has drawn out their skills and made them approach their teaching / volunteering role with confidence and positivity.' For Victoria, 'supporting several of the volunteers to take the next step into tutoring has been hugely rewarding.'

As part of their roles in raising awareness of the project in the wider community, they have developed a range of presentation, networking and advocacy skills. Victoria asserts that 'the links we have made through presenting the project at national conferences has also secured many professional acquaintances with whom we can exchange ideas'; Nicola feels confident to 'talk at length about the value and impact of the work of the WEA and the project... representing the voice of beneficiaries to wider audiences.'

They have also developed skills in working within the WEA Yorkshire and Humber Region, helping to set up new partnerships, supporting colleagues in developing the offer for established partners and negotiating to ensure that students had the best experience possible. As a result of their work in the project, they were able to secure an emCett grant from the Education and Training Foundation to carry out research into student experience of 'cultural venues' (see Appendix 6).

The project was as much a journey for the Project Workers as it was for others that were involved. For Victoria, it 'challenged me to reconsider my thoughts about sites and objects' and that 'often it is about... discovering things together, not just about giving facts'. For Nicola, it was 'a shared and rewarding experience, where everyone had a valid contribution and an equal opportunity to learn things about the past, about themselves and from each other.'

For the Project Manager Rob Hindle – like the rest of the field staff team, having relatively little knowledge of archaeology, yet with the responsibility of ensuring that the aims of the project were achieved and that its inclusive principles remained at the core of its realisation – the experience was one of significant development, both personally and for the WEA as a whole:

'It has been inspiring and moving. There have been so many stories of personal achievement and transformation. We have achieved what we set out to do, engaging over 300 students and more than 50 volunteers, recruited new tutors, consolidated established partnerships and developed new ones, changed – or at least challenged – people's attitudes and brought about significant changes within our own organisation.'

4 Review

4.1 Summary

As described in Section 3, this project was innovative, responsive and far-reaching in its impact. It developed provision with a commitment to inclusion and equality and was driven by the wide variety of needs and experiences of its participants. Taster sessions, supported by partnership, enabled us to offer learning which was practical and achievable. Courses had a local focus which was relevant to people's own lives and experiences; this also conferred status on the heritage of local community landscapes and renewed students' interest in them – as well as giving them something of a sense of pride and confidence. The project also achieved successful involvement from a wide range of partners from both heritage and care sectors, who brought commitment, enthusiasm, expertise and resources, to the great benefit of participants.

The project was also ambitious and challenging; and as it developed, we learned. On two occasions at an early stage, we struggled to recruit and were unable to maintain groups. Logistical issues, in some instances, meant that our groups worked separately in field sessions, rather than being fully integrated into activity. We developed excellent networks – but weren't able to develop a robust enough model for a sustainable forum across the region. There were – inevitably – budgetary pressures.

As a movement committed to inclusion and widening participation, the WEA is constantly seeking to develop and improve its offer, particularly to those facing barriers to education. During the lifetime of the project it has undergone significant development, particularly in the renewal of focus on how it delivers its curriculum offer and for whom. The project has been an integral part of this growth; but it has also enriched and added value to it, developing new partnerships in new ways and bringing new audiences to heritage.

4.2 What worked well and why?

There were two areas in which the project worked particularly well: the development and delivery of provision which remained student-centred and responsive throughout; and the enthusiastic participation of partners and volunteers who brought vital resources, in terms of time, expertise and access to facilities and activities, to the project and contributed greatly to the students' learning, confidence and sense of inclusion.

4.2.1 Taster sessions

From the outset of the project it became clear that the implementation of taster sessions was a vital element in the successful engagement of student groups. These activities provided opportunities for potential students to get a good sense of what would be involved; they enabled students to contribute to course design; and they served as a mechanism for initial assessment for tutors.

In keeping with the approach of the whole project, taster sessions were practical and hands-on, enabling participants to engage directly with the subject.



Taster activity in Sheffield, 2012

They were designed in such a way that positive responses of the participants, to time periods, objects, sites and concepts indicated the likely structure of the subsequent course, and this was particularly beneficial for the learning disabled student groups. Working with self-directed groups (for example in mental health service settings or in working with Deaf communities) we produced promotional material to recruit to taster sessions:



<http://digability.wordpress.com/page/2/>

A simple form was used in taster sessions to gather feedback from participants for whom this was an appropriate format. Other students were able to give feedback verbally at the session.

Digability Taster Feedback

Have you enjoyed today?

Yes ☐ No ☐

What have you enjoyed (or not enjoyed) about the session today?

Are you still interested in joining the Archaeology course?

Yes ☐ No ☐

Having read through the suggestions for the course, does it cover things you would find interesting?

Yes ☐ No ☐

What things, in particular, are you looking forward to?

Do you have any concerns you would like to raise before the course starts?

4.2.2 Locally specific schemes of work

We developed generic learning outcomes to provide an overall structure for course planning (see 2.4.2 above); but we encouraged and supported tutors in planning provision with a local focus, using resources which were familiar to students: their own high streets, churches and museums. Feedback from students suggests that a major impact of this approach was a renewed – or new – appreciation of their local historic environment, conferring on it increased status. This helped to support our aim in promoting a sense of entitlement: in discovering that their own environment had heritage value, students were able to connect this with their own lives and experiences. As a result, many students passed on this appreciation to family and friends, becoming informal champions of their local heritage.

‘I never knew Rotherham was that interesting’ – *Stonham student*

‘I found landscape archaeology interesting as I had never really taken in the views before and realising there is lots of greenery as well as industrial Victorian parts of the town’
– *Huddersfield student*

‘Andy, another student, left the session vowing to research some sites in his local area, and bring back some information to class the following week. True to his word he did. He had visited Ulley Church, and had photographed a piece of window tracery, which was now housed in the church’s interior, intrigued to know what it was, and how it had found its way to being cemented into the floor of the current church.’

– *Stonham student (tutor comment)*



Leeds students looking at buildings on Dewsbury Road

The neighbourhood focus also provided opportunities for the development of links with local heritage groups as well as forging relationships with local historic sites that could grow and flourish beyond the project.

Developing Local Links - Wombwell

The Wombwell group sought help from Joan Robinson of Wombwell History Society in their interpretation of features on the High Street. The group took photographs of buildings and created a map:

Joan came along to the group to discuss the history of the High Street. She brought old photographs that could be compared with the group's contemporary ones and help students to understand how the town had developed. Participants had lots of questions about who was in the pictures, the dates they were taken and their locations. They ably identified several of the buildings they had seen.

A few months later Joan contacted the group again to tell them about an exhibition the Society was holding in the church. The group went along and enjoyed the exhibition, inviting others to go with them. The History Society has agreed to stay in touch with the group via the centre they attend and keep them informed of other events.



Developing Local Links - Pontefract

For the Peppermill group from Pontefract we arranged a guided tour of All Saints Church, with Revd. Harry Merrick.

Harry took the group around the exterior of the much-reduced church and talked about the key architectural features. He told us that the church grounds had been raised about 6 feet and that much of the base of the church, including the entrance to a crypt and plague-pit, was now buried. He even told the group the story of the Civil War cannon ball that took centuries to fall to the ground, having been embedded in the church walls – and the group got to handle the cannon ball. As the students were particularly interested in the architecture of the church, Harry allowed them a special view of the famous double helix staircase and a specially made model that showed how it was constructed. At the end of the tour Harry presented each student with a framed photograph of the church and invited them to return, on their own or with their families, for a second visit. This opportunity allowed students to see the historic value of churches in their local town, and gave the partner valuable experience of providing tailored tours for groups of adults with mental health difficulties.



4.2.3 Two-phase course structure

Whether the programme was delivered as two separate courses or a single longer course, most tutors chose to separate classroom and field learning activities. The classroom activities were delivered first and helped develop essential skills and understanding among the groups. It also helped students feel confident about talking about archaeology with their tutor and each other. Once out in the field, longer sessions clearly contributed to the success of the courses as they enabled groups to travel to a wide range of sites and once there, engage in meaningful activities. In many cases – building on feedback gathered during taster and classroom sessions – students were able to choose where they wanted to visit. As a result, students were both more confident about participating in the visits and more committed to the subject and the course. This meant that they got much more from the experience than they would have anticipated.

4.2.4 Partner contributions

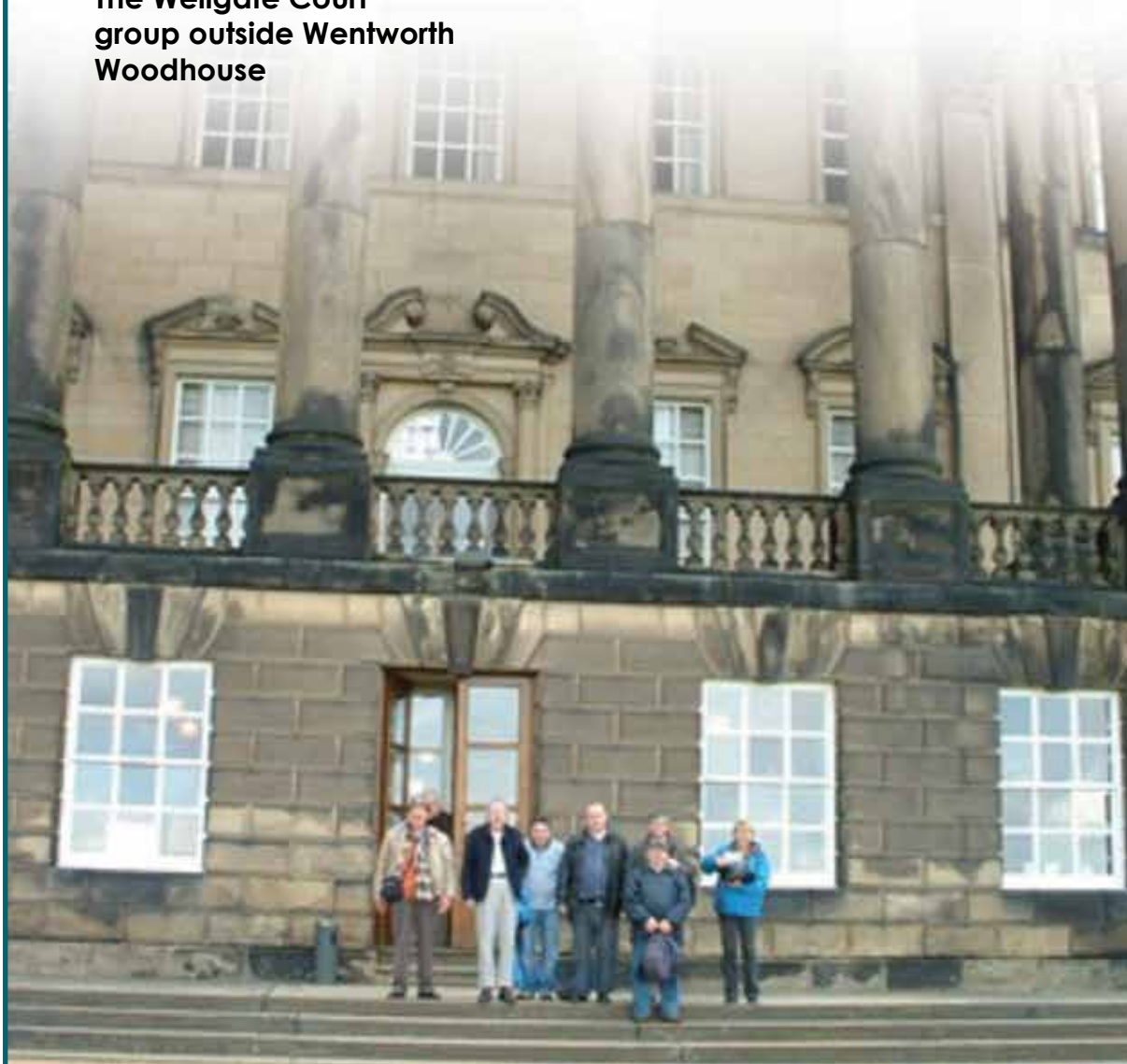
As described in section 3, partners from both care and heritage sectors made significant contributions to the project. These ranged from the provision of transport to access to specialist resources and active archaeological sites. The most important resource was people's time. Given the difficult economic conditions in which the project was operating, our partners' commitment of human resources was a very clear indication of how they prioritised the work, whether in supporting clients in engaging in activities from which they anticipated definite benefit, or in providing opportunities for widening participation. In addition, partners also saw the benefits to their services and organisations in developing their own skills and capacity.

Heritage Partners - Wentworth Woodhouse

In the last year of the project we developed a partnership with Wentworth Woodhouse in Rotherham: a stately home which had only recently opened for public tours.

We identified with staff there how our joint working could be mutually beneficial. The house tour staff wanted to gain the valuable experience of catering for different groups with a range of additional needs, and we wanted to give some of our groups the opportunity to visit somewhere new – it proved a perfect match. Four student groups from our final year's cohort visited Wentworth Woodhouse: the Doncaster Deaf group; the Tinsley BAME group; a group of learning disabled students from Athersley; and a group of mental health service users from Wellgate Court in Rotherham. The Wentworth Woodhouse staff trialled tours adapted to each of the groups' needs, and offered these to us at a special educational rate. After each tour we encouraged all the learners, and staff to feedback to the partner about what worked and what else they would have liked from the tour. Staff at Wentworth arranged publicity for our Deaf Group as it was their last session and their completion certificates were presented there. The partner also had the opportunity to reflect upon and feedback to us about the impact of their involvement with the project. It is clear Wentworth Woodhouse valued their involvement with the project, and the opportunities to work with some of the target audiences.

The Wellgate Court group outside Wentworth Woodhouse



Care Partner -

Athersley North & Laithes Lane Day Care Centres

Throughout the 40-hour course delivered at Athersley the two centres from where the students attended provided the expertise of between 3 and 5 support workers.

These support workers attended regularly, they understood the needs of the students and supported them every week to achieve their best. The room that the Laithes Lane centre provided was familiar to all the students and as such they felt very comfortable in the classroom situations. As the field visits approached the support staff spent time liaising with the tutor and helping to identify suitable bus routes. They ensured the students and their carers were aware of what was happening each week and sent reminders about early starts and the need for refreshments. They were caring and considerate to the students, treating them all with the greatest respect and celebrating each milestone with them.

Drawing on the willingness of care centres such as those in Athersley to provide valuable support workers was one reason why the project was able to complete within budget. They also provided basic resources such as pens, pencils, glue, protective clothing such as gloves.



Cross Sectoral Partnership -

WEA, York Archaeological Trust and Victoria Country History

A fairly new departure for the project in the final months of the last year of delivery was the development of a course and a series of community-based archaeological activities that supported a more forward-thinking, forward-looking investment in participant skills and knowledge for later involvement in a cross-partnership archaeology project.

The Digability course in Goole recruited healthy student numbers and drew-upon participants from a wide cross-section of the local community. Alongside the 40 hour course in Goole, we also delivered a number of shorter day schools in Howden, again targeting a cross-section of the community there. Not only did the educational activities attract and support a range of students, who ordinarily wouldn't have had the opportunity to participate in archaeology learning, it also equipped them to carry forward their new skills into participation in a community-based archaeology activity, funded by Victoria County History and supported by York Archaeological Trust. We believed that in order for the legacy of the Digability project to be sustainable in the operating 'patches' of some heritage organisations, this kind of investment in the community was vitally important.

Howden & Goole students recording a wall, as part of the WEA archaeology day school



4.2.5 Volunteer contributions

As stated, 52 volunteers contributed over 500 hours of their time. The difference the project made to some of these individuals has been described in 3.3.3 above; but equally, the success of voluntary involvement can also be described in the variety of contributions volunteers made.

Bones workshops

Seven postgraduates from the University of Sheffield provided engaging and thoughtful workshops for several of our South Yorkshire groups, either by bringing assemblages and facsimile skeletons to classroom sessions or at the human osteology and archaeology zoology laboratories at the University. A similar opportunity was provided by the University of Bradford for one of our Bradford groups.



Deaf students studying animal skulls



A student gets to grips with the bag bellows

Metal working

Giovanna Fregni delivered four metal working sessions. One was classroom based and dealt with the creation of fibula brooches as part of the Roman short course. The other three sessions were outdoor sessions where students learnt the process of casting metal and got to experiment with iron-age style bag bellows and roman bellows.

At our heritage festival to mark the end of the project Giovanna and two project 'graduates' built a furnace at the WEA's Sheffield Learning Centre. This will enable Giovanna to teach here in future as a WEA tutor.

4.3 What didn't work well and why?

4.3.1 Recruitment and retention of some student groups

The project was successful in general in recruiting and retaining students. Given the range of needs of participants – including mental health difficulties which often result in poor / sporadic attendance and commitment levels – we were very pleased that project data has demonstrated similar attendance and higher retention levels to those achieved by the WEA YH Region overall over the same period:

	WEA Yorkshire and Humber Region		Archaeology Project	
	2012 – 13	2013 – 14	2012 – 13	2013 – 14
Attendance	80%	86%	78%	86%
Retention	95%	95%	100%	97%

In some cases, however, the project was less successful. During the first year of delivery we had two instances where courses were curtailed. The first was with a group of Asian women who had engaged with the WEA on other activities through partnership work. This was the first opportunity for the project to engage people from a BAME community (the group most difficult to engage in archaeology¹³). Although an initial set up meeting was held with leaders in the community within the first couple of weeks of the project we did not at this stage have any case studies for them to demonstrate effectively to their community the relevant and potential impact of the project. As a result, engagement in initial activities was sporadically low and, although the group did participate in 8 hours of learning, the course was curtailed. The second instance was in Scunthorpe where we were establishing new partnerships with care services. In this case, as we were unable to recruit from one partner, we elected to open out recruitment from multiple partners. This did work successfully in other areas where partnerships were well established; but in this case a lack of clarity and communication issues meant that engagement was low. We were able to complete the introductory course with this cohort but couldn't progress beyond that stage. Reviewing the experience, it was our feeling that due to the factors outlined we elected to deliver the course at a WEA venue which was unfamiliar to potential participants; and as we weren't able to identify and agree the necessary support from partners to enable people to make what was for them a significant step, many elected not to attend.

We learned a huge amount from these experiences and developed more robust initial engagement practice to maximise the effectiveness of recruitment and likelihood of retention. These included publicity materials, including films and the website, so that potential students and partners could get a clear idea of what they would be doing; and initial discussions allowed us to agree and review responsibilities which were laid out in a partnership agreement.

4.3.2 Specific as opposed to integrated activity

We were very fortunate that our heritage sector partners were keen to develop opportunities for our students especially when it came to practical field activities. However, because of the logistics of accommodating a project group on their site, many partners chose to offer a special / specific activity for our students.

These activities clearly afforded lots of great learning activities for our students and didn't detract from the practical / group learning which took place; but what they didn't achieve in many instances was a wider integration into the 'normal' work of the heritage partners.

As confidence grew – for our partners, our students and for us as project staff – we specifically sought to offer a more integrated approach to practical activities, discussing ways in which project groups could participate alongside other community members. One example of this was our visits in 2014 to the University of Sheffield’s Castleton excavations, involving several groups. The integrated approach had a positive impact on all involved – and some students felt confident enough as a result to return independently to participate in the excavations because they had been made welcome and to feel part of the wider group. We had always believed that shared participation in practical activity was a great leveller – and the outcomes confirmed this.

4.3.3 Representative Forum

As described above, we brought together a group of people representing different elements of the project with the intention of providing a forum for discussion and reporting on different experiences within the project. Two meetings were held in 2012 and 12 people attended across the two meetings, representing heritage and care sector partners, tutors, volunteers, WEA Organisers and Managers and project staff. Useful discussions were held and partners have reported some positive outcomes in terms of networking.

We weren’t able to sustain the forum, however. Reflecting on possible reasons for this, we would suggest the following issues:

- **Function of the forum.** We invited members to suggest topics for discussion / agenda items but with limited success, possibly due to a lack of clarity about the function of the forum. As these meetings took place relatively early in the project cycle and many members of the group had not yet been directly involved in helping to deliver the project, the emphasis was on the Project Manager reporting on initial developments. For many people it was also the first experience of either archaeology or working with the target groups, which meant that members felt they had little to contribute in terms of their own previous experiences.
- **Membership of the forum.** Although membership was quite representative, no students elected to join the forum, which meant that a key voice was missing from the meetings. The experience of the project – and the WEA generally – is that students’ stories and accounts vitalise discussions about any learning activity. Although the project was student-centred in terms of learning activity, and was successful in engaging students in raising profile through the website and public events, we didn’t consider the resource implications of engagement in a representative forum where students would need considerable support to attend.
- **Geography.** An additional difficulty was the fact that, however central and connected the meeting location (both meetings were held in Leeds), attendance required time and expense. All members of the forum devoted considerable time and other resources to the project – and clearly their involvement in learning delivery was the priority. Taking a full day in attending forum meetings was, in the end, probably a step too far.

Following the demise of the forum, the project sought other methods to maintain communication and partner involvement. We developed an online forum as a site of thematic discussion – though again, with limited success. Again, our assessment of the lack of response was a lack of experience in many of the areas we sought to discuss. The main Digability website was very successful and served some of the functions of a forum: we received 37 comments through it and made a number of new connections.

4.3.4 Budget planning

It is always incumbent on a project to ensure that budgets are monitored effectively to ensure that financial risk is minimised and we were able to achieve this, delivering a highly successful project within budget. Planning spending for a three-year project in which there is necessarily an evolving picture, with unforeseen elements developing as we responded to the needs of participants, allied to working with a wide variety of partners (with their own budgetary pressures and priorities) and against a difficult economic background, resulted in a series of pressures.

We were able to work successfully with the funder to alleviate some of these pressures by viring across budget headings, and this occurred as the project developed. However, a number of factors led ultimately to an overall underspend. These included unforeseen variations relating to project appointments and salary rates (no annual increases in salary over the 3 years, for example); a variation in tutor and support worker rates; and underspend against some other costs largely as a result of partner contributions. We also tended towards caution in the first half of the project, meaning that we didn't spend fully against some of the headings.

We conclude that even given all the aforementioned pressures and factors, the project has still managed to achieve all its outputs within budget; the final underspend has not impacted detrimentally on the project but has enabled the team to demonstrate that all contracted outputs can be met whilst also achieving value for money across the board. During the process of managing the 3 year budget, the team has grasped the opportunity to learn a great deal about planning, monitoring and budgetary management which will serve us well in future projects.

4.4 How much of a difference would have happened anyway?

As a project developed to engage under-represented groups in learning and to challenge attitudes as to who can participate in what, the activity was wholly in line with the strategic aims of the WEA, which seeks to 'deliver our mission by developing partnerships to meet individual and collective needs, using active learning and a student centred approach in which teachers and students work as equals.'¹⁴

The approach of the project – working closely with partners, seeking to meet student need through the development of responsive, practical learning opportunities – was very much in accordance with the WEA's practice. The strength of our partnership work and the student centred focus of our teaching and learning provision would have continued to develop without the project. Where we feel we have added value, as described in this report, is in the development of partners from the heritage sector, how we have sought to engage them (including voluntary engagement), and how in working with students and care services with established relationships with the WEA, but in new and unfamiliar activities, we have helped demonstrate to them and others hitherto unconsidered avenues for learning and progression.

The WEA's commitment to working with under-represented groups results in higher than average engagement of people with declared disabilities – around 39% between 2012 and 2014.¹⁵ Engagement in the project was inevitably (given the targeted approach) much higher; but as the project participants constitute a very small proportion of WEA student totals (about 70,000 a year), it is likely that these figures were only marginally affected by the project. The difference, rather, was in the kind of learning and its impact. By other measures (such as disadvantaged postcode), the project was broadly in line with the national analysis (52% compared with 45% over the same period).

Over the past three years the WEA has developed far-reaching strategies to revitalise its curriculum offer through four key themes: Employability, Health and wellbeing, Community engagement and Culture. This approach has encouraged renewed focus on what is distinctive about WEA provision – in particular its provision of education which:

‘develops confidence, understanding and skills... to combat poverty and inequality’
(Employability Statement)

‘combats inequalities and promotes a social and preventative model of health and well-being’ (Health and wellbeing Statement)

‘combats social exclusion and promotes active citizenship... working with socially and economically disadvantaged adults along with members of marginalised communities’
(Community engagement Statement)

‘broadens horizons through understanding cultures, identities and environments embodying our commitment to social purpose’ (Culture Statement)

(See <http://wea.org.uk/about/whatwedo> for further information)

Clearly, the aims and approaches of this project have been aligned to the principles articulated in several of these statements; and the impact of the project has demonstrated that its remit has cut across themes, offering opportunities for broad development. The WEA is a movement, not an institution. As such, it is constantly seeking to renew its offer: and ‘Digability’ – the Inclusive Archaeology Education Project – has been a symptom of this development, as well as being a small part of the catalyst for it.

5 Lessons learned

THERE ARE DIFFERENT WAYS OF LAUNCHING A PROJECT. We felt it was necessary to mark the start of the project in order to ‘announce’ its commencement to the wider community and begin to develop interest in the work and networks among those who we hoped would support us. However, upon reflection, we now recognise a formal event is not always the best way of achieving these outcomes. We were able to meet people who had expressed an interest in being involved, as partners, volunteers or students; but describing a project whose success would derive from its practical focus, when very little practical activity had started (and couldn’t be ‘brought’ into the venue) wasn’t the most effective way of demonstrating the exciting possibilities the project was to offer. We felt particularly that for students, or those intending to participate as students, the formality of the occasion wasn’t the most appropriate setting for them to describe what they were learning or what they hoped to learn on the project.

This was in complete contrast to the celebration event held in York in July 2014, in which students, tutors, volunteers and partners came together in what was an emotional and inspiring culmination of the journey we had collectively taken. Local groups were also able to celebrate their achievements locally, with family, friends and supporters. Even when local dignitaries attended these events, their low-key nature and the fact that everyone could participate fully and from their own experiences meant that they took place in a relaxed atmosphere which everyone (including Lord Mayors!) enjoyed.

We also organised local launches during the first year of the project, but again felt that these weren’t particularly dynamic events, without the sense of engagement and entitlement that characterised the celebration events. It may be more effective therefore to ‘launch’ projects of this nature in a local setting, but also to make use of the heritage landscape and organise practical activities in which everyone could take part.

PLAN FOR CHANGE. One of the most marked lessons we learned as part of the management and delivery of the project has been how innovation can (both intentionally and unexpectedly) effect change in an organisation. Before we started delivery, we felt that the WEA’s internal processes were effective and adequate enough to meet the needs of the project. However, as we began to develop activity we realised that we needed to revisit and adapt some of these processes to ensure they met the requirements of the project and its beneficiaries. These processes supported key functions within the project, including volunteer recruitment and support, effective planning and health and safety considerations for outdoor learning activities, and the monitoring and evaluation of teaching and learning. It was necessary to critically review and adapt these processes: something not anticipated before delivery. Working through them as we were developing and delivering learning during the first year enabled us to effect change from a practical perspective. This not only strengthened the project and developed the skills of project staff; it contributed to positive changes within the wider organisation. We were able to work alongside staff responsible for volunteering, health and safety and education administration systems, and not only make recommendations for where changes needed to be made but also disseminate what we had learned from the process to colleagues.

This experience was clearly of great benefit to both the project and the WEA as a whole. Were we to run a similar project again, while recognising that innovation necessarily requires a flexible, problem-solving approach to the work as it develops, we are in a much better position now to anticipate and plan for change and would incorporate systems modelling and evaluation into any pilot activity carried out during a development phase.

THINK (EVEN) MORE DEEPLY ABOUT DIVERSITY. As described in Section 4, we had difficulties in engaging and sustaining two student groups – one of Asian women and one which included students from several mental health and substance misuse services.

As the project developed and we worked with more – and a wider range of – people, we were able to make better judgements about how needs could most effectively be met. In the case of mental health service users, engaging with an activity which presents multiple challenges (travelling to an unfamiliar venue, meeting new people and participating in a subject that is unfamiliar and quite possibly expected to be academic and ‘difficult’) will be too much for many.

The Asian women’s group were excited about finding out about their local heritage. In fact, contrary to our expectations (and perhaps highlighting how easy it is to make judgements), they felt they had more connection with the history of Bradford than with their native Pakistan as many were second generation immigrants. What we failed to appreciate were the cultural demands which made commitment to the project difficult: the need to look after family members who fall ill, child care, meal times, walking the streets being an unfamiliar activity. While it is easy to establish a group agreement which can include things like punctuality, regular attendance and so on, women who want to attend find that external factors can make it very difficult. We feel that a community champion or advocate may be necessary and important to supporting development around tailored delivery for BAME group engagement. Where a community advocate, who was aware and sensitive to the needs of the group, supported the development of the course for BAME students in Sheffield, we were able to deliver a successful course. Given the range of issues pertaining (though not uniquely) to members of BAME communities, however, it may have been more appropriate not to have included them as a target audience for this project and instead to develop a separate project. This would enable us to devote more thought and attention to these challenges, and to develop a response in partnership with BAME community groups and organisations.

RECOGNISE THE TRANSFERABLE SKILLS OF EXPERIENCED TUTORS. Delivering a project across a large region – and one in which local knowledge is considered to be a significant contributor to its success – means that its delivery can be dependent on a wide distribution of tutors with a range of skills and expertise. We anticipated recruiting a combination of new tutors with community archaeology backgrounds and supporting the development of existing WEA tutors as student groups were identified.

Our experience was that, while we were successful in recruiting a number of tutors with a keen interest in the project, the range of skills were variable, meaning that the Project Workers had to provide large amounts of support initially as they developed confidence in delivering to students whose range of needs were often unfamiliar to them. We also found that, for a number of reasons, it was difficult to recruit tutors from or for some of the localities within the region. Factors included tutors preferring to teach in and about landscapes / areas with which they were familiar; active groups and professionals being

largely concentrated in urban areas; and some unwillingness to engage with our target audiences. In some cases, this meant that established tutors or the Project Workers had to travel long distances to deliver courses.

As the project went on, however, we began to recognise that there were WEA tutors with other skills who could contribute very effectively to the project. With support from Project Workers, skilled volunteers and partners, non-archaeologists with expertise in local history or even art, who also had wide-ranging experience of working with diverse groups and alongside care services, could work very effectively and deliver highly successful courses. In the spirit of the WEA, a tutor's willingness to learn alongside their students can be a powerful agent for learning: in the experience of the project, a tutor from outside the archaeology community, just as much as marginalised students, can ask questions as pertinent – perhaps more pertinent – than those whose learning and expertise has taken place within it.

SCEPTICISM OR RELUCTANCE IS BEST OVERCOME THROUGH PRACTICAL MEANS

but we must recognise people's anxieties and work with them to overcome these; we must also acknowledge the limits of what can be achieved, both by partners and by students. We can show them what can be done and how, using films of previous activities, inviting them to visit groups engaged in other learning, or trialling their own educational activities with people with additional needs. As we have described above, the opportunities for students able to work alongside others maximised benefit. Students derived a sense of pride and self-confidence from their contributions to 'real' archaeology, which was made most apparent to them in such situations; and for partners and volunteers, these experiences made them more aware of the needs and capabilities of students, consequently building their confidence in working effectively and respectfully with them.

LOCAL REPRESENTATION IS MORE RELEVANT AND EFFECTIVE FOR PROJECTS WITH LOCAL FOCUS.

The challenges in sustaining a representative forum at regional level as described in Section 4 also suggest that a more localised approach to representation might have been more effective. The evaluation 'round-table' event also revealed much to us about the benefits of a localised, collective and reflective approach in moving opportunities forward. Participants in local forums would have been more aware of how the project related to local contexts, activities and developments within heritage and in local communities and therefore would have felt more able to recognise the value of their involvement both to the project and to their own organisations, services or communities. We would seek to incorporate this approach in any future cross-sector project.

6 Conclusion

Archaeology is concerned with all of us. It is the study of human history and prehistory through exploration and analysis of what remains in a landscape. Our forebears all played a part in shaping it; and we – all individuals and communities – will continue to do so. It is an entitlement, therefore, that everyone who wants to should have an opportunity to participate in archaeology, to learn about and celebrate our past and our connection with it.

This project was developed from a belief in the principle that we all have a right to engage in such activity – and an awareness that for many people, a range of barriers has prevented them from getting involved. We sought to demonstrate how many of these barriers were attitudinal, and/or based on a lack of awareness or experience. Our approach was based on our understanding of education as a transformative process, and a commitment to delivering inclusive, student-centred learning that would engage and motivate participants and demonstrate possibility. Working closely with partners from heritage and care sectors, we were determined to open opportunities for people to engage in new experiences in a safe, positive environment, and to promote an understanding of widening participation which would help to secure a change in thinking.

The outcome was remarkable. Over 300 students engaged with archaeology, most of them for the first time, and demonstrated great commitment and ability in participating in a wide variety of learning activities – some of them not without a level of risk. The impact on them in terms of achievement, development and a sense of self-belief is clear from this report. For volunteers, support staff and tutors, the project was equally significant. Again, the experience – whether of the subject or of working with the target audiences – was new to many; consequently, the outcomes have been significant and in some cases life-changing. The care and heritage partners also brought great commitment and expertise to the project – and valued how the experience had developed their skills and awareness. Many of them remain partners of the WEA and are keen to explore further opportunities to work with us, and each other; there is also a renewed sense of commitment, among some at least, to an examination of their own responses to inclusive practice. The WEA itself has benefited greatly from the innovation of the project in bringing new audiences to a traditional curriculum area; in forging relationships with new partners and demonstrating new practice to established ones; and in driving development in volunteer strategy and practice which recognises the value of welcoming support from a wider range of people and with different skills.

However, it has demonstrated that widening participation in education, with the potential it has for transformation, is ongoing and long-term. The perception that archaeology, for whatever reason, is inaccessible to some people, is only a symptom of broader attitudes within society which, despite a steady process of enlightenment and improvement, continue to present challenges. Within the timeframe of the project, we were very successful in planting the seeds for a change in thinking – and we have cited many example in this report. Those engaged in have seen the impact and potential of inclusive archaeology education; it is necessary to continue to promote its positive stories alongside those of others seeking to challenge discrimination and celebrate participation. This commitment is central to the mission of the WEA – and we must seek, with our partners and in our communities, to sustain such practice in order to make education – archaeology and otherwise – available to all.

Graham made a dark white plate
when he rolled the clay his shoulders
felt like rowing a boat.

Mandy's favourite bone is white,
it's a foot bone, and a coccyx is for sitting on.

Josie likes finger bones, they are long
all the way to your wrist, then your elbow.

Our bones go all the way from the skull
down to our skeletoes.

David found David on a grave.

Graham rubbed with a crayon where
people died.

Tony rubbed in orange, his favourite colour.

Paul rolled out a round plain plate,
and that made him feel nice.

Group poem written at the Digability Heritage Festival (September 2014) by students from the project with tutor Fay Musselwhite.

Notes

- 1 The WEA's vision and values are available on the national website at <http://www.wea.org.uk/about/vision>
- 2 In 2010-11, participation rates in WEA archaeology courses compared to overall participation was as follows (%):

	Archaeology	All
Physical Impairment	17.0	25.7
Learning Difficulty	2.6	10.6
Black / Asian / Minority Ethnic	2.6	20.0

- 3 R. Benjamin 'Black and Asian Representation within Archaeology and Heritage in the UK', The Archaeologist, no. 48 (2003), cited in Andy Agate, 'Getting Archaeology into Class', London Archaeologist (Summer, 2005), p5
- 4 Richard Lee, 'Engaging with the Historic Environment: Continuing Education' (CBA, 2009)
- 5 WEA South Yorkshire Community Archaeology Project (YH-06-01183)
- 6 See YH-06-01183 Evaluative Report (2009); also Second Round Application for Heritage Grant, pp8-9 and Activity Plan, pp4-5
- 7 Second Round Application for Heritage Grant, p7
- 8 <http://www.hlf.org.uk/aboutus/Pages/AboutUs.aspx#.VDetg3Zwbcs>
- 9 CBA Strategy 2001-5, 2.1.9
- 10 YH-06-01183 Evaluative Report (2009), Section 3
- 11 See Project Activity Plan, p1
- 12 See (1) above
- 13 R. Benjamin 'Black and Asian Representation within Archaeology and Heritage in the UK', The Archaeologist, no. 48 (2003), cited in Andy Agate, 'Getting Archaeology into Class', London Archaeologist (Summer, 2005), p5
- 14 WEA 'vision, mission and values' – see <http://www.wea.org.uk/about/vision>
- 15 The Papworth Trust estimates that disability directly affects 20% of the UK population and that people with disabilities are half as likely to have level 2 qualifications as the average for the population as a whole. (See www.papworthtrust.org.uk, 'Disability in the United Kingdom 2013')

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Heritage Sites/ Groups/ Organisations

Harry Merrick	All Saints Church, Pontefract
Staff	Ampleforth Abbey
Staff and volunteers	Barrow Hill Round House
Staff	Bolling Hall
Staff	Bylands Abbey
Staff and volunteers	Clifton Park Museum, Rotherham
Sue Starr	Colne Valley Museum
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Meg Minion	BSL Interpreter
Laura Ormandy	BSL Interpreter

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Megan Clement	Bradford	Tim Cockrell	Scunthorpe, Sheffield, Barnsley
Dr Giovanna Fregni	Metal Work Specialist	Mark Goodwin	LD training

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Support Staff

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Jill Isles	Goldthorpe
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Claire Nowell
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Katie Purdy
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Hannah Clay
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Brian Elsie
Alex Grassam
Christine Hollingworth
Gabrielle Lawrence
Jez Lynes
Gordon McGowan
Lisa Morgan
Sarah O'Bryne
Jed Poland
Shaun Robson

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Luke Clayton
Beth Deakin
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APPENDIX 1

WEA COURSE INFORMATION TOOLS

1. Course Outline – STANDARD FORMAT (front page)

<h1 style="margin: 0;">COURSE OUTLINE</h1>				Yorkshire & Humber 			
Tutor:		Activity ID:					
Course Title: DIGABILITY: Classroom sessions							
Venue:							
Start Date:		at:		Total Hours:			
Sessions:		Hours Per Session:		Branch: Y & H Region			
Staff Member							
Fees to be charged to learner: Full £0.00 Concessionary £0.00 Registration Fee £0.00							
Aims: To introduce students to the basic concepts of archaeology using sites and artefacts							
LEARNING OUTCOMES: <i>These are the intended outcomes and may be revised in discussion with the class. Encourage learners to think about and identify their own individual outcomes. By the end of the course, learners should be able to:</i>							
	Demonstrate a basic understanding of archaeology through verbal / visual or practical means.						
	Become familiar with / build confidence in using archaeological knowledge / terminology						
	Work together as a group to achieve / undertake a practical activity.						
	Work towards producing a course portfolio.						
	Individual Target						
TEACHING AND LEARNING METHODS: <i>tick those to be used</i>							
Demonstration	✓	Discussion	✓	Group work	✓	Individual work	
Project work		Research		Role play		Written work	
Question & answer	✓	Activity outside class time		Observation	✓	Practical work	✓
Presentation	✓	Field Trip	✓	Other			
AS PART OF YOUR FIRST COURSE YOU ACCEPTED A LEARNING AGREEMENT. THIS APPLIES TO ALL COURSES YOU TAKE IN THIS ACADEMIC YEAR. YOU SHOULD HAVE A COPY OF THE LEARNING AGREEMENT (ON THE BACK OF THE ENROLMENT FORM), BUT IF NOT PLEASE ASK FOR A COPY FROM THE TUTOR							

2. Course Outline – ADAPTED FOR LD STUDENTS

Digability: Course Outline



Course title: Digability (Classroom)

Course code:



Time?



Date:

Number of Sessions?

Aims:



1. To find out about what an archaeologist does and finds

2. To find out about our local heritage



What will I be able to do?

Show I understand about archaeology by:



Talking



Drawing



Doing

Use some archaeology words



Talk about archaeology with others

Work as a group



Record my learning



Keep a scrap book about my learning

My target

What will we do each week?

Week	What we will be doing? (add pictures to help explain)
1	
2	
3	
4	
5	
6	
7	
8	

Where can I find out more about archaeology?

On our website

<http://digability.wordpress.com/>

Your local museum or heritage site

What next?

Do the fieldwork course. Ask your tutor for more information.

For Office Use Only

Date Outline received from Course Tutor	Date Outline sent to Organiser for approval	Outline approved by Organiser (signature/email)	Date approved Outline received in Regional Office
Sent to Organiser	Typed by	Printed by	WEAMIS entry (staff to initial) 1. WW 2. 3.

APPENDIX 2

HERITAGE / HERITAGE RESOURCE SITES VISITED BY THE PROJECT

Site	Group(s) Visiting	Location (County)	Site	Group(s) Visiting	Location (County)
Ampleforth Abbey	Selby	N Yorks	Creswell Crag	Stonham 2 Wellgate	Derbyshire
Athersley Centre	Athersley	S Yorks	DIG	Selby	N Yorks
Attercliffe	Athersley Catcliffe Sheffield Care Trust	S Yorks	Doncaster Minster	Burton Street Doncaster Deaf	S Yorks
Bagshaw Museum	Huddersfield Huddersfield 2	W Yorks	Doncaster Museum	Addison Bentley Doncaster Deaf Goldthorpe	S Yorks
Beaumont Park	Huddersfield Huddersfield 2	W Yorks	Doncaster Town Centre	Doncaster Deaf Milton Court	S Yorks
Bolling Hall	Springfield Grange Interlink	W Yorks	Ewden Beck	Sheffield Care Trust	S Yorks
Bolsover Castle	Stonham	W Yorks	Experience Barnsley	Athersley Barnsley Recovery Wombwell	S Yorks
Boston Castle	Stonham	S Yorks	Fountains Abbey	Harrogate Starbeck Ripon	N Yorks
Bradford Cathedral	Grange Interlink	W Yorks	Goldsborough Hall	Harrogate Starbeck	N Yorks
Brodsworth Hall	Addison Addison 2 Bentley Burton Street Goldthorpe Milton Court Stonham 2 Wellgate	S Yorks	Goxhill	Grimsby	NE Lincs
Byland Abbey	Selby	N Yorks	Grassington	Ripon	N Yorks
Canklow Woods	Stonham 1 Stonham 2 Wellgate	S Yorks	Harrogate Museum	Harrogate MIND	N Yorks
Cannon Hall	Wombwell	S Yorks	Heeley City Farm	Addison Bentley Goldthorpe Sheffield Deaf Tinsley Wombwell	S Yorks
Carl Wark	Stonham 2	Derbyshire	Helmsley Castle	Selby	N Yorks
Castleton	Sheffield Care Trust Sheffield Deaf Stonham	Derbyshire	Hickleton POW Camp	Catcliffe	S Yorks
Chase Wood	Grimsby	NE Lincs	Hillsborough	Burton Street	S Yorks
Chesterfield Canal	Stonham 2	Derbyshire	Huddersfield Town Centre	Huddersfield Huddersfield 2	W Yorks
Claremont House	Milton Court, YAS	W Yorks	Keppel's Column	Stonham	S Yorks
Clifton Park Museum	Addison 2 Stonham 2	S Yorks	Kirkstall Abbey	Mariners	
Colne Valley Museum	Huddersfield Huddersfield 2	W Yorks	Springfield	W Yorks	
Conisbrough Castle	Addison Addison 2 Burton Street Doncaster Deaf Goldthorpe Sheffield Deaf Stonham Wombwell	S Yorks	Leeds City Museum	Mariners	
Cooper Art Gallery	Wombwell	S Yorks	Leeds Discovery Centre	Huddersfield Huddersfield 2 Mariners	W Yorks
			Local churches	Athersley Burton Street Grange Interlink Milton Court Pontefract Stonham Wellgate Wombwell	All

Site	Group(s) Visiting	Location (County)	Site	Group(s) Visiting	Location (County)
Mayflower Wood	Grimsby	NE Lincs	Sheffield Archives	Catcliffe Tinsley	S Yorks
Middleham Castle	Harrogate Starbeck N Yorks Ripon		Sheffield City Centre	Sheffield Deaf	S Yorks
Monk Bretton Priory	Athersley Barnsley Recovery Wombwell	S Yorks	Sheffield Manor	Addison Bentley Goldthorpe Sheffield Deaf	S Yorks
National Coal Mining Museum	Stonham Wombwell	W Yorks	Silkstone Waggonway	Athersley Catcliffe	S Yorks
North Duffield	Selby	N Yorks	The Red House	Ripon	N Yorks
Newby Hall	Harrogate Starbeck N Yorks		Thornton Abbey	Scunthorpe	N Lincs
North Lincolnshire Museum	Grimsby Scunthorpe	N Lincs	Thrybergh Reservoir	Stonham 2	S Yorks
Nostell Priory	Pontefract	S Yorks	Tolson Museum	Huddersfield Huddersfield 2	W Yorks
Peveril Castle	Stonham Wellgate	Derbyshire	University of Bradford	Grange Interlink	W Yorks
Pontefract Castle	Pontefract Huddersfield	W Yorks	University of Sheffield	Athersley	S Yorks
Pontefract Town Centre	Pontefract	W Yorks	Wadsley Common	Sheffield Care Trust	S Yorks
Pontefract Museum	Pontefract	W Yorks	Waterloo Kiln	Stonham Wellgate	S Yorks
Ravenfield	Stonham 2	S Yorks	Wentworth Castle	Catcliffe Sheffield Deaf Tinsley	S Yorks
Ripley Castle	Harrogate MIND	N Yorks	Wentworth Woodhouse	Athersley Doncaster Deaf Tinsley Wellgate	S Yorks
Rivelin Valley	Sheffield Care Trust Stonham 2	S Yorks	Weston Park Museum	Burton Street Sheffield Care Trust Sheffield Deaf	S Yorks
Roche Abbey	Addison Addison 2 Doncaster Deaf Milton Court Stonham Wellgate	S Yorks	Wharnccliffe Craggs	Stonham 2	S Yorks
Rotherham Cemetery	Stonham Stonham 2 Wellgate	S Yorks	Wincobank Chapel	Catcliffe	S Yorks
Rotherham Minster	Stonham 1	S Yorks	Wincobank Hill Fort	Catcliffe Sheffield Care Trust	S Yorks
Royal Armouries	Pontefract Stonham	W Yorks	Wombwell High Street	Wombwell	S Yorks
Roystone Grange	Stonham 2	S Yorks	Wombwell Woods	Barnsley Recovery	S Yorks
Ryedale Museum	Harrogate Starbeck N Yorks Selby		York City Centre	Pontefract Huddersfield Huddersfield 2	N Yorks
Sandal Castle	Pontefract	W Yorks			
Scholes Coppice	Stonham Wellgate	S Yorks			



Excavation at Claremont House, Leeds

APPENDIX 3

WEA COURSE EVALUATION TOOLS

1. Tutor Report



WEA Inclusive Archaeology Education Project

Tutor Report

1. Course Information

Number of enrolments		Total attendance		Number completing	
Please give reasons for non-completion if known:					

2. Course Information

Number of ILPs completed						
No. of learners completing Learning Objectives	None		Partially		Fully	

3. Learner Feedback

	Excellent	Good	Satisfactory / Ok	Disappointed / not liked
Number of learners rating the course				
No. of learners rating the teaching				
No. of learners rating the accommodation				
No. of learners rating resources / equipment				

4. Community Involvement

Number of Volunteers involved	
Number of Students Involved	

5. Events held or attended

Event	Yes/No	Details including number of people attending
Learner Organised		
Hub Launch		
Open Day		
Learner Attended		
Conference/Seminar		
Celebration event		
Project visit with other groups		
Other		

6. Activities done

Activity Description	Partners/heritage bodies/universities/museums involved	Notable achievements of the group
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

6. Tutor Comments about achievements of Learners

(use own observations and learner ILPs to help you)

Summarise responses to the starting point questionnaires about what the learners wanted and what their learning needs were.	
Can you give some examples of how learners have gained in confidence over the course?	
Can you give examples of any notable achievements by specific learners?	
How have learners improved their understanding of heritage?	
How have learners helped in interpreting their heritage to their wider community?	

7. Tutor Comments about Teaching











Give some examples of how you met learner's needs in your teaching methods.	
Give one example of what worked particularly well.	
Give one example of what you would do differently next time.	
Did you change the course outline after meeting the learners to reflect their interests? Please give any examples.	
Did you find that you needed any specialist equipment or resources to meet the learners' needs?	

8. Tutor Comments about support from WEA

Was the tutor box of pen, pencils, glue etc. useful?	
What else would you like to see in the tutor box?	
Did you access any of the training on offer? (Please give details)	
Did it help in your teaching? If so, how?	
Did you use the resources about planning trips, risk assessments, the 300 object project, etc.?	
Did you use any uploaded teaching materials? (Please give details)	
Did you find uploaded materials useful?	
What else would you like to see?	
Did you upload any resources to share?	
Did you find the Project Workers helpful? What else could they have done to have helped you?	

Thank you for completing this form. Your feedback will help us to make the courses better and help us to help you more effectively in the future.

2. Individual Learning Plan – ADAPTED FOR LD STUDENTS

<h3 style="margin: 0;">Individual Learning Plan</h3>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Course title: Digability (Classroom)</p> </div>		
<p>Learner name _____</p>		
<p>In my group this term we will be working on:</p>		
<p>What an archaeologist does </p>		
<p>  Talking about archaeological objects  </p>		
<p>  Visiting a local museum or site. </p>		
<p>Something I would like to do: (circle, tick or add your own)</p>		
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Look at and handle an artefact</p> </div> <div style="text-align: center;">  <p>take pictures</p> </div> <div style="text-align: center;">  <p>draw things</p> </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>visit somewhere new</p> </div> <div style="text-align: center;">  <p>talk to others about archaeology</p> </div> </div>		
<p>I would also like to</p> <p>.....</p> <p>(discuss with tutor/support worker/volunteer)</p>		
<p>Tutor signature _____</p>		<p>Learner or Key Worker signature _____</p>



Things I have done:

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

Learner or Key Worker comments (continue on back if necessary)

I think my health is better (yes/no)

Next steps: Take part in fieldwork course.

Student/Key worker signature _____

Tutor signature _____ date: _____

2. Evaluation Document used at York Celebration event.



Project Feedback

We appreciate you taking a few minutes to share your feedback on the Digability project with us.

What has been your involvement with the Digability project?

<input type="checkbox"/> Student / Student Group Heritage	<input type="checkbox"/> Staff / Tutor	<input type="checkbox"/> Partner –
<input type="checkbox"/> Partner – Service Provider	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Other _____

What has inspired you most about the project?

What could we have done better?

Where would you like to see the project go from here?

What do you see as your involvement in taking Digability forward?

What else do you think the WEA could offer you (or your organisation)?

Could you summarise, in a few words, what **Inclusive Archaeology** means to you?

Thank you for your valuable comments. Please use the space below to leave any additional comments.

APPENDIX 4

EXAMPLES OF STUDENT EXPERIENCES

Jez Lynes' musings about a session: Spring 14

Got up to go to the Rivelin Valley. Have been in pain most of the night, haven't slept well, although I am in no pain, I am tired and I just don't feel like it. But there is no real reason why I shouldn't go. I know if I don't I will be in a low mood all day for not turning up when I said I would. If I had planned to do this walk alone I wouldn't have gone. So I had yet another word with myself, packed up some snap and enough pain killers to make a donkey laugh, and set off to meet Nicola in Rotherham bus station.

Skill 1: Commitment and loyalty to people you respect.

Skill 2: Creating tools and using your experience to create a positive state of mind.

Skill 3: And throw your soul at every open door. (Adele)

As usual Nicola brought good weather, we travelled up to the old post office on the Rivelin Road on public transport. I've not been on a bus for 30 years. I really enjoyed it (as opposed to driving). It was clean and modern, easy to use, and you get to relax and look out of the window and see things you miss when driving.

Skill 4: Encouraged to use public transport

On this occasion the WEA had paid for my bus fare which I was grateful for; however, I found out by talking to other people in the group that had travel passes that I might be entitled to one. I have since applied for and got a travel pass.

Skill 5: Developing and sharing life skills: learning from others how to make life easier and cheaper.

A gem of a walk. I've done a lot of walking in my time and seen some beautiful places but at this particular time of year on this particular day, has got to be in my top 10, a real gem and right under my nose. A week or two either way it would have looked different. The Rivelin was on parade and it passed with flying colours.



We started at the old post office on the Rivelin Road and followed the small river in the bottom of the valley back towards Sheffield. Spread along the length of the valley are pretty stone walls and partial buildings where grinding stones used to be spinning. Nicola told us how grinders and their families would transform the blanks that were produced in Sheffield into knives and cutlery. We found out about the dangers of the job and the industrial diseases the grinders suffered as well.

What have I gained from the course?

It has been a pleasure seeing and helping people less fortunate to move on, or at least have a good day, and has created some long standing friendships.

I have met really interesting people.

Learnt not to listen to G when he jumps into a hedge and comes out with a plant saying you can eat it. (He was right, I did, but you get belly ache!)

The course has led me on to other things, activities and courses.

I particularly liked the positive attitude the tutor brings to the group. It rubs off on me. I feel better about myself as a result of attending the courses.

So although the archaeology is extremely interesting and it's what binds us together as a group: we are learning stuff far more important than archaeology.

A special day and all I had to do was put on my boots and turn up.

Deaf Student: David Leach

Last February Steve Gibson, WEA tutor, informed me about a WEA archaeology course taster at Sheffield as he knew that I was interested in history. So I went and there were a good number of deaf people who were looking forward to the 10 week course in May. The Project Worker Victoria and Sarah the tutor explained via British Sign Language / English interpreters to us about what to expect from the course and basic archaeology. I think few of us expected to be a budding Phil Harding or Francis Pryor of Time Team right away!

Anyway, to cut the story short, I signed up and decided to join the Doncaster Deaf Group because it was easier for me as it is nearer and had better access as I have a walking disability. On the first day of the course I met the other students who were much younger than me. They knew each other though their time at deaf school and College in Doncaster. I felt like their father or grandfather! But we got on wonderfully as we have a common bond in communication through British Sign Language. Victoria and Sarah are very good tutors and gave plenty of visual lessons. Laura, our Interpreter, was humorous and sometimes learned new signs from us for archaeology jargon. The View building where the classes were held is very apt for archaeology lessons because it was built in 19th Century for industrial use.

The first 6 weeks were mainly focused on theoretical archaeology, its timescales, historical happenings and artefacts. We learned about stones, bones, flint stones, pottery and metalwork, etc. We had a go at pottery which was created in roughly the same way as during the Beaker period. We visited Doncaster Museum which gave us a good insight of prehistoric, Roman and Saxon periods. We went to Doncaster Minster to see the Roman wall and inside the church. One student exclaimed that he had lived in Doncaster all his life and never knew about the Roman wall!

Someone who was an expert on animal bones gave an interesting lesson on bones, especially sheep. She brought some animal skulls for us to identify which can be misleading due to the shape of bones rather than outer skins / furs. A few of us correctly identified a turtle skull which came as a surprise to the bone tutor because she said



most hearing people fail to do this. Perhaps we, deaf people, are more observant to visual outlines.

In our last week of theoretical lessons, we brought our personal objects and discussed what would have happened to them over time. Then we debated about future archaeology and what people in 500 or a thousand years' time will think of us and the objects. Someone said perhaps they will think the current coloured plastic milk tops are part of a "draughts" game. It was a very interesting view. The question is will they think like that? Perhaps they will be more forward thinking people, or less? Who knows?

During the next four weeks we were on field trips to learn about historical buildings and their uses. Firstly we visited Conisbrough Castle which has been restored and made safe in some parts recently. Victoria told us the history of the castle, which was very interesting, and the background of Conisbrough – King Harold before 1066 owned the lands. We saw some artefacts in a small museum. She showed us parts of the castle and its uses. The keep was hardly used and very important people from time to time stayed there for their protection. Parts of the wall were hastily built and on a poor foundation and fell down though neglect a few hundred years later.

Victoria showed us where the archaeology digs have been. Some of us remarked there were several latrines in the keep and in the castle wall and we wondered about the

emptying of soils and where they went to. Victoria showed us a latrine pit which was deep enough!

On our second site visit we went to Roche Abbey. It was a lovely day and good to see the beautiful greenery surroundings around the ruins. Victoria outlined Roche Abbey history and its monks. We were able to identify some parts of the abbey with the photographs as part of our lesson. We used a tape to measure the layout and the proportions of buildings. We considered that in the 12th Century the builders, without electronic equipment and technology, were remarkable at working out mathematics.

Victoria told us that at present archaeology digs are not allowed on site to prevent further damage unless there are molehills appearing. Some archaeologists are waiting with spades or trowels when the molehills occur!

On our third site visit we were supposed to visit the Second World War Prison of War camp site at Hickleton for fieldwork archaeology, but there were health and safety issues over some wasp nests around the site. So Victoria decided we visited the Saxon church nearby. We were met by Elmet Archaeology Group. Christine, a leader, explained about the history of the church which was interesting. The original Saxon building was added to and enlarged during Medieval times. After the Black Death period there was a shortage of skilled craftsmen to build or repair the damaged parts of churches, so they learned to build Roman arches rather than the Gothic style because it was easier to do and also a learning curve for them.

Alex took over and told us about a benchmark on church wall. The benchmark is a guide for measuring height of land from sea level at Newlyn, Cornwall which was created in 19th Century for surveying the height of the whole of UK land. He showed us the workings of theodolite equipment (dumpy level measurement). We measured the land

around the church and returned to a starting point (benchmark) and we found we were out by 10cm which was good start!

The final site visit will be at Wentworth, but I am not able to go as I had already booked my summer holiday.

I would like to say thank you to Victoria Beauchamp for all her enjoyable and humorous tutorials, not forgetting the other tutor Sarah, applying research by demonstrating practical ceramics and weaving, and the expert on bone research. We have learnt and understood about archaeology even it is a basic foundation. We give our thanks to Laura for her interpreting, Steve and Trish for their mentorship to one student who has a visual impairment. We are also interested in the outcome of Georgina Brown's professional photography.

Too often deaf BSL-using people are left out of the educational environment, even if they want to learn. The main education system is not geared for deaf people unless there are very good educational interpreters who are thin on the ground.

We want to express heartfelt gratitude to Yorkshire and Humber WEA, and to Victoria and Steve who helped to make it possible for deaf people to broaden their knowledge in learning about archaeology as well other subjects.

Sean Colliver-Foster

Most of my life I've been curious about History, Relics, and Artefacts. But archaeology is something I put on the back burner so to speak, for later in life when I had more recreational time. Then out of the blue, along came this course.

Our course ran for around 12 weeks. It was a small group with around a dozen students, Tim the Tutor and a couple of volunteers. Meeting people for the first time can be somewhat daunting, especially for me. Our class was based in an old library, spacious, with high ceilings. This helped me somewhat with my challenges.

Week one, we were straight out in the field! Transported by minibus we went to the highest highs of the windy moors of Ewden Beck. This session was to include stone circles from the Bronze Age, and then we came across several burial mounds. I was getting quite excited and wondered who was carrying the spades. As we travelled back down to base camp, along the ever so windy roads, I became unwell with motion sickness. And we never did see a shovel, or a spade, let alone do any digging!

Week two was class based with artefacts and assemblages (broken bits of pots). I remember how powerful it felt when Tim produced a Bronze Age, flint arrowhead which I gently clasped in my hands! But we still hadn't done any digging! It was my belief that all archaeologists did was DIG!! Getting slightly frustrated I decided to give it just one more week before I threw the rattle out of the pram!

Week three, we were told we wouldn't be doing any digging! WHAT? Am I on the right course? Anyway we did Buildings Archaeology, which took us around a lot of my childhood haunts, with some familiar classic and contemporary buildings. At last I had answers to those questions from my bygone days, which I found extremely powerful. I also found the whole experience to be seriously exhausting. And we hadn't even lifted a spade!

Week four, we visited Rivelin Glen, and covered Topography - Geological formations, along with evidence of several Mill-Ponds and the remains of Roscoe Wheel House circa 1725. This again answered more of my questions about what this area had been used for. And was yet another thoroughly enjoyable week, even though I struggled a bit with my physical health.



Sean with the Mayor of Sheffield

Week five, we visited Wincobank Hill, the only Iron Age Fort in England in an urban area. And to think I used to spend many a school holiday up there playing cowboys and Indians or army soldiers, oblivious to its existence!

The second half of the course we concentrated on an area known as Wadsley or Loxley Common and Bradfield Quarry along with a Ganister mine where we carried out a walk over survey.

Part of this area was recently cleared of many trees, exposing possible stone circles, cairns and other interesting artefacts of which we took measurements, and plotted, and recorded.

In order to get through the syllabus, this course runs at a pretty fast pace. It became part of my life and routine, which I thoroughly enjoyed in so many ways, which also benefited my health.

By the time the end of the course was looming we had worked well together in small groups and conducted several offset surveys. Although this again I found exhausting, it was also quite exhilarating, as we had bonded with other group members; we were relaxed, and actually had a few laughs along the way. One of the many highlights was to have my certificate presented by our Lady Mayor. As I approached her I gently grasped her chain of office and said, "That's some mighty fine piece of bling you've got there Missus!" to which she replied, "It is, isn't it?"

All this without the use of a spade!

The only digging I'm ever doing is that in my own gardens once in a while. I hope you get as much out of your course as I did mine. Thank you for reading this.

**Take Care. Happy Digging!!
Sean M Colliver-Foster 2013**

APPENDIX 5

VOLUNTEER EVALUATION FORM



Project Feedback - Volunteers

The Digability project comes to an end on the 30th of September. We would like to take this opportunity to thank everyone who has volunteered for the project. Without you our students would not have had such a rich experience. We have been really impressed by the way you have all presented complex specialisms in such an accessible manner, adapting and reacting to each group to meet their individual needs. We really hope that you have enjoyed the experience as much as we have.

As part of our funding we have to collate a report that measures the impact of the project on all those who came in contact with it. Please could we take a few minutes of your time to answer these questions. Please could you respond by the **5th Sept.**

What has inspired you most about the project?

Could you summarise, in a few words, what Inclusive Archaeology means to you?

What could we have done to make your experience better?

What did you gain personally from being involved in the project?

Did you benefit from any guidance offered by WEA project staff?

What else do you think the WEA could offer you (or your organisation)?

Has being involved in the project helped your employment prospects or inspired you to take part in more inclusive archaeology projects?

Thank you for your valuable comments. Please use the space below to leave any additional comments.

APPENDIX 6

USING CULTURAL VENUES AS AN EDUCATIONAL RESOURCE (from EMCETT project 2014)

What is a 'cultural' venue?

Museums and Art Galleries and historic buildings are the obvious choices but have you ever considered using your local high street, churchyard or the historic landscape (urban and rural) to inspire your students?

Museums Archives
Churches Cathedrals
Art-Galleries The-High-Street
Castles Landscapes
Ancient-Woodlands Universities
Abbeys Cemeteries

What did students expect of the visit?

We are not very good at capturing the expectations of the students before a visit.

- Only **38%** of tutors surveyed said that they had kept a record of the student's expectations.
- **30%** had spent a whole session discussing in detail the visit before they went.
- **69%** had spent some Q&A time with the students but had not captured this.

The Students surveyed (prompted by multiple choice) said that they wanted to **visit somewhere new** and find out **more about local or British history** a few said they wanted time to find out more about the other people on their course.

Why do we go?

Tutors gave a range of reasons for visiting a specific venue during their course. For some it was because it was **requested by the group** (12%) for others it was their **prior experience** of the venue that inspired their choice and they could clearly place it within the **learning objectives** of the course (49%). The availability of **funding** (through Out of the Box and Digability) was also an influencing factor.



Value for Money?



- Cost may vary due to experience of tutors in using cultural venues and frequency of visits. It is important to promote English Heritage's free educational visit policy.
- Some reports suggest the financial benefits of cultural engagement can be significant. The Arts Council report 'Measuring the economic benefits of arts and culture' (2012) estimated that the social return for investment equated to for every £10 spent there were £15.10 of benefits was generated.

Assessing & measuring the impact of using cultural venues as an educational resource for disadvantaged adults.

Victoria Beuchamp & Nicola Thorpe

This project has been developed and supported by the Foundation's Practitioner Research Support programme and the Paul Mather Centre for Excellence in Teacher Training (EMCETT)

Training Needs & Improved Practice

- **25%** of tutors requested further training about preparing risk assessments for visits. (Training to be offered in the autumn)
- Request for **simplified paperwork** has led to a 5 minute session plan for visits (Shared at Humanities Curriculum Day)
- After visiting an ESOL class we devised **3 simple ideas** for different curriculum areas to encourage the use local cultural sites.

Item documents can be found using this QR code.



There are lots of innovative ways to record student progress. These were shared at a recent Humanities Curriculum Day.

- Responses from Heritage Professionals: 85% said their **pre-visit discussions** with staff led to the most effective sessions.
- **Training reflection** on sessions and sharing ideas also helped improve what venues offer.

How did Students feel immediately after the visit?



- They responded that they had learnt **more about the history** of the place they visited, **how to look at new things**, about **conservation**, you **don't have to travel far** to find out about our past, specific facts about different time periods e.g. Romans.
- **71%** had made return visits to find out more or share the experience with family and friends.
- Lack of cost or **Transport** was a major reason for those not returning.

Long term Impacts

Has Improved My Well-Being
Inspired Me To Do Something New
Provided A Reason To Continue To Study
Led Me Into Volunteering
I Can Talk To Others With Confidence
Helped With My Course

Further Study

Students who undertook these visits have gone on to further study and courses including further archaeology courses, photography, German, Greek, genealogy, history, English and driving lessons.



Inclusive Archaeology Education Project

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Ryedale Folk Museum



The University
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WENTWORTH WOODHOUSE



Sheffield Manor Lodge



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