



The Hold

Activity Plan: Research Appendices

November 2017



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HERITAGE
CAPITAL PROJECTS
FUNDING
STRATEGIC PLANNING

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Appendix 5

Market analysis of the catchment area

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5. Market analysis of the catchment area

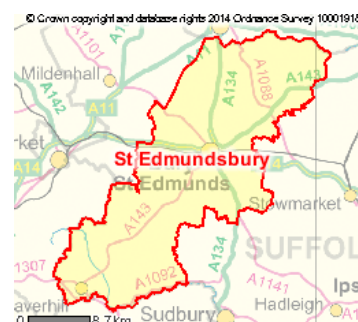
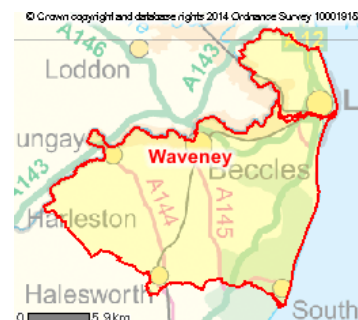
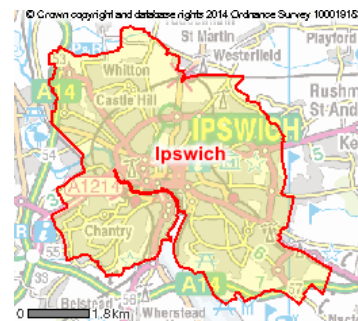
5.1. Introduction

This Appendix examines the market for The Hold and its activities. It looks at the markets resident in the local authority areas within the catchment, and the market for tourism in the area.

Data used for the analysis includes:

- 2011 Census statistics for the local authorities of:

- Ipswich
- Waveney (encompassing Lowestoft)
- St Edmundsbury



- school and college student numbers
- the populations resident within a 30 minute drive of:
 - The Hold in Ipswich
 - The Record Office in Bury St Edmunds
 - The Record Office in Lowestoft
- tourism statistics for the region.



Table 28: Households and families

	Households	Families (n)	Families (%)
Ipswich	57,298	16,810	29.34%
Waveney	50,883	12,872	25.3%
St Edmundsbury	45,802	13,152	28.71%
England	22,063,368	6,423,941	29.12%

Age

The table below shows the breakdown of population into broad age bands:

Table 29: Population by age

	Under 15	15-17	18-24	25-44	45-64	Over 65
Ipswich	18.32%	3.81%	9.83%	29.53%	23.64%	14.87%
Waveney	16.06%	3.65%	7.38%	22.01%	27.05%	23.85%
St Edmundsbury	17.15%	3.71%	7.96%	26.11%	26.16%	18.91%
England	17.68%	3.71%	9.38%	27.53	25.37%	16.34%

Ipswich's population aged under 15 is slightly over the average, as is its population aged 25-44 years. Conversely its aging population is below average proportionally.

Waveney has a far greater aging population, greater than the national average, and adults of working age are below average proportionally.

St Edmundsbury also has an above average aging population, though to a lesser degree than in Waveney. Younger adults aged 18-24 years are proportionally less represented in the District.

Ethnicity

The immediate catchment in Ipswich is less diverse than the national average, though is significantly more diverse than the broader catchment. The city's mixed populations are higher than average.

Table 30: Ethnicity

	White	Mixed/ multiple ethnicities	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Other
Ipswich	88.91%	3.61%	4.3%	2.32%	0.85%
Waveney	97.69%	1.05%	0.83%	0.32%	0.11%
St Edmundsbury	96.04%	1.26%	1.64%	0.81%	0.24%
England	85.42%	2.25%	7.82%	3.48%	1.03%

Both Waveney and St Edmundsbury have significantly lower than average non-white populations.



Though BAME communities are not numerous in the catchment there is a small but significant immigrant community, which is described in the State of Suffolk Report¹:

Poles are in the majority, with Indians the next major group, and Portuguese and Lithuanian nationals third and fourth in importance.... On the whole the migrants are young adults (71% of those interviewed were aged 18 – 34), with half being single people.... it is evident from records of languages spoken in Suffolk's schools that migrants are spread across the whole of the County, not just the urban areas.... A growing number of fairly settled migrants, such as the Kurds, are now forming their own community groups.

Employment, qualifications and socio economic ranking

Table 31: Employment and qualifications

	Unemployment ²	NVQ4 or above qualification ³	No qualifications ⁴
Ipswich	5%	22.5%	11.3%
Waveney	5.3%	21.1%	9.3%
St Edmundsbury	3.2%	34.1%	7.8%
Great Britain	4.9%	37.1%	8.6%

Unemployment is fractionally above average in Ipswich and Waveney, though lower than average in St Edmundsbury.

The immediate catchment of Ipswich has a greater proportion of those with no qualifications than average, and a lower than average proportion of residents with degree level qualifications. Both Waveney and St Edmundsbury have lower than average levels of qualifications, though the latter also has below average populations with no qualifications.

The 2011 Census classifies residents using the National Statistics Socio-economic Classification (NS-SeC) system⁵ which categorises residents by their occupation. Traditional visitors to museums and heritage centres are drawn from Classes 1, 2 and 3 (equivalent of AB and C1s).

¹ State of Suffolk; 2011

² October 2015 – October 2016 figures. Source: Nomis

³ January – December 2016 figures. Source: Nomis

⁴ Ibid.

⁵ NS-SeC classifies people by 17 categories which are grouped into eight categories known as the analytic version. Categories are: 1: Higher managerial, administrative and professional; 2: Lower managerial, administrative and professional; 3: Intermediate occupations; 4: Small employers and own account workers; 5: Lower supervisory and technical occupations; 6: Semi-routine occupations; 7: Routine occupations; 8: Never worked and long-term unemployed.



Table 32: NS-SeC classification

	Class 1 & 2: Higher & Lower managerial	Class 3, 4 & 5: Intermediate occupations; Small employers and Account workers; Lower supervisory and Technical	Class 6: Semi- Routine Occupations	Class 7, 8 & Not classified: Routine Occupations; Never worked and long term unemployed; Not classified
Ipswich	26.16%	29%	18.19%	26.65%
Waveney	24.44%	31.63%	19.61%	24.32%
St Edmundsbury	31.85%	31.29%	15.95%	20.91%
England	31.32%	29.09%	13.97%	25.62%

Ipswich and Waveney have below average proportions of those in the highest classifications.

St Edmundsbury has a lower than average proportion of those in the lowest classifications and a higher than average proportion of those in the intermediate classifications.

Deprivation⁶

Though Suffolk as a whole is defined as average in terms of deprivation, there are pockets of extreme deprivation which the activities of The Hold can target. In the Indices of Multiple Deprivation (IMD) 2015⁷ the national rank of average scores for each of the catchment areas for The Hold are:

- Ipswich: 71st – making it one of the more deprived local authorities nationally
- Waveney: 83rd – making it relatively deprived
- St Edmundsbury: 204th, making it far less deprived than the other catchments, and one of the less deprived areas nationally.

In Ipswich and Lowestoft there are neighbourhoods with very high rates of multiple deprivation that are amongst the 10% worst-off in England. An average of 33% of people living in these areas is income deprived.... Income deprivation affecting children is particularly concentrated in the larger towns in Suffolk. Across the county, less than half of five year-olds have reached a 'good'

⁶ Much of the data in this section is derived from 2010 Indices of Deprivation Hampshire; Hampshire County Council; October 2011

⁷ The English Indices of Deprivation 2015 provide a relative measure of deprivation at small area level across England. The domains used in the Indices of Deprivation 2015 are: income deprivation; employment deprivation; health deprivation and disability; education deprivation; crime deprivation; barriers to housing and services deprivation; and living environment deprivation. Local authorities are ranked out of 326 with 1 being most deprived.



level of development. This is one of the worst outcomes in England, and is comparable to highly deprived urban areas.⁸

Health and disability

Residents claiming a long-term health problem or disability are proportionally more prevalent in Waveney than nationally, which is unsurprising given its over-representation of older people. Ipswich and St Edmundsbury residents are in line with the national average of 17.64%:

- Ipswich: 17.65% day to day activities limited a lot or a little by long-term health or disability
- Waveney: 22.31%
- St Edmundsbury: 16.41%.

Benefit claimants

Levels of benefit claiming in Ipswich and Waveney are higher than the national average of the working age population, in Waveney this is particularly so. In St Edmundsbury they are lower than the average.

Table 33: Benefit claimants as a % of all claimants⁹

	Ipswich	Waveney	St Edmundsbury	GB
All claimants	10,990	9,570	5,380	
Claimants as a % of working age population	12.7%	14.6%	7.9%	11.8%
Job seekers	1.6%	1.3%	0.7%	1.5%
Incapacity benefits	6.7%	8%	4.3%	6.2%
Lone parent	1.2%	1.2%	0.7%	1.1%
Carer	1.8%	2.5%	1.1%	1.6%
Disabled	0.9%	1%	0.8%	1%
Other	0.4%	0.5%	0.3%	0.4%

⁸ Source: Suffolk Deprivation Hidden Needs Report

⁹ Claimants are shown as a % of the working age population – aged 16 to 74. Data at May 2016



5.2.2. Education market

Schools

Table 34: School pupils¹⁰

	Nursery	Primary	Secondary	Special	Pupil Referral Units	Independent
Suffolk	105	55,216	43,896	977	247	7,702
TOTAL	108,143					

Some Local Education Authorities do not distinguish between Academies and non-Academies when completing the Schools Census and therefore the figures above encompass academy pupil numbers within their secondary pupil count.

There are 108,143 school children within Suffolk and 19,500 in Ipswich. Within one mile walking distance of The Hold there are 12 primary schools and 3 secondary schools representing 2,952 and 1,016 school children respectively. These will be the schools to form a special relationship with and partner in projects.

Within a 10 mile radius of the waterfront there are 193 primary schools and 53 secondary schools representing 27,492 primary school children and 27,035 secondary school children. The geographical area spans Felixstowe, Harwich, the outskirts of Colchester, Hadleigh, Manningtree and Woodbridge. This is the wider target catchment area for schools.

Students

Estimated student numbers attending significant further and higher education institutions within the catchment are:

Table 35: Higher and Further Education students¹¹

	Students
Suffolk University (UCS)	5,060
West Suffolk College	11,010
Suffolk New College	3,879 (16-16yrs: 42; f/t: 2,810; p/t: 441; apprenticeships: 327; JTL/CITB: 114; Community Learners: 112; Higher Education: 75)
Lowestoft College	1,108 16-18 learners and 670 Learner Responsive funded adult learners
Easton & Otley College	5,000
TOTAL	26,727

¹⁰ Source: School Census 2015, Department for Education

¹¹ Source: Higher Education Statistics Agency and direct contact with college admissions departments

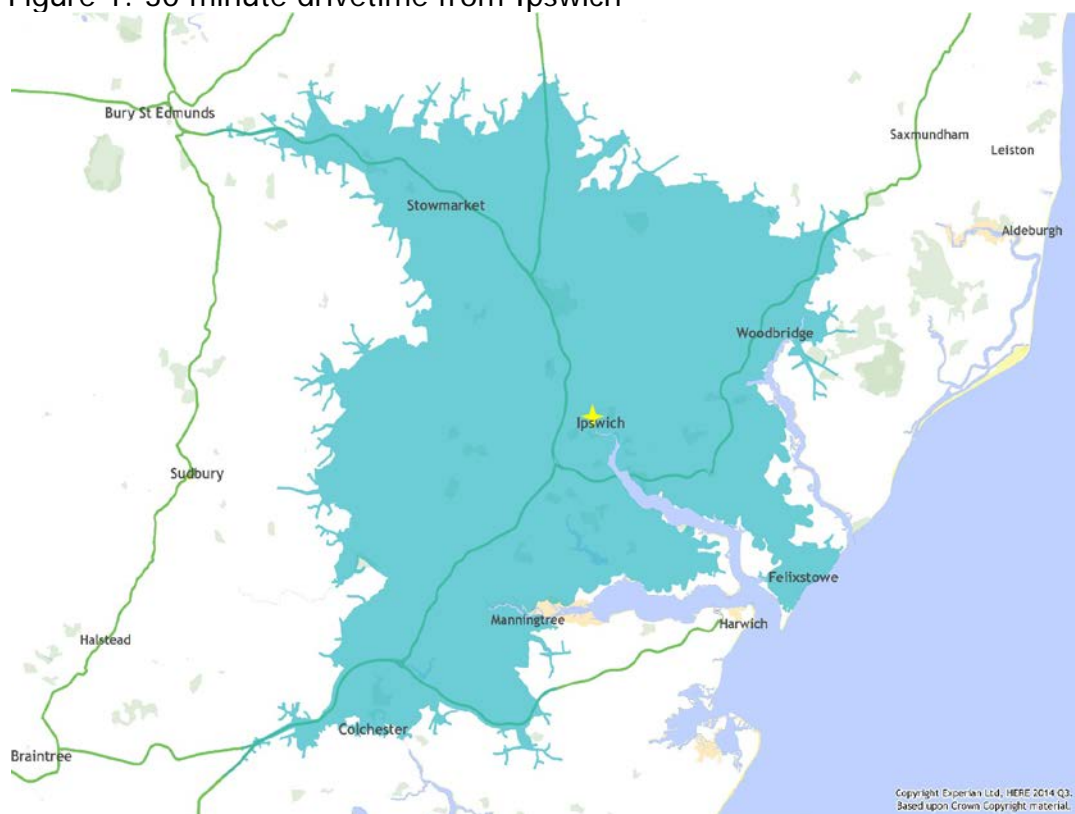
UCS's students are spread across its campuses in Ipswich (the main campus), Bury St Edmunds, Great Yarmouth and Lowestoft. Additional study centres are found in Otley and within Suffolk New College. 3,554 are based at UCS Ipswich. Of those students based at Ipswich, it is estimated 600 will be interested in using the resources of The Hold, including those studying History, English, Psychology, Sociology, Criminology and Youth Studies degrees. In addition, 12,000 students will visit The Hold's auditorium for lectures.

5.3. Population segmentation

Arts Council England *Audience Spectrum* area profile reports were commissioned for three areas in the county, which provides profiles of the populations, particularly of adults, who live within a defined area and their likelihood to visit museums and other cultural venues. The population living within a 30 minute drive time area from various centres were examined. The areas were Ipswich, Bury St Edmunds and Lowestoft all of which will be the focus of activities for The Hold.

The areas examined are mapped below.

Figure 1: 30 minute drivetime from Ipswich¹²



¹² IP1 2LQ

Figure 2: 30 minute drivetime from Bury St Edmunds¹³

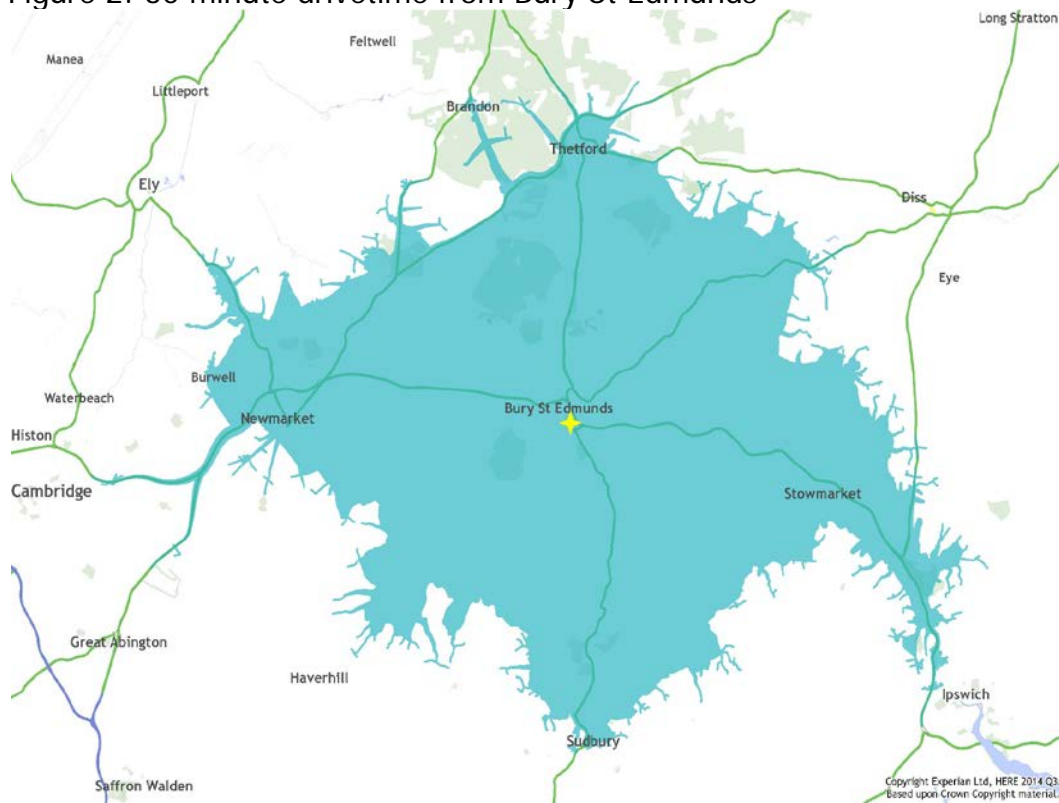
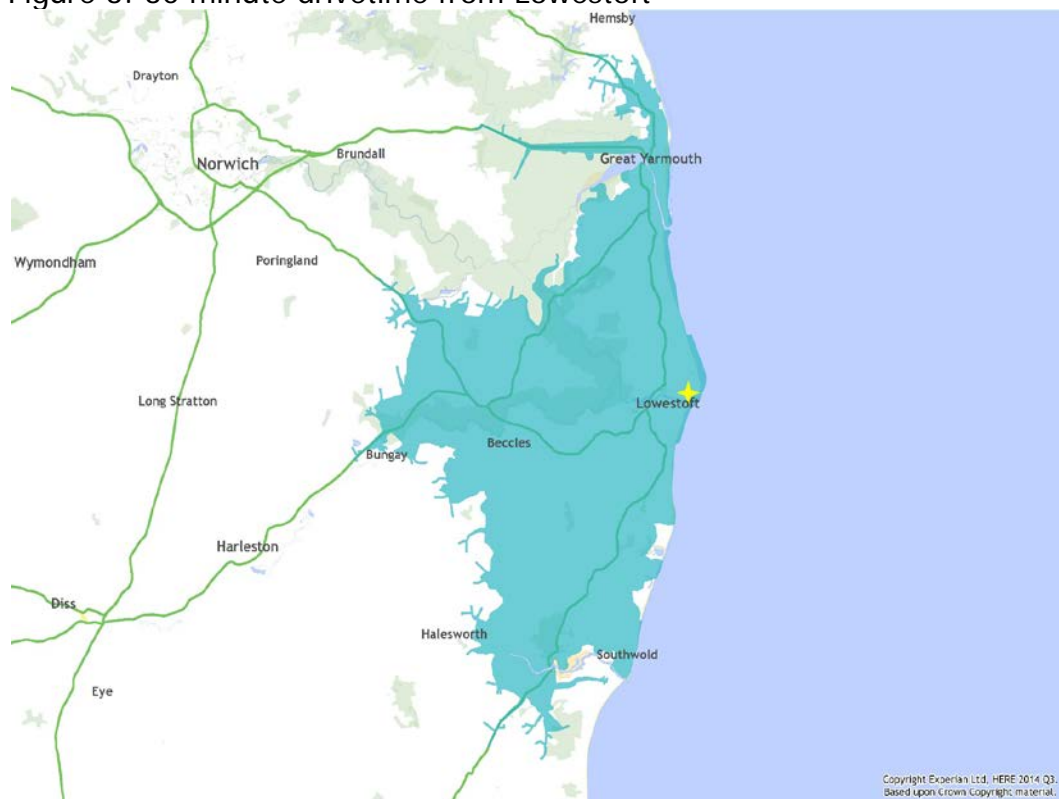


Figure 3: 30 minute drivetime from Lowestoft¹⁴



¹³ IP33 2AR

¹⁴ NR32 1DR



5.3.1. Resident populations

The characteristics of these populations are summarised in the table below. Where a segment is over-represented when compared to the national average it is shown in red, with the national average as a comparison. When under-represented the figure is shown in green.

Table 36: Populations within 30 minute drive catchments of the activity hubs

Characteristic	30 minute drive time from Ipswich	30 minute drive time from Bury St Edmunds	30 minute drive time from Lowestoft	England
Population estimate 2013	200,738 (167,641 15+yrs)	276,298 (22,743 15+yrs)	200,738 (167,641 15+yrs)	54,390,144 (44,679,588 15+yrs)
Households	88,412	116,660	88,412	22,722,241
Families with dependent children	22,887 (39%)	79,564 (39%)	22,887 (39%)	6,408,564 (43%)
Under 24 years	123,896 (30%)	75,774 (29%)	55,915 (28%)	16,307,596 (31%)
Over 65 years	73,601 (18%)	50,099 (19%)	43,497 (22%)	8,660,529 (16%)
Social grades:				
AB	29,056 (23%)	16,691 (21%)	7,599 (13%)	3,751,684 (23%)
C1	40,515 (31%)	24,636 (31%)	15,646 (27%)	5,051,687 (31%)
C2	28,065 (22%)	19,223 (24%)	15,014 (26%)	3,372,058 (21%)
DE	31,209 (24%)	19,021 (24%)	19,042 (33%)	4,164,424 (25%)
Ethnicity:				
White	386,656 (93%)	256,033 (96%)	191,507 (97%)	45,281,142 (85%)
Mixed	8,941 (2%)	3,991 (1%)	2,304 (1%)	1,192,879 (2%)
Asian/Asian British	12,109 (3%)	3,537 (1%)	2,108 (1%)	4,143,403 (8%)
Black	5,338 (1%)	1,951 (1%)	788 (0%)	1,846,614 (3%)
Other	2,498 (1%)	783 (0%)	380 (0%)	548,418 (1%)
Unemployment	11,414 (5%)	5,887 (4%)	7,565 (8%)	1,702,847 (6%)
Full time students	9,348 (4%)	4,906 (3%)	3,478 (4%)	1,336,823 (5%)
Qualifications:				
Degree or equivalent	86,811 (26%)	51,783 (24%)	26,527 (16%)	11,769,361 (27%)
No qualifications	75,068 (22%)	51,057 (23%)	50,118 (31%)	9,656,810 (22%)



The populations resident within the drive time catchments are older and less diverse than national averages. There are fewer families with dependent children. Lowestoft contains a greater proportion of residents with no qualifications, working in the lowest socio-economic classifications and with above average levels of unemployment.

5.3.2. Segmentation

Segmentation is a market research method where a given market is broken down into distinct groups that behave in similar ways or have similar needs. Segmentation can help organisations to understand their markets, identify groups of consumers they would like to target, and develop products and communications that anticipate their needs.

The Arts Council's annual *Arts Audiences Insight* uses data from their annual *Taking Part* survey tracking cultural participation in England as a basis for audience segmentation. Unlike other segmentations the Arts Council segments are based on both demographic characterisations and arts and cultural behaviours and attitudes.

The resident populations described above have been segmented in the table overleaf. Where a segment is over-represented when compared to the national¹⁵ average it is shown in red, with the national average as a comparison.

The base population over the age of 15 years was used in the segmentation. Where a segment is **over represented** when compared to the national average it is shown in red, when shown in green the segment is **underrepresented**.

¹⁵ England



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Table 37: Audience segmentation of Suffolk residents

Level of engagement with arts, heritage & culture	Segment	% of 30 minute drivetime from Ipswich	% of 30 minute drivetime from Bury St Edmunds	% of 30 minute drivetime from Lowestoft centre	% living within England
Highly engaged	Metroculturals	0%	0%	0%	5%
	Commuterland Culturebuffs	10%	8%	2%	11%
	Experience Seekers	7%	3%	0%	8%
Some level of engagement	Dormitory Dependables	19%	20%	7%	15%
	Trips & Treats	24%	29%	16%	17%
	Home & Heritage	15%	16%	19%	10%
Not currently engaged	Up Our Street	9%	10%	21%	8%
	Facebook Families	9%	8%	16%	12%
	Kaleidoscope Creativity	2%	1%	7%	9%
	Heydays	5%	4%	13%	5%

The catchment areas, particularly Ipswich and Bury St Edmunds, contain a higher than average proportion of those with some level of engagement in arts, heritage and culture. Lowestoft also has larger than average audiences which are not currently engaged with cultural pursuits.



Profiles of the most over-represented segments in the catchment areas follow¹⁶:

Trips and Treats (24% in Ipswich; 29% in Bury St Edmunds)

While this group may not view arts and culture as a passion, they are reasonably culturally active, despite being particularly busy with a wide range of leisure interests. They tend to be comfortably off and living in the heart of suburbia with children ranging in ages, and including young people still living at home. *Trips and Treats* have a strong preference for mainstream arts and popular culture like musicals and familiar drama, mixed in with days out to museums and heritage sites. This group are led by their children's interests and strongly influenced by friends and family. Positioning cultural events as fun, family friendly and educational provides opportunities for some additional adventurous attendance to encourage more frequent and lifelong engagement.

Dormitory Dependables (19% in Ipswich; 20% in Bury St Edmunds)

A significant proportion of arts audiences are made up of this dependably regular if not frequently engaging group. Most live in suburban or small towns and show a preference for heritage activities alongside popular and more traditional mainstream arts. Many are thriving, well off mature couples or busy older families. Infrequently attending but regular, *Dormitory Dependables* make up one of the largest proportions of the population. They are warm to museums and the arts, and in particular to popular and mainstream events. A small increase in their individual engagement could potentially have a big effect on audiences overall. They are very keen on live music events and have a particular preference for the heritage offer.

Home and Heritage (15% in Ipswich; 16% in Bury St Edmunds; 19% in Lowestoft)

Home and Heritage is a more mature group that is generally conservative in their tastes. A large proportion are National Trust members, and classical music and amateur dramatics are comparatively popular. While this is not a highly engaged group – partly because they are largely to be found in rural areas and small towns – they do engage with local cultural activity. They are likely to look for activities to match their needs and interests, such as accessible day-time activities or content exploring historical events. They represent key prospects for relationship development for day trip or day-time offers that are traditional and participatory in nature.

¹⁶ Descriptions by The Audience Agency



Up Our Street (21% in Lowestoft)

Up Our Street are often living reasonably comfortable and stable lives. Many are older and have some health issues and live on average or below average household incomes, so access in all its forms can be an issue. They are characterised as modest in their habits and in their means, value for money and low-risk can be important factors in leisure decision making. While neither frequent nor adventurous attenders, people in this group do engage with a range of cultural experiences. They may be open to persuasion for the right offer in their area, perhaps with the encouragement of others in their community. This might include locally based activity that's tried and tested, outdoor festivals, theatre and music or live streamed events.

Facebook Families (16% in Lowestoft)

Facebook Families are a younger, cash-strapped group living in suburban and semi-urban areas of high unemployment. They are least likely to think themselves as arty, and arts and culture generally play a very small role in the lives. Less than a third believe that the arts is important. They often go out as a family: cinema, live music, eating out and pantomime being most popular. Free family friendly offers – local with a more popular or community focus, e.g. music and festivals, open days with non-bookable in advance drop in activities may be particularly effective in attracting this group.

Heydays (13% in Lowestoft)

This group is least likely to attend arts or cultural events. They tend to believe that the arts are no longer as important or relevant to them as perhaps they once were. Many live in sheltered or specially adapted accommodation for older people and are often excluded from many activities due to a raft of health, access and resource barriers. If they do engage this is likely to be participatory such as crafts, knitting, painting, reading and writing activities organised by their sheltered housing, church group or community library. Their current propensity to engage is very low. However, given their past enjoyment of a range arts and cultural activities, some may well enjoy the arts again if the barriers that prevent them from taking part can be addressed through tailored activities.



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5.4. The market for museums and heritage in the catchment areas

When starting to look at the number of people that the project might attract, the Arts Council Area Profiles give an indication of the numbers of adults with a propensity to attend key art forms, or visit museums, galleries or heritage sites within the catchments.

Again, where activity is significantly more prevalent than the national average it has been highlighted in red:

Table 38: Propensity to attend cultural venues

Attendees	Visited stately home or castle	Visited museums	Visited archaeological sites
Number of 30 minute drivetime from Ipswich	79,715	103,331	28,266
% of 30 minute drivetime from Ipswich	23%	29%	8%
Number of 30 minute drivetime from Bury St Edmunds	51,153	64,263	18,940
% of 30 minute drivetime from Bury St Edmunds	22%	28%	8%
number of 30 minute drivetime from Lowestoft	32,229	43,479	12,113
% of 30 minute drivetime from Lowestoft	19%	26%	7%
England (%)	22%	29%	7%

The propensity to visit cultural and heritage venues is broadly in line with national averages in all the catchment areas, which is encouraging.

5.5. Trends in visits to archives

As well as local and regional trends, The Hold and its activities will be affected by changes in national visiting habits, which is tracked by the Government's household survey of cultural behaviour, *Taking Part*¹⁷. For 2015-16, it reported that:

- 3.1% of adults had visited an archive centre or records office in their own time or as part of voluntary work. This is significantly lower than in 2005/06 (5.9%)

¹⁷ Source: Taking Part 2015/16 Quarter 4 statistical release, Department for Culture Media & Sport, July 2016



- using the wider measure, which includes visits for paid work and academic study, the proportion of adults who visited an archive centre or records office was 4.1% of all adults. This is a significant decrease from 5.1% since data were first collected in 2008/09
- the proportion of adults who engaged with archives in their own time or for voluntary work has significantly decreased across all English regions since 2005/06, and in urban and rural areas
- adults from the upper socio-economic group, adults from the non-working population, and adults who did not have a disability or illness were more likely to have visited an archive than those from the lower socio-economic group, those who were working and those with a disability or illness respectively
- there has been significant decreases in the proportion of adults who visited an archive centre across all age groups, except for among adults aged 75 and above. In 2015/16, 3.7% of adults aged 75 or over visited an archive centre, this proportion has remained stable since 2005/06 (when it was 4.2%).

Taking Part also examines engagement with digital platforms relating to archives, with the following results:

- in contrast to all other cultural sectors in the *Taking Part*, a higher proportion of adults visited an archive or records office online than in person. Between April 2015 and March 2016, 10.4% of adults had visited an archive or records office website in the last 12 months, a similar proportion to 2005/06 (9.7%) but a significant decrease from a 2012/13 peak of 13.5%.

Of those who had visited an archive or records office website:

- 68.3% of adults had done so to view digitised documents, this is a significant increase from 51.8% in 2008/09 when the question was first asked
- 30.2% of adults had done so to search an archive catalogue, this is a similar proportion to 2008/09 (26.5%).

Overall, when considering physical visits to an archive or record office and digital visits to an archive or record office website, 11.9% of adults had engaged with the sector in some way between April 2015 and March 2016, a similar level to in 2014/15 (12.5%).

5.6. Tourism

50 miles of coastline, medieval towns and peaceful villages are at the heart of Suffolk's tourism offer. It encourages visitors to the region to 'unplug and get inspired'.

Ipswich's maritime history, its weekend market, beer festival and lively arts and cultural scene draw visitors to the town.



Table 39: Tourism visits

	Ipswich	Waveney	St Edmundsbury	Suffolk total
2013-15 average	275,000	352,000	129,000	1,400,000

*Visit Britain*¹⁸ reports that there were just over 27 million day visits made to Suffolk in 2013, nearly 1.8 million staying visits. *Visit Britain's* latest data shows that 218,988 international visitors came to Suffolk in 2015, an increase of over 4% since 2014¹⁹.

University Campus Suffolk Heritage Futures team²⁰ is working to develop initiatives in the county to focus on its unique heritage. The Department of Arts and Humanities has a focus on the interpretation of the archaeological and built heritage, archival research relating to heritage, and the display of archaeological and cultural artefacts in museums.

When asked what areas tourism organisations should give priority to, 26% of tourism businesses in Suffolk stated 'cultural and heritage assets'. This was second only to an 'inspirational website' which attracted 31% of responses²¹.

The Hold's Business Plan²² predicts that The Hold will attract 2,000 visitors per annum by the settled year, Year 3 of operation.

5.7. Implications for the Activity Plan

Suffolk is a county of contrasts, with extreme wealth and deprivation and a mainly rural population, punctuated by a handful of urban hubs.

With the exception of Ipswich there is a slightly lower than average proportion of families and the county's aging population is generally larger than average. Ipswich does, however, have a younger than average population with high numbers of school pupils and students. These will be crucial audiences for the Hold. Outreach activities to aging populations will help to overcome some of the barriers to engagement felt by older people, particularly those identified in the audience segmentation who feel less able to attend heritage venues.

The county as a whole has lower than average diversity, with lower than average non-white populations, though diversity is seen through Kurdish, Polish, Lithuanian and other communities across the region. Ensuring that diversity in all its forms is represented and spoken to in activities will be an important way to include the region's communities.

¹⁸ Source: Economic Impact of Tourism – Suffolk County 2012 Results; Tourism South East; 2013

¹⁹ Source: <https://www.visitbritain.org/nation-region-county-data>

²⁰ Working in collaboration with Suffolk Business School and the Department for Arts and Humanities

²¹ Source: Tourism Business Survey 2013; Visit Norfolk & Visit Suffolk; 2013

²² The Hold Business Plan, 2017. Fourth Street



The county has slightly higher than average unemployment levels and some pockets of extreme deprivation especially in Ipswich and Waveney. The catchment areas have high levels of disability and long term health issues, especially in Waveney. There are also high levels of benefit claiming, especially in Ipswich and Waveney. The drive time catchment centred on Lowestoft has higher than average unemployment levels. There are also lower than average levels of degree-level qualifications and a high proportion of residents within the catchment areas with no qualifications. This is particularly true of Lowestoft and its surrounding area. Lowestoft also has a higher than average proportion of those classified as C2 and DE socio-demographically. Typical archive users are generally those from higher socio-demographic groups and so designing activities for those less familiar with accessing heritage and archival material will be important when taking activities out across the county.

There are higher than average populations with some cultural engagement in all drive time areas which is encouraging. Lowestoft and its surrounding area contains higher than average populations with no cultural engagement, which poses more of a challenge. Many of these groups do have strong ties to local communities and engaging on this basis with activities tailored to familiar places will be a means to draw them into the archive.

It is clear from national trends that visitors in person are declining and digital engagement with archives is rising and hence The Hold will need to reach out digitally, as well as physically. Lower socio-economic groups and disabled people are under-represented as users locally and nationally and hence The Hold will need to work hard, particularly through outreach to attract these audiences to engage and provide a welcoming and accessible environment.

The market assessment findings shaped the choice of audience segments selected for consultation:

- families, young people and BAME audiences are gaps in the current Record Office's profiles and yet are well-represented in local catchment area of Ipswich. The consultation sought to explore their needs and activities that might attract them to engage with archives online or onsite.
- low income adults are under-represented as record office users nationally. The consultation investigated what might attract those groups to engage, by consulting with low income older adult groups in Lowestoft, which were highlighted in the market assessment. The consultation also wished to test the propensity to travel to The Hold.
- disabled people are also under-represented in visitors nationally, and one of the pilots for Sharing Suffolk's Stories was selected to focus on disabled groups
- schools are currently a gap in the Record Office's user profile and are clearly well represented locally and across the county. This audience was selected as a Sharing Suffolk's Stories pilot and for consultation
- there is a high number of students in Ipswich and, given that the University is a partner, students and university staff were selected for consultation.

Appendix 6

Consultation summary

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6. Consultation summary

This appendix has a summary of stakeholder, user, non-user and formal learning consultation.

6.1. Stakeholder consultation

Eleven stakeholders were consulted representing Record Office staff, Suffolk County Council officers and councillors, University staff, the Friends of Suffolk Record Office and Suffolk Records Society. A full list of interviewees is in Appendix 1.

6.1.1. Vision

Stakeholders want The Hold to be much more than a new store for the County's archives. They see it as a place where the identity of Suffolk is celebrated for residents and visitors. It will be a showcase for collections and act as a gateway to heritage in Suffolk.

The Hold is to be a trailblazer – the first of its type – and instantly recognisable with a strong coherent brand. It will be a building that everyone feels comfortable coming into, whether it is just to have a coffee and meet friends or do some serious research. *The Hold will engage with people on their terms.*

There will be an exceptional level of community engagement and interaction with the archives through exhibitions, activities, workshops, events, tours and talks on site and across the County. The schools programme will attract classes from all over Suffolk and the digitisation of collections will give unprecedented access to the archive across the globe.

The Hold will be a powerful partnership between the community, University and the Record Office. For the University, it will transform the teaching and student experience, providing primary sources on the doorstep, attracting students nationwide. The Hold will benefit from student projects and placements and from the academic research undertaken by staff and students.

Some saw the possibility of an accredited course in archives developing in partnership between the University and The Hold.

Stakeholders want the building to be exciting, instantly recognisable and open all hours. The waterfront will attract a range of visitors and many thought that The Hold's outside space will be important attraction and that the café is crucial for enticing people over the threshold.

Consultees want the public spaces to be flexible and able to adapt to changing uses, but had a long list of spatial requirements including an exhibition space, a flexible space for learning, with wet and dry areas and staff interviewed were keen to make sure there were adequate processing areas, space for digitisation



and conservation, with webcams and windows where visitors can see behind the scenes activities.

Above all, it is important that The Hold has an open and welcoming atmosphere, with staff and volunteers who are friendly, helpful and knowledgeable.

6.1.2. Strengths, opportunities and challenges

During the interviews the eleven consultees were asked about the strengths, opportunities and challenges of the project and the following is a summary of their response:

Strengths	Challenges
<ul style="list-style-type: none"> • Project will enhance the Waterfront and attract people to the Marine and to Ipswich • The Hold helps to fulfil the town's, county's and University's strategic community, economic and educational objectives. • Provides opportunity to broaden SRO's audiences • SSS engages the whole service in the project's activities • SSS offers the opportunity for collecting, filling the gaps and able to tell a more diverse story • The Hold will improve collections care standards • Collections will be available online • The Hold will be a catalyst for change across the service and a chance to do things differently • New volunteering programmes • New income streams • Joint working with UoS enriching the programmes of both partners • Will help to attract students to UoS • Provides opportunities to develop new courses at UoS based on the collections • Opportunities for partnerships with University of East Anglia and Suffolk New College. 	<ul style="list-style-type: none"> • Fear that The Hold will try to be too many things • Must be more than a records centre • The name is not inspiring • Location is a mixed area, with poor public transport links • Reluctance to travel across Suffolk to The Hold • Maintaining interest and commitment during the development period • The pressures on local government budgets • A tension between accessibility (free or low income activity) and generating income • Fundraising in the current economic climate • Staff capacity – doing the day job at the same time as developing a major project • SRO adapting to the changes needed • Anxiety by the branches that they will be made obsolete by The Hold • Digitisation and overcoming the backlog of collections cataloguing • The decant of the collections from Gatacre Road will be an enormous job

- | | |
|---|--|
| <ul style="list-style-type: none"> Other partnership possibilities include with Colchester and Ipswich Museums Service (CIMS), Dance East and Suffolk Mind | |
|---|--|

6.1.3. Activities

Sharing Suffolk's Stories will be the centrepiece of The Hold's outreach programme. Stakeholders welcome the idea and see it as a way of energising and engaging with the network of local history groups across the county. Because of the location of Ipswich on the eastern edge of Suffolk, the geography and road infrastructure of the county, Sharing Suffolk's Stories is a way of the whole county benefitting from the investment in The Hold. In return, the project will enrich the Record Office's collections through donation of new items and digitised information.

The consultees see the first wave of Sharing Suffolk's Stories being undertaken by existing groups, rather than trying to engage individuals or start up new groups. But the second wave should reach out to people who would not normally use archives. The project is very much seen as supporting people to do the research they want to do, that is personal to them, whilst encouraging them to see how their story fits into the wider county, regional or national picture. People had interesting ideas about expanding the scope of the project beyond a village to embrace a theme (such as cricket) or applying it to a linear subject, such as a coast or a railway line.

Stakeholders feel that it is very important to have a member of staff masterminding and driving the project, supported by a team of volunteers. Some warned of the politics surrounding local interest groups and that they will need to be managed sensitively and effectively. They will expect something back from Record Office in return for their work on Sharing Suffolk's Stories. Some pointed out that the groups will need laptops, cameras and digitisation equipment to complete the work.

Digital working is fundamental to enabling access to collections and to sharing findings and research. Many suggested that a social media site should be established for exchange of information and ideas and the possibility of local websites.

Stakeholders foresee that volunteers in the Sharing Suffolk's Stories groups will need to be trained on how to handle and digitise items for themselves and at the Record Offices. The branches see that they will have a role in supporting their local groups and that all searchroom teams will be trained to work with the local groups on the project.

Everyone knows that the exhibition space will be important for engaging audiences and driving footfall to The Hold. Stakeholders want the exhibition space to be ambitious and borrow items from national collections to show alongside Suffolk's material. At the same time, they want to see a mixed



programme that also includes community generated exhibitions and displays aimed specifically at families or schools. Parts of those community exhibitions and displays might travel around the county to the other branches, museums or libraries. Other saw the themes of the exhibitions linking to talks programmes or conferences at the University of Suffolk and that there would be scope to work with Ipswich Museums, with linked exhibitions across two or three venues in Ipswich.

Stakeholders want a menu of large and small activities and a mix of free, low cost and charging events. They had plenty of ideas for activities including talks, courses, workshops and walks for adults. Bookbinding and conservation, using the new conservation studio facilities, were mentioned. The University already runs a public lecture series and could easily programme it jointly with The Hold. There could be a slot where people could bring things in for identification and Sharing Suffolk's Stories will be a vehicle for oral history projects. Consultees see a strong offer for families with events, activities and exhibitions and larger events such as cinema screenings and performances, and activities linked to the seasons and national initiatives, such as the Big Draw, Black History Month, International Women's Day etc.

Strong relationships and partnerships should be developed with primary and secondary schools within walking distance of The Hold and schools within Ipswich will be encouraged to visit. Stakeholders put a great deal of emphasis on outreach programmes for schools across Suffolk with loans boxes, staff and volunteers delivering sessions. A Teachers' Advisory Panel should be established to make sure that The Hold develops sessions and resources that meet the needs of the National Curriculum.

The partnership with the University is already a close one with projects and work placements for students and there is potential to expand and increase the number of placements at The Hold. Stakeholders see the relationship growing with the new facilities, offering a range of projects with different departments, such as IT, gaming, tourism, business, design, architecture and many mentioned the development of an accredited course based at The Hold.

The current service has about 85 volunteers spread across the three branches, most of whom work behind the scenes on the collections – cleaning, sorting, packing, accessioning and cataloguing. Volunteers will be vital for the sustainability of The Hold and its activity programmes and hence an increase in numbers and roles will be important. They see volunteers as welcomers, helping people in the searchroom, delivering workshops, walks and talks on and off site, helping with marketing, the website and social media. Stakeholders think that wider range of roles will attract a diverse volunteering corps, including people from Black, Asian and Minority Ethnic backgrounds, families and young people. Students from the University will be an important source of volunteers for the project, bringing new ideas and new ways of doing things. Stakeholders recognised that successful volunteering teams need to be managed effectively and appropriate space, equipment and budgets allocated to them.

Digitisation of the collections, a new website and effective use of social media will be vital to creating access to the collections, sharing information, creating a dialogue with people, promoting and marketing the new service.



6.1.4. Partnerships

Robust partnerships will be key to the sustainability of The Hold. Working with others will energise the formal and informal learning programmes, bring new ideas and ways of working, new networks, skills development and access to new markets.

Partnerships specifically mentioned were with very local venues, such as Dance East, Suffolk Mind, Suffolk New College and Ipswich Maritime Trust; across Ipswich with Colchester and Ipswich Museums Service (CIMS), the Chamber of Commerce and further afield to the East Anglian Film Archive at the University of East Anglia, other museums and Record Offices, such as Norfolk Archives, Community Action Suffolk and *NewAnglia* -the Local Enterprise Partnership for Suffolk and Norfolk. Whilst the partnership with the University of Suffolk remains paramount stakeholders see the opportunities for collaborative work with students and staff from the University of East Anglia and Cambridge University.

The Sharing Suffolk's Stories project will bring close collaborative working between Suffolk local interest groups and learning groups, such as WEA, U3A and NADFAS.

6.1.5. Audiences

All stakeholders wanted The Hold to nurture existing audiences as the same time as building new ones. Existing users, for example, could be alienated by the concentration on target audiences. Important audiences for The Hold were identified by stakeholders as:

- schools
- university and college students
- young people
- people aged between 30 and 50
- low income adults
- disabled people (the range of disabilities)
- Black, Asian and Minority Ethnic (BAME) groups
- families
- volunteers
- older isolated people
- early retirees
- family historians
- people newly resident in Suffolk.



6.2. User consultation

Prior to submitting the Round 1 application, SRO ran an online visitor survey in October 2015, completed by 440 people. Because of this, the methodology for development of the Round 2 Activity Plan did not include a survey of users. The 2015 survey results are reproduced here, as the views of users and their needs are still current, particularly in comparison to the requirements of non-users, and have been incorporated into the action plan in Chapter 6.

6.2.1. Respondent profile

Of the 440 people, 87% were Suffolk residents, 62% were over 55 years and 91% were white and 9% had a disability (national average 16%). 78% had used one of the Suffolk Record Office branches before (42% in the last six months), 61% using it to research local history and 26% family history.

Apart from researching their local area and family history, respondents were most interested the history of local places (68%), in historic maps (57%) and learn how to use online resources (43%). It was these responses that shaped the Sharing Suffolk's Stories project.

6.2.2. Programming and activities

In terms of programming and activities, people 'strongly agreed' or 'tend to agree' (in brackets) that they would:

- 36% (37%) attend talks and courses about history, although there was slightly less interest in evening activities
- 33% (49%) were interested in a changing exhibition programme, but there was less interest in interactive exhibitions which, given the age of the respondents, is not surprising as they are likely to think such exhibitions are for families
- 23% (39%) wanted hands-on opportunities to learn archival skills, such as conservation and cataloguing
- 20% (41%) were interested in history trails and guided walks around The Hold
- 16% (21%) supported the idea of activities for families. The lukewarm response again might reflect the age of the respondents, but also hesitation about children and families being in a traditionally quiet space
- 17% (33%) were interested in oral history either as interviewers or interviewees
- 17% (31%) were interested in helping to develop exhibitions.
- 14% (49 people) willing to volunteer
- 9% (36) were interested in hiring spaces.



6.2.4. Research facilities

As researchers who use the Record Office, they 'strongly agreed' or 'tend to agree' (in brackets):

- 51% (28%) the need wifi throughout the building but only 16% wanted laptops or tablets for hire inside The Hold
- 44% (44%) want digitisation and copying facilities operated by The Hold staff
- 42% (38%) want up-to-date public computers
- 28% (33%) want a genealogy room with volunteers on hand to advise about researching family history
- 19% (47%) want a space to meet other researchers.

6.2.5. Other facilities

At 65%, most people prioritised easy access to parking. Although people wanted longer opening hours (29%), only 14% wanted Sunday opening and a café and retail is not as important to users (24% and 22% respectively) as it is to non-users.

6.3. **Sharing Suffolk's Stories volunteer and interest group consultation**

The Activity Plan Officer has been actively recruiting volunteers for Sharing Suffolk's Stories (SSS) and pilot projects and during this process informal conversations have been held with groups. These include:

- schools, both secondary and primary
- museums such as Mildenhall Museum
- other archives such as Britton Pears Foundation
- many local history groups such as Haverhill and Melton
- special interest groups such as Eye Bomber Group who specialise in the history of US airmen and local workers of WWII airfield
- local wellbeing groups such as Headway and Suffolk Mind who have embraced the idea of SSS with enthusiasm.

A full list is in appendix 1.

Here is a summary of the main points raised:

- initially most groups found the concept of SSS difficult to grasp and thought it was purely just about maps. Once a thorough explanation was given, almost all groups engaged very quickly and realised the maps were there to focus their story and let their imaginations run free.



- mainstream heritage groups often had issues with new ideas and needed the Activity Plan Officer to encourage them to realise the potential of their stories
- many groups expressed enthusiasm for the wellbeing aspect of the project, realising what potential heritage has for improving the wellbeing of people in Suffolk
- groups furthest away from Ipswich were encouraged that SSS would cover the whole of Suffolk and not be Ipswich-centric. The corners of Suffolk felt very neglected by the current heritage hubs of Ipswich and in Bury St Edmunds
- finding time to engage with heritage was one of the biggest barriers to people. A lesson learned will be to factor this in when planning SSS projects, a realistic lead time to any activity is crucial
- a real appetite for local heritage hubs was shown
- museums, in particular, expressed a fear that The Hold will be in competition with them, but were encouraged when it was explained that the Hold will be a gateway to Suffolk's heritage
- all groups spoken to were more than willing to engage with non-user groups and help them deliver their own project. Almost all of the groups wanted to do this, but were unsure how and of their abilities to deliver.
- one overarching concern was the sustainability of schemes. They were very aware of diminishing Council resources, and sought reassurance that funding would not be cut when HLF funding ran out
- learning new skills was a very popular idea especially in GIS and learning how to archive their own collections. Oral history was another very popular topic.

6.4. Sharing Suffolk's Stories steering groups

There are two steering groups set up to inform and guide SSS and The Hold. The Educational Steering Group met once and served to illustrate the difficulties in engaging with teachers and lecturers, not through lack of enthusiasm but in finding a convenient time for them find time in busy diaries.

A Heritage Steering Group has been more successful and has met monthly since November 2016. Its role is to monitor developments in SSS and The Hold and challenge and hold us to account on progress, provide new ideas and provide a critical friend.

The Heritage Steering Group were initially very confused by what SSS's aims were and discussions helped to clarify aims and the way in which SSS would be promoted. They, for example, questioned the wording of SSS stressing it gave an overreliance on Maps which could be misleading. They suggested that the project works with the 100 People project, where 100 people researched 100 WWI survivors' stories.

The Educational Steering Group suggested that pupils studying GCSE studies will be hard to engage with as their syllabus is rigid and that it would be more fruitful



to target years 7,8 and 9 and primary schools. They observed that students like people-centred themes and that the curriculum is strongly locally focused at present. They suggested that pupils could be taught how to digitise records at The Hold and stressed the need for a supply teacher and travel budgets to support the programmes.

6.5. Non-user focus group consultation

Two focus groups were held with local people who had not used the Record Offices before. One was held in Ipswich Record Office (IRO) with working aged adults, who were either working or looking after children, and the other with low-income older adults in Lowestoft Record Office (LRO), none of whom were working, one, however, was a regular user of the Record Office in Lowestoft for personal research.

The groups were recruited from the street by an external recruitment company and respondents thanked for their time with a £40.00 shopping voucher. The sessions took place on Wednesday 22nd February and Wednesday 1st March. The full findings of the focus group discussions are in Appendix 7.

The key findings from the consultations with the non-users are below.

Perceptions of the Record Offices

Despite two of the participants of the IRO group undertaking personal research and several other people having an interest in family history research, none had attended a Record Office before. For one participant it was because it was closed before he finished work at 8.00pm.

I think it's because you see it advertised on the telly, and you see you have to pay to find this information, so it's put me off. So, I was thinking, okay, well, I won't bother then, but then if ...you can find these documents without paying anything, then... I'd be more inclined to do that. (IRO)

The IRO participants knew that births and deaths were held in the Record Office and some were aware that there would also be maps, newspapers and archives of local groups. One of the IRO participants had carried out personal research into the Cold War through books, the internet and site visits, but thought there would be nothing relevant to the Cold War in the archives.

Never ever used an archive; there's never really been a need. But what I did pick up is that a lot of the [Cold War] facilities weren't in the archives. (IRO)

The archives holding material that is regional is a disadvantage for anyone whose family, or themselves, have moved from another part of the country.

I suppose if you're researching your family history, it's all right all the time it's within Suffolk, but if your family has come from... like my grandparents originate from London and various... I have looked online at the census... but in a way, it doesn't seem that easy and I actually got put off. (IRO)



Barriers to engagement

The most important barrier to visiting The Hold was the lack of, or perceived lack of, public transport and parking.

People don't want to walk anywhere, and people want everything easy accessible, and they want it now' (IRO)

Ipswich Council - their idea is that everybody will travel by bus, but there is no bus service for people, really. And, like you say, it's got to be somewhere people can drive to and park. (IRO)

Most of the LRO group never went to Ipswich and, if they did, it was either for the hospital or on their way somewhere else. All were more likely to go to Norwich if they needed to go to a city, as it was easier to get to both by public transport and by car.

The last time I went to Ipswich was in the sixties. (LRO)

Only two of the LRO group were computer literate and several of them were either dyslexic or had poor literacy skills. The rest either did not use computers or else got members of their families to help them. They felt this was a big barrier to doing their own research.

I'm no good with a computer, I've never used a computer and that, I think, well, probably I can't do it. (LRO)

However, it is not just the lack of computer literacy that is the problem but also the members of the LRO group did not have the confidence in their own abilities to learn something new. It is therefore not just an issue of telling people they can learn how to use the computers, but building their confidence in their own abilities in advance.

I wish I was so much younger and could use the computer. I have sent people here to learn - I've told them it's here, but I've never ventured in here. (LRO)

It's lack of confidence and things. ... I went and worked in the laundry, because I thought that was all I was good for, and then a local man at Southwold, he offered me a job and he said, 'Because you're a young, smart girl and you've got a good head on you'. Well, after that I got on, and then I went into care and I went in on courses, and I think, well, I'm not stupid. But I had no confidence. (LRO)

In both groups there was a perceived lack of publicity for the current Record Offices as only one person had ever used the record office before despite most being interested in history and research to some extent.

Most people don't even know this place exists. (IRO)

There were also issues of the perceived and actual time it could take to receive the documents that are ordered.



If you're coming and somebody orders and they say, 'Oh, it's going to take...' it probably puts people off and they'll think, I've got to come back... (IRO)

Programming

There was most interest in the recent history of Ipswich, Suffolk and the residents by both groups. Amongst the IRO group there was considerable interest in a contemporary collecting programme that looked at everyday life of people living in Ipswich/Suffolk e.g. using a day in a life format as in the TV documentary 7up, 14up etc. Most family histories that were known about were handed down orally amongst the elder participants of the LRO group.

My grandmother used to tell me everything, so that's how I know a lot of family history. (LRO)

There was very limited response to the idea of interpreting the research for Sharing Suffolk's Stories from both groups.

The people who are going to want to do that sort of thing, have got to be specifically interested in that, or, as I would call it, artsy-fartsy sort of stuff. Because I don't think any of us - most of us probably - are not confident enough to do it (LRO)

Despite acknowledging that they currently didn't visit Ipswich the LRO group felt if there was the right exhibition they may visit The Hold. The LRO group felt that they would be more interested in exhibitions which included high profile objects/manuscripts that originated in Suffolk, such as the Sutton Hoo treasure. They were also interested in the local history of the area they live in, however, few thought they would actually go to Ipswich to see an exhibition.

Digs and things, and anything that come from East Anglia mostly, and very much what you found local as well. (LRO)

But to have exhibitions here and local exhibitions, you don't have to have fishing, fishing, fishing... (LRO)

The last time I went to Ipswich was in the sixties. (LRO)

The IRO group were interested in temporary exhibitions with themes of days gone by, newspaper photographs, old pubs, Americans in the war, Cold War, schools, film shows and the witchfinder general and thought they would go to The Hold to see an exhibition about these subjects.

If you have exhibitions and things on about certain things about history in the town, that will draw people in too... (IRO)

Both groups felt that they wanted the exhibitions to be interactive and have different ways of communicating stories. The LRO group particularly liked lots of photographs and maps.



Just touchy-feely stuff, screen, photographs, just a good mix that I could go into, say, with my wife, a couple of mates. We've all got different things we like, but one that everyone goes, 'Yeah, there was something for everyone here'. (IRO)

If you've got children and something like activity tables or screens, and then children can look for it as well. (IRO)

Some of the IRO group were would be interested in online exhibitions about the history of Suffolk, particularly if it related to their own lives.

...at the moment my husband is heavily into looking at our old school, so people keep putting different posts on. So ...it's nice to look back and see what the school was like, and what the kids wore, and that's nice. (IRO)

The majority of the participants of the IRO group were more interested in the research element of the SSS project and not the creative interpretation. However, the LRO group were not interested in the SSS project at all, due to their lack of confidence.

I'd like to volunteer, but I'd want to do research on my history, so like my history of when my family came to England and we had the dance halls back in the good old days; and that's the kind of history that I would want to know about. (IRO)

Events that would be of interest to the IRO participants included Family Fun Events, virtual reality of Ipswich in the past, events about the history of LGBTQ+ people in Suffolk.

I think there's probably a lot of people here have already, have lived through that story [LGBTQ+], the transition, haven't we? So, we probably know quite a bit about it anyway, but, for perhaps, people who don't, then this could be good (IRO)

Walks and talks were felt to be of interest to the IRO group if they were about how Ipswich had changed in recent history, but the LRO group felt that their health would stop them from going on a walk.

I can't walk very far.... I'd need somebody to push me if I go for a long walk. (LRO)

Marketing

The two groups had very different ways of finding out about events and what was going on in their local community. The IRO group found out through Facebook, local newspapers, school book bags and TV. Whereas the LRO group found out through posters, newspapers and word-of-mouth. Both groups needed regular reminders that there were things to do at The Hold or in the Record Offices.

Well, perhaps sometimes if you put a bit in the local paper every now and again to remind people. (LRO)



Volunteering

The IRO group were less likely to volunteer regularly as all were either carers or workers. Amongst the LRO group there was some interest in volunteering on a regular basis for once a week for a few hours. But they did not like the forms that had to be filled in and one of the participants had decided not to volunteer after being confronted with a lot of paper work to complete.

...because I was a carer for about 30 years, and when I finished... I wanted to volunteer at the hospital, and they sent you a thing about that thick to fill in, and then I'd got to get police checks again, and I'd had them all of the time I'd been caring. I thought...well, it makes no difference to what I am actually doing. (LRO)

6.6. Community consultation

6.6.1. Leiston CYDS – Youth drop-in centre

Overview

Consultation was undertaken at a drop-in session on Thursday 2nd March. The nature of the group meant that it was an informal consultation with three groups of people. The first was five 13/14/ 15 year olds; the second was six 15/16 year olds and finally a group of five project leaders/volunteers. There was an equal mix of girls and boys. Overall there was probably a 50/50 split in the interest in the project. All the young people had visited museums and heritage sites with schools and a few had visited with families. None had visited an archive, but they had some level of awareness of what an archive was.

Barriers to participation

The biggest barrier for the young people for engaging with The Hold was getting to Ipswich. As they were dependent on either expensive public transport or family or friends driving them.

Events and interpretation

Themes and topics that the young people were interested in were international events such as 9/11, the Holocaust, Jack the Ripper, WWI and WWII, people who lived in the local area and anything to do with football. Three of the group had been looking into their family trees recently and had found it interesting.

All I like is finding out about the Holocaust and 9/11. (14/15 year old)

I like finding out about my family history. I can go far, far, far back. (14/15 year old)

If there are famous people from around here they may be interested in 'are you related to Ed Sheeran?' (Group leader)



They want exhibitions that are visually interesting, include virtual reality, evocative and 'not just pictures'

We want exhibitions that are physical not just eye catching [just pictures].
(15/16 year old)

CYDS does undertake creative workshops and they are popular, with the most popular content being film, photography, model making and drawing. Song writing workshops using the archives for inspiration could be of interest.

Song writing workshops and things like that... we can bring a whole group up. (Group leader)

I like research – you learn a lot more in the end. (15/16 year old)

Projects

The young people were interested in carrying out research, particularly in finding out about their own family trees, which they had been discussing at the club the previous week. This had come about due to a recent death in the family.

The creative interpretation would be most appealing. (Group leader)

We have a returnable deposit for projects. The projects are free, but it books their places and means they are more likely to turn up. (Group leader)

A project could be over one week. If so it would need to be 2.00pm – 9.00pm each day to give the young people time to get out of bed!

Many of the 15 and 16 year olds in the group work part time so they would not be able to attend sessions during the summer when they are predominately working in tourism. They preferred the idea of having a project run one evening a week during the winter when there is less work.

Need it spaced out so we don't have to rush around...needs to be an evening cos some people obviously have to work. (15/16 year old)

In the winter would be good, because it would actually give us something to do. (15/16 year old)

Trainees

Conversations were held about the traineeships and the youth leaders felt they would be a 'hard sell' to 16 year olds. However, they had had a young person who had participated in a project with them with the archaeology department and, as a result of being involved in the project, had gone onto an apprenticeship in archaeology.

The older group of young people were interested in short part-time traineeships after they have finished school.



If it was for a job, then yeah; but if it was for training then no. (15/16 year old)

If it's an opportunity to learn something and then you find out it is not your thing you can always go onto something else. (15/16 year old)

Marketing

All of the young people were on Facebook and they suggested that the best way to hear about events was through Facebook, Twitter, posters, pop up ads, YouTube and word of mouth.

Through Leiston chit chat. (14/15 year old)

The website needs to 'give a quick glimpse' of the site – including 3D tours of the site and videos about the site. No-one had ever played a game on a museum/heritage website.

You don't want to see so much writing, you want to see pictures. (15/16 year old)

Advertising targeted at school children and young people, needs to emphasise what they can get out of it.

6.6.2. Parents from Ranelagh Primary School Supplementary School, Ipswich

Overview

Ten parents attended a consultation session on Saturday 4th March 2017 at Ranelagh Primary School Supplementary School. All parents had children attending the supplementary school which focuses on improving English and Maths skills for children in the community, primarily but not solely, who have English as an other language. The parents included six from Romania, two from Latvia, one from Lithuania and one British Bangladeshi. English was spoken well by five members of the group and two Romanians were able to translate for those whose English was limited. All had children under 11 years old, all of whom had visited museums and heritage sites with school. Three had taken their children to museums or heritage sites as a family.

Barriers to participation

Language is the biggest barrier as not everyone speaks fluent English, but if there was an introduction to The Hold available in other languages it might entice people in. English is now taught as a second language in Latvia, Lithuania and other former Soviet Bloc countries, but older generation all speak Russian.

The words 'archives' and 'record office' were unfamiliar to this group and they didn't understand what it meant; they did however understand that The Hold would be a type of museum.

The group currently took their children to the marina, park, seaside, play park and sports centres. Heritage was not currently high on their agendas for time as



a family and there were concerns about pressures on time as to whether they would visit The Hold.

Foreign families have their timetables: busy timetables. I think the most important thing is the job, is the money. They are working all week so they need to be interested in the museum... but it depends on what they are trying to teach their children.

Perception that it will be boring as just about paper-based history.

Maybe a play area in case the children get bored.

If it is just papers, if it is pictures as well to illustrate.

Events and exhibitions

Currently several of the parents take part in ESOL (English Speakers of Other Languages) classes, but they are only for three hours a week at Suffolk College and without conversations with English speakers their English is not improving. Therefore, they need opportunities to meet and talk to English speakers.

They were interested in a variety of subject matter including the history of people moving to Ipswich.

History of Suffolk, surrounding areas, Suffolk wildlife and stuff... what people wore in the olden days.

They wanted The Hold to be a fun place to visit with their children and were concerned that it could be boring so they wanted:

Treasure hunts and paper based trails.

Volunteering

Although initially the group said they did not volunteer their time, many of them were volunteering with the Supplementary School. One person might be interested in volunteering on a Sunday (his only day off).

The problem is if there are a group of Romanian people ... the main thing is for them to understand in English what there is to do. We need to get the English better before we do volunteering.

Marketing

Leaflets through the schools' book bags were how people found out about events along with advertisements on bus stops. However, the best way to hear about events and things to do is through word-of-mouth, particularly through the church. Discussions were held about being involved in a Community Champion programme, this already happens in Ipswich amongst the Bangladeshi community where they text information about events to their friends.



*If I see something in my language, it is even more interesting.
Through our Bangladeshi community when there is an event going on, they
give out leaflets as well as have pass it on texts about the event.*

Facebook was mostly used to keep in contact with family and friends, but they did sometimes look at the advertisements that came up.

6.6.3. Bangladeshi Support Centre

Overview

A presentation was given at a community engagement event run by the Bangladeshi Support Centre. As a result, four community leaders and volunteers from the Bangladeshi Support Centre (BSC), Suffolk Young People Health Project, Domestic Abuse Support and Bangladeshi Supplementary Schools and two community members were consulted. The community members all had very limited English and were reliant on staff for interpretation.

Barriers to participation

The question of archives and 'what will it have to do with me' needs to be broken down. Staff at BSC felt that the local museums and the IRO have a lack of awareness of what they could be doing with the Black, Asian and Minority Ethnic (BAME) communities therefore there is a lack of awareness of pro-active education opportunities.

Dual language flyers are not effective means of engagement – they are often badly translated and many community members are illiterate.

Illiteracy is also the biggest barrier as it means people only live in the present they do not connect with past or future.

One of the key areas of working with diverse communities is to work with initial partners and then cascade the information. It is through personal and sustained contacts that strong relationships can be built up with community organisations.

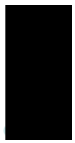
Facilitated outreach are the key words for access.

There is a disconnect in society. It is important there are new ways of hearing and advising society to encourage cohesion.

Community engagement/projects

Community engagement needs to be seen as a process. The exhibitions and resources that are developed will need to tour around the community and interpreted for the community through associated events that are then followed up with new opportunities, such as contributing to the collections.

Concept of the engagement stage; explaining stage; and then look at what can do by bringing some things into the community to schools and places of worship.



It is important to target women who can feel cut out of the wider community; it can help to give them a voice.

Facilitated outreach are the key words for access. Create a buzz so that The Hold is not seen as dull and boring.

BSC deliver ESOL (English Speakers of Other Languages) classes for various different communities learning English. They could therefore work with The Hold to develop ESOL resources that are specifically related to citizenship.

We want to transcend the 'Bangladeshi' name.

We would want to work with The Hold in collaboration to develop a project about the history of Ipswich, which can be used to tackle the alienation some people feel.

There is currently training on LGBTQ+ (Lesbian, Gay, Bi-sexual, Transgender, Queer) issues available for people working with victims of domestic abuse; but this is a new area for Ipswich and awareness raising is needed.

Exhibitions and events

Exhibitions need to be interactive to be useful and attractive to Supplementary Schools and people with limited English or literacy skills. The topics that they were interested in included contemporary collecting, the environment, history of immigration and integration in Ipswich, fashion and how men and women are treated differently in different cultures.

There was considerable interest in using The Hold for teaching ESOL, as it can be part of the teaching of citizenship.

We want portable resources that we can borrow to support our teaching.

There needs to be comfortable and safe spaces for young people to hang out in at no cost. Young people may be interested using the archives for inspiration for developing their own poetry, MC'ing or DJ'ing but it is essential it is done in collaboration with the organisations that already work with the young people in this way, such as South Street, who work with young people developing music.

Young people would like DJ'ing, Dub poetry, MC'ing where they can work on the material and workshops to make them their own.

There is a need for community spaces in the centre of Ipswich at affordable prices. It needs to fit up to 200 people and include a kitchen and break out spaces. Sound quality will be very important in this space.

Volunteering

The two community members were not interested in volunteering, one because of his very limited English and the second because of disabilities. However, many of the support staff were volunteering their time.

6.6.4. WEA and NADFAS

Overview

Telephone interviews were held with [REDACTED], WEA Great Bradley and Elspeth [REDACTED] from NADFAS.

Workers Educational Association (WEA) was founded in 1903 and 'is a charity dedicated to bringing high-quality, professional education into the heart of communities. With the support of nearly 3,000 volunteers, 2,000 tutors and over 10,000 members, we deliver friendly, accessible and enjoyable courses for adults from all walks of life.' It is funded by central government, but this funding is currently being reduced. The WEA has 122 branches within East Anglia which offer a diverse range of provision, and along with their targeted work within the community (and in partnership with other like-minded organisations), they have more than 8,000 individual learners which equates to approximately 14,000 enrolments each year.

NADFAS has 25 member societies in Norfolk, Suffolk and Cambridgeshire. The core activity of each Society is the provision of monthly lectures to its members. NADFAS will be changing its name to the Art Society in May 2017. Elspeth has been a member of NADFAS for over 20 years. She has led the NADFAS volunteers at the Ipswich Record Office, but she has never used the Record Office personally.

Events and participation

The WEA regionally has a list of lecturers and courses that each branch can choose from. There are two terms a year – Autumn and Spring. Each course lasts seven weeks. In addition, WEA also run Summer Schools which are around five weeks long and are advertised across different branches. Some members go to courses at more than one branch.

Courses can be attended by 15 – 20 people (WEA Great Bradley) or up to 40 people (WEA Linton). They pay about £50.00 per person to attend.

Anything we can do to keep the old grey matter going is great.

The profile of the WEA attendees in the rural areas are early retired or retired, but the profile in urban areas can be younger. WEA is currently looking at developing more online material.

We won't come as a group [To the Hold] but if there is something on that is of interest we might come as individuals.

NADFAS holds monthly lectures that are attended by up to 200 people. The lectures are given by approved people who are on the register. There would be 'no need' for someone from The Hold to give lectures through NADFAS.

There is currently a team of six people who volunteer at the Ipswich Record Office through NADFAS who would be interested in continuing.



We do a mixture of special projects and 'what we are asked to do'.

My generation volunteers, but the younger generation, in their 50s and 60s are less willing to do so.

NADFAS current members may be less interested in being involved in a Sharing Suffolk's Stories project, but it might be of interest to new NADFAS members.

The biggest issue for Elspeth was the perceived lack of parking near The Hold. She felt it was important that there was parking close to the building for NADFAS volunteers.

The local NADFAS societies can help to advertise events and exhibitions at The Hold.

6.7. Access group consultation

6.7.1. Suffolk Mind at Quay Place

Overview

Suffolk Mind's aim is to provide wellbeing for all Suffolk and raise awareness to encourage us all to look after our mental wellbeing. Their recently wellbeing centre called Quay Place (supported by the HLF) is within five minutes' walk of The Hold. They were approached to join the first wave of Sharing Suffolk's Stories project groups and during this process were consulted to gauge their interest in the Hold and how it could engage with people with mental issues.

Key findings

- the management were very keen to be involved as they saw the great potential of the Sharing Suffolk's Stories project and relished the opportunity to work with SRO
- heritage was central to their project, being located in a converted historic Church, and they very much understood its value
- while people with mental issues have a very limited engagement with archives, it was thought that providing them with materials that will stimulate memories will be beneficial
- calm reflective activities were valued as a wellbeing tool
- their proximity to The Hold was seen as helpful.

6.7.2. Headway Suffolk

Overview

Headway Suffolk are a charity that supports people with an acquired brain injury and those that care for them, with hubs in Bury St Edmunds and Ipswich extending their care to Haverhill and Felixstowe. They were approached with a



view to involve them in SSS and during this process were consulted about their views of the SSS and the Hold.

Key findings

- the staff at Headway expressed great interest in using heritage as a tool to stimulate people who have lost the ability to make connections
- the use of a methodical, but very simple, step-like research model really appealed. This is a recognised form of therapy which they would very much like to engage with
- sporting memories were suggested as a way of engaging people with no real interest in conventional heritage
- headway have several groups that are reluctant to engage in activity and staff thought that SSS will be helpful as a way in.

6.8. Schools consultation

Fuller transcripts of the conversations with schools and other learning organisations are in Appendix 8.

6.8.1. Primary schools

Overview

Telephone interviews were conducted with four teachers from primary schools from around Suffolk.

- [REDACTED], Handford Hall Primary School, Ipswich, [REDACTED]
- [REDACTED], All Saints Primary School, Newmarket, [REDACTED]
- [REDACTED], Corton CoE Primary School, Lowestoft, [REDACTED]
- [REDACTED], Clifford Primary School, Ipswich, [REDACTED]

General

There is a Teachers Forum run by Ipswich Museum, which the participants all enjoy. They meet twice a year.

All Saints Primary School in Newmarket has developed a close relationship with the Horseracing Museum and use the site for extensive teaching, because they are next door to each other.

Clifford Primary School is located near to The Hold and would like to develop a special relationship with The Hold.

*It is perfect, we could develop close relationship as we can walk to The Hold.
[Clifford Road Primary School]*



Trips

All the schools go on trips every term or half term to a mixture of local sites and further afield. The schools close to The Hold are very happy to walk to the site and therefore could come in addition to the once a term trip. But schools further afield do not want to pay for more than £10.00 per child for trips. This can make trips prohibitive. The issue of the cost of transport for primary schools in Suffolk is a big issue and will stop them visiting The Hold. Schools with low Pupil Premium rates are struggling to find the money for trips, as they are having problems asking low income families to contribute.

The cost of coaches means our money doesn't go very far.

If they are going to make the decision to take a class or year group out to an exhibition, they have to know it would be high quality and relevant to their curriculum. This can include having exhibitions that are specifically designed for Early Year's children or Autism-Friendly sessions at exhibitions.

For Autism-Friendly exhibitions we need the all the sound turning off and the staff to have autism training.

Resources

High quality clear maps are definitely needed for primary schools, particularly ones that show how their local area has changed. All of the schools were very keen to have high quality physical resources as well as digital resources, to support their teaching of History, Geography, Science and RE, because they are looking for 'real' experiences. Corton Primary School in Lowestoft currently get books from the local library but at £50.00 a class per term it is expensive. They would prefer to buy their own. Clifford School use Ipswich Museums Loans Box service, which charges £20.00 for two weeks.

The resources for history and geography are lacking at the moment. It is our priority but it does depend on how much money it costs.

Teachers will not travel far to collect loans boxes or attend a teachers' forum.

I don't want to go to Ipswich after school. But if there was somewhere local I might pick up a loans box.

Teachers also wanting to know where they can buy replica objects and material from that they could use in class. All Saints Primary School is using www.digimapforschools.edina.ac.uk for their local maps.

Curriculum topics

All primary schools have a strong emphasis on English and writing, but they all wanted support for their teaching of humanities.

We start from the premise that children cannot write without experiencing things first.



The key topics that the schools felt The Hold could support were Anglo-Saxons, the Home Front, living history, local history and geography. Whilst also emphasising the cross-curricular opportunities of The Hold.

We plan our topics on a two-year rolling programme. So, you need to plan early to fit in with us!

Projects

Most schools were interested in developing projects with The Hold, but it varied how much time they felt they would be able to give to a project.

We could give an hour a week to a project, possibly two if the project had a strong cross curricular content.

We could give a whole week for a project; we could get the whole school involved with each class interpreting a history in a different way.

We would love to be involved in a project. We could give either a day a week for a few weeks or a themed week.

However, there was consensus that none of the schools would be able to give any of their budgets towards a project.

Extra-curricular/volunteering

Primary schools in Suffolk are beginning to participate in the Arts Awards, but they are unsure of the process at the moment.

Dissemination

The 'Suffolk Headlines' is a weekly emailed newsletter sent to head teachers in Suffolk. It is where teachers would expect to hear about new resources and exhibitions etc.

6.8.2. Secondary schools

Overview

Telephone interviews were conducted with five teachers from secondary schools around Suffolk.

- [REDACTED], Mildenhall College Academy, [REDACTED]
- [REDACTED] Ipswich School, [REDACTED]
- [REDACTED], King Edward VII School, Bury St Edmunds, [REDACTED]
- [REDACTED], Riverwalk Special School, Bury St Edmunds, [REDACTED]
- [REDACTED], Priory School (SEN), Bury St Edmunds, [REDACTED].



The history teaching in Suffolk appears to have a strong team of dedicated teachers who are well connected. The geography teachers do not seem to have the same network.

Trips

There are significant differences in the secondary schools' inclination to take their students out on trips.

We are going on very limited trips with KS3 and GCSE students – although we try to get each year group out each year it does not always happen. And then the trips can also be self-selecting as it depends on if the parents can afford to pay.

We go on a trip every year with every year group, just for history.

If the schools are going out on trips they find it more effective if they are targeted as cross-curricular e.g. visiting IWM Duxford for Physics and History or Norwich Castle for Maths and History. However, they will also only visit an exhibition if it fits with a topic they are studying that term, which will change from school to school.

It is easier to take our A level students out, as there are less conflicts with other subjects.

We can get A level students out easily for two or three hour blocks.

The quality of the offer and the relevance to our topics are our real deciding factors in organising a trip.

Some schools will want to bring up to 100 children out on a trip.

Resources

It was felt that nowhere has the perfect resources; teachers anticipate having to edit resources to meet their student's needs. In terms of local history resources, there is definitely a need for high quality resources, such as those produced by Wellcome Library, The National Archives (TNA), Imperial War Museum (IWM), History Learning Site, Spartacus and articles on History Today and the Historical Association.

One teacher was very keen to help develop imaginative resources, which he felt could work as CPD (Continuing Professional Development) for teachers. However, he was the exception rather than the rule, as the rest felt their time was too pressured already. But those that felt unable to help develop the resources were very interested in using them.

An imaginative teacher would love to develop resources. To work with real material would be a treat.

It was felt that the resources should be a mixture of online material, but also resources that included 'real' material that could be borrowed.



We would like a travelling story telling or multi-sensory theatre. This could be part of a project.

We currently borrow material from the Suffolk Library Schools Artefact Loans (which are designed for KS1 and KS2) but we can find this material very book heavy.

The schools want objects for handling. Ideally, they would want and use a loans service, but they might be interested in a website that highlights objects to buy to support their teaching.

Curriculum topics

Academies and Free Schools do not have to follow the national curriculum as part of their funding agreements. However, they are still likely to do so, as it is easier for the schools. But the various exam boards cover different subjects which means it can be difficult to target exhibitions and projects at secondary schools.

The new GCSE English does call for a deeper understanding of the topics. Therefore, there is room for resources to be targeted at English as well as history teachers.

There are no glaring holes in the resources that are taught at KS3 or GCSE that The Hold could definitely fill. However, the one topic identified was the witchcraft trials of the 16th and 17th century and also crime and punishment in the medieval period.

Real examples of crime and punishment in the medieval period with contextualising facts and information about the people involved would be useful.

A resource pack about the witch trials all over East Anglia in the 16th and 17th centuries would be great.

Local history is something that is not taught enough in secondary school, so if there were resources that fitted with the core subjects that they are teaching but have a local history focus, then they would be utilized.

The new GCSE includes a site study. King Edward School is currently going to Ypres to study this with a group from the Priory School. However, if there were local resources that look at medical care and WWI in Suffolk, there could be enormous take up of the resources.

Projects

Most secondary schools say they rarely take part in projects because they have such restrictions on what they are teaching. But some schools have after-school history clubs, where they would be very interested in working on the interpretation of a heritage project with The Hold.



Teachers would also be interested in being included in the projects, in their own right. It was suggested that, with the right teachers, they could form their own research group using The Hold material and undertake the research which could then be interpreted by another group – such as the after-school club or it could be used for Continuing Professional Development (CPD) for a larger group of teachers.

A long lead in time is needed for schools to participate in projects.

Extra-Curricular/volunteering

Although some schools do the Duke of Edinburgh (DoE) Award, it is separate to the teaching departments and the teachers knew little about it. Those that did do the DoE thought their students might be interested in volunteering at The Hold, but there were issues around transport.

Our school does not do Duke of Edinburgh (DoE) or Arts Award anymore as we have become entirely results driven.

Volunteering opportunities at The Hold could be very well received.

It is difficult for young people to 'prove they have a passion for history' for their UCAS Personal Statement. Therefore, it would be great if there could be work experience opportunities for students either for a one week block or a number of Saturdays where they are given a specific task, such as researching and presenting back on a specific topic. The topic could change but a collection of resources and guidelines could be developed that could help the student form their research.

Dissemination and Teachers Forum

The Hold should have a stand at the Historical Association and The School History Project Conferences.

There was little enthusiasm for participating in a Teachers Forum, as it was felt to be an additional burden on top of their workload; except from the enthusiastic teacher (who was moving jobs out of Suffolk shortly).

6.8.3. Supplementary schools

Overview

Claire Prosser, Locality Officer, was interviewed. Claire works on community development to encourage community resilience. As part of this role she has been working with Supplementary Schools in Suffolk since 2009, helping them to work with and meet the requirements of the National Resource Centre for Supplementary Education: <http://www.supplementaryeducation.org.uk/>. The supplementary schools in Suffolk already work together and participate in projects at Colchester and Ipswich Museums and the British Museum.



Projects

Supplementary schools may be interested in working on projects together, rather than on their own, which would encourage cross-cultural understanding, as the parents are also often involved with the schools.

Extra-Curricular/ volunteering

The *IntoUniversity* programme <http://intouniversity.org/> is a national programme that encourages aspiration. The funding is being cut, but it was used to encourage young people who traditionally had low attainment to aspire to university.

6.8.4. University of Suffolk student support

Telephone interviews were held with:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Traineeships

The students would be very interested in the paid traineeships – and not only from the humanities department, but also from events and business, tourism and business and youth work. A traineeship with the Business School could include elements of marketing, financial management, communications and long-term business planning.

A third year history student would not have time to undertake a traineeship at the same time as studying.

It would be difficult to do a traineeship as part of my course, but I would love to do it afterwards.

There was a Heritage Management degree but this year is the last year as they have not got enough students to make it financially viable.

I was thinking of doing an MA, but if there was a traineeship instead that would definitely be better.

Volunteering/work placements

There is a volunteering programme that is run through the University. As the majority of the students study from home, many of them organise their own



placements and they are not delivered through a specific programme. Most of the volunteering is career driven.

Volunteering can be very difficult for people who are juggling college, family and paid work. Which is why the paid traineeships would be preferable.

As part of the history degree students are expected to do a 10 days' work placement, which can be at the Record Office. The work placement includes a set project but also a variety of tasks which gives an overview of the role of an archivist.

I am in my final year of Business School. I am working part-time to support my family. I don't have time to volunteer as well.

Marketing/Social Media

Facebook is the primary social media that is used to engage and inform students about upcoming events; there is the Student Unions page and then the professional pages of the staff. They have found the professional pages are a far better way of engaging people than the corporate page.

The Student Union also have Twitter, Instagram and Snapchat accounts. Twitter is not very effective at engaging students. Snapchat is very informal and Instagram is used to document and record events.

The students may be interested in being involved in a Community Champion programme.

6.8.5. Student consultation

A face-to-face focus group was held with ten students from the University of Suffolk. They were drawn from a range of courses, ages, ethnicity and years of their course.

- [REDACTED] - History
- [REDACTED] - English
- [REDACTED] - Social work
- [REDACTED] - Business Management
- [REDACTED] - Business Management
- [REDACTED] - Sociology
- [REDACTED] - Fine art
- [REDACTED] - Early Childhood Studies
- [REDACTED] - Tourism Management
- [REDACTED] - Interior Architecture and Design.

The purpose of this group was to work out how the traineeships would work for the students, but also look at the wider issues of how they might use The Hold.



Traineeships

Different students at different stages in their lives needed different styles of work experience/ traineeships. Some with caring responsibilities needed part time opportunities and some without needed full time opportunities. Because different students had different needs from the traineeships it was felt that there should be a wide variety on offer. The younger students in the group without caring responsibilities were particularly interested in 12 month traineeships.

Definitely be something I would be interested in.

I am full time with my degree, so I wouldn't have time to do a traineeship too.

A mixture of both – both part-time and full-time. It depends on the individual. We all have different needs.

Emphasise the flexibility in whether it can be part time or full time.

There were discussions about at what stage in education the traineeships should be available. Most people were seeing their BA/BSC/NVQ as the foundation for their career, but were anticipating having to undertake further training if their course was academic (history/ art/ sociology) rather than vocational (tourism management/ business management/ social work). Therefore, it was agreed that the traineeships should be for students who are finishing their degrees, as most felt they would not have time to undertake a traineeship at the same time as studying.

The discussion resulted in deciding that there needed to be two, one year traineeships. One would look at traditional archivist skills and the other community engagement.

You need someone to help with the community engagement that is outside the history box.

However, some felt that the traineeship was more like an apprenticeship and would be appropriate for post 'A' level students.

Depends on your interest, but I think I would have applied when I was 18. If you are interested in history, you are likely to go down the academic route but if you want a more apprenticeship route, which is vocational, then applying for this at 18 would be great. University isn't for everyone.

That summer period would be a really good introduction to university.

There was consensus that using The Hold to develop unusual shorter term traineeships that are topic based and not targeted at traditional archive/museum entry points could be very popular.

In the summer you are furthering your experience with something you have chosen to do. When you have a fixed time off that would make more sense than during the term time when you are busy studying.



Personally, I wouldn't want to do a full-time placement job at The Hold as well as full time study. So, when you have three months off in the summer that would make far more sense.

Having an internship on your CV would be great when you finish your course.

Using archives

Despite the history student being given an introduction to the archives, he was not looking forward to using them in the second year. He felt the introduction was too brief and he would have wanted material to take away with him.

I have that dread that I have to use the Record Office in the second year and it is going to be awful. I am not looking forward to it in its current state.

It was very quiet and I had no idea how to use it.

A map would be useful, a floor plan or where they keep the microfiches and maps.

Need capacity to book staff to help you, if you did not know

An audio of what could be found in the archives would be great as you could listen to it at home.

Many of the students wanted to link the archives to the University's 'Summon' library catalogue <http://libguides.uos.ac.uk/> – so that the holdings can be seen immediately by students.

They also wanted quiet areas for people to meet and talk.

Exhibitions and events

Exhibitions that might be of interest: Ipswich at War; Ipswich and the Queen; LGBTQ+ stories and dinosaurs. They want a changing exhibitions programme that looks friendly and colourful.

For young people, they want something fun and interactive.

We want something that tells you when you first go in that it is a fun interesting place to be.

I would have thought having exhibitions were fundamental, not on the wish list.

We have got things that are over 900 years old. That in itself will be amazing for people to see.

They want interesting and different events – such as Night at the Museum or Harry Potter-themed events and also places for creativity.

It should be a place that is more lively and interactive.



The Hold should be 'the place to see and be seen'.

Themed events that fit with national events and also link into Ipswich Museums would be popular.

Staffing/volunteering

Many of the courses at the University ask for the students to do 90 hours of volunteering as part of their course. They have to find the opportunities themselves and they use websites and career fairs. They may volunteer for one day a week or it could be more sporadic in terms of ad-hoc volunteering. Some volunteering is for just a one-off and others last for years.

We need clear job descriptions that we can see what the benefits to us will be – what skills you will learn.

Make it easy for them to sign up.

They would like to see a financial benefit of volunteering, as at the National Trust, such as a discount in the café.

Building/transport

It is important that there is a café and exhibitions and that The Hold looks fun from the outside. Students wanted a shop in the building that sold produce made by local community and about local community.

The messaging needs to be improved about where there is parking and the free shuttle bus (number 38) needs to be extended to the waterfront.



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Appendix 7

Community consultation – full findings

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7.3. WEA and NADFAS

7.3.1. WEA

Telephone interview with [REDACTED], WEA Great Bradley.

Workers Educational Association (WEA) was founded in 1903 and 'is a charity dedicated to bringing high-quality, professional education into the heart of communities. With the support of nearly 3,000 volunteers, 2,000 tutors and over 10,000 members, we deliver friendly, accessible and enjoyable courses for adults from all walks of life.' It is funded by central government but this funding is currently being reduced. The WEA has 122 branches within East Anglia which offer a diverse range of provision, and along with their targeted work within the community (and in partnership with other like-minded organisations), they have more than 8,000 individual learners which equates to approximately 14,000 enrolments each year.

'Anything we can do to keep the old grey matter going is great'

Table 40: WEA

Consultation feedback	Implication for Activity Plan
Participation	
The WEA regionally has a list of lecturers and courses that each branch can choose from. There are two terms a year – Autumn and Spring. Each course lasts 7 weeks.	Get a member of staff onto the WEA register
In addition WEA also run 'Summer Schools' which can be around 5 weeks and are advertised across different branches. (They don't have to run in the summer)	Either offer a series of lectures about a topic or get a group involved in the heritage research project as part of the Summer School.
Some members go to courses at more than one branch.	
Courses can be attended by 15 – 20 people (WEA Great Bradley) or up to 40 people (WEA Linton). They pay about £50 per person to attend.	The courses or summer schools would be self-funding so no additional funding would be needed.
The profile of the WEA attendees in the rural areas are early retired or retired. The profile in urban areas can be younger.	Would probably want different style of course for urban and rural WEAs
WEA is looking at developing more online material	Possibly get WEA to link to the Hold online material
They are not likely to come to The Hold as a group but they might as individuals.	



7.3.3. NADFAS

Telephone interview with [REDACTED]

Elsbeth has been a member of NADFAS for over 20 years. She has led the NADFAS volunteers at the Ipswich Record Office, but she has never used the record office personally.

NADFAS has 25 member societies in Norfolk, Suffolk and Cambridgeshire. The core activity of each Society is the provision of monthly lectures to its members. NADFAS will be changing its name to the Art Society in May 2017.

Key recommendations:

- Get a member of staff registered with WEA to deliver series of 7 talks
- Create a MSS programme with a Summer School from WEA
- Continue the popular NADFAS volunteer programme
- Develop an awareness perception management campaign about parking in waterfront Ipswich
- Use the WEA and NADFAS networks to advertise events and exhibitions

Table 41: NADFAS

Consultation feedback	Implication for Activity Plan
The monthly lectures are attended by up to 200 people. The lectures are given by approved people who are on the register. There would be no need for someone from The Hold to give lectures through NADFAS.	Lectures to be given directly through The Hold, and not through NADFAS. Could achieve significant numbers.
There is a current team of about 6 people who volunteer at the Record Office and would be interested in continuing. They do a mixture of special projects and 'what we are asked to do'.	The NADFAS volunteers would like to continue but may be difficult to expand number
NADFAS current members may be less interested in being involved in a 'Mapping Suffolk Stories' project, but it might be of interest to new NADFAS members	Engage NADFAS through volunteering rather than through the Mapping Suffolk Stories projects.
The biggest issue for Elsbeth was the perceived lack of parking near The Hold. She felt it was important that there was parking close to the building for NADFAS volunteers	Parking near The Hold needed.
The local NADFAS societies can help to advertise events and exhibitions at The Hold.	Advertise events and exhibitions through NADFAS.



7.5. Bangladeshi Support Centre

7.5.1. Overview

A presentation was given at a community engagement event run by the Bangladeshi Support Centre. As a result, four community leaders and volunteers from the Bangladeshi Support Centre (BSC), Suffolk Young People Health Project, Domestic Abuse Support and Bangladeshi Supplementary Schools and two community members were consulted. The community members all had very limited English and were reliant on staff for interpretation.

7.5.2. Key recommendations

- community engagement is seen as an active ongoing process. A member of staff/ trainee is responsible for growing the networks and ensuring that all the participants of Mapping Suffolk Stories are aware of the other opportunities at The Hold. Engagement is based on face to face conversations not literature.
- touring exhibitions need to be accompanied by an events programme that will help people understand and choose to engage with the exhibitions.
- programming for events and exhibitions need to ensure there is an embedded approach to diverse histories.
- collecting policies need to include collecting diverse histories and ensuring that all participants of MSS and events realise that it is their histories that will make the archive of the future.
- a community space is needed in the Hold that can be rented out for an affordable cost. It needs to hold 200 people with flexible seating arrangements, and have a kitchen and meeting rooms.

Table 42: Bangladeshi Centre

Consultation feedback	Implication for Activity Plan
General	
BSC had donated material to the IRO to ensure that their history was recorded.	Have an active Collecting Policy for developing diverse collections that relates into the Mapping Suffolk Stories but also grows from it.
There is a disconnect in society it is important that there are new ways for hearing and advising society to encourage cohesion.	The Hold can be a vital link in this disconnect as it can bring communities together
Barriers	
Perception of archives is 'what will it have to do with me'. This needs to be broken down.	Programming needs to ensure that it covers diverse histories.
Both the local museums and the IRO have a lack of awareness of what they could be doing with the BAME communities	Develop a strong community engagement programme that encourages The Hold to be further embedded into

Consultation feedback	Implication for Activity Plan
therefore there is a lack of awareness of pro-active education opportunities	the community.
Dual language flyers are not effective means of engagement – they are often badly translated and many community members are illiterate. Direct conversations are the answer. 'Illiteracy is also the biggest barrier as it means people only live in the present they do not connect with past or future'	Community engagement is dependent on conversations not literature. It is an important way to maintain relationships.
One of the key areas of working with diverse communities is to work with initial partners and then cascade the information. But it is through personal contacts that organisations gain access to communities and they in turn effectively work with people. 'Facilitated outreach are the key words for access'.	Access cannot just be seen as taking exhibitions into the community – they need to be interpreted by a person. A key part of someone's job will need to be community development where they have time allocated for face to face discussions to talk to people.
Parking is viewed as a big barrier	Perception management about parking needs to be undertaken.
Resources	
The exhibitions and resources that are developed will need to be toured out in the community and then also interpreted for the community through associated events that are then followed up with new opportunities such as contributing to the collections. They are wanting material in their community not just in The Hold.	Budget needed for developing touring exhibitions, events and resources. Contemporary collecting policy.
There is a need for community spaces in the centre of Ipswich at affordable prices. It needs to fit up to 200 people and include a kitchen and break out spaces. Sound quality will be very important in this space.	Affordable community space for hire
Exhibitions need to be interactive to be useful and attractive to Supplementary Schools.	Interactive exhibitions are a key way of bringing in families and communities.
There needs to be comfortable and safe spaces for young people to hang out in at no cost	The building needs to be designed so there are comfortable spaces within it
There is currently training on LGBTQ+ available for people working with victims of domestic abuse. But this is a new area for Ipswich.	The Hold needs to include LGBTQ+ stories as an integrated part of stories told and then become part of the councils LGBTQ+ training

Projects	
BSC are interested in being involved in projects but they need to have more opportunities.	New pathways engagement need to be developed. This could be developing a Community Champions programme
BSC deliver ESOL classes for cross section of society (not just Bangladeshi). They could work with The Hold to develop ESOL resources that are specifically related to citizenship.	Development of ESOL resources to support teaching of Citizenship. This could then be used for both ESOL classes and the extensive Supplementary Schools. Cost £100 a day for ESOL teacher: £1000 for development through a process of consultation.
Young people may be interested in poetry, MCing, DJing using the archives as inspiration but it is essential it is done in collaboration with the organisations that already work with the young people in this way. Such as 'South Street' who work with young people developing music.	Events can be developed for young people but they need to be done in partnership with organisations that are already working with young people.
Exhibition topics that may be of interest include: environment, housing, history of immigration and integration, parks, fashion, history of women in different communities, cross cultural learning	
Volunteering	
The two community members were not interested in volunteering, one because of his very limited English and the second because of disabilities.	

7.6. Leiston CYDS – Youth drop-in centre

7.6.1. Overview

Consultation was undertaken at a drop-in session on Thursday 2nd March. The nature of the group meant that it was an informal consultation with three groups of people. The first was five 13/14/ 15 year olds; the second was six 15/16 year olds and finally a group of five project leaders/ volunteers. There was an equal mix of girls and boys. Overall there was probably a 50/50 split in the interest in the project. All the young people had visited museums and heritage sites with schools and a few had visited with families. None had visited an archive but they had some level of awareness of what an archive was.

7.6.2. Key recommendations

- ensure there are events and exhibitions that are interactive and fun, not too text or image heavy.
- have a significant transport budget to ensure that projects can fund the travel expenses to get young people to Ipswich if necessary



- exhibitions and events that show the impact of international events on the local area e.g. the rise of communism and the fall of Leiston would be popular
- Mapping Suffolk Stories needs to either be a week's project for 13/ 14 year olds during the summer holiday or project run in the evening one day a week in the winter for 15/16/17 year olds.
- create two part-time paid traineeships for 8 weeks each for July and August for a 16 year old. The traineeships need to be in Year 3 of the project after considerable work has been done with delivering programmes with schools, a Mapping Suffolk Stories project to create a pathway into archives for 2 young people who would not have thought of it before. The traineeship would be to give an introduction to archives and working generally.
- ensure there is an interesting Facebook page and pay for adverts for it to attract young people when there are appropriate events. Use posters around towns to advertise events and exhibitions.

Table 43: Youth group

Consultation feedback	Implication for Activity Plan
Barriers	
Lack of interest in subject matter	Ensure there are events and exhibitions that are interactive and fun
Transport to Ipswich. They are dependent on either expensive public transport or parents driving them.	Ensure events are really appealing. Have a transport budget for all projects that need to get people to Ipswich.
Events and Interpretation	
Themes and topics that the young people were interested in were international events such as 9/11, the Holocaust, Jack the Ripper, WWI and WWII and anything to do with football.	Exhibitions and events that show the impact of international events on the local area e.g. the rise of communism and the fall of Leiston
They want exhibitions that are visually interesting, include virtual reality, evocative and 'not just pictures'	Interactive exhibitions that are not too text heavy or image lead.
Song writing workshops using the archives for inspiration could be of interesting	Music based workshops would be appealing to young people and students.
The website needs to 'give a quick glimpse' of the site – including 3D tours of the site and videos about the site. No one had ever played a game on a museum/ heritage website.	Website to include videos and interactive images
Projects	
The young people were interested in carrying out research, particularly in finding out about their own family trees. Apparently they had been discussing it at the club the previous week. This had come about due to a recent death in the family.	Have a Mapping Suffolk Stories about researching family trees with young people might be popular.

Consultation feedback	Implication for Activity Plan
CYDS does undertake creative workshops and they are popular. The young people were interested in film, photography and drawing.	The young people may be interested in creative responses to the research – particularly if it uses new technology such as film/ animation
Interested in people who are famous who come from Suffolk e.g. Ed Sheeran	Possibly see if a young musician or footballer would be interested in being involved in one of the projects. Possible 'Are you related to Ed Sheeran?' project.
A project could be over one week. If so it would need to be 2pm – 9pm each day to give the young people time to get out of bed! However the second group pointed out that they all work part-time so they wouldn't be able to attend all the sessions. They preferred the idea of having a project run one evening a week during the winter when there is less work (most of their work was tourism related).	Either a week's project for 13/ 14 year olds during the summer holiday or project run in the evening one day a week in the winter for 15/16/17 year olds.
Volunteering	
CYDS undertake volunteer training for young people including an NVQ Level 2 qualification. None of the young people spoken to volunteer.	Some young people might be interested in volunteering.
Traineeships	
Conversations were held about the traineeships and the youth leaders felt they would be a 'hard sell' to 16 year olds, however they had had a young person who had participated in a project with them with the archaeology department and as a result of being involved in the project had gone onto an apprenticeship in archaeology. The second group of young people were interested in short part-time traineeships after they have finished school.	Create two part time paid traineeships for 8 weeks each for July and August for a 16 year old. The traineeships need to be in Year 3 of the project after considerable work has been done with delivering programmes with schools, a Sharing Suffolk's Stories project to create a pathway into archives for 2 young people who would not have thought of it before. The traineeship would be to give an introduction to archives and working generally.
Marketing	
They hear about events through Facebook, posters, pop up ads, You Tube and word of mouth	Ensure there is an interesting Facebook page and pay for adverts for it to attract young people when there are appropriate events. Use posters around towns to advertise events and exhibitions.



7.7. Parents from Ranelagh Supplementary School, Ipswich

7.7.1. Overview

Ten parents attended a consultation session on Saturday 4th March 2017 at Ranelagh School. All parents had children attending the supplementary school which focusses on improving English and Maths skills for children in the community, primarily, but not solely, who have English as an Other Language. The parents included six from Romania, two from Latvia, one from Lithuania and one British Bangladeshi. English was spoken well by five members of the group and two Romanians were able to translate for those whose English was limited. All had children under 11 years old all of whom had visited museums and heritage sites with school. Three had taken their children to museums or heritage sites as a family.

7.7.2. Key recommendations

- interactive exhibitions and associated marketing campaign that emphasises the interactivity of the material on display and events offered.
- creating and advertising the space as an interesting and interactive place for the family should help entice them in; particularly as they are already visiting the marina as family groups.
- overview of what can be seen at The Hold to be in key languages spoken in Ipswich e.g. Romanian, Bangladeshi and Russian
- develop a programme where parents get to speak English. This could be in conjunction with a programme at The Hold with the Supplementary Schools. Therefore when a class from the Supplementary school visit The Hold there is also an opportunity for parents to come and talk about family histories with indigenous English speakers.
- ensure marketing budget for leaflets and posters.
- budget to translate leaflets into Russian, Romanian and Bangladeshi
- create a Community Champion programme, where the champions send a text to 5 friends about an event or exhibition that they may be interested in.
- café with interpretation that relates to food and farming in Suffolk.

Table 44: Parents from Ranelagh Supplementary School

Consultation feedback	Implication for Activity Plan
Barriers	
Language is the biggest barrier as not everyone speaks English well. But if an introduction to The Hold was available in other languages it might entice people in. English is now taught as a second language in Latvia, Lithuania and other former Soviet Bloc countries but older generation all speak Russian.	Overview of what can be seen at The Hold to be in the key languages spoken in Ipswich e.g. Romanian, Bangladeshi and Russian

Consultation feedback	Implication for Activity Plan
The words 'Archives' and 'Record Office' were unfamiliar to this group and they didn't understand what it meant. They did however understand that The Hold would be a type of museum.	Avoid using words like Archive and Record Office in marketing targeted at diverse communities.
Perception that it will be boring as just about paper based history. They would like 'a play area in case the children get bored' 'treasure hunts and paper based trails'	Interactive exhibitions and associated marketing campaign that emphasises the interactivity of the material on display and events offered.
The group currently took their children to the marina, park, seaside, play park and sports centres. Heritage was not currently high on their agendas for time as a family	Creating and advertising the space as an interesting and interactive place for the family should help entice them in; particularly as they are already visiting the marina as family groups.
Depending on the 'rules in the family'. If they are in school all week and the parents are working seven days a week they may not have time, money or inclination to visit The Hold in any free time they do have.	
Having staff who only speak English	Target all new posts so that they encourage applicants with language skills.
Projects and exhibitions	
If they think it will be 'interesting' and 'impressive' they may come when it first opens. They will also bring visiting family with them.	With the right exhibitions especially about immigration and integrations BAME families may bring visiting families
Currently several of the parents take part in ESOL classes, but they are only for 3 hours a week at Suffolk College and without conversations with English speakers their English is not improving. Therefore they need opportunities to meet and talk to English speakers.	Develop a programme where parents get to speak English. This could be in conjunction with a programme at The Hold with the Supplementary Schools. Therefore when a class from the Supplementary school visit The Hold there is also an opportunity for parents to come and talk about family histories with indigenous English speakers.
Topics the group were interested in: History of buildings, history of people but particularly the history of immigration	

Consultation feedback	Implication for Activity Plan
Marketing	
Leaflets through the schools book bags were how people found out about events	Send leaflets about events and exhibitions to all local schools to get them included in children's book bags
Advertisements on bus stops are a good way of finding out information.	Ensure marketing budget for leaflets and posters.
The best way to hear about events and things to do is through word of mouth. Discussions were held about being involved in a Community Champion programme. The Bangladeshi community have one where they text information about events to their friends.	Create a Community Champion programme, where the champions send a text to 10 friends about an event or exhibition that they may be interested in.
Volunteering	
Although initially the group said they did not volunteer their time, many of them were volunteering with the supplementary school. One person might be interested in volunteering on a Sunday (his only day off)	Limited interest in volunteering for 1 st generation migrants.
Facilities	
A café was felt to be essential. They also thought it could be used to look at how food and farming has changed	Café with interpretation that relates to food and farming in Suffolk.



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Appendix 8

Learning consultation – full findings

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8. Learning consultations – full findings

8.1. Approach and methodology

Telephone conversations were held with teachers from primary and secondary schools from across Suffolk. The schools included Academies, council-run schools, private schools, Special Educational Needs (SEN) schools and schools based in villages, towns and Ipswich.

In addition, a telephone consultation was held with the SCC Support Worker for the Supplementary Schools in Suffolk.

Telephone consultations were held with a variety of support staff at the University of Suffolk which was then followed up with a focus group with a group of ten students from a variety of courses in a variety of years.

8.2. Schools consultation

8.2.1. Primary schools

Overview

Telephone interviews were conducted with four teachers from primary schools from around Suffolk.

- [REDACTED] – Handford Hall Primary School, Ipswich – [REDACTED]
- [REDACTED] – All Saints Primary School, Newmarket – [REDACTED]
- [REDACTED] – Corton CoE Primary School, Lowestoft – [REDACTED]
- [REDACTED] – Clifford Primary School, Ipswich – [REDACTED]

Key recommendations

- The Hold should have a twice yearly teachers' forum – however this will have to be targeted at Ipswich based schools. Additional telephone or survey consultation should be carried out with schools further from The Hold.
- The Hold should develop a special relationship with Clifford Primary School, where they participate in special projects, help test new resources and exhibitions.
- travel is the biggest issue for all schools outside of Ipswich. Therefore, costs need to be kept down to £10 a head for school visits. This will mean that there can be minimal charge for secondary and primary school groups.
- primary and secondary schools want loan material that they can have in their schools. The Hold could create additional loans boxes for the Loans services



run by Bury St Edmunds Museum and Ipswich Museum. The museums would then administer the boxes.

- physical and online local maps is the key resources that schools need.
- changing interactive exhibitions that are dynamic and relevant to the National Curriculum are a key way to get school (and family) groups into The Hold.
- schools will be interested in being involved in Mapping Suffolk Stories but they do not have spare budget to contribute to it.
- few schools in Suffolk do the Arts Award currently. But there is a regional push from the Arts Award to get more schools involved, so The Hold could deliver the Arts Award.

Table 45: Primary schools' feedback

Consultation feedback	Implication for Activity Plan
General	
There is a Teachers Forum run by Ipswich Museum – which the participants all enjoy. They meet twice a year.	The Hold should have a twice yearly teachers' forum.
All Saints Primary School in Newmarket have developed a close relationship with the Horseracing Museum and use the site for extensive teaching, because they are next door to each other. Clifford Primary School are going to be very close to The Hold and would like to develop a special relationship with The Hold.	The Hold develop a special relationship with Clifford Primary School – where they participate in Kids Takeover days, testing of resources and exhibitions etc.
Trips	
All schools spoken to go on trips every term or half term to a mixture of local sites and further afield. Schools close to The Hold are happy to walk to the site and therefore could come in addition to the once a term trip. But they will ask for up £10 per child for trips.	By not charging entry for The Hold the costs for schools should be less than £10 per child for travel expenses so trips from schools across Suffolk should be possible.
The issue of the cost of transport for primary schools in Suffolk is a big issue and will stop them visiting The Hold. Schools with low Pupil Premium rates are struggling to find the money for trips, as they are having problems asking struggling families to contribute.	Possibly have a budget to help subsidise travel expenses for schools. However, this should not be targeted only at schools with a high pupil premium of Free School Dinners.
To take a class or year group out to an exhibition they have to know it would be high quality and relevant to their curriculum.	If they are to develop exhibitions to be targeted at primary schools they need to ensure they are both cross curricular and developed to be engaging for school children. But cannot guarantee they will come.



Consultation feedback	Implication for Activity Plan
Consider having Autism Friendly sessions for exhibitions. This would mean turning all sound off and ensuring the staff have autism training.	Staff to have Autism training.
Resources	
High quality clear maps are definitely needed for primary schools, particularly ones that show how the area has changed.	Resources to include high quality comparable maps of different areas that show how Suffolk has changed.
All schools spoken to are desperate for high quality physical resources to support their teaching of History, Geography, Science and RE.	High quality printed resources are needed to go into school libraries. They can be charged for.
There is an emphasis from all primary schools on physical resources that are not reliant on screens would be very useful. Teachers are looking for 'real' experiences. Corton Primary School currently get books from the local library but at £50 a class per term it is expensive, which is why they want to buy their own. Clifford School use Ipswich Museums Loans Box service, which charges £20 for two weeks. Riverview want as many hands on resources as possibly to be available. Schools won't travel far to collect loans boxes and so their use is dependent on teachers living near the collection point.	Talk to Ipswich Museum and Bury St Edmunds Museum about developing some new loans boxes that use The Hold material and resources but then the museums administer the boxes.
Teachers also wanting to know where they can buy replica objects and material from that they could use in class.	The Hold website has an online shop that includes physical material that can be bought and shows the National Curriculum links?
All Saints Primary School is using www.digimapforschools.edina.ac.uk for their local maps.	The Hold talk to Digimap to discuss use of their holdings?
Curriculum topics	
All primary schools have a strong emphasis on English and writing. Handford Hall Primary starts from the premise that children cannot write without experiencing things first.	Ensure that resources and exhibitions have a strong English focus, as well as history, geography, art etc. so teachers can see how a trip or resources can meet their core curricular needs.

Consultation feedback	Implication for Activity Plan
Corton Primary School are looking for new resources for all their humanities teaching.	Any resources that are high quality and support the National Curriculum topics would be well received.
Key topics that Clifford Primary School are wanting additional resources for are Anglo-Saxons and the Home Front.	Resources that support teaching Anglo-Saxons and Home Front would be well received.
Projects	
Handford Hall Primary School participate in many projects and would be very interested in working with The Hold to interpret their local history. They would definitely be able to give a day but may well be able to give a whole week to a project. They might be interested in the whole school working on a project, so that each year group interprets the history in a different way.	Create a whole school project which results in high quality interpretations by the different age groups. Cost: a member of staff from The Hold to facilitate the project
Corton Primary School would be interested in being involved in a project and would be able to give an hour a week (or possibly 2 if the project had a strong cross curricular content).	Any project needs to have a strong cross curricular content to be appealing to a school. They might then be interested in giving a lesson a week for up to a term.
Schools would not be able to contribute towards the costs of a project.	No match funding would be available from schools.
Clifford would love to be involved in a project with The Hold. They would be able to give either a day a week for a few weeks or a themed week.	The development of any project with primary schools needs to be done in conjunction with primary schools to meet their needs.
Many of the schools would like The Hold to have an interactive exhibition about local history that would be appropriate for Key Stage 1 and 2 and SEN children.	Develop an interactive exhibition about local history that is targeted specifically at Primary Schools and SEN students. This could then be used to raise the profile of The Hold with the launch of online resources that will have longevity.
All Saints Primary School have a two year rolling programme of topics.	Involve the target primary school early in the planning stages to ensure projects are at a time that fits with their topics.
Extra-Curricular/ volunteering	
Primary schools in Suffolk are beginning to participate in the Arts Awards. But they are unsure of the process at the moment.	If The Hold is to become an Arts Award Centre they could help support local schools



Consultation feedback	Implication for Activity Plan
Dissemination	
The 'Suffolk Headlines' is a weekly emailed newsletter sent to head teachers in Suffolk. It is where teachers would expect to hear about new resources and exhibitions etc.	Ensure all marketing for The Hold to schools is sent through Suffolk Headlines

8.2.2. Secondary schools

Overview

Telephone interviews were conducted with five teachers from secondary schools around Suffolk.

- [REDACTED] – Priory School (SEN), Bury St Edmunds – [REDACTED]
- [REDACTED] – King Edward VII School, Bury St Edmunds – [REDACTED]
- [REDACTED] – Mildenhall College Academy – [REDACTED]
- [REDACTED] – Ipswich School – [REDACTED]
- [REDACTED] – Riverwalk Special School, Bury St Edmunds – [REDACTED]

Key recommendations

- high quality online and physical history resources would be well received. They should be developed in consultation and collaboration with secondary school teachers. However, it may be difficult to find the teachers and schools that are willing to be involved in the development
- high quality interactive exhibitions should be targeted at 6th Form students as they are more likely to be able to go on trips. All exhibitions need to have a strong cross-curricular message in the publicity
- to accompany any exhibition, resources need to be developed that will have longevity after the exhibition and not just be of use in the exhibition
- KS3 and GCSE are less likely to go on trips so need online resources
- the lecture theatre needs to hold 50 students
- Sharing Suffolk's Stories would probably not be delivered within the school day but a History After School Club may be interested in working with The Hold to deliver a project
- a volunteering programme for school work placements needs to be developed that will help students show their passion for History. This is both for one week placements but also longer term
- the geography of Suffolk means that a Teachers Forum may be difficult for secondary school teachers. However regular surveys or telephone consultations may help to frame the service offered.



Table 46: Secondary schools' feedback

Consultation feedback	Implication for Activity Plan
General	
The history teaching in Suffolk appears to have a strong team of dedicated teachers who are well connected. The Geography teachers do not seem to have the same network.	History resources and exhibitions should be easy to target to History teachers in secondary schools. Geography may prove harder.
Trips	
<p>Secondary Schools are going on very limited trips with KS3 and GCSE students – although they try to get each year group out each year it does not always happen. The trips can also be self-selecting as it depends on if the parents can afford to pay.</p> <p>However, King Edward School go on a trip every year with every year group just for History.</p> <p>But the exhibition would have to fit in at the time of year that they were studying each topic – which will change from school to school.</p>	<p>The right exhibition that fits the history curriculum well and has strong cross-curricular links could be visited by secondary school students.</p> <p>Online material should be developed to be targeted at KS3 and GCSE students, rather than exhibitions, as these students are less likely to go on trips.</p>
If they are going on trips they find it more effective if they are targeted as cross-curricular e.g. visiting IWM Duxford for Physics and History or Norwich Castle for Maths and History.	Ensure that all opportunities for trips are advertised with a strong cross-curricular offer.
It is easier to get A level students out of class.	If there were exhibitions targeted at A level topics, such as the witch trials of the 16 th and 17 th centuries A level students are more likely to visit.
The quality of the offer and the relevance to the topics being taught are the key deciding factors for all trips	Ensure that all resources and exhibitions that are produced are of the highest quality and are relevant to the topics currently being taught.
Some schools would want to bring up to 100 children out on a trip.	By having a variety of spaces up to 100 students can be accommodated at one time. Ensure that up to 50 students can be accommodated in lecture theatres/ education spaces.



Consultation feedback	Implication for Activity Plan
Resources	
Nowhere has the perfect resources. Teachers anticipate having to edit resources to meet their student's needs. There is definitely a need for high quality resources such as those produced by Wellcome Library, The National Archives (TNA) and Imperial War Museum (IWM), History Learning Site, Spartacus and articles on History Today and the Historical Association.	Create resources that can be adapted by teachers and use Wellcome Library, TNA and IWM as models for good practice
If high quality resources are developed by a school, other schools would be very happy to use them. However, this is reliant on enthusiastic teachers and therefore needs to be targeted carefully.	Have a brief for developing the secondary school resources that specifically includes working with the teachers and students in the same way as the community and heritage projects.
Riverwalk would like a travelling story telling or multi-sensory theatre. This could be part of a project.	Work with Riverwalk School to create an interpretation that could be toured to other schools as a multi-sensory experience.
Priory School would like hands on and visual material that can be loaned into school. They currently borrow material from the Suffolk Library Schools Artefact Loans (which are designed for KS1 and 2) but they can find this material very book heavy.	Create loans boxes of visual material on topics that can be loaned to schools either through the Library Loans Service or through Museum Loans service.
Curriculum topics	
Be aware that Academies and Free Schools do not have to follow the curriculum, however they are likely to. There is also increased choice of topics that can be studied for exam boards	Don't only advertise material that is based on topics on the curriculum to schools. Some maybe studying topics that are not on the formal curriculum. However, creating time specific resources (such as physical exhibitions) may not be appropriate as only a small number of schools may be studying it at a time.
The new GCSE English does call for a deeper understanding of the topics. Therefore, there is room for resources to be targeted at English as well as history teachers.	Target resources at English teachers as well as History.
There are no glaring holes in the resources that are taught at KS3 or GCSE	Develop resources or exhibitions about the witchcraft trials of the 16th and 17th

Consultation feedback	Implication for Activity Plan
that The Hold could definitely fill. However, the one topic identified was the witchcraft trials of the 16 th and 17 th century and also crime and punishment in the medieval period.	century in East Anglia and crime and punishment in the medieval period.
Local history is something that is not taught enough in secondary school, so if there were resources that fitted with the core subjects that they are teaching but have a local history focus then they would be utilized.	Create exhibitions, resources and events that use local history to investigate topics within the GCSE and KS3 curricular e.g. 1745 – 1901; Elizabethan and Restoration England.
The new GCSE includes a site study and King Edward School is currently going to Ypres to study this with a group from the Priory School. However, if there were local resources that look at medical care and WWI in Suffolk there could be enormous take up of the resources.	Create resources about medical care in Suffolk and WWI.
The schools want objects for handling. Ideally, they would want and use a loans service. But might be interested in a website that highlights objects to buy.	Have an objects/ documents loans service
Projects	
Most secondary schools say they rarely take part in projects because they have such restrictions on what they are teaching. But some schools have after school history clubs and would be very interested in working on the interpretation of heritage project with The Hold.	It would be easier to work with After School History Clubs to develop interpretations of heritage projects, rather than through formal classes.
Teachers would also be interested in being included in the projects, in their own right. It was suggested that with the right teachers they could form their own research group using The Hold material and undertake the research which could then be interpreted by another group – such as the After-School Club or it could be used for CPD for a larger group of teachers.	Get a group of teachers to research a topic as part of the heritage projects.
A long lead in time is needed for schools to participate in projects.	

Consultation feedback	Implication for Activity Plan
Extra-Curricular/ volunteering	
Mildenhall Academy does not do Duke of Edinburgh (DoE) or Arts Award anymore as entirely results driven. But they do have a History Club as part of their enrichment programme.	Target the History Club that is delivered as part of the enrichment programme.
Priory School does DoE Bronze and Silver and they may be interested in volunteering at The Hold.	Have volunteering programmes targeted at DoE Bronze and Silver.
Although some schools do the Duke of Edinburgh Award it is separate to the teaching departments and the teachers know nothing about it.	
It is difficult for young people to 'prove they have a passion for history' for their UCAS Personal Statement. Therefore, it would be great if there could be work experience opportunities for students either for a one week block or a number of Saturdays where they are given a specific task, such as researching and presenting back on a specific topic. The topic could change but a collection of resources and guidelines could be developed that could help to the student form their research.	Have an extensive volunteering programme for 6 th form students that is supported by a pack that helps them to understand how to research the resources at SRO and deliver them back – this could be as part of an exhibition or an event. An outcome of successfully completing the volunteer research role could be having a small exhibition in The Hold and also receiving a certificate that can be included in the UCAS application.
Dissemination	
The Hold should have a stand at the Historical Association and The School History Project Conferences.	Display material for a stand at conferences
Some teachers may be interested in being involved in The Teachers Forum – but they would probably have to either live or teach near Ipswich.	Setting up a secondary school forum may be difficult. Telephone consultations may be more effective.

8.2.3. Supplementary schools

Overview

[REDACTED], was interviewed. [REDACTED] works on community development to encourage community resilience. As part of this role she has been working with Supplementary Schools in Suffolk since 2009, helping them to work with and meet the requirements of the National Resource Centre for Supplementary Education: <http://www.supplementaryeducation.org.uk/>. The



supplementary schools in Suffolk already work together and participate in projects at Ipswich and Colchester Museums and the British Museum.

Key recommendations

- projects/ temporary exhibitions that encourage cross cultural understanding
- Supplementary Schools to be involved in Mapping Suffolk Stories.

Table 47: [REDACTED] feedback

Consultation feedback	Implication for Activity Plan
Projects	
Supplementary schools may be interested in working on projects together, rather than on their own. This would encourage cross cultural understanding, as the parents are also often involved.	A project to be developed with a number of supplementary schools that encourages cross cultural understanding.
They may be interested in both researching the heritage and interpreting the heritage as part of the Sharing Suffolk's Stories	Supplementary Schools to be invited to work on both the heritage research and interpretation as part of Sharing Suffolk's Stories
Extra-Curricular/ volunteering	
The IntoUniversity programme http://intouniversity.org/ is a national programme that encourages aspiration. The funding is being cut but it was used to encourage young people who traditionally had low attainment to aspire to university.	A programme could be developed that got students from supplementary schools to deliver a Mapping Suffolk Stories project but also encourages them to think about the possibility of going to University. This could be by developing a programme that embeds how the UoS works into the project, such as students getting to work with the University as part of their project.

8.3. Higher Education

8.3.1. Student support

Telephone interviews were held with:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]



Key recommendations

- the traineeships should be divided into two groups – one related to history and heritage skills and the other is about delivery of the business of The Hold.
- there needs to be a member of staff who is responsible for recruiting secondary school and university students for volunteering and traineeships. They will also be responsible for developing and supporting interesting volunteering packages.
- traineeships will need to have a training package accompanying it.
- use Facebook to advertise events and Instagram to record events.
- develop a Student Community Ambassador Scheme where the students advocate for The Hold e.g. They have a task that they have to put up 6 posts per term about what is going on in The Hold.

Table 48: Student support staff feedback

Consultation feedback	Implication for Activity Plan
Traineeships	
The students would be very interested in the traineeships – and not just from the humanities department, also consider events and business, tourism and business, youth work.	Ensure that the traineeships are not just targeted at humanities (history, geography, fine art) but also at the Business School and Tourism. Have traineeships that have two very different roles. One that is related to research of primary sources and the other about the delivery of The Hold.
There was a heritage management degree but this year is the last year as they have not got enough students to make it financially viable.	
A third year history student would not have time to undertake a traineeship at the same time as studying	The traineeship would need to be targeted at graduates. Evaluation would need to be if the trainees either went on to paid employment or to a further education qualification in an area related to the work.
The traineeship for the Business School could include elements of marketing, financial management, communications and long-term business planning.	A traineeship that gave practical application to the knowledge gained at university would be very useful. There would need to be training about heritage management, object handling, customer care etc for the trainee to get full idea. If the traineeship is for graduates, they will need a training programme to accompany it. Therefore, the trainees could be for the 2 years after the initial year. As part of the programme they

Consultation feedback	Implication for Activity Plan
	would have 1 day a month release time for training. The training would need to cover basics of archiving, conservation, customer service, research skills, business planning. This would need to be organised by a member of staff and be a mixture of in-house training but also externally delivered training e.g. free SHARE Museums East training, TNA training, customer care.
Volunteering/ work placements	
There is a volunteering programme that is run through the University. As the majority of the students study from home many of them organise their own placements. The volunteering is often career driven.	Volunteering roles for students, to include heritage and humanities but also students working with young people and children. Implication: Should there be a Student Volunteer Manager?
Volunteering can be very difficult for people who are juggling college, family and paid work. Which is why the traineeships would be good.	Should the traineeships actually be part of the degree?
As part of the history degree students are expected to do 10 days' work placement, this includes the record office. The work placement includes a set project but also a variety of tasks which gives an overview of the role of an archivist.	Continue the current work placement programme.
Social Media	
Facebook is the primary social media that is used to engage and inform students about upcoming events. But there is the Student Unions page and then the personal pages of the staff. They have found the personal pages a far better way of engaging people than the corporate page.	Have a variety of Facebook pages that are run by named people so that they have their own personality
The Student Union also have Twitter, Instagram and Snapchat accounts. Twitter is not very effective at engaging students. Snapchat is very informal and Instagram is used to document and record events.	Record events through Instagram
Additional comments	
As part of James Alele's 3 rd year of his Business Management Degree, the students developed a Marketing Plan for The Hold (Nov '16). It was part of their	The Business School could be commissioned to resolve a problem each year during the HLF project.



Consultation feedback	Implication for Activity Plan
course work and they presented it back to the commissioning team. The course leaders on this element were Mario Siglioccolo and Marietta Fragkogianni	
Develop a Student Community Ambassador Scheme	Develop a Student Community Ambassador Scheme where the students advocate for The Hold e.g. They have a task that they have to put up 6 posts per term about what is going on in The Hold. They need to bring 1 other person to The Hold for an event. They then get a certificate.

8.3.2. Student consultation

A face-to-face focus group was held with ten students from the University of Suffolk. From a range of courses, ages and ethnicity.

The purpose of this group was to work out how the traineeships would work for the students, but also look at the wider issues of how they might use The Hold.

- [REDACTED] - Business management
- [REDACTED] - Early Childhood Studies
- [REDACTED] - Tourism management
- [REDACTED] - English
- [REDACTED] - Fine art
- [REDACTED] - Social work
- [REDACTED] - Business management
- [REDACTED] - Interior architecture and design
- [REDACTED] - Sociology
- [REDACTED] - History

Key recommendations

- two full-time (or part-time) trainees for 12 months each probably in Year 1. One 12 month traineeship for a traditional archivist role advertised and developed with the History or Tourism Management courses. This post could support the move into The Hold. The second 12 month traineeship to be focussed on community engagement through the Sociology/Social Care departments. This post would be in the second year to develop strong community relations and maintain them. Ideally this post should be continued. Alternatively, it could be part-time for two years
- three years with 12 week summer internships with 8 in total. Yr1: 2, Yr2: 3 Yr3: 3. Purpose for each: to resolve specific issues or support an element of



the programme at The Hold – this could be working with the Innovation Centre to develop a Virtual Reality of Ipswich in the 19th century, a sociology student to give staff a full understanding of the social make up of Suffolk and to work out areas for targeting; developing interactives for children with early Childhood Studies student

- events programme targeted at students which makes The Hold fun and the place to be seen – such as ‘Locked In The Hold’, ‘Lates at The Hold’
- the archives link into the UoS Summon Library catalogue. This be a crowd sourced project – where the students/ lecturers/ archivists/ volunteers make a link from the holdings to the different courses
- active community engagement is going to be key to getting people visit The Hold.

Table 49: Students’ feedback

Consultation feedback	Implication for Activity Plan
Traineeships	
Different students at different stages in their lives needed different styles of work experience/ traineeships. Some with caring responsibilities needed part-time opportunities and some without needed full-time opportunities.	It was felt that all posts and traineeships should be advertised as being open for job shares, part-time over extended time frames or full-time.
Because different students had different needs from the traineeships it was felt that there should be a wide variety on offer. The younger students in the group without caring responsibilities were particularly interested in 12 month traineeships.	2 full-time (or part-time) trainees for 12 months each. One 12 month traineeship for a traditional archivist role advertised and developed with the History or Tourism Management courses. The second 12 month traineeship to be focussed on community engagement through the Sociology/ social care.
There was also interest in using The Hold to develop unusual shorter term traineeships that are topic based and not targeted at traditional archive/ museum entry points	Three years of 12 week traineeships/ internships with a total of 8. All to be during the summer that are developed to resolve specific issues or support an element of the programme at The Hold – this could be working with the Innovation Centre to develop a Virtual Reality of Ipswich in the 19 th century, a sociology student to give staff a full understanding of the social make up of Suffolk and to work out areas for targeting, developing interactives for children with Early Childhood Studies student.
There were discussions about at what stage in education the traineeships should be available. Most people were	Traineeships to be advertised for students who have completed at BA/ BSC/ NVQ4; but not essential.



Consultation feedback	Implication for Activity Plan
seeing their BA/BSC/ NVQ as the foundation for their career but were anticipating having to undertake further training if their course was academic (history/ art/ sociology) rather than vocational (tourism management/ business management/ social work). Therefore, it was agreed that the traineeships should be for students who are finishing their degrees, as most felt they would not have time to undertake a traineeship at the same time as studying.	
Using Archives	
Despite the history student being given an introduction to the archives he was dreading having to use them in the Second Year. He felt the introduction was too brief and he would have wanted material to take away with him.	A map of the building needs to be developed but also a map of the different areas within the record office so people have something to refer back to.
Link the archives to the University's 'Summon' library catalogue http://libguides.uos.ac.uk/ – so that the holdings can be seen immediately by students.	The digital catalogue linked directly into UoS 'Summon' library catalogue
Exhibitions and events	
Exhibitions that might be of interest: Ipswich at War; Ipswich and the Queen; LGBTQ+ stories	The students were seeing The Hold as being a place more about the history of Ipswich rather than Suffolk. The Hold should be used to raise awareness of the opportunities and diverse histories across Suffolk.
They want a changing exhibitions programme that looks friendly and colourful.	Professionally designed dynamic exhibitions.
They want interesting and different events – such as Night at the Museum or Harry Potter themed events. They envisage that The Hold could be 'the place to see and be seen'.	Fun events targeted at students in The Hold e.g. 'locked in' The Hold – similar to an event at Scott Polar Institute in Cambridge, or late night events http://www.nms.ac.uk/national-museum-of-scotland/whats-on/museum-late-monkey-business/
Themed events that fit with national events and also link into the museum would be popular	Large scale events that show The Hold as 'Companion to the museum'.

Consultation feedback	Implication for Activity Plan
Staffing/ volunteering	
Want to have the capacity to book a member of staff to help you so that you knew that your visit wouldn't be wasted.	Volunteers with good knowledge of the records to help students with their research
Many of the courses at the university ask for the students to do 90 hours of volunteering as part of their course. They have to find the opportunities themselves and they use websites and careers fairs. They may volunteer for one day a week or it could be more sporadic in terms of ad hoc volunteering.	Variety of volunteering opportunities need to be advertised through the careers fairs that are targeted at students.
Some volunteering is for just a one-off and others last for years.	
They would like to see a financial benefit of volunteering as at the National Trust – such as a discount in the café.	Discount for all volunteers who use the café/ shop.
Building/ transport	
It is important there is a café and exhibitions and it looks buzzy from the outside.	
It would be good if there was a shop in the building that sold produce made by local community and about local community.	The shop needs to showcase artists/ crafts people responses to Suffolk's history, and also have material to buy.
Messaging needs to be improved about where there is parking.	
The free shuttle bus (number 38) needs to be extended to the Waterfront.	
Marketing	
Most events are found out about through Facebook but also use radio, newspapers, parish magazines.	
A marketing campaign could be developed where students/ volunteers/ members of the public complete the phrase 'I found out At The Hold'	A marketing campaign could be developed where students/ volunteers/ members of the public complete the phrase 'I found out At The Hold'

Appendix 9

Evaluation of pilot activities

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9. Pilot project evaluation

9.1. Sharing Suffolk Stories

9.1.1. Northgate school pupils

Concept

This pilot was originally conceived to test the concept of the 'Mapping Suffolk's Stories'¹ strand of the Activity Plan, whereby groups use the initial stimulus of historic maps to research a story or thread of interest, then share their findings widely, hopefully attracting 'new' audiences in the sharing process (who are then inspired themselves).

This pilot was to explore the 'arrival stories' of the families of the participating pupils, since all of them are either newcomers to Ipswich, to Suffolk, or even the UK. The pupils participating are categorised as 'low achievers' and at risk of exclusion currently, but have untapped potential and considered by their headteacher as University pathfinders.

Format

First, the pupils were asked to reflect on the stories of their families and themselves arriving to Ipswich from all around the world, how they feel about the place, how they feel about settling-in, and to gather information about their parents and grandparents' experiences and feelings when they arrived.

The Ipswich branch of SRO was used as the mechanism to get the pupils started on further research into these stories. Their facilitated research session looked at source materials such as Kelly's Directories, Maps, and newspaper cuttings relevant to their stories.

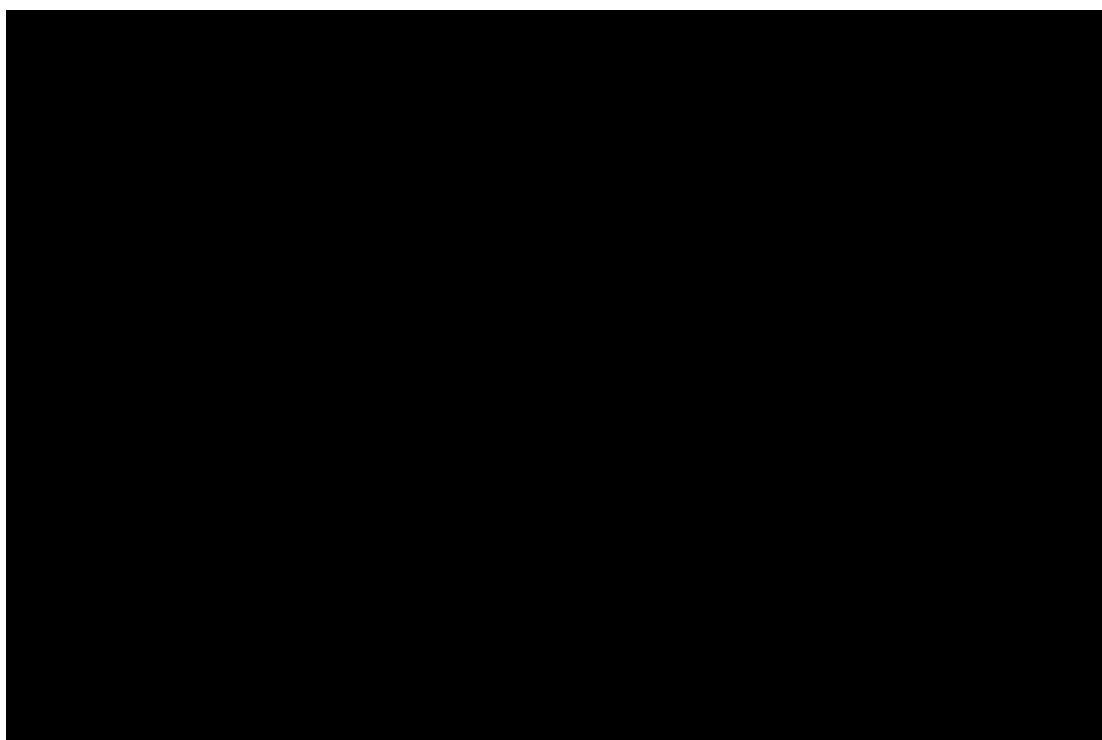
The Activity Plan Officer led two classes with them at the school to progress the idea of a film as the output of their work and the means for them to share their work more widely. This film was delivered in partnership with Dr Ed Packard from the University of Suffolk's history team. The film was approached in two parts; the first part featured short sequences where all the pupils explained what they knew about their family's arrival in Ipswich and what reception they received, in some cases adding more details about their story. The second part focussed on the pupils again; this time they expressed their feelings about what happened and how they felt about their parents /grandparents. The filming then moved to a third stage, with the pupils going on a shoot around Ipswich exploring places significant to their families' stories.

¹ Now called Sharing Suffolk Stories



Participants

A group of pupils in Year 11 (aged 15-16 years); originally 20 boys in initial group, but five dropped-out; three of whom now excluded from school. The group size then fluctuated between seven and twelve. The pupils that stuck with the pilot activity have not been excluded.



The pupils on a visit to the Record Office to research their families' stories

Participants' feedback (pupils and teachers)

Feedback from the pupils was captured by means of a simple questionnaire which was summarised as follows:

Pupil (anon)	Feedback on activity in IRO	Feedback on activity in school
1	Loved the maps and found my stepdad in Kelly's directory, "cool"	Loved working out Route for filming and organising the others, likes leading
2	██████ directories, liked the Building	Best at research, real deep understanding of project
3	Cool Pics of Foundation school	
4	Liked it but not sure why	

5	Didn't know that people would be interested in my History - shy	Quiet, but now enjoys talking about family will wear trad costume but thinks it won't fit!
6	Would want to do more	Massive change in communication skills and willingness to engage in project showing new skills in research coming up with new ideas-if a little unfocused
7	Loved [REDACTED] directories	
8	Likes working in a group outside school	
9-12	n/a	n/a

Anecdotally, the [REDACTED] fed back his astonishment around one particular student who was typically very disengaged in class, but 'came alive' with the Activity Plan Officer during the class he attended, showing him where he came from, where he first lived in Ipswich etc. The [REDACTED] had never seen that particular pupil talk to a teacher with that level of enthusiasm before.

Further Feedback was received from the [REDACTED]:

*"The project has inspired the pupils working on the project. Many of these pupils had become disaffected from school and were on a behavioural support programme. The pupils have been very interested in finding out more about their family links and the session at the local Records Office went particularly well. They have also benefitted from the support provided by Dr Packard and Steve Gilby – having people from outside the school showing an interest in their stories and encouraging them to complete their project has made a big difference to pupil motivation. They feel valued and the project has boosted their self-esteem. Evidence is emerging that some pupils have raised aspirations as a result of being involved in the project and we are starting to see **improved behaviour for learning and a more focused, engaged approach to school in general.**"*

Record Office feedback

Feedback from Record Office staff who facilitated the pupils' visits to the Ipswich branch was requested and summarised as follows:

- it was interesting to note that it is directories and maps that really gripped them and photos less so. In the future, it would be good to have more of both those sources prepared.
- need plenty of space for maps. Would it have been better in the searchroom? Would need more planning so we don't disturb staff and it would only work on a Wednesday.



- next time it would be good to have feedback/comments cards on the day for the pupils to fill in
- it was good to have four adults so that I could go off and get out extra maps and directories etc.
- maybe we re-think the layout of the room relation to having tables in the middle
- should/could we have Tweeted about it as we went along?
- from my point of view a bit more detail about dates and areas or streets might have made it easier to get out relevant stuff, especially photos
- would it have been good to do a handout about the basics e.g. opening hours, website address etc for the students to take away? I have done these for all sorts of groups in the past.

Logistics

The primary difficulty with this pilot was the hiatus caused by the summer holidays which meant little progress was made during that period. This pushed the filming back somewhat and it will be another month before it is completely finished. When it is complete they will promote the film to their school and to other schools, and it will be hosted online on the SRO website.

The film will also be shown at Ipswich Museum as part of their exhibition on the same theme in the New Year.

Summary of learning to carry forward in the Activity Plan

The pupils didn't think they could 'create' history – now they think in these terms, realise dates are important etc. This is good learning for going forward with school activities.

Visits like this in the SRO's current accommodation are best done when closed to the public but when The Hold is operational this will not be a problem.

Working with low achievers with some behavioural problems meant teaching staff from the school were necessary to facilitate the visit as well as Record Office staff; however, they were very well behaved and going forward it may be possible, with teacher approval, to work with suitable small groups without a teacher presence in the right environment; this is evidenced by the APO leading a group of four boys for an hour and half session, with no issues whatsoever.

Maps and directories inspired the pupils more than photographs which ran counter to our assumptions.



Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.3 Displays and exhibitions at The Hold	
1.7 Engaging community groups SSS	Ensure copies of maps and trade directories are made available to participating groups as well as photographs
1.8 Recording Suffolk Memories	Consider including film formats for younger people as well as audio
2.1 Upskilling staff and volunteers	Working with 'low achievers' needs to be covered in the training programmes
2.2 Upskilling teachers	Sharing results with teachers in other schools so that the benefits to pupils of a) working on personal histories and b) allowing pupils to interact with SRO staff direct can be spread
2.4 Heritage traineeships for post 16's	
2.8 Special relationship with Clifford Road school	Can seek to work with their 'low achievers' in a similar way
2.10 Using SRO collections to inspire cross curricular activities for schools	
2.16 Travel expenses for schools	Confirmed desirability of this fund to support further school participation
2.20 New volunteering opportunities	Opportunities to assist SRO staff and teachers with similar 'low achieving' groups going forward – potentially very satisfying as some pupils' attitudes 'transformed'
2.22 Teachers forum	
3.1 Co-created in the community	Film as an output for groups to share their work – gave the pupils a sense of 'creating history' and this should work for other groups too
3.4 Diverse Histories	

3.8 Music ,Rap, Slam Poetry etc	
3.10 Linking with national initiatives	
3.14 Evaluation of Activity plan	A structured yet simple evaluation method required for school pupils (e.g. 'heads, hearts, feet') and diversity monitoring needs to be captured

9.1.2. Headway

Concept

Again, this pilot was conceived to test the SSS strand, targeting with adults with neurological injuries and conditions. Use images and maps from SRO collections about how Bury used to be, the idea was to take the patients back to a time before their injury/condition, as part of the healing process or as a means to manage their condition.

One participant was transformed during the first interactive session; she was literally dancing around the room because she realised she could remember things again!

Format

Planning sessions initially with staff to plan the activities, followed by two interactive sessions. During the first session, the Activity Plan Officer and a Searchroom Assistant took a slideshow of pictures of Bury, photocopies of Goad Maps, and posters of pubs that had closed, to stimulate memories. The second session focussed more on photographs, which proved to be more effective at engaging the patients.

Participants

12 patients with neurological injuries or conditions, though numbers were not fixed and fluctuated somewhat.

Participants' feedback

Very good reaction from clients, those with a Bury background reacted with more enthusiasm than others. Please follow this up. [REDACTED]

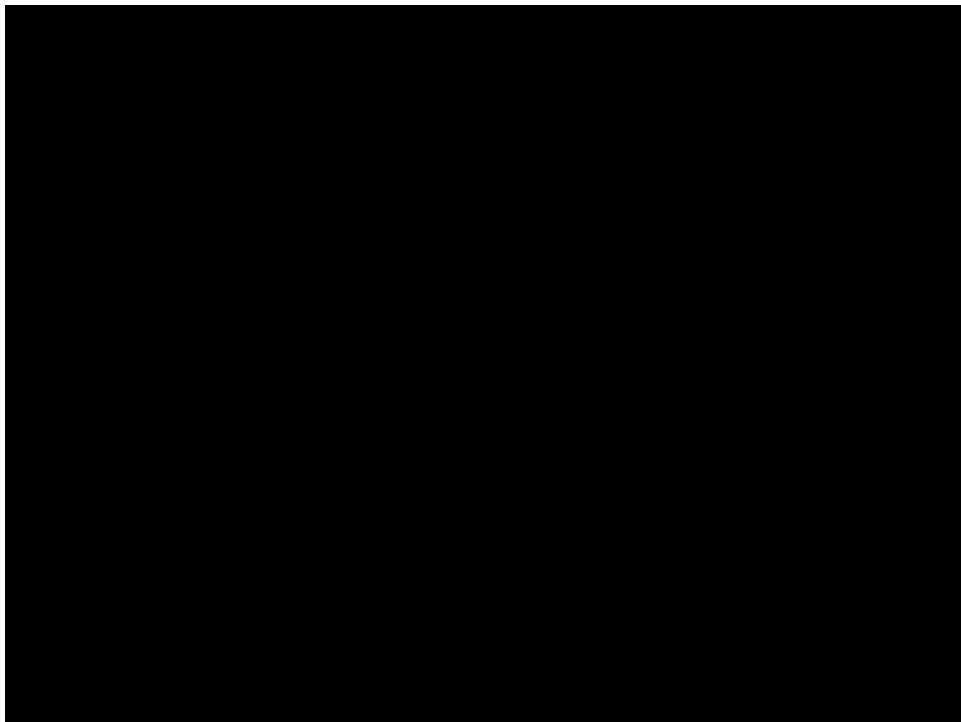
Never seen Kim so animated when she remembered seeing the film at cinema in the seventies she danced around the room. Normally at this type of thing they are more interested in dinner than what other people are doing, but this engaged the majority. [REDACTED].



Record Office feedback

Feedback was requested from the searchroom staff member who assisted the Activity Plan Officer with the interactive session, and can be summarised as follows:

- most of the clients had mobility issues so getting everyone to see the TV was difficult and many were at a distance or to the side and probably not able to see very well, if at all
- I found it more productive to engage with a small group round the table and chat about the pictures in front of us, that way I could draw in those who otherwise probably wouldn't have participated or were difficult to understand
- I found that maps and text in general didn't provoke the interest that the pictures did. The images do need to be laminated due to drink spillage and handling and they need to be as large and clear as possible too as I had a lady using a magnifying glass to help her see
- the drawback of having large panels of images was only one or two people could look at it at once, perhaps it may be worth considering having individual images, or smaller sheets of a couple of larger pictures that could be passed round to everyone at the same time; maybe several of the same thing so they are all (or some) looking at the same picture at the same time, this may help them talk amongst themselves too.



Feedback from the Activity Plan Officer

- the group is very amorphous with people arriving late needing to go to the toilet and other personal needs; clearly one of the most important things on the clients' minds is lunch! So, until that is decided on, there is no point



starting the activity; this takes approximately half an hour, must take this into account for next activity

- Patience and the ability to listen was very important as some clients take a long time to get their words out
- the activity was Bury-based but it transpired that several of the other clients were from other villages:
 - Finningham
 - Walsham le Willows (x2)
 - Clare
 - Bacton.
- the part of the activity when contact was 'one on one' was the most productive
- involvement of the staff was very useful as they knew the individual characteristics of the participants and their histories
- arriving with a set plan was very useful, but must be prepared to adapt very quickly to the situation
- pictures definitely generated more reaction, the maps did not!

Logistics

The SRO staff feedback highlights some of the challenges in engaging with a group of patients in what is essentially a primary care context; e.g. personal needs come first, there are issues to do with group discipline and holding the patients' attention (partly due to the type of injury or condition being managed). Also, care staff are called away to deal with emergencies while the activity is taking place which interrupts the rhythm of the session. In short, the sessions need to be flexible and a rigid structure will not work going forwards.

Headway staff spend much time 'firefighting' in their day job and this pilot was not a top priority for them often, which led to slippage with the pilot. A Haverhill pilot group fell apart completely as they needed to move from their current day centre to a new one and it was not possible to continue the work. Fluctuating participant numbers also makes formal evaluation difficult.

Summary of learning to carry forward in the Activity Plan

A primary care context is difficult to work with and SRO needs to be prepared to respond very quickly to changing circumstances. Simple activities work best, and time spent 'one on one' within the wider group activity is effective.

Maps did not engage these patients as much as pictures and photos. This could either be due to the brain injuries suffered or simply personal preference, and merits further investigation.

This was the most difficult pilot in some ways due to the primary care context and staff getting called away on emergencies.



APO decided Warwick-Edinburgh would not work because some patients cannot hold a pen. The participants are very varied in their ability to communicate and have very different attention spans; after talking with staff it is concluded that very simple and quick conversations with patients with a staff member present that knows the abilities of the patient may be the best solution.

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.4 Archives on tour	
1.6 Walk and talk	
1.7 Engaging with community groups, SSS	Maps will not inspire all groups – this group responded much better to images and photographs
1.8 Recording Suffolk memories	Link to reminiscence initiatives wherever possible – one patient was overwhelmed with joy at being able to remember again during the facilitated session!
2.1 Upskilling staff and volunteers	Training programme to cover working with people in a care environment
2.13 Loans boxes of archival resources	Include trade directories, surname-rich material
3.1 Co-created in the community	All learning points above relevant to delivery of this activity
3.2 Special exhibitions, events, activities etc	Some groups will need lots of guidance on ideas for how to display their own work
3.14 Evaluation of Activity Plan	Qualitative feedback provides some real insights into the contribution this kind of activity can make to mental health Warwick-Edinburgh questionnaires may not work for participants with literacy problems

9.1.3. Suffolk Mind – Quay Place

Concept

This was the third and final pilot to trial the SSS concept and centres on the primary concept of linking the new 'Heritage and Wellbeing Centre', Quay Place (in the recently converted St Mary's at the Quay Church), more firmly with its present and past community, through research into the history of the church, the parish and the history of the people who lived there, with a specific focus on the WWI soldiers whose names have ended up on the memorial plaque inside the church.



Above: the WWI plaque at Quay Place

Quay Place's history group volunteers were researching the WWI memorial plaque in the church with a view to using SRO resources to research the story of each of the men on the plaque and relate them to the church. All the men were from all different regiments; the link is therefore to the church and the parish – i.e. the location, the place.

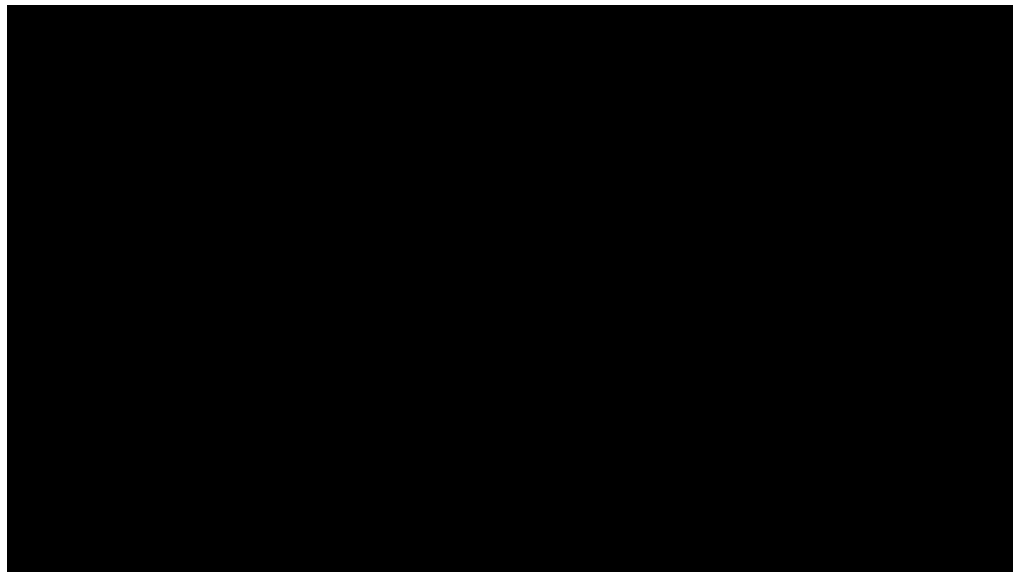
A secondary element tied the work of the first group of volunteers to a second activity: the Poppy Project. This is being undertaken by clients with mental health diagnoses. In response to the work of the history group, they are crocheting 2018 poppies ready for the WWI centenary celebrations in 2018, and various other artistic and display activities arising out of this. It is planned to set up a simple display of the work done so far by both the Poppy group and the Heritage group at the time of Armistice day at Quay Place; this will highlight the groups' work so far and engage more people to volunteer.



Format

Each volunteer in the history group has researched two or three men from the plaque and produced a dossier on their story. As part of the research, the group have had facilitated visits to the SRO to find relevant primary and secondary resources, including obituary notices, birth, marriages, burial records, newspaper cuttings, photographs, trade directories. Some volunteers are focussing on historic maps of the church and surrounding area in order to produce a timeline with images and maps pinned to it. For this task, they are using an A3 scanner purchased specifically for these pilots, and gaining new skills in the process.

The volunteers in the wellbeing (Poppy) group have embarked on an ambitious plan to knit, crochet and create 2018 poppies for Armistice Day 2018, this will be displayed at Quay Place in the form of a cascade of the poppies supported by a wire frame from a point above the memorial plaque, with a display based on the History groups' research alongside it. The group is supported by the SRO providing materials and we will help in the recruitment of further volunteers with a comms programme designed to boost interest. Individual volunteers have many reasons to engage in this activity, many with poignant stories relating to family members who were affected by the great war, links from a poppy they have made will lead to story they will provide.



Above: the Poppy Group volunteers at work

Participants

Two groups of volunteers are involved:

- A volunteer History group of five volunteers, who are primarily interested in the research element and in local history. They were recruited earlier in the year by the heritage coordinator at Quay Place with a wide brief to engage with the heritage of the building and surrounding area. Other projects dropped off with a lack of interest, but researching the memorial remained the most popular. A volunteer from the USA has been informally involved too, researching in her home country.

- A wellbeing group of eight volunteers, comprising clients with a wide range of reasons for joining the Poppy Project, including social isolation, a desire to highlight the sacrifice of previous generations, and a wish to engage in a process that promotes thoughtful 'mindfulness', with a wide range of ages from early thirties to nineties.

The boundaries between the two groups are fluid.

Participants' feedback

Participants in both the History Group and the Poppy Group were asked to provide their feedback on the pilot work to date:

I'm a member of the heartbeat club and heard of this there, I never thought about history before but really love this group I love chatting to the other volunteers, we have been talking about all sorts of things, but it really makes us think about what happened in the Great War.

This is fantastic, the reason I was inspired to come was that some of my ancestors were part of the Liverpool Pals who never returned, I'm doing this for them and I would live to provide a story that links to the poppies I have made. We have been chatting about how the Great War affected women they had paid labour for the first time in many cases and provided a freedom they had never known, I would love to know more!

Everybody has busy lives and very high-tech lives and they forget to think about the important things coming here slows me down, knitting is so low tech and I love it; it's great for my mental health, I'm interested in mindfulness. I love the philosophy of Quay Place and by doing this knitting it's made me think of the survivors of the war and what happened to them - are you doing a project on that?

I have terminal cancer which has made me reevaluate my life, I want to use my History degree and leave a mark; this is one of the projects that helps me do that, I can use my skills to do research and hopefully keep the memory of these people alive.

Record office feedback

From this pilot, the Activity Plan Officer learned that working with groups that initially lack a direction calls for a much more proactive approach and felt he should have intervened earlier to get a focussed project concept established.

The groups initially lacked direction and structure; once that was provided (the memorial research, linking in the Poppy Group), an exciting project emerged!

Logistics

Very little was needed in terms of resources initially, but as the project evolved it was clear more materials were needed (e.g. wool for the crocheting!).



Quay Place is quite a distance from the Ipswich Record Office and for some participants without private transport, this meant a 30 min walk in order to consult maps and local studies materials - though none reported that they minded this.

Summary of learning to carry forward in the Activity Plan

Front-load a lot more effort into the initial planning phase, make sure the group coordinator has a clear plan of what they want to do, they understand what's expected of them and be prepared to intervene much earlier.

Understand the very rich and rewarding experience gained from therapeutic group exercises such as knitting, spend more 1-2-1 time talking to the participants; much can be learned

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.3 Displays and exhibitions at the Hold	
1.4 Archives on tour	
1.5 Exhibitions online	
1.6 Walk and talk	
1.7 Engaging community groups, SSS	Apply more initial effort to ensuring groups have a clear focus and execution plan (including resources required), but be prepared to be flexible and to intervene if the groups go off track.
2.1 Upskilling staff and volunteers	Training programmes to cover working with people with mental health diagnoses
2.20 New volunteering opportunities	
3.1 Co-created in the community	
3.2 Special exhibitions, events, activities and workshops	Including some very simple, craft-based activities in the programme will provide a therapeutic element which audiences with mental health needs will benefit from.

3.14 Evaluation of activities	<p>Measuring differences in participants' mental wellbeing can be done via Warwick-Edinburgh questionnaires (the short, simple version) but need to ensure there are identifiers on the 'before and after' questionnaires so individual changes can be tracked.</p> <p>Qualitative feedback provides some real insights into the contribution this kind of activity can make to mental health.</p>
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9.2. Red Barn murder – 'Blood Red Barn'

9.2.1. Concept

The concept for this pilot was to test:

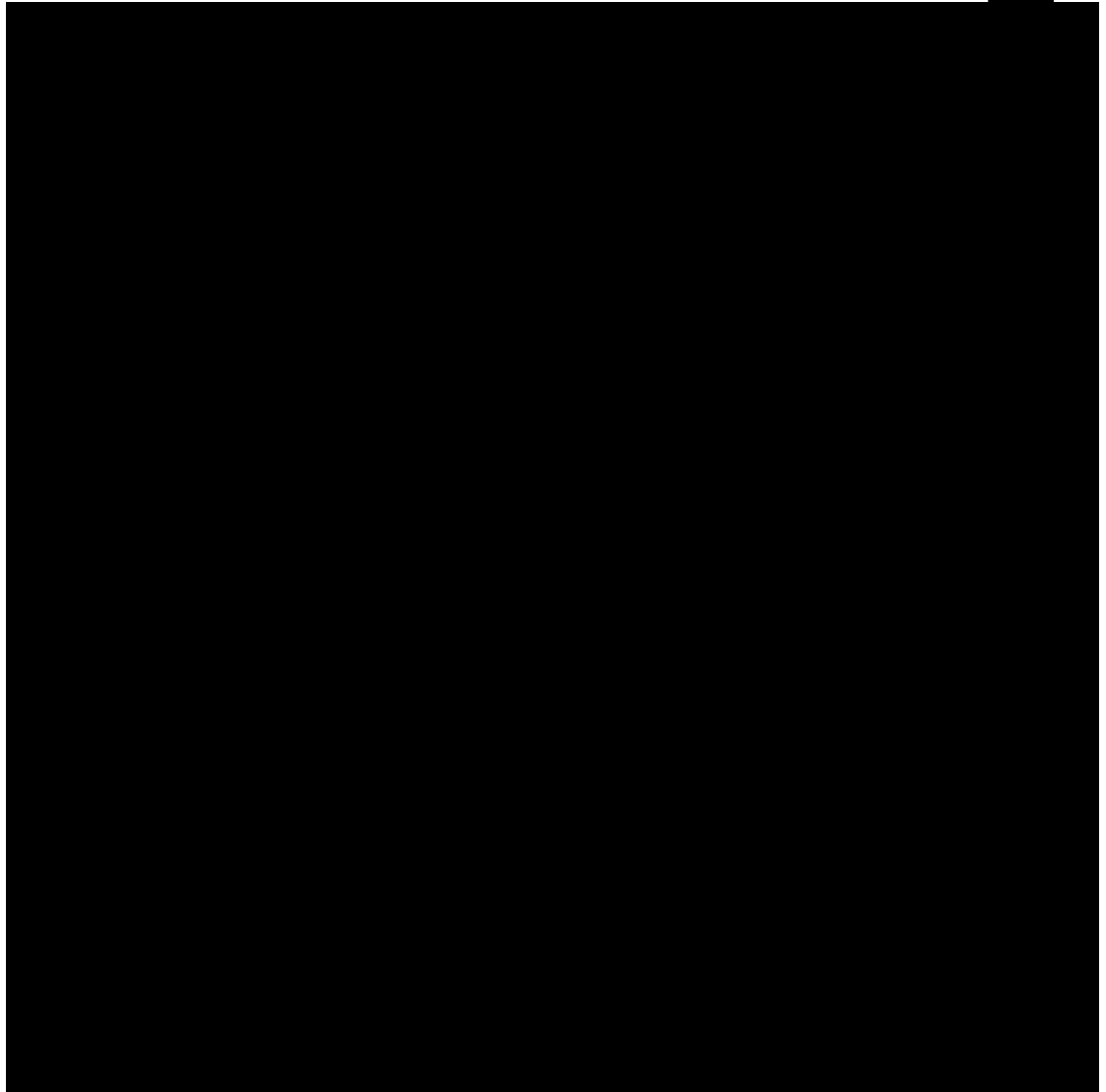
- whether drama is an effective tool for engaging young people aged 18-24 with archives
- whether this kind of output (the play itself) is effective at engaging target audiences with audiences (in this case families, young people aged 18-24)
- to capture learning around logistics and practicalities of running this kind of activity that could be applied to the Activity Plan going forward.

9.2.2. Format

The Record Office joined forces with a local theatre group (Bring Out Your Dead – 'BOYD') specialising in youth theatre and agreed upon a popular and widely-known Suffolk story as the theme for the play; the Red Barn Murder. This was also the theme of the mini-exhibition, meaning the two could be promoted together. Using their existing networks, BOYD then recruited an enthusiastic group of student performers interested in drama/theatre aged 18-24.

Working with an established playwright ([REDACTED]) and BOYD staff, the students developed an hour-long 'staged reading' on the story. As part of their writing and character development process, they conducted their own research using original archival material and secondary sources held at the Bury Record Office. This included newspaper cuttings, local studies collections, photographs, engravings, postcards, pamphlets, burial and baptism records (Parish Register), maps, music scores, as well as records relating to previous performances of plays on the same theme.

They visited the Record Office for four, facilitated, evening research workshops, led by the Archivist at that branch, [REDACTED]. [REDACTED] prepared the source materials in advance and set them out in the education room, as well as preparing a presentation that introduced them to the sources and story.



The students at work researching their characters

After the first session, the students were familiar with the story and the source materials, and were able to then follow their own strands of research in a more independent way, but still with the Archivist present to help them retrieve source materials and facilitate at the evening sessions.

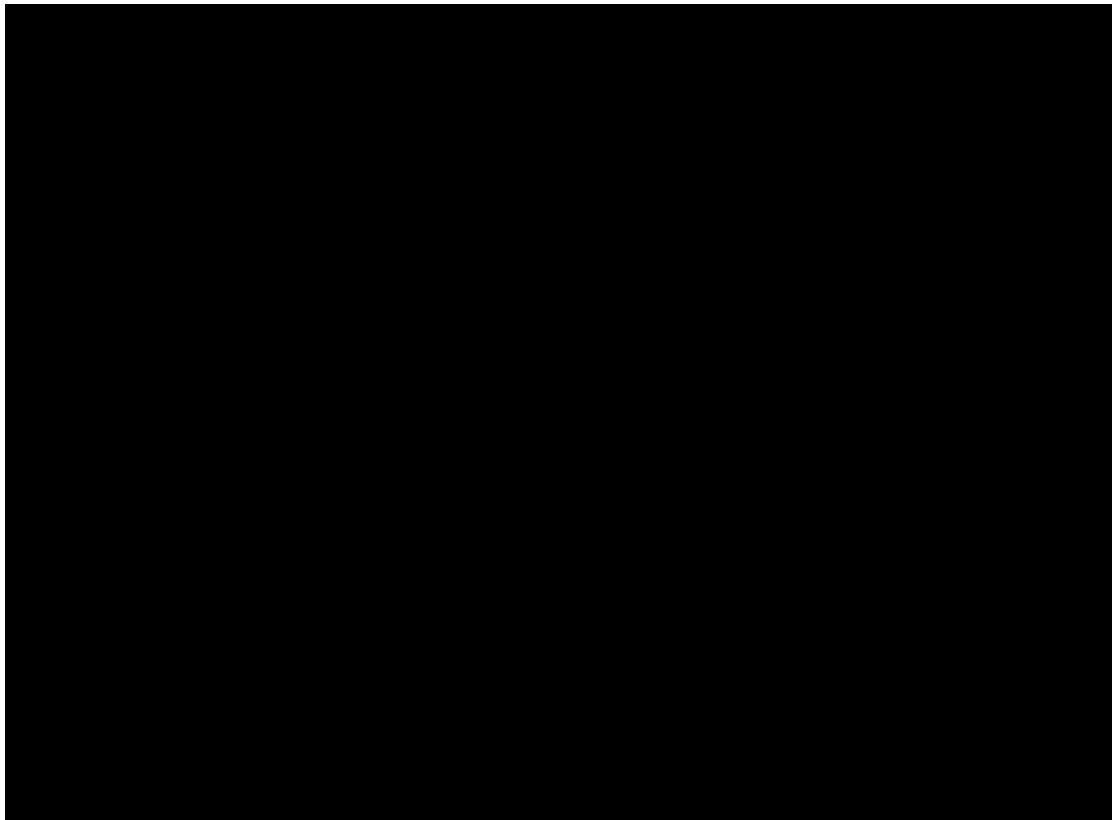
They then performed the play at three venues around the county:

- August 10th - Moyses Hall museum, Bury St Edmunds (who care for many of the 3D artefacts associated with the case) – pictured below
- August 11th - Quay Place, Ipswich
- August 12th - Polstead, the original site of the murder in 1827.

Tickets were offered free of charge through BOYD's Eventbrite page and 'sold out' quickly at each location. At Polstead, a huge number of villagers turned up and we were setting out extra chairs to accommodate them right up until the performance started!



The simplicity of the performance, the new take on the familiar story, the 'just right' length (one hour) and inclusion of authentic detail created something highly engaging to a broad spectrum of people.



BOYD performers receiving applause at the end of the Moyses' Hall performance

9.2.3. Feedback

Audience feedback

Overall, the play was extremely well-received and the 'spin' the group put on the tale gave it a fresh twist. Collecting audience feedback was comparatively simple as we were able to place comment cards on each seat for audience members to fill in before leaving (gaining about a 50% return rate at each venue). The fact that the performance was free of charge may have influenced the audience's willingness to complete the cards. The simple questions posed were as follows:

- what are your thoughts on what you have seen tonight?
- has what you've seen tonight made you think about visiting SRO?

Total comment cards received for all three performances numbered 81. Of these 81, 35 came from Polstead, 23 came from Quay Place and another 23 from Moyses Hall. Of the 80 people that had filled in the 'Thoughts on production' section, all of them commented positively on the performance. For the section that asked people if the performance inspired them to think about the archives, 67% said yes or reacted positively to the question. 23% of answers to this question said no, or left the section blank, and 10% of people were already SRO



users. Of the 67% that reacted positively, 61% provided their email address to get more information about The Hold project.

I really enjoyed the combination of historical characters with the partial fictionalisation. Audience member – Polstead

This is such a good idea bringing history to life like this makes you want to find out more and makes it so accessible and relatable. Audience member – Polstead

Quite brilliant. Well done, more please. Audience member – Quay Place

Having come into tonight's performance not knowing the story - it was a wonderful way to discover it. Well done to all involved! Audience member – Moyses Hall

Participants' feedback

The feedback from the young performers themselves was approached by means of a simple 'Heads, Hearts and Feet' exercise where they were asked to record how participating in the project had made them think differently about heritage and archives, feel differently about heritage and archives, and plan to do something differently in the future. There was a consensus among the young performers that researching from original sources lent 'authenticity' to their characters and encouraging signs that participation had resolved some prior misconceptions about archives being 'old and dusty':

Head (what it's made you think)	Heart (what it's made you feel)	Feet (what are you inspired to do?)
There's lots of interesting stories hidden in the archives	I feel very inspired by the Records Office as I am passionate about history	I am inspired to explore different Record Offices in the country
Young people are welcome at the record office too	I feel far more attached to the local people from our local history after this project	For future projects I will use the archives as a source of research as I know now that there is lots to look at
I learned a lot about the history of Suffolk	I feel I can now go back to the archives at any time	The archives have inspired me to learn more about my local history
I learned just how much information was available to me	I feel more confident visiting the Records Office	In the future I am going to use local resources primarily as opposed to the internet as it is more inspiring
Archives aren't boring!	I feel like I understood my local history better	I'm inspired to go out and discover new stories

I didn't realise how much material SRO had	I feel that the records office would have been a great school trip, but unfortunately that was never an option at KEGS	I'd want to return to the SRO but I am worried that I wouldn't be able to find the correct sources without some help
I think that the material on offer is far more specific than I thought before	I feel that the records office should do more projects like this	It's inspired me to look more closely at the stories I hear and to discover their origin
I think that the Records Office is a great resource for writing historically-backed drama	I feel like archives should be better supported	I will visit the archives more often when I want to do research
I think that the Record Office staff have been very helpful & inspiring	I felt I could ask a question about the history of Suffolk	I'm inspired to go back to the records office, during research on a new project!
I understand that there are endless amounts of documents and information stored in the archives	I feel as though I'm working closer to the local community as I've used a local source	In the future I am going to continue my love of historical debate + research
I now know that the archives can be used for research for a many number of projects, be it personal or professional	I now feel that it is very important to use the SRO to learn about peoples' individual stories and that we shouldn't let them be forgotten	In the future I am going to recommend the Record Office as I was not aware of it until this project.
I understand that the archives hold more than marriage, birth and death certificates.	I feel that the systems and volunteer staff at Records Office could be more accessible and approachable	I will be more curious about local history
		I will tell my friends about the Records Office
		From here I'd love to use the SRO to find out more about my personal family

Record Office feedback

Running evening sessions of this nature is not normally part of the Record Office's 'business as usual' but as a precursor to the type of activity that will be delivered when The Hold is operational, it was embraced with enthusiasm by the staff at the Bury branch, in particular, the Archivist located there. She relished the opportunity to work with a younger group, put a lot of effort into preparing for their visits, and enjoyed showcasing the project on social media. The evening visits required another member of staff to be present in addition to the Archivist for Health and Safety reasons, but were otherwise comparatively simple to manage.



It was very beneficial to the Record Office to have a theme to work with that was already being explored for the mini-exhibition, as this meant the Reference Numbers for the source materials had already been collated and thus saved time and effort.

Helping at the performances themselves at the three venues relied on the goodwill of Record Office staff members to put themselves forward to assist, and in this instance, this do not present any problems as staff were keen to see the performance themselves! Going forward, the Record Office may find that it is necessary to use volunteers more to assist with simple tasks such as venue set-up, teas and coffees, working the door etc.

9.2.4. Logistics

It was very simple to run this pilot with BOYD acting as the lead partner and recruiting the performers.

It was easy to find simple, low-cost venues for the performances once dates had been agreed. For ticket management, BOYD already have a system (Eventbrite) and a good promotional network which SRO complemented on social media etc. Offering refreshments worked well at the venues with catering facilities of their own, but at the village hall this had to be self-managed and was time-consuming for the staff involved.

The Record Office produced a table top display on the Red Barn Murder and taken to each performance, but this was superfluous to requirements and we might consider whether this was worth the effort in the future.

9.2.5. Summary of learning to carry forward in the Activity Plan

Groups such as BOYD are an invaluable partner for the Record Office to work with as they are already tapped into the right networks for recruiting young people for this kind of activity.

Participant feedback reinforces what we already know about the Record Office needing to be far more 'approachable' for young people, and that young people have confidence issues in terms of feeling they'll be able to find what they're looking for once there.

While the young performers brought family and friends to watch from a similar age-group as themselves (18-24) it was apparent that apart from a small number of families with young children at each venue, audience make-up was largely slightly older adults (55 yrs +) and predominantly white. Next time, we need to work even more closely with BOYD (or similar partner) on targeting the promotion to the target audiences.

The Record Office needs to explore how to expand the benefits of participation from a small number of performers to a larger number of young people – in other words, the participants themselves benefitted from the project and it



changed their attitude towards the Record Office, but the challenge is how to expand this benefit out more widely.

Volunteers will be needed to help Record Office staff run these activities in the future, as described above.

Where the performance is of a high enough quality, audiences may be prepared to pay for a ticket (e.g. the Record Office has already helped BOYD with their Witches of West Suffolk play 'Covenant' which is £10.00 per ticket) and this is something to consider in the future after the HLF-funded work is complete. Audience 'diversity' data-gathering was overlooked, but could be done in the future either through the comment card or possibly at the point of ticket booking.

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.4 Archives on tour	Include some drama linked to same theme as displays
1.7 Engaging community groups, SSS	Themes/stories which participants already familiar with are effective
2.20 New volunteering opportunities	Opportunities for volunteers to help run the research sessions as well as event-day volunteering (performances)
2.1 Upskilling staff and volunteers	Training programmes need to cover working with 18-24 year olds
2.9 History sessions on witches and war	Pilot confirms the seemingly enduring appeal of 'gory' themes generally
3.2 Special exhibitions events etc	Include drama and continue to work with groups like BOYD in the programme
3.7 Social media to engage new audiences	Absolutely crucial to promote ticket sales and connect with younger people
3.8 Music, rap, slam poetry etc	Delivery of these activities will definitely help make SRO more approachable to young people, but will require initial facilitation and best done as a private session/s; volunteers can help with the workload here
3.9 Events@TheHold	Drama can easily be performed at The Hold - this pilot showed any space can be made to work
3.14 Evaluation of activity programme	Ensure that audience monitoring data is gathered in the future



9.3. Red Barn exhibition

9.3.1. Concept

This pilot was originally to develop a small, touring exhibition on the theme of 'Scandalous Suffolk'² adopting an accessible 'Horrible Histories' style and using tales like the Red Barn Murder, Gaol Books, stories of scandal and perfidy from the collections. This theme was subsequently tailored-down to just the Red Barn Murder (that story having mixed elements of murder, romance, and the supernatural) to provide more focus and to tie the exhibition and the play together. The theme lent itself well to something colourful (bright red) and eye-catching.

The aim was to tour the exhibition over the summer holidays at various venues around the county, to engage target audiences (families, young people 18-24, diverse communities and tourists) ending at the Multicultural Festival in Ipswich on 4th September 2017. Subsequently, it was decided to keep touring the exhibition beyond the Festival, as further venues became available and asked for the unit to visit!

9.3.2. Format

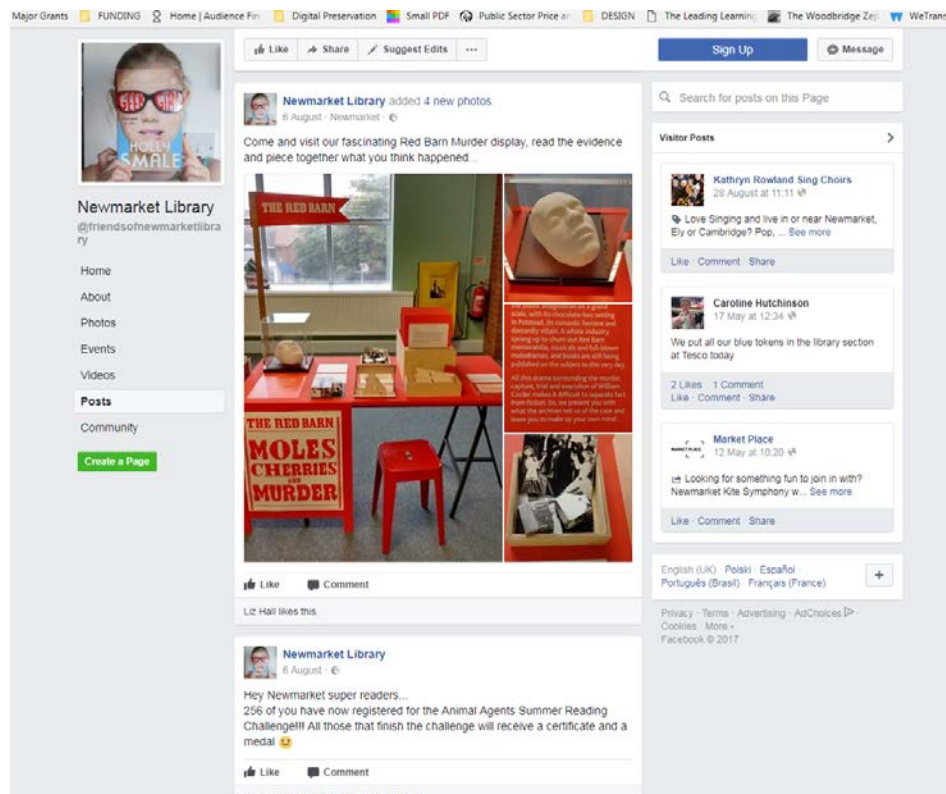
The Record Office worked with Exhibition and Interpretation specialists, GuM Studio, to develop the unit around the title 'Moles, Cherries and Murder'. GuM Studio and Studio Eger designed the unit (shown below) which combines facsimiles of archival sources, 3D objects and puzzles, audio (the 'Ballad of Maria Marten' recorded by vocalist Jonathan Hanley especially for this pilot) and a takeaway mock-up of a contemporary newspaper. From July to October, it toured the following venues:

1. Newmarket Library
2. John Peel Centre, Stowmarket
3. Haverhill Arts Centre
4. Lowestoft Marina Theatre
5. Ipswich Multicultural Festival
6. Endeavour House, Ipswich
7. University of Suffolk Waterfront Building
8. Moyses Hall, Bury St Edmunds
9. Sudbury Library
10. Mildenhall Library

There are more venues to follow and the intention is it will revisit Stowmarket Library (where it was very popular) for their crime festival next April. Locations and dates were promoted on social media, the SRO website, and through the promotional leaflets and media channels of some of the venues themselves. While it was not possible to place the unit in one of the play venues at the same time that the play was performed due to availability of space, SRO linked the

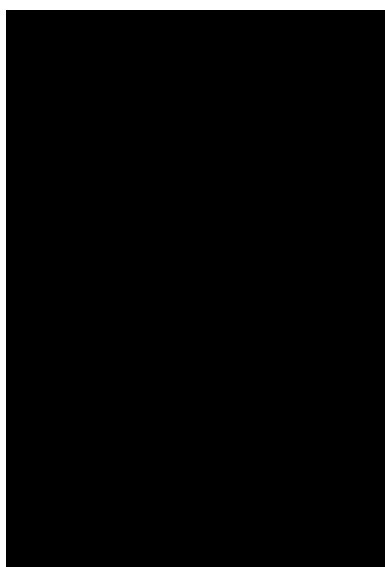
² Chosen by SRO staff at the April staff forum

marketing together on social media and cross-promoted the unit at the play performances, and within branches.



Newmarket Library's Facebook page promoting the Red Barn touring mini-exhibition

9.3.3. Feedback



Red Barn touring mini-exhibition at Stowmarket Library (L) and Multicultural Festival (R)



Public feedback

Audience feedback on the unit is encouraged by a slot to leave their completed comment cards, or a simple token for those who do not have time to complete a card, but wish to acknowledge they have viewed it. The Ipswich Multicultural Festival presented an opportunity to observe first-hand how people interact with the unit in the context of a one-day event. At Sudbury Library, further detailed observation of how people interact with the unit was carried out.

From direct observations, it was apparent that 3D objects were the first thing people seem drawn to, the printed materials second. Children tended to be attracted to the puzzles and spent time on these while the adults with them browsed the facsimiles.

Around 50% of the people we asked during observation were familiar with the story and were pleased to have their knowledge reinforced/expanded. The audience at the multicultural festival were curious and less familiar with the story, so it needed explaining. Then they related the theme to modern murders they'd seen on the news.

The introduction of 'moles and cherries' to the tale was new information for many people and intrigued them. 'Murder' on the pull-out headline seemed to give people pause for thought and brought them over to the unit. However, it is possible some people were discouraged by the word though it is not possible to quantify this.

It was quickly apparent that only a tiny fraction of people who viewed or interacted with the unit would then go on to complete a comment card, or even to place a token in the holder. More effective means of gathering both quantitative and qualitative data are therefore needed as the sample is currently too small to ascertain whether the intended target audiences have been engaged (with the exception of the Multicultural Festival where families from diverse backgrounds were engaged, and the University which engaged 18-24 year olds).

Nonetheless, the feedback from the comment cards so far is valuable. There was some very positive feedback from children and most comment cards indicated people were encouraged to visit SRO in the future as a result of what they'd seen on the unit. Key audience reactions were as follows:

Thoughts on Exhibition Unit
I thought it was really fun playing with the bricks and found 3 matches! Extraordinary – I loved it! Thank you, Eva
Interesting to find the background info.
Very well put together, a fascinating subject
Loved the newspaper reproduction. Death mask creepy! Red Barn game very hard; pieces too fiddly for very small fingers

As an ex drayman delivering to the Polstead Cock, from 1968-1985 heard lots of stories from local families whose links went back to those times, lots did not believe William committed they said went back his lordish family
It was very interesting and good that this exhibition is 'portable' so can be used in schools/colleges, etc
Very good indeed - lots of scope for discussion, questions to be asked + answered. Good amount of material in a small space. Maybe staff could dress in period costume?! (Maybe a bit too hot today though!)
Good to have something different to look at. Really nice the effort is made for this. Council workers need these kinds of breaks. Something interesting. Well put together as we have little time to stop. Thanks
I have always liked true crime and read about the Red Barn Murder, it was good to see it in Sudbury
Interesting - should point out that The Cock Inn was not the building it is today - it was next door
Good fun as well as educational and informative

Record Office feedback

The primary feedback from the Record Office was that staff found it was quite time-consuming assembling the object list and interpretative text for the unit on top of the 'day job'; however, this did have the benefit of feeding the 'Blood Red Barn' play pilot as well as this exhibition pilot.

The pilot has demonstrated that in the future, the Record Office will need to recruit volunteers to assist with these tasks in the preparation of exhibitions, including these smaller, touring units as well as main exhibitions at The Hold. There were some issues encountered around staff time consumed by arranging venues, and moving the exhibition unit from venue to venue, explored further in logistics below.

Nonetheless staff did enjoy working on this pilot and are already brimming with ideas for themes that could be explored in the future.

Venue feedback

All venues were asked to provide feedback. It is clear that libraries in Suffolk are really open to hosting these sorts of things going forwards, as it helps the smaller ones increase their footfall, especially in rural areas. The unit also had greater visual impact in smaller venues – at larger venues (e.g. Sudbury Library) it could be 'lost' within the space.

The audio component was not a problem for the venues, although it was necessary to adjust the volume so that it did not play too loudly in libraries; this

was not a straightforward task as it could not be adjusted direct on the unit itself. At the Multicultural Festival, the volume was not high enough to compete with the background noise. Going forwards, it will be necessary to redesign the audio component so the volume can be adjusted directly on the unit by the venues. It would also be interesting to see whether an electronic counter could be added to measure how many 'plays' the audio gets.

At a venue with a pre-existing, strong connection to the theme, such as Moyses Hall (which holds the 3D artefacts relating to the murder, including the death mask) the unit attracted lots of interest and looked very atmospheric (see below) positioned in front of the relevant exhibition cases. This venue particularly liked the newspaper pull-out as it directly related to their collections and we left extra copies behind for visitors after the unit had moved on.



The unit in position at Moyses Hall – the cases on the Red Barn Murder are in the background

9.3.4. Logistics

The ability of the exhibition to fit into different spaces made it comparatively easy to arrange a nice mix of venues, including a theatre café, different sizes of library, concert venue, museum, university, and even an outdoor event. However, the distances between the venues meant staff spent a lot of time on the road transporting it between some of them; SRO will need to consider this when booking venues (in itself, quite time consuming) and try to arrange a route that makes sense geographically as well as timings-wise.



For the right volunteer, transporting and assembling the unit could be an enjoyable task. All the elements will fit into most medium sized cars, which is a plus. The unit is easy to assemble and can be done by one person; lifting the table top, however, ideally needs 2 people.

The wooden puzzle was 'fiddly' for little fingers (but having said this, children were usually better at doing it than adults!). Also, the wooden puzzle does not like humidity and started to warp a bit at the outdoor festival, which was hot and humid. Furthermore, the touch-up paints were essential. Factors like this need to be considered when designing interactives.

Marketing and advertising need to be 'full-on' to attract people and will be more effective if we can tie it to events and activities already happening at the venues (e.g. Newmarket Library made it part of the family summer brochure, but we missed an opportunity at Moyses Hall to tie it to the performance of the play, due to timings). Places such as the John Peel Centre, if used in future, will need an external poster or sandwich-board to draw people into the main hall, which is not usually part of a 'casual' visit to that venue. In the future, having the audio playing on a quiet loop might help encourage people in such locations. Otherwise the unit really does need positioning in a spot on a 'desire line' within the venue to capture footfall.

9.3.5. Summary of learning to carry forward in the Activity Plan

It was very hard to quantify interactions and this was the biggest problem of all. It relies on people's goodwill in completing a card or even dropping in a token. There is no way of knowing how many people looked at the unit, and enjoyed it, but did not record their interaction. Going forwards, SRO will need to think about how to better capture quantitative and qualitative data. Having staff or volunteers quietly observe the unit in person is going to be resource-heavy, but may be the only way.

3D objects mixed with archives are a clear winner and puzzles and interactives are essential for a little unit like this to draw children to it. Audio component needs adjustable volume for a range of venues. SRO should consider how to incorporate other digital elements into the unit.

The principle of whether SRO can attract diverse communities with a theme like this is unclear; anecdotally; as mentioned above, some of the Bangladeshi community found it interesting and related it instantly to contemporary news stories of murders they had heard, while others asked why SRO had not selected a theme of more relevance to their community.

In terms of value for money, the unit was expensive in terms of design, where the bulk of the cost lay. Production was reasonable considering nothing was 'off the shelf' and, while the unit has the appearance of a simple table, it is actually a substantial piece of kit with every element having been made to bespoke specifications. Despite the initial cost, it has provided a template to replicate on other themes going forwards, and SRO can adapt the unit for other touring exhibitions itself, without needing to spend the same on professional design again. 10 venues have been visited so far with more to come, so it represents good value in respect of cost per venue visited.



As mentioned above, the unit is simple to assemble and transport, but staff and volunteers will need training for the first couple of times to 'get the hang of it'. Volunteers are going to be essential going forward to make this type of activity a success.

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.3 Displays and exhibitions at The Hold	This 'kit of parts' can easily be adapted to complement corresponding main exhibitions at The Hold and get them touring around the county
1.4 Archives on tour	Include 3D objects as a 'must'.
1.7 Engaging Community groups, SSS	Community groups could easily formulate a display unit of their own following this template, to share their work
2.20 New Volunteering Opportunities	Moving and assembling touring exhibitions from venue to venue will require volunteers to help
3.3 Archives for families	Ensure a good mix of puzzles and interactives for children to capture their attention while the adults look at the facsimiles/print
3.14 Evaluation of activity plan	The biggest lesson – measuring interactions will need to be done on an observation basis. Qualitative feedback best achieved by talking to people 1-2-1 as comment cards rarely completed

9.4. TED talk

9.4.1. Concept

This pilot sought to recruit a student/group of students to develop and deliver a TED-style talk about The Hold that could also be delivered to schools or youth groups.

SRO wanted to test whether this format works generally, does it attract online interest and could it be used in future to showcase:



- projects about SRO collections
- SRO events and activities
- broader themes such as heritage and wellbeing.

The theme chosen for the pilot was originally 'Counteracting fake news: why archives are important as the basis of corporate and community memory'. The talk would be written to explore:

- Archives as 'veracity of evidence' in an age of fake news
- What biases affect archives themselves?
- Using examples from collections that will be in The Hold.

Subsequently the students involved have focussed less on the 'fake news' aspect and more on exploring the contemporary biases that affect the primary sources in our collections, while also showcasing some of the gems of the collections.

9.4.2. Format

The format was very simple; the 3 students wrote their talk at the start of the September term and it was agreed that it would be delivered and filmed in front of a live audience at Northgate High School. The film would then be hosted online and shared with other schools to encourage pupils to challenge the veracity of information they are presented with, and ultimately to get them thinking differently about archives.

9.4.3. Participants

The participants were three students – two history undergraduates and one history post graduate from the University of Suffolk. The undergraduates were on work placements with the SRO and the post graduate is very keen to pursue a career in archives.

The audience consisted of staff and pupils from Northgate High School as the recording took place in their assembly hall.

9.4.4. Feedback

Participants' feedback

The students writing/delivering their talk were asked for feedback on the pilot through an in-depth interview, in which they were asked for their thoughts on practical arrangements, issues that arose during research and delivery, and their take on the audience response.



The feedback was as follows:

Participant feedback
Initial student contributors were obtained at the end of our 3rd year in the summer and subsequently moved away from the area. Some student volunteers dropped out and gave us little time to gain alternative help. It was unfortunate, but we managed to continue. In future students need to be made fully aware of the nature of their involvement, commitment and the potential benefits to their skill set.
Being able to meet altogether enabled the talk to come together and helped us work well as a team.
Being clearer and communicating the direction and overall objectives of the talk would make it easier in the future.
Email communication and sharing of large files (e.g. images and scripts) was unreliable; better communication and ways of sharing files would need to be established in future tasks.
During the talk, students were asked if they had ever visited the Suffolk archives; only one person responded positively. This highlights the failure of the archives attracting the younger demographic. Future activity plans need encourage the engagement of this student and teacher customer base.
During the talk itself, I was constantly aware that the microphone was making noises as I spoke. In hindsight, I should have had a go with the mic, before going on stage.
Although the Ted Talk activity evolved from a simple concept to a full-blown production, SCC's organisation and management ensured that the Talk was completed and was a success. This highlights the necessity of cohesive activity plan management.
Going forward working out way to use audio or be more interactive with the audience in a professional way as we were not able to use audio/video clips in the talk as we could not be confident it would all go to plan on the day.



Audience feedback

Audience feedback cards were distributed on filming day which were a simple 'I would say' sheet, asking them to record against four areas:

- This part went really well
- This part did not go really well
- These are some of the things I learned
- Next time, I would like to find out more about.

The collated comments from the cards showed:

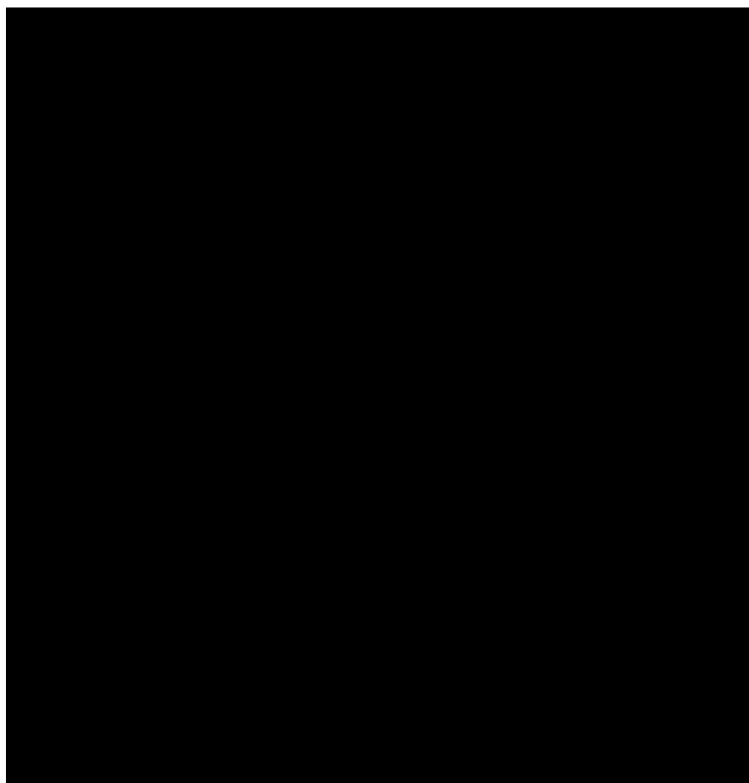
- The audience were impressed with the delivery of the presentation and the structure and content as well.
- All but one person stated that following this talk they would go to the Suffolk Record Office, meaning that both awareness and interest had been raised by the presentation.
- Negative feedback was sparse; two points were raised - the lack of audience questions and the opening date for The Hold (i.e. it is quite far in the future for pupils).
- There was very good feedback on the main presenter.
- Pupils would like more focus on what current services are available at the Record Office which could perhaps be incorporated next time.
- The mini exhibition and handouts at the back of the hall for after the talk worked well. It engaged the audience after they had been given some context provided by the main speaker.

Venue feedback

Both the [REDACTED] and the [REDACTED] were really excited about having the TED style talk at their school. They both said how important it was for the students to have something different to experience. A priority of the school is to empower the students to challenge their learning and to not just rely on the internet for their answers or research for essays and coursework.

The [REDACTED] also supplied the students learning criteria to ensure the University students could make the talk relevant to their current studies.

The school had no problem in ensuring we had an audience of 50 pupils, and agreed to get History and Politics students to attend. Along with that, they supplied details of other teachers at other schools, so we were able to use their networks to discuss with these schools about rolling the film out to their sixth form students.



Above – SRO volunteer [redacted] delivering the Ted-style talk

Record Office feedback

Record Office and SCC staff organising the talk were asked for their simple 'top 5' learning points based on their experience:

We started off having verbal consent from three students who were enthused to assist on the TED talks - from research, presenting and compiling the PPT. However, over the summer period the students went off the grid and contact with them was difficult, when the academic year started the students had differing priorities and only one was able to help. We enlisted other volunteers, but it did mean a delay in the TED talk. When liaising with students, it is important we get them at the right time of year to ensure commitment.

Volunteers to research and deliver talks on a range of topics are going to be highly prized - if we are going to use undergraduate students, their commitment will need to be thoroughly agreed and ideally the talk would provide them with course-credit, so they remain committed.

We were very fortunate to have a link with Northgate High School as we were currently working with them on a Sharing Suffolk Stories pilot project. Once the TED style talk proposal was explained the school could see the relevance of Fake News topic to the current times, and how Archives can help decipher how to interpret a story. They were keen to have the talk at the school, they had the equipment, space, and audience readily available, so we were half way there.

I learnt that dealing with schools is difficult and you very much have to play to the tune of the schools at all times, we were reliant on them giving us a convenient date and time for the TED talks. I had questions about what equipment they had available, which were answered some 2 weeks later (in some cases). For this, ensuring we had enough time to arrange all parts was of the key.
To enable the audience to be filmed, permission slips from parents needed to be obtained, and this hadn't been taken into account. The worry was that instead of an audience with 50+ students we may only get a small handful. However, we had good buy-in from the school, an audience of 50+ turned up(!) and as project lead I pushed the school for their data protection/safeguarding requirements.
It is difficult to deliver the actual filming in a school setting due mainly to timetable constraints – however they do seem to have good facilities!
If we film in front of an audience of pupils/students, then not much interaction/audience participation can be expected as they are shy.
Shorter talks of 5 to 10 minutes should also be developed; a more 'bite size' format makes it more likely viewers online will watch the whole piece start to finish. The rough cut is quite long!
Be sure to capture some nice still photos on the filming day as well, for tweeting etc.

9.4.5. Logistics

It was originally intended that the talk would be written and filmed over the summer, then promoted to schools at the start of the autumn term. However, it proved extremely difficult for the students to work together on the pilot over the summer due to their other commitments (e.g. the post graduate has small children to care for in the summer holidays). The writing and filming of the talk consequently slipped to the autumn; however, the advantage of this was that it became possible to film it in Northgate School in front of the pupils, which captured their interest.

It had been hoped film students from the University would film the talk, but it was not possible to organise this in time. A professional photographer was used. In the future, SRO will try again to use the film students, but it needs careful coordination with the course leaders.



9.4.6. Summary of learning to carry forward in the Activity Plan

- The level of commitment wasn't there from the students over the summer period. Problems working with students over the summer.
- It has been important to get the school and University students to work together to ensure the talk will have relevance to the students. The 'light' topic of Fake News has genius, as it is currently a buzz phrase and the younger generation understand it. It has been simple to take the phrase and envelope it around what archives records can prove.
- Getting access to the local teachers' network through the head teacher at Northgate has been really beneficial for promoting the talk to different schools.
- Gives a good foundation to work on having a TED-EX talk at the launch of The Hold

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.7 Engaging with community groups, SSS	Community groups could do their own talk as part of the sharing of their SSS work
2.1 Upskilling staff and volunteers	Having some staff or volunteers trained to operate a video camera (can't rely on UoS film students all the time, especially in the summer) will be helpful
2.4 Heritage traineeships for over 16's 2.5 Trainee heritage assistants for students 2.6 Summer internships	This kind of activity lends itself very well to the trainees and interns who will likely be familiar with the TED format. The researching and presenting of the talk will support and enrich their own learning Can't rely on students to put in discretionary effort over the summer holidays (apart from the summer interns)
2.15 Dynamic Ted Style talks	Relatively easy to deliver, easy to distribute end result – infinite range of topics can be covered (could ask for topic suggestions from the public via Facebook/website). Shorter length talks will be more 'digestible'.

2.20 New volunteering opportunities	Volunteers needed to help research, deliver and promote the talks, identify relevant collections, assist on filming days. Student volunteers – make sure this is linked to course credit, so they remain committed
3.14 Evaluation of activity plan	Ensure live audiences are asked to complete a feedback card on the day and include diversity monitoring data Remember the need for permission slips/consent forms from the audience.

9.5. Oral history

9.5.1. Concept

This pilot was to run 'pop-up' oral history sessions with the dual aims of a) training volunteers in how to capture oral history, and b) exploring the mixture of family history with material culture, by considering mantelpieces as 'domestic shrines' to ancestors etc. - and from conversations based on this concept, to introduce families to archives.

The pilot was to run in two parts:

1) a "pop up" session on the site for The Hold.

This was to capture people's memories, feelings and experiences of the area where The Hold will be built.³ Digital "postcards" were to be produced and it was to use the 'Chronicle Digital Storytelling' mobile recording booth, timed to match the trial trenching for added interest. We intended to use this session as a training vehicle to upskill 3 volunteers in oral history recording.

Subsequently, this plan was slightly modified as we were unable to time it with the trial trenching, which had been delayed. Chronicle's mobile booth was also not used, as it emerged this is based in Australia rather than Suffolk!

2) Volunteers were to then deliver oral history "roadshow" style sessions (these ones, not originally intended to use Chronicle, but still helped by SRO staff) at 3 to 4 locations around the county. Their theme was to be based on mantelpieces, and would encourage people to bring a photo of their mantelpiece (or mantelpiece surrogate!) or an object, and describe what's on it and why. The intention was that this could lead to a bigger project in the Delivery Phase – "The Great Suffolk Mantelpiece Project".

³ Being very careful not to raise expectations too early

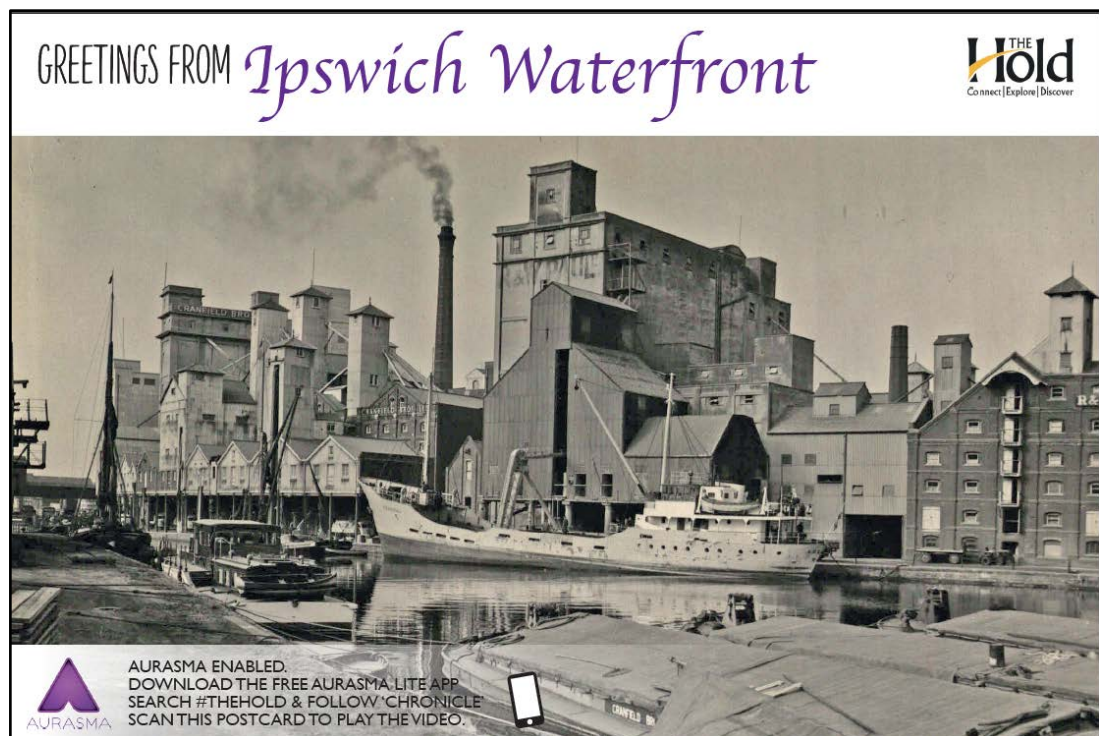


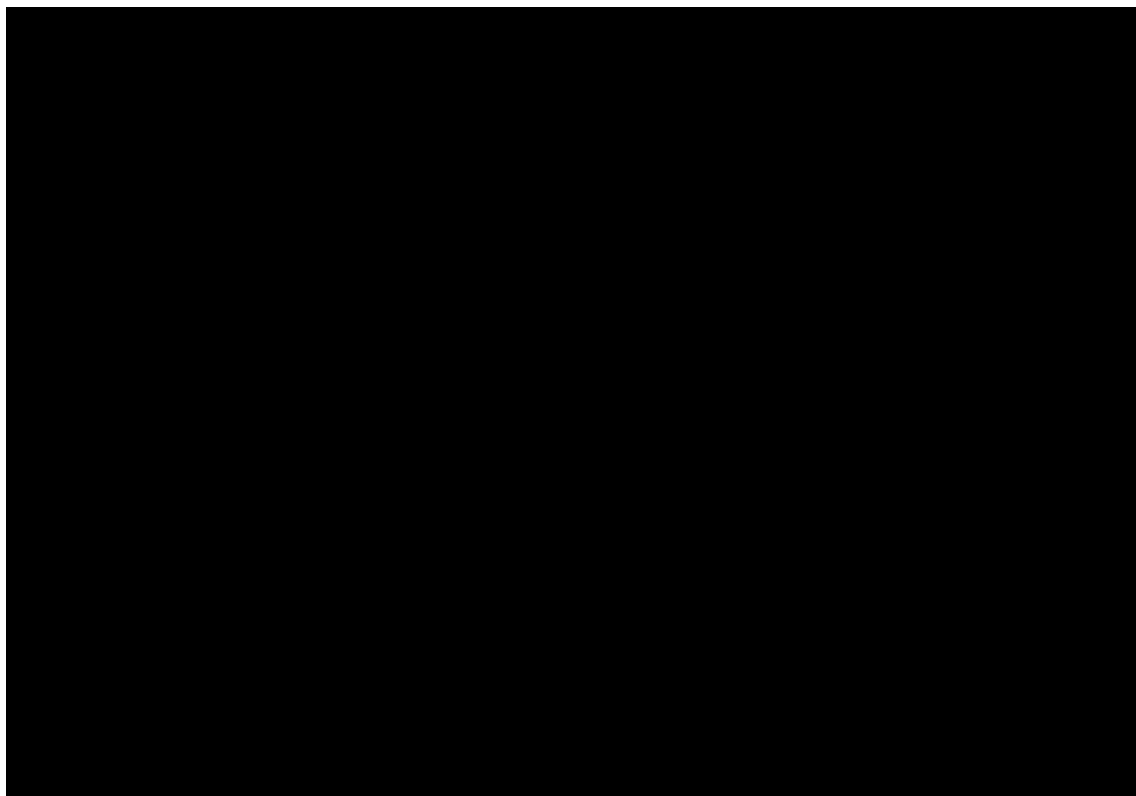
Again, this had to be slightly modified because staff capacity and student availability in the summer meant it was hard to find enough people to staff the recording days. We therefore asked for Chronicle to help with the sessions too, which also sped-up to post-recording editing.

9.5.2. Format

The pop-up oral history session on the Waterfront near the site of The Hold was carried out on 14th and 15th July. Volunteers had been recruited from the University's History undergraduate cohort, who wished to learn oral history techniques. The initial Waterfront sessions allowed them to be trained in capturing oral history: a volunteer oral history practitioner helped to facilitate this. A local digital creative company ('Chronicle Digital Storytelling') based at Innovation Martlesham assisted with the recording and, while the students captured short 'sound bites' from people on the street, longer more in-depth interviews were recorded by Chronicle (with the students taking it in turns to help). Online digital stories were created for each in-depth interviewee (see <https://www.chroniclestories.co.uk/the-hold>).

Each digital story is accompanied by original corresponding images sourced from the archives. Each interviewee received a physical postcard in the post containing a QR code that links to their online story (see example below).





Students and volunteers in action during Waterfront oral history pop-up

THANKS FOR SHARING A STORY WITH US!

We just wanted to send you a note to say thanks for sharing an Ipswich memory as part of the Hold project! You can watch your story from this link:

www.chroniclestories.co.uk/amy

Alternatively just scan the QR code (you will need a smartphone and a QR Reader app).

We hope you enjoy your story and are happy with it to form part of our collection. Feel free to share it with friends and family. Please let us know if you have any questions.

Thanks,

The Hold Team in association with Chronicle Digital Storytelling

PS: See all of the stories here:
www.chroniclestories.co.uk/the-hold
For more info contact John on 07752191710 or info@chroniclestories.co.uk





Some of the same students, aided by SRO staff, oral history volunteer Helen Vanstone, and Chronicle, then helped with further sessions on the theme of the 'Great Suffolk Mantelpiece'. The focus of these sessions was on the relationship between material culture and family history; the public were invited to bring along a photo of their mantelpiece (or surrogate mantelpiece if they don't have

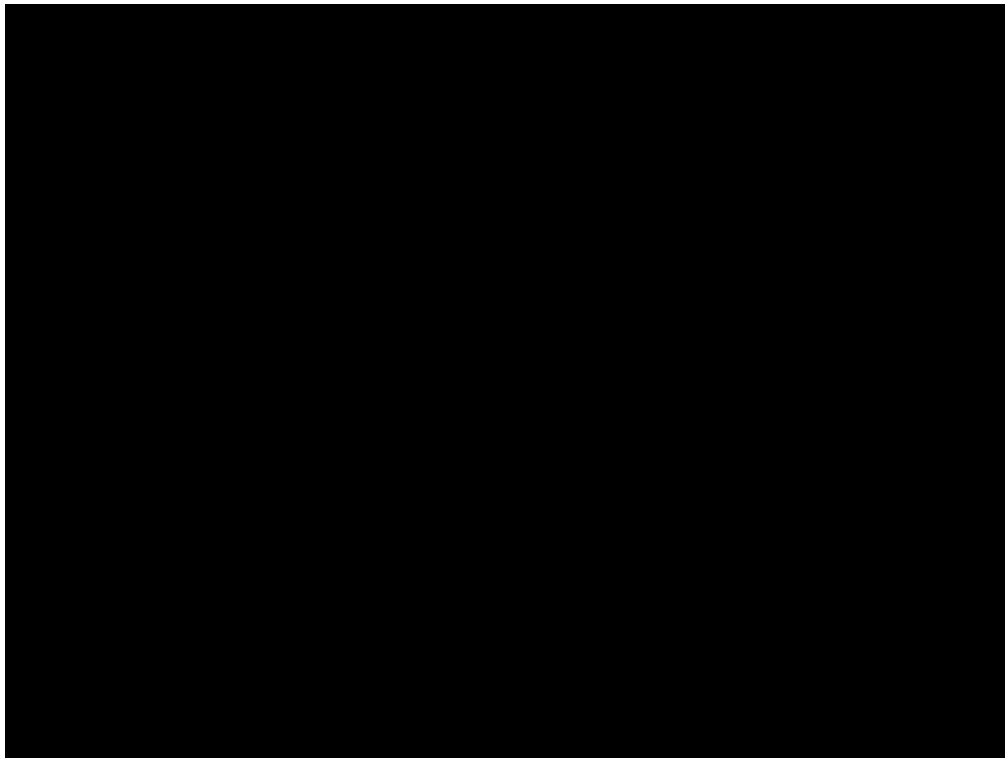


one), or an object of importance from the mantelpiece. This was a means to inspire a conversation with them about the stories of their family and family history generally. The sessions were recorded as oral history snippets to be hosted on the SRO website alongside the Waterfront sessions, and Chronicle conducted further in-depth stories for more digital postcards (example about a 'screwdriver' here - <https://vimeo.com/236939089>) which in themselves are wonderful examples for the SRO's collections about the relationship between material culture and family history.

The sessions were carried out at the following venues:

- 21st September – Brandon Country Park
- 29th September – Woodbridge Library
- 12th October – Museum of East Anglian Life
- 19th October – Suffolk Football Association HQ, Stowmarket.

The promotional mantelpiece is shown below – this was in position at each venue for a week prior to the recording day.



Chronicle's John Royle with his own mantelpiece 'object' and the promotional mantelpiece in the background

9.5.3. Participants

The students who participated as volunteers were second and third year history undergraduates who wanted to learn more about oral history, and were therefore relatively easy to recruit through the University's Head of History. Oral History volunteer [REDACTED] also offered to help with the sessions, and SRO staff aided each recording day.

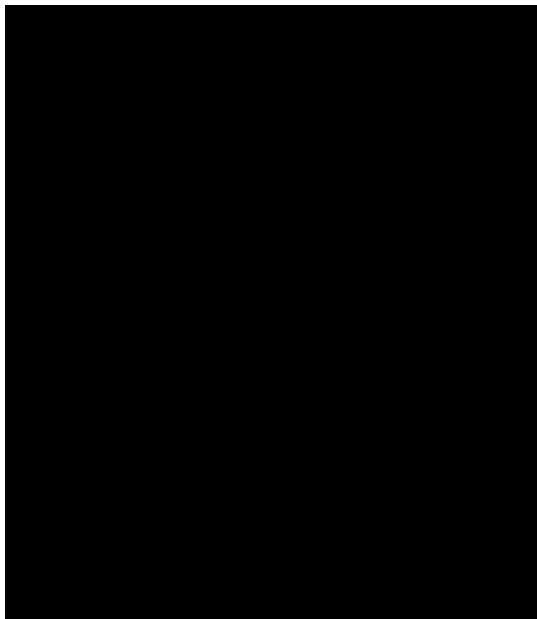


A reasonable diversity of 'interviewees' participated for the shorter snippets on the Waterfront and a broad age range and diversity of people were captured. Almost every participant had something to say about this part of Ipswich and those who had not lived there long were happy to talk about their contemporary impressions/experiences. It engaged them well; however, it was more difficult to engage families with small children on the street, typically as they were on their way somewhere with little time to stop and talk, though some snippets from parents with children were captured.

By contrast, the in-depth interviewees on the Waterfront were almost all from people 65 years+ and more diversity would have been interesting. However, it is perhaps not surprising that the people with the most memories of the Waterfront area and the most to say would be slightly older people.

The Mantelpiece sessions attracted a range of participants across the different venues:

- Brandon Country Park: 32 people engaged. Most of the people spoken to were retired 60s, 70s, 80s, all white British, and mainly couples. Two younger, white women in their 20s-30s with younger children. One young boy with his grandmother. Two wheelchair users, another 3-4 using walking sticks. One lady in her 40s said her family had traveller/Romany roots
- Woodbridge Library: just over 50 people engaged. 95% were over 50, all white British (with one Portuguese person), staff assumed mostly middle class.
- Museum of East Anglian Life: 24 people engaged. Majority – white, over 65yrs and not disabled, mostly female
- Suffolk Football Association HQ: 27 people engaged. Majority between 45yrs – 55yrs, 1 person between 35 -40yrs, quarter 65yrs



Participant at recording day at Woodbridge Library, who brought her family album



9.5.4. Feedback

Participants' feedback

All the students and the oral history volunteers were asked to provide feedback on the sessions. The students enjoyed the Waterfront sessions despite there being some issues regarding logistics which had to be solved through improvisation on the day (e.g. the gazebo nearly blew away in the wind, so the display had to be quickly moved inside). Students were asked to approach passers-by to ask for snippet recordings and for the most part they were very comfortable doing so, though one was not.

We had three university students and two Records Office volunteers assisting with the three days the 'Great Suffolk Mantelpiece Project' was around Suffolk. Though evaluation forms have been sent out, no response has been received from our volunteers. It had been difficult to get volunteers for the Mantelpiece project; the students were going back to University and didn't know which days they would be in lectures. It was easier getting the students for the Ipswich Waterfront sessions, perhaps because they were familiar with the location and nearer for them to travel. For example, Brandon Country Park is a 45 minute drive from Ipswich.

Perhaps a generic pack/help sheet for volunteers and students would be useful. Advising them about what volunteering opportunities are available and what expenses will get paid. The Suffolk Archives Facebook page could be a way of advising of volunteering opportunities, lift shares and generating conversations about projects.

Interviewees/audience feedback

The nature of this project meant that SRO staff and volunteers were mostly talking to members of the public from 'cold', apart from the session at Suffolk FA as people came to that one specifically to talk about their sporting memories. Nonetheless feedback captured during the sessions included the following comments from participants about their thoughts and feelings about having their story recorded

I feel very emotional and proud

Proud and happy

Fairly ok, but felt I could have been more descriptive in places

Wonderful to be able to remember those who are no longer with us and keep their memories alive

I was worried at first, but it was just like therapy!



Record Office feedback

It was somewhat difficult to recruit staff for this pilot at a time when the core workforce was under pressure with the 'day job' (with the service carrying some staff vacancies). However, feedback from the staff who attended was captured at each recording event and some of the issues raised included:

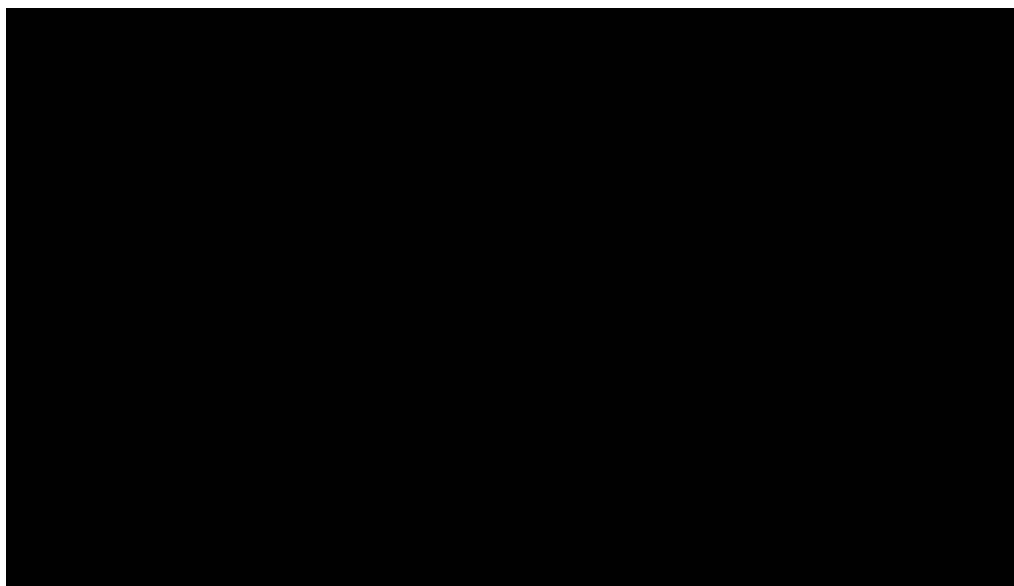
- the mantelpiece prop itself needed to be bigger, bolder, brighter to attract attention and was lost in some of the larger venues
- staff were not always familiar with the hand-held recorders and needed longer to refresh themselves how to use them
- staff truly enjoyed talking to different people to those they would normally engage with at the Record Office
- to truly engage with new audiences, different venues should be selected such as a shopping centre, swimming pool, public sports hall, multicultural event, music venues, large or small employers. Libraries and museums give us too much of our existing audience
- these events would benefit from a longer run-in time to be able to link up with other events. Brandon Country Park had an open day with thousands of visitors a week or so before we were there; we could have gone to that had the project been being planned over the past year
- staff felt they had learned more about capturing oral histories by attending.

Venue feedback

Feedback from all the Mantelpiece venues was requested; the Waterfront session having been largely conducted on the street/in a public foyer.
Mantelpiece venues:

People felt that they literally needed to bring something from their mantelpiece rather than just their memories. Because we are on the Suffolk/Norfolk border I think a lot of people didn't actually have history with this area. People were quite interested and engaged when shown a few photos but were reluctant to actually sit in a room and talk. I think it needed to be made clearer that it didn't just relate to things from years ago and that more recent information and memories were also good to share. Brandon Country Park

The display looked attractive and fitted in well in our display area. It was an innovative way to engage with our customers and a good way to get them thinking about and discussing their memories. Woodbridge Library



B

World Transplant Games Athlete, Bridget Goldstone, sharing her medals and memories at the Mantelpiece event, Suffolk FA

As part of the Suffolk FA 'Love Football Live Football' week and in collaboration with Suffolk FA and Sporting Memories, the Great Suffolk Mantelpiece Project was staged on October 19th at Suffolk FA Headquarters in Stowmarket. The event was promoted by Suffolk Records Office, Suffolk FA and Sporting memories and some great stories were recorded from Groundsmen to Olympic athletes. The collaboration was successful; it was great chance to connect with members of the public the Record Office would generally not have access too.

We are already thinking of other events that we can team up with the Records Office with – the idea was really innovative and it's a wonderful way of capturing people's memories of earlier times. I think there is scope to use some of our Walking Football community to capture their memories (Suffolk FA)

9.5.5. Logistics

Display of archives to attract participants was set out and helped attract people to the Mantelpiece sessions (e.g. [redacted] directories etc.), but in the case of the Waterfront, this did not work outside very well due to the wind – and had to be moved inside almost immediately!

As staff and venues already identified, something really bright and more eye-catching would have drawn even more people to it, particularly families. Quite a simple format – just need a quiet space for the in-depth interviews. Staff and volunteers need longer to learn how to use the recording equipment. It took time for the students to gain confidence in using it and SRO staff were less familiar with it than expected. Some inevitable blunders (e.g. not hitting record properly, thus losing a nice story, or forgetting to get a consent form completed).

The post-processing of the shorter 'snippets' is very time consuming and requires the right software to be installed on staff and volunteer laptops ('Audacity'). For



the right volunteer, this could be a really nice job going forward and would help them develop new ICT skills/exercise existing skills.

9.5.6. Summary of learning to carry forward in the Activity Plan

A bigger, bolder and brighter and more substantial display is required to promote recording days of this nature.

It is very difficult to connect with the student volunteers over the summer holidays, even if they are local to the area.

Exploring more unusual venues will help us attract a more diverse audience. Timing events to link with other activities at the venues will attract more people. For this, venues will need a lot more notice and longer lead-in time generally. Promotion is the key - for example, the longer lead-in time at Woodbridge Library attracted a greater number of participants to this session.

It is possible to measure the number of 'listens' to the digital stories online, which gives us a good quantitative measure of the level of interaction with the digital outputs of this piece (at time of writing, the Chronicle stories alone have attracted hundreds of views and this is before the uploading has been completed). Going forward, google analytics can show how many plays the snippets get from the SRO website and we need to keep measuring this. Allow more time for equipment training generally.

Staff and volunteers need a more thorough briefing about recording the age range and diversity of the people they are speaking to, as this was not captured consistently at each session (as can be seen above).

Editing the short snippets is very time-consuming; need to train staff and volunteers how to use Audacity.

Activities that the learning from this pilot will influence (Chapter 6 Activity Plan):

Activity from Chapter 6	How will we apply the learning?
1.3 Displays and exhibitions at The Hold 1.4 Archives on tour	For any oral history related displays, they need to be really big, bold and bright to attract attention and draw people in to participate and be interviewed
1.7 Engaging with community groups, SSS	Communities participating in SSS could easily incorporate oral histories into their outputs and would be quite low cost to provide the equipment and training to do so.
1.8 Recording Suffolk Memories	To ensure participation in this project by target audiences, Recording Suffolk's Memories will need targeted promotion and longer lead-in times

	than previously thought - promotion needs to start early to build interest and momentum
2.1 Upskilling staff and volunteers	Use of digital recorders needs to be covered thoroughly. Key staff and volunteers need to be trained to use 'Audacity' sound editing software if recordings are to be quickly uploaded online.
2.20 New volunteering opportunities	
3.1 Co-created in the community	
3.14 Evaluation of Activity Plan	