



Community Archaeology Guidance Resource Review

February 2019

Client: The New Forest National Park Authority

Issue No: 1


OA Reference No: 2271

NFNPA Reference No: 0043



Client Name: The New Forest National Park Authority
Client Ref No: 0043
Document Title: New Forest Archaeology: Community Archaeology Guidance Resource Review
Document Type: Community Archaeology Research Project Report
Report No: 2271

Issue No: v.1.0
Date:
Prepared by: Clemency Cooper (Community Archaeology Manager)
Checked by: Stephen Macaulay (Deputy Regional Manager)
Edited by: Lawrence Billington (Post-Excavation Project Officer)
Approved for Issue by:
Signature:



.....

Disclaimer:

This document has been prepared for the titled project or named part thereof and should not be relied upon or used for any other project without an independent check being carried out as to its suitability and prior written authority of Oxford Archaeology being obtained. Oxford Archaeology accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purposes for which it was commissioned. Any person/party using or relying on the document for such other purposes agrees and will by such use or reliance be taken to confirm their agreement to indemnify Oxford Archaeology for all loss or damage resulting therefrom. Oxford Archaeology accepts no responsibility or liability for this document to any party other than the person/party by whom it was commissioned.

OA South

Janus House
Osney Mead
Oxford
OX2 0ES

t. +44 (0)1865 263 800

OA East

15 Trafalgar Way
Bar Hill
Cambridge
CB23 8SG

t. +44 (0)1223 850 500

OA North

Mill 3
Moor Lane Mills
Moor Lane
Lancaster
LA1 1QD

t. +44 (0)1524 880 250

e. info@oxfordarch.co.uk

w. oxfordarchaeology.com

Oxford Archaeology is a registered Charity: No. 285627

Community Archaeology Resource Review

The New Forest National Park, Hampshire

Written by Clemency Cooper

Contents

List of Figures	vii
List of Tables.....	vii
Summary	ix
Acknowledgements	x
Abbreviations	xi
1 INTRODUCTION.....	1
1.1 Background	1
1.2 Scope of Work.....	2
1.3 Objectives, Outputs and Outcomes	3
2 METHODOLOGY	5
2.1 Publicity and Consultation	5
2.2 Identification of Existing Resources	6
2.3 Assessment of Existing Resources.....	7
2.4 Focus Groups	8
2.5 Online Survey	11
3 FINDINGS	14
3.1 Identification of Existing Resources	14
3.2 Assessment of Existing Resources.....	19
3.3 Focus Groups	20
3.4 Online Survey	26
4 CONCLUSIONS AND RECOMMENDATIONS	79
4.1 Conclusions	79
4.2 Recommendations	81
4.3 Future Research	82
4.4 Outputs	82
APPENDIX A BIBLIOGRAPHY	84
APPENDIX B FOCUS GROUP – SUPPORTED BY CBA NORTH WEST	85
APPENDIX C FOCUS GROUP INFORMATION PACK	89
APPENDIX D ONLINE SURVEY	109

List of Figures

Figure 1 Map to show the distribution of survey respondents by postcode (excluding Northern Ireland (n = 1) and the Channel Islands (n=1))	28
Figure 2 A screen shot of the video hosted on YouTube referred to in Practical Exercise 1 of the survey	49
Figure 3 Word cloud generated from responses to the question 'What did you like about the video?'	51
Figure 4 Word cloud generated from responses to the question 'What did you not like about the video?'	52
Figure 5 Word cloud generated from responses to the question 'How might the video be improved?'	52
Figure 6 The diagram referred to in Practical Exercise 2 of the survey	54
Figure 7 Word cloud generated from responses to the question 'What did you like about the diagram?'	55
Figure 8 Word cloud generated from responses to the question 'What did you not like about the diagram?'	56
Figure 9 Word cloud generated from responses to the question 'How might the diagram be improved?'	57
Figure 10 The text referred to in Practical Exercise 3 of the survey	57
Figure 11 Word cloud generated from responses to the question 'What did you like about the text?'	59
Figure 12 Word cloud generated from responses to the question 'What did you not like about the text?'	60
Figure 13 Word cloud generated from responses to the question 'How might you improve the text?'	61
Figure 14 A wordcloud generated from the answers to 'What are the names of some of the guidance materials you regularly refer to?'	67
Figure 15 A wordcloud generated from the answers to 'Why do you usually consult these resources(s)?'	69

List of Tables

Table 1 Abbreviations used in the report	xi
Table 2 List of organisations contacted to promote the resource review	5
Table 3 Terms used to search for guides online	6
Table 4 Descriptions and numbers of different resource categories identified	14
Table 5 The number of guides in different formats identified	15
Table 6 The number of guides produced by different organisations	17
Table 7 The number of guides by main subject	19
Table 8 The number of survey respondents by postcode	30
Table 9 The number of survey respondents by country	30
Table 10 A list of the guidance materials regularly referred to by the survey participants	66
Table 11 A list of the books referenced by survey respondents as guidance materials they regularly refer to	68

Summary

This document has been prepared in response to a brief issued by The New Forest National Park Authority to identify, review and assess guidance resources that are readily accessible to volunteers and community groups undertaking their own archaeological investigations.

Over three hundred and fifty archaeological guidance resources have been identified and listed in a form that aids comparison of the content and format of different resources and guidance. However, it appears that there has been limited evaluation of the use and impact of these resources prior to this research.

Focus groups and an online survey were undertaken in order to find out how community volunteer archaeologists access and use these existing guides and what they would like to see from future community resources. The focus groups provided more detailed local insights and informed the questions asked in the online survey.

The results demonstrate that there is a demand for simple 'how-to' guides with signposting to more detailed information produced by well-recognised and easily identifiable sources, particularly at national and regional (county) level. The extent of knowledge exchange and local adaption of guidance resources has probably been underestimated, and indicates that the professional archaeological sector needs to do more to understand and aid the transfer of accurate, reliable and user-friendly information amongst community volunteer archaeologists.

There is already a large amount of material readily available on a wide range of topics but there is an evident problem of knowing what has already been produced and searching for it. There are also some notable gaps in guidance materials, particularly on running projects and reporting and disseminating the results. Online, there is a tendency not to refer to specific sources of guidance but to use Internet search engines to find information but it should not be presumed that use of social media platforms and other online services is universal. Many community volunteer archaeologists still like to have written notes to accompany electronic media such as videos, and want to refer to hard copies of information when collecting data or taking a break from using screens. This report includes a number of recommendations for future community resource creation and maintenance, and a toolkit for consulting community volunteer archaeologists about guidance materials and support.

Acknowledgements

Oxford Archaeology would like to thank the New Forest National Park Authority for commissioning this project and in particular to the Community Archaeologist, James Brown, who monitored the work and provided invaluable advice and guidance. Dan Miles of the ClfA SIG for Voluntary and Community Archaeology Group and Debbie Frearson at the Council for British Archaeology offered suggestions and contacts for promoting the study and supplied data from their recent reports on the state of community archaeology. Sara Crofts and Oliver Clifford at the Heritage Lottery Fund circulated details of the study to grant recipients. PhD candidate Rachel Lilley of Aberystwyth University reviewed the survey questions and format.

Thanks are owed to all of the focus group and online survey participants for their time and comments, and to everyone who helped to disseminate information about this project to community volunteer archaeologists and interested stakeholders. An especial thank you to Andrew Grimshaw on behalf of CBA North-West for conducting a focus group meeting and reporting on their discussion.

The project was managed and undertaken for Oxford Archaeology by Clemency Cooper, who was supported by Stephen Macaulay and Matt Edwards. Lawrence Billington edited the final report.

Abbreviations

Acronym	Full Name
CBA	The Council for British Archaeology
CBM	Ceramic Building Material
CAU	Cambridge Archaeological Unit
ClfA	The Chartered Institute for Archaeologists
ClfA SIG	The Chartered Institute for Archaeologists Special Interest Group
GIS	Geographical Information System
HE	Historic England
HER	Historic Environment Record
HLF	Heritage Lottery Fund
ISGAP	Introduction to Standards and Guidance in Archaeological Practice
MOLA(S)	Museum of London Archaeology (Services)
NFNPA	The New Forest National Park Authority
No.	Number
OA	Oxford Archaeology
PDF	Portable Document Format
U3A	University of the Third (3 rd) Age
URL	Uniform Resource Locator (or web address)

Table 1 Abbreviations used in the report

1 INTRODUCTION

1.1 Background

- 1.1.1 *Our Past, Our Future*¹ is a £4.4million Landscape Partnership Scheme for the New Forest supported by the Heritage Lottery Fund (hereafter HLF). The five-year scheme began in November 2015 and is being led by the New Forest National Park Authority (hereafter NFNPA) with 10 other partners. The NFNPA have a dedicated Archaeology team responsible for protecting the New Forest's rich and varied history and culture.
- 1.1.2 The NFNPA Archaeology team are lead partners on the *Heritage on my Doorstep*² project, which is training members of eight communities to develop the skills to lead and disseminate the results of their own archaeological research projects. The NFNPA Community Archaeologist is working with communities to identify training and development opportunities and is considering creating a web based portal to share good practice and support training.
- 1.1.3 Before undertaking the development of a set of 'how-to' guides for identifying, researching and recording archaeological sites, the NFNPA commissioned Oxford Archaeology (hereafter OA) to review, assess and evaluate existing resources aimed at volunteers and community groups. The conclusions of this research will be used to inform the NFNPA about whether there is a need or demand for more guidance, and will potentially inform the creation of a new handbook on the web portal as part of 'Heritage on my Doorstep'.
- 1.1.4 Sustainability has been highlighted as a key concern for community archaeology projects (Thomas 2010). Anecdotally, cuts to local authority historic environment services in recent years have curtailed the capacity to fund and run education and outreach programmes and, in a recent survey of community archaeology in the UK, just under 20% of individuals recorded interactions with a dedicated community archaeologist (Frearson 2018, 45).
- 1.1.5 As with the New Forest Heritage on my Doorstep project, many community archaeologist roles are grant-funded and therefore fixed term, which leaves community volunteer archaeologists without continued support and advice once a project's funding comes to an end. Standalone guidance resources are not a substitute for the training and expertise offered by professional archaeologists in person, but they can serve as a useful reference to groups and volunteers doing independent research and to professional archaeologists with finite time and resources.
- 1.1.6 A lot of time can be spent developing resources such as induction, training and guidance materials for new community archaeology projects. After a project ends and staff leave their posts, these resources may no longer be used, maintained and accessible for the benefit of future projects which have to 'reinvent the wheel'. It is in

¹ <http://www.newforestnpa.gov.uk/conservation/landscape-partnership/> (accessed 11/04/18)

² <http://www.newforestnpa.gov.uk/conservation/landscape-partnership/projects/heritage-on-my-doorstep/> (accessed 11/04/18)

the interest of funders and organisations running community archaeology projects to review whether resources can be reused or adapted.

- 1.1.7 Some organisations may undertake their own internal reviews or produce evaluation reports for external funders, but there has been little critical reflection of the guidance produced by different organisations or of the pedagogy of community archaeology addressing how adult learners develop their research skills. A better understanding of these issues will inform barriers to participation and engagement, and inform how guidance resources and training sessions are developed.
- 1.1.8 Both the Council for British Archaeology (hereafter CBA) and the Chartered Institute for Archaeologists Special Interest Group (hereafter ClfA SIG) for Community and Voluntary Archaeology have undertaken surveys and published reports in the past year. This was in order to learn more about the activities undertaken by community voluntary groups (Frearson 2018) and professional community archaeologists (Brown et al. 2018), and the training and support they both require. It is hoped that the results of this research will complement the findings of these studies and provide a more in-depth insight into one aspect of the support and training needs of community groups and volunteers, and provide direction for facilitating and funding community archaeology projects in the future.

1.2 Scope of Work

- 1.2.1 The guidance materials under consideration in this study are those which instruct and advise unpaid community volunteer archaeologists about how to undertake self-guided archaeological research. These 'how-to' guides might be about identifying, researching and recording archaeological sites and finds and may be in the form of textbooks, digital or printed media.
- 1.2.2 In particular, the focus is on guidance material which is readily accessible to an interested member of the public. Guides are also produced for people enrolled on field schools, university courses or employed by archaeological contractors, but many of these are not in public circulation for community volunteer archaeologists to consult and are therefore not included in this review. Some guides require subscriptions or one-off payments to access material and are therefore not easily available, and so these are also not included in this review.
- 1.2.3 This study is concerned with guidance produced for archaeological practice in the UK. Each of the devolved countries have historic environment services to advise on the investigation and promotion of archaeological sites (Historic England, Historic Environment Scotland, Cadw). In Northern Ireland, a license is required to search for archaeological objects or to carry out an archaeological excavation. Unlike the rest of the UK, all archaeological excavations in Northern Ireland must be carried out under the direction of a qualified archaeologist, licensed by the Historic Environment service in the Department of Communities, and therefore opportunities for self-led archaeological work is restricted to non-invasive or desk-based techniques.
- 1.2.4 The scope of work includes guidance on:

- i. The use and application of invasive and non-invasive investigative techniques and equipment.
 - ii. Planning and running community archaeology projects in a safe and inclusive manner.
 - iii. Identification and classification of sites and finds.
 - iv. Reporting on and disseminating findings from community archaeology projects.
- 1.2.5 The study will give consideration to awareness of and access to the following resources for community volunteer archaeologists:
 - i. Sources recording the existence and condition of local and national heritage.
 - ii. Archaeological standards and best practice.
 - iii. Research frameworks.
- 1.2.6 The scope of work does not include:
 - i. Guides produced for paid professional archaeologists.
 - ii. Guides concerning evaluation and investigation of development sites.
 - iii. Educational material aimed at children, schools and teachers.
 - iv. Educational material aimed at university students.
 - v. Background theory, research findings and factual information on specific sites, periods or research themes.
- 1.2.7 The review is not about ranking or critiquing existing guidance but gaining an understanding of what exists, what is accessible and what volunteers and community groups engage with.
- 1.2.8 The review is not intended to be comprehensive. It is a snapshot of the guidance materials which could be readily identified at one point in time. However, it is hoped that this study will give a representative overview of the range and type of guidance that exists and bring them to the attention of relevant stakeholders.

1.3 Objectives, Outputs and Outcomes

- 1.3.1 The objectives for this resource review are as follows:
 - i. Identify existing archaeological guidance resources easily available to volunteers and community groups.
 - ii. Collate any previous evaluations of community guidance resources.
 - iii. Present the existing guidance in a form that aids comparison of the content and format of different resources and guidance.
 - iv. Undertake an online survey to seek input from individuals and community groups to evaluate resources.

- v. Undertake focus groups with representation from different local community groups.
- vi. Inform whether the creation of a new bespoke 'how to guide' for the New Forest is a sustainable or appropriate approach.

1.3.2 The outputs for this resource review are as follows:

- i. A list of existing archaeological resources and guidance readily accessible to volunteers and community groups.
- ii. A toolkit for consulting community volunteer archaeologists about guidance materials and support.
- iii. Suggestions for future community resource creation and maintenance.

1.3.3 The outcomes for this resource review are as follows:

- i. An understanding of how guidance is accessed and used by volunteers and community groups.
- ii. An understanding of what volunteers and community groups find useful and would like to see from future community resources.
- iii. An informed and rational strategy for NFNPA and other interested parties regarding future community resource creation and maintenance.

2 METHODOLOGY

2.1 Publicity and Consultation

- 2.1.1 A range of national, regional and local organisations working with community groups were contacted at the start of this resource review and again to circulate a survey aimed at community volunteer archaeologists. These organisations included:

Organisation
Council for British Archaeology (including individual regional groups)
Historic England
Archaeology Scotland
Historic Environment Scotland
The Northern Ireland Archaeological Forum
Heritage Lottery Fund
CIfA Voluntary and Archaeology Group
Association of Local Government Archaeological Officers
Society for Museum Archaeology
Portable Antiquities Scheme
Commercial archaeological contractors
National Park authorities
University Archaeology departments

Table 2 List of organisations contacted to promote the resource review

- 2.1.2 An online form for registering interest in the project³ was circulated to these organisations in June 2018 asking them to indicate whether they:
- Had produced, used or evaluated any guidance materials to suggest for the review.
 - Could circulate the online questionnaire to their contacts in community archaeology.
 - Were interested in the focus group methodology and would like to run their own focus groups with volunteers and community groups to find out about the guidance they use and find useful.
 - Wanted to know about the results of the study and the recommendations for creating future community archaeology resources.
- 2.1.3 Pages were added to the OA website⁴ and the NFNPA website⁵ to advertise the resource review. The initial expression of interest form and the subsequent survey were posted on the websites and social media accounts (Facebook and Twitter) of OA and the NFNPA.
- 2.1.4 The researchers attended a meeting of the CIfA SIG for Voluntary and Community Archaeology in July 2018 to present the research methodology and elicit ideas from committee members before undertaking the focus group meetings and devising an

³ <https://surveys.oxfordarchaeology.com/index.php/897341/lang-en> (accessed 23/10/18)

⁴ <https://oxfordarchaeology.com/community-case-studies/798-community-archaeology-resource-review> (accessed 23/10/18)

⁵ <http://www.newforestnpa.gov.uk/community-archaeology-resource-review/> (accessed 23/10/18)

online survey. The ClfA SIG included the survey in their newsletter and shared it in posts on their social media accounts on Facebook and Twitter.

- 2.1.5 The resource review was advertised on the HLF's online forum, and the Head of Historic Environment at the Heritage Lottery Fund ran a query on their grants database to identify community archaeology projects to contact about the project, asking them to contact the researchers. Unfortunately, the researchers have not identified any grant holders who heard about the resource review from the HLF. A challenge of this resource review was trying to identify and contact former host organisations and staff involved in running community archaeology initiatives which have formally ended, and it had been hoped that the HLF would be able to assist with this.
- 2.1.6 This report and the toolkits and anonymised data generated from this project will be uploaded to OA's online library under a Creative Commons License⁶. The URL will be added to the OA and NFNPA project webpages, circulated by email to stakeholders and publicised through social media.

2.2 Identification of Existing Resources

- 2.2.1 Search engines were used to source guidance material and specific community archaeology initiatives to contact for information about the guidance issued to their volunteers and affiliated community groups. Below is a list of some of the search terms used in varying combinations:

Search terms			
Public	Archaeology	Guide	Project
Community	History	Information	Organisation
Volunteer	Heritage	Research	Society
Outreach	Excavation	Resource	Group
	Survey	Instruction	

Table 3 Terms used to search for guides online

- 2.2.2 Specific resources were mentioned by community volunteer archaeologists in the focus groups and online survey, and others were mentioned in correspondence with stakeholder organisations and community volunteer archaeologists and those who submitted an expression of interest form.
- 2.2.3 In the course of consulting community volunteer archaeologists in the focus groups and online survey, there was frequent mention of using data records including LiDAR data, maps, aerial photographs and reports on previous archaeological investigations. Although important resources to consult during desktop assessments of archaeological sites, they are not instructional or advisory 'how-to' guides and are
- 2.2.4 A list of the existing guidance resources was initially collated in a spreadsheet (.xlsx) noting:
- Who produced the guidance.

⁶ <https://library.thehumanjourney.net/> (accessed 29/11/18)

- Where and how to access the guidance
 - A brief description of the guide.
- 2.2.5 Once a range of guidance resources were identified, a relational database (.accdB) was created to collate and query information to facilitate comparisons. A spreadsheet (.xlsx) of the main table has also been exported. Documentation was produced to describe the fields and tables created for other users to use the database for their own purposes.
- 2.2.6 The list from the initial spreadsheet was imported into the database and the fields were expanded to include the following information:
- The title of the guidance material.
 - Who produced and authored the guidance.
 - The year when the guidance was first published and last updated/revised (if applicable).
 - The format of the guidance (i.e. PDF, video, webpage, online course).
 - The length of the guidance (i.e. page number or audio/video duration).
 - The type of guidance (i.e. step-by-step instructions, proformas, identification reference).
 - The subjects covered by the guidance (i.e. desk-based research, field techniques, recording and reporting).
 - The geographic coverage (if applicable).
- 2.2.7 The community resources have been categorised into a lot of narrowly defined subjects in order to more accurately reflect the variety of different topics covered and to aid anyone using the database to find material relevant to their interests. The allocation of subject categories is subjective and ambiguous, with some guidance covering multiple subjects or not being clearly defined.
- 2.2.8 Similarly, the type of guidance is not categorical but gives an indication of the depth of advice and how the resource might be used.

2.3 Assessment of Existing Resources

- 2.3.1 The researchers discussed with the NFNPA Community Archaeologist about devising subjective measures to assess the usefulness and perceived strengths and weaknesses of the guidance resources identified. However, the focus group responses indicated that there is a lot of regional and individual variation in the demands and needs of community volunteer archaeologists. It was decided that the database would be more useful as a resource in its own right for people to search and compare guidance materials with their own aims and preferences in mind. The focus in creating and populating the database has been on categorising existing resources so that other users can easily identify and compare relevant guides for their own purposes.

- 2.3.2 Inclusion of a guide in the database is not an endorsement of the advice and techniques outlined. The database is intended to reflect the range of material that anyone might find when searching for community archaeology ‘how-to’ guidance, and illustrate the range of formats for accessing and presenting information. The authors advise community volunteer archaeologists to begin any investigation of the historic environment by checking their legal obligations and seeking advice from local authority archaeologists, particularly before undertaking intrusive archaeological techniques.
- 2.3.3 Organisations who had run community archaeology projects were approached asking for any feedback or evaluation of the guidance resources they had generated.

2.4 Focus Groups

Participant Recruitment

- 2.4.1 Representatives from community groups who undertake their own archaeological investigations were invited to attend focus group meetings. The aims of the focus groups were to:
- Explore where they currently seek guidance on investigating archaeological sites.
 - Discuss what they find useful and not useful about existing guidance resources.
 - Identify potential areas for improvement.
 - Inform the questions devised for the nationally circulated online survey.
- 2.4.2 Two focus group meetings were held by the researchers. The responses present two local case studies giving a more nuanced perspective on guidance use by individuals, and are therefore not a representative sample of all community volunteer archaeologists. As well as differences in the training and support offered to community groups, the nature of the archaeology, geology and site access also means that different techniques are undertaken.
- 2.4.3 The first focus group meeting took place at the New Forest Heritage Centre in Lyndhurst, Hampshire, on Monday 23rd July 2018 with 9 participants invited by the NFNPA’s Community Archaeologist. This location was selected as one of the outcomes of this research is to inform the NFNPA about future resource creation
- 2.4.4 The second focus group meeting was held at Oxford Archaeology East’s office in Bar Hill, Cambridgeshire, on Tuesday 31st July 2018. OA East created the Jigsaw⁷ network of local history and archaeology groups in Cambridgeshire, and 9 participants from five different community archaeology groups attended the meeting. This location was selected as one of the outcomes of this research is to inform stakeholders about revisions to and maintenance of existing resources. The Jigsaw Cambridgeshire HLF project devised a set of community guidance materials and this research project presented an opportunity to critically review the use of these guides alongside other

⁷ <https://jigsawcambbs.org/> (accessed 12/04/18)

materials available. It was in the interests of OA and the community groups we work with to be impartial in this research and seek constructive criticism which will help to inform future revisions of the guidance.

- 2.4.5 Participants in the Cambridgeshire focus group are primarily supported by local archaeological contractors, which contrasts with the Hampshire focus group participants who are primarily supported by a National Park authority. The NFNPA is currently undertaking a HLF Landscape Partnership project whereas the HLF term of the Jigsaw Cambridgeshire project came to an end in 2016 with diminished continuing support.

Pre-Meeting Questionnaire

- 2.4.6 A pre-meeting questionnaire was issued to focus group participants in advance in order to determine their demographic profile; prior skills, knowledge and experience of archaeology; and their learning and accessibility preferences. The aim of this was to capture information which might contextualise answers given during the focus group, for example:

- What formal or informal archaeological training have they had?
- What types of archaeological investigation have they participated in?
- Do they have access to the Internet? What device(s) do they primarily use?
- Do they have any specific learning difficulties?
- Do they have any preferred learning styles? (e.g. visual, verbal, kinaesthetic, social, solitary)

Meeting Format

- 2.4.7 OA's Community Archaeology Manager was the focus group 'facilitator' who posed questions and directed discussions. At both focus groups, a second 'observer' assisted in facilitating the discussion and took notes.
- 2.4.8 A topic guide of themes to discuss and specific open-ended questions were prepared in advance of the focus groups. These included:
- What guidance resources do they currently use?
 - How did they find these resources?
 - How often do they refer to them?
 - What do they particularly like/dislike about the resources?
 - What would they like to see from future guidance resources?
 - What formats are preferable?
 - What can be done to make resources accessible?
 - Are there any particular aspects of archaeology they need guidance in?
- 2.4.9 However, the direction of the focus group discussions also responded to the comments given by the focus group participants in order to question and understand their views.

2.4.10 Each focus group also included a practical exercise to search for existing material online with the intention of observing the search terms used, how the participants filtered the results and how they decided what to use. Participants were divided into pairs (one in each group paired with the observer) and spent 5 minutes searching online for guidance resources on a particular topic with a partner observing and recording what they did on a form. They recorded on the form what device they used; the Internet browser; the search engine; the search terms used; what results they selected and how long they spent reviewing the resources. The practical exercise was followed by a whole group discussion about:

- The presentation of the information.
- The length and detail of the guidance.
- How the information was pitched.
- The detail and relevance of the topics covered.

2.4.11 Screen capture was contemplated but proved too complicated to arrange on multiple devices. A user testing suite would have aided data capture for this exercise.

Analysis and Data Protection

2.4.12 The focus group meetings were recorded using an audio recorder and a full transcription of the focus group discussions was produced. The focus group meetings were also video recorded to accurately identify speakers for transcription. Participants were advised that the meetings would be audio and video recorded and their written consent was sought in advance.

2.4.13 The pre-meeting questionnaire, audio recordings, film footage, notes made by the facilitators and transcription were analysed to identify:

- Reoccurring themes in the responses representing the collective view.
- Unique, unusual or remarkable responses representing individual opinions and potential qualifiers.

2.4.14 The focus group discussions helped to determine the emphasis for key questions in the online survey, and how to expand and probe the initial responses with follow-on responsive questions.

2.4.15 Digital copies of the responses to the pre-meeting questionnaire, the film footage and notes made by the facilitators are securely stored on OA East's servers and will be retained for a period of two years.

2.4.16 The focus group meeting transcriptions have been anonymised so that participants can only be identifiable by initials. This is available from the researchers on request.

Dissemination

2.4.17 The resources produced to organise and run the focus groups have been compiled as an information pack for other organisations interested to find out about the guidance materials used by their volunteers and community group contacts. This may be as part of a wider discussion about the guidance and support their organisation offers as part of a project evaluation or stakeholder meeting. The pack includes an overview of the

methodology, a participant consent form, a pre-meeting questionnaire a focus group discussion guide and a form to summarise the focus group findings. A copy of the information pack is included in Appendix B.

- 2.4.18 The focus group information pack was circulated to organisations who had expressed interest via the online expression of interest form or personal correspondence in September 2018. They were invited to share a summary of their findings and any anonymised notes or recordings to the researchers for this resource review.
- 2.4.19 CBA North-West conducted a focus group meeting using the information pack. Five participants took part in the focus group in September 2018. They shared anonymised responses to the pre-meeting questionnaires and a summary of the discussion, which is available from the researchers on request.
- 2.4.20 Although other organisations expressed interest in conducting focus group meetings, a number of whom are currently running, developing or evaluating HLF projects, they were not able to do so within the timeframe of this study. It is, however, hoped that they will use the methodology and recommendations from this study to inform their future work.

2.5 Online Survey

Development and Testing

- 2.5.1 An online questionnaire was devised and circulated to community volunteer archaeologists nationally. A copy of the questionnaire is included in Appendix D. The survey asked for contextual information to determine respondents' demographic profile; prior skills, knowledge and experience of archaeology; and their learning and accessibility preferences. The survey also included a range of qualitative and quantitative questions to explore:
- Where community volunteer archaeologists currently seek guidance on investigating archaeological sites.
 - What they find useful and not useful about existing guidance resources.
 - How guidance resources might be improved in the future.
- 2.5.2 As shown in Appendix D, the survey questions were divided into the following sections: Demographic Information, Archaeological Experience, Learning Preferences, Practical Exercises (3 in total), Resource Review, Consultation, and Contact and Comments.
- 2.5.3 The survey was devised in consultation with the NFNPA's Community Archaeologist. Given the insights into individual biases and preferences during the focus group discussions, it was decided to try and determine whether respondents' stated opinions reflected their actual behaviour. Survey respondents were asked to identify their preferred approaches to learning new techniques and referring to information but were then invited to review three examples of guidance resources (a video, a diagram and a paragraph of text) to find out how they actually responded to these. The resources used were not intended to be ideal examples but illustrative of different ways of presenting information to elicit feedback.

- 2.5.4 Rather than ranking specific guidance materials, survey respondents were asked to subjectively assess measures such as titles, domain and organisation names which might guide their selection of guidance materials to use. The aim of this was to test their recognition and perceptions of particular sources of information.
- 2.5.5 It is worth noting that the quality of the survey responses may have come at the expense of the quantity. A shorter survey is likely to have received a higher response rate.
- 2.5.6 Rachel Lilley, a behaviour change specialist and PhD candidate at Aberystwyth University was consulted prior to finalising the survey. She tested the online questionnaire and provided feedback on its presentation and the format of questions.
- 2.5.7 A draft version of the online survey was sent to the focus group participants in advance and tested by a volunteer observed by the researchers in order to determine the ease of use and comprehension of the questions.

Format and Distribution

- 2.5.8 The survey was composed on OA's in-house online survey platform which uses the LimeSurvey open source survey web application. A dynamic responsive questionnaire was created with the sequence of questions asked in some sections dependent on the answers given to previous questions. The responses were securely hosted on OA's servers and then downloaded and saved off-line as a spreadsheet for analysis.
- 2.5.9 The survey was open for one calendar month (7th September – 7th October 2018). The organisations listed in Table 2 in section 2.1.1 and stakeholders who had completed the expression of interest form were contacted to circulate the survey by email, in person and on their social media accounts.
- 2.5.10 There were targeted social media campaigns and emails to community groups at the launch of the survey and two weeks before the deadline. 163 individual community archaeology groups were contacted.
- 2.5.11 Respondents could save partially completed surveys and return to complete them at a later date. The survey included this information on the landing page and in a header at the top of each section of questions. A reminder to complete their surveys was issued two weeks before the deadline to respondents who had saved them.
- 2.5.12 A couple of people got in touch to say that had only been involved in practical archaeology led and supervised by professional archaeologists rather than organising their own investigations. It was decided that it might help to understand why these people do not do their own self-led work and how guidance resources could help them to do so in the future. They were encouraged by the researchers to respond to as much of the survey as they felt they could, and the second round of publicity two weeks before the survey closed changed in emphasis to encourage anyone who had been involved in archaeological research (whether self-led or not) to complete the survey. It is likely that some potential respondents had already decided that the survey was not relevant to them and did not pick up on the change in target audience.
- 2.5.13 Several respondents from devolved nations felt some question options were less relevant for referring to Historic England as the example of a national historic

environment service. These questions were revised to include the four services of the devolved nations instead.

- 2.5.14 One community group representative responded to the call for survey responses by saying that she had already responded to this survey, several months ago' which may have been a reference to the CBA's survey which included some of the same questions. It is possible that others made the same assumption and chose not to respond.

Analysis

- 2.5.15 There were a total of 158 responses to the survey – of these, 92 were complete (i.e. respondents clicked through all of the pages and submitted the survey, even if they chose not to respond to all of the questions asked). 66 were incomplete responses and a further 107 people viewed the introductory page but did not continue to answer any of the questions (some of the same people may have returned on another occasion).
- 2.5.16 Of the 66 incomplete respondents, only 19 reached page 1 of the survey and were deleted from the dataset as they did not answer any questions other than those in the demographic section. The remaining 47 incomplete responses were retained apart from one partial response from someone based in the USA which was removed from the dataset. Two other non-UK respondents (one based in Guernsey and another with an unrecognised postcode) were retained as they gave detailed and seemingly relevant responses. This left a working dataset of 139 survey responses.
- 2.5.17 Respondents were asked if they were currently or had ever been paid professional archaeologists. Those who do not participate in community archaeology in a voluntary capacity were asked not to proceed with the survey, although those who do so in their own time were encouraged to proceed. The ClfA SIG report on community archaeologists (2018) demonstrated that many supervise and assist community projects outside the remit of their paid employment. Four responses from paid professional archaeologists who do not volunteer in their own time were removed. The remaining eleven paid professional archaeologists involved in community archaeology in a voluntary capacity have been retained but analysis of the findings was mindful of this and their responses were considered separately in some of the analyses.
- 2.5.18 The number of responses to the survey allows for general trends to be analysed, such as the views of people who are retired against those who are not, but there are insufficient responses, for instance, from those aged under 25 to make meaningful deductions.
- 2.5.19 The responses to each section of the survey has been considered separately, drawing upon the context given by that specific subset of respondents in answering other questions, rather than those of all respondents as a whole.

Dissemination

- 2.5.20 An anonymised version of the dataset will be made available to anyone who wishes to conduct their own analyses. It is hoped that this will provide a toolset and a starting point for anyone wishing to undertake more specific research about guidance resources on particular topics or in specific areas of the UK.

3 FINDINGS

3.1 Identification of Existing Resources

- 3.1.1 The total number of ‘how-to’ guidance resources identified during this resource review was 356. Although efforts were made to find as many easily accessible guidance resources currently in use by community volunteer archaeologists, it is likely that this represents a minimum number.
- 3.1.2 There is a bias towards online guidance resources as the researchers given that anyone with an Internet connection could potentially find and use these. However, the guides listed in the database and spreadsheet accompanying this report are the result of hours of searching using a variety of different keywords, and checking multiple pages of the search results. This is not necessarily representative of how a community volunteer archaeologist would find guidance resources.
- 3.1.3 The books included are only those mentioned by community volunteer archaeologists during the focus groups or in the survey results. However, not everyone will have ready access to all these publications and there are likely to be other publications in regular use by volunteer archaeologists. Many of the suggestions made in response to the question *‘Thinking about your usual archaeological activities, what are the names of some of the guidance materials you regularly refer to?’* in the online survey were general and did not name specific resources. In particular, people refer to their own reference libraries but do not list the books referred to.
- 3.1.4 In order to distinguish between different resources with similar titles, and to aid future searches of the database, an attempt has been made to classify the resources into the categories described in Table 4.

Type of Resource	Description	Number of Guides
Handbook	A more detailed overview of a subject area and its application (includes different formats i.e. books, video)	163
Template	A sample document intended for reuse	59
General reference	A set of supplementary reference information	14
Step-by-step instructions	A specific set of step-by-step instructions	81
Identification reference	A set of reference information for finds identification	37
Course	A systematic programme of study	2

Table 4 Descriptions and numbers of different resource categories identified

Many of the guides (163 out of 356) provided information and wider context about particular subject areas and their application (i.e. handbooks). However, fewer provided specific step-by-step instructions or template documents to use. The advantage of handbooks is the detail and context to understand a technique and its best practice but a disadvantage is that it does not necessarily equip and sequentially guide someone to undertake it themselves. Only two easily accessible programmes of study (i.e. courses), hosted on FutureLearn were found.

- 3.1.5 The vast majority of the guidance materials (72%) were in PDF format. Advantages of this file format are that it displays the same content and layout regardless of the operating system or device it is viewed on. There are limitations, however, to searching or extracting information from PDFs.

Format of Resource	Number of Guides
Book	33
Excel spreadsheet	2
Online course	2
PDF	255
Video	17
Webpage	35
Word document	12

Table 5 The number of guides in different formats identified

- 3.1.6 The main sources of guidance resources were: national organisations, regionally-based community initiatives, local societies and subject specialists.

Several national organisations (Council for British Archaeology, Maritime Archaeology Trust and the Portable Antiquities Scheme) have produced a large number of guides. A notable proportion of their most recent guides were produced as part of HLF projects (Home Front Legacy 1914-18, Forgotten Wrecks of the First World War, PAST Explorers). This is also the case for charitable archaeological contractors including Oxford Archaeology East (e.g. Jigsaw Cambridgeshire), Heritage Lincolnshire (e.g. Down Your Wold) and MOLA (e.g. CITiZAN). This may be symptomatic that these organisations only have the capacity to produce new resources during fixed-term grant-funded projects. Although an opportunity to produce a detailed and comprehensive set of guidance notes on a specific aspect of archaeological research, it does raise the question of how to revise these again in the future. ISGAP was a cross-sector project to produce standards and guidance in archaeological practice but the website has not been updated.

As one of the national historic environment services in the UK, Historic England regularly produces technical guidance on a wide range of topics. However, these are not typically aimed at a community groups and volunteer archaeologists and many are written solely with professionals in the heritage and planning sector in mind and, as such, may not be accessible or relevant to those undertaking community archaeology projects.

None of the standards and guidance produced by the Chartered Institute for Archaeologists (hereafter CIfA) are included in the list as these are written to regulate the conduct of members and registered organisations of the professional body, rather than inform volunteers and community groups. CIfA technical and professional practice papers, for instance, are only available to subscribed members. The findings of the focus groups and online survey indicate that relatively few community volunteer archaeologists are aware of, let alone consult, CIfA and yet there were many demands for guidance on professional standards and best practice. There is evidently a gulf between the self-regulating professional sector setting and reviewing its own standards for archaeology, and the needs and demands of the community archaeology

sector who also require direction to and training in standards appropriate to the scale and nature of their archaeological investigations.

There are several bottom-up initiatives to produce guidance resources by community groups. These include Leicestershire Fieldworkers, The Faversham Society Archaeological Research Group in Kent. the Community Landscape Archaeology Survey Project based in west Northamptonshire and CBA East Midlands. There are also some readily accessible community archaeology resources produced by local authorities (e.g. Leicestershire, Worcestershire, Suffolk), universities and independent research projects. As local or regional projects, these may not necessarily appear or be selected in Internet searches and yet could have the potential to be used more widely.

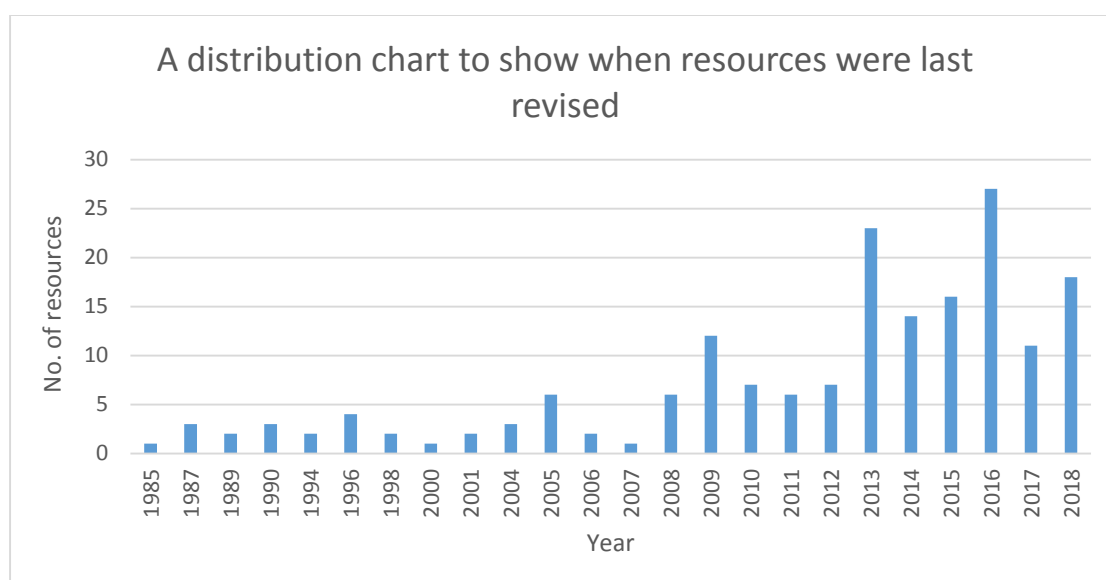
The BAJR Guides series is an interesting exception and represented the largest single collection of guides. These guides have been written voluntarily by a wide variety of different authors in their own time, perhaps to make information more widely accessible, publicise their expertise or to address a shortfall of information on a particular subject area.

Organisation (if applicable)	Number of Guides
Council for British Archaeology	42
British Archaeological Jobs Resource	37
Historic England	30
Oxford Archaeology East	30
Leicestershire Fieldworkers	26
Maritime Archaeology Trust	26
The Faversham Society Archaeological Research Group	24
Heritage Lincolnshire	19
Portable Antiquities Scheme	17
West Yorkshire Archaeology Advisory Service	13
Scottish Coastal Archaeology and the Problem of Erosion (SCAPE)	11
Community Landscape Archaeology Survey Project (CLASP)	10
Access Cambridge Archaeology	9
Leicestershire County Council	7
Museum of London Archaeology	7
Archaeology Soup	6
Heritage Lottery Fund	5
RESCUE The British Archaeological Trust	3
Archaeology Data Service	2
Bamburgh Research Project	2
CBA East Midlands	2
DigVentures	2
European Archaeological Council	2
Suffolk County Council	2
Surrey Archaeological Society	2
Worcestershire Archive & Archaeology Service	2
York Archaeological Trust	2
Cambridge Archaeology Field Group	1
Culver Archaeology Project	1
Historic Environment Scotland	1

Leicestershire Museums	1
Medieval Pottery Research Group	1
Sedgeford Historical and Archaeological Research Project (SHARP)	1
Treasure Trove Unit	1
University of Central Lancashire	1
University of Exeter	1
University of Reading	1
University of Southampton	1

Table 6 The number of guides produced by different organisations

- 3.1.7 Half of the resources identified (179 or 50%) had the date it was first published and/or last revised. A far smaller proportion (27 or 8%) included a reference to the edition of the resource. Of the dated guidance resources, nearly half (86 or 48%) were published or revised in the past five years (2014 onwards). The lack of dates and version control attributed to guidance resources is evidently problematic for community volunteer archaeologists trying to follow the most up-to-date guidance.



- 3.1.8 The largest subject area was identification guides for pottery and Ceramic Building Material (CBM), reflecting the large variety of different regional types of pottery. There are also multiple guides on identifying other types of find (e.g. coins, lithics and faunal remains) as well as processing and conservation.

As well as a large number of guides on excavation and recording, encompassing both larger-scale and targeted test-pit excavation, there are many guides covering non-invasive techniques including building recording, historical research, field survey, field-walking and geophysical survey. There are also a number of general introductions to archaeology and overviews of the fieldwork process.

The themes of recent national community archaeology projects are also evident, with many guides produced as part of the Home Front Legacy 1914-1918 categorised under the subject 'First World War' and the Shorewatch and CITiZAN (Coastal and Intertidal Zone Archaeological Network) guides categorised under 'coastal'. There are many guidance resources on marine archaeology, perhaps reflecting the popularity of the subject and the high output of dedicated organisations and projects.

There are notably fewer guides on the post-excavation and reporting process, besides finds identification. There are 6 guides on reporting and dissemination and only 3 on deposition and archiving. There are also far fewer guides specifically covering aspects of planning and delivering community archaeology projects, such as Health and Safety (although this is touched upon with regard to particular themes and techniques in other guides), insurance, and equality and diversity.

There are relatively few guides about engaging and involving other members of the public in archaeological investigations under the categories of outreach and training, volunteer management, websites, interpretation and press and publicity.

Main Subject	Number of Guides
Pottery and CBM	33
Finds processing and conservation	20
Building recording	19
Historical research	18
Excavation	17
Marine archaeology	17
Recording	17
Field survey	16
Coastal archaeology	15
Field-walking	13
First World War	13
General	13
Coins and small finds	11
Geophysical survey	10
Fieldwork	9
Faunal remains	7
Reporting and dissemination	6
Health and safety	5
Illustration and drawing	5
Photography and photo editing	5
Earthwork survey	4
Geographical Information Systems (GIS)	4
Interpretation	4
Lithics	4
Metal detecting	4
Outreach and training	4
Survey	4
Deposition and archiving	3
Digital data	3
Environmental and geoarchaeology	3
Getting involved	3
Global Positioning Systems (GPS)	3
Human remains	3
LiDAR and laser scanning	3
Metallurgy	3
Photogrammetry	3
Portable Antiquities and Treasure	3
Equality and diversity	2

Graveyard recording	2
Industrial archaeology	2
Landscape archaeology	2
Oral history	2
Stewardship	2
Volunteer management	2
Aerial survey	1
Astronomy	1
Battlefield archaeology	1
Careers	1
Desk-based assessment	1
Garden archaeology	1
Glass	1
Insurance	1
Press and publicity	1
Site evaluation	1
Theory	1
Watching briefs	1
Websites	1

Table 7 The number of guides by main subject

- 3.1.9 Perhaps unsurprisingly for published material, many of the books have particularly descriptive titles which not only indicate the subject area but also the type of guide (e.g. 'A Handbook', 'An Introductory Guide' and 'A Practical Guide'. Some of the digital handbooks also follow this convention but many of the templates and supplementary reference information are more cursory and the context for their use is less evident from the title alone (e.g. photograph register).
- 3.1.10 Most of the resources do not contain guidance specific to a particular location. Of the 72 that do, there are regional- or county-specific pottery guides (e.g. Cambridgeshire), advice relating to devolved nations (e.g. Treasure Trove in Scotland) and particular county authorities (e.g. Leicestershire), as well as project-specific guidance materials for a specific location (e.g. Down Your Wold in Lincolnshire).
- 3.1.11 The path of a URL (or web address) refers to the exact location of a page or file, and is often analogous to the structure of a website. The path is separated by forward slashes after the hostname of the website and includes the file extension (e.g. .pdf or .docx for documents). Some of the URLs indicate that resources are located in a single location (e.g. 'downloads', 'docs' or 'media') but there are some very long pathways to access some files. The longer pathways are more susceptible to becoming broken links if the structure of a website is changed, and make it less likely for search engines to retrieve the content. Content on webpages (including videos on YouTube and courses on FutureLearn) tended to have shortened simpler URLs which are easier to share and to remember.

3.2 Assessment of Existing Resources

- 3.2.1 Very little evidence of formal evaluation of guidance materials was found during the resource review. Several evaluation reports produced for Heritage Lottery Funded

projects were identified (e.g. Down Your Wold in Lincolnshire⁸, Jigsaw in Cambridgeshire⁹) which listed that the guides were produced as an output of training sessions run. Feedback was collected from participants following the training sessions but there was no user feedback about the use and effectiveness of the guides produced afterwards. During fixed-term grant-funded projects such as these, guides are often produced at the end of the project as there are community archaeologists in place to provide support and advice for the duration of the project but afterwards, there is no structure in place to evaluate the impact of guidance materials and share lessons learned with other organisations.

- 3.2.2 The Portable Antiquities Scheme's (hereafter PAS) PAST Explorers HLF project was an exception for having undertaken a usability study of their new website, the County Pages¹⁰ in 2017, half way through their five year project. This was in order to assess the overall ease of use for different types of users performing navigation tasks and to identify obstacles to users finding content they are looking for.

3.3 Focus Groups

New Forest

- 3.3.1 The participants in the New Forest focus group discussed how they accessed guidance materials online and undertook an exercise to search for guides relating to archaeological test pit excavations on the Internet. There were concerns about how to select guidance from credible sources. Certain second-level domain names were perceived as more reliable or relevant (e.g. co.uk and ac.uk) and participants made a point of ignoring promoted search results and those with a perceived commercial focus (i.e. websites of archaeological contractors). These observations informed some of the questions asked in the online survey.
- 3.3.2 One of the issues discovered during the online search activity was that search results often produced links to documents to view or download, which resulted in missing contextual information and supplementary documents on the source website, such as a description of who had produced the guidance. One participant made the observation that when they shop for items online (e.g. books), they look for and rely on reviews from other users to inform their purchases. However, it had not struck them before that they do not apply the same principle when looking for reference information online.
- 3.3.3 Several people within the focus group mentioned that they rely on search engines to find and re-find information rather than bookmarking or navigating the websites of specific known sources:

"You find it because you've Googled something and Google takes you to it and I find, from my own point of view, I find both their websites (BAJR and ClfA) difficult to navigate and not always easy to find the information that you're looking for."

⁸ <https://www.lincswolds.org.uk/discovering/community%20heritage/how%20to%20guide> (05/12/18)

⁹ <https://jigsawcambs.org/resources/guides> (05/12/18)

¹⁰ <https://finds.org.uk/counties/> (accessed 05/12/18)

"It's usually quicker to Google the thing again than it is to find your bookmark."

However, the Internet is not a static repository of information so content will become lost if web hosting is no longer supported or domains are not reregistered. The visibility of a website in a web search engine's unpaid results will depend on factors such as the distance of pages from the root directory of a site, when the content was last updated and the key words added to a webpage's metadata. Therefore, users cannot rely on being able to rediscover information online by using a search engine.

- 3.3.4 The primary means for saving and retrieving online guidance materials mentioned by focus group participants were to save URLs in emails, to download files and to copy and paste into documents for reference:

"I extract material out of websites and convert it into word documents if it's really important."

- 3.3.5 Several participants were adamant that they would not use social media, and it was felt that it could be exclusionary to use social media as the primary means for engaging with volunteers and hosting guidance materials. A couple of people insisted that they liked to receive news and updates by email, as they were readily able to access their accounts from multiple devices and could save and search for information in emails and attachments. They would only go to content on if it was signposted in an email directed to them:

"I'm perfectly happy to look at a video on YouTube but I wouldn't go to YouTube to look for one."

This indicates a more passive attitude to receiving information rather than actively seeking it or engaging in public forums online, which has implications for community volunteer archaeologists becoming aware of and accessing resources.

- 3.3.6 In discussing the pitch of existing guidance materials, there was a general preference for shorter, simpler 'how-to' guides which summarise the key information they need to know and signposting to further reading and resources for more in-depth information they might want to know:

"You want references where appropriate for further reading and to lead you to that but the more simple and straight forward for me, and the more procedural, the easier it is to follow through. There's a gift to producing things like that I think."

"You read a lot of things and then realise it's looking at something much more extensive than what you're planning."

- 3.3.7 There was still a desire to have ready access to more in-depth guidance in order to read around a subject, and many people liked to refer to books to find more detailed information and context. There was an awareness of the limitations of books which can become quickly outdated. Participants mentioned that they had their own personal reference libraries, as well as access to public authority libraries and reference libraries at the New Forest Heritage Centre and the University of Southampton.

- 3.3.8 Many of the comments given in the focus group related to concerns around best practice, both in terms of doing what was required by the local authority but also in terms of following national professional standards:

“There’s two levels to it, isn’t there? As you say, there’s that generic level which would apply to any project and then you’ve got specific (National Park) ones.”

The concerns about following professional standards were not limited to working in a protected landscape, as participants mentioned confusion about trying to follow best practice issued by a range of different organisations such as Historic England and Natural England as well as the National Park and county authorities. There seemed to be a desire to have proformas which set out *“a combination of the local details alongside the national higher level guidance”* which could be adapted to their circumstances:

“I’ve never found a risk assessment online where you can sort of go, here, you can just use this. Cross out these sections here... that’s one of the things that I looked for and couldn’t find.”

One participant mentioned that they would produce their own checklist to ensure that they had followed a procedure correctly and could troubleshoot issues:

“I would print off a copy of the manual of some type to refer to but then also try to have a checklist so that if you have a problem you can do a quick fire run through to see what’s gone wrong.”

- 3.3.9 All of the participants had been invited to the focus group because they were known to the NFNPA’s Community Archaeologist. Given this local support, many of the participants mentioned that they would prefer to consult the NFNPA Archaeology team for advice rather than seek guidance materials. This was particularly true of the people who volunteered as individuals for the NFNPA and had been trained and involved in activities by the authority, as opposed to those who were members of community archaeology groups who undertake their own investigations. For the most part, this was because they were well versed in their responsibilities for undertaking research in a protected historic environment and wanted reassurance and approval that they were following best practice. One of the focus group participants belonging to an organisation with national research interests said:

“Outside that it’s very different because you don’t have that framework. We’re very lucky to have [NFNPA Community Archaeologist] I think in this area. It makes a huge difference.”

Cambridgeshire

- 3.3.10 Three of the nine focus group participants mentioned during the discussion that they encounter difficulties using screens. Two of them said that they liked to read printed information to have a break from using computer screens which made them feel tired for lengthy periods:

“My eyes aren’t brilliant when I’m using a screen and so I refer back to books more often than I do a screen.”

The third participant said that he finds a lack of contrast can make it difficult to use screens in bright sunlight and was wary about using computers outside for fear of damaging them. One other focus group participant said that he has issues perceiving colours, both on screens and in print. In the pre-meeting questionnaire, the focus group participants had been asked to indicate if they had any specific disabilities or

learning conditions but none of them had described themselves as having a visual impairment or requiring adaptations to read information in print or on screen.

- 3.3.11 As well as finding them easier to read, several of the participants mentioned that they preferred to print hard copies of digital files and Internet pages for ease of reference and to take out to site:

"I tend to print them off and keep them so I can refer back to them."

Members of the group expressed issues when printing digital material as *"quite often, webpages are not formatted properly to be printed out."* One participant said they used the bookmarking applications Instapaper and Pocket to refer back to specific webpages, but was the only person in the two focus groups to mention doing so.

- 3.3.12 Like the New Forest focus group, the Cambridgeshire group also expressed a preference for short simple 'how-to' guides to refer back to, or *"noddy notes"* as described by one participant. Again, a couple of individuals also said they liked to be directed to background information to read around a subject further. In relation to guides on geophysical survey, one participant said *"they don't explain some things about background and context that I'm looking for. They may be perfectly satisfactory in terms of enabling us to make the machine work but not always understanding what's happening."* There was still a general preference to be taught what to do by a specialist in the first instance and know that there was someone they could consult if they encountered problems:

"I like to be shown something and have a go and ask questions. If it's a guide or if it's online, you can't ask questions, you know, if you don't understand."

Unlike the New Forest group, the Cambridgeshire group discussed finds identification in greater depth and there was more contradiction in the responses compared to discussion of 'how-to' guides for undertaking a technique. Some people clearly felt that current finds guides are too simplistic and they wanted access to much more detailed and comprehensive descriptions and images. Others felt there was no substitute for handling the actual material or commissioning a specialist to identify finds.

- 3.3.13 All of the five community groups represented in the focus group had used proformas produced by professional organisations, including those written by Oxford Archaeology East (OAE) as part of the Jigsaw Cambridgeshire HLF project, but others cited were Cambridge Archaeological Unit (CAU), Access Cambridge Archaeology and MOLA. Focus group participants liked to refer to examples of reports, desk-based assessments, risk assessments and excavation context sheets. It is interesting to note that participants relied on personal recommendations of other community volunteer archaeologists and circulated adapted versions between one another, rather than using the originals verbatim:

"Once we'd adapted ours to our use, we then lent them to [another group] and we gave them examples of what we'd used. What they did with them, I don't know. We lent them what we'd done and said this works for us."

"When we started fieldwork we used the proformas, for example, for context sheets and what you decide to put on a context sheet and how do you interpret the

requirements of a context sheet... The Cambridgeshire units didn't do it in the same way as each other. We actually adopted a version of, we had copies of OAE and CAU's summaries, but we actually used one which was a sort of summary of the MOLA one which was brought to us by somebody else. From another group... So, it was other people's experience that we drew on straight away rather than something online or worked out by ourselves."

- 3.3.14 In the search task, there was a clear preference for guides produced by familiar or local organisations, with several guides produced by Cambridgeshire-based groups singled out. A participant said *"the ones that you tend to pick up are the ones you know the name of which happens to be someone local or county wide so, you know it's going to be applicable to your area and it's the same if, you know, county council requires the reports to be in this style."* Not only was there wariness about using guidance produced by organisations they had not heard of, some participants were put off by the use of acronyms which do not describe who the organisation is:

"What does that stand for? Who are they?"

- 3.3.15 During the search task, the focus group recognised that they were doing a search of the Internet at one point in time and that they might not become aware of new relevant material:

"I think some sort of central repository, maybe sort of, quality controlled would be useful because personally I know I waste a lot of time trying to find guides."

Members of a couple of different community groups represented in the focus group said that they are often leading other people who are not familiar with archaeology at all. This meant that they wanted simple guides, not just for their own use, but to issue to people with no prior experience of archaeology and the terminology and techniques used. They also felt they needed to be confident in a protocol to teach others how to use it, and would therefore be less likely to adopt new guidance resources if they did not already have direct experience of using it themselves.

- 3.3.16 The areas of best practice which concerned the Cambridgeshire focus group were health and safety and data protection as it was felt that general guidance on these matters was not aimed at small voluntary organisations and they were unsure if they were following current best practice.

Comparison of the New Forest and Cambridgeshire Focus Groups

- 3.3.17 Both focus groups had locally specific means of sourcing support with contacts in professional and voluntary archaeology to consult but both groups felt there was a lack of national centralisation and standardisation. Known and local sources of information were preferred above others, and the participants liked personal recommendations from other community volunteer archaeologists.
- 3.3.18 The overwhelming preference of the two focus groups was for simple reference 'how-to' guides with clear signposting to best practice and sources of additional more detailed information. The participants were also keen to emphasise that they also wanted access to specialist training and consultation.

- 3.3.19 Many of the comments on formats reflected personal preferences, rather than indicating significant trends. The wide-ranging views expressed during the focus groups indicate that it is very difficult to find one model to fit all preferences, and the importance of consulting the target user group to find out what they would like to use, particularly given they may not be aware of new and different methods or have very specific or surmountable prejudices.
- 3.3.20 There was differing emphasis in the line of questioning led by the moderators of the New Forest and Cambridgeshire focus groups in order to allow for more relevant topics to be discussed and to allow further probing of new avenues of insight as they arose. This does make reaching a consensus difficult when transcribing the comments of individuals from the New Forest and Cambridgeshire focus groups, and the following CBA North-West focus group summary appears more conclusive.

CBA North-West Focus Group

- 3.3.21 In their discussion of guides used in the last year, the CBA North-West focus group participants thought that guides produced by Historic England provided *“good in-depth information”* but were not really ‘how-to’ guides giving instructions. They expressed interest in a *“quick guide with a link to more professional standards”*. They thought the BAJR guides were better pitched at community volunteer archaeologists and covered a wide range of useful topics.
- 3.3.22 The MOLA(S) archaeological site manual is described as a *“useful resource”* by the focus group participants, but its application is inconsistent between different projects. They felt that there was *“a general lack of standardization amongst organisations”* and that they sometimes received *“conflicting information”* from professionals.
- 3.3.23 The quantity of information to be found online was considered ‘overwhelming’ by the CBA North-West focus group participants, and they were concerned about unhelpful or incorrect resources. They suggest that a *“central point of reference”* with a depository of guidance materials, information on training and best practice, and an online forum for *“interaction with experts”* would be helpful.
- 3.3.24 The CBA North-West focus group notes include a detailed discussion about the training and support received when learning practical skills such as how to excavate. They felt that *“hands on experience”* was crucial but that guidance materials can be *“helpful to refresh skills such as levelling”* on excavations. In relation to building survey, the focus group reported that some participants preferred to read the theory behind a practical skill first and then put it into practice, whereas others preferred to try something out and then read up about it afterwards. One of the strengths of video sharing platforms such as YouTube was that instructions could be readily re-watched.
- 3.3.25 With regards to finds identification, the consensus of the CBA North-West focus group was that *“there is a gap between very simple, easy to access guides, and academic resources which are overly detailed and not accessible”*. In particular, finds identification guides need to reproduce colours accurately.
- 3.3.26 They were the only focus group to mention that they had had difficulties getting hold of information due to authors being protective of their research and skills.

3.3.27 The participants *“felt strongly”* that future guidance materials should be created with specialist support from people experienced in training and teaching.

3.3.28 In the closing statements, there was mention that community volunteer archaeologists also require support with other aspects of running community archaeology projects such as health and safety, data protection, insurance and liability and codes of conduct.

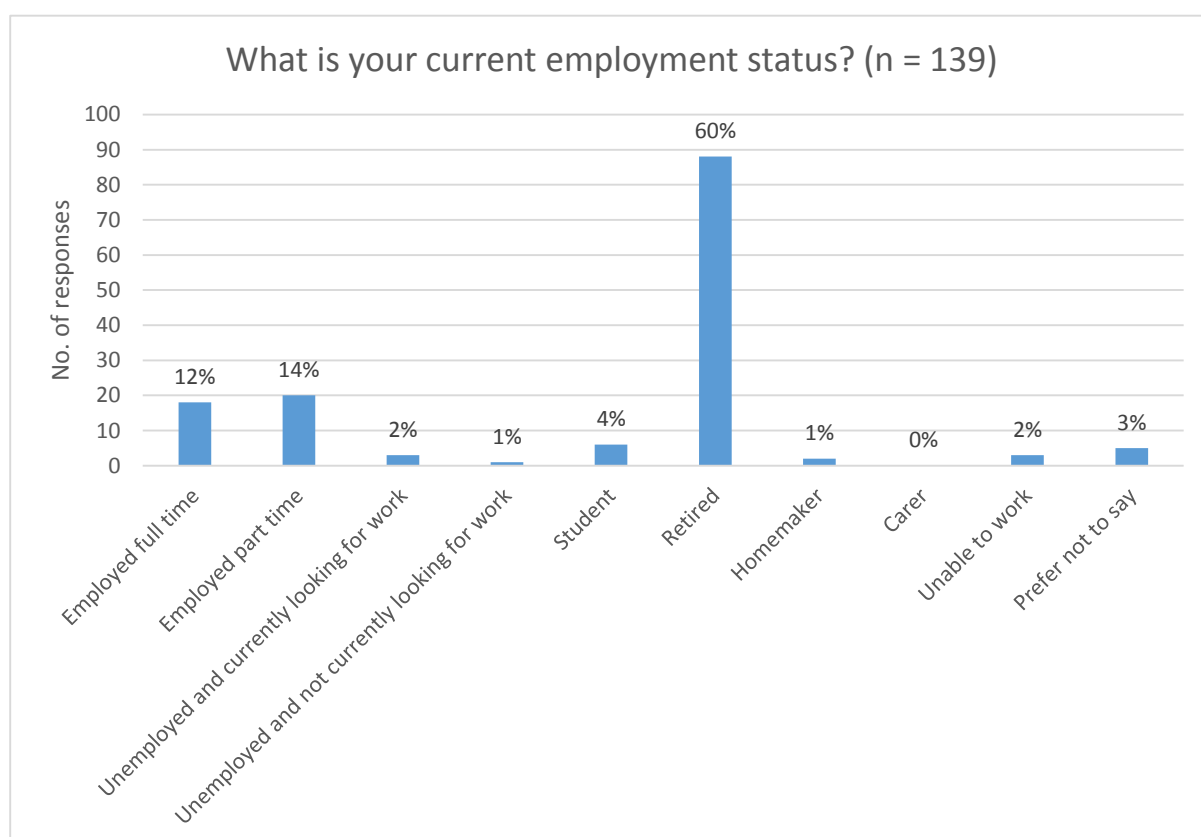
3.4 Online Survey

3.4.1 Some of the statistics do not add up to 100% due to errors from rounding up or rounding down.

Demographic Information

3.4.2 There are more responses than respondents as people could choose more than one option. The question was formatted on this basis following testing with volunteers beforehand. For instance, four of the six students who responded chose more than one option.

The majority of respondents (60%) indicated that they are retired, and 26% indicated that they are employed (see chart below).



3.4.3 Eleven respondents (8%) indicated that they are currently employed in a paid position in the archaeological sector (see chart below). These respondents were shown a message asking them to proceed only if they undertake community archaeology projects in a voluntary capacity (and not as part of paid employment). Of these, four work full time, six work part time and one is formally retired but also works part time.

Nine respondents (6%) indicated that they have been employed in the archaeological sector previously. Eight of these respondents are retired, and one is unemployed and currently looking for work.



3.4.4 One hundred and thirty-five (97%) of the respondents provided recognisable postcodes. The vast majority of respondents with recognisable postcodes were based in England (90%). There was a concentration of responses from the postcodes in close proximity to the New Forest National Park (see Figure 1 below).

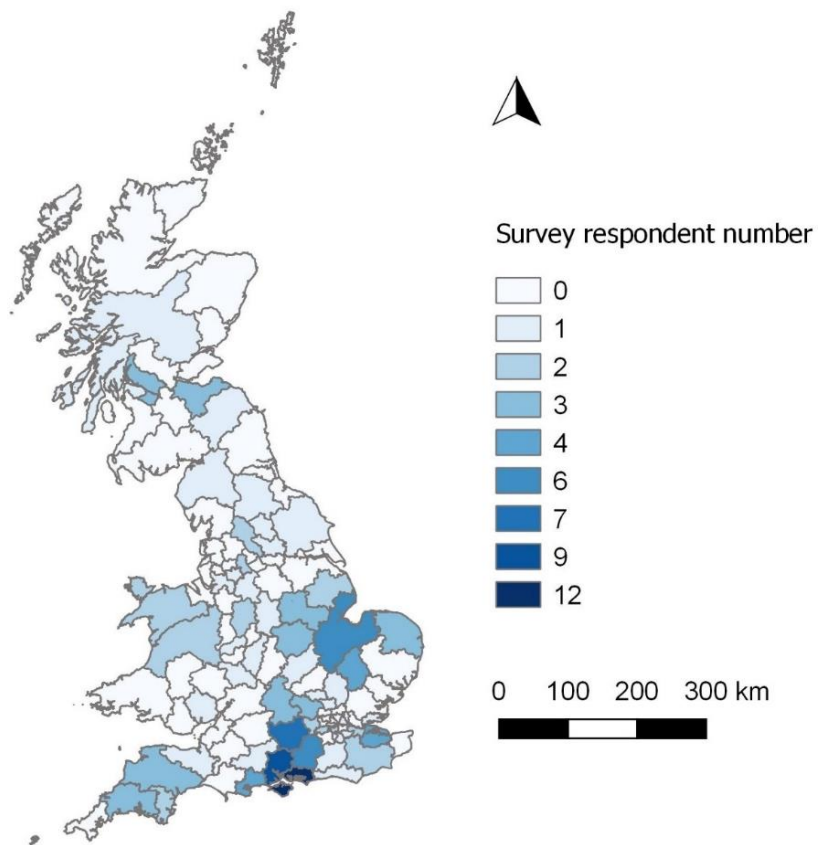


Figure 1 Map to show the distribution of survey respondents by postcode (excluding Northern Ireland ($n = 1$) and the Channel Islands ($n=1$))

Postcode	Location	Number (n = 135)
AL	St Albans	1
B	Birmingham	1
BD	Bradford	2
BH	Bournemouth	4
BN	Brighton	1
BR	Bromley	1
BT	Belfast	1
CA	Carlisle	1
CB	Cambridge	4
CR	Croydon	1
DA	Dartford	2
DE	Derby	1
DL	Darlington	1
E	East London	1
EH	Edinburgh	3
EX	Exeter	3
G	Glasgow	3
GU	Guildford	6
GY	Guernsey	1
H	Harrogate	1
HP	Hemel Hempstead	3
IG	Ilford	1
LE	Leicester	3
LL	Llandudno	2
LN	Lincoln	2
LS	Leeds	1
LU	Luton	1
M	Manchester	1
ME	Medway	4
NG	Nottingham	3
NN	Northampton	1
NP	Newport	1
NR	Norwich	3
OL	Oldham	2
OX	Oxford	3
PA	Paisley	1
PE	Peterborough	6
PH	Perth	1
PL	Plymouth	3
PO	Portsmouth	12
RG	Reading	7
RH	Redhill	1
SG	Stevenage	1
SK	Stockport	1
SL	Slough	2
SO	Southampton	9
SP	Salisbury	1
SS	Southend-on-Sea	1
ST	Stoke-on-Trent	2
SW	South West London	2
SY	Shrewsbury	2
TA	Taunton	1
TD	Teviotdale	1
TN	Tunbridge Wells	2
TQ	Torquay	2
TW	Twickenham	2
W	West London	1

WA	Warrington	1
WR	Worcester	1
WV	Wolverhampton	1
YO	York	1

Table 8 The number of survey respondents by postcode

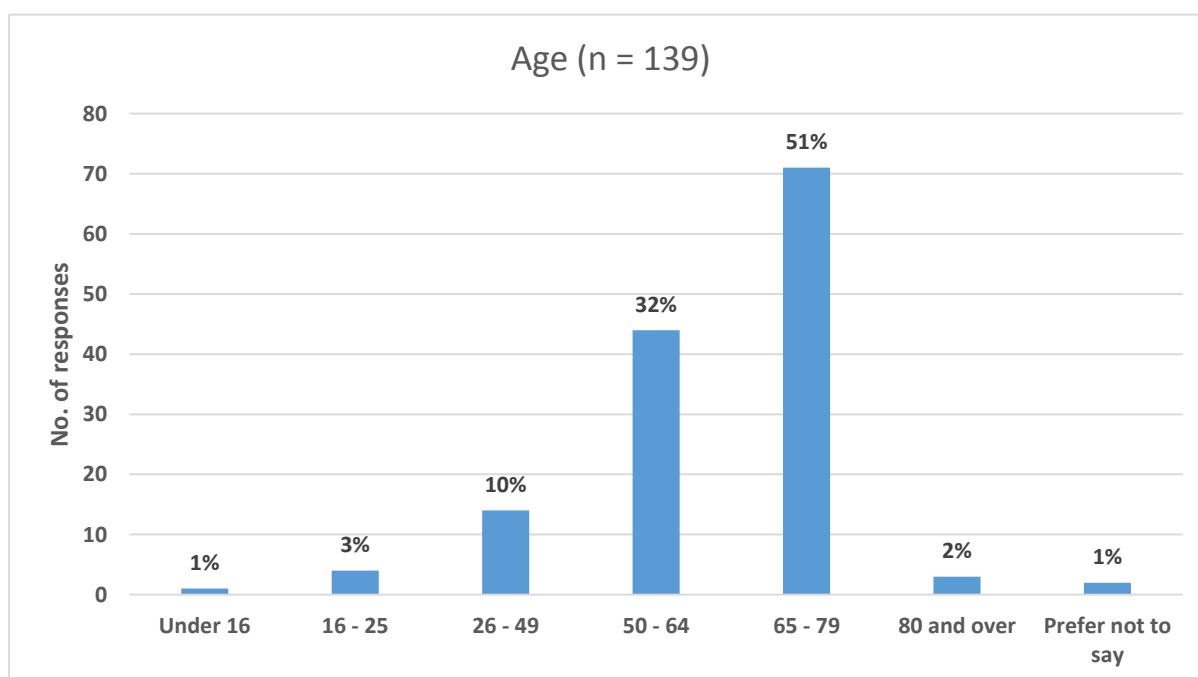
Country	Number (n = 139)
Channel Islands	1
England	122
Northern Ireland	1
Scotland	9
Wales	2
Incomplete/not recognised	4

Table 9 The number of survey respondents by country

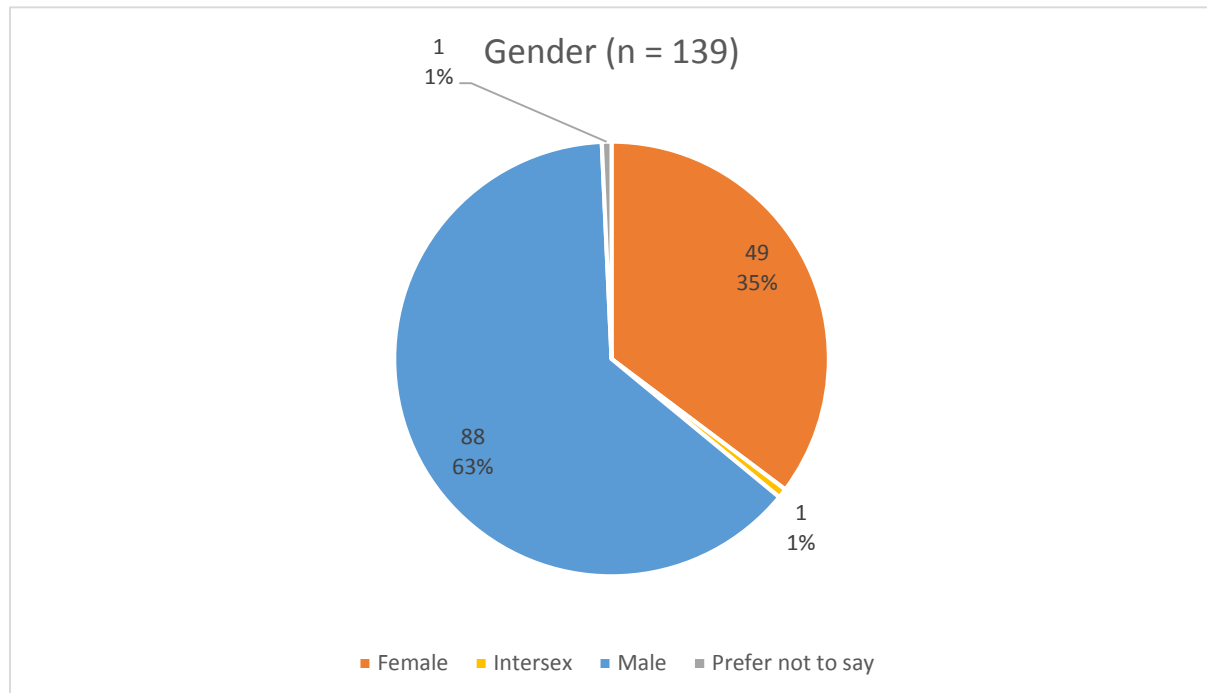
3.4.5 The majority of respondents were aged over 65 (53%) and a large proportion were in the 50-64 age bracket (32%). The CBA's recent survey on community archaeology in the UK (Frearson 2018) similarly found that 53% of individuals who responded were aged 61 or over.

In this study, 75% of those aged over 50 were retired. The percentage of retired people rises to 92% in those aged 65 and over.

Only 14% of respondents were aged 49 or under, either suggesting that these individuals are not engaged in community archaeology or have been underrepresented in the survey responses. Frearson (2018) also reports a lower response rate from younger individuals to the CBA's survey on community archaeology in the UK, indicating that future research needs to target low returns from this age group.

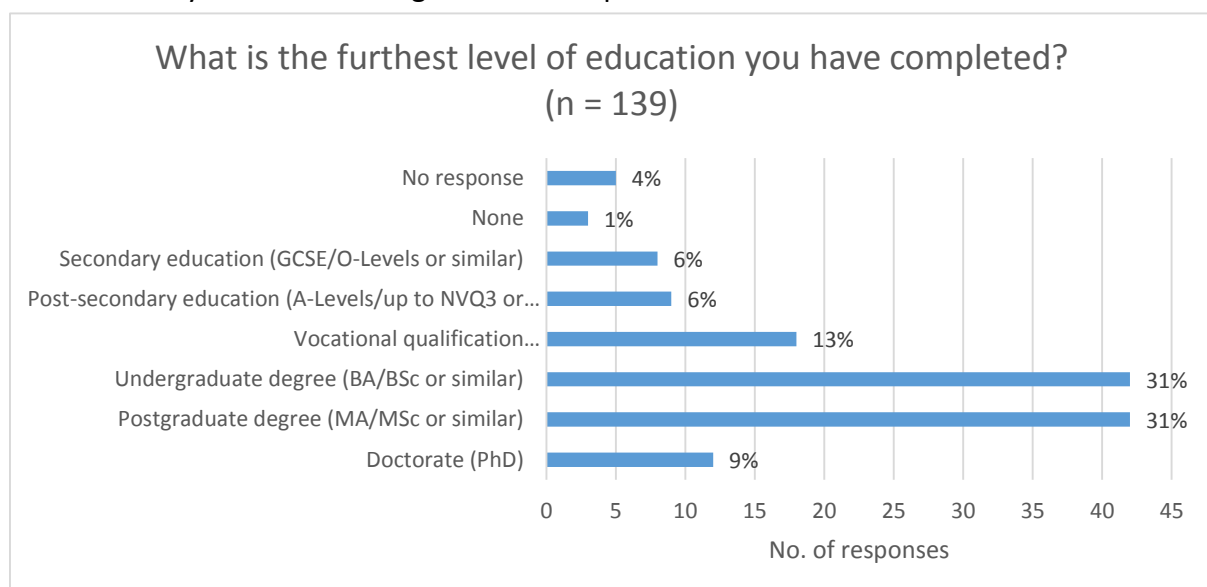


3.4.6 The majority of respondents identified as male (63%), and a significantly smaller number identified as female (35%). One person identified as intersex (1%) and one person preferred not to say. It is concerning that fewer women responded to this survey and there is not equal representation of their views. A consideration for future research would be whether there is equal and representative engagement in community archaeology of people identifying as male, female and intersex.



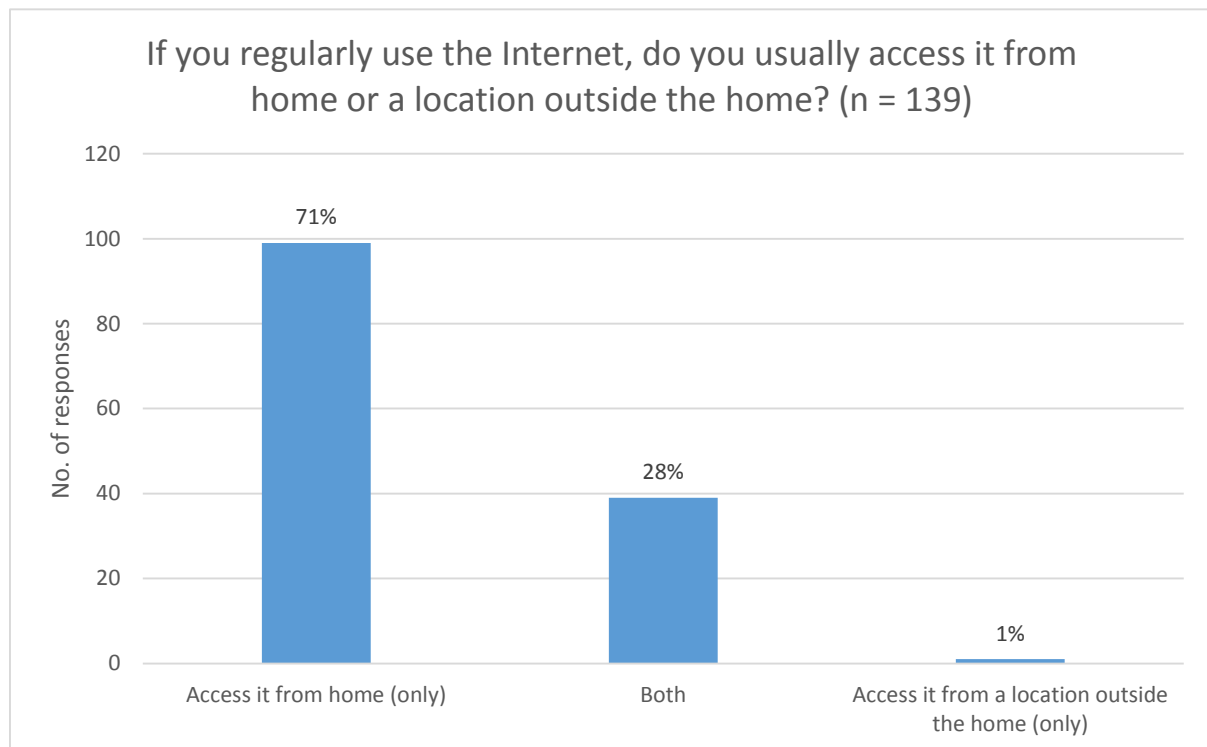
3.4.7 The majority of respondents were educated to degree level (71%). A far smaller number of respondents had either not completed any education (2%) or secondary education (6%). A slightly larger proportion had completed either post-secondary education (6%) or vocational qualifications (13%).

Of the respondents who indicated that they are currently students, five of the six were already educated to degree level. Respondents were not asked to indicate whether



they had any formal qualifications in archaeology, which may be worth asking in future research.

- 3.4.8 The majority of respondents access the Internet only from home (71%), with a smaller proportion accessing the Internet both from home and another location outside. Only 1% of respondents usually only access the Internet outside the home. This would seem

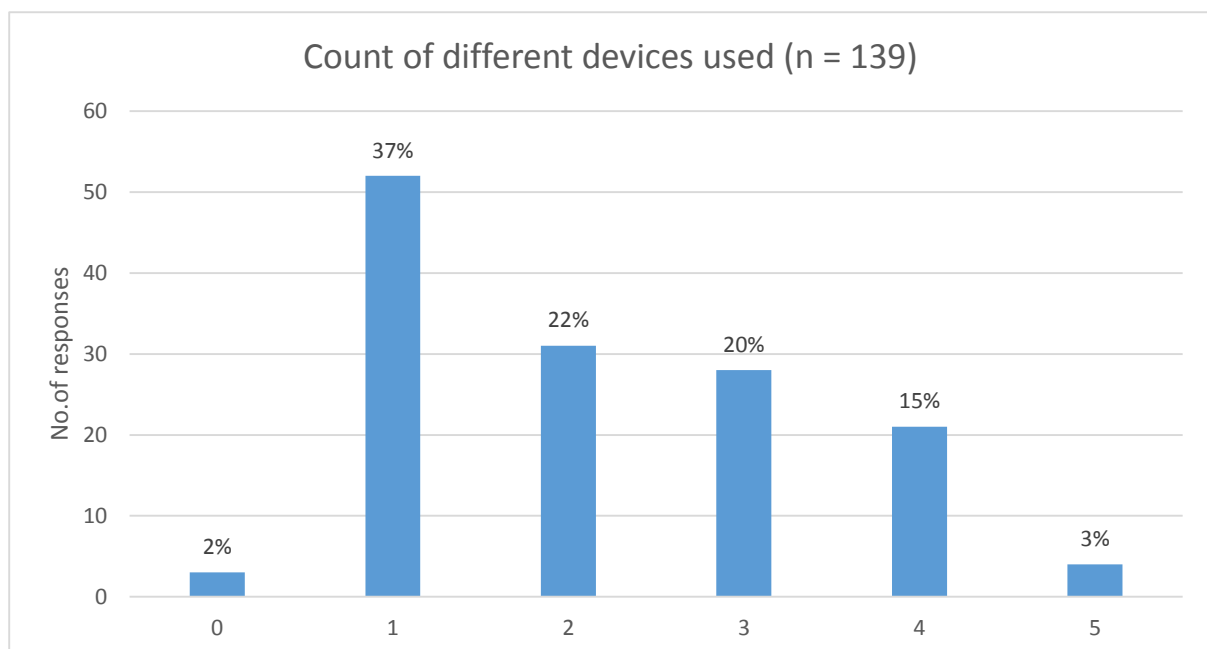
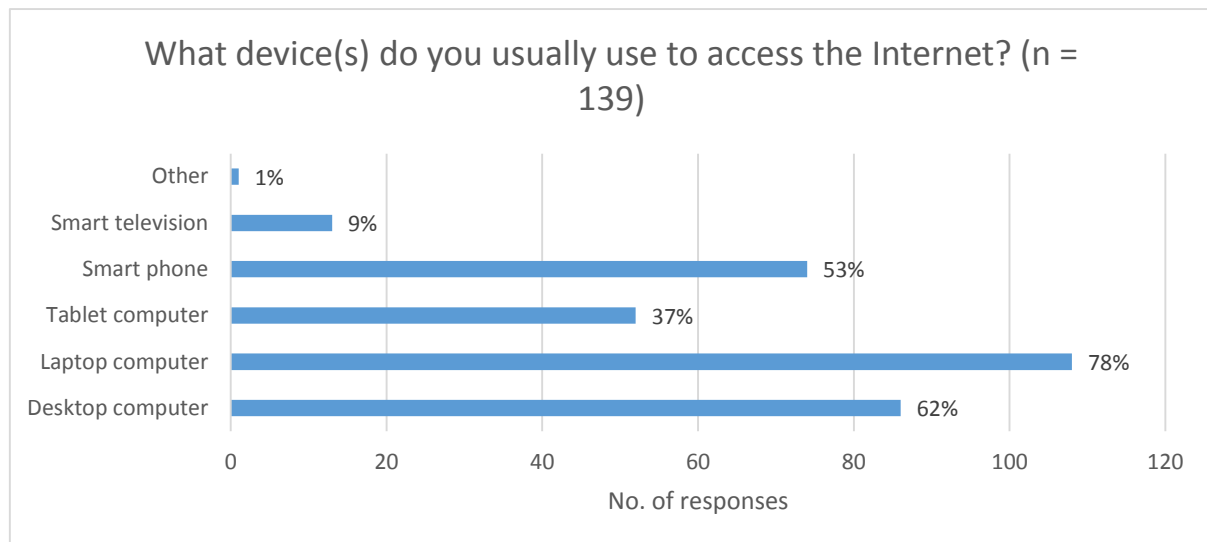


to suggest that community volunteer archaeologists have ready access to the Internet and are not dependent on accessing the Internet from other locations such as local libraries. Again, this may be a self-fulfilled result given it was a web-based survey and had been primarily advertised by email and on social media and those who found it easiest to complete the online survey did so.

- 3.4.9 Laptop computers are the most common device used to access the Internet (78%), but a majority of respondents also use desktop computers (62%) and smart phones (53%). One respondent answered 'other' and specified they usually used an Xbox game console to access the Internet along with a desktop computer, laptop computer and smart phone.

Eighty of the 139 respondents (58%) usually use a mobile device (i.e. smart phone or tablet computer) to access the Internet.

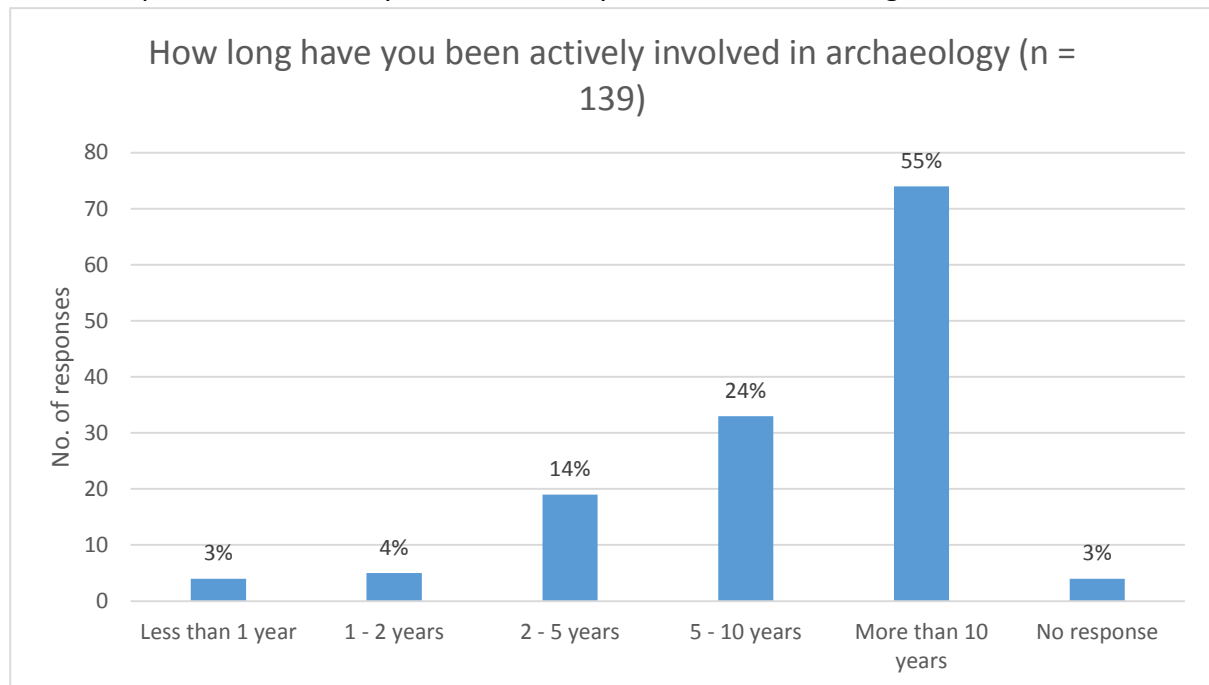
The majority of respondents usually use more than one device to access the Internet (60%).



Archaeological Experience

3.4.10 The majority of respondents have been actively involved in archaeology for ten or more years (55%), and only 7% of respondents had been involved for under two years. Without the respondents who are either currently employed in the archaeological sector or have been in the past, the majority of survey respondents have still been involved in archaeology for ten or more years (59 out of 115 or 51%).

This may suggest that the majority of community volunteer archaeologists have a significant duration of experience and that people only feel more confident in leading their own archaeological investigations after developing skills and experience over many years. It might also suggest that experienced volunteers were self-selecting to respond to this survey and community volunteer archaeologists who have not been



involved for very long are underrepresented in the data.

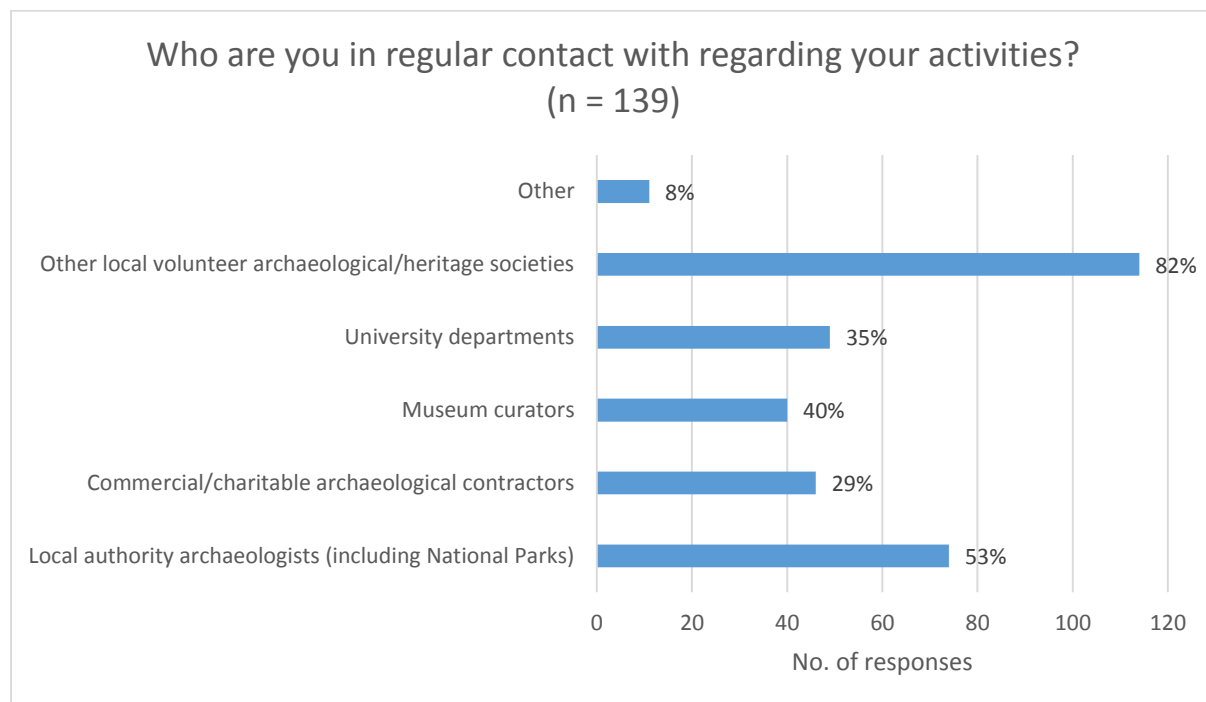
3.4.11 The majority of respondents are in regular contact with other volunteer archaeological and heritage societies (88%). This suggests that there may be potential for knowledge and skills exchange in already established networks.

Just over half are in regular contact with local authority archaeologists (53%). This is concerning if it means that community volunteer archaeologists are not seeking advice before undertaking archaeological investigations or reporting on the outcomes to their local authorities. It may, however, indicate that a smaller number of group representatives are liaising directly with local authorities on behalf of their other members.

Eleven respondents indicated that they were in regular contact with other people and organisations in the archaeological sector which included:

- *Historic England*
- *National Trust*
- *Finds specialists*
- *Cadw*
- *RCAHMW*
- *HLF*
- *Nautical Archaeology Society*
- *A community archaeologist (not specified)*

- *Finds Liaison Officer*
- *Archaeologists in the family*



3.4.12 Respondents could select more than one option to indicate why they were involved in community archaeology. The highest rated answer was *'I have a general interest in archaeology'* and the majority of respondents also indicated that they are involved because they find it fun (65%), sociable (53%) and they want to acquire more archaeological knowledge (60%). About half (49% including people who are who have been paid archaeologists, 51% when excluding this group) indicated that they were involved in community archaeology in order to develop their archaeological skills which may reflect the overall experience of the respondents.

Only 10% responded to say that they are involved because they want to pursue a career in archaeology. This was not restricted to the younger respondents, with about a third of those indicating they were involved in order to pursue a career in archaeology (5 of 16) aged 50-64.

Twenty-one people gave other reasons for being involved in community archaeology and these included:

"I do not regard activity organised by our local group as always 'community archaeology.'"

"I have skills I can share, especially project management, photography and drone photography."

"I volunteer for my local archaeological society, as I want to support them."

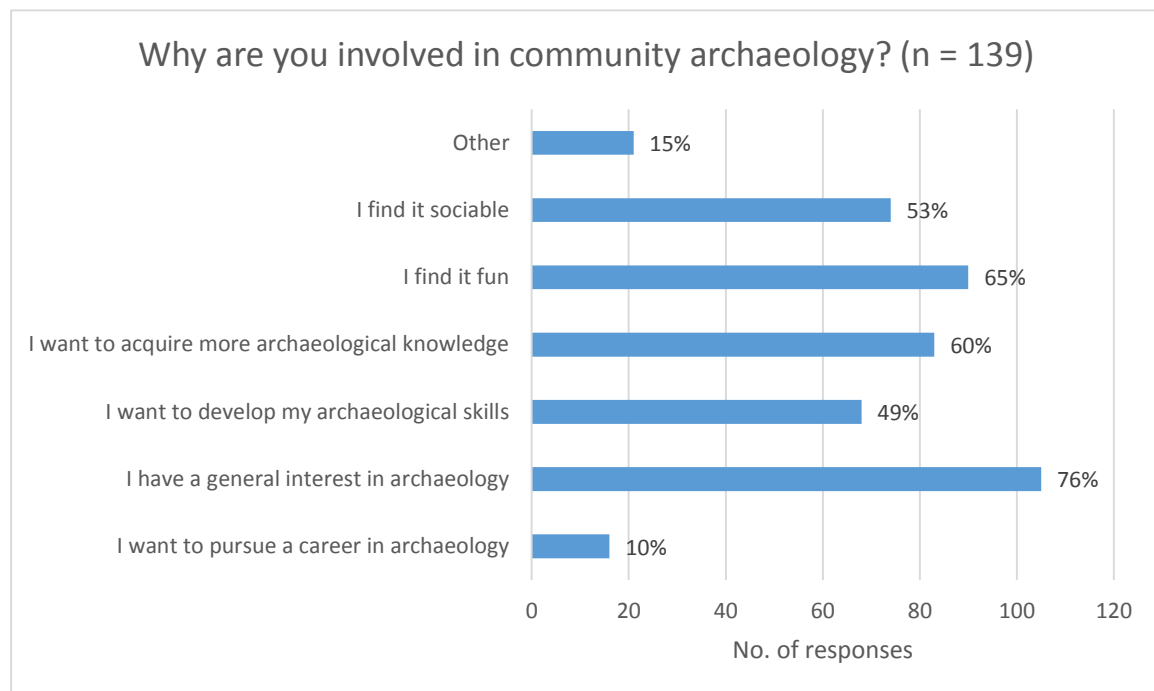
"To share skills and inspire/educate/research."

"Part of degree studies."

"I'm employed in archaeology and people ask me to help."

"I want to raise the value of community-led archaeology."

"To understand both the local and wider history and heritage."



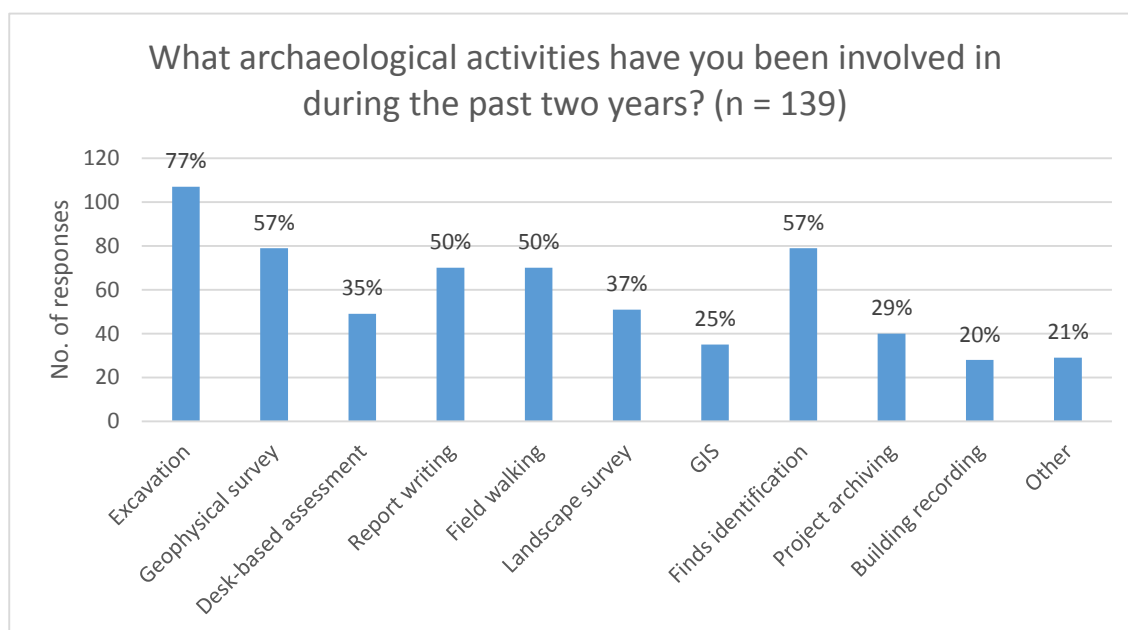
3.4.13 The most common archaeological activity that respondents had been involved in during the past two years was excavation (77%), with the next most popular activities being geophysical survey (57%) and finds identification (57%).

12 respondents (9%) indicated that they had not undertaken any archaeological activities in the past two years.

29 respondents (21%) gave other responses. Many of these activities are covered in a later question about archaeological experience in the survey asking *'What other aspects of running an archaeological project have you been involved in during the past 2 years?'* The *'other'* responses to this question included:

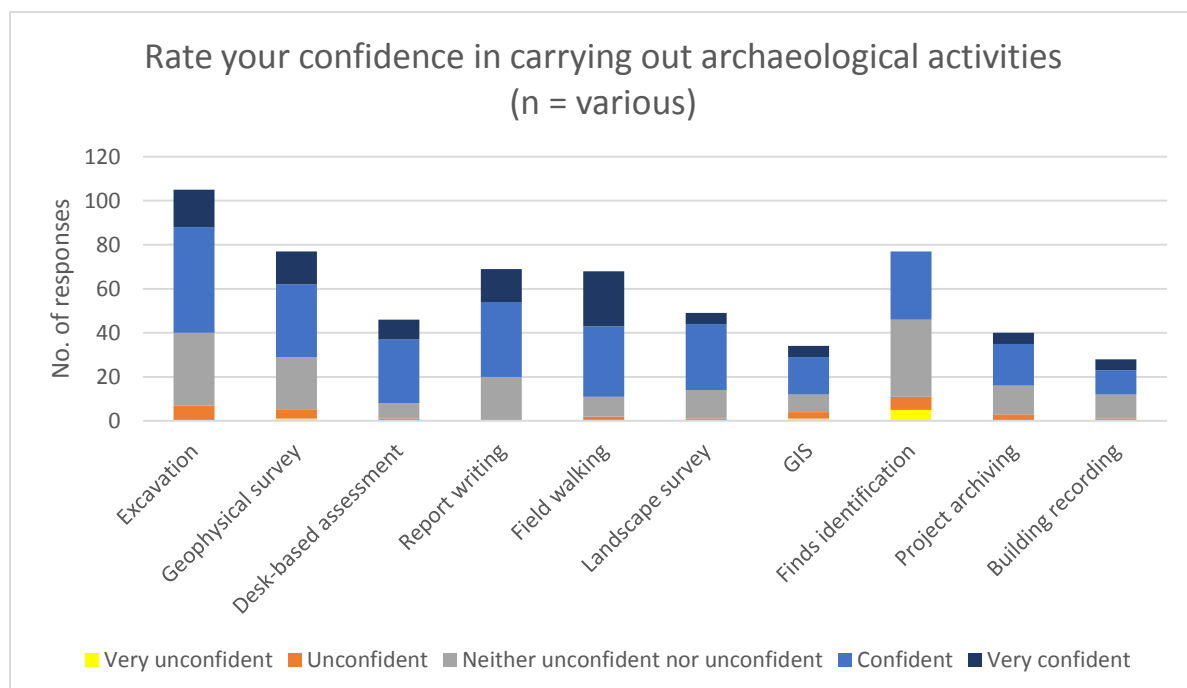
- *3D imagery, drone imagery, finds photography, aerial image research*
- *Archiving museum collections*
- *Chair of Trustees of Archaeological Charity*
- *Clearance around sites at risk*
- *Condition monitoring*
- *Experimental archaeology*
- *Finds washing*
- *Analysis of LiDAR*
- *Metal detecting*

- *Part time course*



3.4.14 After indicating which activities they had been involved in during the past two years, respondents were asked to rate how confident they were in carrying out these activities. They were not invited to rate their confidence in activities they had not been involved in.

Overall, most respondents indicated that they were relatively confident in carrying out the archaeological activities they have undertaken in the past two years. The activity



that respondents felt most confident in carrying out was field walking. The only activity that nobody indicated that they felt very confident in was finds identification.

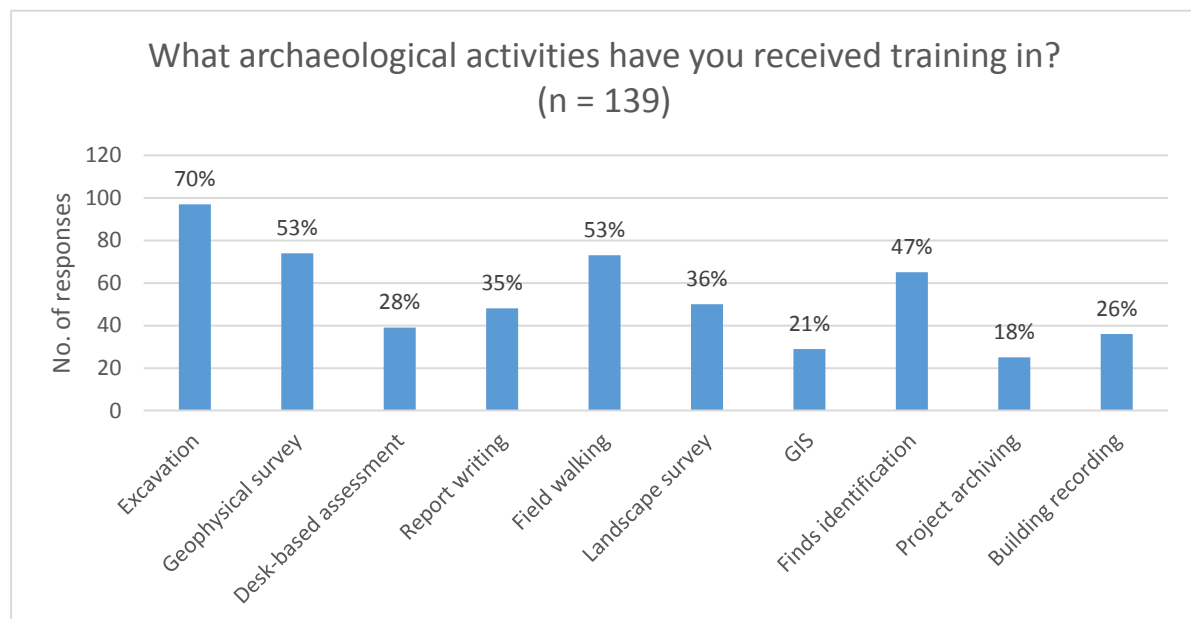
3.4.15 The archaeological activity that most respondents had received training in was excavation (70%) which is marginally fewer than the proportion of respondents who have taken part in excavation in the past two years (77%).

The activity that fewest respondents had received training in was project archiving (18%). 24 respondents (17%) indicated that they had not undertaken any training for these activities.

It seems that more people are undertaking archaeological activities than have received any formal training in them, and particularly in post-excavation activities such as report writing and project archiving.

Those who had responded to say that they had undertaken ‘other’ archaeological activities in the past two years, were given the chance to specify what other training they had received. Several cited degree courses or specified that they had received no other training. Other responses included:

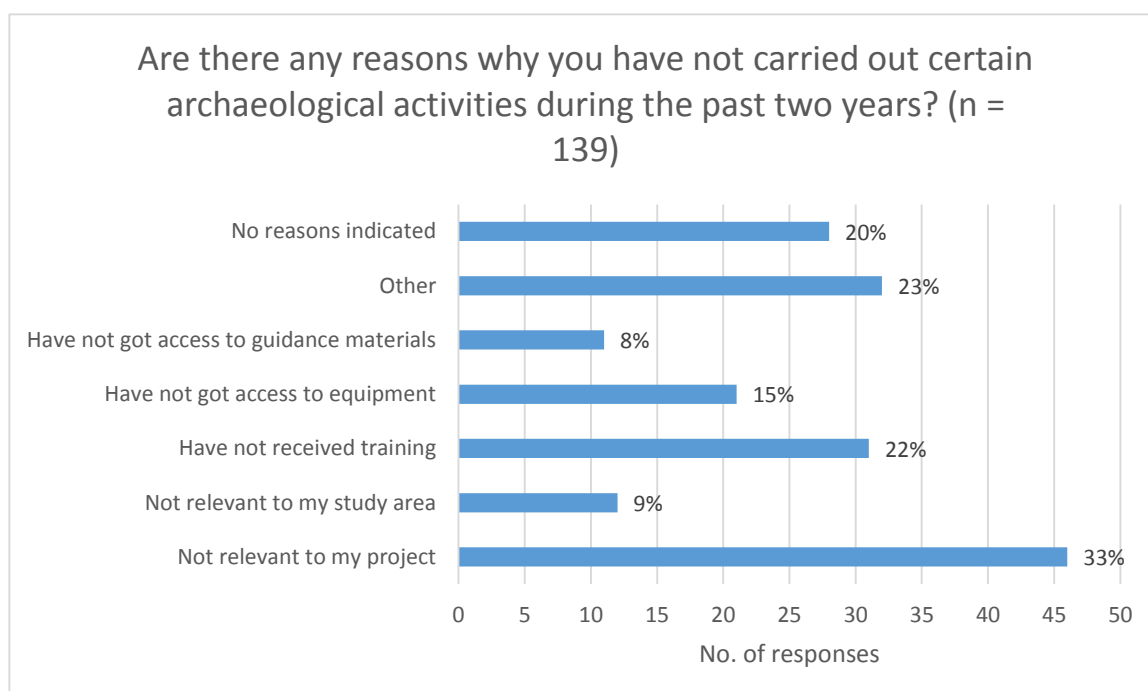
- *Aerial photography interpretation*
- *Environmental*
- *Excavation directing*
- *Museum exhibits*
- *Osteology*
- *Outreach*
- *Teaching*





3.4.16 When asked why they had not carried out certain archaeological activities during the past two years, 20% of respondents did not give an answer. A further 38% indicated that it was because the activities were either not relevant to their study area or their project. Only 8% indicated that it was because they did not have access to guidance resources. Thirty-two people gave other responses in answer to this question. Many of these were concerned with not having sufficient time, not having a suitable opportunity or having a prohibitive physical illness. Other answers included:

- *Brought in experts*
- *Getting permissions*
- *Have not got financial support*

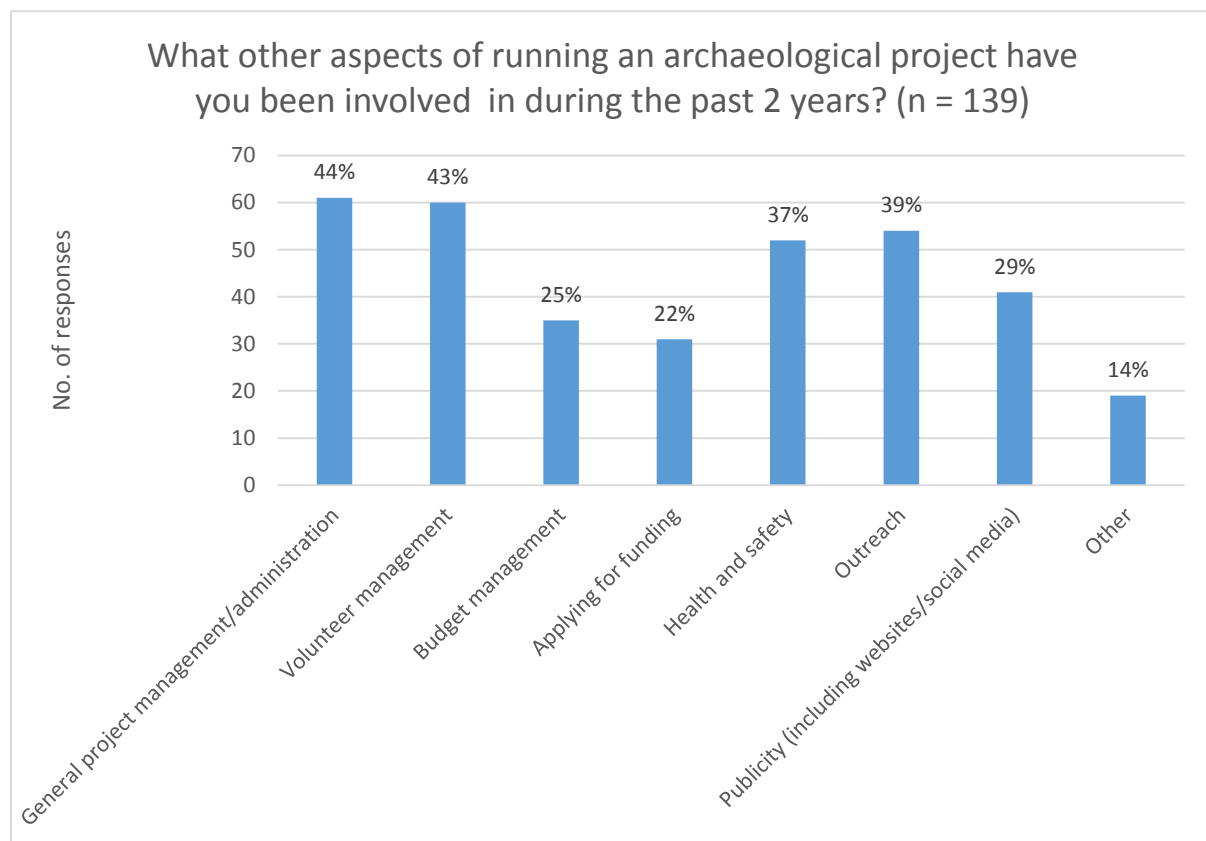


Frearson (2018) also asked why groups and individuals did not usually take part in certain archaeological activities as part of their usual annual activities in the CBA's 2018 survey of community archaeology in the UK. One of the most common responses was that community volunteer archaeologists felt they lacked the knowledge or expertise (this was addressed in the resource review by asking respondents to rate their confidence in carrying out the separate activities). Another interesting observation to note from the CBA survey is that a lack of funding was identified as a major problem for younger age groups.

3.4.17 The majority of respondents (65%) have undertaken other aspects of running an archaeological project in the past two years with 49 respondents (35%) indicating that they had not. More people had been involved in general project management, volunteer management, outreach and health and safety. Fewer respondents had undertaken publicity, budget management or funding applications.

19 people (14%) responded with 'other' answers. Many of these were to answer that they had done none of these other aspects, or elaborated on those that they had. Other responses included:

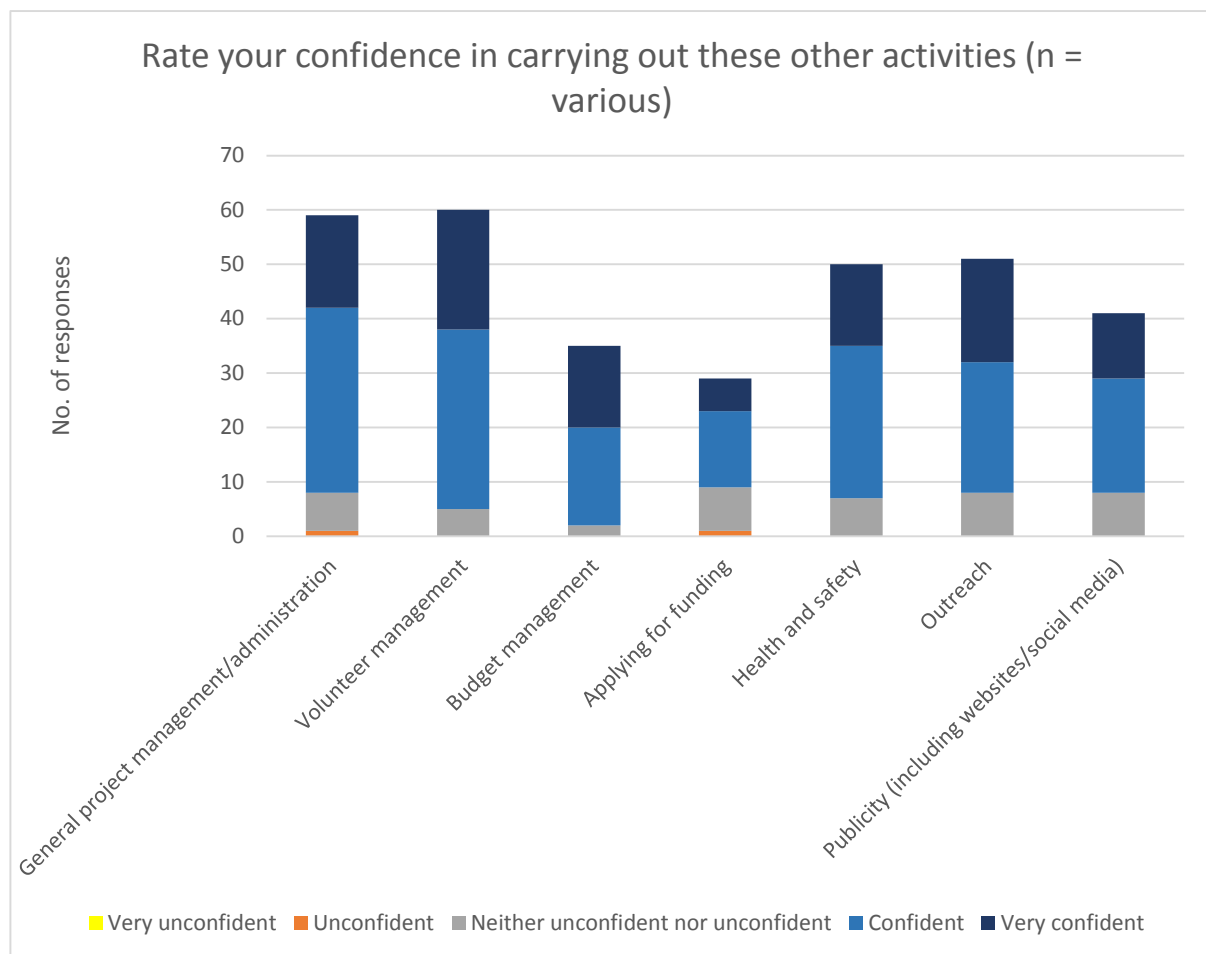
- *Displays at events, exhibitions*
- *Haven't run a project yet*
- *Presentations to U3A landscape history group*
- *Running seminars*
- *Site Director*



3.4.18 The majority of respondents indicated that they were either confident or very confident about carrying out these other aspects of running an archaeological project. 97% of respondents who carry out budget management indicated that they were either confident or very confident, whereas 69% of those who had applied for funding were either confident or very confident.

Only one respondent indicated that they felt unconfident carrying out general project management/administration, and only one respondent felt unconfident in applying for funding.

It is likely that the people self-selecting to undertake these tasks are people who have prior experience and expertise.



3.4.19 Again, far fewer people undertaking these aspects of an archaeological project have actually received formal training in doing them. Just over half of respondents undertaking Health and Safety duties in their community archaeology projects have received training (52%) but only 19% of people applying for funding have received training.

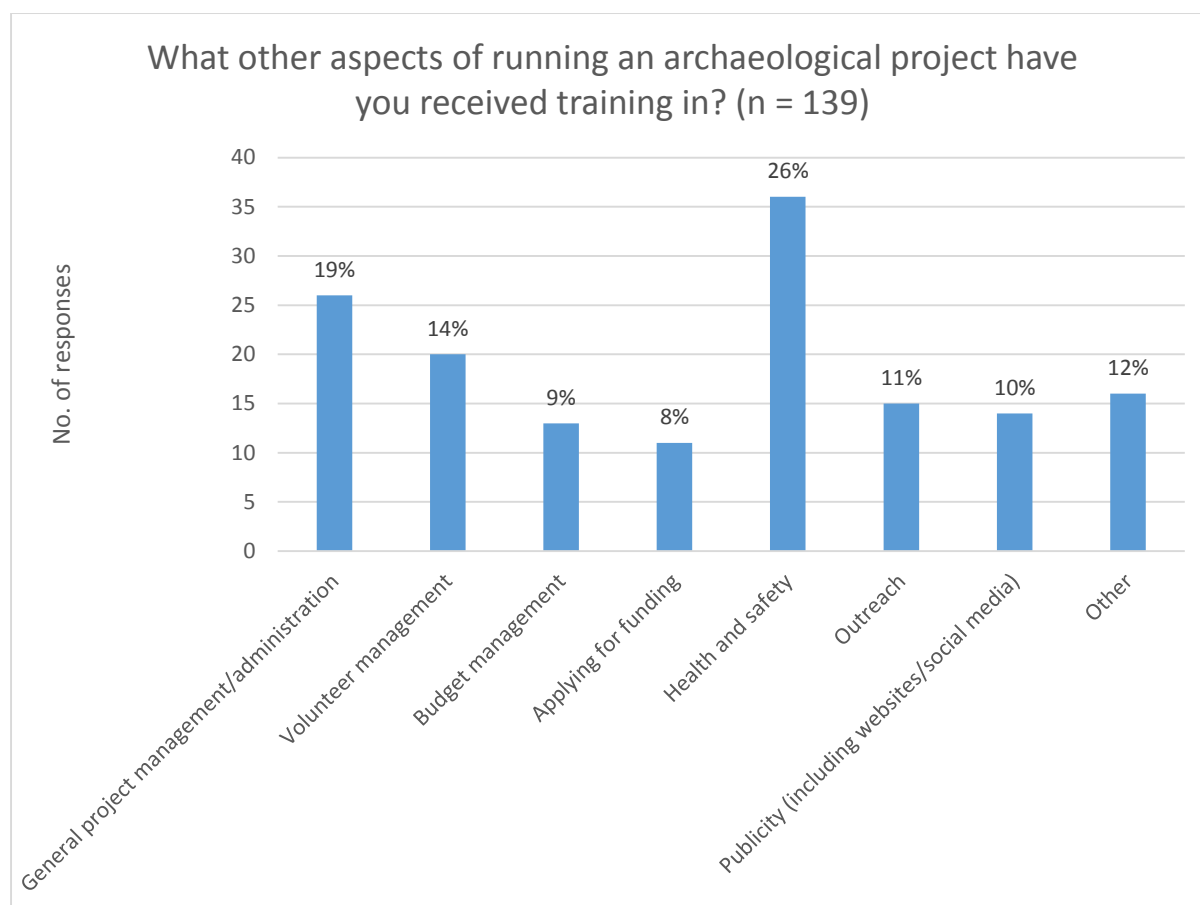
Those who responded to say that they had undertaken other training (12%) were asked to specify. Most of these said they had either received no training or had transferred skills learnt elsewhere. The 'other' responses included:

"I used previous experience in career and brought those skills."

"It's all from previous non archaeology based experience just translated into archaeology field."

"With the exception of my MA, I am mostly self-taught and learnt from personal experience, not through formal training."

The results indicate that there is a lack of formal training for these aspects of carrying out archaeological projects, and that there may be potential for skills exchange by those people who have developed these skills through other life experiences.



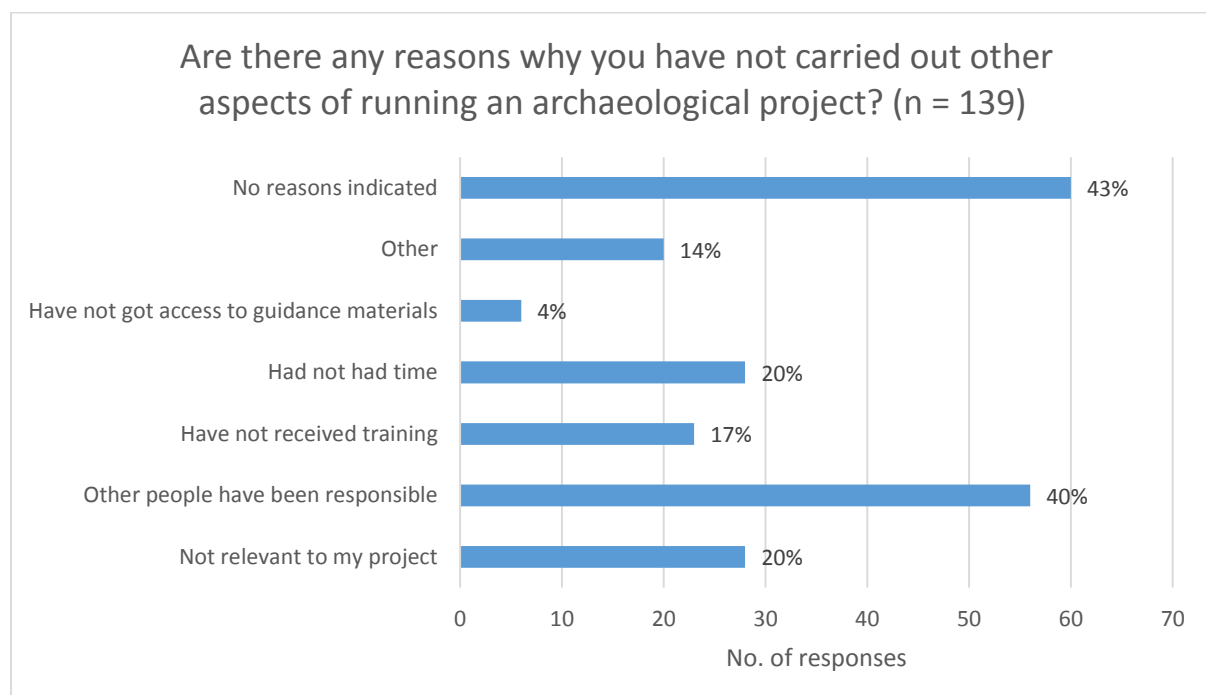
3.4.20 Many respondents (43%) gave no reasons for why they had not carried out other aspects of running an archaeological project. A further 40% indicated that other people had been responsible for these other aspects of running an archaeological project.

Very few respondents indicated that they had not carried out these other aspects of running an archaeological project because they had not got access to guidance materials (4%).

20 people (14%) responded with ‘other’ answers. Many of these answers reiterated that they did not have time to undertake these activities, that their age or physical health were prohibitive or that these activities were not necessary or relevant to their projects. Other responses included:

- *Have not got financial support*
- *Not interested in management aspects*
- *Too busy running a history/archaeology group*

The results seem to indicate that there is a significantly smaller subset of people taking responsibility to manage, fund and promote self-led community archaeology projects than the number of people who take part in the activities they organise. This is a concern to community archaeology groups reliant on a few individuals if those people are no longer able or available to run their archaeological projects.



Learning Preferences

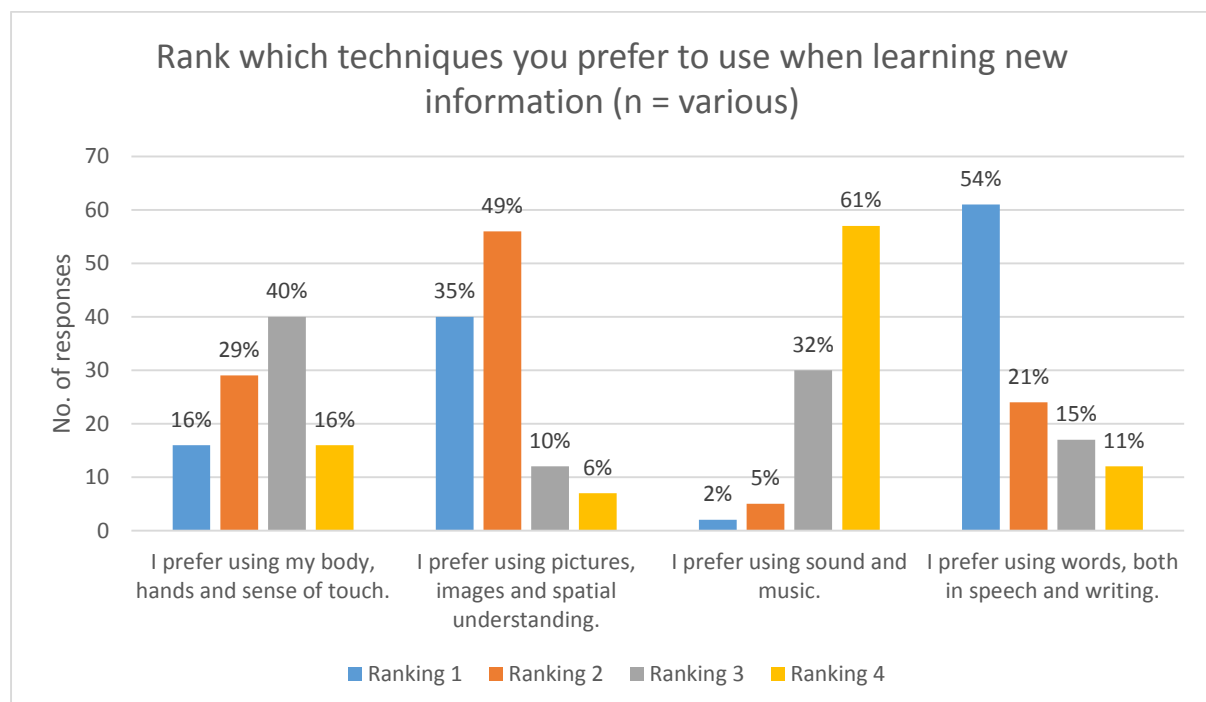
3.4.21 For all of the questions in this section, respondents were asked to rank the statements in order of preference (with ranking 1 as their top preference) as most people do not have distinct firm learning styles. The main purpose of this section was not so much to

define and categorise people's learning styles but contrast how they self-identify with their behaviour, biases and comments in the subsequent Practical Exercise section.

3.4.22 When asked which techniques they prefer to use when learning new information, the order of preference was:

- Ranking 1 *'I prefer using words, both in speech and writing'*
- Ranking 2 *'I prefer using pictures, images and spatial understanding'*
- Ranking 3 *'I prefer using my body, hands and sense of touch'*
- Ranking 4 *'I prefer using sound and music'*

The majority of respondents self-identified as primarily verbal (54%) or visual learners (35%), with a far smaller number identifying as kinaesthetic (16%) or aural learners (2%). This may reflect the main learning and teaching methods that people have been exposed to rather than their innate preferences. Respondents were not asked to answer in relation to learning new archaeological information, but are likely to have had this in mind when answering.



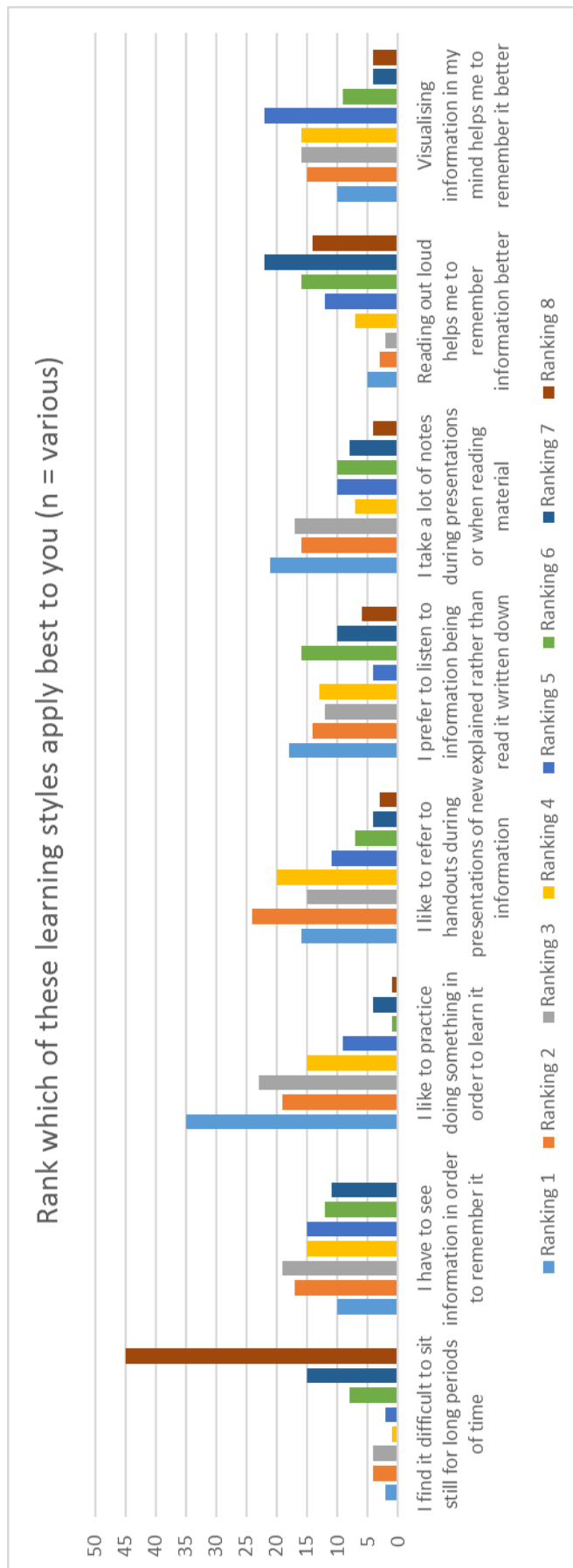
3.4.23 When asked which of these learning styles applies best to you, the order of preference was:

- Ranking 1 *'I like to practice doing something in order to learn it'*
- Ranking 2 *'I take a lot of notes during presentations or when reading material'*
- Ranking 3 *'I like to refer to handouts during presentations of new information'*
- Ranking 4 *'I prefer to listen to information being explained rather than read it written down'*
- Ranking 5 *'Visualising information in my mind helps me to remember it better'*
- Ranking 6 *'I have to see information in order to remember it'*

- Ranking 7 *'Reading out loud helps me to remember information better'*
- Ranking 8 *'I find it difficult to sit still for long periods of time'*

Despite only 16% of respondents identifying as primarily kinaesthetic learners in the previous question, the most popular statement on learning styles related to practice doing something. Although a trait often associated with kinaesthetic learners, the lowest ranked statement was *'I find it difficult to sit still for long periods of time'*. The next most popular statements (ranked 2 and 3) about taking notes and referring to handouts both related to verbal learning which was the method most respondents (54%) in the previous question had identified with.

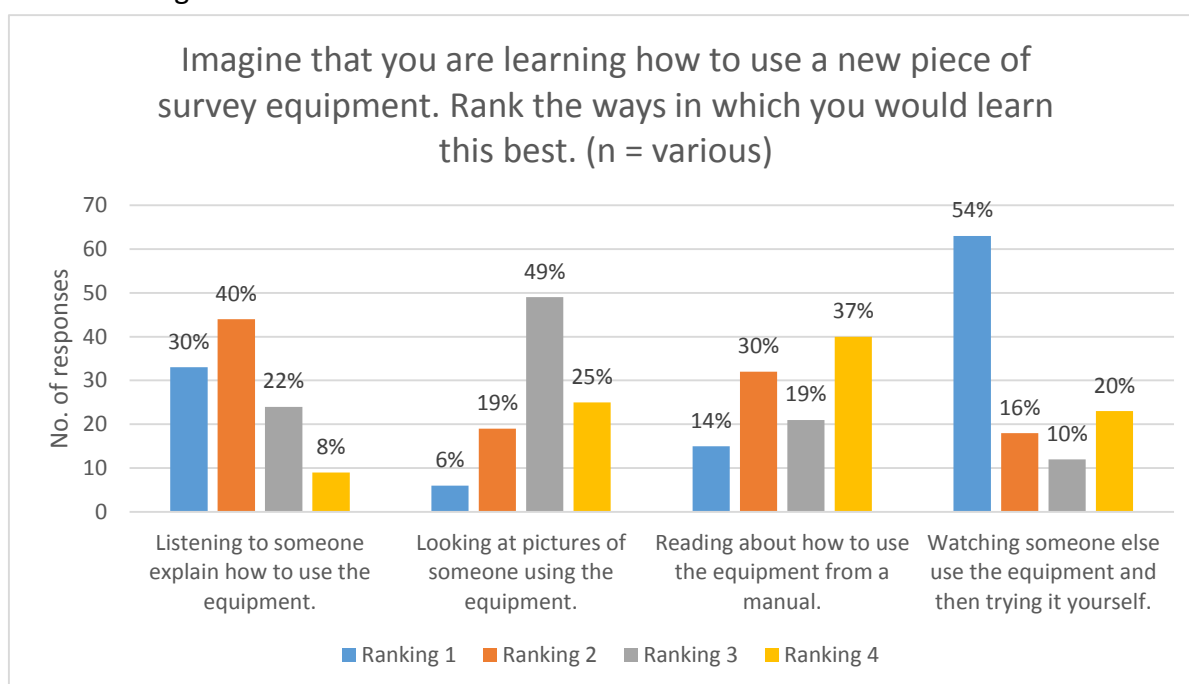
Again, it's likely that people were selecting statements which related to methods that they had either encountered or particularly related to learning new information related to community archaeology.



3.4.24 When asked to rank the ways in which they would learn best how to use a new piece of survey equipment, the order of preference was:

- Ranking 1 *'Watching someone else use the equipment and then trying it yourself'*
- Ranking 2 *'Listening to someone explain how to use the equipment'*
- Ranking 3 *'Looking at pictures of someone using the equipment'*
- Ranking 4 *'Reading about how to use the equipment from a manual'*

Although most respondents initially identified as verbal learners, when asked to think about how they might learn a practical skill such as using a new piece of survey equipment, most people wanted to observe a demonstration and practice using it themselves (54%) which is consistent with the top preference indicated in the last question. Far fewer people felt confident that they would learn best how to use a new piece of survey equipment by looking at pictures of someone using the equipment or reading about it from a manual.



Practical Exercise 1 - Video

3.4.25 The video was hosted on YouTube and embedded in the survey.¹¹ It showed someone talking about the function of the buttons on the control panel of a resistivity meter.

¹¹ <https://youtu.be/VsP80wVGVbA> (accessed 29/11/18)

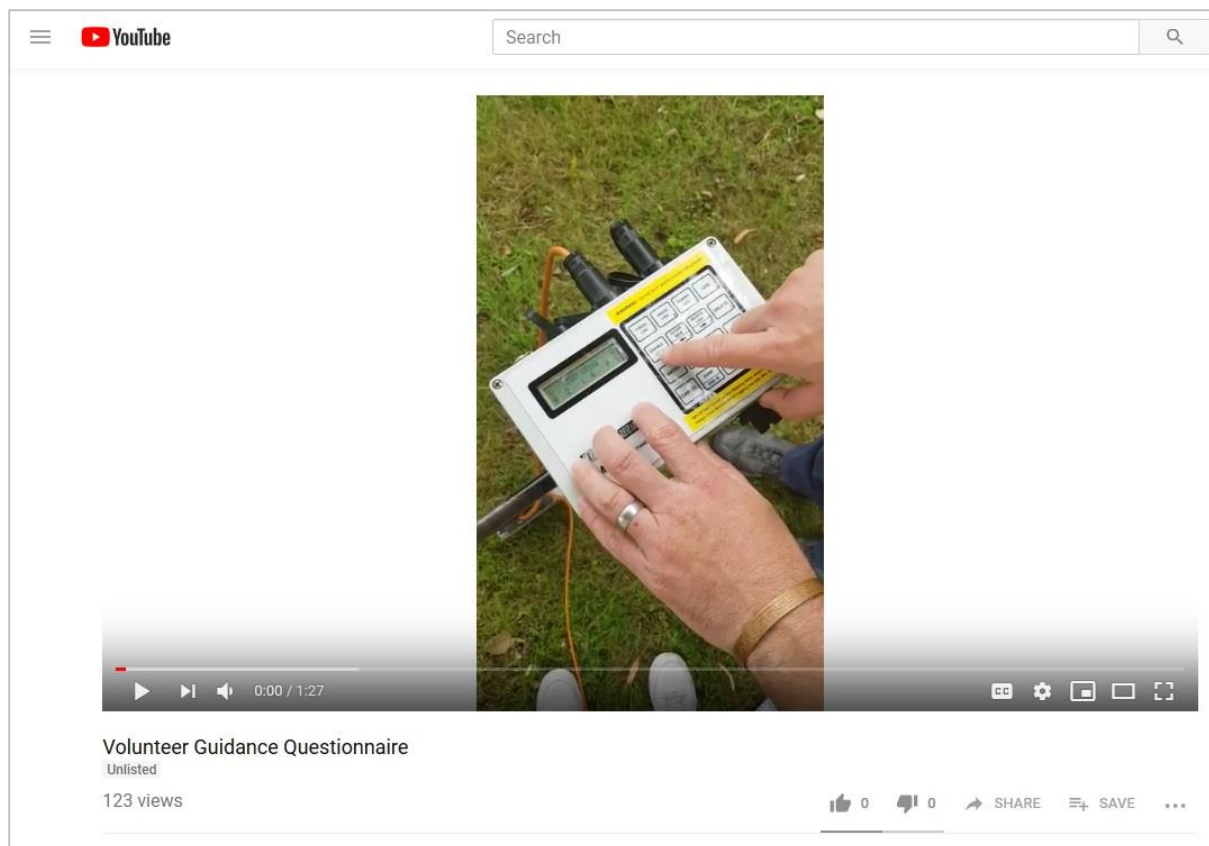
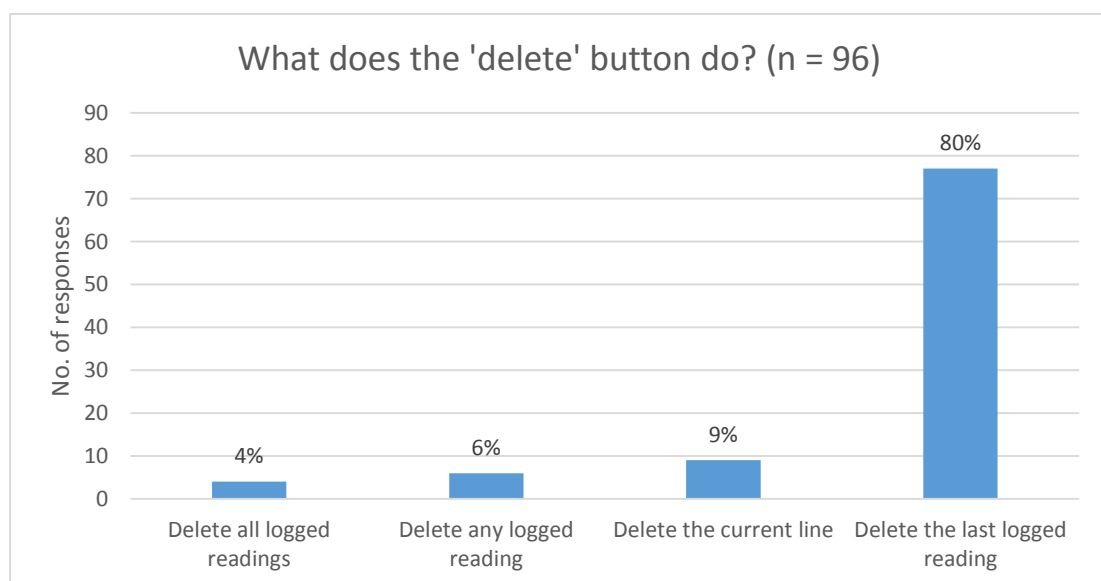


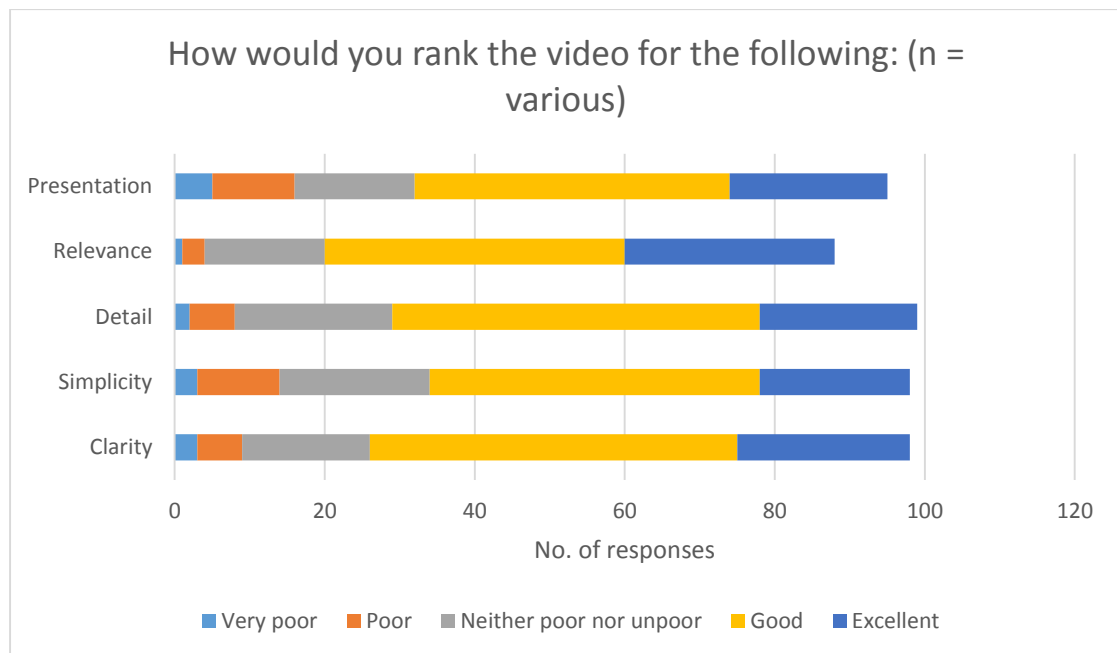
Figure 2 A screen shot of the video hosted on YouTube referred to in Practical Exercise 1 of the survey

3.4.26 Survey participants were asked to view the video and answer a question about the instructions given. Seventy-seven respondents (80%) correctly answered the question 'What does the 'delete button do?' as 'Delete the last logged reading'. Although this was not asked, it would have been interesting to note how many times the respondents watched the video in order to correctly answer the question.



3.4.27 The next question asked respondents to rank the video for its presentation, relevance, detail, simplicity and clarity. The majority of responses for all five attributes were for

‘Good’ or ‘Excellent’, and showed broadly similar trends. There were slightly higher scores for relevance and detail rather than presentation and simplicity.



3.4.28 Survey respondents were asked in a free text question to elaborate on what they particularly liked about the video. The words “clear” and “clarity” appear frequently in relation to the explanations and the voice of the instructor on the video. Many of the comments also refer to the video as concise and simple. This seems to suggest that people liked the pitch of the information and the style of presentation.

Here is a selection of the comments:

“Clear, step by step instructions. At a suitable speed of instruction to learn from/take notes.”

“I could listen and also see what he was doing so it made more sense.”

“He spoke clearly and logically.”

“Clear and concise, important points reinforced.”



Figure 3 Word cloud generated from responses to the question ‘What did you like about the video?’

3.4.29 Survey respondents were asked in a free text question to elaborate on what they did not like about the video. Many of the criticisms related to the instructor speaking too fast, there being too much information given at once and the control panel buttons not being sufficiently clear to see. The video would have been larger if they chose to watch it on full screen on YouTube rather than watching it embedded in the survey. Several respondents thought the sound was too quiet. Some people queried the accuracy of the information provided. Others thought the video required more context to understand the instructions given.

A number of respondents replied with “*Nothing*”. It is assumed that there was nothing specific that they did not like about the video, indicating a positive response to the video, rather than that they had nothing further to add about the video and therefore had a more apathetic approach to the video.

Here is a selection of the comments:

"Too fast too much information unable to take in or remember information. Had it been written down I could have gone back to check and recheck."

"There was quite a lot of information to try to remember and it would help to know the meaning of a few of the terms used beforehand."

"Needed a better view of the keypad to see the labels on the buttons."

"I didn't know what it was about - no context or explanation of what was to be achieved"

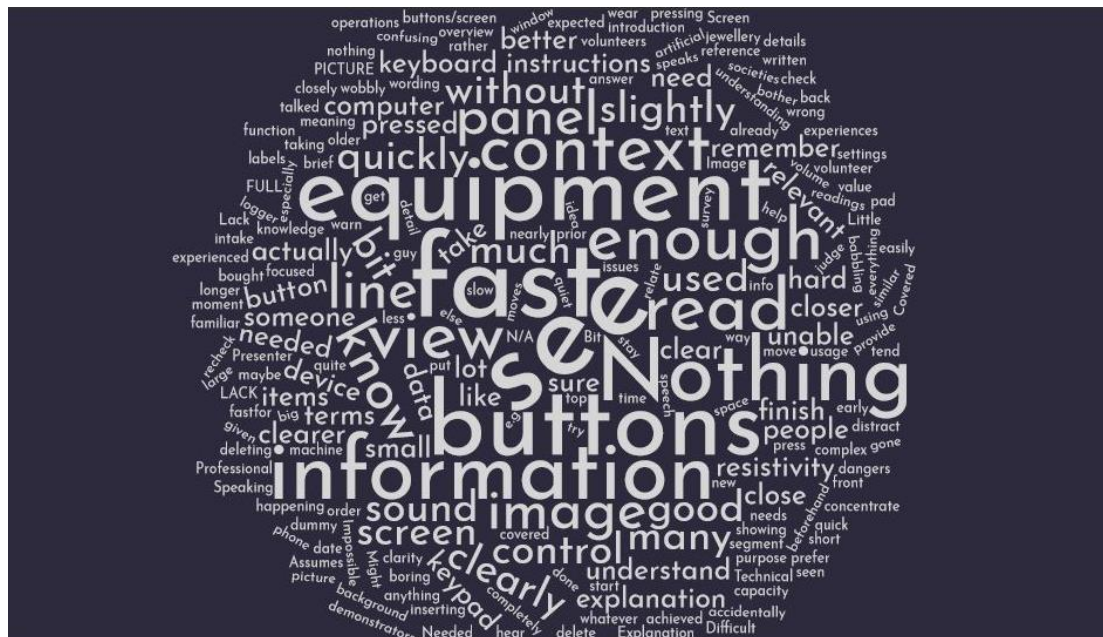


Figure 4 Word cloud generated from responses to the question 'What did you not like about the video?'

3.4.30 Survey respondents were asked in a free text about how might the video be improved. The main way that respondents felt the video could be improved was a better view of the buttons on the control panel being referred to. Other suggestions included an introduction to the topic, slower delivery and a demonstration of the equipment in use. Several people also mentioned accompanying written notes, subtitles or text summaries on the screen.

Here is a selection of the comments:

"Could have used split screen to show display and button being pressed."

"Add presentation card at end to show steps in a printed form."

"Introduction, What, why, where!"

"Put into context by actually logging points around a line."

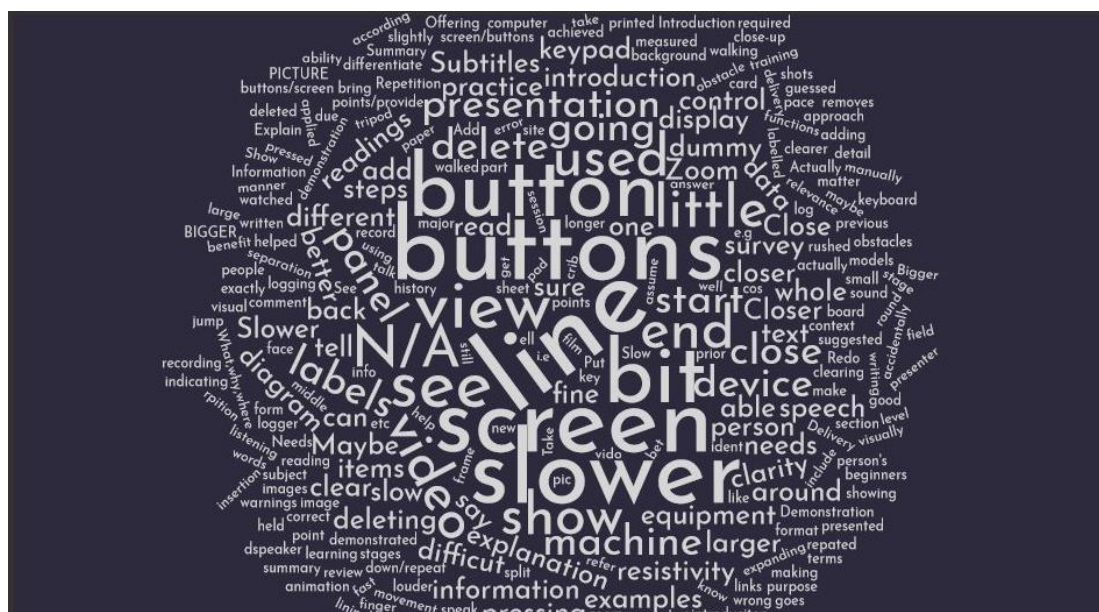


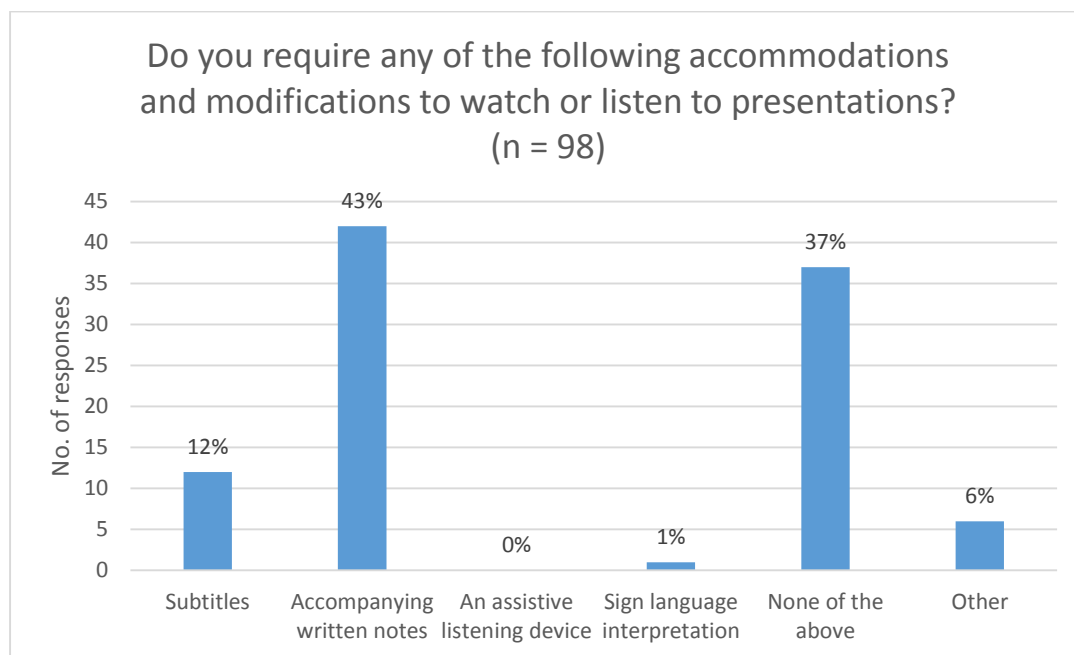
Figure 5 Word cloud generated from responses to the question 'How might the video be improved?'

3.4.31 Survey respondents were asked if they required any accommodations and modifications to watch or listen to presentations. They were not asked to stipulate if they have a specific learning disability which requires these accommodations in order that the number of people requiring assistance was not underestimated if they had not had a condition formally diagnosed and those with known preferences were taken into consideration.

Only 37% of respondents did not require any of the stipulated accommodations and modifications, and a large proportion (43%) said that they require accompanying written notes.

There were 6 'other' responses including:

- *Checklist to refer back to once in the field*
- *Could go a bit slower with delivery*
- *Just had problems with it*
- *Practical experience*
- *See above point (Couldn't read text on buttons)*
- *Subtitles help me but not essential as yet.*



Practical Exercise 2 - Diagram

3.4.32 Similarly to the video, the diagram showed the control panel to a resistivity meter and indicated the function of several buttons through text and images.

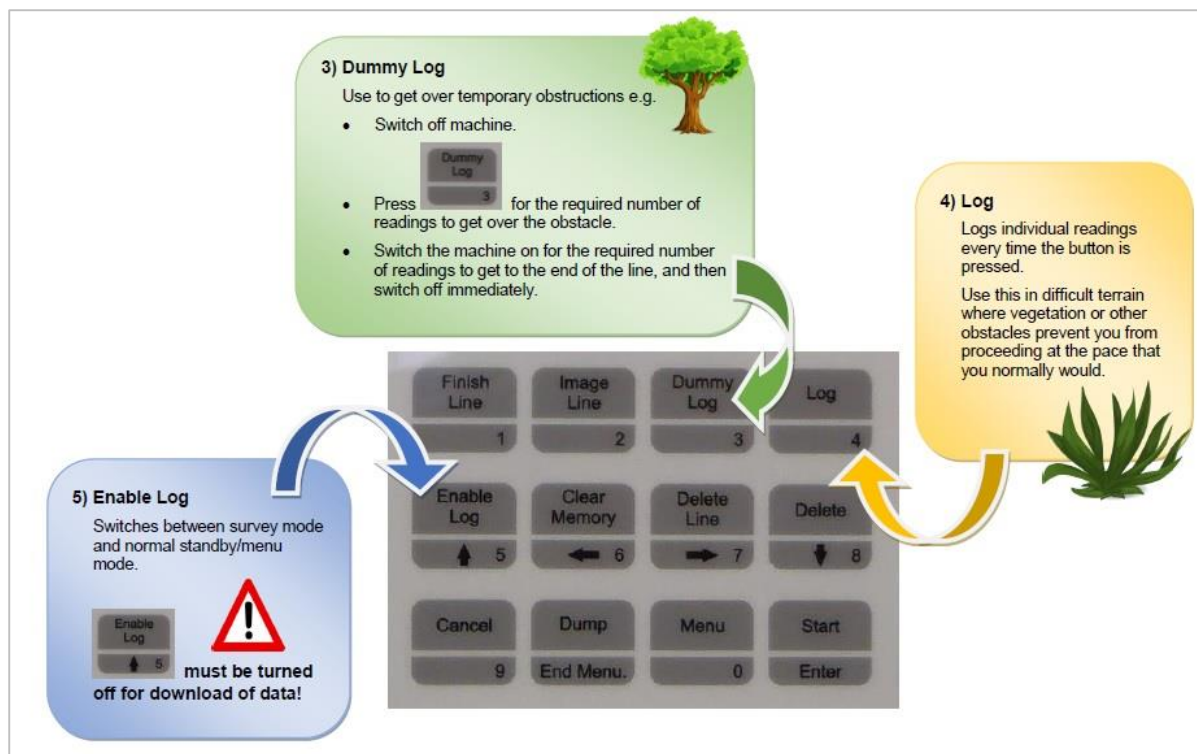
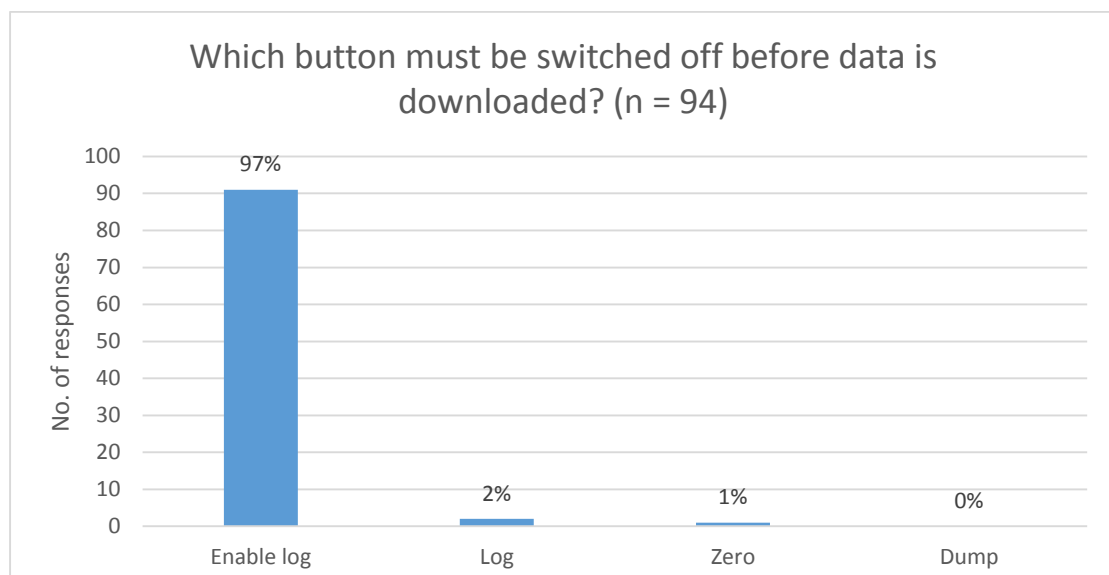
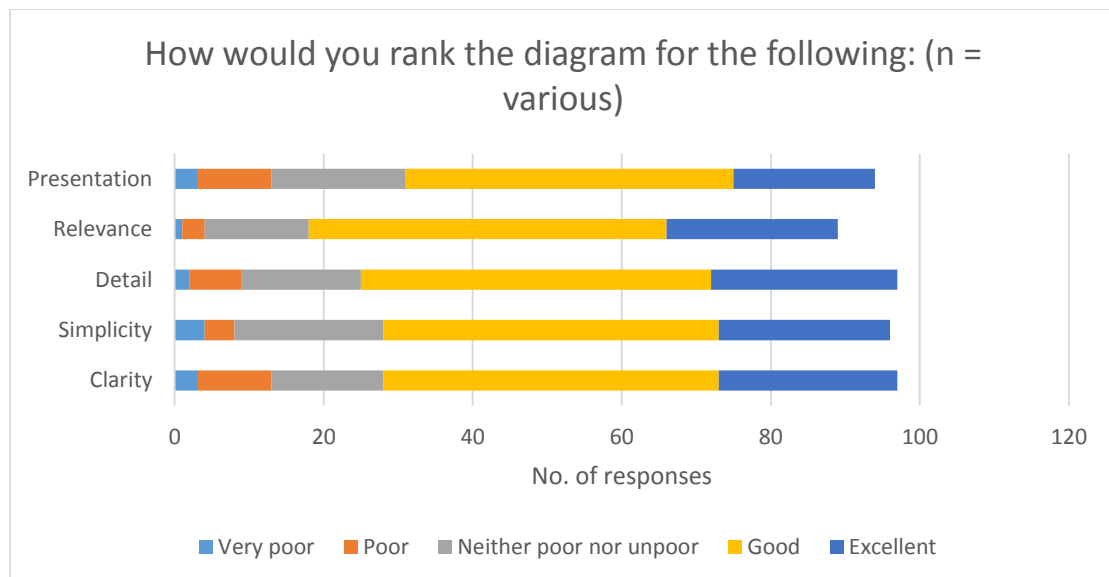


Figure 6 The diagram referred to in Practical Exercise 2 of the survey

3.4.33 A higher percentage got the correct answer to the question from the diagram (97% compared to 80% on the video). This may relate to the ease of the question or that people were more familiar with the function of the equipment having previously watched the video. However, given the proportion of respondents who indicated that they require accompanying notes, more people are likely to have correctly answered because they could refer to the text in the diagram for the answer.



3.4.34 As with the video, the diagram rated highly as 'Excellent' or 'Good' across all of the categories, with marginally higher ratings for relevance and detail compared to simplicity, clarity and presentation.



3.4.35 Survey respondents were asked in a free text box what they particularly liked about the diagram. Most of the positive comments related to the information being clear, simple and straight forward. The phrase “*easy to understand*” appears multiple times. Several respondents said that they could clearly relate the written instructions to the images presented, and some said they liked the colours used.

Here is a selection of the comments:

"I could refer back to information if I don't understand or forget."

"How it is laid out, the colours separating different sections, easy to follow."

"It referred to what can be seen on the device itself."

"Visual symbols, clarity of each section."



Figure 7 Word cloud generated from responses to the question 'What did you like about the diagram?'

3.4.36 Survey respondents were asked in a free text box what they did not like about the diagram. Many respondents responded to say that there was 'nothing' they did not

like. Many of the criticisms related to the style of arrows used and the contrast between the text and the background of the buttons on the control panel. Several respondents described the images as “fussy” or “unnecessary”. Some people also found the terminology used confusing and that the instructions lacked context.

Here is a selection of the comments:

"Too fussy. Doesn't make clear what you are doing with the machine at the time."

"Terminology would need to be explained first"

"Difficult to read black type on grey background"

"Confusing with all the arrows - doesn't seem to be much logic to it."

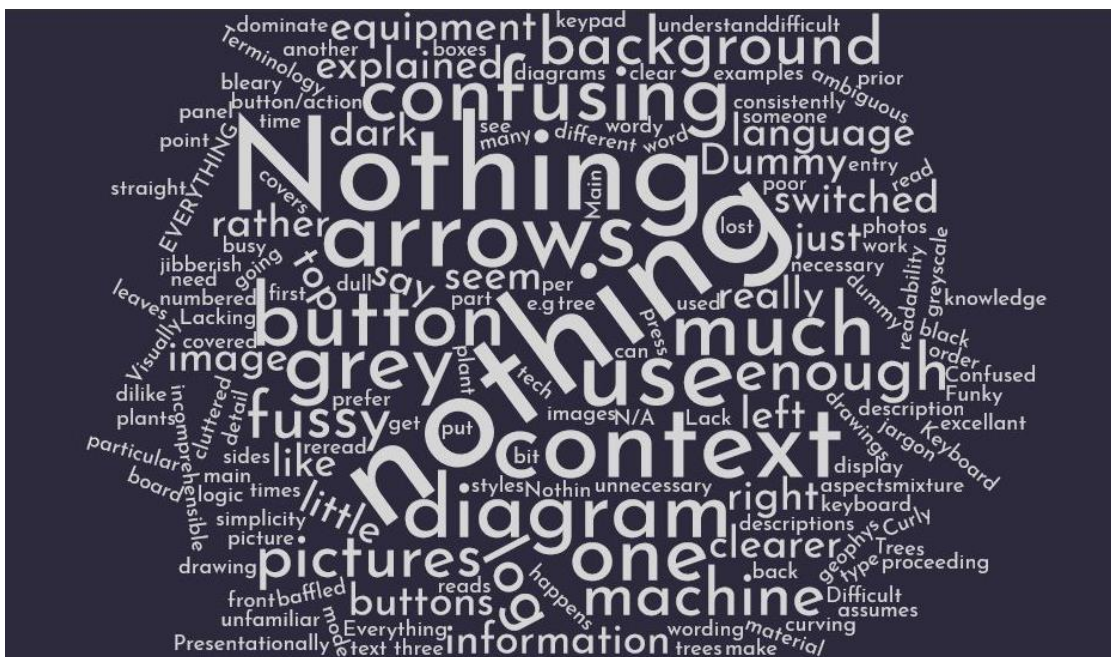


Figure 8 Word cloud generated from responses to the question 'What did you not like about the diagram?'

3.4.37 Survey respondents were asked in a free text box about how might the diagram be improved. Following on from what respondents disliked, there were suggestions to remove or straighten the arrows and requests for a more linear flow of instructions. Again, people mentioned enhancing the colour contrast of the text on the buttons of the control panel. Some people did not have any specific improvements to suggest to the diagram, and others felt more information was required to contextualise the instructions.

Here is a selection of the comments:

“Create it in linear form based on how it would be used - step 1, step 2 - or maybe a flow diagram?”

"The words on the buttons are not very clear- use a lighter background and make sure the letters are in focus."

"More clarity about the circumstances when you would need to carry out the actions described."

"Remove the tree and the weed. Not needed and visually distracting."



Figure 9 Word cloud generated from responses to the question 'How might the diagram be improved?'

Practical Exercise 3 - Text

3.4.38 The final practical exercise introduced a section of text taken from the Jigsaw step-by-step guide to conducting a geophysical resistivity survey.¹²

Troubleshooting

Mistakes

If you get a point wrong, press 'Delete' on the resistivity meter. If you get a whole line wrong, press and hold down on 'Delete Line' for FOUR beeps (any less and the memory won't clear). You will probably have to press 'Start/Enter' to log your next point.

Dummy Logging

At some point during your survey you are likely to encounter a situation where you can't log a point because there is a physical obstruction in the way, such as a tree or concrete surface. Instead of skipping out this point, press 'Dummy Log' on the resistivity meter so it recognises a missed reading, and it should give a warble in confirmation. Do this as many times as you have points you need to dummy log. Press 'Start' to continue surveying as normal.

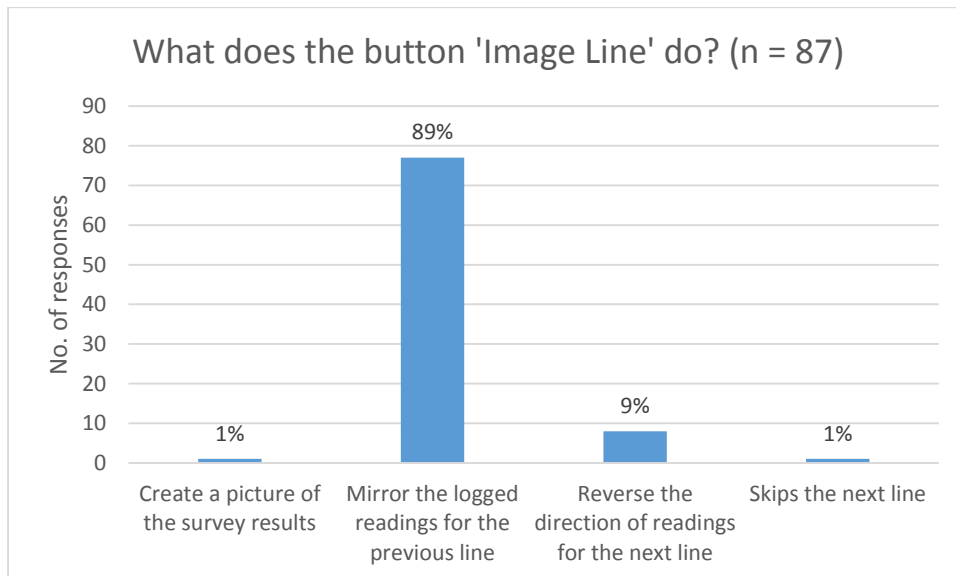
Regular Incomplete grid squares

You will encounter a problem when you come across grid squares that are smaller than 20m². For example, if your field has dimensions of 28m x 60m, the first three 20m² squares are easy to do, but you will encounter a problem with each of the 8 x 20m grid squares. Following the dummy logging procedure, you could 'Dummy Log' each of the 'blank' points, but this would be very repetitive and time-consuming. Instead, when you reach the point where you can't take any more readings, press 'Finish Line', which dummy logs all the remaining points in for you. Then press 'Image Line'. The number of points you have just dummy logged in will be mirrored at the start of the next line, leaving you to finish the second line's survey as per normal. NB: this will only work in squares with regular dimensions.

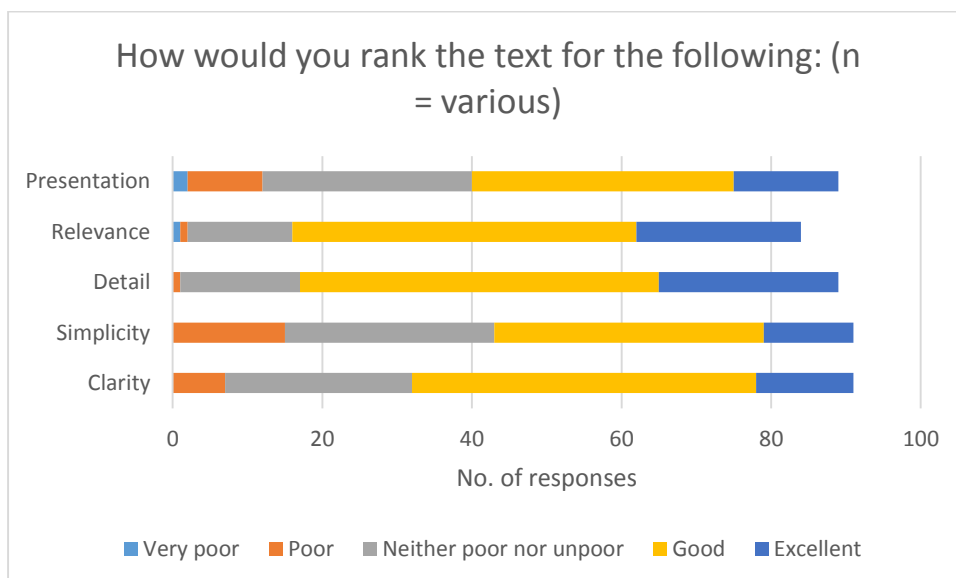
Figure 10 The text referred to in Practical Exercise 3 of the survey

¹² <https://jigsawcamb.org/images/step%20by%20step%20guide%20to%20resistivity%20geophysics.pdf>
(29/11/18)

3.4.39 A higher proportion of respondents correctly answered a question relating to the text (89%) compared to the video (80%), but this was a lower proportion when compared to the respondents answering a question related to the diagram (97%).



3.4.40 Again, the overall distribution of ratings for the different criteria are broadly similar for the text but, when compared to the video and the diagram, a lower proportion of respondents rated the text as either 'Very poor' or 'Excellent'.



3.4.41 Survey respondents were asked in a free text box what they particularly liked about the text. Several respondents liked that the text gave *“more information”* and particularly that it gave examples of situations for the function of the buttons on the control panel of the resistivity meter. Many of the respondents said that they liked the ease of reference and mentioned things like the use of paragraphs and sub-headings, and said that the text gave *“clear”* and *“easy to understand”* explanations.

Here is a selection of the comments:

“Clear and easy to understand. Has more information than the other examples about the circumstances when you need that function.”

"Reflects information I would give when teaching volunteers."

"It was clearly set out and signposted. I found it much easier to understand how to use the machine."

"I could follow it step by step and return to bits I did not understand the first time round."

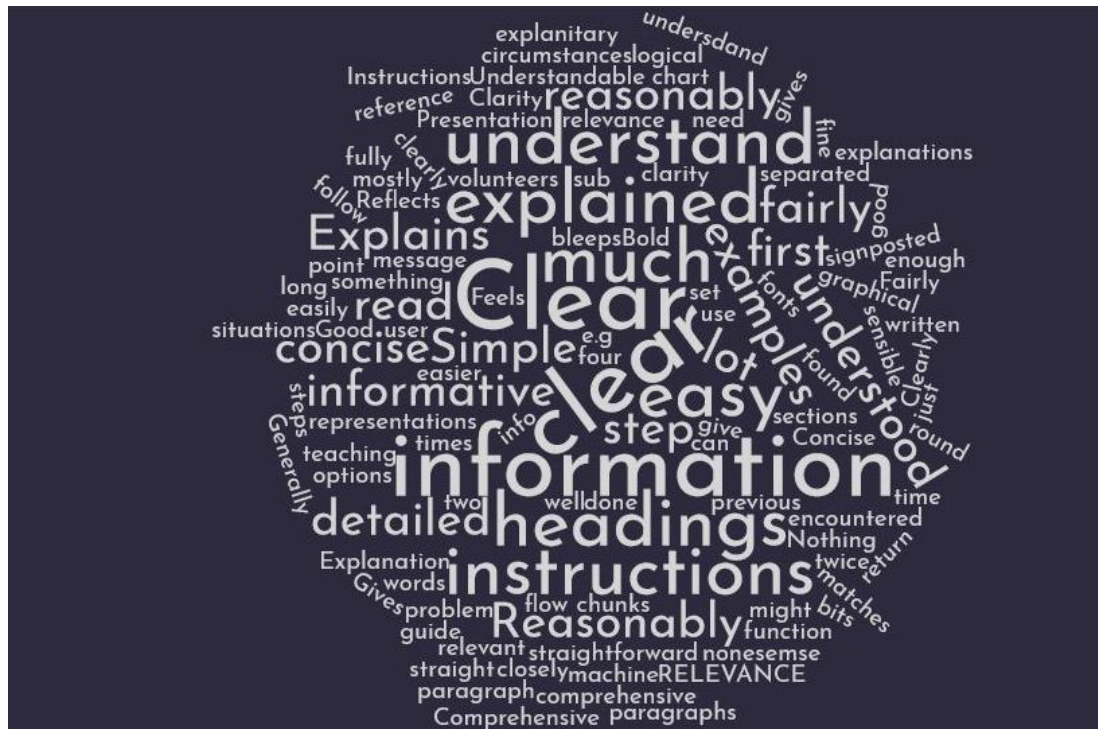


Figure 11 Word cloud generated from responses to the question ‘What did you like about the text?’

3.4.42 Survey respondents were asked in a free text box what they did not like about the text. Many of the respondents said that there was “*nothing*” they did not like. Others thought that the text was “*too long*” and “*wordy*” for a quick reference guide, with some of the terminology described as “*jargon*” and the way in which instructions were phrased as “*imprecise*”. Some respondents said they would have liked accompanying diagrams and some thought that the presentation of the text could be broken down further.

Here is a selection of the comments:

“In some cases words like ‘probably’ and ‘could’ are used. These introduce an element of doubt for the user.”

"Blocks of writing makes it difficult to read. Language could be made even plainer."

"Far too convoluted for a quick reference."

"Tries to explain things that need diagrams."

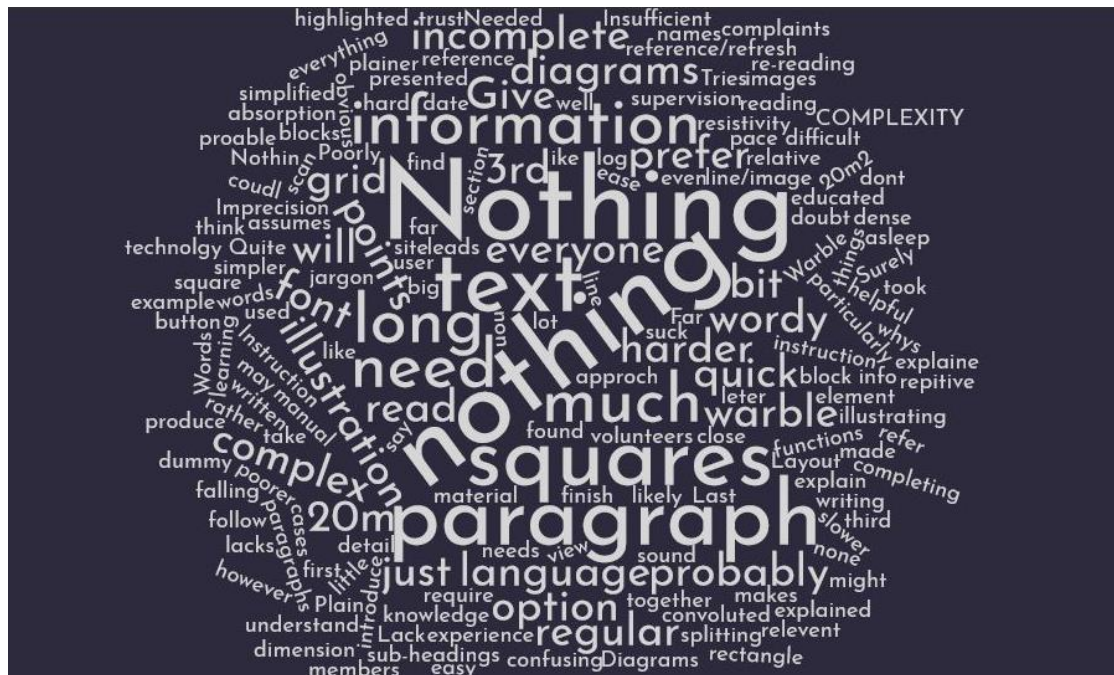


Figure 12 Word cloud generated from responses to the question 'What did you not like about the text?'

3.4.43 Survey respondents were asked in a free text box how might the text be improved. Many of the suggestions included the addition of illustrative diagrams or flow charts. Other suggestions for improving the presentation included the use of bullet points, increasing the number of paragraphs, changing the font and line spacing and emphasising certain words.

Here is a selection of the comments:

"I found I had to read this several times for understanding so could be rewritten to improve clarity."

"The 3rd paragraph would have been improved by having some accompanying diagrams."

"Break up each paragraph e.g. sub paragraphs"

"Using bullet points, highlighting text, more white space, and visual prompts."

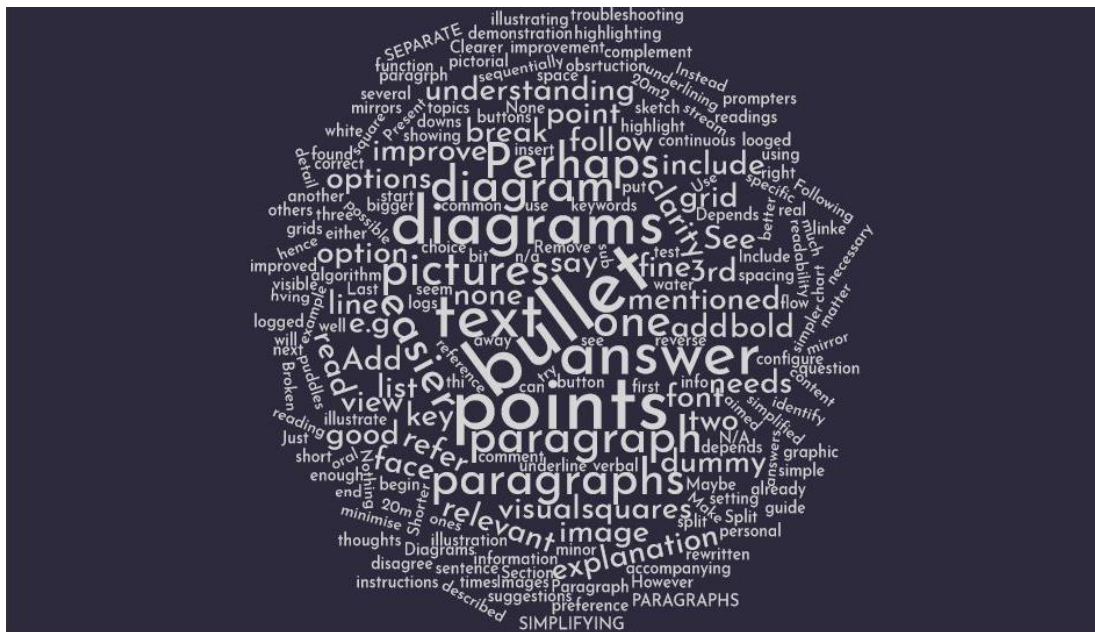
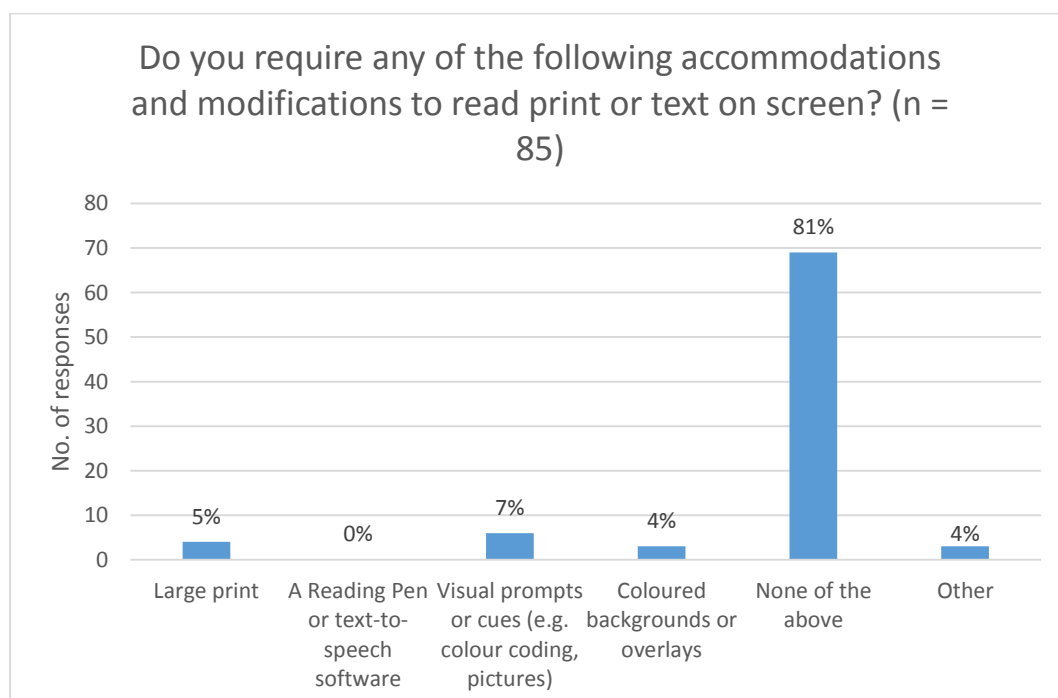


Figure 13 Word cloud generated from responses to the question 'How might you improve the text?'

3.4.44 Survey respondents were asked whether they require any accommodations and modifications to read print or text on screen. The majority of respondents said that they did not require any accommodations for reading print or text on screen (84%). Ten respondents (12%) indicated that they required one of the suggested accommodations.

Three respondents answered 'other':

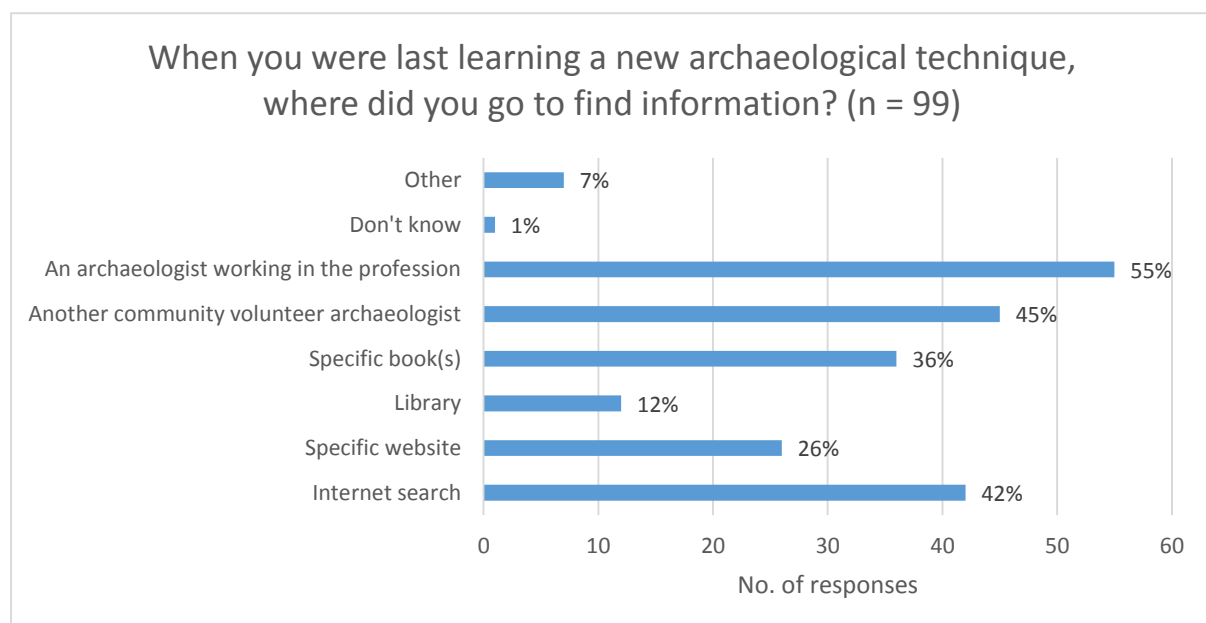
- *Easy print-out*
- *I'm dyslexic*
- *None.*



Resource Review

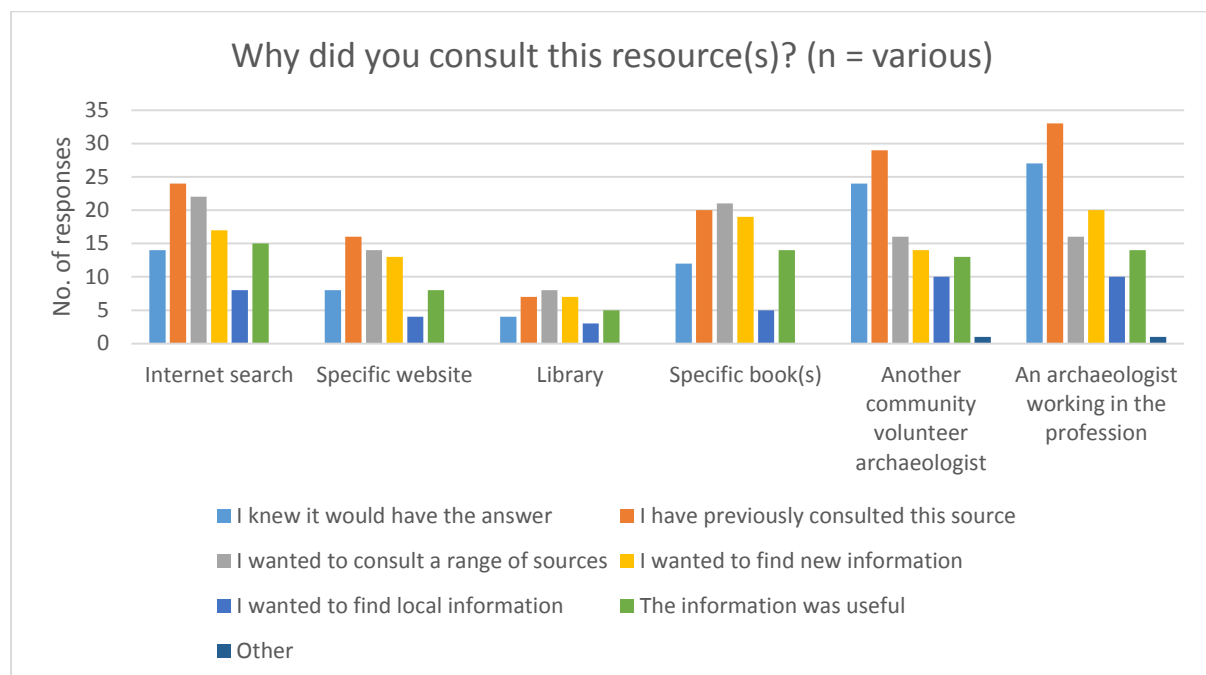
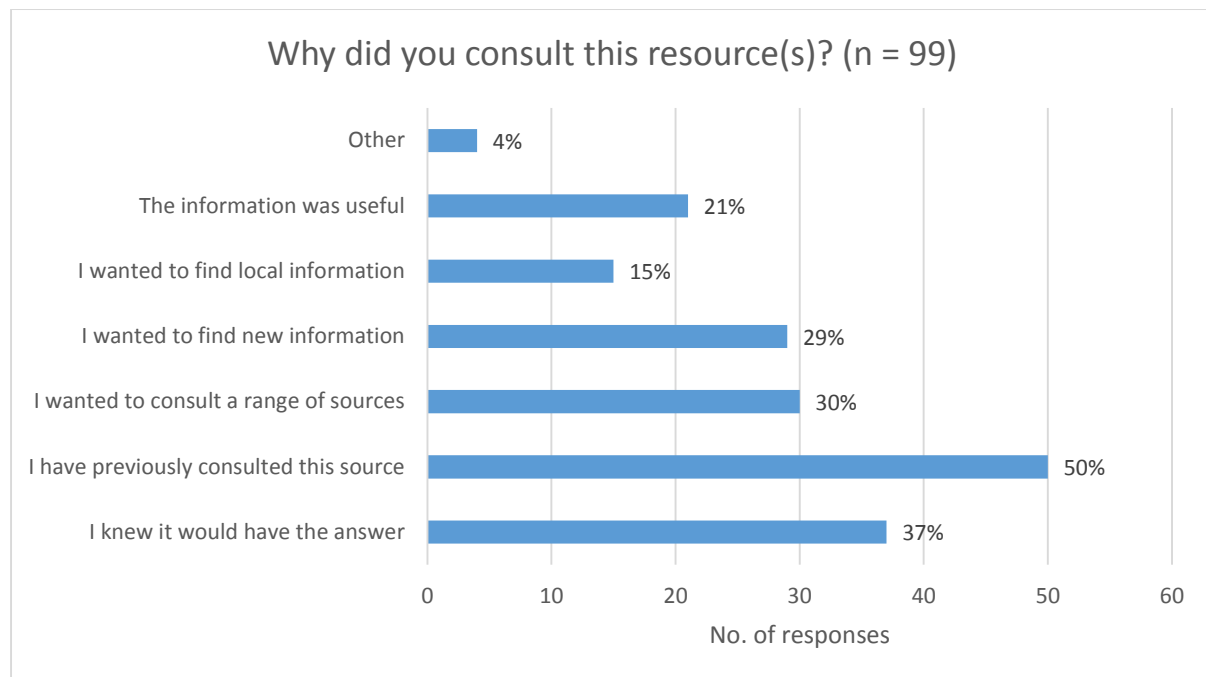
3.4.45 When they were last learning a new technique, 72 respondents (73%) indicated that they would seek information from a person (either an archaeologist working in the profession or another community volunteer archaeologist) rather than seeking information for themselves from books or online material (27%). Respondents were more inclined to consult specific books (36%) rather than a general library search (12%). By contrast, respondents were more likely to do a general Internet search (42%) rather than consult specific websites (26%). Seven people indicated that they would go to 'other' sources of information. When asked to specify, two people said that the question was not applicable to their situation. The other responses included:

- *BAJR*
- *Taught course*
- *Tend to go to specialist meetings etc. though also would go to all those sources*
- *YouTube*
- *We worked out what to do and how to do it ourselves.*



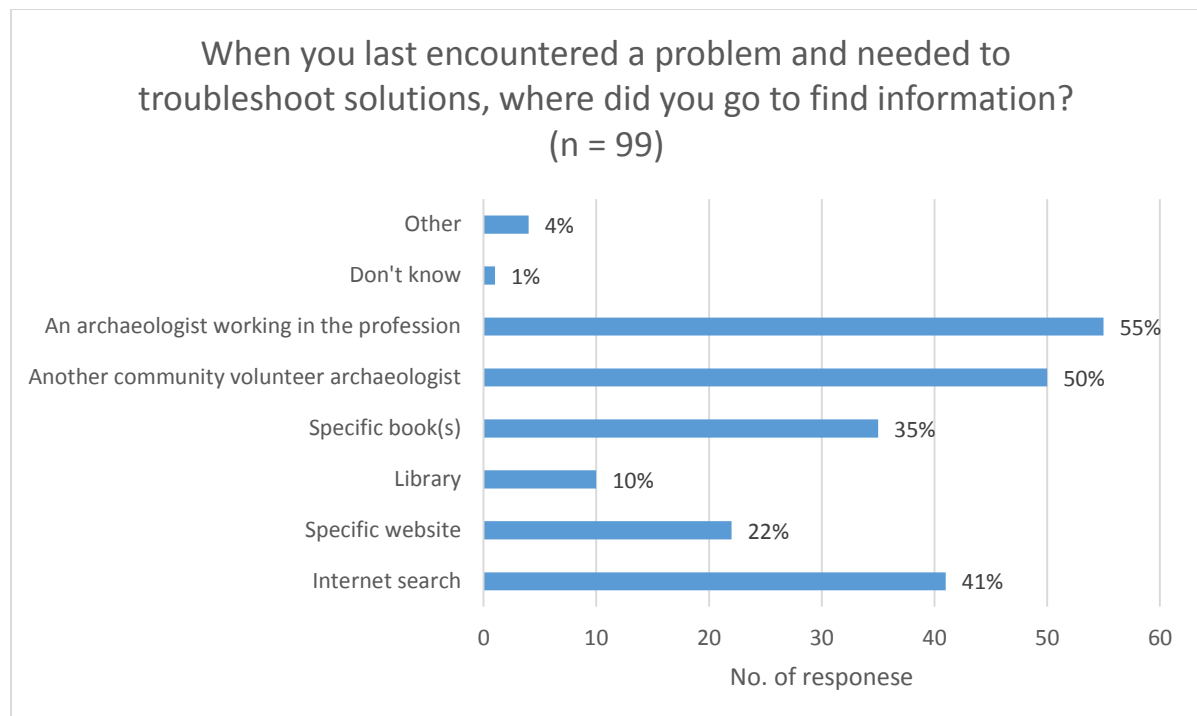
3.4.46 People were more likely to consult their resources because they had previously consulted them or felt confident that it would have the answer (64%). Four respondents indicated that would consult their sources for other reasons, which included:

- *"A good way to learn"* (resource – A taught course)
- *"All that was available"* (resource - Another community volunteer archaeologist)
- *"Easiest way to work out how to do what was needed"* (resource – None specified)
- *"Training course"* (resource - An archaeologist working in the profession)



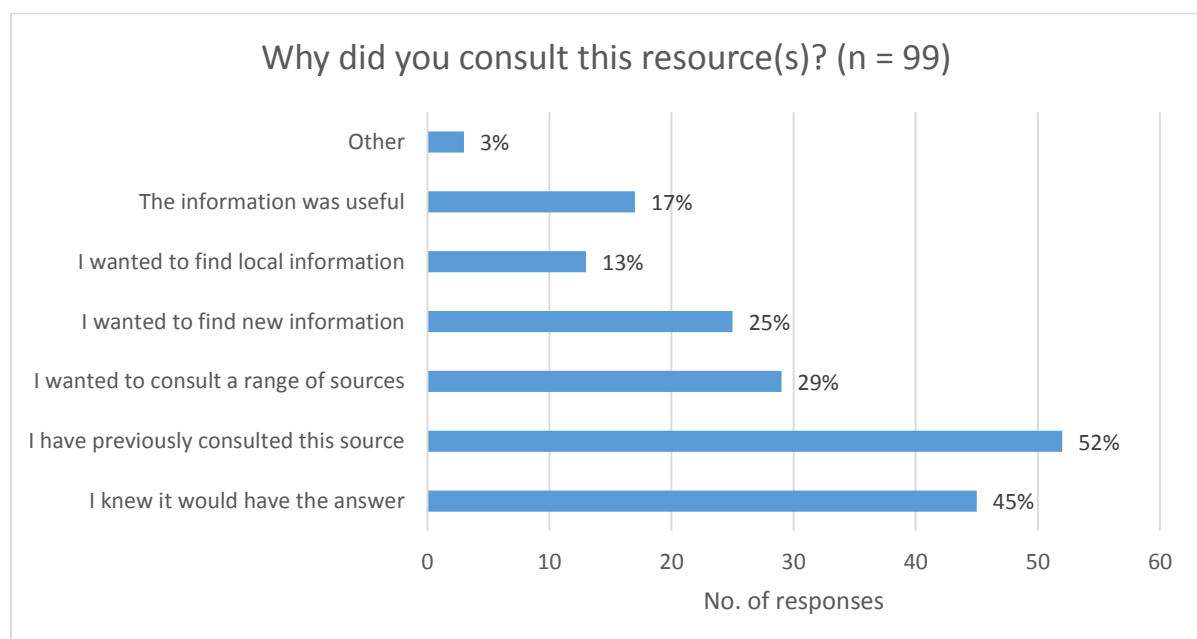
3.4.47 When they last encountered a problem and needed to troubleshoot solutions, 76 respondents (77%) indicated that they would seek information from a person (either an archaeologist working in the profession or another community volunteer archaeologist) rather than seeking information for themselves from books or online material (23%). When asked to specify other answers, one people said that the question was not applicable to their situation. The other three responses included:

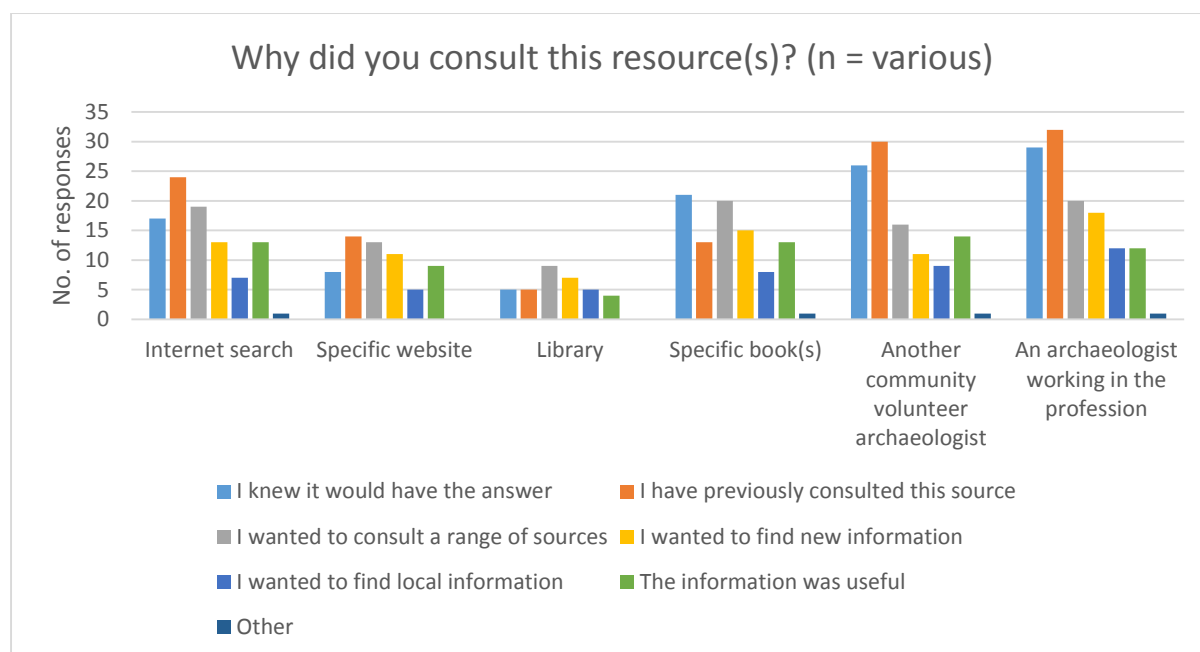
- *Chance find and local folklore*
- *Specific subject expert*
- *Various.*



3.4.48 People were more likely to consult their resources because they had previously consulted them or felt confident that it would have the answer (70%). When asked to specify other answers, one people said that the question was not applicable to their situation. The other two responses included:

- “All were possible sources of information” (resources - Internet search engine, specific book(s) and an archaeologist working in the profession)
- “All that was available” (resources – Another community volunteer archaeologist)





3.4.49 When asked for the names of some of the guidance materials they regularly refer to in a free text box, 71 respondents gave answers. Many of the responses did not provide specific names but general answers. These included “experts”, “codes of practice”, “books”, “excavation context sheet guidance”, “teaching guides”, “Roman pottery” amongst others which could not be readily identified. The number of references to particular types or sources of guidance materials have been collated in the table below.

Guidance Materials	Number of references
The Internet/online searches/Google	14
Organisation/project specific handbooks	13
Books/personal library	13
Historic England (formerly English Heritage)	10
Local archaeologists/experts	6
Research papers/reports	5
CIfA	5
BAJR	4
Archaeological Society	3
Portable Antiquities Scheme (PAS)	3
Historic Environment Records (HER)	3
Universities	3
Jigsaw Cambridgeshire	2
ISGAP	2
Library	2
Records offices	2
QGIS	2
Other volunteers	2
National Park	1
Historic Gateway	1
Canmore	1
PostGIS	1

Young Archaeologists' Club	1
Council for British Archaeology	1
MAGIC	1
Natural England	1
Regional research agenda	1
Modes	1
Research group	1
The National Archives	1
Lecture notes	1
Wikipedia	1

Table 10 A list of the guidance materials regularly referred to by the survey participants

3.4.50 General Internet searches for information and reference to personal collections of books were amongst the most popular types of guidance material cited. It suggests that people are casting a wide net to try to find relevant and useful guidance resources. It likely also reflects that these are the most readily accessible and immediate ways of sourcing information from home. Most respondents did not list specific websites they actually use. This may be because they were too many to list or respondents could not recall particular examples. It is also possible that they did not want to cite references which they use but could be concerned were not perceived as reputable.

The organisation most commonly cited was Historic England although, interestingly, many of the respondents still referred to it by its former name (English Heritage). Other national organisations referred to by a number of survey respondents include ClfA, BAJR and PAS. Despite being a cross-sector initiative to provide best practice guidance on community archaeology, ISGAP was only mentioned by two survey respondents.

Also commonly cited were organisation or project specific handbooks or manuals. Several of those mentioned were produced by commercial contractors (Museum of London Archaeology, York Archaeological Trust, Oxford Archaeology East), and others by research projects involving volunteers (Sedgeford, Silchester, Culver). Notably there were also mention of community volunteer groups producing their own guides:

"Our society's best practice guides (we have guidelines for most of our archaeological research/fieldwork)."

"I have written a research guide for my group listing my sources."

"We have an excavation manual – I think originally it was the Orkney one and also from the archaeologist we have previously employed."

The universities cited included Cambridge, Southampton, Reading, Leicester, Nottingham and Salford but survey respondents didn't elaborate on the type of guidance resources they provided.

Respondents also mentioned that they consulted local archaeologists, experts and other volunteers indicating that, for many, their first port of call would be a person rather than guidance materials.

Many of the survey respondents mentioned that they referred to a range of different sources of historic and archaeological data records including Historic Environment Records (hereafter HER), Historic Gateway, records offices, The National Archives Canmore and MAGIC. Although not 'how-to' guidance, it is interesting to note how

widely known and regularly referred to these sources are. Similarly, respondents also mentioned that they refer to research papers and reports and made use of GIS software packages in their research.

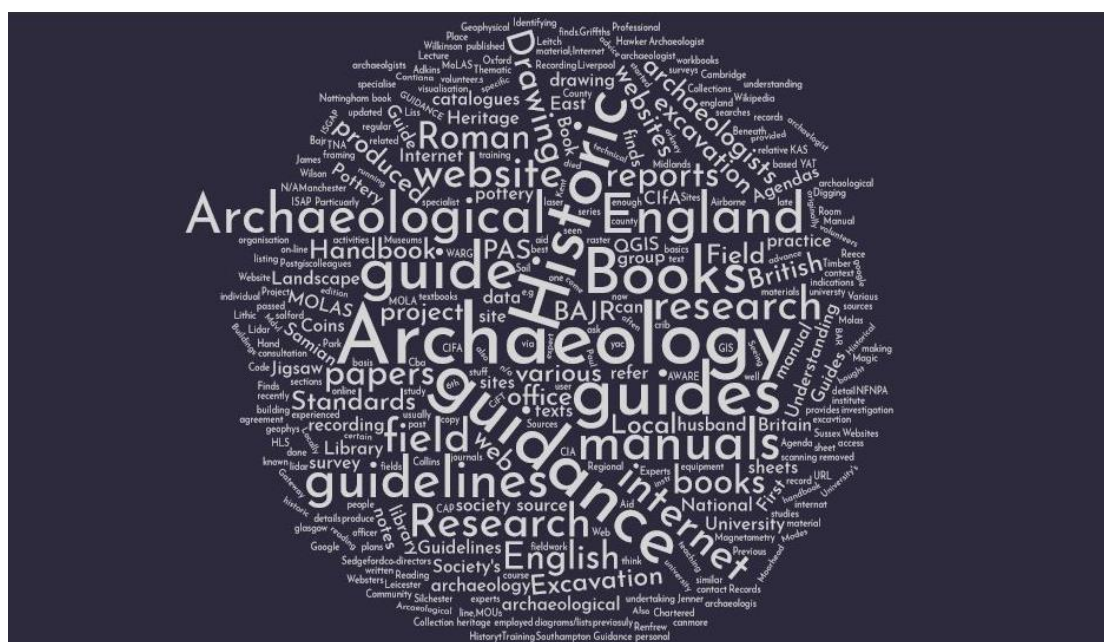


Figure 14 A wordcloud generated from the answers to 'What are the names of some of the guidance materials you regularly refer to?'

3.4.51 Many of the survey respondents did not list the names of specific guidance materials they regularly refer to, but provided the names of organisations (e.g. PAS) or the types of material they use (e.g. lecture notes). Several respondents referred to 'how-to' guides produced by BAJR and Jigsaw Cambridgeshire but did not specify which of these guides they had used.

Some respondents provided the titles of particular books (compiled in the table below). It's interesting to note that many of these are reference resources for finds identification or introductory 'primer' textbooks rather than 'how-to' guides.

Book Title	Book Author
A History of Roman Coinage in Britain	Moorhead, S.
Airborne Laser Scanning Raster Data visualisation: A Guide to Good Practice	Kokalj, Ž. And Hesse, R.
Archaeology: Theories, Methods and Practice	Renfrew, C. and Bahn, P.
Archaeology: What it is, where it is and how to do it	Wilkinson, P.
Collins Field Guide to Archaeology	Wood, E.
Digging up the Past	Woolley, L.
Drawing Archaeological Finds: A Handbook	Griffiths, N., Jenner, A. and Wilson, C.
First Aid for Finds: Practical Guide for Archaeologists	Leigh, D., Watkinson, D. and Neal, V.
Identifying Roman Coins	Reece, R. and James, S.
Manual of Archaeological Field Drawing	Hawker, J.
Magnetometry for Archaeologists: Geophysical Methods for Archaeology	Aspinall, A., Gaffney, C. and Schmidt, A.

Roman Samian Pottery in Britain	Webster, P.
Seeing Beneath the Soil: Prospecting Methods in Archaeology	Clark, A.
The Handbook of British Archaeology	Adkins, R., Adkins, L. and Leitch, V.
The Making of the English Landscape	Hoskins, W.

Table 11 A list of the books referenced by survey respondents as guidance materials they regularly refer to

3.4.52 Survey participants were asked why they usually consult the resources they listed in a free text box. A large number of the responses relate to the perceived accuracy or reliability of the information given by these resources or that they come from authoritative sources. The respondents felt certain of finding answers or the information they were looking for from these resources, and that they were therefore following best practice and correct standards:

“Because they provide guidance to maintain the correct standards (English Heritage guidelines, National Park advice and guidance, MOLAS for excavation).”

“Accuracy of information (HER records, TNA).”

“Reliable and give me the results I want (QGIS manuals, Airborne laser scanning raster data visualisation, Magnetometry for archaeologists).”

Many of the respondents also referred to the convenience of accessing the resources they regularly refer to and their ease of use:

“Most accessible and quickest solution (experts, teaching guides, manuals).”

“Quick and easy to access can be done when it is convenient (Internet).”

Others also said that they referred to their preferred guidance resources because they had used them previously or that they were familiar:

“Because I know them and what they contain so I can find things more easily (First Aid for Finds, my course books and workbooks, lecture notes, BAJR).”

“I feel comfortable with the advice in the books (various text books such as Renfrew).”

Some of the other reasons given included a lack of other available advice and referring to sufficient sources to find agreement:

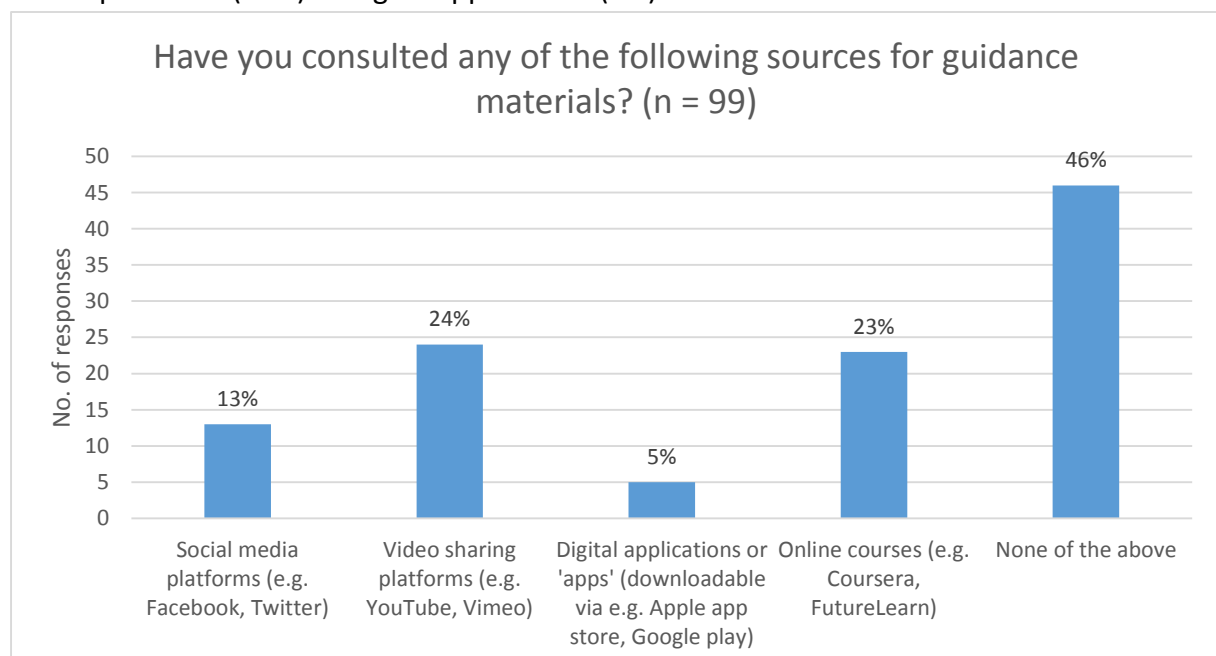
“Nobody locally can help (I specialise in LiDAR/GIS so the Internet is my source of contact).”

“To obtain broad spectrum of information and hopefully achieve a consensus of opinion (reading material, Internet and experts in relative fields).”



Figure 15 A wordcloud generated from the answers to 'Why do you usually consult these resources(s)?'

3.4.53 Survey participants were asked if they had consulted social media platforms, video sharing platforms, digital applications or 'apps' or online courses. Many of the respondents said that they had not consulted any of the listed digital sources for guidance materials (46%). The respondents were more likely to have consulted video sharing platforms (24%) and online courses (23%) for guidance than social media platforms (13%) or digital applications (5%).



3.4.54 When asked if they would ever consider consulting any of these digital sources for guidance materials in the future, 17% said ‘no’ citing reasons such as they do not use social media or understand how it could be useful, that they have very specific guidance requirements or that they look to other people to source guidance materials rather than seek it out themselves. Answers included:

- *Delegated to those within the project with expertise and experience.*
- *Don't 'do' social media.*
- *I do not understand how such sources could be helpful or their information trusted.*
- *Prefer printed information that can be filed for reference.*
- *Would rather speak to a human.*

Thirty-five per cent said 'yes' when asked whether they would consider consulting any of these digital sources in the future. Some of the responses indicated that the sources would need to be trustworthy and brought to their attention as a useful source. There was still some scepticism of social media platforms and sites which require signing up for an account, with YouTube singled out as a site people felt more comfortable using. However, many respondents were open to new online sources of information with interest in online courses in particular. Several people cited free access to online guidance as an enticement but nobody mentioned whether they would be prepared to pay for access to alternative sources of online information. Answers included:

- *Anything to improve my technique/understanding.*
- *But not Facebook, Twitter if can avoid. Managing to lead a fairly spam-free existence. YouTube every now and then.*
- *Everybody in our society can access them.*
- *I have done two Future learn courses which were useful but only at a basic level. Some Facebooks post are useful for specific questions but responses vary.*
- *If it was a trusted site with reliable information.*
- *if I obtained information that one of them was of particular relevance to an issue that concerned me.*
- *Sharing experience.*
- *Youtube - simple watch and learn (free).*

Twenty-five per cent said they might consider consulting these digital sources in the future. When asked to comment why, many said it would depend on whether they could source the information elsewhere and if these sources seemed relevant.

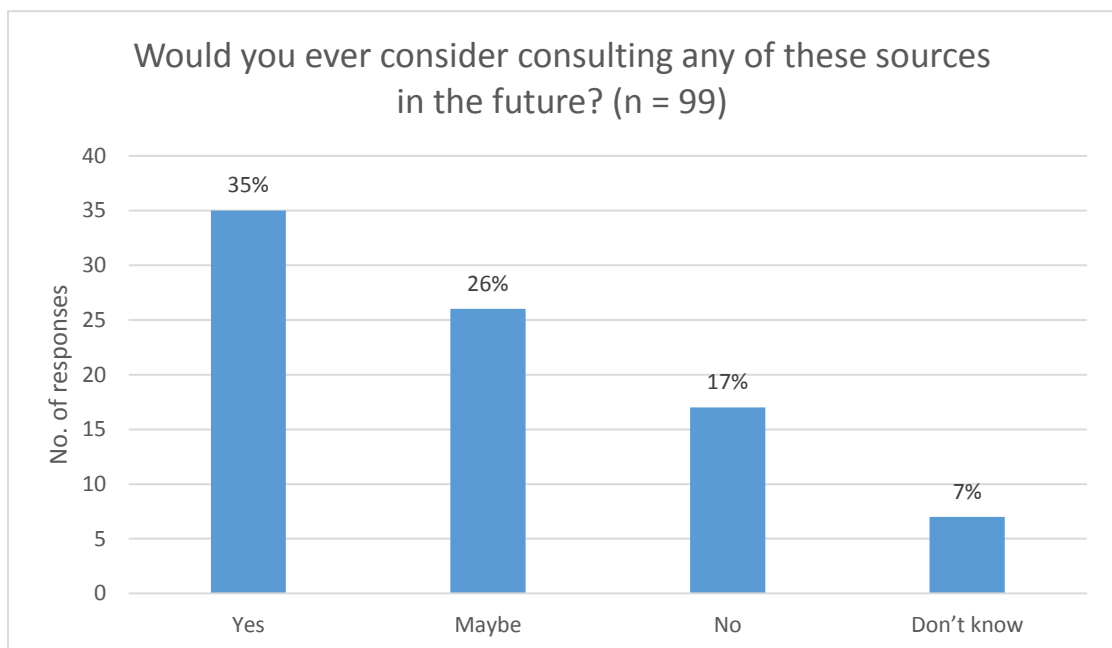
Answers included:

- *Could be useful to access in the field.*
- *I find "noise to signal" ratio poor for social media, you tube etc. In general I find on-line courses unsatisfactory, too little meaningful interaction.*
- *If suggested by professional.*
- *If that was the only option available.*
- *Not sure of relevance or authority of information provided.*
- *Online courses if applicable, not expensive and time consuming.*

- *Would access YouTube as I know how to use it.*

Seven per cent were not sure if they would consult these digital sources in the future. They either said it was not something for them or that they were not sure how to find reliable and relevant information using them. Answers included:

- *Don't know if any of these resources would have relevant information or how to find it*
- *Don't trust information online*
- *Don't use computers much*
- *Not had the need to - so far*



Consultation

3.4.55 Survey participants were asked to rank which types of organisation they would be most likely to consult when searching for guidance materials. The order of preference was:

- Ranking 1 – *Local authority archaeologists (including National Parks)*
- Ranking 2 – *Council for British Archaeology*
- Ranking 3 – *Government Historic Environment services (e.g. Historic England/Cadw/Historic Environment Scotland/Northern Ireland's Historic Environment Division)*
- Ranking 4 – *Other local volunteer archaeological/heritage societies*
- Ranking 5 – *University departments*
- Ranking 6 – *Commercial/charitable archaeological contractors*
- Ranking 7 – *Chartered Institute for Archaeologists*
- Ranking 8 – *Museum curators*

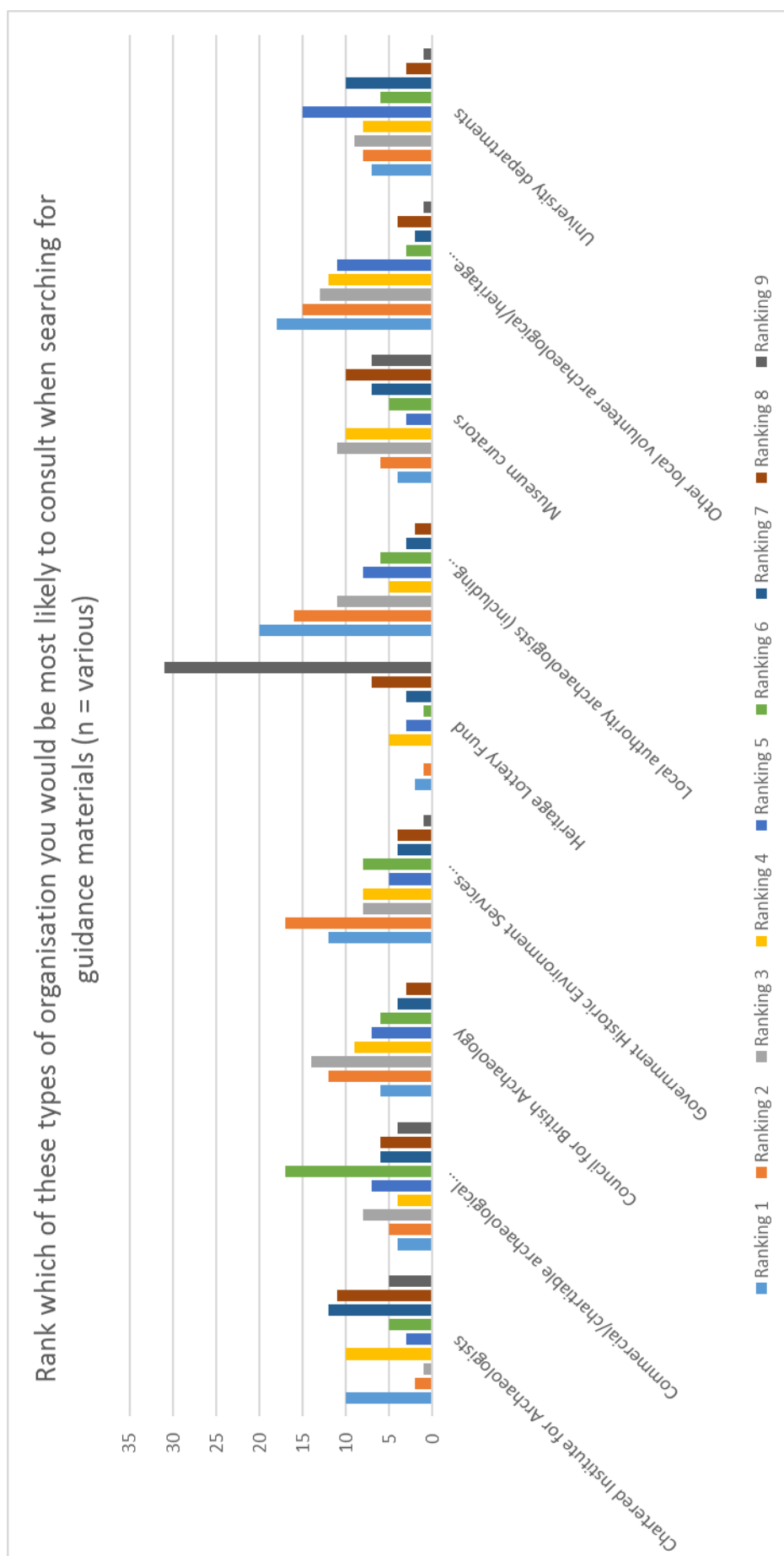
- Ranking 9 – *Heritage Lottery Fund*

The survey participants indicated that were more likely to consult local and national authorities. This may be because they are aware of complying with legal policy and their responsibility to report archaeological findings. It may be due to the trust they place in or the accessibility of the professional archaeologists at these organisations.

The Council for British Archaeology also rated highly, presumably as a national organisation with a network of regional branches with a remit for supporting local societies.

Despite many university departments, archaeological contractors and museums running community archaeology outreach projects, the respondents indicated that they were more likely to consult other local volunteer archaeological/heritage societies before approaching these sources. It would be worth investigating further how this varies in different areas across the country.

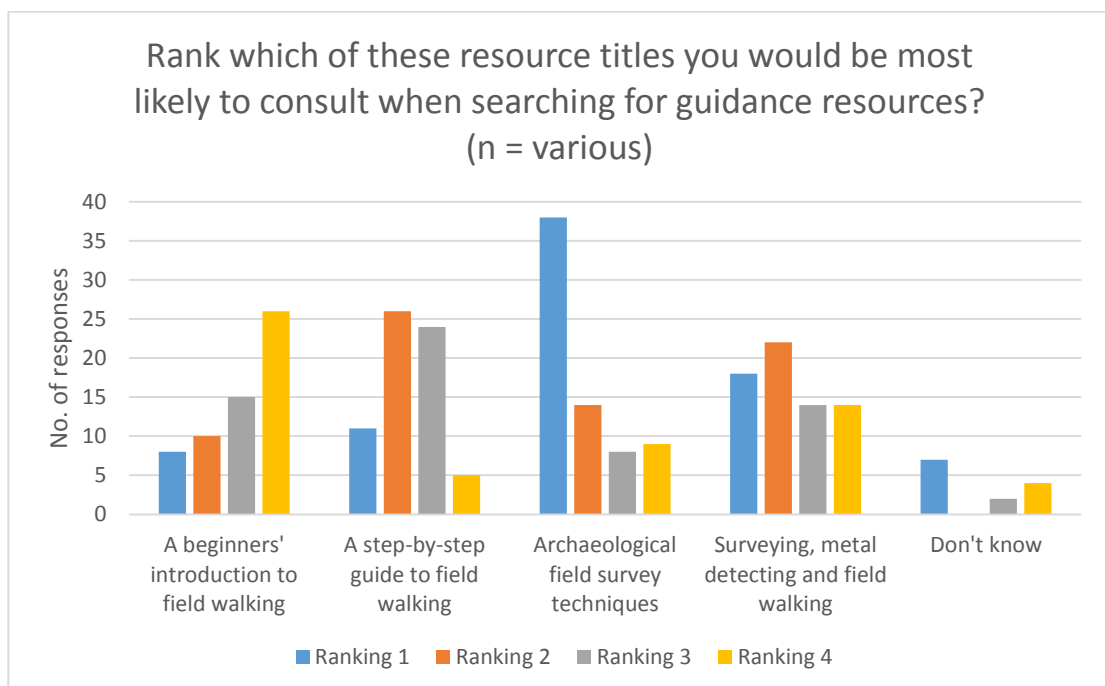
The Heritage Lottery Fund was the organisation least likely to be consulted for guidance resources, possibly because it is not a dedicated archaeological organisation or because the respondents had not worked on HLF funded projects. However, many of the resources produced by other organisations include the Heritage Lottery Fund logo which could be misinterpreted. It is not clear whether community volunteer archaeologists regard the HLF logo (or that of other funders) as an endorsement or quality marker of guidance resources.



3.4.56 When asked which of these resource titles they would be most likely to consult when searching for guidance resources, the order of preference was:

- Rating 1 – *'Archaeological field survey techniques'*
- Rating 2 – *'A step-by-step guide to field walking'*
- Rating 3 – *'Surveying, metal detecting and field walking'*
- Rating 4 – *'A beginners' introduction to field walking'*

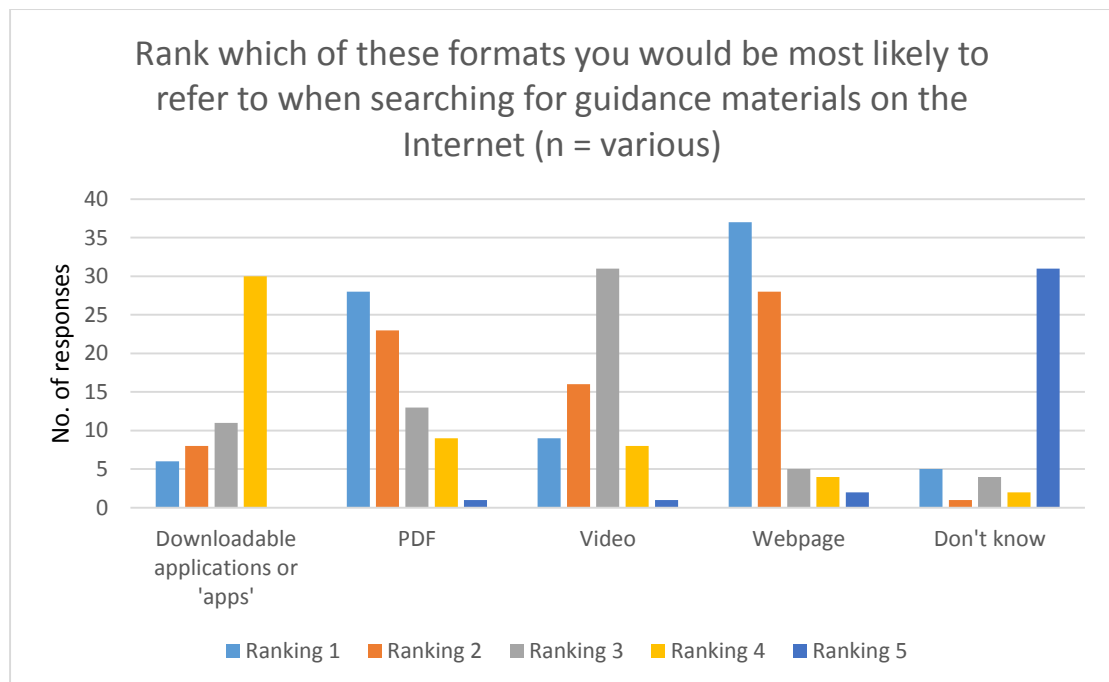
The respondents were less likely to consult a guide obviously aimed at beginners, perhaps reflecting the long experience of the people who responded to this survey. They were more likely to consult titles which suggest they give an overview of the theory and practice of a range of techniques, and give a set of 'how-to' instructions.



3.4.57 When asked which of these formats they would be most likely to refer to when searching for guidance materials on the Internet, the order of preference was:

- Ranking 1 – Webpage
- Ranking 2 – PDF
- Ranking 3 – Video
- Ranking 4 – Downloadable applications

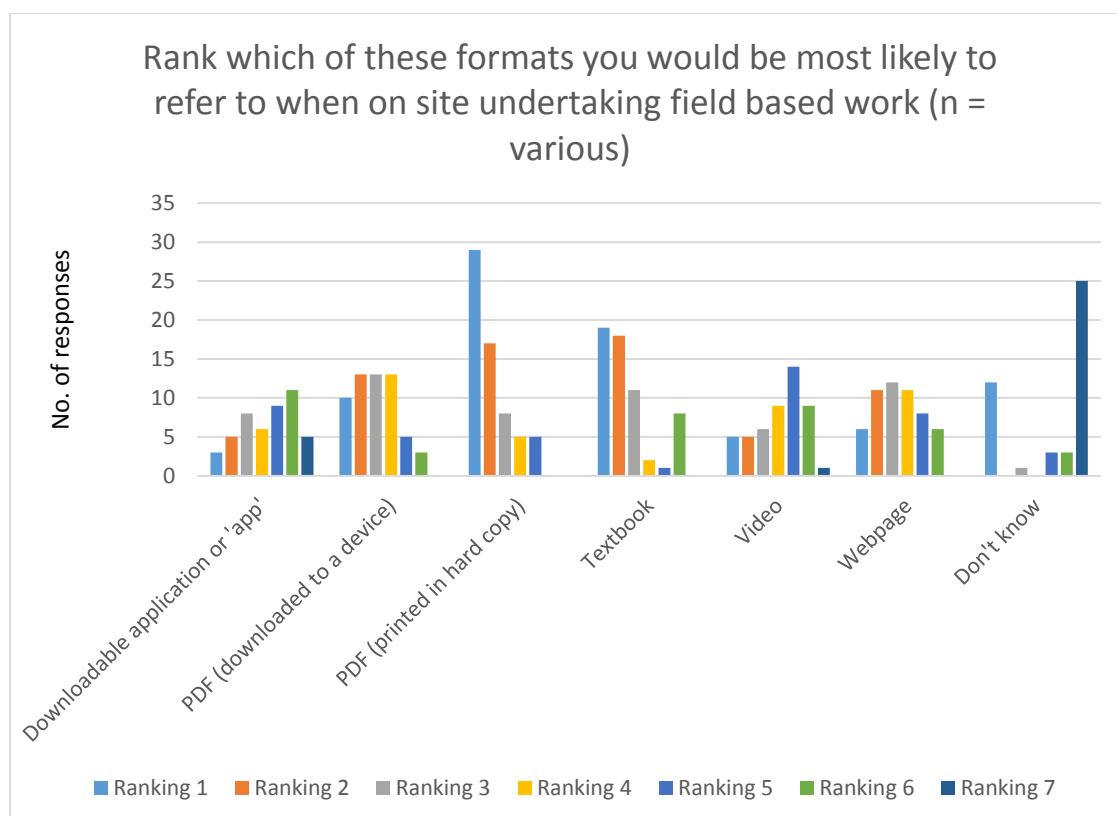
The survey respondents indicated an obvious preference for referring to webpages and downloading documents such as PDFs when looking for guidance materials on the Internet. They were far less likely to refer to videos or downloadable applications.



3.4.58 When asked what formats they would be most likely to refer to when on site undertaking field based work, the order of preference was:

- Ranking 1 – *PDF (printed)*
- Ranking 2 – *Textbook*
- Ranking 3 – *PDF (downloaded)*
- Ranking 4 – *Webpage*
- Ranking 5 – *Video*
- Ranking 6 – *Downloadable application*

When undertaking field based work, the survey respondents indicated that they would prefer to take printed materials with them or digital files pre-downloaded onto a device rather than rely on Internet connections to refer to a webpage. Again, they were less likely to consult videos or downloadable applications, possibly because these are less familiar formats.



Further comments

3.4.59 Twenty-four of the 92 survey respondents (26%) who completed the survey provided further comments. Three of these responses are to say that they have no further comments. The responses are specific to individual circumstances so it is difficult to generalise from them. However, it is useful to see what other themes are raised and what people felt particularly important to flag up.

3.4.60 Several respondents provided feedback on the emphasis of the questions asked in the survey.

A couple of the respondents based in Scotland and Wales did not think some of the questions related to them as the national historic environment service initially cited as an example was Historic England:

"Had problems with question relating to agencies I would contact for information some on the list were not relevant because they referred to England rather than Scotland."

The researchers updated the relevant questions to name all of the national historic environment services in the UK.

A survey participant wondered whether the questions asking which archaeological activities people had been involved in during the last two years might limit the validity of the survey:

"For many completers of your survey, the two-year limit to 'experience' questions must severely reduce the scope and usefulness of the survey."

Survey respondents were asked why they had not carried out certain activities if they had not done so in the past two years, which has provided a useful insight into the

barriers for participation to contrast with the CBA's 2018 survey on community archaeology which refers to '*usual annual activities*' (Frearson 2018).

One respondent said that the survey had not addressed the drawing of plans and sections on site and said that *"there is often a lack of guidance in this area on community & local society digs I have attended. Some people appear to have great difficulty in grasping the concepts of scales and translating measurements on to paper. Carrying out these tasks with close supervision seems to be one way forward."* It was useful to hear about the personal experience of carrying out this aspect of excavation recording.

- 3.4.61 A number of the further comments came from respondents explaining why they don't refer to guidance resources. The reasons given relate to difficulties of knowing where to find information, remote Internet connections and already being familiar with archaeological techniques.

Here is a selection of the comments:

"Knowing where to find it isn't always easy. Also using anything web based on site can prove difficult in areas that have no or bad phone signals."

"I am not very familiar with such guidance materials and would appreciate access to a comprehensive repository for such material."

"Really have little knowledge of sources or need for general information because of training and info received in my university studies and from those on site in my various dig."

"As someone who has been involved in archaeology since 1968 I rarely consult guidance materials. I do however, keep up to date on what is available to help others."

- 3.4.62 Some respondents elaborated in the further comments about their personal learning preferences. Many of these reiterated that they preferred to be given a demonstration of what to do and then practice how to do it, and that guidance resources serve as useful reminders after training and if someone hasn't used a technique recently. Several of these comments also said that learning new archaeological techniques is most effective when it is engaging and interesting:

"For using equipment I prefer to be shown, then practice. Supporting notes help with problems and memory failures!"

"I consider the most effective method of learning is a lecture/explanation, followed by demonstration and chance to try for myself. This needs to be followed up by written notes to be consulted when acting independently."

"I like to be guided when undertaking any volunteer archaeology as it is an area I am interested in but have very little experience of."

"Self-need, interest and enthusiasm tend to dictate what resources members are prepared to utilise."

"Field-based interactive hands-on training workshops are the best way to learn archaeological techniques as they are informative, fun, sociable and you can apply and learn through your mistakes. However, 'practice makes perfect' and if you don't use a

technique enough you will forget it anyway, so back up tools like apps, hardcopy toolkits, videos etc. are needed."

- 3.4.63 A couple of the further comments addressed who they thought should be creating 'how-to' guidance resources. One respondent mentioned a lack of direct archaeological support outside time limited projects and another respondent thought that community volunteer groups could be adapting resources to address their own needs:

"The real issue is not about the guidance, but who prepares and issues it. I live and volunteer within a National Park which employs no archaeologists directly. Only when there is a specific, time-limited, project set up by the National Park are community volunteer archaeologists involved."

"It is important that a group, whilst not reinventing the wheel, prepares its own training package. This can be tailored to support its own needs and expectations."

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- 4.1.1 Community archaeology guidance resources have been produced by numerous national and local organisations and there is already a large amount of material readily available on a wide range of topics. Nevertheless, there has been little concerted coordination on the production of guides for community volunteer archaeologists, and some of the information available is considered conflicting or confusing. There has been some replication on topics and there are gaps in the range of subjects available, notably on aspects of organising projects and reporting and disseminating the results. Rather than duplicating effort, there is scope to reuse and refine existing information and ensure that more community volunteer archaeologists are aware of what already exists. This does, however, require organisations to have the funding and the capacity to update and distribute their existing guidance resources or grant copyright licensing which allows others to copy, distribute and modify them. National organisations including the Council for British Archaeology and funders such as the Heritage Lottery Fund have a responsibility to guide, coordinate and evaluate future resource creation.
- 4.1.2 Many of the guides specifically aimed at community volunteer archaeologists in recent years have been created as outputs of fixed-term grant funded projects, notably those funded by the Heritage Lottery Fund. There appears to have been little formal evaluation or revision of their use, particularly beyond the lifetime or original scope of a project. There are also reference guides produced for a professional, academic or general interest audiences which are used by volunteer archaeologists and community archaeologists undertaking their own research. These usually provide useful background context but do not necessarily provide step-by-step instructions suited to the scale and scope of community archaeology projects. This review shows that there is a demand for simple ‘how-to’ guides with signposting to more detailed information. This is in addition to rather than instead of initial training and ongoing support by other archaeologists in person. Community volunteer archaeologists are more likely to consult a person rather than a guide in order to learn a new subject or troubleshoot problems.
- 4.1.3 The study has also shown the laudable extent to which community volunteer archaeologists want to ensure that they are following best practice. They trust guides produced by well-recognised and easily identifiable sources, particularly at national and regional (county) level. Previous cross-sector efforts to bring together guidance, such as ISGAP, are now out-of-date and are not widely known. As this review has shown, community groups and volunteer archaeologists frequently seek recommendations and advice from other community volunteer archaeologists, often adapting existing guidance resources to suit their specific circumstances. The extent of knowledge exchange and local adaption of guidance resources has probably been underestimated, and indicates that the professional archaeological sector needs to do more to understand and aid the transfer of accurate, reliable and user-friendly information amongst community volunteer archaeologists. The profile of community volunteer archaeologists who engaged with this study suggests that there are a relatively small number of (paid and unpaid) individuals leading community

archaeology projects, therefore dissemination of guidance and recommendations is reliant on them knowing what is available.

- 4.1.4 An understanding of who is accessing these guides and how they are using them is crucial to ensure that community archaeology guides are actually used and that they help to create robust and disseminated research as well as skilled and confident practitioners. This research indicates that there are highly individual learning preferences and that 'one size' is unlikely to fit all. Therefore, different and flexible approaches tailored to the intended audience are required. An important step in achieving this is to consult users before developing new guidance resources and ask them to test and provide feedback on materials, rather than making assumptions about what they will and can use.
- 4.1.5 Most of the 'how-to' guides readily accessible to community volunteer archaeologists are printed publications or digital resources online. This study has shown that there is not an outright preference for the format of guidance resources, but many community volunteer archaeologists still like to have written notes to accompany electronic media such as videos, and want to refer to hard copies of information when collecting data or taking a break from using screens. There is some, but not universal, reception to digital formats such as video and software applications. Thus far, there has been limited and specific development of guidance resources in these formats. It is possible that digital formats would be better received for 'desktop' rather than field-based activities such as GIS. Users need to be reassured about the content quality and still have access to written and printable formats. It is possible that, as these new digital formats and use of mobile devices becomes more prevalent, that there will be greater trust and use of them.
- 4.1.6 Many of the guides identified in this research were not mentioned by and, in some instances, not recognised by the community volunteer archaeologists surveyed. It is therefore unclear how many of the existing guides are regularly used. For community volunteer archaeologists, there is an evident problem of knowing what has already been produced and easily finding it. There is widespread use of non-digital formats, and especially personal reference libraries of books that are familiar and readily to hand. Online, there is a tendency not to refer to specific sources of guidance but to use Internet search engines to find information. The generation of search results rely on the keyword query and the metadata associated with the content of webpages, and may not produce the most useful and relevant guidance. Search engine results can distance the material from important contextual information about the author, the intended use of the guide and other accompanying files. Webpages located a long way from the home or root page are less likely to come up in search engine results, and the content of electronic document files such as PDFs and spreadsheets are not searched. Producers of digital guidance materials need to ensure that they use techniques for search engine optimisation to improve rankings in Internet search results. A central online 'hub' to list guidance materials and share advice and skills would be very beneficial to the archaeological sector, and this was also a recommendation recently made by Frearson (2018) in the CBA's survey of community archaeology groups and volunteer archaeologists.
- 4.1.7 There was a wariness and, in several cases, hostility amongst some community volunteer archaeologists about using social media and other digital subscription

services to access guidance materials and connect with sources of support. It should not be presumed that use of social media platforms and other online services is universal, and there should be alternative means to access the same information without requiring (or even the perception of requiring) a specific website account. A popular opinion expressed by community volunteer archaeologists was that guidance resources should be free of charge, which prompts the question of who should be funding them.

4.2 Recommendations

- 4.2.1 The creation of simple clear guidance resources which include signposting to more detailed information.
- 4.2.2 The creation of coversheets and checklists to accompany existing guides which can be readily edited and adapted by community volunteer archaeologists to suit their circumstances.
- 4.2.3 The creation of a central online 'hub' to search for, access and provide feedback and comments such as user reviews on guidance resources. The database generated in this review could be used as the basis for a new hub for community archaeology knowledge exchange.
- 4.2.4 The continued adaptation and improvement of existing guidance resources, rather than creating new bespoke material.
- 4.2.5 The production and wide dissemination of more guidance on administration and management of archaeological projects, such as volunteer management, risk assessment and data protection, and on reporting and disseminating the results of research.
- 4.2.6 Greater clarification and signposting of standards and best practice from the professional archaeological sector and funders.
- 4.2.7 Improved signposting by community archaeologists and initiatives to other organisations and contacts to raise awareness of new and existing guidance resources.
- 4.2.8 Earlier and wider consultation of potential user groups, including the generation of more nuanced qualitative feedback through focus group and user testing.
- 4.2.9 The facilitation of peer support for advice and troubleshooting amongst community volunteer archaeologists, such as networking events and forums in person and online for neighbouring groups to meet and exchange information.
- 4.2.10 Promotion of an open access culture to freely share resources and facilitate reuse and modification through share-alike copyright licensing.
- 4.2.11 Employment of search engine optimisation for online guidance and, in particular, site navigation structures and webpage meta data to ensure high ranking placement for webpage and file content in Internet search results.
- 4.2.12 Ongoing evaluation of guidance resources produced as part of community archaeology projects, with lessons learned and recommendations shared for the benefit of other organisations.

- 4.2.13 The creation of a guide about how to produce resources for community volunteer archaeologists, outlining considerations such as accessibility, consultation methods and the pros and cons of different formats.
- 4.2.14 More funding and resourcing to review and update guidance resources, particularly during and after fixed-term grant-funded projects.

4.3 Future Research

- 4.3.1 There was insufficient data to draw out significant differences about how audiences of different ages use and engage with guidance materials. Younger people were also underrepresented in the CBA's survey on community archaeology (Frearson 2018).
- 4.3.2 The majority of participants in this study were already relatively experienced. Further research is required to understand the training, support and resources required for people completely new to community archaeology.
- 4.3.3 Future research should focus on the geographical differences in the use of and access to guidance resources. The aim of this study was to provide some wider context to focus group and survey responses from community volunteer archaeologists working in the NFNPA, but there were significantly fewer participants from areas such as Scotland, Wales and Northern Ireland.
- 4.3.4 There is potential to explore new and innovative formats for producing guidance, to find out how people engage with different methods of presenting information and learning new skills.
- 4.3.5 The search tasks undertaken as part of the focus group meetings demonstrated that more user testing could be undertaken to understand online behaviour.
- 4.3.6 This study has found that there is considerable skills exchange between members of community archaeology groups and between those of different groups. It would be interesting to understand more about how information and skills are disseminated within and between community groups.
- 4.3.7 It is not clear how much time and external consultation goes into producing new guidance resources and maintaining existing ones. It would benefit organisations to know how much time and money might be required to ensure that there is sufficient resourcing.
- 4.3.8 There appears to be far fewer people involved in planning and managing self-led community archaeology projects than the number of people who take part in the activities they organise. It would be useful to know the scale of this and what impact it has on the capacity and sustainability of community groups.

4.4 Outputs

- 4.4.1 Alongside this report, the researchers have generated the following data and resources as part of this work:
- A database of community archaeology guidance resources (.accdb)

- A spreadsheet of community archaeology guidance resources (.xlsx)
- An information pack about running focus group consultations (.pdf)
- An anonymised version of the New Forest focus group meeting transcription (.pdf)
- An anonymised version of the Cambridgeshire focus group meeting transcription (.pdf)
- A summary of the CBA North West focus group meeting (.pdf)
- An anonymised spreadsheet of the online survey results (.xlsx)
- A list of the online survey questions and options (.pdf)

APPENDIX A BIBLIOGRAPHY

- Brown, J. et al. 2018 Voluntary and Community Special Interest Group Community Archaeologist Survey Report (ClfA SIG Voluntary and Community Archaeology)
- Frearson, D. 2018 Supporting Community Archaeology in the UK: Results of a 2018 survey (Council for British Archaeology: CBA Research Bulletin 6)
- Hedge, R. and Nash, A. 2016 Assessing the Value of Community-Generated Historic Environment Research (Historic England Report number 82/2016)
- Thomas, S. 2010 Community Archaeology in the UK: Recent Findings (Council for British Archaeology)

APPENDIX B FOCUS GROUP – SUPPORTED BY CBA NORTH WEST

Guides used in the last year by participants

Mixture of professional guides and accessible guides:

Historic England guides

BAJR Guides

Portable Antiquities Scheme as a source of information for finds identification

MOLAS handbook

CBA Handbooks e.g. For recording timber framed buildings is good - although not easy to find

YAC online resources for a helpful information about working with children on archaeological projects

You Tube

Pot Sherd website for Roman pottery identification

V&A and visits to museums for finds identification

SCARF online resources

Archaeology Passport

Review of Resources By Type

Written Guides (Accessible online or otherwise)

Historic England Guides

Historic England guides are very detailed and can provide good in depth information but they do not help with 'how-to' do things (not step by step instructions).

Good with providing options for different levels of surveying etc. so you can see what is a basic standard of survey and what is more detailed.

What might be better is a quick guide with a link to more professional standards

HE Finds Guides - Tend to be very detailed

CiFA Guides - the group were aware of their existence but they were not used.

BAJR Guides are good and aimed at the right audience. The variety of subjects covered is useful.,

MOLAS handbook

The book is a useful resource but participants found that each different site they dug on had different recording standards and that the information in the book is interpreted in different ways by different organisations. There is a general lack of standardisation amongst organisations and groups.

Books

Books and magazines have been used by participants to provide background information on topics they are learning.

E Books were also used.

Books with coloured photos are the most useful, especially for finds identification work (see more detail below).

Conferences and Talks

Conferences and talks were reported as a popular way to keep updated with wider information. Days with a combination of talks and practical sessions are also popular. Participants expressed positive opinions around a balance of learning background information then trying practical skills.

Online courses

Some people had undertaken online courses through Futurelearn which blended a mix of video lectures, written information and interviews.

These were felt to be a good introduction to a topic to provide background information or an overview of basic information. The main strength being that knowledge and information was shared by experts in their field.

Agreement that online resources for excavation training is not a substitute for experience in the field.

Online resources

There is a lot of information available online but it is difficult to sort quality material from unhelpful or incorrect resources. The volume of information can be overwhelming at times.

A central point of reference would be very helpful (e.g. BAJR is a good example).

It was reported that interaction with experts is useful and the ability to interact with professionals via social media and online forums is helpful. It was acknowledged that this also sometimes leads to conflicting information.

You Tube

One participant reported their experience of using You Tube videos to learn flint knapping. The participant had attended a knapping workshop to gain understanding, they then turned to You Tube videos to develop their skills. A strength of You Tube is that it can be paused, rewound and watched and expert skills examined in detail.

Learning Specific Fieldwork Skills

Excavation

Most people first learned excavation skills through on the job coaching where they were trained in the field under supervision. They had first hand experience in the field and picked up more skills as their experience grew or when they encountered new situations during excavation.

Participants had a mix of experiences when undertaking fieldwork with professional supervisors. Some participants reported excellent support and mentoring which resulted in increased confidence, skills and an appetite for learning more. However in other cases, difficulties had arisen in training and supervision during excavation as a result of a lack of training of professional supervisors who had less excavation experience than the volunteers. In some cases participants reported that being viewed as an 'amateur' or 'volunteer' had hindered access to learning fieldwork skills on site. One participant reported that they did not like the term 'amateur' or 'volunteer' as they felt this had negative connotations.

Some very successful examples of learning on the job included attending training digs where a number of aspects of field archaeology were an expected part of every day on site. The best examples also included instances where there was a desire to support people to learn new skills if a task hadn't been carried out before. A good ratio of 4:1 volunteers to supervisors was reported.

Important points were made regarding the skills needed to teach or coach new participants in the field and that this wasn't a role suited to all people. A mentoring approach was a popular suggestion.

There was agreement in the group that you can't learn to dig from TV show and that hand on experience is the most important when learning field skills.

Excavation skills were refreshed through re-reading site handbooks, learning whilst doing and watching watching videos. This has been helpful to refresh skills such as levelling where previous instruction in the field needs refreshing before a dig.

Finds Identification

One participant reported that she started to learn about finds from other people in the group where they would discuss and share knowledge. The next step was using book resources to research and visiting museum collections to develop knowledge. It was felt that with finds (and other areas of archaeology in general) there is a gap between very simple, easy to access guides, and academic resources which are overly detailed and not accessible. There is a need for something substantial but not academic.

Popular resources included the Shire pottery books, webpages and the Cambridge guide. There are difficulties with finds reference materials that have no pictures and are not in colour. Difficulties also arise as colour is not represented correctly on webpages and some books are not printed in colour at all. What is needed is a colour finds guide.

Building Survey

Participants reported a mixture of approaches around learning building survey with general agreement that a combination of both written sources and practical experience was needed. Some participants reported reading the theory first, then putting this into practice, others preferred to learn through practical skills first then enhance their knowledge by reading additional information afterwards. The point was raised that undertaking practical archaeological work without proper knowledge could cause damage, which everyone wanted to avoid

Accessibility

There was an acknowledgement that some resources are withheld from community groups due to competition for archaeological jobs and positions in academia. Some members of the group described difficulties accessing information and publications as research goals and skills were being protected by their authors. It was stated that community groups want to learn but no one wants to teach them. It was also acknowledged that there were a number of complex reasons and restrictions on professional organisations as to why this is the case.

Cost was also considered an important access barrier with a recommendation to make resources free.

Resources need to be inclusive and meet people's needs. This could include writing in accessible fonts and sizes and using clear and plain language.

Access to printed publications and the cost of purchase of these was also considered an important factor in the success of printed materials. It was felt that the charge associated with some online archaeology courses prevented access and created a culture of 'archaeology for rich people'.

Preferences

Digital or Non-Digital?

It was felt that this was a bit of a misnomer as written materials that were non-interactive were effectively the same both on and off screen. For further comments regarding practical or on-the-job learning please see above.

Detailed or Simple Guidance?

Both approaches are needed. Providing the highlights of a detailed piece of information is useful, backed up by more detailed information if needed. Two versions are useful, a simple one and a document that you can use for detailed research if required. A good example of a simple guide might be a kind of 'Archaeology for Dummies'.

What do you think can be done to make resources more accessible?

There was agreement that to improve accessibility, resources should be free. Sources of resources could be a central website like BAJR or the Archaeology Data Service. A central website depository based on training, with dedicated training resources would be useful. A shared space where groups could find out best practice in other areas could also be useful.

Who should be creating these resources?

There were many suggestions around a central national body providing the resources but this was alongside acknowledgment that a central governing body for archaeological work does not exist. Suggestions included Historic England, Council for British Archaeology, local experts including non-academics and people with experience in their field. It was felt strongly that experts writing training materials should be supported by people with teaching skills or who were experienced in training volunteers.

Closing Statements

Much support was expressed for the development of a fieldwork skills guide which could be shared with all new starters (professional and community archaeologists) on their first day on site.

There was a desire for consistency in field work approaches across sites and organisations.

Involvement of local people and community volunteers on professional and commercial excavations is good and should be written into project briefs.

Community groups need supporting with other forms of guidance such as Health and Safety training, Data Protection training, understanding insurance and liability and how to write codes of conducts as well as field skills guides.

APPENDIX C FOCUS GROUP INFORMATION PACK



Community Archaeology Resource Review Focus Group Information Pack

As part of the Our Past, Our Future Landscape Partnership Scheme supported by the Heritage Lottery Fund, the New Forest National Park Authority has commissioned Oxford Archaeology to review the guidance that people refer to when undertaking self-guided archaeological work. These 'how-to' guides might be about identifying, researching and recording archaeological sites and finds and may be in the form of textbooks, digital or printed media. Volunteers and representatives from community groups who undertake their own archaeological investigations have been invited to attend focus group meetings in order to find out where they currently seek guidance when planning their archaeological investigations; to discuss what they find useful and not useful about existing resources; to help identify potential areas for improvement or new resource creation; and to provide context for unclear or conflicting responses from an online survey which will be circulated nationally.

This document sets out the methodology used by Oxford Archaeology to run focus groups for this research project and forms part of a pack of information and templates for running focus groups which also includes:

- **Pre-Meeting Questionnaire:** a series of questions to ask focus group participants in advance to capture information which might contextualise their answers during the meeting.
- **Participant Consent Form:** a form to issue to focus group participants to explain how their data will be collected and to get their permission to take part.
- **Discussion Guide:** an outline of the key issues and areas of questioning to facilitate the group discussion during the focus group.
- **Task Documentation Form:** a form to record the results of an online search task during the focus group.
- **Findings Summary:** a form for summarising the findings of the focus group.

This pack has been produced for other organisations interested to find out about the guidance materials used by their volunteers and community group contacts. This may be as part of a wider discussion about the guidance and support your organisation offers as part of a project evaluation or stakeholder meeting. If you are willing to share a summary of your findings and any anonymised notes or recordings for the purpose of this research project,

please contact community@oxfordarch.co.uk We welcome any questions or feedback you might have about this study or about conducting a focus group.

Please contact community@oxfordarch.co.uk if you require any of the templates in an alternative format. You can download the appendices as separate editable files (.dox) from this folder on Oxford Archaeology's online file sharing space:

<https://files.oxfordarchaeology.com/nextcloud/index.php/s/tpaLL3qGyT3eqmB>

Contents

1. WHAT IS A FOCUS GROUP?	91
2. PARTICIPANT RECRUITMENT	91
3. ORGANISATION.....	91
4. PRE-MEETING QUESTIONNAIRE.....	91
5. THE ROLE OF THE MODERATOR	92
6. RECORDING	92
7. CONSENT FORM	92
8. ENVIRONMENT	92
9. DISCUSSION GUIDE	92
10. ANALYSING YOUR FINDINGS.....	93
APPENDIX A – PRE-MEETING QUESTIONNAIRE	94
APPENDIX B – PARTICIPANT CONSENT FORM	101
APPENDIX C – DISCUSSION GUIDE.....	103
APPENDIX D – TASK DOCUMENTATION FORM	106
APPENDIX E – FINDINGS SUMMARY	108

Community Archaeology Resource Review

Focus Group Methodology

1. What is a focus group?

A focus group is a guided small group discussion. The idea is to generate personal opinions rather than statistics, as with larger more representative surveys. It is not intended to be a debate or training session but an opportunity to understand views and experiences on a particular topic.

2. Participant recruitment

Focus groups typically involve a small number of participants. We suggest inviting between six and ten people to take part so there are sufficient participants to encourage discussion but not so many that not everyone can't contribute.

Participants need to have some knowledge and understanding of the topics which will be covered so that they can participate in the discussion. Once you have decided on the topics and discussion questions, you will have a better idea of who is best qualified to participate in your focus group.

It should not matter if participants already know one another but it may help if one of the moderators also knows them and understands the underlying dynamic of the group.

Participants should be discouraged from discussing the topic with other participants before the meeting as it may influence their personal responses.

When approaching participants, explain the purpose of the research, the recording methods and the structure of the meeting so that they know what to expect and can make an informed decision about whether to take part.

3. Organisation

Book a quiet and private venue in advance, and check that it will be accessible for your participants.

If following the provided discussion guide, we suggest allocating two hours for the focus group and aim for the main discussion to take 90 minutes. We also set our participants an online search task which required Wi-Fi access.

If using audio or video recording equipment, practise setting it up in advance and bring spare batteries, chargers and digital storage.

4. Pre-Meeting Questionnaire

We suggest issuing a survey to focus group participants in advance in order to capture information which might contextualise answers given during the focus group such as demographic profile; prior skills, knowledge and experience of archaeology; and their learning and accessibility preferences.

A copy of the pre-meeting questionnaire used in this study is provided. Responses were collected using LimeSurvey¹³, an open source survey tool.

¹³ <https://www.limesurvey.org/> (accessed 15/08/18)

5. The Role of the Moderator

The moderator guides and focuses the group discussion. Their role is to elicit opinions but not to judge them. As the moderator holds a position of authority and perceived influence, they must remain neutral and avoid leading questions.

A second assistant moderator can help take notes, manage recording equipment and observe body language.

Here are some pointers on moderating the focus group discussion:

- Summarise what you think you have heard, and ask if the group agrees
- Phrase the same question in a different way
- Ask if anyone else has any comments on the question
- Ask follow-up questions such as:
 - “Can you talk about that more?”
 - “Can you give an example?”
 - “What do other people think?”

6. Recording

Audio recording equipment can be used to capture everything that is said, including hesitations. Video footage can help to identify which individual is speaking and will capture body language.

Alternatively, you may think it sufficient to take notes during the discussion, in which case, it will help to have more than one person’s perspective and to try to capture as much information as possible.

Remind participants to speak one at a time for the audio/video recorder and note taker.

7. Consent Form

It is important to capture your participants’ signed consent to utilise their opinions as necessary for your research. A consent form should help your participants to understand what they have been invited to participate in, how the information is going to be used and how their personal data will be protected.

We printed off two copies of the consent form for participants to sign at the start of the focus group with one for them to keep and another to be collected in by the researchers.

8. Environment

You want to create a non-threatening and inclusive environment so that your participants feel they can talk openly and honestly. It will help to have everyone facing one another to anticipate who wants to speak to help aid audio or video recording. Name badges can be a useful aid for people who do not know one another.

The moderator should ask participants to respect one another’s opinions and not to repeat them outside the focus group, and encourage them to share their views without judgement.

9. Discussion Guide

The discussion guide is used to pre-prepare the direction of your questioning and ensure you test the hypotheses and capture the opinions you want. You should start with general open-ended questions that encourage people to elaborate. Then you can introduce more specific questions to better understand their points of view.

Questions should be:

- Short and to the point
- Focused on one aspect
- Unambiguously worded
- Open-ended.

There are three types of question:

- Engagement questions: introduce participants to a topic of discussion
e.g. "Tell me about your experience of..."
- Exploration questions: delve further into the discussion topic
e.g. "What are your favourite and least favourite aspects of...?"
- Exit questions: check to see if anything was missed in the discussion.
e.g. "Is there anything else you would like to say?"

It is still important to act spontaneously if the discussion enters unintended but productive directions.

10. Analysing your Findings

If you have recorded your meeting, make a transcript. If not, make a written summary from your notes. It will help for more than one person to review the results independently and then come together to compare your interpretations and conclusions. You are looking for patterns, common themes and new questions arising from your discussions. It will be important to consider the potential biases of your participants.

You may be able to devise and use a coding system to 'score' the data and count the number of times a particular theme is expressed.

Remember to ask your participants for feedback on the process as this may help to inform the next focus group you run.

Appendix A – Pre-Meeting Questionnaire

Community Archaeology Resource Review

Focus Group Pre-Meeting Questionnaire

*mandatory questions

1. Personal Information

First name *

Please write your answer

Last name *

Please write your answer

Email address *

Please write your answer

Community group affiliation(s)

Please write your answer

Are you able to bring your own Internet-enabled device to the focus group? *

Please choose **only one** of the following:

- ☐ Yes
☐ No

Wi-Fi will be available at the venue. Focus group participants are asked to bring their own laptop/tablet/smartphone for doing Internet searches if they can. There will be spare laptops available to borrow by anyone unable to bring their own device.

Focus group location/date *

Please choose **only one** of the following:

- ☐ *INSERT FOCUS GROUP LOCATIONS/DATES*

2. Archaeological Experience

How long have you been actively involved in archaeology?

Please choose **only one** of the following:

- ☐ Less than 1 year
- ☐ 1 - 2 years
- ☐ 3 - 5 years
- ☐ 6-10 years
- ☐ More than 10 years

Why are you involved in community archaeology?

Please choose **only one** of the following:

- ☐ I want to pursue a career in archaeology
- ☐ I have a general interest in archaeology
- ☐ I want to develop my archaeological skills
- ☐ I want to acquire more archaeological knowledge
- ☐ I find it fun
- ☐ I find it sociable
- ☐ Other:

What archaeological activities have you been involved in during the past two years?

Please choose **all** that apply:

- ☐ Excavation
- ☐ Geophysical survey
- ☐ Desk based assessment
- ☐ Report writing
- ☐ Field walking
- ☐ Landscape survey
- ☐ Geographical Information Systems (GIS)
- ☐ Finds identification
- ☐ Project archiving
- ☐ Building recording
- ☐ Other:

Why have you not carried out certain archaeological activities during the past two years?

Please choose **all** that apply:

- ☐ Not relevant to my research questions
- ☐ Not relevant to my study area
- ☐ Have not received training
- ☐ Have not got access to equipment
- ☐ Have not got access to guidance materials
- ☐ Other:

What archaeological activities have you received training in?

Please choose **all** that apply:

- ☐ Excavation
- ☐ Geophysical survey
- ☐ Desk based assessment
- ☐ Report writing
- ☐ Field walking
- ☐ Landscape survey
- ☐ Geographical Information Systems (GIS)
- ☐ Finds identification
- ☐ Project archiving
- ☐ Building recording
- ☐ Other:

Rate your confidence in carrying out these archaeological activities?

Please choose the appropriate response for each item:

	Excavation	Geophysical survey	Desk-based assessment	Report writing	Field walking	Landscape survey	GIS	Finds identification	Project archiving	Building recording
Very unconfident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unconfident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neither confident nor confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Who are you in regular contact with regarding your archaeological activities?

Please choose **all** that apply:

- ☐ Local authority archaeologists (including National Parks)
- ☐ Commercial/charitable archaeological contractors
- ☐ Museum curators
- ☐ Other local historical/archaeological societies

3. Learning Preferences

Rank which techniques you prefer to use when learning new information.

All your answers must be different.

Please number each box in order of preference from 1 to 4

- I prefer using pictures, images and spatial understanding.
- I prefer using sound and music.
- I prefer using words, both in speech and writing.
- I prefer using my body, hands and sense of touch.

Imagine that you are learning how to use a new piece of survey equipment. Rank the ways in which you think you would learn this skill the best?

All your answers must be different.

Please number each box in order of preference from 1 to 4

- Looking at pictures of someone using the equipment.
- Listening to someone explain how to use the equipment.
- Reading about how to use the equipment from a manual.
- Watching someone else use the equipment and trying it yourself.

What styles of learning apply best to you?

Please choose **all** that apply:

- ☐ I have to see information in order to remember it.
- ☐ I prefer to listen to information being explained rather than read it written down.
- ☐ I like to refer to handouts during presentations of new information.
- ☐ I like to practice doing something in order to learn it.
- ☐ Visualising information in my mind helps me to remember it better.
- ☐ Reading out loud helps me to remember information better.
- ☐ I take a lot of notes when during presentations or reading material.
- ☐ I find it difficult to sit still for long periods of time.

3. Demographic Information**Postcode ***

Please write your

Age? *

Please choose **only one** of the following:

- ☐ Under 16
- ☐ 16 - 25
- ☐ 26 - 49
- ☐ 50 - 64
- ☐ 65 - 79
- ☐ 80 and over
- ☐ Prefer not to say

Gender *

Please choose **only one** of the following:

- ☐ Female
- ☐ Male
- ☐ Intersex
- ☐ Prefer not to say

Do you consider yourself to have a disability under the Equality Act 2010? *

Please choose **all** that apply:

- ☐ No
- ☐ Hearing impairment
- ☐ Mental ill health
- ☐ Visual impairment
- ☐ Mobility
- ☐ Manual dexterity
- ☐ Progressive conditions
- ☐ Learning conditions (where a person learns in a different way i.e. someone who has dyslexia)

IF 'YES' PLEASE CONTINUE TO THE NEXT QUESTION

- ☐ Facial disfigurement
- ☐ Speech impediment
- ☐ Prefer not to say

In the Act, a person has a disability if:

- they have a physical or mental impairment
 - the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings
- 'substantial' means more than minor or trivial
 - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
 - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Only answer this question if you have answered 'YES' to having a learning condition in the question above.

What learning conditions do you have?

Please choose **all** that apply:

- ☐ Dyscalculia
- ☐ Dysgraphia
- ☐ Dyslexia
- ☐ Dyspraxia
- ☐ Auditory processing disorder
- ☐ Visual motor deficit
- ☐ Language processing disorder
- ☐ Autistic spectrum disorder
- ☐ Attention deficit hyperactivity disorder (ADHD)
- ☐ Profound and multiple learning activity
- ☐ Prefer not to say
- ☐ Other:

If you regularly use the Internet, do you usually:

Please choose **all** that apply:

- ☐ Access it from home?
- ☐ Access it from a location outside the home?

What device(s) do you usually use to access the Internet?

Please choose **all** that apply:

- ☐ Desktop computer
- ☐ Laptop computer
- ☐ Tablet computer
- ☐ Smart phone
- ☐ Smart television
- ☐ Other:

What is the furthest level of education you have completed?

Please choose **only one** of the following:

- ☐ None
- ☐ Secondary education (GCSE/O-Levels or similar)
- ☐ Post-secondary education (A-Levels/up to NVQ3 or similar)
- ☐ Vocational qualification (Certificate/Diploma/BTEC/NVQ4 and above or similar)
- ☐ Undergraduate degree (BA/BSc or similar)
- ☐ Postgraduate degree (MA/MSc or similar)
- ☐ Doctorate (PhD)
- ☐ Prefer not to say

Thank you for completing this questionnaire. We look forward to seeing you at our focus group meeting soon.

Appendix B – Participant Consent Form

Community Archaeology Resource Review Focus Group Consent Form

Thank you for attending this focus group organised by *INSERT ORGANISATION NAME*. The focus group will last about *LENGTH*. The aims of the project will be explained to you and you will have an opportunity to ask questions about the research. We will be taking notes and photographs as well as video and audio recording the session.

As part of the Our Past, Our Future Landscape Partnership Scheme supported by the Heritage Lottery Fund, the New Forest National Park Authority has commissioned Oxford Archaeology to review the guidance that people refer to when undertaking self-guided archaeological work. These 'how-to' guides might be about identifying, researching and recording archaeological sites and finds and may be in the form of textbooks, digital or printed media. The purpose of the group is to try and understand how volunteers and community group members access and use 'how-to' guidance resource materials. The information learned in the focus groups will be used to devise recommendations for future resource creation. All the data collected is confidential and the results will be fully anonymised. We are committed to being transparent about how we collect and use data and to meet our data protection obligations. An anonymised summary of the themes and issues raised during the discussion will be shared with Oxford Archaeology and the New Forest National Park Authority to inform their research.

There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

1. I agree to take part in the research project.
2. I confirm that I have read and understood the participant information supplied above and have had the opportunity to ask questions.
3. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.
4. I understand that all the information I provide will be treated in confidence.
5. I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded (within one week).
6. I agree to notes being taken/video and audio recording about what I am saying as part of the research project.
7. I agree to respect other focus group participants and their views.
8. I agree to be contacted by the researcher following the focus group as follow up on my comments.
9. I agree to photographs being taken and shared online and in print for publicity purposes (names will not be included).
10. I have read and understood the project's privacy notice.

Name of participant:
Signature of participant:
Name of Researcher:
Signature of researcher:
Date:

Appendix C – Discussion Guide

Community Archaeology Resource Review

Focus Group Discussion Guide

Introduction

(c. 15 minutes)

- Venue housekeeping.
- Introduce the people who are moderating.
- Introduce the project aims and methods:
 - Why the focus group is being held
 - The format and length of the focus group
 - The methods for recording the discussion
 - The role of the moderator
 - How to provide feedback on the focus group process.
- Ask participants to sign consent forms.
- Turn on any recording equipment being used.
- Ask participants to introduce themselves.

1. What guidance resources do you currently use?

(c. 30 minutes)

- What guidance resources have you used in the past year and under what circumstances?
- How did you discover or access these resources?
- What format were they in?
- How did you use these resources?
- How often did you refer to them?
- Did you cross-check with other resources?
- How do you save the resources for future use?
- What did you particularly like about these resources?
- What did you particularly dislike about these resources?
- Are there any other resources you have used in the past five years?

2. Online resource searching task

(c. 30 minutes)

- Introduce the online resource searching task:
 - Connect devices to Wi-Fi.
 - State the topic to search for guidance (e.g. geophysical survey, test pit excavation, field walking).
 - Explain the role of the 'searcher' undertaking the task and the 'observer' taking notes.

- Hand out and explain the task documentation form.
- State the time limit (e.g. 5 minutes).

Reflecting on the search process:

- Where did you search?
 - Search engines
 - Specific websites
 - Social media platforms.
- What search terms were used?
 - Did you use any of the autocomplete suggestions?
- How did you decide on which results to look at?
 - What put you off some results?
 - What attracted you to other results?
- How long did you look at them?
- Did you look at the domain name?
- Did you look at who produced the information?
 - Had you heard of them before?

Looking at the selected guidance, what do you think about:

- The presentation of the information?
- The length and detail of the guidance?
- How the information has been pitched?
- The topics covered?
- The language used?
- The appearance?
- Who produced it?
- Is it current?
- Does it follow best practice?
- How you would improve this guidance?

3. What would they like to see from future guidance resources?

(c. 30 minutes)

- What do you generally prefer?
 - Digital or non-digital?
 - For fieldwork and for desk-based research?
 - More detailed or more simple guidance?
- What do you think can be done to make resources more accessible?
 - Where will you go to find them?
 - Who do you think should be creating resources?
 - Who do you think should be signposting to you about where to find them?
- Would you use any of the following for guidance materials:
 - Social media platforms

- Video sharing websites
 - Digital applications or ‘apps’
 - Online courses.
- Are there any particular aspects of archaeology you feel you need guidance in?
 - Desk based research
 - Archaeological fieldwork techniques
 - Artefact identification
 - Recording and reporting
 - Protection and preservation
 - Outreach
 - Policies and permits
 - Other skills e.g. volunteer management; grant applications; health and safety; social media use; website creation.

Appendix D – Task Documentation Form

Community Archaeology Resource Review

Focus Group Task Documentation Form

Location:

Date:

Name of SEARCHER: (Person undertaking the task)

Name of OBSERVER: (Person documenting the task)

PLEASE CLEARLY TICK (✓) THE BOX(ES) INDICATING YOUR ANSWER(S)

Type of device used:

☐ Desktop computer☐ Laptop☐ Tablet☐ Smart phone☐ Other (specify):

Is the device:

☐ Personal?☐ Borrowed?

Internet browser used:

☐ Windows Internet Explorer☐ MacOS Safari☐ Mozilla Firefox☐ Google Chrome☐ Other (specify):

Search engine – if used for searching:

☐ Google☐ Bing☐ Yahoo☐ Ask☐ Other (specify):

Social media – if used for searching (please tick clearly):

☐ Facebook☐ Twitter☐ YouTube☐ Other (specify):

First selected result

What is the URL (web address)?

How did this rank in the search results?

How long was spent looking at the result?

Second selected result

What is the URL (web address)?

How did this rank in the search results?

How long was spent looking at the result?

Third selected result

What is the URL (web address)?

How did this rank in the search results?

How long was spent looking at the result?

How many results were selected in total?

Final guidance material selected:

Reasons for selection:

.....

Appendix E – Findings Summary

Community Archaeology Resource Review

Focus Group Findings Summary

This document is for summarising and analysing the findings of your focus group discussion.

General Themes

Bullet point notes about the main points raised by the participants.

-

Issues Raised

Bullet point notes about the particular concerns of and problems encountered by participants.

-

Ideas Suggested

Bullet point notes about the ideas and suggestions participants had.

-

Questions to Pursue

Bullet point notes about other areas brought up in discussion which might be of further interest.

-

If you are happy to share the findings of your focus group discussion with Oxford Archaeology and the New Forest National Park Authority

Please email this document to: community@oxfordarch.co.uk

APPENDIX D ONLINE SURVEY

This survey is aimed at community volunteer archaeologists who undertake supervised and self-guided archaeological work, either as part of a community group or as an individual.

As part of the Our Past, Our Future Landscape Partnership Scheme supported by the Heritage Lottery Fund, the New Forest National Park Authority has commissioned Oxford Archaeology to undertake a review of community archaeology 'how-to' guides. The guides might be about identifying, researching and recording archaeological sites and finds and may be in the form of textbooks, digital or printed media.

We are interested in finding out about where you currently find guidance on investigating archaeological sites and what you find useful and not useful about existing guidance resources, which will help to inform the creation of new resources in the future.

This survey should take about 30 minutes to complete, including a 15 minute online practical exercise. None of the questions after the first page are compulsory. You do not have to answer all the questions but we would like you to answer as many as you can.

All the personal data collected is confidential and the results will be fully anonymised. Oxford Archaeology is committed to being transparent about how it collects and uses personal data relating to volunteers and to meeting its data protection obligations. For more information, please download a copy of the Privacy Notice for this project here: <https://files.oxfordarchaeology.com/nextcloud/index.php/s/t7yioEgk8PZ4y5c>

Please could you circulate the survey to your contacts in community archaeology - volunteers and community groups - as we are keen to hear from as many different people as possible.

If you have any questions please contact: community@oxfordarch.co.uk or 01223 850515

Demographic Information

What is your current employment status?

Check the main answer(s) that apply *

Please choose all that apply:

- ☐ Employed full time
- ☐ Employed part time
- ☐ Unemployed and currently looking for work
- ☐ Unemployed and not currently looking for work
- ☐ Student
- ☐ Retired
- ☐ Homemaker
- ☐ Carer
- ☐ Unable to work
- ☐ Prefer not to say

Are you currently employed in a paid capacity in the archaeological sector?

Please choose only one of the following:

- ☐ Yes
☐ No

This survey is aimed at community volunteer archaeologists. If you work on community archaeology projects in a voluntary capacity in your own time, please proceed to the next question. If you do not, please exit the survey.

Have you ever been employed in a paid capacity in the archaeological sector?

Please choose only one of the following:

- ☐ Yes
☐ No

Postcode *

Please write your answer here:

Age *

Please choose only one of the following:

- ☐ Under 16
☐ 16 - 25
☐ 26 - 49
☐ 50 - 64
☐ 65 - 79
☐ 80 and over
☐ Prefer not to say

Gender *

Please choose only one of the following:

- ☐ Female
☐ Male
☐ Intersex
☐ Prefer not to say

What is the furthest level of education you have completed?

Please choose only one of the following:

- ☐ None
☐ Secondary education (GCSE/O-Levels or similar)
☐ Post-secondary education (A-Levels/up to NVQ3 or similar)
☐ Vocational qualification (Certificate/Diploma/BTEC/NVQ4 and above or similar)
☐ Undergraduate degree (BA/BSc or similar)
☐ Postgraduate degree (MA/MSc or similar)
☐ Doctorate (PhD)
☐ Prefer not to say

If you regularly use the Internet, do you usually:

Please choose all that apply:

- ☐ Access it from home?
- ☐ Access it from a location outside the home?

What device(s) do you usually use to access the Internet?

Please choose all that apply:

- ☐ Desktop computer
- ☐ Laptop computer
- ☐ Tablet computer
- ☐ Smart phone
- ☐ Smart television
- ☐ Other:

Archaeological Experience

None of the questions in this section are compulsory. You do not have to answer all the questions but we would like you try to answer as many as you can. We really appreciate your time and effort in filling out this survey. Your responses will be a valuable contribution to our review and will help to suggest new lines of approach for future resource creation.

If you wish to spend more time thinking about your responses, please note that you can save your answers and resume the survey at any point, by clicking the button in the bottom left-hand corner. Please make a note to return and complete the survey when you can.

How long have you been actively involved in archaeology?

Please choose only one of the following:

- ☐ Less than 1 year
- ☐ 1 - 2 years
- ☐ 2 - 5 years
- ☐ 5 - 10 years
- ☐ More than 10 years

Who are you in regular contact with regarding your archaeological activities?

Please choose all that apply:

- ☐ Local authority archaeologists (including National Parks)
- ☐ Commercial/charitable archaeological contractors
- ☐ Museum curators
- ☐ University departments
- ☐ Other local volunteer archaeological/heritage societies
- ☐ Other:

Why are you involved in community archaeology?

Please choose all that apply:

- ☐ I want to pursue a career in archaeology
- ☐ I have a general interest in archaeology

- ☐ I want to develop my archaeological skills
- ☐ I want to acquire more archaeological knowledge
- ☐ I find it fun
- ☐ I find it sociable
- ☐ Other:

What archaeological activities have you been involved in during the past two years?

Please choose all that apply:

- ☐ Excavation
- ☐ Geophysical survey
- ☐ Desk-based assessment
- ☐ Report writing
- ☐ Field walking
- ☐ Landscape survey
- ☐ Geographical Information Systems (GIS)
- ☐ Finds identification
- ☐ Project archiving
- ☐ Building recording
- ☐ Other:

Rate your confidence in carrying out excavations:

Only answer this question if the following conditions are met:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in carrying out geophysical surveys:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in carrying out desk based assessments:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in writing reports:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in carrying out field walking:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in carrying out landscape surveys:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in using Geographical Information Systems (GIS):

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in identifying finds:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in archiving projects:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident

☐ Very unconfident

Rate your confidence in recording buildings:

Please choose only one of the following:

☐ Very confident

☐ Confident

☐ Neither unconfident or confident

☐ Unconfident

☐ Very unconfident

What archaeological activities have you received training in?

Please choose all that apply:

☐ Excavation

☐ Geophysical survey

☐ Desk-based assessment

☐ Report writing

☐ Field walking

☐ Landscape survey

☐ Geographical Information Systems (GIS)

☐ Finds identification

☐ Project archiving

☐ Building recording

☐ Other:

Are there any reasons why you have not carried out certain archaeological activities during the past two years?

Please choose all that apply:

☐ Not relevant to my project

☐ Not relevant to my study area

☐ Have not received training

☐ Have not got access to equipment

☐ Have not got access to guidance materials

☐ Other:

What other aspects of running an archaeological project have you been involved in during the past 2 years?

Please choose all that apply:

☐ General project management/administration

☐ Volunteer management

☐ Budget management

☐ Applying for funding

☐ Health and safety

☐ Outreach

☐ Publicity (including websites/social media)

☐ Other:

Rate your confidence in managing/administrating projects:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in managing volunteers:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in managing budgets:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in applying for funding:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in managing health and safety:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident
- ☐ Very unconfident

Rate your confidence in carrying out outreach activities:

Please choose only one of the following:

- ☐ Very confident
- ☐ Confident
- ☐ Neither unconfident or confident
- ☐ Unconfident

☐ Very unconfident

Rate your confidence in carrying out publicity:

Please choose only one of the following:

☐ Very confident

☐ Confident

☐ Neither unconfident or confident

☐ Unconfident

☐ Very unconfident

What other aspects of running an archaeological project you have you received training in?

Please choose all that apply:

☐ General project management/administration

☐ Volunteer management

☐ Budget management

☐ Applying for funding

☐ Health and safety

☐ Outreach

☐ Publicity (including websites/social media)

☐ Other:

Are there any reasons why you have not been involved in other aspects of running an archaeological project during the past two years?

Please choose all that apply:

☐ Not relevant to my project

☐ Other people have been responsible

☐ Have not received training

☐ Have not got access to guidance materials

☐ Have not had time

☐ Other:

Learning Preferences

Rank which techniques you prefer to use when learning new information.

Please number each statement in order of preference from 1 to 4

I prefer using pictures, images and spatial understanding.

I prefer using sound and music.

I prefer using words, both in speech and writing.

I prefer using my body, hands and sense of touch.

Rank which of these statements about learning styles apply best to you.

Please number each statement in order of preference from 1 to 8

I have to see information in order to remember it

I prefer to listen to information being explained rather than read it written down

I like to refer to handouts during presentations of new information
 I like to practice doing something in order to learn it
 Visualising information in my mind helps me to remember it better
 Reading out loud helps me to remember information better
 I take a lot of notes during presentations or when reading material
 I find it difficult to sit still for long periods of time

Imagine that you are learning how to use a new piece of survey equipment. Rank the ways in which you think you would learn this skill the best?

Please number each statement in order of preference from 1 to 4

Looking at pictures of someone using the equipment.

Listening to someone explain how to use the equipment.

Reading about how to use the equipment from a manual.

Watching someone else use the equipment and then trying it yourself.

Practical Exercise 1 of 3

Please watch this video (<https://youtu.be/VsP80wVGVbA>) and then answer the following questions:

What does the 'Delete' button do?

Please choose only one of the following:

- ☐ Delete all logged readings
- ☐ Delete the last logged reading
- ☐ Delete the current line
- ☐ Delete any logged reading

How would you rank the video for the following:

Please choose the appropriate response for each item:

	Excellent	Good	Neither good nor poor	Poor	Very poor
Clarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simplicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like about the video?

Please write your answer here:

What did you not like about the video?

Please write your answer here:

How might the video be improved?

Please write your answer here:

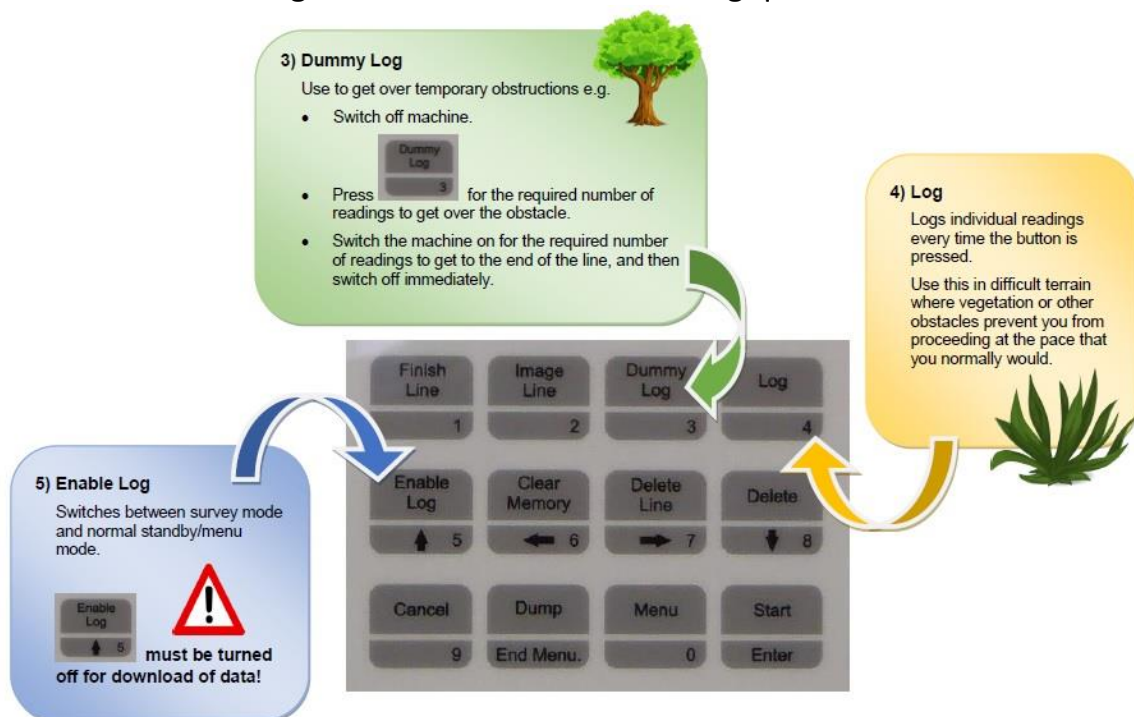
Do you require any of the following accommodations and modifications to watch or listen to presentations?

Please choose all that apply:

- ☐ Subtitles
☐ Accompanying written notes
☐ An assistive listening device
☐ Sign language interpretation
☐ None of the above
☐ Other:

Practical Exercise 2 of 3

Please look at this diagram and answer the following questions:



Which button must be switched off before data is downloaded?

Please choose only one of the following:

- ☐ Log
☐ Dump
☐ Zero
☐ Enable log

How would you rank the diagram for the following:

Please choose the appropriate response for each item:

	Excellent	Good	Neither good nor poor	Poor	Very poor
Clarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simplicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Good	Neither good nor poor	Poor	Very poor
Detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like about the diagram?

Please write your answer here:

What did you not like about the diagram?

Please write your answer here:

How might the diagram be improved?

Please write your answer here:

Practical Exercise 3 of 3

Please read this text and answer the following questions:

Troubleshooting

Mistakes

If you get a point wrong, press 'Delete' on the resistivity meter. If you get a whole line wrong, press and hold down on 'Delete Line' for FOUR beeps (any less and the memory won't clear). You will probably have to press 'Start/Enter' to log your next point.

Dummy Logging

At some point during your survey you are likely to encounter a situation where you can't log a point because there is a physical obstruction in the way, such as a tree or concrete surface. Instead of skipping out this point, press 'Dummy Log' on the resistivity meter so it recognises a missed reading, and it should give a warble in confirmation. Do this as many times as you have points you need to dummy log. Press 'Start' to continue surveying as normal.

Regular Incomplete grid squares

You will encounter a problem when you come across grid squares that are smaller than 20m². For example, if your field has dimensions of 28m x 60m, the first three 20m² squares are easy to do, but you will encounter a problem with each of the 8 x 20m grid squares. Following the dummy logging procedure, you could 'Dummy Log' each of the 'blank' points, but this would be very repetitive and time-consuming. Instead, when you reach the point where you can't take any more readings, press 'Finish Line', which dummy logs all the remaining points in for you. Then press 'Image Line'. The number of points you have just dummy logged in will be mirrored at the start of the next line, leaving you to finish the second line's survey as per normal. NB: this will only work in squares with regular dimensions.

What does the button 'Image Line' do?

Please choose only one of the following:

- ☐ Create a picture of the survey results
- ☐ Mirror the logged readings for the previous line
- ☐ Reverse the direction of readings for the next line
- ☐ Skips the next line

How would you rank the text for the following:

Please choose the appropriate response for each item:

	Excellent	Good	Neither good nor poor	Poor	Very poor
Clarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simplicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like about the text?

Please write your answer here:

What did you not like about the text?

Please write your answer here:

How might the text be improved?

Please write your answer here:

Do you require any of the following accommodations and modifications to read print or text on screen?

Please choose all that apply:

- ☐ Large print
- ☐ Text reader (e.g. a Reading Pen or text-to-speech software)
- ☐ Visual prompts or cues (e.g. colour coding, pictures)
- ☐ Coloured backgrounds or overlays
- ☐ None of the above
- ☐ Other:

Resource Review

When you were last learning a new archaeological technique, where did you go to find information?

Please choose all that apply:

- ☐ Internet search engine
- ☐ Specific website(s)
- ☐ Library
- ☐ Specific books(s)
- ☐ Another community volunteer archaeologist
- ☐ An archaeologist working in the profession
- ☐ Don't know
- ☐ Other:

Why did you consult this resource(s)?

Please choose all that apply:

- ☐ I knew it would have the answer
- ☐ I have previously consulted this source
- ☐ I wanted to consult a range of sources
- ☐ I wanted to find new information
- ☐ I wanted to find local information
- ☐ The information was useful
- ☐ Other:

When you last encountered a problem during your archaeological investigations and needed to troubleshoot solutions, where did you go to find information?

Please choose all that apply:

- ☐ Internet search engine
- ☐ Specific website(s)
- ☐ Library
- ☐ Specific book(s)
- ☐ Another community volunteer archaeologist
- ☐ An archaeologist working in the profession
- ☐ Don't know
- ☐ Other:

Why did you consult this resource(s)?

Please choose all that apply:

- ☐ I knew it would have the answer
- ☐ I have previously consulted this source
- ☐ I wanted to consult a range of sources
- ☐ I wanted to find new information
- ☐ I wanted to find local information
- ☐ The information was useful
- ☐ Other:

Thinking about your usual archaeological activities, what are the names of some of the guidance materials you regularly refer to?

Please write your answer here:

Why do you usually consult these resource(s)?

Please write your answer here:

Have you consulted any of the following sources for guidance materials?

Please choose all that apply:

- ☐ Social media platforms (e.g. Facebook, Twitter)
- ☐ Video sharing platforms (e.g. YouTube, Vimeo)
- ☐ Digital applications or 'apps' (downloadable via e.g. Apple app store, Google play)
- ☐ Online courses (e.g. Coursera, FutureLearn)
- ☐ None of the above

Would you ever consider consulting any of these sources in the future?

Comment only when you choose an answer.

Please choose all that apply and provide a comment:

- ☐ Yes - why?
- ☐ No - why?
- ☐ Maybe - why?
- ☐ Don't know - why?

Consultation

Rank which of these types of organisation you would be most likely to consult when searching for guidance materials.

All your answers must be different.

Please number each organisation in order of preference from 1 to 9

- Council for British Archaeology
- Chartered Institute for Archaeologists
- Heritage Lottery Fund
- Government Historic Environment Services (e.g. Historic England/Cadw/Historic Environment Scotland/Northern Ireland's Historic Environment Division)
- Local authority archaeologists (including National Parks)
- Commercial/chartiable archaeological contractors
- Museum curators
- University departments
- Other local volunteer archaeological/heritage societies

Rank which of these resource titles you would be most likely to consult when searching for guidance materials.

All your answers must be different.

Please number each title in order of preference from 1 to 5

- A step-by-step guide to field walking
- A beginners' introduction to field walking
- Archaeological field survey techniques
- Surveying, metal detecting and field walking
- Don't know

Rank which of these formats you would be most likely to select when searching for guidance materials on the Internet.

All your answers must be different.

Please number each format in order of preference from 1 to 5

- Webpage
- PDF
- Video
- Downloadable applications or 'apps'
- Don't know

Rank which of these formats you would be most likely to refer to when on site undertaking field-based work.

All your answers must be different.

Please number each format in order of preference from 1 to 7

Webpage

PDF (downloaded to a device)

PDF (printed in hard copy)

Video

Downloadable application or 'app'

Textbook

Don't know

Contact and Comments

If you would like to be informed about the results of this survey and the research project's findings, please provide your email address.

Email address

Please write your answer here:

Do you have any further comments about guidance materials produced for and used by community volunteer archaeologists?

Please write your answer here:

Thank you for completing this survey. If you have any questions please contact:

community@oxfordarch.co.uk or 01223 850515

Please could you circulate the survey to your contacts in community archaeology - volunteers and community groups - as we are keen to hear from as many different people as possible.

Thank you for completing this survey.



**Head Office/Registered Office/
OA South**

Janus House
Osney Mead
Oxford OX2 0ES

t: +44 (0) 1865 263 800
f: +44 (0) 1865 793 496
e: info@oxfordarchaeology.com
w: <http://oxfordarchaeology.com>

OA North

Mill 3
Moor Lane
Lancaster LA1 1QD

t: +44 (0) 1524 541 000
f: +44 (0) 1524 848 606
e: [oanorth@oxfordarchaeology.com](mailto: oanorth@oxfordarchaeology.com)
w: <http://oxfordarchaeology.com>

OA East

15 Trafalgar Way
Bar Hill
Cambridgeshire
CB23 8SQ

t: +44 (0) 1223 850 500
e: [oaeast@oxfordarchaeology.com](mailto: oaeast@oxfordarchaeology.com)
w: <http://oxfordarchaeology.com>



Director: Gill Hey, BA PhD FSA MCifA
*Oxford Archaeology Ltd is a
Private Limited Company, N^o: 1618597
and a Registered Charity, N^o: 285627*