



Social accounts for
Archaeology for Communities in
the Highlands
Stop, Look and Listen project
January 2010 to January 2013

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Preface

ARCH was established as a Company Limited by Guarantee in 2009. It is run by a voluntary board of directors and its remit covers the whole of the Highlands.

Over the three years from 2010 to 2013, Archaeology for Communities in the Highlands ran the Stop, Look and Listen (SLL) project, to inspire people of all abilities to learn about their local heritage, through a broad range of learning activities.

In this, SLL follows ARCH's objects, as set out in the Memorandum of Association:

The Charitable Purposes of the Company are to advance education, community developments, heritage and culture by working with individuals, local groups and agencies in the Highlands of Scotland, and encouraging people to learn about, record and become involved with their own heritage.

These social accounts look at each of the six programmes that made up the overall SLL project in detail. The accounts provide an assessment of what contribution SLL has made and how we might improve and build upon this in the future.

Acknowledgements

The Stop, Look and Listen project would not have been possible without the generous support of our funders, The Heritage Lottery Fund and the European Community Highland LEADER 2007-2013 Programme.

We also received in valuable in kind support from The Highland Council, who provided us with office accommodation, Scotrail, who gave free travel for the Heritage along the Kyle Line course and NoSAS who loaned equipment for the Delve project.

We'd also like to thank the volunteer directors of ARCH who have worked tirelessly throughout the three years, giving generously of their support, wisdom and direction.

Our heritage-related courses have been undertaken by a wide range of people, who have made the three years a wonderful learning experience for all, and provided us with inspiration for the future.

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Introduction

The ARCH Stop, Look and Listen (SLL) project 2010 - 2013 was set up to inspire all ages and abilities to learn together about and record their local heritage in an enjoyable and sociable way.

The six programmes in the project ran courses that were designed to allow people to study using a variety of approaches. Class and outdoor-based training was offered, and covered heritage and archaeological research, survey, written and graphic media. Each of these produced tangible results in the form of displays and binders of their research work. The aim was that on completing an ARCH course each class member would have the skills and confidence to go on to pursue a kindled interest in their heritage.

ARCH published the results of each SLL project in a variety of formats, to help to raise awareness of and preserve Highland heritage by reaching as many people as possible. Throughout the project ARCH worked with other groups and organisations to help to foster a positive heritage community in the Highlands.

We have undertaken this social accounting process in order to evaluate the success of Stop, Look and Listen, and to learn lessons for the future. ARCH staff, Caroline Vawdrey, Susan Kruse, Lynne McKeggie and Lachlan McKeggie have produced the social accounts under the watchful eye of Patrick Boase of Just the Business.

Glossary and Acronyms

AOC Archaeology: A commercial archaeology company, who also undertake community archaeology projects.

Desk-based assessment: just as it sounds really - finding out about a site, using all the resources you can get to from your desk! Maps, documents, online resources etc

HER: Highland Historic Environment Record: Database of all known heritage, curated by Highland Council

HLF: The Heritage Lottery Fund: The body which distributes a share of the income from the National Lottery to projects aimed at preserving and making accessible the nation's heritage.

NMS: National Museum of Scotland

NoSAS: North of Scotland Archaeological Society: a volunteer organisation of people with a shared enthusiasm for archaeology. They have carried out a number of detailed surveys in the Highlands.

RCAHMS: Royal Commission on the Ancient and Historical Monuments of Scotland: Responsible for Scotland's national collection of buildings, archaeology and industry

SLL: The ARCH Stop, Look and Listen project covered by these social accounts.

UHI: University of the Highlands and Islands

WEA: Workers Education Association: Carries out adult education across Highland

Background Information








Inspiration

The Stop, Look and Listen project provided local heritage courses across the Highlands. The inspiration for this programme came from earlier projects led by the creators of ARCH, including a 2-year course for the WEA, *Exploring the Past*, which showed that student-centred learning was very successful and that there was a demand for more opportunities to study Highland heritage.

Open meetings as part of SLL development

To help guide the development of the Stop, Look and Listen project ARCH held three open meetings from January to April 2009. The meetings, held in Dingwall, Inverness and Tain were attended by 81 people who offered their thoughts and advice on the development of ARCH, and key aspects to consider in designing the SLL project. Again, a strong interest from participants in the local heritage of each area and a desire to learn more was demonstrated.

These meetings highlighted that:

-  people would like to involve children in learning about their heritage
-  a website that could draw together Highland-wide information would be a valuable tool
-  the challenge of providing physical coverage of the Highlands
-  it would be important for ARCH not to duplicate existing effort
-  ARCH could support local heritage groups in their work
-  ARCH projects could bring together people of different ages and backgrounds, to improve community cohesion and to allow people to tell their story before it is gone
-  there is a great deal of enthusiasm for local heritage, and the suggestion was made that there might be tourism spin-off benefits as a result of telling people about it

Full details of this work is in the SLL Activity Plan prepared for HLF.



In the six months before the Stop, Look and Listen project got underway ARCH ran a separately funded pilot oral heritage programme 'Black Isle Heritage Memories' which also provided a wealth of experience for the successful delivery of Stop, Look and Listen.





The Stop, Look and Listen Activity Plan

Full details of this are available in the document prepared for the Heritage Lottery Fund in September 2009.






In this document ARCH stated that SLL would follow the objects of Memorandum of Association.

These are:

-  Providing opportunities for all ages and abilities to learn about the rich archaeological heritage of their communities. Where possible, these opportunities will take place in their communities
-  Recording the past, with photographs, drawings, plans or memories, to be made as widely available as possible on websites, Historic Environment Records, and local archives

-  Offering a range of activities to suit all interests and to allow progression including courses, above ground surveys, excavation, post excavation activities and archival research, working in partnership with other groups and societies.
-  Providing tools and knowledge to enable people to make quality contributions to and to manage their local heritage
-  Publishing results of research on Highland archaeology, including contributions by participants in ARCH events
-  Working with other individuals, organisations, museums, schools and projects to further the aims of ARCH

In planning Stop, Look and Listen ARCH identified several barriers to taking part and offered the means to overcome them:

-  low income - free attendance offered for low income or optional senior rate
-  lack of transport - wherever possible venues central to a community and accessible by public transport were chosen
-  childcare responsibilities - places at a creche or with a childminder were offered for each course
-  hearing disabilities - a portable hearing loop was available
-  other time commitments - classes were held at different times of day, and during the evening in order to allow the greatest accessibility

Area covered

The SLL project covers the Highland region, and has covered communities from Gairloch to Invergarry to Gaspie, Auldearn to Boat of Garten to Mallaig.

SLL, in common with the aims of the organisation, seeks to avoid overlap or conflict with organisations already operating in parts of the region. For this reason ARCH has not worked in Caithness or Assynt, where Caithness Archaeological Trust, Historic Assynt and AOC Archaeology are already active. We offer course and events where requested by the local communities. For example the Community Timeline course in Tomatin responded to local requests.

Staff structure

ARCH and the SLL project, is managed by a board of voluntary directors who have been extensively involved in all aspects of the SLL project.

Since the inauguration of Stop, Look and Listen there have been two full-time equivalent project officers and a part-time administrator employed.

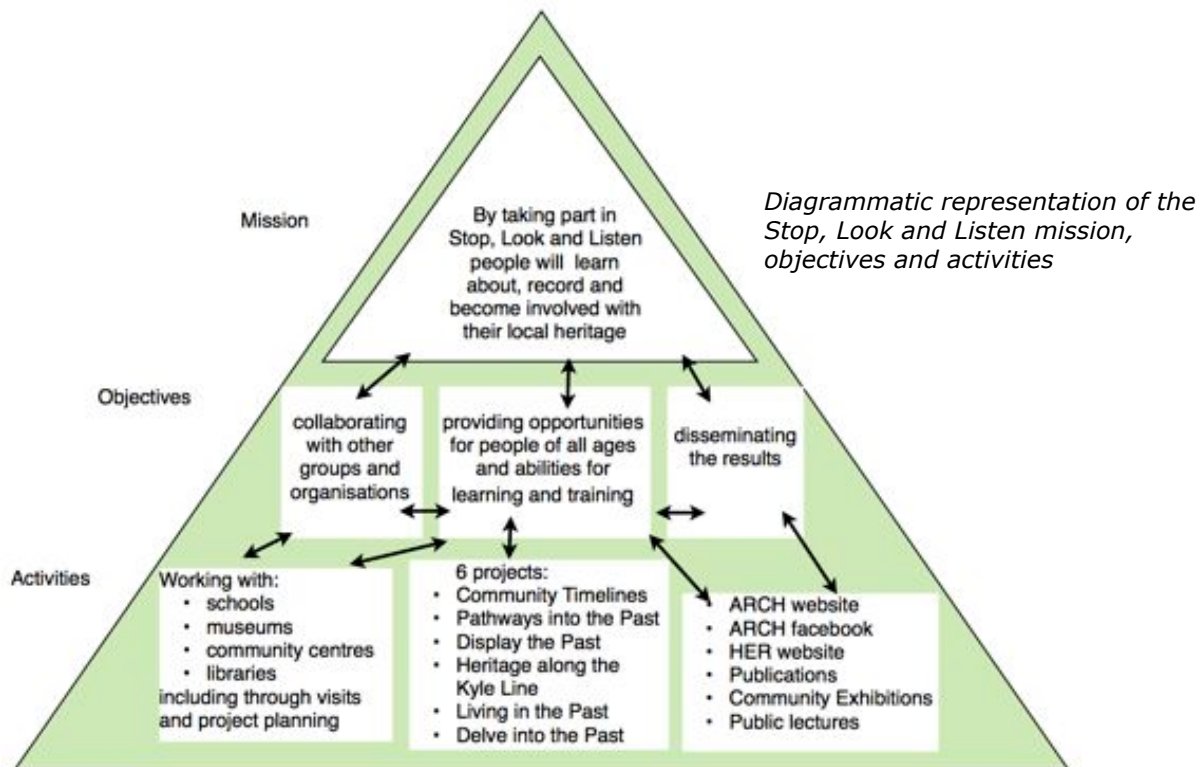
As the project developed it was realised that extra outreach and financial support would increase the efficiency of the organisation, and so these part-time posts were created through budget re-allocation.

Office location

ARCH and the SLL programme operate from an office within The Highland Council Education Office in Dingwall. This is provided as in kind support by the council.

ARCH SLL staff also work from their homes, and travel extensively to provide courses.

Mission, Stop, Look and Listen Objectives and Activities and Values






The Mission, Values and Objectives outline below are the result of discussion between the volunteers who established ARCH and are based on a combination of the points raised at the three open meetings that were held during project development and the experience and aspirations of the volunteers. These aims continue to be informally assessed by staff and board members, and have been discussed at the 9 open meetings that were held throughout the SLL project, and which were designed to inform the development of SLL and ARCH work beyond the 3 years of the SLL project.




Mission:

To advance education, community development, heritage and culture by working with individuals, local groups and organisations in the Highlands of Scotland, through encouraging people to learn about, record, and become involved in their heritage.

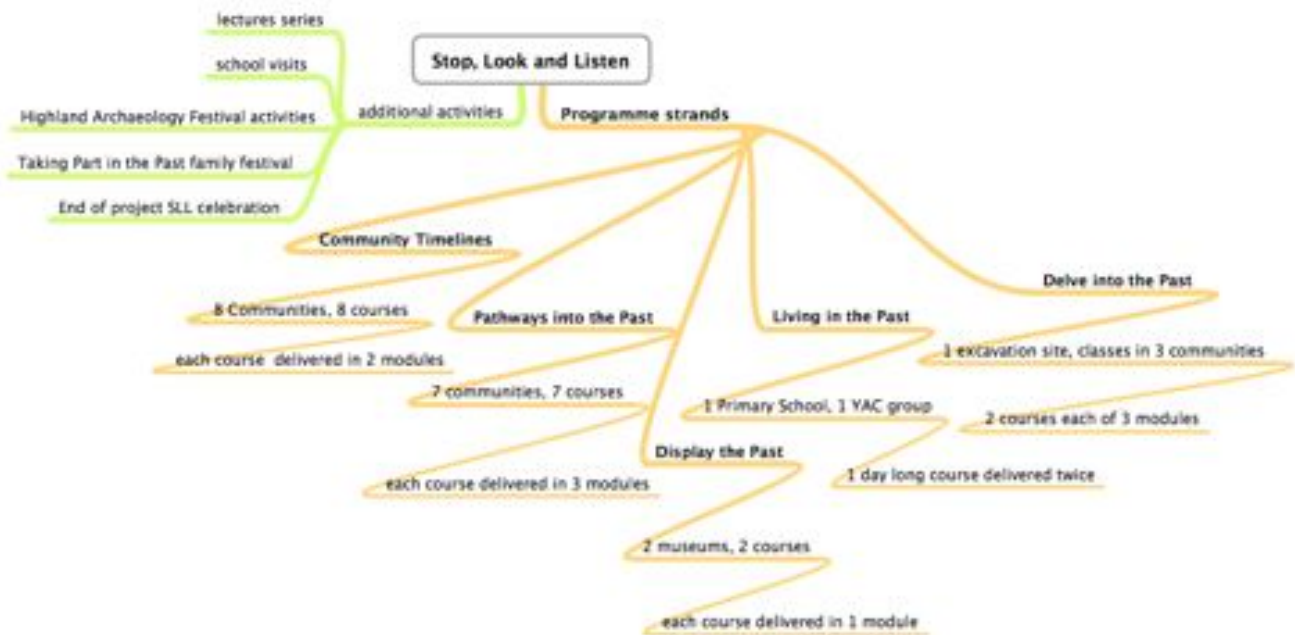
Values:

-  That all people should have the opportunity to learn about and enjoy their heritage, no matter what their age, ability or place of origin
-  That everyone has the potential to engage with and preserve their local heritage
-  That our heritage projects build positive communities, by working with, and in, the communities that are the focus of our courses

Objectives:

-  To inspire all ages and abilities to learn together about their local heritage
-  To work in partnership with other groups and organisations, fostering a co-operative approach to Highland heritage
-  To raise awareness of, record and preserve our heritage, by publishing the results in a variety of formats, trying to reach as many people as possible

Scope of the Social Account



The main focus of ARCH's work from 2010 to 2013 has been the six programmes that make up the Stop, Look and Listen project.

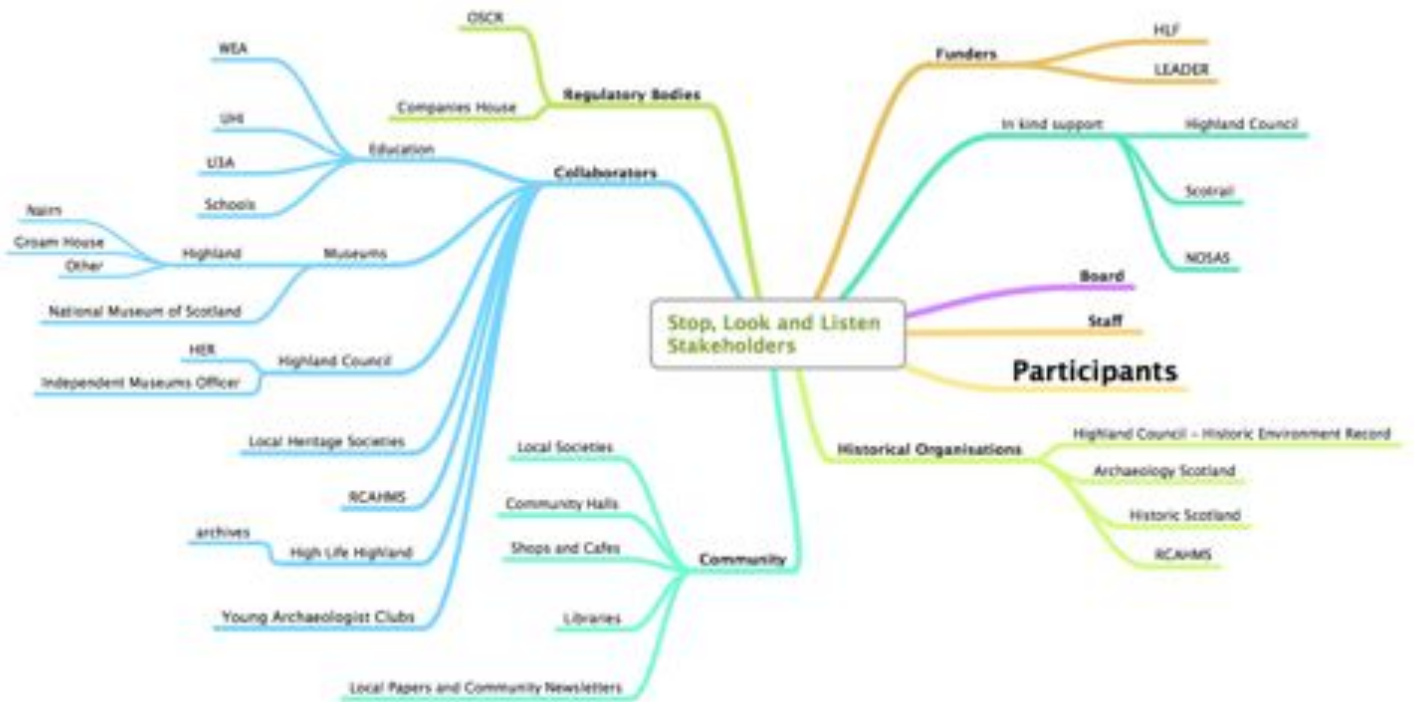
We have chosen to use the social accounting process to look at these and their impact, rather than the whole of the organisation, as our primary concern is to consider what social and heritage impacts SLL has delivered. We have therefore focused this report on analysing the responses of participants to SLL and to considering how our collaborators assess working with ARCH and the SLL project.

We focus in particular detail on the first objective - to inspire all ages and abilities to learn together about their local heritage. This underpins all of the organisation's work, and we have good data, both from participants on our courses, and from other stakeholders, to support our analysis.

We have chosen not to consider organisational structure for this social account. It should however be noted that the objectives of Stop, Look and Listen are those of the organisation as a whole and that for the past three years the work of ARCH as a whole has been largely concomitant with SLL. We therefore offer a brief look at the organisation in the Key Aspects checklist in appendix 2.

In compiling this account we have consulted participants and a number of stakeholders, and have included evidence from staff feedback.

Stop, Look and Listen stakeholders











The stakeholder map sets out the main groups that SLL has worked with over three years. The participants are shown in a larger typeface, as they underpin all the work that SLL has carried out. It was always envisaged that SLL would work in this networking and co-operative manner, but the extent of the stakeholder network is far broader than could have been anticipated at the outset. This network helps to strengthen the work of both of SLL and ARCH as a whole, and is a feature which will continue to be developed in future work.

Methodology

The Stop, Look and Listen project was made up of six programmes, which each delivered a series of course modules. These are considered individually in the main body of the report. The structure of each course and their outputs varied, however the expected outcomes for each were the same and so these are considered for each project under the following headings:

1. Enjoying archaeology and having fun
2. Gaining a greater knowledge and understanding of their local heritage
3. Acquiring new skills
4. Having a continued interest in heritage learning
5. Feeling more part of the community and enjoying improved social interaction and working together

The data used to support our findings has been collected through:

-  Registration forms
-  Evaluation forms
-  Comments and suggestions made at open meetings held over the three years of the project
-  Focus groups and workshops
-  Requests for comment from a selection of collaborators
-  Individual case studies
-  Unsolicited comments
-  Project Officers' assessment of the lessons to be learnt

Tables of the outputs and outcomes of Stop, Look and Listen can be found in appendix 1.

Further detail on each of these methods is outlined below:

Registration forms

These were completed by each participant on a Stop, Look and Listen course, giving a 100% response rate. No registration forms were given to the children on Living in the Past. The form asked for contact details, whether they would like to join the ARCH mailing list, if so how, and whether they had been on an SLL course before. An optionally anonymous section of the form asked equal opportunity questions covering age, gender, ethnic background, religious belief, disability, child care and transport needs. The results described below reflect individuals on each programme, but will be duplicated where participants attended more than one SLL programme, for example both Community timelines and Pathways into the Past. The personal data is kept in a locked cabinet. A blank registration form is shown in appendix 3a.

Evaluation forms

These were completed on a voluntary basis by participants at the end of each course module (appendix 3b) and on exit from the Taking Part in the Past family festival held in April 2012 (appendix 3c).

Across the SLL programme 64% of participants filled in evaluation forms handed out at the end of each course module. The evaluation forms were distributed to each member of the class and returned anonymously. Some respondents may not have been present for the final session, others may have attended more than one module, and so there will be some duplication of returns and therefore also some duplication of an individual's opinion, which may skew the results.

There was a 15% response rate at the family festival. At this event people were coming and going throughout the day, and so getting evaluation forms completed depended on speaking to people as they left and persuading them to complete the form then and there.

The evaluation sheets were separated from the contact data and entered anonymously onto an excel spreadsheet. All comments were also recorded. The personal data is kept in a locked cabinet.

Comments and suggestions made at open meetings held during the 3 years of SLL

Meetings to ask the public what heritage-related activities SLL and ARCH could usefully contribute to their area were held in 9 places (Golspie, Plockton, Tomatin, Inverness (with participants from throughout the Highlands), Boat of Garten, Glenmoriston, Ardersier, Gorthleck, Mallaig) and attended by 129 people. A note was made of the main comments that arose during the meeting, and participants were asked to fill in forms that highlighted whether they thought there was a demand for the type of heritage-learning activities that ARCH can offer and, if so, their thoughts on the priorities for future ARCH activity in their area.

A blank open meeting form is shown in appendix 3d.

Focus groups held at the end of project celebration of Stop, Look and Listen in September 2012

Everyone who had participated in a Stop, Look and Listen course was invited to a celebration of the project. This was attended by 47 (15%) of the 320 who participated in all SLL courses. During the day participants were invited to share their thoughts at a series of discussion groups, and to place post-it comments on the future of ARCH onto a display board.

At each of the the discussions on the six individual Stop, Look and Listen courses the following questions were asked:



- What was the most surprising thing you learnt about your local heritage?
- What difference did the course make to you?
- What heritage activities have you or your community done since the SLL course?

A summary of the comments made are shown in appendix 4b and 4c.

Requests for comment from collaborators

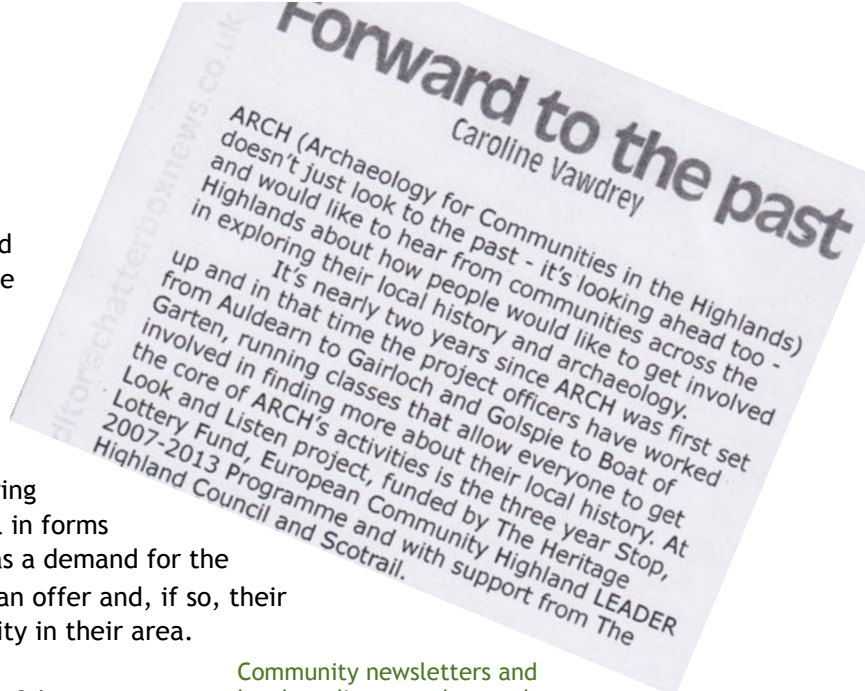
As part of the preparation of the social accounts some of our stakeholders were asked whether ARCH and SLL are upholding our stated values, and if they would care to comment on the impact of our work. Their responses are shown under Objective 2 on page 68.

Individual case studies

A number of people were asked if they would be happy to provide a short case study for the social accounts. These are presented throughout the report.

Project Officers' assessment of the lessons to be learnt from each course

A comprehensive document was compiled from a series of discussions amongst staff members. The notes reflect the personal experience of the staff, but when considered alongside the participant evaluation forms and comments, can give an insight to what went well on the course and what might be improved. Their thoughts are presented throughout the report.



Community newsletters and local media were also used to invite opinion on the future of ARCH



Archaeology classes put curlers on map

VIEW exhibition at the Landmark Centre Carrbridge will provide a host of historical facts, including proof that the village of anyone who has seen the pond busy with anyone enjoying a match on a frosty winter's day would already know that the pond has no trace of this historic feature.

Highland Council's online listing of the Highland Historic Environment has changed now thanks to the work of the participants in classes run by the European Communities in the Highlands (ARCH).

The classes were funded by The Heritage Lottery Fund, the European Communities in the Highlands Council and the Highland Council.

During this course, we also found out about an unrecorded trackway and settlement to the north-east of Carrbridge, as well as finding out more about local features, such as the Mains of Gairn near Bridge.

Some of the finds from the archaeological excavation in the large circular brooch from Neolithic Bridge. Only two centuries in diameter, the brooch is decorated with lines and geometric ornament and probably dates to around the 13th century.

The decoration may be a regional style, as several finds from Easter Ross and down into Aberdeenshire have been found with similar markings.

The exhibition starts at the Landmark Centre on Monday and runs until Friday, March 30. It will then move to Explore Abernethy in Netley Bridge from April 4.



ARCH uses gatherings, social media and press to help spread the word about Stop, Look and Listen



Report on Performance and Impact

Objective 1:

To inspire all ages and abilities to learn together about their local heritage

Stop, Look and Listen

	proposed	actual
attendance	381	720 (consisting of 498 individuals, some of whom went on more than one SLL programme)

A summary of participant numbers is provided in appendix 1a on page 81

number of courses	26	26
satisfaction	80%	100% (of those who completed evaluations)
demographics :	55% of all participants on SLL courses were female, 45% male	

low income: 73 (15%) individuals considered themselves to be low paid*

childcare responsibilities: were noted by 23 (5%) participants*

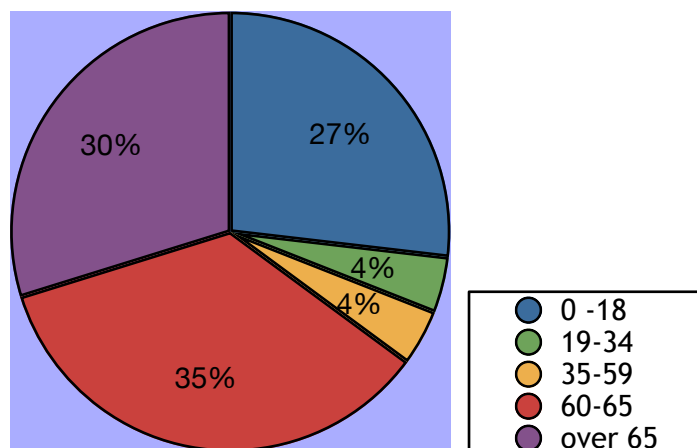
disability: 33 (7%) people considered themselves to have a disability*

public transport: 35 (7%) individuals noted that they rely on public transport*

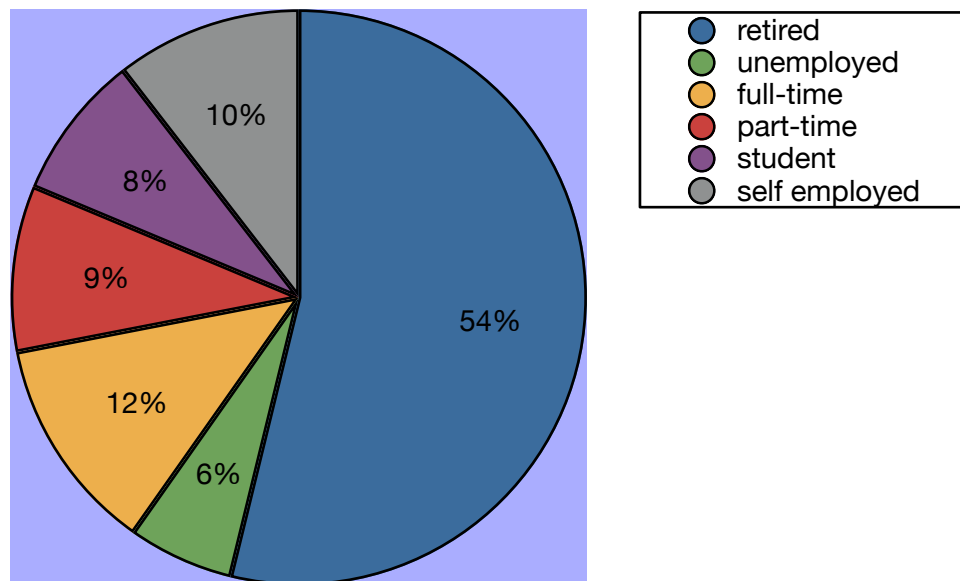
*nb: some of the respondents may have attended more than one SLL project

Some summary facts and figures for the six projects The pie charts indicate the age distribution and employment figures obtained from the registration forms and represent figures as a percentage of all those who provided this information.

Age distribution of individual participants on SLL courses
















Employment characteristics of participants on SLL Courses



Outputs

In addition to all the classes, conferences, talks and school visits. Stop, Look and Listen resulted in:

-  23 displays
-  14 archive binders in 29 venues
-  3 books
-  2 excavation reports
-  1 best practice manual for Community Archaeology excavation
-  2 excavation blogs
-  2 museum exhibitions
-  1 leaflet
-  1 collection MP3 commentaries
-  a powerpoint presentation and a display of artwork by primary school children
-  81,762 website page views
-  Facebook site with 168 followers
-  139 new entries, 402 updates including 771 photographs, and 61 reports were submitted to the HER

The project will also submit the information to the RCAHMS, but was awaiting the outcome of a study into the future of the RCAHMS and its database CANMORE. Since the database now seems likely to continue, the information will also be sent to the RCAHMS in December, for placement on CANMORE.

Full details on project targets and the evidence available is included in Appendix 1.

Community Timelines

The South Skye Community Timeline was translated into Gaelic by sixth year pupils at Dingwall Academy



The creators of the Boat of Garten display



The Strathdearn class was so inspired by archaeology that it is now a part of their natural history club's activities



The Community Timelines book has been received with great enthusiasm by course participants and professionals alike

Community Timelines

Some facts and figures

Courses were held at: Auldearn, Boat of Garten, Broadford, Evanton, Gairloch, Golspie, Invergarry and Tomatin

	proposed	actual
attendance	96	162
number of courses	8	8

demographics: The courses were attended by a 35% men and 65% women, these were predominantly 39 years and older. One younger member of the class could not have attended without the childcare funding offered by SLL - see case study.

	proposed	actual
outputs		
displays	8 displays	8 displays in 26 locations
binders	8 locations	17 locations

The display from the South Skye Community Timeline was translated into Gaelic by sixth year pupils at Dingwall Academy and exhibited in Sabhal mòr Ostaig.

A total of 107 new entries, 304 updates including 502 photographs, and 62 reports were submitted to the HER.

Course Overview

The Community Timeline courses allowed people from eight communities to get together and learn about their local heritage. They did this by researching sites, buildings and finds from their area, and then working together to plan and create a display.

The course was broken down into two modules, the first of which 'Exploring Your Local Heritage' provided an overview of Highland heritage, from earliest settlers to yesterday, placing local sites and finds in their context. In the second part of the course 'Focus on Your Past' members of the course chose local sites, buildings or finds and found out as much as possible about them. Research skills that were taught included how to carry out an assessment of the information available using web and paper-based materials.

The result of everyone's research was used to create a 'Community Timeline' display, and to compile an accompanying binder with extra information. These displays were toured locally, and the binder provided to libraries, museums and heritage societies.

At the end of all the community timeline courses, the results were gathered together into a book which showcases some of the sites studied in each of the 8 communities and presents them in the context of their community and as an historical overview of the Highlands. This fills a gap in current literature and has been received with great enthusiasm by course participants and professionals alike. This was written by course leader, Susan Kruse. A copy was given to each course participant.

What participants said

From evaluations:

a fantastic course. Let's have more of them!
a good mix of lectures and a creative project
my knowledge of prehistory has greatly improved
fascinating insight into my local history
a dazzling run through the millennia and a huge amount of material: a brilliant introduction
learnt a lot about local landmarks & have a greater understanding of what they were in the past
it has improved my teamwork, learnt a lot about resources
wonderful info on how to research sites
I am so pleased that we were able to gather so much data, much of it from local inhabitants, which
could otherwise have been lost
our tutor has inspired me to do much more in the local area
we have all made friends - and know each other better
look forward to next session

From 22 September 2012 workshop:

Gained from the course:

putting into practice new knowledge
being in your own garden and being aware of hidden hidden history, standing in your own timeline
availability of maps, fascinating resource
course opened up new avenues
out walking - making you observe differently, seeing not just looking
gets people talking
more confidence to ask
expanding personal outlook
given the people in groups the chance to educate and share with the wider community

About the Community Timelines book:

beautifully produced book
superb booklet - so interesting and well-set out
I am thoroughly enjoying it, so interesting

Since the course:

identifying local owners and businesses - Auldearn
spreading the word to wider community
ongoing research
able to organise some activities ourselves

Outcomes

The figures used in describing the outcomes are from the evaluation forms from all the Community Timelines courses. There were 134 forms returned (53% of the participants)

- 1. Enjoying archaeology and having fun**
a great deal - 84% a little - 10% = 94% not answered - 6%
- 2. Gaining a greater knowledge and understanding of their local heritage**
a great deal - 87% a little - 9% = 96% not answered - 4%
- 3. Acquiring new skills**
a great deal - 47% a little - 26% = 73% not at all - 23% not answered - 4%
- 4. Surprised at achievement and wanting to do more**
a great deal - 50% a little - 26% = 76% not answered - 24%
- 5. Feeling more part of the community and enjoying improved social interaction and working together**
a great deal - 57% a little - 28% = 85% not at all - 2% not answered - 13%




Personal reflection assessment

75 -80% of participants felt that they gained reflective, listening, observational and investigative skills by taking part in the ARCH course. This figure dropped to 49% for self-confidence and speaking skills, with 13% noting that the course made no difference and 34% not answering the question. There was the occasional remark that people already had these skills, in addition the nature of the first course module, the heritage overview, did not end itself to the questions asked.

Participants response to heritage value of the course

79% of the participants said that the course had inspired them to go out and explore their local heritage, but some people remarked that they had already been doing this.

A majority of course members also felt that the course had helped by:

-  Raising awareness locally: 83%
-  Increasing appreciation of local heritage: 78%
-  Adding new sites to the record 54%

This large evaluation statistic is surprising since the Community Timeline courses resulted in a large input to the HER and Canmore. But since this occurred after the courses ended, perhaps participants did not realise just how much they had accomplished.



Researching
their community
in Golspie

Comment on outcomes

The return figures showed more people answering direct questions about the course, rather than those that might involve more self assessment - with 25% not answering the questions on acquiring new skills, and being surprised at their achievement. Some of the notes in the comments boxes might illuminate some of the response levels, noting for instance 'We have both tutored for over 35 years, so are used to dealing with and talking to groups' and other people commenting to the tutor that they already felt part of the community.







Nonetheless, the figures show a high level of appreciation with 75% or more feeling that they had met the outcome statements either a 'great deal' or 'a little'.

Outcome questions were asked on the development of personal skills.




More than 75% of respondents said that their reflecting and thinking skills had developed a great deal or a little, and most people were able to answer this question. The level of development was similar for listening skills and observation. More people (33%) didn't answer the questions on self-confidence, speaking in groups and putting things into words, nonetheless 50% of the participants still said that they had benefited a great deal or a little in developing these skills.

Lessons Learnt from Community Timelines











What went well

-  The structure, with overview and then research, seemed to be what people wanted and there was a good take up on part 2 from part 1
-  Covering such a broad span of history allowed all interests to be catered for
-  Each class had obvious pride in their finished product
-  A large number of entries to the HER were made, including some real gems which illustrated the value of local knowledge
-  Courses created a real sense of community
-  Classes where the local community invited us provided a good recruiting tool

What didn't go so well

-  Research sessions without internet were more challenging
-  Attempts to have a fewer number of longer courses, because of distance to some venues, led to rushed sessions, and need for more preparation beforehand
-  Although all groups wanted to continue in some way after the courses ended, few managed to do so in any large scale way.

Lessons Learnt

-  Feedback from evaluations and informal discussions shows no one approach to classes is preferred
-  Some wanted more sessions, but agreed that they might not have signed up for a course which took up too much time.
-  Preparation varied from place to place, but requires at least 3 days for each course
-  There should be time and mileage for a trip beforehand to get some familiarity with an area
-  People need support and follow on events/courses
-  The best sessions were those which incorporated a walk and a visit to the local museum/archives
-  The overview is essential in providing a much needed foundation of heritage knowledge and context
-  Emphasise the importance of the contribution of new and updated records by participants
-  Good to have participants making decisions on what to include in the displays and binders and where they should go. This contributed to a real sense of ownership
-  The need let people know and appreciate the real benefits and potential of increasing local heritage knowledge by submitting into the HER and CANMORE.

Case Study

Lyndsay Whyte, Auldearn

The best moment of my course was seeing our Community Timeline display at the end, seeing all our hard work and research come together so other people could benefit from the information we had gathered about our local community. It made me feel very proud.

The most memorable thing about my course was all the information I found about my local area that I didn't know, and visiting some of the places really brought it all to life.

The most surprising thing I learnt about my local heritage was finding out about Inshoch Castle, which I never knew existed. When I found out about it I couldn't wait to go and see it, it was amazing.

I didn't find anything challenging about the course, I loved every minute and was sad when it had to come to an end. I'm hoping I will be able to attend a future course, providing I can get childcare funding.

The course has inspired me to want to go on and do more classes with ARCH, and maybe even study archaeology at college. I've always been interested in history but never had the opportunity to explore it any further before attending the ARCH classes.

I want to take this opportunity to say a huge thank you for these classes and especially for the childcare funding available, making it possible for me to attend. I hope the childcare funding continues as I think it's really important everyone has the chance to attend these amazing classes and bring the past to life.



The completed Auldearn community timeline

Case Study

John Macleod, South Skye Community Timeline

I came along to the first meeting of the Skye community timeline group to sit back, relax and listen to the experts. It was quite a surprise to find that we would be doing the work!

But Susan Kruse inspired us all, and through chatting and sharing information we found that everyone knows a little about where they live and that by bringing this together we could start to build the bigger picture.

We made good use of the Highland Historic Environment Record website throughout our studies, finding the wealth of material that is on the site and then being able to contribute our own records and photographs was quite a highlight of the course.

A particular thrill for me was to be able to visit the museum stores in Glasgow and to hold in my gloved hands the axehead that had been found by my cousin, and which I had last held forty years ago.

All our research was put together in a community timeline exhibition. It made a fascinating read, and being a Gaelic speaker I was delighted to see it translated into Gaelic and displayed in Sabhal mor Ostaig.

I'd had a wee bit of interest in archaeology for a long time, but like many others on the course, working with ARCH and the inspirational leadership of Susan Kruse, has inspired a keener interest and a desire to continue learning. I now travel with a GPS and measuring tape, and am always on the look out for interesting sites.



John Macleod and Susan Kruse recording on Skye

Community Timeline
classes took place
both indoors and out



Conclusion

The figures and comments show that course uptake and productivity far exceeded original expectations and that the people who came along to the Community Timeline courses, were very satisfied with the experience. A number of people commented that they would have liked the course to be longer, but the counter argument to this is that it can be more difficult to attract people to a longer course in the first place.

All the Community Timeline groups wanted to continue after their course had finished, but most found that this was difficult without ARCH Project Officer support, and this has pointed up the need for some follow up events once a course is finished.

Overall the Community Timeline model seems to work well, and gets participants engaged and enthusiastic about their local heritage. It also results in a large number of new entries and updates to the heritage databases, helping to record and preserve local heritage. For future ARCH work some more day long courses may have to be incorporated in order to make it easier to roll out this approach over a wider geographical area. Thought will also be given about how to provide a basic level of support to groups once the project is completed.

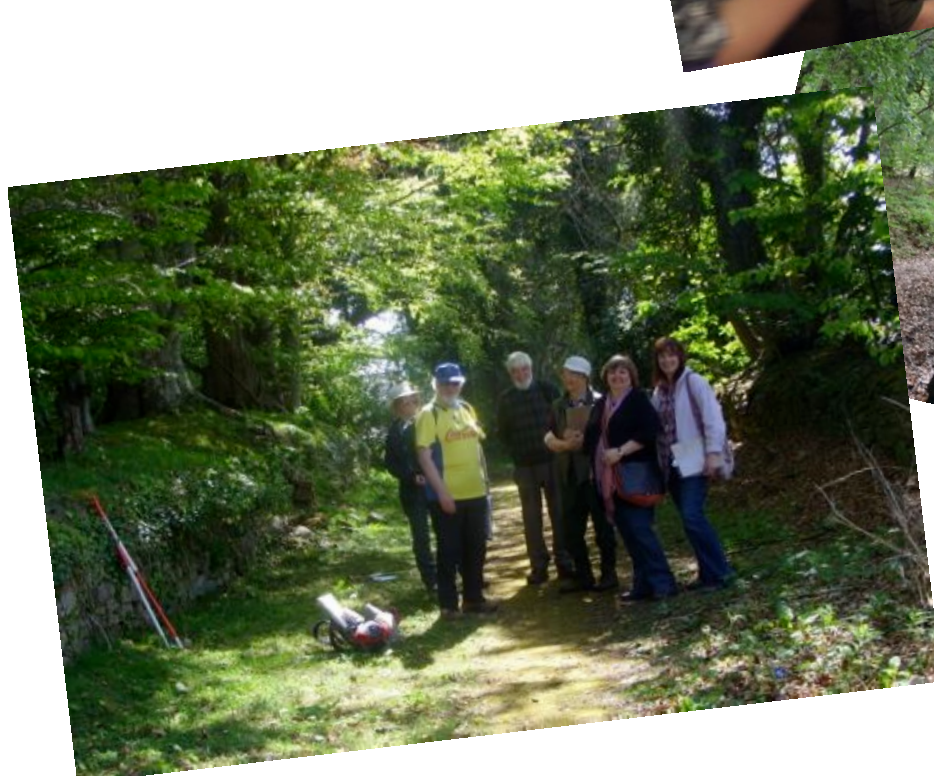
Pathways into the Past



Class work and outdoor survey work were all part of the mix for Pathways into the Past

An investigation by seven communities into an ancient routeway from Tarradale to Tain

Cathy MacIver



Pathways into the Past

Some facts and figures

Courses were held at Muir of Ord, Maryburgh, Strathpeffer, Evanton, Alness, Milton, Tain

	proposed	actual
attendance	84	97
no. of courses	7	7

demographics: The courses were attended by a good mix of 49% men and 51% women, these were predominantly 35 years and older. 58% of women and 75% of men were over 60 years old.

outputs

displays	7	6 displays in 8 locations (1 combining 2 communities)
binders	unspecified	4

A total of 23 new entries, 71 updates including 68 photographs, and 2 reports were submitted to the HER. Details of survey results were submitted to Discovery and Excavation in Scotland (DES) 2011 and 2012 volumes.

A book of Pathways into the Past has been produced.

Course Overview

Participants in the 'Pathways into the Past' sessions worked together to investigate a possible ancient routeway that ran from Tarradale on the Black Isle to Tain in Easter Ross. This has been the subject of study by members of NoSAS since 2008 and the SLL project was a collaboration with them, to further investigate the route - providing the opportunities for research for class members and new information for the NoSAS project.

Classes were held in 7 communities and broken down into three learning modules.

These were :



Stepping into History - Six indoor sessions that introduced the project and the archaeological landscape of the area. Class members learnt to use a variety of resources useful in researching archaeological sites.



Surveying your Heritage - Three indoor sessions and two or three outdoor survey days introduced basic surveying techniques, asking why they are used by archaeologists and what techniques to apply when. The outdoor survey days visited sites which had been previously looked at in the Stepping into History classes, and these were recorded using the newly acquired survey skills.



Reporting on your Past - Six sessions pulled together the results from the previous indoor and outdoor sessions. These were written up so that they could be used for both the Historic Environment Record (HER) and to create community exhibitions.

At the end of the Pathways into the Past courses a book was written by course leader, Cathy MacIver, drawing together information researched by course participants and giving an insight into how the programme was run.

What participants said

From evaluations:

really enjoyed & will continue

enjoyed talking on roadways of the past

had a great time, didn't realise how interesting & helpful old maps are

very good course, varied content, well presented and very interesting

I really enjoyed the course, tutor is fluent and knowledgeable, she handled the group well

our tutor is very good, explains things well- makes us want to find out more

our Tutor a good role model for other series. To be recommended

fantastic course along pilgrims' road. What do we do now it is finished?

great session at Tain Museum

used a Dumpy level for the first time!

guessing where old historic sites are on modern maps

displaying work to advantage, making easy to understand

looking at maps and aerial photography + deciphering what is archaeology + what is not

learnt about: working in a group plane tabling and all that it encompasses

great course I intend to continue and move on to the next section at the end of the year

From 22 September 2012 workshop

Gained from the course:

opened up your eyes to what is in the area

people were introduced to a good level and depth of skills

increased knowledge base

links to other people

different ARCH leaders had different methods of explanation, but the different views proved a big plus
technical skills really appreciated

Since the course:

greater acquisition of skills gives you confidence to keep looking

looking at landscape for possible hints

links to local knowledge

seeing things in context

Outcomes

The figures used in describing the outcomes are from the evaluation forms from all the Pathways into the Past courses - of which there were 118 returned (70 % of the participants)

1. Enjoying archaeology and having fun				
a great deal - 85%	a little - 8%	= 93%		not answered - 7%
2. Gaining a greater knowledge and understanding of their local heritage				
a great deal - 92%	a little - 6%	= 98%		not answered - 2%
3. Acquiring new skills				
a great deal - 68%	a little - 17%	= 85%	not at all - 1%	not answered - 13%
4. Surprised at achievement and wanting to do more				
a great deal - 60%	a little - 19%	= 79%	not at all - 4%	not answered - 17%
5. Feeling more part of the community and enjoying improved social interaction and working together				
a great deal - 71%	a little - 19%	= 90%	not at all - 4%	not answered - 17%




Personal reflection assessment

79 - 86% of participants felt that they gained reflective, listening, observational and investigative skills by taking part in the ARCH course, and more than 70% felt that they were more confident, including in their writing skills. This dropped to 61% feeling that they were better at speaking in a group, and 31% not answering this question.

Participants response to heritage value of the course

86% of the participants said that the course had inspired them to go out and explore their local heritage.

A majority of course members also felt that the course had helped by:

-  Raising awareness locally: 86%
-  Increasing appreciation of local heritage: 76%
-  Adding new sites to the record: 64%

Comment on outcomes

The results show a high level of satisfaction with the Pathways into the Past courses with a very high value set on the heritage benefits of the project - 98% of respondents said that they had acquired a greater knowledge and understanding of their local heritage, and 86% noted that the course had also raised awareness locally.

85% of respondents said that they had learnt new skills on the course, and this was similar for those who said that their skills in learning had also improved.

The social benefits of the Pathways into the Past courses are also clear, with 93% saying that the course was fun and 90% of participants feeling that they were now more part of the community and enjoying improved social interaction. Nearly half of the participants came to more than one course module, with some following the whole routeway from Tarradale to Tain.

Case Study

From the course member who didn't mean to stay . . .

The best moment: expecting to find myself a bystander (the driver), I became hooked and stayed the course through all venues.

The most memorable: It is quite fascinating to the uninitiated to have a trained archaeologist unwrap a scene, from an overlay of maps or in the field, layer by layer, revealing history and usage . . .

What started as a genial stroll and a cursory survey (a line with two blips really) progressed as the courses gathered pace . . . From novices we soon had progressed to practiced hands . . . The course was tough, the weather inclement, the timescale pressing. We did it!

We were shown display techniques, and by the end we were leading others. And whilst the display stands carry only limited information the residual folders carry all of the information and we hope these remain available.

The most surprising personal thing: That as a non-historian/ archaeologist I found myself having something to contribute. A different eye.

To investigate this overgrown feature, isolated, forgotten on modern Ordnance Survey . . . throws a new light on the landscape and the long history within which I live.

and the one being driven . . .

I enjoyed the classes, meeting all sorts of folk, also enjoyed field trips with the class. I found surveying a challenge, but with great perseverance was taught until I began to understand it.

I've no intention of stopping now. I am still digging and will continue to do so.






Thank you to ARCH for making me more aware of routeways and all that they mean.







Taking a breather from site investigation

Lessons Learnt from Pathways into the Past








What went well:

-  Using a routeway as a focus, and having a landscape perspective
-  The opportunity for people from different communities to meet up, share, and compare.
-  The mixture of indoor and outdoor learning
-  Guided walks
-  Good to have tie in with the NoSAS project, which meant that there were opportunities to carry on after the Pathways into the Past course ended.

What didn't go so well:

-  Having sections of the course which are geographically close running at the same time. This split the audience
-  Challenges in publicising the course. This was improved once the outreach officer was in post
-  People needed a lot of encouragement to do the display element of the course
-  Staff changes led to more than one person teaching each course, which meant that more time was required for preparation and there was some overlap in the material presented

Lessons learnt

-  Try to achieve one main objective per day on the survey days. It takes more than a day to get a handle on one technique for most people
-  Consider having a second staff member to assist on survey days
-  Consider offering the course in more bite-sized chunks, so that people don't feel they are having to commit too much time at the outset
-  More time and money should be budgeted for project officer lesson preparation and pre-course site visits
-  Keep site visits flexible to allow course participants choices
-  Display courses need to emphasise that it can be undertaken as a group activity, so that it doesn't seem too daunting
-  Survey modules are good to have, but could be worth marketing separately as some people would rather not do them, whilst others are only interested in surveys

Conclusion

Course uptake and productivity exceeded original expectations, with evaluation responses showing that participants were highly satisfied with the Pathways into the Past project. There was lots of enthusiasm generated for local heritage and a demand for more courses.

The course attracted people who relished the outdoor aspects of the course. As a result, leaders had some challenges in persuading people to come to the display creation module, and then to produce exhibition materials. However, comments from these courses suggest that, having taken part, class members were proud of their achievements.

As the course developed staff learnt that it was best not to run courses too geographically close together as this reduced attendance at both venues. It was also realised that increased outreach support was required in order to reach a wider audience. For future courses it is worth considering how to market them in bite-sized chunks, so that people don't feel that they are having to make too much of a commitment at the start.

Delve into the Past

Digging up the past... and creating a legacy

by Susan Szymborski

If you were asked to pinpoint an exciting local area, you probably wouldn't pick a field between Evanton and Dingwall. But it was at precisely such a location that I found a hive of activity one afternoon in July. An assortment of people milled about a small woodland area and part of a field. There were tents, seats, marker flags, trenches and a dog. I hadn't stumbled upon a military exercise; I was visiting an archaeological dig.

The excavation itself was exciting enough. Archaeologists were investigating theories that an ancient road passed through the area and that the original Foulis Castle had been located on the site. Given that the current castle (situated

just a few hundred metres from the dig) was built around 700 years ago, any original structure would have been very old indeed.

What made this dig more special than your average episode of Time Team, though, was that it was run by an innovative organisation which involves the community in its work. Set up in 2009, ARCH Highland (Archaeology for Communities in the Highlands) is a registered charity that encourages people to learn about their local heritage and contribute to knowledge about it. Although its office is based in Dingwall, the organisation works all over the Highlands.

Cathy MacIver, a project officer with ARCH, told *High Life* "It's really important to have such a strong community focus. Speaking to people is a great way to get information you just wouldn't find written down. We also want to ensure we're not just going into communities, doing the work, then leaving our findings with the community."

ARCH offers a number of ways for people to get involved



Some dig essentials - patience, persistence and good



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SURPRISE VISITOR FOR ARCHAEOLOGICAL OPEN DAY

19 Jul 2012

Posted by Jamie MacDougall

This Sunday will see a visitor from the past turn up at the Foulis mound archaeological open day, near Evanton.

The Jacobite visitor will be visiting the site to see what has been found during this year's community dig, and to share some experiences from his own lifetime with visitors.

The recent finds of a copper shoe buckle, soldier's lead stylus and a variety of musket balls, believed to be from the Jacobite era, have led volunteers to believe that the Foulis mound may have been an important area in the training of the Munro troops.

Leader of the community dig, ARCH Project Officer Lynne McKeggie, said, "We'll be showing visitors some of the highlights of the ARCH dig, letting people have a go at some of the techniques we use. We'll have some hidden secrets for children to explore, and were bringing along some clay, so that they can have a go at making their own pots and objects."

The open day will take place at the Foulis mound site on the Old Evanton Road in Evanton between 12-3pm. Further information is available by contacting ARCH on 01349 868 230 or email info@archhighland.org.uk



TWITTER

RT @CooperativesUK: Have you seen the [CooperativesUK](https://www.cooperativesuk.org/) website? It's a place for [#coops](https://www.cooperativesuk.org/) in the [#coops](https://www.cooperativesuk.org/) sector to network, + share info...

[@cooperativesuk](https://twitter.com/cooperativesuk) yep, another great mix of folk @amp; interesting discussion on the project visit. Shame about the unneeded trip on the A9

[@boosterfalcon](https://twitter.com/boosterfalcon) @cooperativesuk



Delve into the Past

Some facts and figures

Courses were held at: Alness, Dingwall and Foulis Mound, with pre-excavation, excavation and post-excavation classes held in 2011 and 2012.



	proposed	actual
attendance	74	112
		(including visits by the Young Archaeologists Club)

In addition:

An open day was held in both years, attracting more than 50 visitors on each occasion

	proposed	actual
no. of courses	2 courses, 2 excavations	2 courses, 2 excavations

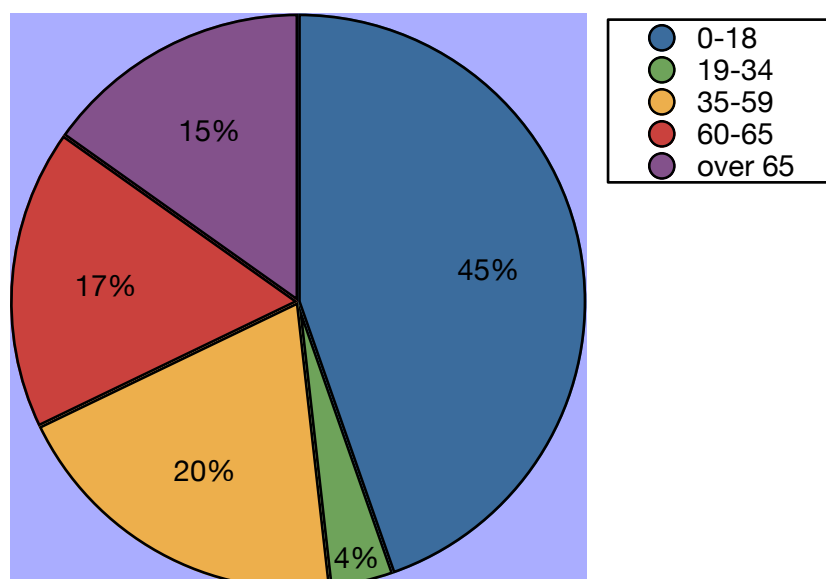
Demographics:

-  Overall 40% of the Delve into the Past attendees were under 18 years old. This figure includes visits by the YAC to the dig in both seasons
-  54% of the pre and post-excavation course attendees were female & 46% male

Outputs

2 exhibitions in 6 locations
excavation blog - written for both seasons
excavation report - 2 completed
1 project book
summary report to Discovery and Excavation Scotland - submitted 2011, 2012
best practice manual for community archaeology projects - completed

Age distribution of participants on Delve into the Past courses



Course Overview

The Delve into the Past course ran over two seasons, in 2011 and 2012. In both years the course was divided into three sections: pre-excitation, excavation and post-excitation. The site chosen has an enigmatic mound which had been interpreted as a motte, a site for a medieval timber castle or as a Viking Thing site. It also lay on the route of the proposed routeway investigated by the Pathways into the Past course, providing an opportunity to investigate the nature of the road.

Pre-excitation

In the pre-excitation classes participants learnt about the research done in the Pathways into the Past and the Road Through Ross (NoSAS) projects, giving them a context for the site over a wider geographical area. This also included an introduction to the history and development of excavation through the past century.

The group researched the site by looking at aerial photos, historical maps and documentary sources about the site, and used online resources such as the Historic Environment Record (HER). Practical workshops in each session introduced participants to archaeological drawing (plans and sections), filling out context sheets and taking levels. These pre-excitation classes helped prepare people who had never been digging before and gave others the chance to brush up on their recording techniques.



Showing visitors one of the trenches during the 2012 excavation open day

Excavation

The first stage of the site investigation was a metal detector survey in 2011, which unearthed a series of metal finds from the more recent past (1700s-1900s). These included musket balls, a shoe buckle, a copper ingot, a lead stylus, a button and a George III 'bullhead' coin.

Excavations took place for two weeks in each season in a number of trenches on and around the mound, and in spite of some challenging weather, evaluations show that people enjoyed the opportunity to try out a range of activities including trowelling, using a Total Station, finds conservation and planning. In between seasons, geophysical survey was undertaken by the project officer, which led to more targeted placement of trenches in summer 2012.

The Delve into the Past excavation offers a much higher level of support, and background training than many excavations, and so this means that people with no previous experience felt able to join in and be an equal part of the dig.

Post excavation
took place both
on site and at
classes work



Post-excavation

Post-excavation classes allowed participants to assist with the analysis needed after an excavation ends. The format of the classes was different in both years, reflecting feedback after the first season.

In both the 2011 course and the 2012 drop-in sessions participants got the chance to try out data entry, soil sample processing, flotation and sorting, as well as inking up site drawings and learning more about the finds and museum cataloguing process. In 2012 a separate day long archaeological illustration workshop proved popular.

In 2011 there were classes that drew together all the information from the summer to create a small exhibition, which toured several local venues. This was not held in 2012, because of time constraints as a result of staff changes. The display was also shown at the 2011 Highland Archaeology Festival, where a presentation on Delve into the Past was made by ARCH. In 2012 the display was updated, and exhibited at Scotland's Community Heritage conference in Birnam, November 2012.

Creche

SLL was keen to attract parents with young children along to the excavation, and so in both 2011 and 2012 offered creche facilities at a local out of school club facility. However, in spite of wide promotion of this facility this was not taken up in either year.

Taxi service from Dingwall

A free taxi service was offered from the public transport hub of Dingwall to the Foulis Mound excavation site. This was taken up by some people and the system worked smoothly. As a result, the excavation was fully accessible by public transport.

UHI students

In season one, some UHI students undertook their required fieldwork practical session with the Foulis dig, since going up to Orkney was problematic. This provided a good partnership arrangement, and is a testament to the quality of the teaching on offer.

Findings

In the time available, inevitably more questions than answers emerged. It is clear that the mound is artificial, although the reason remains enigmatic. Most unexpected were the Carbon-14 dates obtained from season 2, showing that the remains were Iron Age in date. Clearly more work remains to be done on this site.

What participants said

From evaluations:

very well organised, well tutored, well resourced

the archaeology itself was very inspiring

I was really impressed with the amount of information & content of the course

excellent! I attended with my 13 year old son and both of us were very satisfied

very good lecturer- very informal, but still professional

good doughnuts

scientific drawing can be as much fun as fine art

good mix of listening to information and practical skills

excellent introduction to excavating - well planned + presented

I have gotten better at tracing and have learned more about Neolithic Scotland

would particularly enjoy further excavation projects

I learned a lot & realised there's lots more to learn

will be back next year, hopefully

ARCH courses provide a valuable contribution to the local community

From 22 Sept 2012 workshop:

Gained from the course:

surprised that bad weather on the dig was no problem

very little knowledge was no barrier to being able to participate

ARCH leaders led to group gelling and shared knowledge

breaks down isolation

new way of observing

new perspective

lots of responsibility, but no fear, down to the quality, skills and knowledge of the team leaders

leaders empowered group members to be totally involved

builds up local task force to be on hand for bigger digs

flexibility of time commitment allowed people to come and go

Since the course:

has made people want to explore other activities

continued interaction with NoSAS

go to other digs and able to appreciate what was happening

more awareness in community of what was happening

group want to do more on this dig

Outcomes

The figures used in describing the outcomes are from the evaluation forms from all the Delve into the Past courses - of which there were 73 returned.

1. Enjoying archaeology and having fun				
a great deal	86%	a little	10% = 96%	not at all - 1% not answered - 4%
2. Gaining a greater knowledge and understanding of their local heritage				
a great deal	67%	a little	26% = 93%	not at all - 3% not answered - 4%
3. Acquiring new skills				
a great deal	88%	a little	11% = 99%	not answered - 1%
4. Surprised at achievement and wanting to do more				
a great deal	67%	a little	25% = 92%	not at all - 3% not answered - 5%
5. Feeling more part of the community and enjoying improved social interaction and working together				
a great deal	45%	a little	42% = 87%	not at all - 7% not answered 5%





Personal reflection assessment

85 - 95% of participants felt that they gained reflective, listening and observational skills by taking part in the Delve course. 74 - 75% of course members felt that they gained in self-confidence and expressing themselves in words.

Participants response to heritage value of the course

80% of the participants said that the course had inspired them to go out and explore their local heritage.

A majority of course members also felt that the course had helped by:

-  Raising awareness locally: 85%
-  Increasing appreciation of local heritage: 79%
-  Adding new sites to the record 77%
-  By undertaking recording in the field 82%

Comment on outcomes

The results show a high level of satisfaction with the Delve into the Past courses with 99% of course members acquiring new skills and 96% of them having fun whilst they did so. 92% were surprised at their achievements.

A high value was set on the heritage benefits of the project - with 79 - 85% of respondents saying that the course raised awareness and appreciation of local heritage.

The social benefits of the Delve into the Past courses are also clear, with 87% saying that that they now felt more part of the community and enjoyed improved social interaction.

Case Study








Kirsty Mackay, now studying history and english at Dundee University

- 1) *The best moment of the course has to be the moment when I found a piece of pot (below). The piece was old and more than enough to make me feel like a "real live archaeologist" and really inspired me to want to work more in the field.*
- 2) *The most memorable thing about the course was the wonderful atmosphere at the digs and at the talks and lectures before and afterwards.*
- 3) *The most surprising thing I learned about my local heritage should really have been quite obvious - the idea that there were roads everywhere that have now disappeared. I suppose I had assumed that these roads were just reused over the years and made into the modern day ones I see around, or at least disappeared entirely, the idea that you can still find very obvious evidence of them is very interesting and makes me want to go look for them.*
- 4) *The most challenging thing about the course was, I suppose, the fact of where it was. Troweling through the ground looking for artefacts sounds quite fun and interesting - until you're actually having to do it, in the rain, as mud soaks into your knees.*
- 5) *The course has inspired me to think of perhaps working in a museum one day, working with artefacts or doing conservation work, which I was not really considering before the course.*
- 6) *I really enjoyed this course, being able to see the ideas of what we were doing change shape and grow was wonderful to see, I only wish that it was being repeated next year.*





Lessons Learnt from Delve into the Past










What went well:

-  Class sessions: The sessions went well. Practical workshops with short presentations was a good combination over 2.5 hours and held interest
-  Very useful to have the landowners on board and interested in project. They were very helpful with providing access and other assistance
-  Useful to have two seasons at one location. This gave a better chance of understanding the site, continuity for some participants and the chance to think over strategies between seasons
-  Good range of participants from young to old
-  On site teaching and training element on site essential - and one of things that makes us stand out is the time spent on that
-  Good to involve UHI students, though in future more detailed discussion with UHI tutors beforehand would be useful
-  Everyone on project enjoyed themselves and lots of very positive feedback

What didn't go so well:

-  In 2011 it was found that because the main priority was training, the digging done did not progress as fast as hoped for
-  Teaching the Harris Matrix to everyone

Lessons Learnt:

-  Try and keep mix of young to older participants, as this creates a good dynamic.
-  Need to make sure that numbers attending the excavation are manageable, in terms of support and excavation space and jobs to work on
-  More on site training was recognised as being useful in 2011, and was given in 2012 through more emphasis on this aspect in the pre-excavation classes
-  The experience and evidence from season 1 allowed the 2012 team to get deeper, quicker, whilst still providing high quality teaching and training
-  Might want to consider additional staff or voluntary support
-  Public transport - taxis from public transport hub generally worked well
-  Allow more time for the project officer to prepare the courses and write up results
-  A friendly landowner is essential
-  Geophysical survey provides an essential tool for identifying areas for excavation, particularly in a limited season.

Excavating the top of the mound in season 1



Excavating at the bottom of the house in season 1 and ditch in season 2

Conclusion

The Delve into the past project gave the opportunity for people of all abilities to participate in the full process of a dig, from planning to post-excitation processing. The site was accessible by public transport and free childcare was offered.

The uptake of the Delve into the Past courses exceeded expectations and the evaluation responses show that participants were highly satisfied with the experience, with the mix of younger and older participants creating a positive group dynamic. Those taking part in both 2011 and 2012 were keen to have more classes and excavations.

Delve into the Past provides a greater level of support and training than most community digs, so that people with no former background in the subject can join and enjoy the dig. This was appreciated by participants, and 99% of those that completed evaluation forms said that they had acquired new skills.



Excavating the field trench, and finding evidence of a former road in season 2.

The positive support and involvement of the landowners at Foulis, meant that the excavation could run smoothly.



Excavating at the bottom of the mound, in search of a ditch, in season 1

Some lessons were learnt from the 2011 post-excavation classes, where numbers dropped off between courses because of too long a gap. In 2012 the post-excavation classes followed on more rapidly from the excavation and took the form of drop-in workshops rather than a course. In 2012 a day long archaeological illustration workshop was also held, attended by 12 people. This proved to be a popular learning experience.

Childcare

There is no obvious reason for the lack of take up of local creche facilities, and anecdotally we know that a lack of childcare can be a barrier to joining a course. It may be that parents are reluctant to leave children in a facility that is unfamiliar to them. If the excavation is run again, we will undertake early consultation with parents, with visits to nurseries and schools in order to see what might attract them to take up the offer, or what approach would work better.

The dig open day was a popular event, with over 50 people attending each year. The presence of a Jacobite and metal detectorist in 2012 added to the occasion.

The open days provided successful opportunities to get families and children involved in with the dig.

Young people also came on visits with the Young Archaeologist Club each year, and were actively involved in the dig and site recording.



Heritage along the Kyle Line



Travelling by train proved an interesting way to study and take in the historic landscape from Dingwall to Kyle of Lochalsh



Peter Beck and other course participants discuss the Heritage along the Kyle Line exhibition on display in the Friends of the Kyle Line Museum in Kyle of Lochalsh



What participants said

From evaluations:

this was a broad based course where everybody had an interest and an input.

*the group put a lot of work into the project with the tutor keeping us interested all along the way
a well worthwhile project*

the all important discipline was evident but subtle!!

tutor makes the course interesting

a dedicated group with an inspired leader

I liked the social aspect of the course

can't wait to start the 2nd part

From 22 September 2012 workshops

Gained from the course:

looking at the countryside in a new light with extra knowledge, increased awareness

I actually see things differently with new knowledge

more aware and enjoy sharing knowledge with visitors

linking to ancestors, making it more interesting.

*knowing the line, gaining reminders of information, hearing others responses, seeing through
others eyes brings a fresh light to it.*

travelling by train see things differently to driving by car

see things in a new light.

made contact with people who had more knowledge of features on line.

snippets from history, awareness of local geography and landscape

put geography into aerial perspective

*enjoyed looking at HER contributions of photos of old mill in Dingwall. Impressed with building and
spoke to local history society to find out more*

Since the course:

*new understanding of the military importance of the line in WW2 led to more interest in arctic
convoys*

Kyle line classes extended my interest in the area

will look to ARCH to extend knowledge

Outcomes

The figures used in describing the outcomes are from the evaluation forms from all the Heritage along the Kyle Line courses, of which there were 20 returned.

1. Enjoying archaeology and having fun

a great deal - 95% a little - 5% = 100%

2. Gaining a greater knowledge and understanding of their local heritage

a great deal - 90% a little - 5% = 95% not answered - 5%

3. Acquiring new skills

a great deal - 65% a little - 25% = 90% not answered - 10%

4. Surprised at achievement and wanting to do more

a great deal - 50% a little - 15% = 65% not answered - 35%

5. Feeling more part of the community and enjoying improved social interaction and working together

a great deal - 60% a little - 30% = 90% not answered - 10%





Personal reflection assessment

75 - 90% of participants felt that they gained reflective, listening, observational and investigative skills by taking part in the ARCH course. The positive responses were also high, at 80%, for self-confidence and speaking skills.

Participants response to heritage value of the course

More than 50% of the course participants thought that they would definitely go on to explore their local heritage further, with a further 30% saying that they might do so.

An overwhelming majority of course members also felt that the course had helped by:

-  Raising awareness locally: 90%
-  Increasing appreciation of local heritage: 90%
-  Adding new sites to the record: 70%
-  Undertaking recording in the field: 75%

Comment on outcomes

The evaluation figures reveal that course members felt that the Heritage along the Kyle Line course had made a difference to the understanding and appreciation of heritage in the communities along the rail line.

They also show that the course had been highly successful in making archaeology an enjoyable subject to learn and that more than 90% of participants felt that they had acquired new skills and knowledge and felt more part of the community in the process.

The personal reflection outcomes for this course were also very high, including the fact that 80% of the course members felt that they had gained in self-confidence and speaking skills, 50% being surprised at their achievements. This is a lower figure than for some course, but several members of the Heritage along the Kyle Line course had attended a number of ARCH courses, and so perhaps they were no longer surprised at what they could achieve!

Case Study

Peter Beck, Friends of the Kyle Line Museum

Peter discusses the
Kyle Line exhibition
with Susan Kruse of
ARCH



1. **Best moment** I think has to be seeing the completed work, especially when the leaflet was produced, bringing 3 years of work by a varied group of people. One comment made, was that 'we had ALL achieved so much, and that the whole project is something that every participant can be justly proud of'.
2. **Most memorable** Definitely the teamwork, which the project endeared in everyone. I particularly remember the 'first production line' at Lochcarron, producing display materials, photographs, etc, laminating, trimming, colour coding onto the display and assembling. All completed in one session, I don't think anyone there thought we could achieve it, but we did.
3. **Most surprising fact** The sheer range of over 6,000 years of heritage, precludes any individual 'fact/item' can be chosen. Some parts of the project resonated more than others, but this was probably due to personal interest rather than the 'surprise element'. It would be unreasonable and selfish to only allow personal interests to be considered!
4. **Most challenging** The initial research at the start of part 1, due to the sheer quantity of material available and the lack of experience in the procedures utilised, it seemed overwhelming! The weeding out of what could be used and what was superfluous, was difficult the first time, and I think new participants on parts 2 & 3 found the same problem. Including material was easy, Excluding it was difficult!
5. **Inspired to do next** Don't have a plan! but am quite interested in the idea of a Telford project. Have been approached by the Plockton Historical Society, (of which we are members) to give a talk on the Heritage along the Kyle Line project, as the history of the Railway Line has been done before.
6. **Thoughts to share** Only to say how much I thoroughly enjoyed the experience. With a vested interest in the subject matter, it was natural to get involved, however I never realised what Archaeology really included, outside of sitting in a trench in a field armed with a trowel and toothbrush.

The tuition/leadership/friendship shared by the course tutors was a big part. To me the way the participants were encouraged to make their own individual and collective decisions about the content etc, was impressive, and I think we all learnt from that. I did learn one golden rule 'Question Everything, Do Not Assume Anything' A fitting tribute to an enjoyable experience.

I hope that ARCH goes from strength to strength and continues to bring its educational purposes and experiences to the public.

Case Study

Donald Matheson from Poolewe

The best part of the Heritage along the Kyle line course was the opportunity to meet new people and learn about local history and how it transformed the local land and way of life.

The learning about how people who lived around the railway and used it was most memorable for me as I have a keen interest in both the railway and the heritage connected with it.

The most surprising thing I learnt on the course was how the railway helped a lot by delivering goods and vital supplies quicker than by road even to small remote communities.

I found it quite challenging trying to research, as it was the first time I had done any major research, but I was able to rise to the challenge which has now helped me to go into other researching roles.

The course has inspired me to help the Russian Arctic Convoy Museum Project get a museum built so that there is a safe place for all the artifacts that people have to share about the Russian Arctic Convoys that sailed from Loch Ewe.

My final thoughts are keep up all the good work it is fantastic that there is so much available for people that have a keen interest in archaeology and I hope to be able to attend some courses and workshops in the future.



Donald Matheson with visitors at the Taking Part in the Past festival

Lessons Learnt from Heritage along the Kyle Line

What went well

- ✍ Covering a broad time period and good range of sites over a wide geographical area
- ✍ The courses captured people's imagination and opened their eyes to looking at a route in a new way
- ✍ Having a venue for all of the displays to go after touring (Friends of Kyle Line Museum)
- ✍ Scotrail very pleased with results and publicity

What didn't go so well

- ✍ Logistics of getting people to/from classes over such a wide catchment area.
- ✍ Train timetable created some problems.
- ✍ MP3 output would be better off for a static project (e.g. a walk to sites) rather than moving on a train.
- ✍ There was no historic overview built in to the course structure, so understanding sites in context was more challenging

Lessons learnt

- ✍ Logistics will always be difficult in a course of this nature
- ✍ 8 sessions was about right, but a few more would be required if the course included an historic overview.
- ✍ Consider more sessions on trains, with the potential to visit sites and take photos.
- ✍ The fact that the course took place over a long period of time allowed new people to join and other people to get fully immersed in the project.

Conclusion

The extremely positive evaluation responses would seem to show that working with smaller groups of people over several courses can have many benefits. These include providing the opportunity to study heritage intensively and giving a conducive working environment for increasing self-confidence in a group setting.

Working along the length of the route from west to east coast, produced some timetabling challenges, which resulted in the off-train classes taking place in smaller communities than initially envisaged and perhaps therefore leading to smaller class sizes. However, the train journey also produced many benefits - including the inspiration of seeing much of the heritage studied in its landscape setting.

The group was involved in researching, choosing sites, writing text and basic design for the leaflet, and were very proud of their results. This showed that leaflets can be produced to a high standard by community groups.

The Heritage along the Kyle Line courses have generated interest among the wider public and ARCH has approached by the Friends of the Far North line to do a similar one for them.

Display the Past



Work on the Display the Past exhibitions included visits to local and national museums and archives



Display the Past

Some facts and figures

Courses were held at: Nairn Museum, Groam House Museum

	proposed	actual
attendance	24	35
no. of courses	2	2

demographics: The courses were attended by a balanced mix of 40% men and 60% women. These were predominantly 39 years and older. Both groups had one younger member of the class - in the age bracket 19-25 at Groam House and 26 - 34 at Nairn Museum

	proposed	actual
outputs		
museum exhibitions	2	2
In addition: 1 new entry, 5 updates, 163 photographs and 13 reports were submitted to the Historic Environment Record.		

Course Overview

During 2010 and 2011 SLL ran a new museum skills course, 'Display the Past'.

The eight sessions of the course included an introduction to the history and development of museums and collecting, and explored how approaches have changed over time. Participants also gained hands on experience in the practical aspects of work in a museum, including the cataloguing and care of museum objects, creating accessible interpretation materials and planning and designing and setting-up exhibitions of objects from museum collection.

The course culminated in the research, design, creation and installation of an exhibition for display in their local museum. The course was offered by in partnership with two local museums: Nairn and Groam House, Rosemarkie. The Nairn group focussed on finds from the multi-period high status site of Culbin Sands. The Black Isle group investigated the hitherto little known finds from a local collector which had been donated to the NMS in the 1930s.

What participants said

From evaluations:

By far the best course I have been on. I have experienced many professionally led courses working in small groups with others was very worthwhile - we shared ideas and information I cannot fault the arrangements, they were superb
tutor's enthusiasm infected us all - she was patience personified and brought out the best in us
I have thoroughly enjoyed taking part in this project
it has been an absolute joy - apart from the UHT milk!
we had a really good team effort to complete the project
find myself wandering around-eyes on ground-in hopes of finding another Culbin axe
I'm happy that the group wanted to include my artwork in the exhibition
thanks ARCH, you have inspired me, enthusiasm was dormant - am now on fire!
I would not have been able to take part in this course if childcare was not provided
loved the course very much, would like follow on courses
more please!

From 22 September 2012 workshop:

Gained from the course:

finding out how museums work
opportunity to find out more about my local heritage
bring objects to life by discovering more about them.
learnt how NMS staff dealt with objects in Groam House.
went on to study a 3-month module on conservation of historic buildings with Shetland College
Research skills early archaeology
developed skills in display production, including text

Since the course:

increased confidence in using museum objects to develop displays
attended NoSAS excavation of Caird's Cave after this course, and went to the ARCH Delve course
from building of an object on the course I went on to leading art workshop encouraging people to imagine historic places

Outcomes

The figures used in describing the outcomes are from the evaluation forms from both of the Display the Past courses - of which there were 24 returned (69% of the participants)

1. Enjoying archaeology and having fun

a great deal - 88% a little - 8% = 96% not answered - 4%

2. Gaining a greater knowledge and understanding of their local heritage

a great deal - 88% a little - 4% = 92% not at all - 4% not answered - 4%

3. Acquiring new skills

a great deal - 71% a little - 17% = 88% not at all - 9% not answered - 3%

4. Surprised at achievement and wanting to do more

a great deal - 88% a little - 8% = 96% not answered - 4%

5. Feeling more part of the community and enjoying improved social interaction and working together

a great deal - 58% a little - 13% = 72% not answered - 28%




Personal reflection assessment

88 - 96% of participants felt that they gained reflective, listening, observational and investigative and expressive skills by taking part in the Display the Past course. The figure was also high for increased levels of self-confidence, with 79% noting an improvement.

Participants response to heritage value of the course

71% of the participants said that the course had inspired them to go out and explore their local heritage, with a further 25% saying that they would possibly investigate further.

A majority of course members also felt that the course had helped by:

-  Raising awareness locally: 88%
-  Increasing appreciation of local heritage: 92%
-  Adding new sites to the record :54%

Comment on outcomes

The outcome figures for the Display the Past courses show a high level of satisfaction with the experience, with 96% noting that they had felt it was an enjoyable way to find out about archaeology and that they were surprised at their achievements. A high percentage of the participants also felt that they had a greater understanding of their local heritage (92%) and had acquired new skills (88%).

These levels of achievement were also to be found in participants' perception of their increase in social and learning skills, including having more self-confidence, which had a high positive response rate of 79% for these two courses. 72% of participants also noted that they felt that they enjoyed improved social interaction as a result of the courses.

Case Study

Lizzie studying
the Meikle Ussie
cup

Lizzie McDougall, Meikle Ussie

Lizzie attended the Display the Past course in Groam House, and went on to lead an art workshop for Living in the Past. Her comments reflect her experience of both.



1) What was the best moment on your course? *That's a difficult question, as I really enjoyed it all.*

but I was really delighted when I was given the stone cup as my object to research and present. . . but I also really appreciated all the work that had gone on to developing the project, and the teaching and guidance we were given, as well as the teaching materials to support our understanding of all that is involved in creating a museum display, it was extremely comprehensive and I think the course was of an exceptionally high standard.

2) What's most memorable about your course? *The setting up of the exhibition and the display panels at Groam House Museum was fantastic as it was the culmination of all the work we had done as a team and individually. The trip to the Museum Store in Edinburgh was very exciting as it was an opportunity that I had never expected to have.*

3) What was the most surprising thing you learnt about your local heritage? *I think the thing I was most surprised by was how much of our Heritage is in drawers in the Museum stores in Edinburgh! While of course it is marvellous that these objects are well looked after and available for research, it is a pity that more of them are not on display in the area where they are from. I think that is what made the Display the Past project so special. We were able to bring Dr McLean's finds back to Ross-shire and as local people with local knowledge given the opportunity to research the objects and create the displays for them here in Ross-shire.*

4) What did you find most challenging about your course? *Probably having to cut the text for my display.*

5) What has the course inspired you to do next? *As an artist I respond to things visually and as a way of presenting the object I drew two potential scenes highlighting how the object may have been used. I enjoyed this, and was pleased that others did too. When I was asked to lead an art workshop, Living in the Past, as part of a joint ARCH and Scotland's Rural Past Project, I worked with a group of children using a similar idea, encouraging and enabling them to produce a series of drawings of life on a croft based on their archaeological study of a croft. This really engaged the children and the resulting exhibition brought the past to life. As well as creating an exhibition we also made a power point which was very effective. So the work I had done as a volunteer as part of the Display the Past Project contributed to a new activity in my freelance work as an arts worker, I am hoping to do similar work with museums.*

6) Any final thoughts to share? *I thoroughly enjoyed being part of this project I think it was very special and really hope that it will be possible to do another similar project. I'm sure that similar projects would be popular with people in other areas of the Highlands and an excellent way for National and Local Museums to work in partnership. I would like to thank all at ARCH for all their work. I feel really lucky to have had the opportunity to take part in a number of their activities and think they have been a huge asset to the Highlands and hope very much to take part in projects with them in the future.*

Case Study

**Janice Downie,
Auldearn**

Personal view of the archaeology course about the Culbin Sands called 'Display the Past' January 2011. Held at the Nairn Museum.

Culbin Sands from the air.
Photographed by another
course participant, David
Shillabeer



1. What was the most enjoyable or memorable part of the course ?

I enjoyed meeting and working with other people in the group and have made lasting friendships. I loved learning the story of the Culbin Sands (you could not make it up)

The trip to the storage area for the National Museum in Edinburgh and to the museum itself was another highlight.

2. What was the most surprising thing you learnt about your local heritage ?

The most surprising I learnt about my local heritage - that is about the Culbin Sands, is the sheer amount of finds held in the National Museum in Edinburgh. I believe there are about 29,000 artefacts in total. I was surprised also at the richness of its long, colourful and sometimes tragic past.

3. What did you find most challenging ? Working to a tight schedule for researching and presenting findings.

4. What are you proudest of ? I feel proud that my work was accepted and used in the project and that I was made to feel that I was a valued member of the group.

5. What has the course inspired you to do next ?

The course has inspired me to go on and do other things:

- 1. A few of us have got together to form an informal group of our own called A.H.A.G. which stands for the Auldearn History and Archaeology Group. We go at our own pace, and use the knowledge we gained in how to carry out research, where to look for information and how to document it.*
- 2. We were actually asked to set up a display for the Jubilee celebrations which we managed with no problem. This shows that we were able to use the skills which we learned on the course.*
- 3. Another thing is family history. It was started by an elderly relative and now I have become hooked on it.*
- 4. I sent away a sample of DNA to Scotland's DNA project to help determine how Scotland became populated and to find out where we came from. I have been completely blown away by the results. These findings are leading me on to further studies.*
- 5. The course has also given me the confidence to write. I have completed a children's' story and some poetry, even if they are never read I am happy about it.*

My final thoughts about the course 'Display the Past' -

If I got the chance I would like to take part in further courses, should they become available. I don't believe in coincidences as such, but I believe the course came at a good time for me which was just before I retired completely from nursing, and was wondering what I would do - apart from my hobby of crafting. I have to thank our course leaders and ARCH for opening a wonderful door and for making the past come to life.

Lessons Learnt from Display the Past

What went well:

- ✂ The museum displays were accomplished and professional
- ✂ Participants really enjoyed trips to Elgin Museum and the National Museum
- ✂ The courses left good legacy of skills to develop further exhibitions and help the museums

What didn't go so well:

- ✂ More project officer preparation time would have been helpful.
- ✂ The classes did not have enough time for writing texts and too much on theory

Lessons learnt:

- ✂ Make sure museum has an assemblage of note to use in display; if not make sure alternative materials/photos are on hand.
- ✂ Important to have time to go over what museum has in stores - privately and as part of class. This can also help suggest storage and conservation solutions to the visiting museums
- ✂ Edinburgh is a long trip - consider an overnight trip. Go to a local museum too.
- ✂ Reduce time spent on theory - e.g. create handout on museum ethics and guidance manual rather spend time delivering this as a presentation.
- ✂ Think about museum opening times - run the course in winter when closed and then allow time between the course finishing and museum re-opening.
- ✂ Some people don't like writing, so have other activities they can do.
- ✂ Get participants involved in doing outreach with their display.
- ✂ Getting more than one museum involved in each course works well. It brings museums together, and provides different perspectives and input and more finds to choose from.

Conclusion

The outcomes for the Display the Past courses, show a high degree of satisfaction and sense of personal development. There could be a number of reasons for this, but the fact that each group was working towards the common purpose of creating an exhibition for their museum is likely to have been a positive influence. The staff and the museums involved commented that these exhibitions were of a high standard.

The trips to the National Museum in Edinburgh and Elgin Museum were also commented on by both staff and participants as being popular, and these will have also helped to both inspire the groups and enable them to get to know one another better.

It was noted by staff that it can be good to have more than one museum working together on each course, as it increases links and cooperation between the organisations. This approach could be developed further in future courses, and would provide a valuable benefit to museums that are often largely run by volunteers and which may be relatively isolated.

As the two case studies, from Janice Downie and Lizzie McDougall reveal, the SLL courses can lead to participants using their new skills to undertake new work and personal and community activities, in ways they would not have anticipated prior to attending the course.

Living in the Past



Living in the Past gave children the chance to use their creative and research skills



Living in the Past

Some facts and figures

Courses were held at: Tore Primary School, and a croft on Heights of Kilcoy

	proposed	actual
attendance	40 children, 15 adults	42 children, 15 adults

minimum of 80% satisfaction: no formal evaluation undertaken, primary school pleased with the project.

outputs

a powerpoint presentation and a display of the artwork both made by the children in the Young Archaeologist Clubs

Course Overview

In spring 2011, SLL and the Scotland's Rural Past project worked with Tore Primary school and the Inverness and Ross and Cromarty Young Archaeologists Clubs exploring a derelict croft and other sites at the Heights of Kilcoy near Tore in Ross-shire.

Tore Primary School spent several months preparing for the visit, including with visits by project officers to play 'The Rubbish Game' and Ross and Cromarty Archaeology Service staff to find out more about Bronze Age burials. Then during one day the entire school explored the croft site with Brian Wilkinson of the Scotland's Rural Past project, a well preserved sheep dip with ARCH board member Alasdair Cameron and project officer Susan Kruse, and an early Bronze Age Clava-type burial cairn at Carn Urnan with project officer Cathy MacIver. As heritage detectives the children asked questions and recorded remains, and took some hi-spy pictures. In the afternoon there was more investigation back in the classroom, looking at maps, finds and pictures of similar sites.

The following day it was the turn of the Young Archaeology Clubs, who concentrated on recording the site in the morning. In the afternoon they worked with artist Lizzie McDougall to interpret the remains, creating a series of drawings illustrating the history of the croft. In later sessions the YAC members pulled these together to create a display of artwork and a powerpoint presentation, both featuring at the June 2011 Scotland's Rural Past final conference.

What participants said

From 22 September 2012 workshop:

children were enthralled by total experience

they enjoyed exploring the site

learnt how using one piece of reject pottery could be basis of inspiration for art

children loved the physical investigations and recording using proper archaeological procedures

we were able to take them back and bring the past alive





Outcomes

No formal evaluation was undertaken for this course, but the comments from the 22 September 2012 workshop, given by adults who were helping with the activities, describe their perception that the children got a lot out of their experience.



The quality of the artwork, the powerpoint presentation that was produced and informal feedback from staff at Tore Primary School confirm this view.

Lessons Learnt from Living in the Past








What worked well:

-  Good involvement with the school. Essential to have them onboard.
-  Worked well having a variety of sites to look at.
-  Worked well having time outside and working with the artist
-  The children enjoyed being able to choose what they wanted to create from the work

What didn't work so well:

-  The children got cold outside when there was too much standing around
-  Not always pitched right to the children

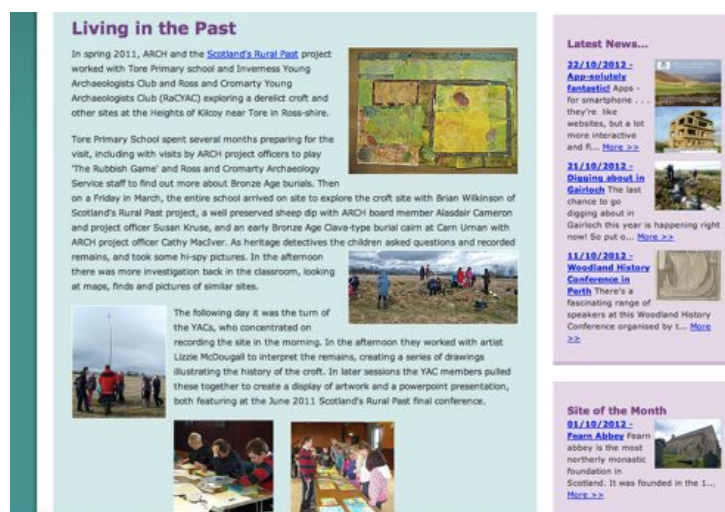
Lessons learnt:

-  Having the headteacher on board with the project is essential
-  A good local contact is needed, and can make all the difference accessing sites
-  Talk to teachers ahead of time for what they want
-  Ensure there is time for enough visits to nurture the project
-  Half-day inside and half-day outside worked well as a format
-  Allow time for artist briefing and for the artist to mount artwork
-  Loan boxes were good to have and are useful back up for wet weather

Conclusion

The comments on this course, from helpers and SLL staff, indicate that the structure of the outdoor work at the croft site and the indoor art work was successful. The importance of a good relationship with the headteacher is also noted, and was invaluable to the successful delivery of Living in the Past.

The project illustrates the benefits of enthusing children, since their involvement in local heritage is all important. It also provided resources and training for teachers to continue in the classroom. There is great scope for cost-effective projects like this, especially within the Curriculum for Excellence framework.



Living in the Past and all the other SLL programmes are reported on the ARCH website

Case study

From Audrey Buchanan, Headteacher at Tore Primary School

1. What were the best moments?

The best moments were the way history that came alive. The children remarked on how much more exciting this was than books. They felt that they were experiencing history firsthand. In my mind it was real learning. They'll remember it forever.

2. What was most memorable?

While we enjoyed the indoor learning, and having ARCH help with indoor sessions before and after the fieldtrip, the trip outdoors was definitely the most memorable for all of us. I could see the children looking at the sites and thinking there was not much there, but Brian, Susan and Cathy led them to think about the sites and to engage with them. They felt like they were real detectives. They also really enjoyed the hi-spy camera!

3. What was the most surprising thing that the children learned?

The most surprising thing the children learnt was probably how a sheep dip worked. The children were captivated by Alasdair's demonstration, both from the shepherd and the sheep's perspective!

4. What did you find most challenging?

Definitely the Health and Safety preparation, risk assessments, and planning for all ages was the most challenging part of the project. But it all went smoothly and was worth it in the end.

5. Has it inspired you to do this again?

Definitely - but it made such a difference to have experts helping with this. It's having the partnership with people from ARCH which made the day such a success, providing background knowledge and resources. I hope that ARCH will collaborate again on another such day.

6. Any final thoughts?

The children really enjoyed the day, and the topic work before and after. We've linked to both ARCH and to Scotland's Rural Past project on the school blog which we started after the training.



Case study

From Sarah Holden, a pupil on the course

1 What was the best moment? Learning more about how the Bronze Age burial cairn with its stone circle was used and how it was important to the people who lived then.

2 What's most memorable? I live very close to the cairn so it was good to learn more about it.

3 What was the most surprising thing you learnt about your local heritage?

Finding that we had an old sheep dip in the woods where we walk most weeks and which I'd never noticed before.

4 What did you find most challenging about the days? Drawing a picture of the croft and figuring out where things were and what size for example, where the fireplace would have been and what size it was.

5 What has the course inspired you to do next? It has inspired me to be an archaeologist.



Sarah recording the croft

Taking Part in the Past



Taking Part in the Past attracted a broad variety of heritage and craft stallholders and provided indoor and outdoor activities for all age groups



Additional outreach activities

. . . that fall under the Stop, Look and Listen umbrella

Taking Part in the Past family festival

As the Stop, Look and Listen project developed ARCH became aware that although we had offered creche or childminding support for each of the courses, there had been limited uptake of the facility, and that a family festival might provide a more accessible opportunity for all ages to get involved.

With the support of our funding bodies it was therefore agreed that the proposed end of project conference could be brought forward and re-envisioned.

The Taking Part in the Past family festival was held in Dingwall Academy in April 2012. The aim of the event was to make archaeological and heritage accessible to all ages, which we did by providing a broad range of talks, workshops and activities, ranging from talks on community archaeology and workshops on a broad number of themes, including Viking burial, storytelling and building a mesolithic shelter. We also invited heritage organisations and craftworkers to have a stall and to demonstrate their craft.

We promoted the event over several months and were delighted with the take up. The festival was attended by more than 400 people, of which 149 were children. All the workshops were fully booked, indeed some were oversubscribed. 71 evaluations of the day were returned, all but one child expressed satisfaction with the event.



What the participants said

What we enjoyed

the terrific sense that a splendid heritage existed that we could all share
making clay pots because they can be used for stuff and it was fun
den Building and learning about past
the skeleton
learning by doing
the children's activities and hands on sessions and demonstrations. Also tea and cakes!
a very enjoyable and informative day
people been so happy
friendly, and interesting
I liked touching the artefacts
the demos and the amount of info I learnt
connecting with a wider community of people with similar interests
shelter building
a good mix of hands on activities along with lots of well presented information
that I learnt more and had fun at making the shelter
all excellent! Talks, practical session, displays
the enthusiasm of all the people involved.
very inspired by turn out particularly number of young people attending - excellent venue
I enjoyed trying the fudge
stories, spinning, basket making
I came with my daughters cub group. It was good to see them interested and inspired
the stories and looking at spinning
seeing all the old stuff it was very cool
variety of skills and crafts and actually getting to see the objects made.
have been asked to write my family story for russian Convoy Expo
the do you have what it takes to be a Viking thing.
the enthusiasm and patience of the exhibitors, especially as this encouraged my children to find
out more
everything !

What could have been better

Have one every year

some field events, e.g archery, jousting, more "make your own" events

some of the activities were overlapping and you could make them not if I had my shield!

more den building and workshops

lots of more spaces available for booked events

more hands on and crafty activities that don't have to be booked in advance, bigger range of demonstrations

No idea- thought it was excellent + there was no need for improvement

having more kids stuff

by doing more interactive activities for children

I don't know! Great staffing good activities & super atmosphere. Thank you catering - should have sandwiches!

perhaps over 2 days so there is more time to really see everything

would've liked more 'role playing' characters talking about history

do it again annually

lunch stalls

change the weather

more out door activities

make it sunny

a creche

add dressing up events for the children & fancy dress minded adults!

Lessons learnt

There was an overwhelmingly positive response to the Taking Part in the Past festival from visitors, stallholders and workshop leaders alike.

Many of the evaluation responses can be summed up by 'lets have more of it, more often'. This is especially true of children's' activities, where we had a good range of events and demonstrations, but demand exceeded our expectations. The bookable events filled up quickly, suggesting that timetabling at future events should allow for a repeat of hands on workshops.

Overall the model chosen for Taking Part in the Past seems to have worked well, and provides a good template for designing future family events.

School visits

Proposed

36 visits, 1080 children

Actual

18 visits, 877 children

When SLL has delivered workshops and talks to schools these have been well-received, but persuading schools that they would like a visit has proven more challenging than initially envisaged. We did not meet our target, but over 1100 children have participated in SLL courses, visits and activities.

Postal and email contact has been made with schools across Highland, and was promoted through High Life Highland/Highland Council officer responsible for alerting schools to opportunities, but the most successful results have been from personal contact.

The experience of working with schools on this project have shown that in future projects ARCH should either aim to target a select number of schools in the geographic area within which the organisation is working, or that more time resource will be required to make effective contact.

Talks and lectures

Proposed

36 talks, 1080 people

Actual

36 talks, 1181 people

There has been a positive response to Project Officers' offer of community talks, which have been presented on a variety of subjects across a broad geographic area.

Highland Archaeology Festival

The Highland Archaeology Festival, held in the first two weeks of October each year provides an invaluable opportunity for ARCH to reach a wider audience. ARCH has provided events in 2010, 2011 and 2012, and this will continue to be a feature of our work. We have had a display at each of the seminars held at the end of the Festival, attracting over 130 people each time. The displays have always included at least one produced by participants on courses.

In the three years we have provided:

-  14 site tours
-  6 talks
-  6 workshops
-  4 displays
-  2 panel discussions
-  1 heritage book sale



Stop, Look and Listen celebration

This event was held in Strathpeffer Community Centre in September 2012. Everyone who had attended one of the Stop, Look and Listen courses was invited and 47 participants came to the event.

SLL provided free transport, or mileage costs, and this was a significant factor in people being able to attend. Groups came from Skye, Badenoch and Strathspey and the Nairn-Auldearn area, but the transport service also allowed people from Alness and Dingwall to attend, who might otherwise have found the journey difficult.

The day was arranged to be a mix of celebration and an exchange of experience of courses. Workshops were offered in the afternoon to allow people to try out new activities. These took place at the same time as discussion groups got feedback on the Stop, Look and Listen courses for the social accounts.

On the whole this worked well, with very positive comments made to staff about their experience of the day. Comments from participants at the feedback sessions are presented throughout this document.

Lessons learnt

The format for the day was successful and people felt that it had been worthwhile. There was a bit of confusion about the purpose of the discussion groups, and this was probably because it had not been made completely explicit in the materials we sent out prior to the event. We were concerned that being part of a project evaluation might put people off attending, but given that all the other activities on the day were so popular, we can be braver next time!



Conclusions and Recommendations

What was liked and how to do it even better

The attendance figures and comments consistently show a high level of satisfaction with SLL courses. The ability of the tutors to inspire and inform, whilst providing a relaxed learning environment is frequently commented on in the evaluation forms, and is a feature that has encouraged people with no background in heritage or archaeological learning to feel that they can come along.

Interestingly a number of people commented that they would have liked the courses to be longer, and their enthusiasm for more is also seen in the suggestion that there be shorter or no coffee breaks!

In the original plans for SLL, we wanted to provide opportunities for participants to move onto other courses or activities. We cannot track opportunities provided by other groups, but (64%) of SLL participants went on to further SLL modules and courses and others attended walks, lectures and other ARCH sponsored events.

Providing accessible courses local to communities and where possible accessible by public transport was a high priority. 34 people (7%) of individuals commented that they rely on public transport and we know that in all courses at least some people walked or took public transport, but will continue to explore ways in which to encourage more people to do this.

The courses had important heritage benefits, as shown for example by the entries submitted to the heritage databases and other outputs. The evaluation comments also show the valuable social benefits of the courses in providing a sense of community. The health benefits are difficult to quantify but are also important, providing opportunities for healthy activity and overcoming isolation.

Local contacts have been hugely important in the success of SLL's activities, whether through helping with publicity and encouraging others to come along, or by allowing us onto their land for field and survey work. The support of local heritage organisations and museums and of the Highland Archive Centre and National Museum in Edinburgh were an invaluable asset for the courses, both in providing background materials and in allowing people to see original artefacts material. This co-operative approach has been a successful area of SLL's work and one which will continue to be developed in the future.

As the Stop, Look and Listen project progressed the project officers concluded that increased outreach support was required in order to reach a wider audience, and to allow the officers sufficient time for course preparation. This approach was successful and will be built in at the outset of any future ARCH projects. Consideration will also be given as to how to market courses in smaller chunks, as some people may have felt that a minimum of 6 weeks was too much of a commitment at the start. ARCH will also run some more day-long courses, as these will appeal to people who are unable to commit over a number of weeks and can be more easily provided over a wider geographic area.

The leaders of the Pathways into the Past and Delve into the Past courses had some challenges in persuading people to come to the display creation section of their courses, and then to produce materials. However, comments from all the Stop, Look and Listen display creation classes suggest that, having taken part, participants were proud of their achievements and had a real sense of ownership. In future courses ARCH will have some displays to show people as examples, hopefully making them feel less daunted and more excited about the prospect of producing their own.

SLL project officers have been much in demand for providing talks and workshops. These provide an excellent opportunity to reach a wider audience and geographic spread, and will continue to be part of future work.

Many groups wanted to continue their study after the course had finished, but in most cases this was found to be difficult without ARCH Project Officer support. This has pointed up the need for some follow up events once a course is finished. It also suggests that there might be a role for ARCH in providing some backup support to groups from a distance - a suggestion that was also made at the September 2012 gathering.

The SLL project is clearly providing wide and diverse heritage opportunities over a large geographic area. This was highlighted in an Archaeology Scotland report *Continuing Education Research Project*, published August 2012, which examined the provision and availability of archaeology as a subject for the study in adult education in Scotland. The report on page 4 stated; 'In Scotland, the largest course provider was Archaeology for Communities in the Highlands (ARCH).'

To be avoided or changed

SLL had some staff changes during the three years, which on two occasions led to a delay in delivering a course module. This may have had a negative impact on course attendance, and ARCH will aim to avoid this delay happening in the future.

Getting school involvement has been a challenge for ARCH, although the talks and activities have been well-received once the contact is made. If ARCH is to continue to try and make school visits extra time will have to be allocated to enable personal contact to be made with the teachers.

Attracting people to use the creche facilities or childminding payment has proven largely unsuccessful. As noted under the Delve into the Past programme (p31 - p40) we consider that it may be that parents are reluctant to leave children in a facility that is unfamiliar to them. We will undertake consultation with parents, with visits to nurseries and schools in order to see what might attract them to take up the childcare offer, or what approach would work better.

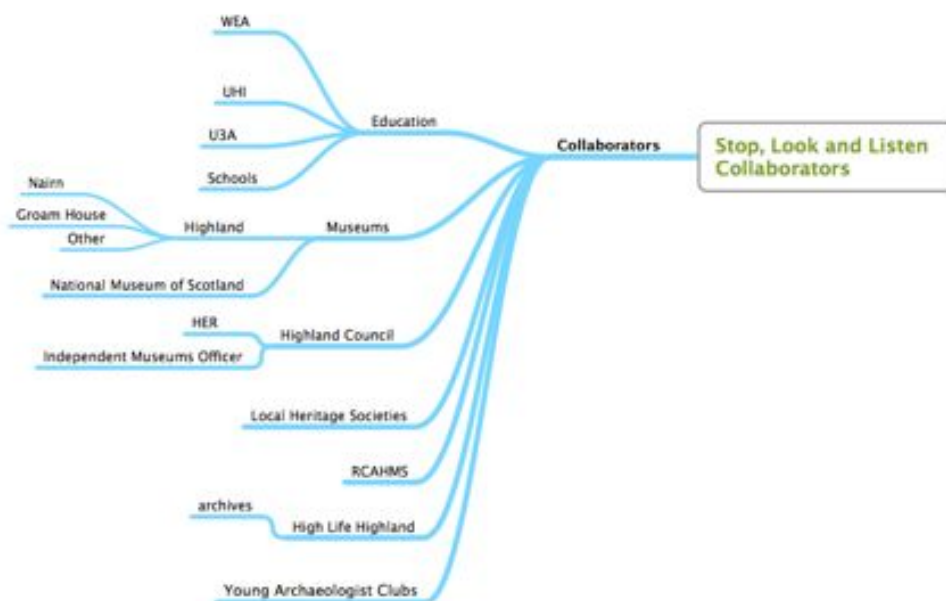
There is an under representation of 19 - 39 year olds on the ARCH courses. We ran classes at different times of day in order to try and allow people with differing commitments to attend. The success of the Taking Part in the Past family festival suggests that some more day long events held at the weekend may be a good way of attracting in this younger age group.

In conclusion

ARCH is happy that their student centred approach works well, getting participants engaged and enthusiastic about their local heritage, and proposes to continue this approach in future projects. The Stop, Look and Listen project shows that people can learn about and record their heritage in a cost-effective, fun and lasting manner.

Objective 2:




To work in partnership with other groups and organisations, fostering a co-operative approach to Highland heritage



ARCH has always looked to collaborate with other groups and organisations. In the SLL we worked with a wide number, as outlined in the diagram above. This created or expanded connections and can be built on in the future.

We asked a number of our collaborators about working with ARCH and SLL, asking:

‘Does ARCH uphold its values, which are that:

-  *all people should have the opportunity to learn and enjoy their heritage, no matter what their age, ability or place of origin*
-  *everyone has the potential to engage with and preserve their local heritage*
-  *our heritage projects build positive communities, by working with, and in, the communities that are the focus of our courses*

and would you care to comment on the impact of our work.’

The responses received are recorded below:

North of Scotland Archaeological Society (NoSAS)

. . . the feedback I have had from NoSAS members has always been very positive. With that in mind I can say that ARCH has upheld its values of enabling people of all ages and background no matter what their ability to learn about the heritage around them. The impact on the wider community has been very positive. I have had the opportunity to see some of the exhibitions around the Highlands. These are disseminating the enthusiasm and understanding to the wider public that the local groups have gained for their heritage.

Anne Coombs, Chair of NoSAS

Historic Environment Team, The Highland Council

During the last 3 years Highland Council Historic Environment Team (HET) and ARCH have developed a very good working relationship. HET very much value the work of ARCH, most notably through their engagement with local communities and encouraging them to understand, appreciate and record their heritage. ARCH have also engaged fully with the Highland Historic Environment Record (HER), an essential tool used by HET to protect and preserve the historic environment from development. ARCH have recognized the importance of enhancing the HER, and ensuring that this information is as up-to-date as possible. An integral part of many ARCH projects has been to raise awareness of the HER, and to encourage communities to take an active role in protecting that heritage by reporting their finds, comments and observations to HET for inclusion in the HER. This information has been invaluable to us, and represents an enormous amount of information of which we would not otherwise have been aware.

The work of ARCH has been wide ranging and has covered the full palimpsest of periods and subjects, as well as teaching practical archaeological skills, research and presenting those results to others. It is clear that the work of ARCH has made a positive contribution to the historic environment, and perhaps more so, to those communities in the highlands that ARCH has worked with. It is our hope that those communities will continue their interest and form a long term commitment to the fragile historic environment that is so often taken for granted.

ARCH has admirably upheld its core values and achieved a great deal in a very short space of time, and has drawn on a wide ranging and skilled set of staff and contributors. We very much applaud their efforts.

Andrew Puls

National Museums Scotland

I am happy to provide some feedback based on my working relationship with ARCH. By way of background, I should perhaps say that I have been one of the main points of contact between ARCH and the Department of Archaeology (now the Department of Scottish History & Archaeology) at the National Museums of Scotland during the course of the projects carried out under the overall heading of Stop, Look and Listen.

That contact has taken various forms ranging from the simple provision of information to course leaders to facilitating study visits to our museum displays and stores (for two of the participant groups) and commenting on draft versions of the project outcomes (eg draft text of the Highland Community Timelines book, drawing together a number of projects across the region area). The Display the Past exhibition project held in Groam House Museum, Rosemarkie was the project in which I would have had the most actual engagement with the project participants, both in the course of their visit to Edinburgh up to the time of the installation of their displays.

In the light of these contacts, I am happy to confirm that in my view ARCH fully upholds the values to which it aspires. From conversing and working with the course participants and leaders and from reading and seeing the various project outcomes, it is clear that the ARCH team has engaged with and inspired a wide range of people of mixed age and ability to learn about a whole range of aspects of their local heritage. It is clear too that it has had an impact not just on the course members themselves but also on the wider community through the stream of outcomes such as displays in local venues, publications and the provision of rich archival resources all of which have served to promote greater awareness of the value of that heritage.

In summary, it has been extremely rewarding to work with ARCH and, directly or more tangentially, to become aware of the interest and passion of the wide range of people from all backgrounds who have engaged in its projects; I am therefore more than happy to confirm that the work of ARCH has been fully aligned with the values it set for itself.

Trevor Cowie, Senior Curator, Department of Scottish History & Archaeology

Adopt a Monument, Archaeology Scotland

Whilst the Highland region has an established archaeological community, it has been clear that ARCH has tried to attract new audiences within under-represented social groups and communities. Small encouragements that ARCH has offered included modest travel bursaries to events, free childcare provision and reduced or waived fees for workshops and talks - initiatives which are crucial to getting non-traditional heritage audiences actively engaged with their local heritage. We have met with ARCH on several occasions to discuss their various projects and it was extremely helpful to learn of some of the methods that ARCH has implemented within their work, some of which we have applied (or will apply in the future) to our own project work within the Highlands.

For the last three years, ARCH has provided a focal point for Highland Archaeology to look towards - through their workshops, their online events calendar and heritage festival 'Taking part in past'. They have given many participants (all from varied backgrounds) the opportunity to get actively involved in archaeology and play a part in contributing to and enhancing historical records for their own area. The provision of training can and does empower participants to start independently researching their past and by doing so contribute towards the sustainable legacy of ARCH's work. We have very much enjoyed working with ARCH and hope to continue working with the team, in the next phase of ARCH.

Cara Jones, Adopt a Monument officer

Strathdearn Natural History Club

(who expanded their activities to include the built heritage after the ARCH Community Timelines course in Tomatin)

'The most important things for our project were the most interesting course we received . . . which fired off peoples' wish to find out more, the wonderful help we had with finding resources to help us in our investigations . . . and, being a scattered community, people got together with a common interest which got stronger as time went on, which would not have happened without the help from Arch.

Some of the group are continuing the interest and building on the work done so far, again this would not have happened without ARCH.' **Sandra Day**

Groam House Museum, Rosemarkie

Groam House Museum partnered with ARCH in their first 'Display the Past' course/project which was led by Cait McCullagh and focused on the life, work and artefact collection of the local antiquarian Dr. William McLean. The course attracted people from a wide range of ages, social and educational backgrounds and with varying degrees of experience in engaging with their heritage. The course leader was inspirational and extremely good at enthusing and involving each attendee personally and individually. As a result we quickly had a very excited and committed team of people who were working well together, very keen to research the McLean material and to produce a high quality exhibition. The McLean material included objects in the care of the National Museum in Edinburgh and a one day visit to their store in Leith was a real eye opener for all concerned. That was typical of the way in which the course really broadened the participants' horizons.

Studying the material and physically presenting the exhibition displays involved the participants in a wide range of skills, many new to them, which will have been of lasting benefit. The resultant exhibition, which ran in the museum for the whole of the 2010/11 season, was of an extremely high and professional standard, quite the equal of exhibitions produced internally, and was viewed by around 7,000 visitors to the museum. The course participants were rightly very proud of their achievement. In the course of some 8 - 10 weeks they had become very confident in working on heritage material and took away many transferable skills. In summary the course made a very successful, early demonstration of ARCH's values being put into practice with very positive outcomes for both the participants and the museum.

Alastair Morton, Director

Clan Donald Library, Museum of the Isles, Clan Donald Skye

I have been very impressed with what ARCH does, both as a participant on one of its courses (the South Skye Community Timeline) and as a provider of information for participants on that course, in my other role as archivist at the Museum of the Isles. I feel it more than fulfills its three main aims. While ARCH may appear rather biased towards the east side of its catchment area, this is understandable given relative population densities and other such factors. Having said that, projects like the one on the Kyle line joined up the two sides of the country nicely.

The courses etc are good as they don't require existing expertise and knowledge but rather build on people's interest and enthusiasm, making local heritage more accessible. They also act as a point of inspiration, and encourage people to continue to engage with their local heritage after the end of the course or project. At the conference the other week we heard several examples of this. For instance, some of the participants in the South Skye ARCH course are continuing to research by looking in depth at the history of one South Skye township, with an eye to extending this for other places in Sleat.

Maggie Macdonald, Archivist

Tain and Easter Ross Civic Trust

In 2011 the Tain & Easter Ross Civic Trust commissioned a Scoping Study designed to establish the potential for future detailed archaeological and archival research into the origins and development of the ancient Royal Burgh of Tain. A major part of this was an oral history collection and recording project known as "Remembering Hidden Tain" carried out by Archaeology for Communities in the Highlands (ARCH). This took the form of four workshops, open to the public, between October and December, 2011, a public exhibition of the results of the workshops and a Report for the Civic Trust.

Members of the Civic Trust were agreed that the execution of the project exceeded their best expectations.





The consensus view was that:-

- the advertising, through the local press and notice boards, was compelling and led to excellent attendances.*
- the methodology used by ARCH, involving the use of old maps and illustrations as prompts and the identification and discussion of individual buildings and features, led to an unusual degree of community involvement.*
- the ARCH representatives were impressive - Cait McCullagh in getting the public actively involved in the oral history sessions, and Caroline Vawdrey and Allan MacKenzie in recording the findings.*
- the result was a record covering over 90 sites or features which is itself of considerable interest and will be invaluable as a basis for the future detailed research which the Civic Trust are now planning.*

We believe therefore that ARCH has enabled a large and diverse group of people to engage with and help to preserve the heritage of Tain and Easter Ross and that it has made a significant contribution to building a positive community. **Hamish Mackenzie**

Outcomes

As the quotes above reveal, the outcomes of working together to build a heritage community include:

-  sharing good practice
-  development of partnership working
-  inspiration for new activities/heritage projects
-  strengthening communities



















ARCH has found collaborative working within the SLL project to be a positive experience and will continue to build upon these relationships in future projects.

Objective 3:

To raise awareness of, record and preserve our heritage, by publishing the results in a variety of formats, trying to reach as many people as possible

Spreading the word

The list of overall outputs from the Stop, Look and Listen project, shown below, illustrate the wide variety of methods used to publish the results of ARCH courses.

-  More than 800 supporters of ARCH, receiving newsletters and email updates
-  ARCH website received over 81,762 page views between 1 January 2010 and 27 November 2012, giving an average of 2,350 per month
-  Facebook site with 168 followers
-  Promotional articles in local newspapers and community newsletters
-  Local and Scottish radio broadcasts
-  2 excavation blogs
-  3 books - Community Timelines, Pathways into the Past and Delve into the Past - over 750 copies. These are available from all Highland Libraries and Museums and can be ordered through the ARCH office
-  2 Delve into the Past excavation reports
-  1 best practice manual for Community Archaeology excavation
-  22 displays shown in 49 locations. Now on permanent display in Gairloch Museum and in the Friends of the Kyle Line museum on Kyle of Lochalsh station
-  14 binder in 29 locations
-  2 museum exhibitions
-  1 leaflet (Heritage Along the Kyle Line)
-  1 MP3 commentary (Heritage Along the Kyle Line)
-  1 powerpoint presentation on Living in the Past
-  a display of artwork created during Living in the Past
-  139 new entries, 402 updates including 771 photographs, and 61 reports were submitted to the HER. Entries will be submitted to RCAHMS
-  excavation and survey results were submitted to Discovery and Excavation in Scotland 2011 and 2012

Outcomes

We cannot evidence the outcome of this dissemination of information, other than by saying that our class and events attendance have exceeded expectation, and that the libraries where the SLL exhibitions are displayed report a positive response. In the case of Dingwall Library ARCH was invited to offer workshops in the library as a result of the the enthusiasm they saw for our work. The ARCH website is often informally commented on as being an interesting and useful resource, and, through active management, the events section provides current information about what heritage activities are happening across the Highlands and beyond.

The ARCH Facebook page was established early in 2012 and has attracted a new audience to follow ARCH's activities.


ARCH has been very happy with the local media interest in our SLL activities, the ability to get information out was boosted by a reallocation of funds to allow greater outreach time, and this approach will be adopted from the start of any new project that ARCH undertakes.


Did Stop, Look and Listen succeed? Summary thoughts


Looking back over three years of Stop, Look and Listen, and reviewing all the feedback that has been received, ARCH feels that the approach and the courses delivered have been a success story.


If we look back at some of the comments made at the three initial open meetings carried out to offer advice in preparation for Stop, Look and Listen, which are presented at the beginning of this document, we can reflect on this achievement.

The meetings highlighted:

 a strong interest in the heritage of each area and a desire to learn more
✓ All our evaluations show that this was achieved

 the wish for a website to draw together Highland-wide information
✓ This is running smoothly and effectively and is joined by an ARCH Facebook page

 the challenge of providing physical coverage of the Highlands
✱ SLL has gone a long way to meet this challenge and plans to do more in the next project by adapting some of the course delivery formats

 that it would be important for SLL not to duplicate existing effort, but that SLL could also support local heritage groups
✓ SLL has been very stringent about this, avoiding some regions where there are particularly active groups, and working with heritage organisations where SLL could provide benefit



the wish to bring together people of different ages and backgrounds

✓ SLL has been very successful in making people of all abilities feel welcomed and valued. The work to increase the diversity of ages and background is ongoing



the wish to give children the chance to learn more about their history

✓ Living in the Past was specifically designed for working with primary schools and Young Archaeologist Clubs. SLL actively encouraged schools to invite use to deliver heritage-related activities. Where these were organised the classes got a positive response.



the opportunities for improving community cohesion

✓ This was commented on positively by all groups, and reflects the welcoming and inclusive nature of SLL courses



a wish to improve awareness of and promote local heritage

✓ This was also commented on positively by all our courses. Project displays were toured widely and binders housed permanently in local facilities. Both Groam House and Nairn Museum displayed the exhibition for a season and the Heritage along the Kyle Line exhibition is on permanent display in the Friends of the Kyle Line Museum. This course also resulted in a leaflet and MP3 audio commentaries. The successful team working by course members to produce quality outputs suggests this is a facet that should continue to be built into future courses.

And so, in conclusion, to echo the comments of many course participants ‘let’s have more of it, more often!’

Looking to the future

Distribution of the social accounts

The social accounts will be used to inform the development of future ARCH projects. They will be provided to the funders of Stop, Look and Listen, and an summary document placed on the ARCH website and promoted to ARCH supporters.

Plans for the next Social Accounting Cycle

ARCH will continue to use social accounting methodologies in future work. We have initial plans for a 3-year project based on Telford in the Highlands and we will use the experience gained in this first year period to design our targets and analysis appropriately from the outset.

APPENDICES

Appendix 1: Summary of the objective outputs and outcomes for Stop, Look and Listen 2010 - 2013

Objective 1 : Providing opportunities for people of all ages and abilities: Stop, Look and Listen projects

General outcomes for all the courses

Expected Outcomes	Outcome Indicators	Evidence
Participants will: 1. enjoy archaeology and have fun 2. have a greater knowledge and understanding of their local heritage 3. acquire new skills 4. have a continued interest in heritage learning 5. feel more part of their community and enjoy improved social interaction and working together	1. Participants comments, evaluation form 2. Participants comments and project outputs - displays and leaflets 3. Evaluation forms, participants comments 4. Participants on further SLL courses - target of 20% of participants going on to another course in the project. Requests for more ARCH courses 5. Evaluation form and comments	Course registration and evaluation data and comments, September 22 celebration

Objective 1 : Providing opportunities for people of all ages and abilities: Stop, Look and Listen projects

Outputs for individual projects

Activity	Expected Outputs	Output indicators	Evidence
Community Timelines	Participants will produce timelines to be displayed locally to each course, and at annual HAF conference and SLL conference	Community Timeline displays produced and exhibited.	ARCH website www.archhighland.org.uk/community-timelines.asp
	Archive in local libraries of all research entries on Highland Historic Environment Record (HER)	Project binders in libraries Entries on HER website	In libraries local to each course. Individual entries and Community Project pages on HER website http://her.highland.gov.uk
	Final book produced pulling together results from 8 communities	Hard copies available to the public	Community Timeline publication
	Evaluation forms show minimum 80% satisfaction	Positive completion of evaluation question	Report and statistics from evaluations
Pathways into the Past	Courses taking place in 7 Highland communities with 84 participants	Courses taking place	Registration forms
	Participants will produce an exhibition for Community Centres / Libraries / Museums along the route and the annual HAF conference and final SLL conference.	Exhibitions produced	ARCH website www.archhighland.org.uk/pathways-into-the-past-stepping-into-history.asp
	Final book produced pulling together results from 7 communities.	Book produced	Book published in hardback and on www.archhighland.org.uk
	Evaluation forms show minimum 80% satisfaction	Positive completion of evaluation question	Report and statistics from evaluations
	The ARCH website will host project pages and blog	Hosted on ARCH website	website www.archhighland.org.uk
	Entries will be submitted to the HER, RCAHMS and Discovery and Excavation in Scotland	Entries on websites (still to be submitted to RCAHMS)	Individual entries and Community Project pages on HER website http://her.highland.gov.uk , Photocopy of <i>DES</i>
	Reports will be submitted to HER, RCAHMS and Highland Library Network	Reports publicly available	Community Project pages on HER website http://her.highland.gov.uk
	SLL will include live interpretation - guided walks and presentation of the features	Events will be held, for example during Scottish Archaeology Month; Highland Archaeology Festival, SLL Family Festival and end of project gathering.	Participation spreadsheet

Objective 1 : Providing opportunities for people of all ages and abilities: Stop, Look and Listen projects			
Activity	Expected Outputs	Output indicators	Evidence
Display the Past	Courses will takes place in 2 communities, with 24 participants	Courses taking place	Registration forms
	Participants will produce 2 exhibitions.	2 exhibitions taking place	ARCH website ARCH newsletter, the HER
	Evaluation forms show minimum 80% satisfaction	Positive completion of evaluation question	Report and statistics from evaluations
Heritage along the Kyle Line	The course will take place in 3 communities, with 36 participants	Courses taking place	Registration forms
	There will be 1 joint course drawing from members of first three courses: 12 participants	Course taking place	Registration forms
	Participants will produce 3 local exhibitions	Exhibitions produced	ARCH website ARCH newsletter
	Participants will produce a leaflet	Leaflet produced and distributed to all participants, Highland Railway Society, Scotrail officials	Leaflet
	Participants will design an MP3 commentary	MP3 commentary produced	MP3 commentary
	Display for HAF seminar and final SLL conference	Displays at seminar	Displays at seminar
	Evaluation forms show minimum 80% satisfaction	Positive completion of evaluation question	Evaluation forms show minimum 80% satisfaction
	Archive of all research will be place in local libraries	In venues specified. Copies are also kept in the ARCH office.	In venues specified. ARCH record
	Information on individual sites and monuments will be submitted to HER		HER website
Living in the Past	The course will attract 55 participants (40 children, 10 parents, 5 teachers)	Number of attendees	ARCH records
	Results will be disemminated to a wider audience	Results displayed on Scotland's Rural Past website and ARCH website	ARCH website
	Children will decide how to present their learning	Dependent on participants decision	artwork display and a powerpoint presentation

Objective 1 : Providing opportunities for people of all ages and abilities: Stop, Look and Listen projects			
Activity	Expected Outputs	Output indicators	Evidence
Delve into the Past	2 courses will be held, including 2 x 14 day excavations, delivered in 2 communities, with 50 participants	Courses held and participants attracted	Registration forms
	2 exhibitions, each displayed locally and at annual HAF conference and final SLL conference.	Exhibitions produced and displayed	Advertised in ARCH newsletter (archives available on the website www.archhighland.org.uk)
	Excavation Blog and Post Excavation Interpretation Website	Blogs written	Available on the ARCH website
	Evaluation forms show minimum 80% satisfaction	Positive completion of evaluation question	Report and statistics from evaluations
	The excavation report will be submitted to HER, Historic Scotland, RCAHMS, OASIS, Highland Libraries Network	Excavation Report submitted to HER, Historic Scotland,, OASIS, Highland Libraries Network	HER, Historic Scotland, OASIS, Highland Libraries Network websites and facilities To be submitted to RCAHMS in Dec 2012
	Results will be shared with Discovery and Excavation in Scotland (DES)	Summary report submitted to Discovery and Excavation in Scotland (DES)	Summary report for Season 1 was published in DES 2011 and has been submitted in 2012
	A best practice manual for Community Archaeology Projects will be produced	Best practice manual for Community Archaeology Projects published	Produced and distributed to participants.
	There will be a children's art project from the crèche	Creche used	ARCH records - creche not taken up. Artwork produced on site and in ARCH office
	How we did it - a Community Archaeology Project publication will be produced	Book produced	Book
	Public lectures and workshops will be used to disseminate results.	Community talks, conferences and seminars	ARCH records

Organisational Objective 1 : Providing opportunities for people of all ages and abilities: Stop, Look and Listen projects			
Activity	Expected Outputs	Output indicators	Evidence
Overall Stop, Look and Listen course targets	24 people attending courses will consider themselves on low incomes	Number of people meeting criteria	Data collected. 69 people
	29 people attending courses will consider themselves to have disabilities	Number of people meeting criteria	Data collected. 33 people
	30% of course participants will be over 60	Number of people meeting criteria	Data collected. 233 people (47%)
	Combatting Climate Change	<p>All brochures, leaflets and books printed on recycled paper. Invoices scanned to avoid excessive photocopying.</p> <p>10% of participants will use public transport to get to venues or training sites.</p>	<p>publications</p> <p>newsletter and in end of project evaluations</p> <p>registration forms show 34 participants (7%) said that they relied on public transport. We know that people also walked to courses.</p>

Objective 2 : Collaborative working

Organisational Objective 2 : Collaborative working Outcomes for all collaborative working		
Expected Outcomes	Outcome Indicators	Evidence
Wider range of people can become involved in local heritage	New audience interacted with	ARCH records

Organisational Objective 2 : Collaborative working Outputs for each collaboration			
Activity	Expected Outputs	Output indicators	Evidence
Schools	ARCH will give 36 talks to schools, 1080 children	Schools visited	ARCH records
Museums	Participants will create two exhibitions for local museums	Exhibitions created	ARCH website
Archives	Some courses will use and submit results to local and national archives	Records publicly available	ARCH, HER, CANMORE records
Libraries	12 archives of project work will be offered to local libraries	Archives in libraries	ARCH website; libraries
Community groups	ARCH will provide talks for community groups and share equipment with groups	Talks delivered List of equipment borrowed	ARCH records NoSAS

Objective 3 : Disseminating Results

Stop, Look and Listen Objective 3 : Disseminating results General Outcomes		
Expected Outcomes	Outcome Indicators	Evidence
More people: 1. have a greater knowledge of their heritage and continue to be involved with it 2. increased appreciation of their local heritage	Website hits Number of likes and shares on Facebook page. Comments on individual articles.	ARCH website statistics ARCH facebook HER website

Stop, Look and Listen Objective 3 : Disseminating results			
Activity	Expected Outputs	Output indicators	Evidence
ARCH website	Articles on website. New audiences reached.	Website hits	ARCH website statistics
ARCH facebook	New audience for ARCH work and Highland Heritage	Number of facebook followers	Facebook statistics
HER website	New and updated records created	Updates or creation of HER records	HER website
RCAHMS records	Information will be submitted to the RCAHMS.	(Still to be submitted to RCAHMS)	RCAHMS website
Museums and heritage centres, libraries, community halls	Archives made available to a wider community	Records available	museums and heritage centres, libraries, community halls, ARCH records
Publications	Publications will be produced for Community Timelines, Pathways into the Past, Delve into the Past	Publications	Publications
Community Exhibitions	Exhibitions will be shown for each of the Stop, Look and Listen projects	Exhibitions shown	ARCH website and records
Public lectures	36 talks will be given to community groups, to 1080 people	Talks given	ARCH records
Stop, Look and Listen family festival	The festival will attract a broad mix of adults and children. Workshops will be on offer for people of all ages	Numbers and mix of attendees	Evaluation forms
Open meetings: target 9 meetings over 3 years, to 90 people	Meetings held	Meetings held and attended by 129 people	Feedback sheets

Appendix 1a: Course participation numbers summary

SLL participants	men	women	total
CT - Evanton	9	8	17
CT - Golspie	8	9	17
CT - Tomatin	9	12	21
CT - Auldearn	9	25	34
CT - Invergarry	3	13	16
CT - Gairloch	5	6	11
CT - Boat of Garten	6	15	21
CT - Broadford	8	17	25
PiP - Muir of Ord	6	8	14
PiP - Maryburgh	7	5	12
PiP - Evanton	10	6	16
PiP - Alness	7	7	14
PiP - Milton	4	6	10
PiP - Tain	7	10	17
PiP - Strathpeffer	7	7	14
Kyle 1	4	5	9
Kyle 2	5	3	8
Kyle 3	8	4	12
Kyle 4	7	1	8
DtP1	8	7	15
DtP2	5	13	18
LiP	22	33	57
Delve season 1	25	30	55
Delve Season 2	31	26	57
Total SLL	220	276	498

NOTE: Totals are for individuals attending, not total participants in all parts of the courses

Appendix 2 : Key aspects check list for ARCH 2010 - 2013

Human Resources

		Number			Date/Details/Comment
1.1	Number of employees:				
	Full-time	2			
	Part-time	3			
	Occasional				
	Volunteer	6			
1.2	Number of members				
1.3	Policies and Procedures in place:	Y	N	NA	
	a. employee contracts	√			
	b. employee job descriptions	√			
	c. staff appraisals	√			
	d. grievance procedures	√			
	e. disciplinary procedures	√			
	f. equality and diversity policies	√			
	g. equal opportunities	√			
	h. pay differentials between the highest paid and the lowest paid		√		
	i. other, such as family friendly policy:	√			
1.4	Investors in People		√		
1.5	Consultations:				
	a. with paid employees	√			
	b. with volunteers		√		
	c. other			√	

Good governance and accountability

		Y	N	NA	Date/Details/Comment
2.1	Legal form of organization: Constitution	Company limited by guarantee Charitable status			
2.2	Appropriate annual return filed	√			OSCR
2.3	Annual General Meeting held	√			<i>June 2012 - attended by staff and directors</i>
2.4	Regular Board/ Management Committee meetings	√			<i>4 - 5 per annum</i>
2.5	Annual Report published	√			for accounting purposes
2.6	Supporters increased	√			<i>All people who ask to be kept informed of ARCH events are supporters and not charged a fee. These number increase over time</i> <i>We also have a a recently established Friends group, where people can chose to give financially and in a voluntary capacity.</i>
2.7	Social Accounts prepared	√			
2.8	Social Accounts verified by Social Audit Panel				
2.9	Social Accounts reported to Stakeholders				<i>Social accounts to be made available on ARCH website. They will be promoted on the website, by facebook and in the newsletter</i>
2.10	Consultations:				
	a. with members of the organisation				<i>Not undertaken on this occasion, as the social accounts are focussing on the Stop, Look and Listen 3-year programme, rather than the organisational structure of ARCH</i>
	b. with members of the Board or Management Committee				
	c. with Advisory Body members (if appropriate)				
2.11	Other quality systems used:				

Asset lock and use of surplus

		Y	N	NA	Date/Details/Comment
3.1	Asset Lock in constitution				<i>[please give paragraph reference]</i>
3.2	Use of surplus:				<i>[please tick all relevant in current year]</i>
	a. no surplus made	√			

Financial sustainability

		Y	N	NA	Date/Details/Comment
4.1	Annual Accounts prepared and filed	√			OSCR
4.2	Balance sheet strengthened/weakened				project funded by grant support project to complete on budget
4.3	Profit/loss for year			√	

Environmental sustainability

		Y	N	NA	Date/Details/Comment
5.1	Environmental actions				ARCH uses recycled paper for all printed materials, and uses The Highland Council facilities for recycling office waste.

Appendix 3 Examples of forms used to gather data

Please note that some of the formatting may have changed slightly in order to fit the layout of this document

3a) Registration form for Stop, Look and Listen



Participants' Registration Form

Program me Title:
Course Name:
Venue:

Your Name:
Address:
.....
.....
Postcode :
Telephone No. (please include Local Area Code):
Email Address (if you use it):
Fees for this course (please tick which ever applies): Regular rate (£2 per session) <input type="checkbox"/> Optional senior rate (£1 per session) <input type="checkbox"/> Free (anyone receiving benefits or living on a low income) <input type="checkbox"/>
I would like to be included on the ARCH mailing list: Yes <input type="checkbox"/> No <input type="checkbox"/>
NOTE: we will not give your address to any other organisation signed up Already <input type="checkbox"/>
Preferred form of contact: Email <input type="checkbox"/> Post <input type="checkbox"/>
Have you participated in other ARCH Programmes? Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please tell us which ones:
.....

Participants Registration Form (continued)

Your responses will assist us in providing the data required by our funders in order to evaluate our programmes successfully. Feel free not to include your name or not to answer any of the questions.

Name: (optional)

Please tick as appropriate

Gender	Female <input type="checkbox"/>	Male <input type="checkbox"/>	
Age	0 – 10 <input type="checkbox"/>	11 – 13 <input type="checkbox"/>	14 – 16 <input type="checkbox"/>
	17 – 18 <input type="checkbox"/>	19 – 25 <input type="checkbox"/>	
	26 – 34 <input type="checkbox"/>	35 – 59 <input type="checkbox"/>	60 – 65 <input type="checkbox"/>
		over 65 <input type="checkbox"/>	

Ethnic Origin	How would you describe your ethnic background in terms of the following categories from the 2001 census?				
White	Scottish <input type="checkbox"/>	Other British <input type="checkbox"/>	Irish <input type="checkbox"/>		
	Any other White background <input type="checkbox"/> (please specify)				
Mixed	Any Mixed background <input type="checkbox"/> (please specify)				
Asian Asian Scottish Asian British	Chinese <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	Pakistani <input type="checkbox"/>	Indian <input type="checkbox"/>	
	Any other Asian background <input type="checkbox"/> (please specify)				
Black Black Scottish Black British	Caribbean <input type="checkbox"/>	African <input type="checkbox"/>			
	Any other Black background <input type="checkbox"/> (please specify)				
Other ethnic background	Any other background <input type="checkbox"/> (please specify)				
I prefer not to answer this question <input type="checkbox"/>					
Religion or Belief	Church of Scotland <input type="checkbox"/>	Roman Catholic <input type="checkbox"/>		Other Christian <input type="checkbox"/>	
	Buddhist <input type="checkbox"/>	Sikh <input type="checkbox"/>		Hindu <input type="checkbox"/>	
	Muslim <input type="checkbox"/>	Jewish <input type="checkbox"/>		Pagan <input type="checkbox"/>	
	None <input type="checkbox"/>	Another faith, belief or religion <input type="checkbox"/>		Prefer not to say <input type="checkbox"/>	

Employment	How would you describe yourself? (Tick all which apply)				
	Full time employed <input type="checkbox"/>	Part time employed <input type="checkbox"/>	Under employed <input type="checkbox"/>		
	Self employed <input type="checkbox"/>	Unemployed <input type="checkbox"/>	Retired <input type="checkbox"/>		
	Student <input type="checkbox"/>	Occupation (if applicable)			

Would you consider yourself to be low paid?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	I prefer not to answer this question <input type="checkbox"/>
Would you describe yourself as having a disability?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	I prefer not to answer this question <input type="checkbox"/>
Do you rely solely on public transport?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Do you have child care responsibilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Thank you! (original included data protection and charitable status note)

3b) Evaluation form for Stop, Look and Listen



EVALUATION FORM

We would be very grateful if you would fill in the following questionnaire. We appreciate your views, both positive and negative, so that we can evaluate this course and make amendments when planning future courses. **No name is required and any opinions expressed will be treated as confidential.**

Please hand this questionnaire to the Programme Tutor or return to:

ARCH, Education Office, Castle Street, Dingwall, IV15 9HU

tel: 01349 868230, email: info@archhighland.org.uk

www.archhighland.org.uk

Programme Title:
Course/Event Name:
Tutor's Name:
Venue:
Dates:

01. What did you get out of these sessions? *(tick all that apply)*

	a great deal	a little	not at all
I gained a better understanding of my local heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learnt new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt more part of my local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun and was inspired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I surprised myself at what I achieved and want to do more in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

02. How far have your skills have improved through these sessions? *(tick all that apply)*

	a great deal	a little	not at all
reflecting and thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
observing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
speaking in a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finding things out for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
putting things into words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What other skills or knowledge have you learnt?

.....

4. Were you satisfied with the sessions? Yes ☐ No ☐

(Give an explanation here if you wish)

.....

05. What would you have improved about the sessions?

.....

06. Do you feel that the Aims and Objectives were clear at the start of the sessions?

Yes ☐

No ☐

07. Do you feel that the Tutor covered the Aims and Objectives?

Yes ☐

No ☐

(Give an explanation here if you wish)

08. Has this course inspired you to go out and explore your local heritage?

Definitely

☐

Possibly

☐

Not sure

☐

No

☐

09. How do you think the course has helped your local heritage? *(tick all that apply)*

By raising awareness and knowledge locally

☒

By increasing appreciation of the value of local heritage

☒

By adding new sites to the record

☒

By undertaking recording in the field

☒

10. How did you learn about the sessions?

From a friend or colleague

Through the ARCH website ☒

From an ARCH poster ☒

where did you see it?

From an ARCH leaflet ☒

where did you pick it up?

In the local press ☒

in which paper?

11. Any other comments about the course?

11. Are there any other courses or activities that you would like ARCH to offer? (be specific!)

.....

Data Protection. The information you have supplied will be used by the Scottish Government for the purpose for which you have provided it and any relevant procedures following from this. This data will be maintained in accordance with the Act and will not be passed in or sold to any other organisation without your prior approval unless this is a legal requirement.

Archaeology for Communities in the Highlands (ARCH) is a registered Scottish Charity, No.

SC040624 and a Company Limited by Guarantee, No. 353054

Thank you for taking the time to fill in this questionnaire.

We really value your feedback!

Appendix 3c Evaluation form from family festival April 2012

Taking Part in the Past evaluation

It is very useful to ARCH to hear what you think of the Taking Part in the Past festival - including what worked and what we could do better.

Please tick as appropriate

Gender	Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
Age	0 – 10	<input type="checkbox"/>	11 – 13	<input type="checkbox"/>
	14 – 16	<input type="checkbox"/>	17 – 18	<input type="checkbox"/>
	19 – 25	<input type="checkbox"/>	26 – 34	<input type="checkbox"/>
	35 – 59	<input type="checkbox"/>	60 – 65	<input type="checkbox"/>
	over 65	<input type="checkbox"/>		<input type="checkbox"/>

What did you gain from the Taking Part in the Past Festival?

Please tick all of the following statements that apply:

Were you satisfied with the event? Yes ☺..... No

(n.b. : face symbols have disappeared with software update!)

	☺ a great deal	a little	not at all
A better understanding of my local heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learnt new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had fun and am inspired to find out more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you enjoy most about the event?

.....

.....

How could we make the event better?

.....

If you'd like to join the ARCH mailing list, just fill in the form overleaf

Thank You!

Taking Part in the Past newsletter sign up

Your Name:		
Address:		
Postcode:		
Telephone No. (please include Local Area Code):		
Email Address (if you use it):		
I would like to be included on the ARCH mailing list:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
NOTE: we will not give your address to any other organisation		
Already signed up <input type="checkbox"/>		
Preferred form of contact:	Email <input type="checkbox"/>	Post <input type="checkbox"/>
Have you participated in other ARCH Programmes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please tell us which ones:		

Appendix 3d : open meeting form



What do you want from ARCH Courses and Events?

Please tick all of the following statements that apply:

	a great deal	a little	not at all
I want to gain a better understanding of my local heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to enjoy archaeology, have fun and be inspired to find out more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to create a lasting contribution for my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to feel more part of my community / come together with other members of my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can you tell us how you want ARCH to help you and your community to achieve these things?

.....

.....

.....

And finally:

What would you most like to happen as a result of ARCH courses and events?

.....

.....

.....



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Appendix 4: Summary of surveys undertaken











4a Summary of open meetings feedback

Meetings were held in Golspie, Mallaig, Gorthleck, Ardersier, Glenmoriston, Highland Archive Centre, Boat of Garten, Tomatin and Plockton. These were attended by 129 people










There were many suggestions of new subjects and places for ARCH to study.

Suggestions were also made about what attendees would like to see happen as a result of ARCH courses, and these included:








Ways of working

-  working with local groups
-  more links between ARCH and NoSAS
-  working with metal detectorists
-  give children the chance to learn more about their history
-  sharing information between younger and older people
-  more events
-  more publicity of events
-  classes at varied times - allowing all to join in
-  an archaeology/heritage forum
-  excavations

Community outputs

-  a wider audience for, and participation in, archaeology
-  gaining the skills to interpret what people see
-  learning from older members of the community
-  training to lead guided walks
-  finding out about available resources
-  oral history project
-  community coming together
-  recording new history as well as old history
-  increased connection of people to the landscape in which they live

Tangible outputs

-  using photography to record structures
-  creating tourist leaflets
-  booklets of local heritage
-  interpretation boards
-  a permanent local display
-  creating a community timeline
-  printed and web publication of the results of courses

4b Comments from Stop, Look and Listen workshops held on 22 September 2012, in Strathpeffer Community Centre

Community timelines

What did you get out of the course?

'putting into practice new knowledge'

'being in your own garden and being aware of hidden hidden history, standing in your own timeline'

'availability of maps, fascinating resource'

'gets people talking'

What did you do after the course?

'course opened up 'new avenue'

'out walking - making you observe differently, seeing not just looking'

'given the people in groups the chance to educate and share with the wider community'

'more confidence to ask'

'expanding personal outlook'

'written 2 books on local history'

identifying local owners and businesses - Auldearn

spreading the word to wider community

ongoing research

self organisation of activities

Pathways into the past

What did you get out of the course?

'opened up your eyes to what is in the area'

'people were introduced to a good level and depth of skills'

'increased knowledge base'

'links to other people'

'different ARCH leaders had different methods of explanation, but the different views proved a big plus'

'technical skills really appreciated'

What did you do after the course?

'greater acquisition of skills gives you confidence to keep looking'

'looking at landscape for possible hints'

'links to local knowledge'

'seeing things in context'

'earlier courses led to formation of a local group, leading to publication of book'

Delve into the Past

What did you get out of the course?

*'Continuation of group dynamic'
'surprised that weather was no problem'
'very little knowledge was no barrier to being able to participate'
ARCH leaders led to 'group jelling and shared knowledge'
'breaks down isolation'
'go to other digs and able to appreciate what was happening'
'new way of observing'
'new perspective'
'lots of responsibility, but no fear, down to the quality, skills and knowledge of the team leaders'
leaders 'empowering group members to be totally involved'
'builds up local task force to be on hand for bigger digs'
'flexibility of time commitment allowed people to come and go'*

What did you do after the course?

*'has made people want to explore other activities'
'NOSAS - continued interaction'
'more awareness in community of what was happening'
'start up Evanton war-time project'
'group want to do more on this dig'*

Kyle

What did you get out of the course?

*'Looking at the countryside in a new light with extra knowledge, increased awareness.'
'I actually see things differently with new knowledge'
'More aware and enjoy sharing knowledge with visitors.'
'Linking to ancestors, making it more interesting.'
'Knowing the line, gaining reminders of information, hearing others responses, seeing through others eyes brings a fresh light to it.'
'travelling by train see things differently to driving by car'
'see things in a new light.'
'made contact with people who had more knowledge of features on line.'
'snippets from history, awareness of local geography and landscape'
'put geography into aerial perspective'*

What did you do after the course?

*'enjoyed looking at HER contributions of photos of old mill in Dingwall. Impressed with building and spoke to local history society to find out more.'
'new understanding of the military importance of the line in WW2 led to more interest in arctic convoys'
'Kyle line classes extended my interest in the area.'
'Will look to ARCH to extend knowledge'*

Display the Past

What did you get out of the course?

'Finding out how museums work'
'Opportunity to find out more about my local heritage'
'Bring objects to life by discovering more about them.'
'Learnt how NMS staff dealt with objects in Groam House.'
'Went on to study a 3-month module on conservation of historic buildings with Shetland College'
'Research skills early archaeology'
'from buildings of object on course went on to leading art workshop encouraging people to imagine historic places'
'developed skills in display production, including text'
'increased confidence in using museum objects to develop displays'

What did you do after the course?

'attended NOSAS excavation of Caird's Cave after this course, and went to the ARCH Delve course'

Living in the Past

What did you get out of the course?

'children loved the physical investigations and recording using proper archaeological procedures'
Enjoyed exploring site'
'learnt how using one piece of reject pottery could be basis of inspiration for art'
'children were enthralled by total experience and with volunteers sharing experience we were able to take them back and bring the past alive'






direct link - one of the volunteers ancestors reported to the Napier Commission

4c ARCH future comments from the Stop, Look and Listen celebration on 22 September 2012








Workshop comments

The 47 participants at the workshop to discuss future projects for ARCH made a number of suggestions. Some of these are a continuation or expansion of work already undertaken by ARCH other are new ideas.

Geographical spread

-  More courses across Highland
-  Encourage and support local groups
-  Investigate whether use can be made of the Promoters Arts Network (PAN) which works across Highland
-  Have ARCH talks in more areas
-  More courses easily accessible by public transport

Activities

-  Excavations done under the ARCH umbrella - e.g. Sleat Castle, Skye
-  Courses on archives and archiving - including the write up of excavation work
-  Archaeological drawing
-  Survey skills - including field walking and use of GPS
-  Aerial photography with a fishing rod (Young Archaeologists Club technique)
-  All day events
-  Tours to sites, group visits to other areas

Post-it notes

New areas of investigation suggested

Place/ person/subject	No. of post-its
Loch by Mavieston	1
North Line	3
Auldearn battlefield	1
James Maxwell Joass and William Cumming Joass	1
Ardross area – e.g. Achnacloich Castle, possible vitrified fort, forested areas where Pictish stones found	1
Abandoned settlement at Culpleasant near Tain	1
Drove roads in the Highlands	2
Patterns of settlements in Glenurquhart	1
Story behind the stalking paths	1
Art, textiles, ceramics	3
Penick Castle, Auldearn	4
WW2 sites in East Sutherland	1
Knock Castle, Sleat, Skye	1
Topographical names	1
Mesolithic activity at Little Ferry, Golspie	1
Old roads – e.g. between Little Ferry and Brara, Parliamentary Roads, drove roads, coffin roads	1
Mills, buildings and social importance to landowners	1
Investigate some of the lesser estates of Ross-shire	1
Lochloy, Moriston – field walking, geophysics	1
Anuirt Crofts, Auldearn	1
Study of crofts in Alness, Ardross area	1

Re-visits

Place	No. of post-its
Black Isle heritage and archaeology	1
Another year of Foulis excavation	1
More of the same on Skye – including fieldwork, landscape, maps, photography	2
More in Nairn area – e.g. field walking,	3
More in Auldearn area – e.g. field walking, excavation	4

Special requests

Request	No. of post-its
Public transport	3