

List of Appendices

- Appendix 1 Consultation Report
- Appendix 2 Learning Programme
- Appendix 3 Development Officer Job Description
- Appendix 4 Freelance Learning and Participation Officer Brief
- Appendix 5 Consultant Oral History Mentor Brief
- Appendix 6 Sessional Youth Worker Brief
- Appendix 7 Volunteer Strategy and Role Profiles
- Appendix 8 Training Plan
- Appendix 9 Communications Plan

Appendix 1

Report on Public Consultations

1. Introduction

Public consultation and information events took place mainly between mid November and Christmas 2016 after Tavistock Town Council's Works Department, who had been occupying the Guildhall basement, had vacated and cleaned the premises. A few additional events were held in January to March 2017.

The principal aims of the public consultations were:

1. To inform a wide range of people about the project and encourage support for it.
2. To invite consultees to explore the building and provide their ideas about:
 - a. Detailed second tier interpretive themes and topics relating to Tavistock's heritage and the police and justice museum.
 - b. Ways of presenting these themes, including appropriate activities.
3. To refine the project team's understanding of target audiences and their needs.
4. To obtain the views of members of special interest groups about what they might be able to contribute towards the project and vice versa.

Community organisations were invited to participate in the consultation by the Activity consultant through:

- An article in the *Tavistock Times* on 17 November 2016 based on an onsite briefing and featuring a photograph and quotations from Town Council staff and councillors and the Tavistock Heritage Trust shadow board.
- An article in the November/December edition of *Tavy Links Magazine*.
- Emailed invitations to specific community organisations.

A range of consultative approaches were used including interactive guided tours, focus groups, presentations followed by discussion, questionnaires, comment walls with Post-It notes and artefact handling and short mock trials for children and young people. The method(s) used for each event are indicated in the specific reports below.

Most consultations included an interactive guided tour/project briefing led by the Activity consultant. The precise format and content was tailored to each group but there were elements which were common to most:

- An introduction to the project including the roles of the Town Council and the Tavistock Heritage Trust.
- Explanation of the overarching interpretive themes (World Heritage, architecture and buildings, police and justice).
- Demonstration of the visitor journey and the proposed location of themed interpretive displays which had been presented in the Stage 1 application. This was aided by plans, illustrations and posters displayed on the walls. The posters stated the main theme or topic in a given area of the building e.g. Tavistock Canal, Tavistock's World Heritage.
- An opportunity for participants to add their suggestions and comments about detailed interpretation content (i.e. themes and topics), types of displays and activities in each area of the building by sticking Post-It notes on the walls.
- Questions and debate with the consultant during the guided tour, about which the consultant made notes.
- A plenary Q & A session or focus group discussion structured around the participants' particular area of interest.

Visitors were encouraged to leave Post-It notes in relevant areas throughout the building. In practice, notes sometimes included several comments relating to different topics or areas of the building. For the sample collected during the open day an attempt has been to quantify the comments by subject area in order to indicate visitors' strength of interest. For the much smaller numbers of comments collected at each group event the analysis has been primarily qualitative. Analysis of such qualitative data is necessarily always subjective. Therefore, to allow re-evaluation of the results if ever required the Post-Its have been reproduced verbatim in a table accompanying each group report below.

The participating groups were:

Brentor and Mary Tavy Cubs

Bridestowe Beavers

Tamar Valley Tourism Association

Tavistock College students

Tapestry Choir

Tavistock Business Association

Tavistock Chamber of Commerce

Tavistock and District Local History Society

Tavistock Lions

Tavistock Rotary Club

Tavistock Scouts
Tavistock Subscription Library
West Devon Explorer Scouts

A total of 208 people from these 13 groups participated in the consultations. Of these 132 were adults and 76 were children and young people aged 5 to 18.

A further 203 people attended a public open day of whom 183 were adults and 20 were children.

The total number of people attending the consultations (through group events and the open day) was 411 of whom 315 were adults and 96 were aged under 18.

2. Open Day, Saturday 3 December 2016

The open day lasted from 10am to 4pm. It was run by the Activity consultant supported by five community volunteers who welcomed and briefed visitors and answered questions about the project.

In addition to the general publicity about the consultations referred to above, the open day was promoted through:

- An article published in the *Tavistock Times* on 1 December 2016.
- An email to the constituent organisations of Tavistock Heritage.
- The Activity consultant's Twitter account.
- Posts by one of the volunteers on four Facebook sites, Tavistock Parish, Tavistock Cozy Days, Moorland Guides and a personal site.
- Posters produced by Tavistock Town Council and displayed on the railings outside the Guildhall.

Visitors were given the opportunity:

- To explore the building.
- To record their ideas and suggestions anywhere within the building on Post-Its.
- To ask questions and discuss the project with the consultant and the volunteers.
- To complete a short survey in the court room at the end of their visit.
- To leave contact details if they wished to receive further information about the project and heritage events in Tavistock.

The event was attended by 203 people, of whom 20 were children.

Participants' views were collected by:

- Verbal feedback
- Comments left on Post-It notes
- A visitor survey

Verbal feedback

Most verbal exchanges involved the open day team responding to questions about the project and the history of the building.

Representatives from Tavistock & District Embroiders' Guild offered to create a tapestry for display in the building. They thought one of the walls in the Learning Space would be an ideal location as it would enable the tapestry to be protected from ultra violet light.

Several attendees who had worked in the building indicated that they were willing to be interviewed for an oral history project about the history of the Guildhall. They included a retired barrister, former and serving police officers, former magistrates and a police visitor.

One participant suggested that the court room would be a good venue to perform Gilbert and Sullivan's operetta *Trial by Jury* and indicated that he might be willing to direct it. .

It was suggested that cyclists need a lockable bike stand in Guildhall Square and lockers in the building to be able to store cycle bags which could be charged for.

Post-It Comments

As with group consultation events, visitors were encouraged to leave comments and suggestions about interpretation themes and topics, interpretive media and activities in relevant areas throughout the building. A total of 160 Post-It notes were left (listed in Appendix 1) some of which contained comments about more than one topic or area of the building. There were a total of 181 comments.

The distribution of comments and suggestions can be interpreted as a very rough indication of visitors' levels of interest in particular elements of the proposed displays. Some care is needed here as people were invited to suggest interpretive themes and topics or questions to which they would like the displays to provide answers. Low numbers of comments about topics such as Dartmoor or the Tamar Valley could reflect the fact that people were less

knowledgeable about these themes in the first places and so were unclear about what questions or issues to suggest. Arguably less background knowledge is needed to ask basic questions about the functions of a building such as a police station, such as about prisoners' conditions. The very low numbers for the court room and robing room are unsurprising as they featured on the survey form.

Post-It comments by theme/area

World Heritage Site	4	2%
1892 cells	42	23%
Tamar Valley	8	4%
Dartmoor	4	2%
Tavistock Canal	13	7%
Tavistock's World Heritage	9	5%
Tavistock's heritage	17	9%
Police display in corridor	8	4%
1848 cells	20	11%
Court room	5	3%
Robing room	12	7%
The building & its history	22	12%
Other	17	9%
Total	181	100%

Nevertheless, the most striking result was the extent to which visitors commented on the cells and police displays. Just under a quarter (23%) of all comments were posted in the 1892 cells with a further 11% in the 1848 cell and 4% in the corridor giving a total of 70 or 38%. The interest in policing was also demonstrated in many of the 12% of comments which related to the history of the building and surviving features, particularly the interview room and a holder for pepper spray canisters. When combined, policing and the building's history accounted for 51% of all comments. This should be an important consideration when planning activities and marketing the Guildhall.

The predominant theme in the Post-Its about policing displays was that visitors were interested in the personal stories and daily living and working routines of both prisoners and the police. Typical comments included:

Human interest - stories of actual prisoners in these cells, what they were charged with.

Interesting stories of the Police in Tavistock

Day-in-the-life. Typical routine for a prisoner. Rules for visitors, meals etc. How long till charged etc.

Add more about prisoners and prison life

Daily routine of the Police, examples of uniforms etc.

There were 26 comments which provided a range of ideas about how these topics could be presented. 16 of these referred to the Stage 1 proposals to restore one each of the pairs of 1892 and 1848 cells. There was general support for this approach. One comment stated how *In York as you enter the cells, Holograms appear of the various prisoners, giving details of their crime, punishment, life in the cells etc.* . Another suggested *Keep one cell as is to show how it was with living projections* while two people proposed using mannequins. Most people appeared to favour retaining the cell's authenticity, with *minimal restoration in this room just enough to portray it as it was originally and keep cell original as possible*. The other most common ideas (with three comments each) were using photographs and providing children's trails. Others included *Artefacts - registers of those imprisoned/charged here and Audio info definitely helpful*.

The Post-Its also revealed considerable support for restoring, conserving and explaining other parts of the building, including keeping features such as 19th century fireplaces and the holder for pepper spray canisters and three proposals that the interview room should be retained.

There were a total of 28 (14%) comments about Tavistock's World Heritage and Tavistock's heritage and they covered a wide range of topics and chronology. The distribution of Post-Its between the two areas suggests that many people either do not understand or do not choose to distinguish between Tavistock's World Heritage and the town's heritage more generally. As well as mining, comments about the town's World Heritage included *Who was Trowte?* (a reference to a 16th century tenant of part of the Guildhall complex) and *All the history of Tavistock*. The most common topics across both areas were buildings from the abbey to the present, including the Bedford cottages, and the Dukes of Bedford. Ideas for displays included comparing historical and contemporary photographs, mineral exhibits, *handling collection - artefacts, records, things you (especially children) can touch/explore, Small table & chair, paper for children to write/draw/feedback and Dressing up clothes, monks, etc. as in Elizabethan House, Ply.*

The 13 (7%) comments about the Tavistock Canal ranged widely including *Link to Morwellham Quay, Really interested in John Taylor and Why Built? Technical challenges?*

Demise of Canal? How it changed Tavistock. Three people suggested the display should include images of the canal tunnel, one noted *Will need artefacts as well as pictures* and another proposed *Set out the room as a canal boat interior.*

The very small number of responses about Dartmoor and the Tamar Valley (four and eight respectively) focussed on people's livelihoods and flora and fauna respectively. There were also only four comments about the proposed World Heritage Site display area but this may largely have been because, due to the cramped nature of the building, this space was used as the visitor welcome area during the day.

Suggestions for interpretation in the robing room were *Example of Judges robes and List of all judges, criminals, case & year it happened.* Most comments were about potential activities and included re-enactment of trials, dressing up and workshops for children, and accommodating weddings or a café.

Comments collated under the 'other' category included general remarks about, for example, foreign language translations, the relative merits of audio and the number of toilets.

Visitor survey

At the end of their visit people were asked to complete a short survey. 101 surveys were completed.

Visitors were asked to indicate which age band they fell into in the hope that it would be possible to draw at least some tentative conclusions about any differences of perception within age profiles. As the table shows, the returns in most age groups were too low to be statistically significant.

Completed questionnaires by age (number)

Up to 11	3
12-18	3
19-24	0
25-35	3
36-45	3
46-55	12
56-65	28
Over 66	35
No response	14

What the age profiles do show is that visitors to the open day reflected the tendency for heritage events in Tavistock to appeal to older adults which is noted in other surveys such as the Tavistock WHS Key Centre Area Learning Strategy (2013).

Questionnaire results from all respondents (number)

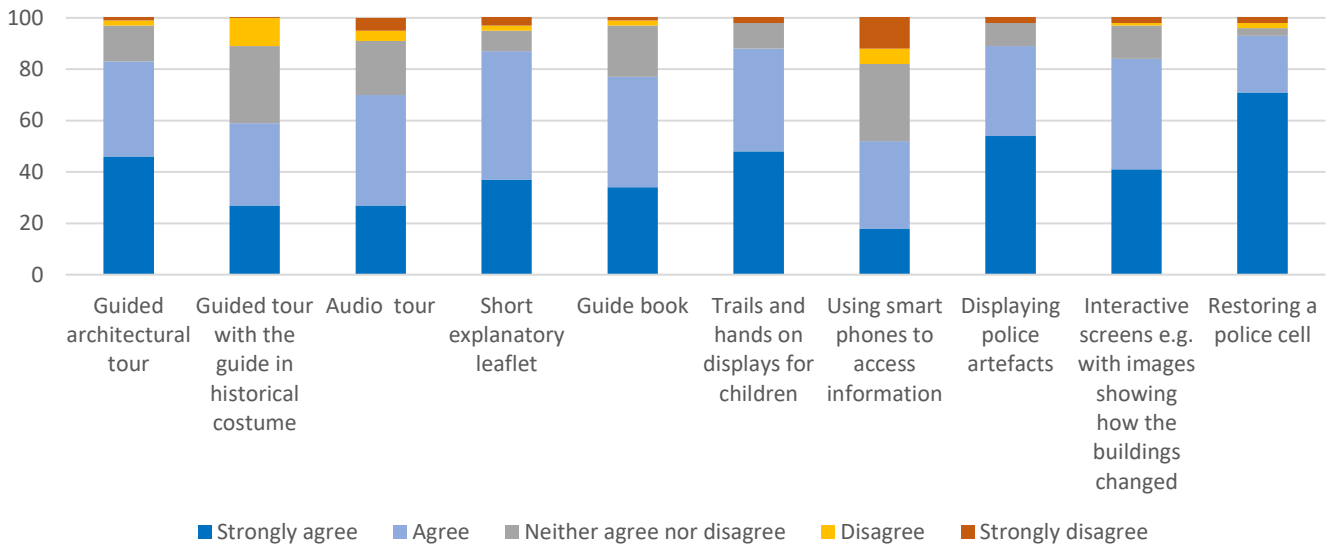
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Guided architectural tour	46	37	14	2	2
Guided tour with the guide in historical costume	27	32	30	11	1
Audio tour	27	43	21	4	5
Short explanatory leaflet	37	50	8	2	4
Guide book	34	43	20	2	2
Trails and hands on displays for children	48	40	10		3
Using smart phones to access information	18	34	30	6	13
Displaying police artefacts	54	35	9		3
Interactive screens e.g. with images showing how the buildings changed	41	43	13	1	3
Restoring a police cell	71	22	3	2	3

Respondents were asked their opinions about different ways of telling the story of the Guildhall building. Adding the totals of people who strongly agree and agree with each option produced the following indication of their preferred methods of interpretation:

Restoring a police cell	93
Displaying police artefacts	89
Trails and hands on displays for children	88
Short explanatory leaflet	87
Guided architectural tour	83
Interactive screens	84
Guide book	77
Audio tour	70
Guided tour with the guide in historical costume	59
Using smart phones to access information	52

There is little difference in the ranking if only the strongly agree scores are compared. The top three remain unchanged, although restoring a police cell is clearly the most preferred option. The middle group of three remain the same but with a different rank order and this is also the case with the least popular remaining four options.

Questionnaire results (%)



The use of smart phones was by far the least popular option followed by costumed guided tours. Smart phones also received the most negative responses with 19 people disagreeing strongly or disagreeing with their use. When these results are analysed by age group, and allowing for the very small samples of younger people, there is some indication that the use of smart phones attracted more negative reactions among the older, and more numerous, groups. However, among all age groups more people agreed or agreed strongly with using smartphones than disagreed or disagreed strongly. In most age groups a significant number neither agreed nor disagreed.

Questionnaire result - use of smart phones in the Guildhall (number)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Up to 11		1	1		1
12-18	1	1	1		
19-24					
25-35	2		1		
36-45		3			
46-55	3	3	1	2	3
56-65	6	10	10	2	
Over 66	3	11	12	1	8
Age not given	3	5	4	1	1

The survey also asked people to provide their ideas about what activities they would like to see taking place in the court and robing room. 70 of the 101 returned forms contained a response and they are listed in Appendix 2. Many of the responses list a range of possible uses and collectively they show strong support for making the space available for multiple functions and for community use. The principle suggestions fell into the following categories:

- Mock trials and re-enactments for schools, families and the general public.
- Exhibitions about the history of policing and justice.
- Events and performances including lectures, music and drama, weddings.
- Venue for meetings for the Town Council and community groups.
- Venue for hire e.g. for filming.

3. Community Group Consultation Reports

Tavistock and District Local History Society, 22 November 2016

The aim of the session was to obtain the views of members of a special interest group who might be expected to be particularly knowledgeable about, and interested in, the town's history and heritage.

The event was attended by 32 History Society members and two guests of the Chair, including a retired Head of Protection at English Heritage. The Activity consultant led a guided tour of the building and participants used Post-It notes to record their views. There were opportunities for discussion during the tour and in a short plenary session.

There were 41 Post-It notes from which the main findings were:

- The group expressed fewer views about potential interpretation content than expected. A possible explanation for this is that members assumed the points they would have made were self evident, not least because many of them knew the consultant as an expert on local heritage.
- Those comments which were made about thematic content were very wide ranging and spanned the medieval abbey to World War II. They showed relatively little interest in the history of policing and justice per se.
- A wide range of interpretive techniques were suggested including 3D projection in a cell, audio visual display of the Man Engine in West Devon, audio trail, and interactives such as QR codes, touchscreen and an illuminating 3D map. One person suggested local businesses should be asked to sponsor more expensive IT stating *Don't give all the space to limited cost exhibits just because at the moment funds are very restricted.*

- There was lively discussion, both though the Post-Its and in conversation about potential uses for the courtroom with several people favouring performances of concerts and plays, lectures and activities for visiting schools. Opinion was divided about what alterations to the furnishings should be permissible to accommodate such events.
- Several people referred to the lack of space. The interview room was described as *Rather cramped to do justice to both areas proposed* (i.e. Dartmoor and the Tamar Valley) and someone else suggested that *it really needs opening up as far as possible & maybe movable display screens to provide display space*. This theme was reiterated by the former Head of Protection at English Heritage and two members of the Tavistock Heritage Trust shadow board, one of whom was the Chair of the History Society, when they revisited the Guildhall.

The key points to emerge from discussions were:

- Several members emphasised the importance of telling the whole story of the building, including the medieval and post medieval use of Trowte's house before the establishment of the Victorian police station and court.
- There was strong support for the development of a tourist information service as part of the project.

Two issues were raised which would merit further investigation during building recording:

- One member suggested that some of the window panes in the courtroom had been made opaque by adding a film to them when the Guildhall was used as a film set in the 1970s.
- The royal coat of arms in the court room appears to be pre Victorian and so it predates the Guildhall.

Tavistock History Society Post-Its

World Heritage Site

No returns

1890s Cells

Keep the Graffiti!

Sponsorship of cell 'exhibit'= 3D translucent figure with clothes projected on to it with voice explaining why he is in cell & his experience

Tavistock Canal

Why has the Canal never been developed as a tourist attraction ie rides on barges/boats?

Maybe a list somewhere (& photos) of past prominent Tavistock people

Profile drawing/model of barge to give impression of how canal operated

Tavistock World Heritage Site

Tavistock's own history landmarks and its place in Devon and the rest of the country.
Topics - daily life, police, court, mines, famous people, wartime etc. & link to school curriculum

"Devon man engine" - small video display on a loop

Good big graphics with simple captions and more detailed boards as well. Need captions at lower level and higher level. QR codes for mobile phones for extra info

Tavistock's heritage

Population changes and explanations

The abbey and the Bedfords contributions

Schools in Tavistock & area from days of the Abbey onwards

The Bedford plan for the town centre - from beginning to the sale

Given present problems - the railways in Tavistock, plans, photos, summary

Audio trail map - very good idea

'Touch' boxes - metal, rock, weight of ore, noises = wharfage(?) at work, smelting, iron working, market noise = pre recorded on a traditional handset, push button to change to next noise

Like to see the old mantelpieces presented

Not too many video or film screens, or at least only very short clips, as people often dont want to stand watching for long; have a few seats!; Access to outside space would be good - it is quite claustrophobic in here

We need to come back to a clearer understanding when partitions are removed

Tamar Valley

Transport. River walking etc.

Wool trade

Excellent exhibition, including cells, at Lincoln Jail. Worth a visit?

Maybe the positions of the later partition walls could be marked on the floor to show how the space was divided up - but it really needs opening up as far as possible & maybe movable display screens to provide display space

Rather cramped to do justice to both areas proposed

Take back interiors of building to particular times in their history & some fabrics/furniture to give a sense of moving through history

Dartmoor

Would like a Local Studies Room. Also connected to the Dartmoor Archive

Touch Screen

3D maps of Dartmoor and Tamar Valley with buttons to press to light up particular places

Court Room

Could we show a list of some of the court cases that were held here? Anyone of importance for instance

Church in Wyndham Square, Plymouth, uses glass screens to preserve a sense of space but provide separate areas for group activities. Possible at far end of court?

Small concerts i.e. classical groups; poetry groups. However seating may be a problem for folks with long legs.

Magistrates court not to be messed around with. Play readings Use of 'voice'

Performance space would need some lighting, sound and screen facilities also toilets for audience and performers & a refreshments facility & changing/dressing room somewhere.

Must be available for public performances/lectures. Rooms at back could be used for above & police display put elsewhere.

Robing Room

DDA availability. Price needs to be competitive with for e.g. parish rooms

Handed in when leaving

Lighting very important to convey the period; have a bowl for children to prospect for tin
Speaking on behalf of no one but myself – any possibilities of cooperation with museum to free one Court Gate room as a meeting room?

Total volume of allocation to the primary (?) theme areas?

Cells – lifelike models. 2. Try to eliminate steps between rooms. 3. Guildhall – retain furniture & turn space into ready made theatre space e.g. introductory videos, .use space for school activities – compare NT. Historic days for schools. 4. Activity room – keep clear for meetings, social activities etc. 5. Any kitchen/loo facilities?

Local business sponsorship for more expensive IT interactive features. Don't give all the space to limited cost exhibits just because at the moment funds are very restricted.

Initial entrance at fire engine doors needs to feel welcoming & not 'convict feel' especially for tourists & visitors.

Don't forget TIC is an important element even if in Court Gate? Not in here as space is precious.

Early photos from police archives – local. Todd Gray used Victorian examples in a talk a couple of years ago.

As this was the first public consultation session to be held it was also intended to serve as a trial run for future events. Following discussions with several participants some modifications were made for future events:

- People were given even greater encouragement to write down their views and ideas even if they felt they were obvious.
- The guided tour was adjusted so that answers to questions and information about the project and history of the building were withheld until people had participated in the Post-It exercise in each part of the building. This 'reward' added a sense of fun and encouraged greater active participation in the exercise.
- It was felt that the size of the group was too large and this may partially explain what turned out to be the relatively low number of Post-Its completed. Later groups were smaller and generally yielded a larger response.

Tavistock Business Association, 27 October & 29 November 2016

At an Association dinner on 27 October the Activity consultant gave a 30 minute presentation about Tavistock's World Heritage status and the role of the Guildhall project within the World Heritage Site Key Centre agenda There was a short opportunity for questions and comments, which focussed on the business and governance model for both the project and the Tavistock Heritage Trust and the need for interesting activities which could capture peoples' imagination. Members were very positive about the project and requested an opportunity to visit the Guildhall as a stimulus for further discussion.

Subsequently, nine members of the Business Association attended a focus group style meeting on 29 November 2016. The event began with a guided tour of the Guildhall and a

Post-It exercise. This was followed by a focus group style discussion session at the Bedford Hotel. The aim of the session was to gather views about the project from business people's perspective and how local businesses might contribute.

The 12 Post-Its which were completed focussed more on ways of engaging audiences than on interpretive content. Key ideas were:

- Dressing up.
- First or third person interpretation.
- Digital game based on a map.
- Waterpowered toys linked to canal history.
- A mock up mine engine room.
- A wooden puzzle showing the ages of the building.

Tavistock Business Association Post-Its

World Heritage Site

None

1892 Cells

Famous criminals tried or held here images & facts
Actor Victorian policeman – 'ask me about my job'
Timeline of history of policing
Actors 'playing parts' – prisoners, Francis Drake etc.

Canal

None

Tavistock World Heritage Site

Timeline of history of Tavistock; abbey history; dressing up

Tavistock's Heritage

Wood puzzle to age each part of the building; interesting local and international fact for each era.

Don't forget the Trendle!

River trade/traffic e.g. Vikings to mine working; Yorvik style area for sights and sounds of medieval settlement.

Mock up mining pump engine room – waterpowered toys linked to history of canal.

Labyrinth style game – ball down hole triggers screen info video etc. theme relevant to whole (game made like area map)

Tamar Valley

Wildlife – changes of species owing to changes of environmental climate & different use of land

Tamar Valley as industrial site → closure of mines (sudden due to flooding at Weir Quay)

Dartmoor

None

Courtroom

Clarence Darrow lawyer tells tales of old...[illegible]

Robing Room

None

Handed in on leaving

WWII Radio Room, mock up of police cells or pretend court session

The discussion concentrated on potential activities and how businesses might help and/or benefit from the Guildhall project: The main ideas raised were:

- An art competition and exhibition representing the Guildhall while empty and before restoration work started. Competition entries could be judged in different categories, such as schools and professionals. The craft shop owner who proposed the idea offered to help organise it.
- Geocaching trail(s) in town using RF tags on buildings.
- Local businesses with relevant skills and connections could assist Tavistock Heritage Trust with fundraising.
- The possibility of including a café in the Guildhall. Two participants favoured this but seven opposed the idea as being commercially unsustainable and undermining existing catering businesses.
- Production of a token based on the Tavistock penny which could be offered by accommodation providers in lieu of a discount which could be used in participating shops or food providers. It could also be provided by the Tavistock Heritage Trust's tourist information service as a fundraiser.
- The coach drivers' incentive scheme run by the Town Council and Tavistock BID could include the Guildhall which would increase the dwell time in the town.
- The ambassador programme run for businesses by the BID could be extended. A campsite owner observed that two of his staff members had found the heritage training effective and it had benefitted their ability to add value for clients. Ambassador training on heritage could be provided by CD or YouTube.
- Tourism businesses and accommodation providers might be willing to pay for an entry on a Tavistock Heritage website if it provided links to their websites.

Tavistock Lions Club, 14 December 2016

The aim of this event was to ascertain the views and stimulate interest among members of one of the town's most active community organisations with connections to the business community and a track record of organising successful events such as the annual carnival

events. 19 members of the club participated in a guided tour with the Activity consultant and returned 54 Post Its:

The feedback on interpretive content revealed:

- Significant interest in the cells and policing history with an emphasis on personal stories and the changing nature of crime and policing.
- A preference for social history topics in the areas covering the World Heritage Site and Tavistock, including the roles of women and children.
- Considerable interest in how Tavistock changed over time with a focus on both the medieval abbey and the Dukes of Bedford and industrial society.
- Questions about the Tavistock canal focussed on its functions rather than engineering and technology.
- A range of views for using the court including weddings, a café and health-related workshops.

Tavistock Lions Club Post-Its

World Heritage Site

Age of the children in the mines
Miners' living accommodation i.e. Westbridge cottages, Dolvin Rd and Fitzford
Life expectancy, mining during this time
Interactive – where in the world did mining go? How much was sent? What did it cost
Where did miners go – did they go to other places in the world? New technology
Who made the most money? Difference between rich and poor lives?
Children – horrible histories; accidents
Role of women
What artefacts will you be able to display to support this?
Bedford involvement/influence
Why is it a WHS (value in global/UK context); audio visual = good

1892 Cells

Interest to find out who was retained in the cells over its history (sic)
Interactive, numbers of police over the years, role of women
When did the station open close? 2. Number of police and area covered. 3. How many prisoners. 4. Types of crimes. 5. Police work then/now. 6. Food for "prisoners". 7. Grisley (sic) crimes.
Did anyone break out? Any people stories Common crimes
How many police were there? What was their uniform like? What hours did they work?
Simon Dell experience
How many people to a cell. What were their crimes. Food Clothes
Offer the experience of being shut in for a few moments
What might be the reason they are here? Model of prisoner wearing appropriate clothes.
What food? Wear chains?
When were the police cells last used?
Police history

Tavistock Canal

What the canal is used for now (hydro electricity)

What did they carry. Was there a charge
How many barges? Did they charge? What did they carry?
Changes since inception structure/use complete with dates
Where is the canal? Why is there a canal? What is special about it? Where does it go to?
Why was it built? Is it still used for anything – yes this
Who dug the canal? When Why
Where can I see the canal in Tavistock (Bedford gardens)

Tavistock World Heritage Site

Mining history

All aspects of Tavistock's industrial archaeology. Mining – metalliferous, granite, limestone. Gas production. Electricity hydro electric & canal link. Agriculture. Railways. How the Bedford Square was cleared from slums prior to the Duke of Bedford taking it over

Original name. How Tavistock changed over the years. Influence – Duke of Bedford external

Treasure hunt around town for kids

By having dressing up in clothes of the period etc. etc.

Dressing up for children & parents. Play acting stories.

Tavistock's Heritage

Local industries. Changes over the years. Staff dressed up in "period" costume acting the part cooking/making things.

Monastic history –links to other places – Buckland, Buckfast etc., set up monks life – beds, food, clothing working etc.

When did the mayor role start; how many what is their power, taxes collected years

History of monastery, significant dates of additions/removals/changes of use etc.

How can you be sure that this section is medieval?

What were the monks like? What was their life like? Why choose Tavistock for a monastery?

Dressing up for children (and adults); conditions of life; life expectancy; children's jobs etc. what age; changes of the town/area over the ages; education (if any)

Tavistock's earliest history e.g. mills on Tavy

Tamar Valley

Wildlife in the region

Interactive most common least common wildlife

Interactive – what was easy/hard to grow

Interactive – changes in population sizes over the years

Dartmoor

Exhibition from Stannary to D of B etc.

Courtroom

Expert Patient programme, health groups, tai chi

Weddings

Town tourist guides from here

Coffee/tea shop

Keep stairs original

Robing Room

None

The group's ideas for interpretive techniques and activities emphasised personalised experiences, notably

- Dressing up for children and adults.
- Being shut in a cell.
- Children's treasure hunt around the town.
- Guided tours of the town.

Tavistock Rotary Club, 28 November 2016

The aim of this event was to publicise the project and obtain feedback from one of Tavistock's most influential community groups whose membership is strongly identified with commerce and the professions. The club's recent activities include fundraising for charitable causes, organising the Tavistock Heritage Festival (in partnership with other groups) and creating a sensory garden.

The event was shorter than for most other groups. 11 members took part in a quick 45 minute evening tour of the Guildhall using Post-Its and discussion before their weekly dinner and meeting.

The main responses about interpretive content were:

- Strong interest in the cells and policing, accounting for 8 of the 20 Post-Its.
- Emphasis on Tavistock's long term development since the Middle Ages including the abbey, transport, population and buildings.

Written and verbal suggestions for engaging visitors included:

- Digital interactives, including mobile phone technology, for example to show the construction and use of the canal and the development of the Guildhall buildings.
- Activities for children such as dressing up and handling metal ores.
- Reconstructing a cell.
- Volunteers performing historical re-enactment.
- Trail including the museum.

Tavistock Rotary Club Post-Its

World Heritage Site

Early Dartmoor Life; use interactive if possible; digitise so that material can be accessed via mobile phone (as part of project for town centre)

Interactive/hands on activity for children – pieces of rock & ore, dressing up as miners? Life before mining; lifestyle of population, where did miners come from, common names

1890s Cells

How long would a prisoner spend in a cell on average?

Human model of prisoner in situ in cell – children would love this

What meals, bathroom access would prisoners have?

Traditional uniforms – mock up of a cell; types of crime committed & sentences

Types of crime that would lead to people being confined here & criminal justice process & typical punishments

One or more prisoner to a cell? How long held for? What given to eat?

Tavistock Canal

Interactive computer based display showing reasons for canal being built, building process & then being used to export goods; also use of canal at far end – means of providing some hydro electric power

Tavistock World Heritage Site

Development of town & how this building & market came to be built. Also population ups and downs; life of a typical tin miner & farmer on Dartmoor.

Tavistock's heritage

Transport - development of roads, tramways, railways

Abbey 700 year old church plague in Tavistock

Tamar Valley

None

Dartmoor

None

Court Room

None

Robing Room

Restore the gas light to the centre of the ceiling

Handed in when leaving

Prisons – re-enactment volunteers?, video, trail (with museum); 'you are here' map

Models in period clothing e.g. police doing interviews; living room

Tavistock Subscription Library, 26 November 2016

Tavistock Subscription Library holds a collection of material about the history of Tavistock and West Devon which is housed next to the museum and close to the Guildhall. The Library is, therefore, a key stakeholder in the development of the area around the Guildhall as a heritage hub within the town.

Nine members explored the building and discussed the project with the Activity consultant and explained their thoughts on 24 Post-Its and in conversation. Key suggestions were:

- The reasons for Tavistock's World Heritage status required clear explanation as they were not widely understood by local people.

- Original features and graffiti in the cells and on the press benches in the court should be preserved.
- Displays about Tavistock should cover a wide chronology from the Middle Ages and include topics such as migration and emigration, buildings and industry.
- The WHS exhibition should include a direct video links to other sites within the WHS to encourage people to visit.
- Displays should include costumes.
- Labelling in the court could indicate who occupied which seating areas.
- Research was needed into the wood used for the court furniture. It was suggested that the date at which imports of Norwegian pine were known to have begun was very close to that when the Guildhall was completed.

Tavistock Subscription Library Post-Its

World Heritage Site

Direct (video) links to other local centres – museum, AONB etc.; webcam to Calstock, the canal etc. to encourage people to visit.

Explanation of World Heritage Status – even locals ask what/why/where – links/maps & when to go

1892 Cells

Save graffiti on beds

Tavistock Canal

Remember John Taylor was one of 4 founders of The Subscription Library in 1799

Attributes of Morwellham in relation to Tavy Gateway

Tavistock World Heritage Site

None

Tavistock's Heritage

Relationship between invaders& indigenous peoples i.e. Romans/Danes/Celts etc.

Stories of ancestors experience & childhood in Tavistock in 500AD

Participation of local schools i.e. practical and theory

As well as industry the mining heritage needs emphasising along with outlying villages e.g. Mary Tavy

The uniqueness of Hurdwick stone use in building needs some mention (Hurdwick inhabitant!)

Emigrants from Tavistock to mining areas in USA, Australia, S America etc.; a family history research group should be formed with HQ here

More medieval history needed. Who was Trowte, what was his family's line of business?

Wool? The mills along Brook Street.

Church and abbey history?

Some exhibitions of international influences e.g. Danish contribution to our heritage

Families who emigrated from Tavistock to USA/Canada

Emphasise the industrial part of Tavistock as well as its religious past (agriculture is accepted)

Displays of Victorian costumes – miners and balmaidens

Original features – on entry [illegible] as for stud wall. If so, [illegible] Victorian grate - will original fitting all be covered up? I

Tamar Valley

None

Dartmoor

Costumes & interactive displays

Courtroom

Retain press graffiti?

Trowte JP history of notorious judge and the poor people facing his wrath?

Research needed: is it Scottish pine or Norwegian pine used in benches? Dates of introduction to South West very close to building/furnishing of this court complex.

Labelled seating? i.e. who sat where?

Robing Room

None

Handed in

Concerts, forums etc.

TAVATA (Tamar Valley Tourism Association), 10 January 2017

TAVATA is a not for profit organisation which promotes tourism in the Tamar Valley area including parts of West Devon as far as Tavistock. Many members offer accommodation but the organisation also includes attractions and activity providers. The primary aim of this consultation was to obtain members' views of the Guildhall centre based on their tourism experience and their understanding of their visitors' requirements. A secondary aim was to explore how the project could benefit TAVATA and vice versa.

The event was held as one of the series of familiarisation and social visits which TAVATA arranges for members during the year. It followed a talk and guided walk about Tavistock's heritage by the Activity consultant (who is a TAVATA board member) in September 2016. 16 people attended the consultation event. The event involved a guided tour of the Guildhall, Post-Its, verbal feedback and a plenary discussion which was followed by a cream tea and further discussion in a local café.

40 Post-Its were returned, most of which commented on exhibition content:

- Greater emphasis was placed on the importance of connections between Tavistock, the Tamar Valley and Dartmoor than among other groups. One person suggested that the proposed displays paid insufficient attention to Cornwall.
- There were more proposals for topics in the Tamar Valley section than during other consultations. These included railways, orchards and buildings.
- It was suggested that the Tamar Valley and Dartmoor displays should indicate the availability of cycling and walking routes.

- The cells and policing themes stimulated over a quarter of the Post-Its (12). Two people stressed *Don't obliterate the '60s and '70s history. Future generations will need to know.*
- It was suggested that World Heritage status needed simple explanation as *My visitors still have not got hang of it unless they have a specialist interest [sic].*
- A wide chronology and range of topics were proposed for the Tavistock sections including mineral lords and mine owners, buildings, architects, the abbey, communications and geology.

Ideas for activities included:

- A prisoner experience for children and re-enactment.
- Reconstructing the cells to show change over time.
- Using 'prisoners' voices', for example to tell the story of the 1891 flood.

TAVATA Post-Its

World Heritage Site

Don't obliterate the '60s and '70s history. Future generations will need to know.
 Agreed [added in another handwriting]
 Section on the Tavistock Canal and the River Tamar. Trade route for mining/limekilns, etc.
 Grand plans of architectural development
 Need much more symbiotic relationship linking Tamar Valley (Area 10) with Tavistock.
 Must include a commercial angle i.e accommodation- place to eat, where possible linked to heritage. i.e you can stay in mine owner's house and eat at the C16 inn related to movement of ore/silver origins Silver Wheel. This is peoples first priority in general.
 Needs clear graphics & simple language to explain concept. My visitors still have not got hang of it unless they have a specialist interest.

1892 Cells

Bit of pizzazz needed. Make the cells the Ladies & Gents. Then you can get locked in.
 A prisoner experience for children.
 Re-enactment of original lock-up in C29.
 Children's activities? Show and tell how it was.
 Reconstruction of Dartmoor Prison cell at the Dartmoor Prison Museum works very well – same here?
 Have a "prisoner" telling history especially the flooding story!
 Some of the prisoners held here – what had they done?
 Have each cell as a time capsule Cell 1 1800s Cell 2 1900s etc.
 How many people per cell?
 Interactive stuff for children in a former police cell!
 Has anyone famous or infamous been held in the cells?
 Police and prisoner anecdotes. Improvements made over lifetime of use.

Tavistock Canal

Interpretation (brief) of the medieval bldg. – reconstruction images!
 Development of roads – tarmac, canals-river & harness of horses
 Samples of goods carried? Indications of loads carried –(well done at Bude TIC to show canal loads).
 Make sure not too much wring and at a height for 'ALL' to read. PICTURE SAYS 1000 WORDS

Needs to be interactive for children & relevant – children down the mines.

Tavistock World Heritage Site

Interactive stuff for children needs to be spread throughout every room

Tavistock's Heritage

Schools/education in the Tamar Valley. What was it like? Books/School desks/Discipline/Health

Where tin, arsenic and copper are found today and how many metal miles are involved

Relationship between mineral lords and mine owners i.e. Bedford v Williams

Role of the Abbey in developing Tavi – monastic 'touchy feely' stuff ... chanting?

Monks' life at Abbey

Shop and café

Geology

Mining history –Tavistock's place in world mining history

Architects of Tavistock

Tamar Valley

Something about rivers – Tavy – from source to here & on to meet the Tamar. Walking, cycling – links to Dartmoor. Activities.

ITS EXTENT. Explain its significance, buildings of note within it. Also ref its imp history orchards – mkt gardening Railway links

Duke of Bedford history of mining for development of town. Family tree etc.

Dartmoor

Any smaller spaces left which could mock up an underground mine tunnel section?

Stannary town. History of mining. Transport –right up to current day – cycle routes - walking trails - Abbots Way etc.

Courtroom

None

Robing Room

None

Handed in

History of Bedford family?

Heritage + Future Trains? Tavistock & Launceston North-South-East-West

Too much:-Tavistock-Devon Need more Cornwall World Heritage

Key issues raised in discussion were:

- A need to integrate the heritage displays with the practical information that visitors need about refreshments, meals and accommodation.
- The group voted unanimously in favour of a tourist information service being provided as part of the Guildhall project.
- There was general approval of the project's proposed operating model for the tourism information service with a volunteer workforce led by a part time professional manager. The majority of the group emphasised the importance of providing information through

personal contact with visitors in enhancing the tourist experience rather than relying on digital media.

Tapestry Choir, 26 November 2016

This consultation event arose in response to a request from the choir to use the Guildhall on a Saturday lunch time for a rehearsal in return for which they agreed to contribute their thoughts on the project. The rehearsal is a good example of the Guildhall's potential for community use given the very good acoustics. Many choir members have other connections to creative arts organisations in the town, including to an umbrella grouping called the Edge whose Chair emailed the Activity consultant expressing support for the project. 12 people completed 42 Post-Its.

Many of the comments about exhibition content reflected those expressed by other groups on the canal, Tavistock's heritage, the court and the cells and policing which, again, accounted for over 25% of the Post-Its.

Ideas for activities and interpretive techniques included:

- Cell reconstructions.
- Children's trails.
- Dressing up.
- Story telling.
- An interactive display or maps showing the town's development through time.
- Recorded music in the court, for example folk songs about crime or mining.
- Removable staging in the court for performances.

Tapestry Choir Post-Its

World Heritage Site

A wall mounted screen showing local images – still/ videos/ webcam etc.

Introduction by: regular slide or video shows preferably showing early history/typical scenes (as per 'Mary Rose' exhibition).

1892 Cells

Try not to knock through a medieval wall; explain the origins of the building and how it developed over the centuries

Children and adults would appreciate a 'model' person in here; a reason for arrest; tales of old crimes; lengths of sentencing etc.

How long were prisoners kept here?

An impression of the building from a prisoners' point of view

Children & quite a few adults like the gruesome details of life in olden times. So a list of punishments like "molten metal poured down throat of those who tried to sell adulterated ore" He won't do that again! Stannary Law!

A list of typical; punishments for theft, vagrancy, poaching, sheep rustling etc. deportation?

Child introduction on the entrance to the 1892 cells (audio) to add DRAMATIC EFFECT.

Keep one cell restored to original condition the other as interpretation area

Make up police cells to look like as they were when occupied together with real size prisoners

“Dressing up” area for children – prisoner cloths + mirror + racks of clothes! Hats

Trails and interactive models/videos etc.

Style – make it modern; stainless steel, glass, oak/hardwood etc.

Tavistock Canal

What was it like to work on the building of the canal?

Explain the purpose and reason for building the canal and its connections

What boats were on the canal? How did they move? Who built it? What was moved on it?

Tavistock World Heritage Site

Mining – what was life like for the people during mining? What was it like for children in the 1800s

Justice Stannary Courts what was the stannary court? Who presided? What did it do?

When was it? Start/finish? How important was it? What role did it have in mining?

Heritage Site What makes Tavistock so special? How important was Tavistock in the area?

Iron foundrys (sic) Several foundrys in town – What did they do? Where are they? Did they make things for the mines?

Monastery Life of the monastery. What the monks did; how did they survive; what was their role in the community.

Mining heritage – what minerals were mined? Where were they used? How were they transported? How were they extracted?

Tavistock’s Heritage

Trace some local families and traders; what were the chief trades other than mining here in Tavistock; so many families/names still live/work here

Geography/topography – what did Tavistock look like through the centuries e.g. canalisation, rivers, roads etc.

Don’t waste money on keeping the building too hot

Overseas visitors with multi language translations would be of interest

Children love stories and story telling

What effect did Duke of Bedford’s income from mining have on rebuilding of Tavistock

Flooding in Tavistock?

Should there be any emphasis on 1. Henry VIII & dissolution of abbey; 2. Duke of Bedford plans re rebuilding Tavistock

Encourage local schools to do topics, stories pictures to be displayed

How about an interactive display top projected on to a table top of the natural topography to show development of the town at different times through history?

Tamar Valley

None

Dartmoor

Demonstration/map of diaspora of Cornish/Devon miners and contributions to major economies

Maps to show how Tavistock grew before and after the Reformation

Courtroom

A court scene for the children trying an adult is a must. Plus a list of the penalties of the day. Where did the judge stay?

Recorded background music – perhaps traditional or other appropriately themed songs (criminal personalities, mining songs). Am sure our choir would help.

Removable temporary decking to make the court room more flexible.

Some info/display re different levels of courts and their functions e.g. Magistrates, Crown, Assizes etc.

Some info/display re coats of arms

Useful to have short briefing beforehand e.g. a 1 pager – help start the thought process.

Robing Room

None

Handed in

None

Tavistock Chamber of Trade, 7 March 2016

Eight members of the Chamber visited the Guildhall for a briefing about the project at the invitation of Tavistock Town Council. They were taken around the building by the Town Clerk, the Town Council's General Manager and the Activity consultant with the chair of the Tavistock Heritage Trust shadow board also in attendance. Many of the resulting questions focussed on the potential for the tourist information service, which was welcomed by Chamber members, and the financial viability of the project.

4. Consulting Young People

The newspaper articles publicising the consultations invited the organisers of children's and youth groups to participate but no responses were forthcoming. Consequently an invitation was sent to all scouting and guiding groups in West Devon, on a first come first served basis, to visit the Guildhall and take part in fun consultation exercises which would help inform planning activities for young people. The response was so positive that not all groups who wished to visit the Guildhall could participate. Four groups were selected to cover a range of ages up to 18.

The events were led by the Activity consultant with the assistance of a retired police officer who had extensive of working in the in the building and is an acknowledged local expert on policing history. The sessions focussed on the history of the building and Victorian policing and the court. The aims were (a) to obtain the young people's views on how a visit to the Guildhall could be made engaging for their age group and (b) to have fun.

The detailed content of each session was tailored to the group's age and knowledge but they followed a similar format:

- Exploring the Guildhall basement and cells and providing ideas about how the building could be made fun to visit once it was restored as an interpretation centre.
- Q&As about the history of the building in the context of medieval and Victorian Tavistock.
- An improvised mini trial of someone accused of stealing a loaf of bread in the mid 19th century, with members of the group playing different roles.
- A handling session with historical police artefacts.

Brentor & Mary Tavy Cubs, 23 November 2016

There were 13 cubs (10 boys and 3 girls) aged 8-10½ plus four adults.

The group's ideas for creating an enjoyable visit were:

- A child friendly trail or maze to explore the building.
- A club where children could come on Saturdays or in school holidays.
- Artefacts on display in cases.
- Reconstructed cells.
- Prison activities and workshops e.g. dressing up.
- Role play interrogation. After a discussion about whether they would want to participate or watch, the group voted 11 to 2 to join in which, as one cub explained, 'is more funner'.

At the end of the evening the cubs voted on their favourite activity by running to the corner of the robing room which held their preferred choice. The results were:

Discussing the history of Tavistock	0
Exploring the building	1
Court room mini trial	10
Artefact handling	2

Tavistock Scouts, 2 December 2016

There were 15 scouts (13 boys and 2 girls) aged 10½-14 and three adults.

The group's ideas for creating an enjoyable visit were:

- A hologram showing a prisoner in the cells.
- Restoring the cells but leaving some things unaltered so that visitors could appreciate changes over time.

- Re-enactment involving both prisoners and the police. The group generally agreed this was a good idea although one scout felt it was important that the content was tailored to the level of audience as 'I would not want to do anything for small children.' The group also discussed whether the re-enactment should be participative or just observed and voted 13 to 2 in favour of participation.
- Guided tours. This led to discussion about whether or not the tour should be led by a costumed guide, which was followed by a unanimous vote preferring costume and another unanimous vote favouring the guide adopting a historic character.

At the end of the evening the scouts voted on their favourite activity:

Discussing the history of Tavistock	0
Exploring the building	2
Court room mini trial	11
Artefact handling	2

West Devon Explorer Scouts, 2 December 2016

There were 14 Explorers (7 boys and 7 girls) aged 14 to 18 plus 2 leaders.

Explorer Scouts Questionnaires

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Guided architectural tour	2		3	9	
Guided tour with the guide in historical costume	1	2	4	5	2
Audio tour		1	7	6	
Short explanatory leaflet		6	5	3	
Guide book			7	5	2
Trails and hands on displays for children		1	2	7	4
Using smart phones to access information	6	4		4	
Displaying police artefacts				8	6
Interactive screens e.g. with images showing how the buildings changed		2	5	5	2
Restoring a police cell	1	1	2	4	6

The group's ideas for interpreting the cells were:

- Holograms to show people or reconstructed scenes.
- Restoring some cells and leaving others unchanged.

After the mock trial exercise the group were asked to complete a survey form indicating their preferred ways of presenting the story of the Guildhall buildings. Respondents were asked their opinions about different ways of telling the story of the Guildhall building (see table on previous page).

Adding the totals of those who strongly agree and agree with each option produced the following order of popularity:

Displaying police artefacts	14
Trails and hands on displays for children	11
Restoring a police cell	10
Guided architectural tour	9
Guided tour with the guide in historical costume	7
Interactive screens	7
Guide book	7
Audio tour	6
Using smart phones to access information	4
Short explanatory leaflet	3

The top three were also those with which the largest number also strongly agreed.

It is striking that 10 of the 14 Explorers disagreed or disagreed strongly with the use of smart phones and that interactive screens ranked joint fifth on the list.

The group were also asked to write down what activities and events they thought should be run in the court and robing room.

Explorer Scouts -activity ideas for the Court and Robing Room (verbatim)

a selected room in each part with boards & signs describing what that part was for , and with any personal stories, and instruments, or tools displayed

Guided tours

reinactments

Court Room - A fictional story acted out film with real facts in it but acted out like a story in a short film could be projected onto the wall directly overhead of the seats.

Short explanatory leaflet - on way out as souvenir. Buttons that say pieces of information and boards with writing to explain the information.

Expierence trails and talks.

Experiance a trial

A reanactment of a court case

Bridestowe Beavers, 1 March 2017

25 very lively and excited beavers aged 6 to 8 turned up with 5 adults. Unfortunately the session had to be abandoned and the building cleared as the fire alarm went off due to an electrical fault. The group reconvened in the Subscription Library where there was a successful handling session and Q&A about policing. The children enjoyed themselves but the session did not produce any useful feedback.

Tavistock College Students, 5 December 2016

Nine students aged 12 to 18 visited the Guildhall with an Assistant Principal and a law teacher.

To introduce the students to the Guildhall and to encourage them to think about interpreting the building, they were divided into four groups and asked to record their thoughts, observations and any additional questions they had which would help to answer the following:

- Are the buildings all of the same age? Justify your answer.
- Which are older or newer. How do you know?
- What is the building stone? Where did it come from?
- What were the buildings used for? Do you think the use changed? Why do you think this?

They looked at the exterior and then explored inside where there was also a set of historical images of the Guildhall to help them. There was then a discussion about their observations and the Activity consultant answered questions and briefly explained the historic phases of the building in the context of Tavistock abbey and the Dukes of Bedford. When asked, eight of the students said they knew that Tavistock was part of a World Heritage Site although they were rather hazy about what this meant with one suggesting it 'was something to do with mining?'

It was then explained that the Guildhall project aimed to restore the Guildhall for use as a visitor centre and police and justice museum. In their groups students were asked to write down any ideas they had for how the building and the town should be interpreted in the new Gateway Centre.

Tavistock College students' ideas for interpretation (verbatim)

Group 1

Maybe make some areas look authentic – like they did in the past – the cells – telling people stories about who would have been held in them. Not too modern.

Model of Tavistock – particular attention to detail. Projector/light above highlighting particular areas with an audio about it.

Reenactments of court cases.

Group 2

Good if there were pictures, colourful drawings

If any of the prisoners wrote a diary, someone could read it and record it so it could be played from speakers in the cells (audio).

Manikins in cell.

Models of people wearing clothes.

A virtual reality app that you look into and find what it was like. (Prisoners trying to escape) and a short video animation around 4 min long of Tavistock through time in timelapse.

(virtual reality headsets not included) £1 for the app

Group 3

We think limit the amount of words use more pictures or a wordsearch to fill in the gaps and then you make a paragraph.

Tavistock _models – modern, old & what era

Group 4

Display Boards

Videos

Picture collages

Childrens activities

Headsets with audio commentary

Realistic models

Games from time

Video of different periods of time

Some of these ideas were then discussed in greater detail:

- The students felt that models and audio visuals could be used to demonstrate how Tavistock had changed over time.
- There was a unanimous vote in favour of reconstructing a police cell including displaying costumed dummies.
- The Assistant Principal noted that his young children enjoyed exploring trails in museums where they had to find and use QR codes linked to a mobile phone. After debating this the students voted seven to two against the idea. Several indicated that they would prefer more hands on activities.
- The group were in favour of guided tours and there was discussion about whether or not these should be led by a costumed guide. After considering various options they concluded with a unanimous vote in favour of a costumed guide in character i.e. first person interpretation.

In the court the Activity consultant and law teacher led and explained an improvised mock trial. The jury found the Assistant Principal guilty of stealing a loaf of bread and the judge sentenced him to transportation to Australia.

Tavistock College Questionnaires

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Guided architectural tour			3	4	2
Guided tour with the guide in historical costume		1		1	7
Audio tour		1	1	7	
Short explanatory leaflet			4	4	1
Guide book			3	5	1
Trails and hands on displays for children				4	5
Using smart phones to access information		1	4	3	1
Displaying police artefacts			1	1	7
Interactive screens e.g. with images showing how the buildings changed				5	4
Restoring a police cell			1	1	7

After the mock trial the group were asked to complete a survey indicating their preferred ways of presenting the story of the Guildhall buildings. Adding the totals of those who strongly agree and agree with each option produced the following order of popularity

Interactive screens	9
Trails and hands on displays for children	9
Displaying police artefacts	8
Restoring a police cell	8
Guided tour with the guide in historical costume	8
Audio tour	7
Guided architectural tour	6
Guide book	6
Using smart phones to access information	4
Short explanatory leaflet	5

However, the options with which most students said they strongly agreed were restoring a police cell, displaying police artefacts and a costumed guided tour.

The group were also asked to write down what activities and events they thought should be run in the court and robing room and they are recorded here.

Tavistock College students -activity Ideas for the Court and Robing Room (verbatim)

Mock trials with participation from visitors
Mock trials & cases (participation from visitors)
Opportunities to reanact a court – visitors as the jury? (more interactive). Fully reanacted court case, with actors in full dress – give a more authentic experience.
I think there should be a reanactment in the court room because it's fun and it's interesting to know what trials were like.
I think role play so the public will get a really fell for that the court was like back in the 1800 century
A trial recreation with everyone in costume (courtroom).
A trial of the most offensive crime in 1820 in the court room.
Group activities – a court case. Perhaps have people in historical costume as the defendant, witness & judge/magistrate. Have the public as the jury. Have people boo to watch a sort of performance of different trials – primary schools, bus tours etc. It could be quite dramatic but use real-life convictions.
Re-enactments of court trials with public as jury. Suspect and judge/magistrate in costume. Show what happened at actual cases telling the stories of people who stayed in the cells/went to court here.

Appendix 1: Open Day Post Its

1892 Cells

Human interest - stories of actual prisoners in these cells, what they were charged with.
Artefacts - registers of those imprisoned/charged here. History - statistics for crime in C19
The history of any outstanding cases? Murder etc.
Stories of any incidents that have happened over the years
I think that as much as possible should be left original for history purposes
Any photos at all. Any stories of incidents that happened.
Any connections with Princetown and the Prison?
Contact Dartmoor Prison for lots of items
Local stories. Audio info definitely helpful
How many people in a cell?
10 Information about actual prisoners
In York as you enter the cells, Holograms appear of the various prisoners, giving details of their crime, punishment, life in the cells etc.
The ghosts?
Interesting stories of the Police in Tavistock
Any photos/stories of actual use of the cells/court etc.
Keep it how it is because it was Victorian
Would be interesting to preserve some of this to showcase history
Preserve the door and windows
Preserve the Graffiti
What did they write it with?
Local inmates?
Will you try and keep the windows as they are?
Is the bog going to be working?
Would be good if these worked so it was interactive. They do! - *in a different hand*
Who was thrown in here? Anybody? Nasty?
Day-in-the-life. Typical routine for a prisoner. Rules for visitors, meals etc. How long till charged etc.
The history of the building?
A trial for children
Childrens trail around the area would be good way to encourage interest - solving clues etc.
yes it look great police cell but next door would be better for the feeling of it
Notorious prisoner stories. Daily life & routines
Add more about prisoners and prison life
A trail for children to follow to keep them interested
Who was the last prisoner? Is any former prisoner prepared to share memories? (audio or written?)
Keep one cell as is to show how it was with living projections
History of any serious offenders from the local area.
See the cells as they looked as a cell - bed, loo, dummy prisoners etc.
Preserve door and window

World Heritage Site

Why not include community based activities for young/elderly as well as for heritage & history. Cultural and artistic activities such as Art, interactive activities, dance etc.
??? local history - famous people etc.
What world heritage means for Tavistock; what mining was in Tavistock and what can still be seen in the town (if anything); tell the story - visual and audio so accessible for different groups/nationalities/tourists
Introductory short film

Dartmoor & Tamar Valley - Interview Room

People in costume giving Interviews to school children (interactive)

How did people live on Dartmoor?

Through introducing individual characters eg a farmworker's day, the village doctor, the lifestyle of the gentry

Interactive learning. Makes it more interesting.

High Moor centre is a good example of interactive hands-on - our gchildren love it

Info on what the room was

What was this room. What was any room?

What was this room

Heritage? The whole museum is 'heritage!' Better to keep clearer forms for each room.

Should this be flora + fauna? or impact of industrial revolution on flora & fauna?

More info

restore this fireplace

History of the Bedford family; what they did for the area

Keep this set-up as an Interview Room - could be used by local talking newspaper group

More information on what the rooms were previously used for

Hopefully more info in Tavistock Museum

What is this material?

remote cameras to Tamar Valley areas for wildlife spotting from here

What animals did people keep?

Great

Examples of types of interviews. Who was interviewed. Set up as an interview room.

Tavistock Canal

Everywhere - info in more languages than just English please

Video of trips through tunnel to Morwellham Great idea - *different hand*

How about alternative language headsets?

Include an exhibit relating to Water Power, Mills, Leats and Hydroelectric power from the rivers in the Tamar valley from ancient to modern day times. Importance of water power for the ??? industry

Link to Morwellham Quay

Bringing back hydroelectric

Will need artefacts as well as pictures

Every room to have both adult and child elements

Finding things in the rooms, solving clues. Children love the stories of really bad people

Set out the room as a canal boat interior.

Photos of inside tunnel

Avoid audio because lots of people gather at the same places & (a) dont look at exhibits (b) get in the way of others

Why Built? Technical challenges? Demise of Canal? How it changed Tavistock

Really interested in John Taylor

Overall theme of Industrial Revolution/Devon and Cornwall - Agree *in different hand*. Sub-

theme of transport - canal - rail. Focus on an individual. Every room to have an individual to ???/illustrate

Refer to Museum DVD

For school parties

Lots more than four toilets required. Why? *in different hand*

Themed school trips should be organised

Tavistock's World Heritage

handling collection - artefacts, records, things you (especially children) can touch/explore

Who was Trowte?

What are you going to do with external areas - sculpture? - garden?

History of all different buildings in Tavistock
Everyday life. Social history
All the history of Tavistock
History of Duke of Bedford Cottages, Hospital etc.
Is there going to be a display of the minerals mined locally?
Mining history. Show now and then pictures of mining sites

Tavistock

Hands on things for children to explore
What was used to interrogating prisoners?
If you have done canal/transport, this could be theme of mining & engineering. Opportunity for artefacts, models, pictures. Also geology of Devon & Cornwall especially copper & tin
Small table & chair, paper for children to write/draw/feedback
What was this room?
Feeling mystery objects that you cant see
Duplicating Museum next door!!!!. All this information is available already + lack of visitors in winter Museum has to close
Do a Poldark - follow history of a key local family over the ages
Good idea - what about the bedfords?
Are you covering the manor estates & houses of the old Tavistock families eg Glanville, Butcher etc. (also Fitzford, Walreddon, Kilworthy, Crowndale)?
What behind the fire-pit
keep windows
Side by side historical pics with current day pics
Where did Sir Francis Drake live? Can we show a map *in different hand*
History of Bedford Cottages
make it into a Community Centre - art - drama - reading - exercise. Areal place to meet and converse
Dressing up clothes, monks, etc. as in Elizabethan House, Ply. Cover Abbey in more detail & plague hospital
Duke of Bedford's part in Tavistock as it is today. Devon Consols etc.
Preserve fireplace
Restore fireplace
If you have money to re-decorate PLEASE keep the same colours & tatty image. Here her O yes *in different hand*

Pepper Spray holder

Keep it. It's original
tell us what this is for
Please keep items like these, the building should be kept as original as possible
Preserve these & explain their use
Preserve and explain use

Policing Tavistock - Corridor

Dartmoor Museum already covers this
How long did people stay in the cells? Compare to modern day *in different hand*
daily routine of the Police, examples of uniforms etc. Stories funny/tragic etc.
Was it the trees rustling? or the hinges on the Gate? or [*name redacted*] ghostly apparition in a drunken state
History of policing in Tavistock
haven't you done policing already?! Odd to switch back and forth, policing & heritage
Please can we have a police station back in the town centre!!! Hear, hear *in different hand*
Tourist Information?
Photos along corridor

Locker room

What was this room? Old uniforms examples etc.

1848 Cell

Daylight here. Did the townspeople leave food for the prisoners or have street access? If so could have a display of appropriate/typical food.

How have the types of crime changed over the centuries & the punishments

Link with the Prison Museum Princetown?

Information about early policing

Do minimal restoration in this room just enough to portray it as it was originally

Good to have the contrast of the cells at the different periods of time. Agree *in different hand*

Keep it

Stage the room to what it looked like originally, maybe a mannequin or two?

How did they go to Loo?

Info on day to day stuff in a cell - food ?? free - wash - toilet

Any famous historical/ fictional court cases/ criminals dated to this period? eg Thomas Hardy/Poldark

Agree keep contrast. How long did prisoners stay here?

Can these be offered for TV filming?

keep cell original as possible

Another cell! Better to have this as cell and change the others into heritage rooms. Dont

agree, keep both - show different eras *in different hand*. Agree *in different third hand*

Did anyone escape?

it should be free!

Robing room

Example of Judges robes

Consultation events eg citizen ???

Could you bring the story to life with a real trial acted out

Train and costume volunteers to enact imprisonment & trial - twice daily maybe?

Costumes and wigs for children

Would it be licensed for weddings?

Good idea. Weddings would be good

As much info as possible on what each room was for through its existence

List of all judges, criminals, case & year it happened

workshops for children

More toilets (why? *in different hand*) & cafe (bit like Hall for Cornwall?). Agree cafe *in different hand*

No need for a cafe Tavistock has enough

A Music hall/theatre is a great idea

Court Room

Cafe

Living history for school groups eg a court case, children taking roles etc.

Mock trials - seen similar at Old Bailey & was so very educational

Not a good artist's impression

Guildhall. Use for films, TV, concerts, weddings

Appendix 2: Open Day Survey

What activities and events should be run in the court room and the next door robing room?

Age up to 11

A mock robing & court case session.

I think it would be good to have a workshop for children in Schools.

Age 12-18

Robes hanging up in the robing room. Details of convicts kept here.

A trial for children where the kids parents can put them up for trail a day in the life of a criminal let kids play judge.

Age 19-24

No forms returned

Age 25-35

[No comments provided]

Age 36-45

Reenactments of trials from History.

Weddings. Musical entertainment (singers & musicians). Speakers/poets/monologues.

Small plays like the drum theatre.

Age: 46-55

1. Re-enactments of actual cases – photos & info boards so a case could be followed from the cells onwards & see a magistrate ‘in action’ – particularly of interest to children & law students. 2. Work with HMP Dartmoor museum regarding artefacts i.e. how a prisoner from here would be integrated up there!

Story telling. Plays & music event. School parties – dressing up & re-enactment.

Weddings, Art events

Think if possible benches should be removed from courtroom as, if they stay in situ, the uses of the room would be very restricted. Lodestone Border Morris would love a space to use as a practice room if there was a community meeting room with hard floor (not carpet!) in one of the rooms! Am sure other groups would like a flexible community space which could be used by many.

Re-enactments of case – maybe local stories of cases. Perhaps look at how laws & sentencing has changed through the years e.g. same crime – what would the punishment have been through different ages. Could local groups hold events here?

Films of period dramas indicating how court & police would have run/proceeded inc. life in cells through the ages.

Community meetings. Music recitals/small concerts. Town council meetings. Choir practices – using staged seats.

Rotary ‘Youth’ speakers competition; other debating competitions. Too much police etc., too little room for ‘heritage’ – trying to hit the targets. Is the architecture that interesting?

Too small. [added to question on architectural tour

Venue for filming TV dramas. Wedding venue.

Mock court room events for schools especially for A level law students.

Age 55-65

Tourist Info. Centre being incorporated is a great idea.

For community use with limited free parking. Art gallery/craft displays maybe. Advertising space for local events/activities & clubs. Live local band music for all age groups.

School trios. Lectures at Xmas. Offer sleep over [next to question on restoring a police cell]

School visits. Period demo events. Meeting room.

Could be a music auditorium. What about showing films? Is there a possible educational function (beyond gateway role). How about lectures/outreach education for Duchy College/Univs of Exeter & Plymouth?

Re-enacting court cases/procedures – for school groups, allow the children to take role – the prisoner, judge, police etc. *Children love disgusting/gruesome artefacts! Bar, Micro Brewery, food would bring Tavistock to life.

Restore at least one police cell. Living history re-enactors ‘on duty’ – poss not all year but at least during the summer/tourist months. Special activities for children during summer holidays (& pos half terms).

Reenactments. Drama groups. Choral & music nights. Link with Buckland Abbey & Morwellham.

Mock cases in costume for school/tour parties. Search for clues & stamps to mark success. “Famous” prisoners (infamous) with picture & details of crime. ‘Black’ crime museum.

In the main court room have the seating removed to ensure the room can be multifunctional?

Small concerts. Meetings. Historical talks.

Excellent space for musical events, chamber/piano recitals etc. plays etc.

Maybe live demonstrations involving local drama groups/schools/colleges.

Town shops. Tourist information. Lots of stories. Ask for artefacts from community.

Chamber music concerts e.g. for Tavistock Festival.

Role play trials let children take part.

Re-enactments of real trials.

This is a beautiful building which should be maintained for future generations. Being able to sit & watch a “trial” being acted out in full costume would be very good.

Wedding ceremonies. Poetry reading. Music. Theatre. Quizzes. Restore police cells showing change through time. The police artefact area could also be used for small groups of musicians. Re-enactment of trials. Display of robes (through time) if possible in the robing room. Café. Filing historical dramas of the Poldark type.

Small scale drama/performance/ poetry/readings. Classical/folk music.

Local debating society. Film/TV venue. Historical court reenactments.

Would be good as a wedding venue, & performance space as part of the building.

Examples of trials with actors showing what happened in the court i.e. as a 16 year old I watched a trial of lady accused of shoplifting for my O level in the 1970s.

Age 66+

Tourist info centre. Weddings. Meetings.

Talks, Group meetings, Audio/visual displays.

Anything which can use them. Weekly or fortnightly activities ... (embroidery guild) 2 U3As etc. Why don't you put easily read labels to each room, corridor so we know how it was used and for what!

Different period re-enactments in courtroom. Vintage show in robing room & interactive screens. Sound via speakers in some rooms in courtroom/cells.

Re-enacting trials, perhaps showing different times of history. School group re-enactments. Interactive screens in robing room?

Lectures/talks. Private hire. Military court mockups.

Perhaps a mock trial as they do in Bodmin. Even as it is, it is very interesting – the first time I have seen the inside of a court – room!

School dramatic representations to explain court procedure & history (I had never seen the inside of a courtroom until I had to give evidence in my late 20s!!)

Maybe stage mock trials with local am dram groups?

Tourist information desk to be included.

Re-enactment of trials/hearings. Might need to be once a week/month but local players could be excellent resource here. The sky's the limit in what 'cases' could be created.

i. Re-enactments of a magistrates court in action would be a great attraction. ii. Connect to Tavistocks (famous?) Dickensian Evening event & to Goosy Fair perhaps.

Dressing-up in C19 robes. Re-enaction of actual trials – dramatic presentations. Concerts. Lectures. Information on prisoners diets, bedding, clothes etc.

Any event that does not destroy any of the history of the building, encourage young people of their local history.

Drama, Music, Performances, Lectures.

Re-enactments of Victorian Court process. Talks for children.

Mock Trials for children's group visits. Judge, jury – various stages in history.

CIVIC HUB – leave seating.

Will there [sic] be an entrance charge? Heritage shop?

History of Tavistock & mining displays.

Music recitals. Craft exhibitions.

Weddings. Lectures.

Mock Trials. ?Play readings (trials).

Again the suggestions as below that "play clothes" as @ Elizabethan House in Plymouth can be a good way to interest children.

Weddings. Reunions.

Schools could use it for drama.

Re-construction of trials.

No Age provided:

Concerts/musicians/small plays

Small music venue. Please store the cell for the 1848 open to next part next 50 to 100 years in the next cell, then up to date with the next cell ect work Show how the builds was so important to Tavistock

Re-enactment of court scenes. Involve public. Concerts telling story of Guildhall & Tavistock. Talks. Mother & toddler music sessions. Could have a bar and make it a venue for evening entertainment. Teaching facility for local groups i.e. Morris Dancers, Folk music, Storytelling. History projects. Would make great venue for folk concert or even Gilbert and Sullivan. Lodestone Border Morris would be happy to dance and promote venue.

Would love to see the different examples of how it was in court example Victorian times to now. Can't wait to see what happens.

Reruns of court proceedings from point of view of prisoner, judges, police, jury. Perhaps narrated to explain what's happening and why. Effects of changes in laws on punishments/procedures. Effects of rulings on families of community of Tavi.

These old buildings should be restore and added to the attractions in the centre of this wonderful town of Tavistock.

Weddings, films, TV, concerts. But no guides in historical costume – please!

The judges seat is on a 10 x 8 leyline which rises at Lamerton and goes through the court doors.

Appendix 2

Informal and Formal Learning Programme

1. Introduction

Planning for heritage learning in Tavistock has been informed by two recent strategies which were commissioned by the Tavistock World Heritage Site Key Centre Working Group, the *Tavistock Learning Strategy* (2013) and the *Tavistock Interpretation Strategy* (2014). Both in turn were produced to fit within World Heritage Site-wide strategies in the same disciplines (*WHS Learning Strategy 2005* and *WHS Interpretation Strategy 2005*).

In recent years opportunities for learning about the town's heritage have been improved by contributions from the WHS 'Discover the Extraordinary' Project' and the Tamar Valley Mining Heritage Project. These include improved and new displays at Tavistock Museum, a town centre audio trail and interpretation and orientation panels at locations around the town. However, despite these improvements, both Tavistock strategies found significant gaps and weaknesses in the provision of informal and formal heritage learning provision in the town which the Guildhall project sets out to address.

The Round 1 application drew on the Tavistock strategies to indicate the potential audiences for learning and proposed range of possible activities and events. During the development phase these have been developed and refined through extensive consultation with learning providers, local heritage and other community organisations and the public.

2. Heritage Learning - at the Heart of the Guildhall Project

Providing exciting and stimulating opportunities for a wider range of people to learn about the Guildhall and Tavistock's World Heritage in ways which meet their needs and interests is at the core of the Guildhall project.

The project adopts a very broad definition of heritage learning which incorporates a diverse range of activities in both formal and informal settings.

Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge or understanding, a deepening of values or the capacity to reflect. Effective learning will lead to change, development and a desire to learn more.

(HLF, *Thinking About Learning* (2009) p4 adapted from The Campaign for Learning)

The strategic vision is to establish the Guildhall Gateway Centre as a hub for a wide range of innovative, sustainable, effective and enjoyable learning programmes which engage, inspire and interest a diverse range of visitors. Learning, whether in formal or informal situations will be an interactive, experiential and sensory experience in which a range of resources will be used to stimulate debate, critical thinking, and creative responses.

The centrality of learning to the Guildhall project's Activity Plan is reflected in the fact that it has been decided to appoint a part time freelance Learning and Participation Officer to manage and develop learning programmes during the delivery and operational phases. The freelancer will report to the Development Officer who, depending on the skill sets and experience of the two postholders, will also play a role in progressing learning initiatives. A team of volunteer learning and event assistants will be recruited and trained to support the professional staff and to take responsibility for delivering some learning sessions once the Guildhall moves to the operational phase.

There is necessarily a very close relationship between learning and interpretation. After restoration the Guildhall interpretation displays will facilitate active learning and participation by catering for a range of learning styles, interests and abilities through the use of different media including text, images, recordings, hands-on resources and one to one interpretation. Further details can be found in the project Interpretation Plan. This document focuses on the activities and events which will be provided to support and explore in different ways the themes and topics which are introduced in the interpretive displays.

There is also an overlap between learning and training. This document focusses on learning programmes for visitors. The provision of learning/training opportunities for the Guildhall project workforce are covered separately in the Training Plan.

3. Consultation

The Guildhall project Stage 1 application proposed learning programmes based on previous research and consultations which influenced the development of WHS heritage strategies for Tavistock including the Guildhall. The Stage 1 proposals have been tested and refined by extensive consultation during the development phase which has influenced both this learning programme and the broader Activity Plan of which it forms a part.

3.1 Previous Consultations

Consultations carried out for the *Tavistock Learning Strategy* found that:

Among **formal education organisations/providers**:

- The main obstacles to heritage learning are the cost of transport plus time constraints and lack of awareness of the opportunities.
- There is a need for free/low cost activities linked to the national curriculum and catering for a range of abilities and learning styles.
- There is demand for outreach activities and downloadable resources such as teachers' packs, outreach sessions in school and interactive tours and learning activities.
- There is demand for packaged activities and site visits offering practical experiential learning including arts events with local heritage themes.
- More traditional learning and interpretation, such as static exhibitions and interpretation panels, guide books and guided tours, are not so popular.

Among **informal learners**:

- The main barriers to engagement cited are lack of time and awareness.
- There is demand for resources and activities which connect sites and offer a 'package' of experiences including maps, self-guided trails and guided tours within and between sites.
- More traditional learning and interpretation remains very popular and there is considerable opportunity to expand the provision of exhibitions, interpretation panels and guide books.
- There is far less interest than among formal providers in web based resources other than as information sources, for example about places to visit or access to downloadable maps and guides.

3.2 Development Phase Consultations

The aims of the development phase consultations of relevance to learning were

1. To obtain consultees' views and additional ideas on the stage 1 proposals and especially:
 - The outline activity plan.
 - Detailed second tier interpretive themes and topics i.e. those specifically relating to Tavistock below the WHS wide themes.
2. To identify potential partners and projects.
3. To refine the project's understanding of its target audiences and their needs.

Full details of the consultations can be found in the Activity Plan section 6 and Appendix 1. Consultations included events for community and youth groups, a Guildhall open day and meetings with heritage and learning professionals including the World Heritage Site Coordinator, South West Police Heritage Trust, an independent heritage learning consultant, and staff at local schools. Planning learning activities was also informed by other organisations' experience, for example from discussion with the Museum of Somerset's Visitor Services Manager about income generation and events including the learning programme. The evaluation report on the WHS 'Rags to Riches' learning and cultural project provided useful insights into managing projects involving schools, heritage organisations and artists.

The key finding from the consultations relevant to developing learning programmes are:

- The police and justice theme is extremely popular and many people want to learn more about the personal stories and daily lives of the police and prisoners. The potential of this theme for inspiring audiences to visit needs to be reflected in learning provision.
- A key theme for understanding Tavistock's heritage is how the town developed over time, from the medieval abbey to the town planning and civic buildings provided by the Dukes of Bedford.
- A range of sub themes and topics were suggested to inform the second tier of interpretive planning for the World Heritage gateway including the Tavistock Canal, Dartmoor and the Tamar Valley. These need to be organised in a clear hierarchy below the primary themes of World Heritage, architecture and buildings and policing and justice. These themes should then also inform learning programmes.
- People contributed a wide range of ideas for interactive interpretation and activities. These need to be incorporated into interpretation and activity planning which needs to emphasise opportunities for active engagement rather than passive observation.
- There is strong support for the court serving multiple purposes, including mock trials and performing arts events, and being available for community use.
- There is a good opportunity to create a strong and lasting partnership between the Guildhall project and the South West Police Heritage Trust including a collaborative projects to engage volunteers from the target audiences including young people.

- Local schools are very keen to work with the project. There is an opportunity to develop learning projects, including outreach, which meet the schools' requirements within the National Curriculum and also fit within the WHS priority learning objectives. Teachers emphasised their need for practical, experiential learning both inside and outside the classroom. Schools indicated their willingness to participate in pilot projects and assist with evaluating the results.

4. Audiences for Learning

The Guildhall project's audiences for learning are those which have been identified for the Activity Plan as a whole and are based on analysis of the consultations and a market assessment. For further details see Activity Plan section 5.3. The audiences are:

Current audiences

- Special interest groups
- Local/family historians
- Adults

New but relatively easy to reach:

- Schools, with a focus during the delivery phase on those within walking distance
- Families with children, especially those with children aged 5 to 11
- Tourists

Target group who are difficult to reach

- Young people, especially those at risk of offending.

The Guildhall project will work in partnership with the South West Police Heritage Trust on an initiative which will be co-produced with young people at risk of offending which will inform the interpretive displays.

5. Learning Outcomes

A set of learning objectives were devised for the Guildhall project Activity Plan which were based on the Generic Learning Outcomes which are widely used across the museum and heritage sector.

Of these several relate directly to the proposed learning programme. Learning outcomes have been created which are common to both the learning programme and the interpretation

within the Guildhall. This ensures coherent planning across the project and allows visitors to learn both through self-guided engagement with the Guildhall exhibitions and in formal and informal learning activities delivered by project staff and volunteers.

The learning outcomes relevant to the learning programme are:

1. Visitors, including tourists, families and school students, will learn why the mining landscape of Cornwall and West Devon is so internationally significant that it is given World Heritage status; many will be inspired to explore other places.
2. Visitors, including tourists, families and school students, will learn how and why the Dukes of Bedford planned Tavistock and created its magnificent architecture.
3. Visitors, including tourists, families and school students, will learn how policing and the justice system has changed since the Victorians.
4. People taking part in capital phase workshops will learn new conservation building skills.
5. Local people, including families and school students, will have a better understanding of Tavistock's historic environment and value it more than they did previously.
6. Young people, people at risk of offending and others will learn new skills and acquire more confidence through personal development which will enhance their employment opportunities.
7. Visitors, especially families and school students, will have enjoyed taking part in imaginative, participative activities and some will be stimulated to take their interest further.
8. Some local residents, including young people, will be sufficiently interested and inspired by taking part in activities that they will choose to become more involved in managing and conserving Tavistock's heritage, for example by volunteering with Tavistock Heritage Trust or joining a local heritage organisation.

6. Learning themes

Themes have been created for the Guildhall project which, for the same reasons as for learning outcomes, are common to interpretation planning and the learning programme. Full theme statements are provided in the Interpretation Plan.

For ease of use themes relating to the learning programme are reproduced here. After the overarching theme, the three key themes are summarised along with their respective sub themes whose titles are underlined.

Overarching theme

Tavistock – Urban Jewel of the Cornish Mining World Heritage Site

In the 18th and 19th centuries Cornwall and West Devon were transformed by metal mining, principally for copper, tin and arsenic. Mining created a unique cultural landscape including engine houses, miners' settlements, canals and railways which is so important that the region was inscribed as a World Heritage Site by UNESCO in 2006. In Tavistock profits from mining enabled the Dukes of Bedford to invest in new central streets, fine public buildings and 'model' workers' cottages, all of which make the town the urban jewel of the WHS.

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

Tavistock's location on the Devon- Cornwall border makes the town the gateway to some of the most fascinating mining landscapes in the world. To the east, people have been mining on Dartmoor since at least the Middle Ages and probably since prehistory. To the west the Tamar Valley and the other areas which make up the Cornwall and West Devon Mining Landscape World Heritage Site.

World Heritage Site - 'Our Mining Culture Shaped Your World'

World Heritage Sites are said to possess Outstanding Universal Value (OUV) which means that they have a significance which goes beyond all national and cultural boundaries. The OUV of the Cornwall and West Devon Mining Landscape Cornish Mining WHS is

The Cornwall and West Devon Mining Landscape was transformed during the period 1700-1914 by early industrial development that made a key contribution to the evolution of an industrialised economy and society in the United Kingdom, and throughout the world. Its outstanding survival, in a coherent series of highly distinctive cultural landscapes, is testimony to this achievement.

These landscapes are found in 10 Areas across the region from Tavistock to St Just near Land's End.

Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

The Tavistock Canal was conceived as a quick and cheap method of carrying copper and other ores from mines around Tavistock and western Dartmoor to the port of Morwellham on the River Tamar. The canal was one of the wonders of its age, employing imaginative solutions to overcome challenging geographical obstacles including a tunnel and incline planes. Technological innovations included the world's first wrought iron boats. The canal established the reputation of the young engineer, John Taylor, who went on to enjoy an international mining career.

Key theme 2: architecture and buildings

The enormous wealth and the social and economic changes created by metal mining can be seen in Tavistock's architecture and buildings including foundries, civic buildings and industrial workers' cottages.

Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford

Tavistock has been shaped over nearly 1000 years by two powerful landlords: the medieval Benedictine abbey and the Dukes of Bedford. The 19th century dukes used the profits from metal mining on their estate to rebuild the town centre and create the finest example of a planned metal mining town in Britain. Distinctive Gothic style architecture in Plymouth Road and Guildhall Square reflects how they incorporated the abbey ruins into their new buildings. The dukes created fine public buildings, including the Guildhall, Town Hall and Pannier Market and provided terraces of distinctively designed 'model' cottages for industrial workers in and around Tavistock.

Mining boom - industry and society

In the first half of the 19th century Tavistock was a mining boom town, with all the opportunities and challenges that rapid industrial and urban growth provided. Tavistock had three foundries which are the best preserved examples in the World Heritage Site. They produced equipment including ore crushers and steam engines for mines in Devon and Cornwall and as far afield as Australia. The town's population trebled between 1801 and 1861 as people arrived looking for work and the central streets, which had changed little since the Middle Ages were characterised by overcrowding and squalor. But the mining boom was shortlived and when the mines began to close from the 1860s thousands of people moved to other parts of Britain to seek work or emigrated abroad taking their skills

and mining culture to North America, Australia and New Zealand, South Africa and South America.

Key theme 3: policing and justice law

The Guildhall is one of the finest examples of the public buildings created by the 19th century Dukes of Bedford. It was a pioneering attempt to combine the functions of a police station and court room in one building. The Guildhall reflected national reforms in policing and the justice system and the governing class's fears of rising crime and radicalism among the lower orders. But it was also motivated by the Bedford estate's need to tackle the problems of law and order associated with the social problems created within Tavistock by the mining boom.

Policing the community

The Guildhall accommodated the police for 164 years, making it one of the country's longest serving police stations. The nature of crime and policing changed as Tavistock evolved from turbulent mining centre to rural market town. During this time the role of the police also changed from a semi-professional to a modern force in line with national trends.

The Magistrates' Court - Theatre of Justice

The mid 19th century Magistrates' Court was designed to accommodate the work of an increasingly formal and professional legal system. It was purposely designed to provide an imposing stage on which the drama of justice could be acted out in full view of the public and where space was allocated to the actors' specific roles.

7. Informal Learning

This section describes the informal learning programme which will be offered during the delivery phase and outlines the plans which will be developed for the operational phase when the Guildhall opens to the public in 2020. These descriptions should be read in conjunction with the Activity Action Plan which specifies details such as timescales, resources, learning outcomes and evaluative criteria. They are intended to convey more information than in the Action Plan while not being overly prescriptive so that the Learning and Participation Officer has scope to develop them in line with their own skills and experience, ongoing evaluation and the needs of particular participants.

7.1 Art Competition and Exhibition - A Celebration of the Guildhall

Learning audience(s)

All audiences

Learning themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford

Key theme 3: policing and justice law

- Policing the community
- The Magistrates' Court - Theatre of Justice

Outline content description

The art competition and resulting exhibition will be held during autumn 2018. It will be the last opportunity for people to visit and explore the building before refurbishment begins and will launch the Guildhall learning programme. The aim will be to use art works commemorate the building and the people who lived and worked in it and to celebrate its changing place within the town before it begins its new role as the gateway centre and community hub. People of all ages and backgrounds will be invited to visit the Guildhall and then produce a piece of artwork in any format (painting, photograph, collage etc) which is inspired by the building in its empty state and the stories of people associated with it. .

Key activities will be:

- Open days staffed by Tavistock Heritage Trust volunteers for people to explore the building and paint/draw/photograph etc.
- Local artists will be invited to participate in open days to inspire people by demonstrating the format and materials used in their works. This would provide a source of ideas for competition participants and exposure to local artists and their work.
- Self guided tours aided by old photos, plans and brief text distributed through the building.
- Guided tours, probably mainly led by staff as volunteer guides will not have been recruited and trained at this time.
- Family open day with art and craft activities for children.
- Art competition assessed in categories based on age, and with one category for professional artists, judged by a panel including a professional artist and an art teacher.
- One week exhibition including all competition entries.

7.2 Family Activity Days

Four themed family activity days will be organised during the life of the project.

Learning audiences

Families with children

Guildhall project themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'
- Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Outline content description

Day 1 A Celebration of the Guildhall

As part of the art competition described above the family day will provide children and their adult companions with opportunities to participate in art and craft activities inspired by the Guildhall. They will be able to experiment with different forms and media and then enter the competition either by completing a piece of work while they are in the building or creating an artwork at home and submitting it for entry. Artists and sessional workers will be on hand to provide help and encouragement. Families will be able to explore the building aided by a self guided family trail or by joining a guided tour designed for family audiences.

Day 2 Tavistock's Eggsellent Heritage

The second family activity day will be held during the Easter school holidays. The overall aim will be to introduce families to key heritage buildings and episodes in the town's history associated with them. Families will follow a trail of clues in the form of an Easter egg hunt leading them to historic sites ranging from the medieval abbey to mining heritage. At some locations there will be additional art and craft activities based on a theme which is relevant to that specific location. The activities will be supervised by volunteers and sessional workers. They will include egg decorating in the Pannier Market area, creating an illuminated medieval manuscript aided by a medieval monk at one of the abbey locations, making simple Victorian toys e.g. a peg doll of a miner or bal maiden.

Day 3 Buildings Detectives.

This family day will be scheduled for July 2019 so it can be registered as part of the Festival of Archaeology, which will reflect the aims of the day and help to publicise the event. The aim is to provide fun and creative ways to introduce families to exploring and looking at Tavistock's historic buildings. The day will be made up of activities located around the town which will be supervised by volunteers and sessional workers and/or historic buildings specialist with experience of working with children. Children will play the role of building detectives whose role is to solve clues and puzzles about the town's heritage buildings. Activities will include identifying Norman and Gothic styles of medieval arches and columns and testing their strength (e.g. by standing on empty drink cans); testing and identifying building stones and their properties outside the Guildhall complex; making a cardboard heritage building; creating a design for an abbey church floor tile inspired by those on display in the Parish church.

Day 4 Tall Tavistock Tales

This day will be held in October half term 2019 to coincide with Halloween and will introduce families with children to the connections between historic sites and the rich folklore heritage of Tavistock, the Tamar Valley and Dartmoor. The theme and activities are inspired by the writing of Eliza Ann Bray, wife of a 19th century vicar of Tavistock who was one of the country's most important folklorists and collector of folk tales from Devon and Cornwall including from the mining community. During the day 'Mrs Bray' will lead guided walks for families around the town recounting folk tales along the way. There will also be activities inspired by the area's folk traditions including designing and making playdough models of the faces of pixies (which were one of Mrs Bray's main contributions to English folklore), making collages of buildings and places associated with folk tales and spooky storytelling sessions.

7.3 Youth Project

Learning audience(s)

Young people, including those at risk of offending

Learning themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Key theme 3: policing and justice law

- Policing the community
- The Magistrates' Court - Theatre of Justice

Outline Content description

This activity will be delivered in partnership with the South West Police Heritage Trust, including liaison with serving community police officers and youth service professionals. The Guildhall project will commission a freelancer with experience of youth work, including with young offenders, to manage the project and report to the Development Officer. As the project will be co-produced this description cannot be prescriptive about the detail of the content or outputs which will be negotiated with the young participants at the inception stage. The project will run before capital works start and the Guildhall is still publicly accessible. It will explore historical changes in attitudes towards crime and anti-social behaviour and outputs, which could include performance or artworks and will contribute to the interpretation of the building. One potential theme is perceptions of graffiti which would enable the participants to investigate graffiti life in cells by prisoners and in the courtroom by journalists, discover the personal stories behind the graffiti and examine how it can be viewed as art form, valued heritage or anti-social behaviour in different contexts.

7.4 Tavistock Town Guided Walks Programme

Learning audience(s)

Tourists, families with children, adults.

Learning themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'
- Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Outline content description

The project will develop a guided walks programme exploring aspects of Tavistock's heritage. It will comprise two 90 minute interactive guided walks each week and the itineraries and content will be devised to cater for the different Guildhall project audiences. The walks will be marketed to independent tourists and local people so as to avoid competing with tours of the town for pre booked groups which are already offered by locally

based voluntary and professional guides and heritage experts. The walks will be themed and in the first instance will focus on Tavistock Abbey, Tavistock and the Dukes of Bedford and Tavistock's World Heritage. Eight volunteer guides will be recruited and trained to deliver the programme. Their role will be to lead participants groups to the main historic sites and explain their significance and role in the town's history in the context of the theme of the guided walk. Guides should also be willing to answer questions relating to the tour and the town's heritage. The volunteers will also be responsible for passing on the relevant health and safety information to walk participants. Further details about guide recruitment and training can be found in the Guildhall project Volunteer Strategy and Training Plan.

7.5 Guildhall Guided Tours

Learning audience(s)

Tourists, families with children, adults, special interest groups.

Learning themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Key theme 3: policing and justice law

- Policing the community
- The Magistrates' Court - Theatre of Justice

Outline content description

The project will develop a programme of guided tours of the Guildhall which will be implemented when the building opens to the public in 2020. An average of two 50 minute tours will be provided each week. The programme will offer scheduled tours which will be open to individuals and an opportunity for groups to pre-book a tour. Content will focus on the history of the building from medieval abbey to the present and the development of justice and policing in Tavistock from mining boom town to rural market town. Ten volunteer guides will be recruited and trained to deliver the programme. Further details about guide recruitment and training can be found in the Guildhall project Outline Volunteer Strategy and Training Plan.

7.6 Building Conservation Days

Learning audience(s)

Adults, young people.

Outline content description

Two conservation skills workshops, each catering for 10 members of the public, will be held during the capital works phase of the project. Participants will learn new conservation building skills, such as lime mortaring. The obligation to provide the two workshops will be stipulated in the Tavistock Town Council's agreement with the capital works contractor. The format for each day will follow the successful model which the Town Council has previously developed under the Townscape Heritage Initiative.

7.7 Operational Phase Informal Learning Programme

Learning audience(s)

All project audiences

Learning themes

All themes to be covered across the programme.

Outline content description

The freelance Learning and Participation Officer and the Tavistock Heritage Trust Development Officer will create an informal learning programme which will be delivered from spring 2020 when the Guildhall opens to the public. The programme content will focus on the Guildhall project learning themes but it will also explore other facets of the heritage of the Tavistock area. For example, the talk programme might include other themes and topics such as the results of current archaeological investigations at a prehistoric site on the edge of Tavistock. Broad but carefully focussed content will enable the programme to be inclusive when appealing to audiences with different interests. It will also mark a further step towards developing the wider ecomuseum principle towards heritage in the area.

The programme will include:

- A monthly afternoon tea and talk programme.
- Four evening lectures by experts in their field.
- 4 family days in the Guildhall and/or the wider town.
- Self-guided activities each school holiday and half term in the Guildhall.

8. Formal Learning

The project will deliver a formal learning programme in partnership with three local schools within walking distance of the Guildhall. It will develop (a) special initiatives tailored to the requirements of a particular school, but which could be duplicated in others; and (b) pilot sessions which will then be made available to other schools through outreach or in the Guildhall once it opens to the public. The formal learning programme will be co-produced by the Learning and Participation Officer with the partner schools so teaching staff and pupils are involved from project conception and planning through to delivery and evaluation.

8.1 Outreach Sessions, Tavistock Primary School

Three 90 minute outreach workshops to be delivered in the school classroom will be developed and piloted.

‘Building Tavistock’

Level Key Stage 1, Year 2

Content

This session enables children to learn about the buildings of Tavistock and shapes. Children would identify shapes in pictures of Tavistock and also be able to explore the buildings of Tavistock through bespoke puzzles and building toys. Children would be able to create their own street scenes, with common shapes, to keep. The session provides good links to STEM subjects.

Key National Curriculum links: maths (names of 2D and 3D shapes) Design and Technology (explore structures). Also links/provides progression to KS2 session including classical buildings.

Guildhall project themes

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

‘Mapping the Town’

Level Key Stage 2, Year 4

Content

The workshop will use the good sequence of surviving historical maps to discover the human and physical geography of Tavistock. Students will use different sources and historical pictures to explore Tavistock. They will be able to find out about the development of Tavistock as a mining town and an economic centre. Students will be able to explore the canal, the courthouse and the buildings of Tavistock's mining past. This could be done in school or as a town tour.

Key National Curriculum links: human and physical geography.

Guildhall project themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'
- Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

'Crime and Punishment'

Level Key Stage 2, Year 6

Content

This session focuses on the history of Tavistock's prisons. Students will dress up and take part in a mock 'trial'. Children will find out about justice in the past, especially in relation to Tavistock. They will use primary sources to prompt discussions and will be able to make connections between a person's actions and possible consequences.

National Curriculum links: history (ideas of political power, industry and empire; crime and punishment through time), English (participate in discussions, presentations, performances)

Guildhall project themes

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Key theme 3: policing and justice law

- Policing the community
- The Magistrates' Court - Theatre of Justice

8.2 Tavistock Town Tour, Tavistock College VI Form Project

Levels

VI Form

Key Stage 1, Years 1 or 2.

Guildhall project themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'
- Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Content

Tavistock College Sixth Form students have the opportunity to opt to undertake community service activities in addition to their academic work. The Guildhall project will provide an opportunity for a small group of students to plan and deliver an interactive town heritage tour for local primary school children in Key Stage 1 Years 1 or 2. This project will enable the Sixth Formers to gain experience of developing a heritage activity from inception to evaluation under the guidance of the Learning and Participation Officer and Development Officer.

Key activities will be:

- Students are recruited at the annual Sixth Form Freshers' Fair.
- Introduction to Tavistock's World Heritage and Guildhall project themes.
- Students devise and plan how to deliver an interactive town tour for primary school children including selecting themes, topics and visual aids/props.
- Historical research and scriptwriting.
- Tour rehearsals, evaluation and revisions.

- Students learn how to prepare a Risk Assessment.
- Students create an evaluation methodology.
- Guided tours provided for local primary schools.
- Students work with primary school teachers and children to evaluate the tour.
- Students produce an evaluation report about the tours and about the project as a whole.

8.3 Tracking the Guildhall Project, Whitchurch Primary School

Level Key Stage 2, Years 4 to 6

Content

A class of 30 Key Stage 2 children at Whitchurch Primary School will follow the development of the Guildhall project over two years as the pupils progress from Year 4 to Year 6. Through learning activities undertaken both in the classroom and in the Guildhall building the children will track its transformation from empty shell to public opening and contribute to the project by working with members of the project team. During the spring and summer of 2018 the head teacher, school staff, Development Officer and Learning and Participation Officer will produce a detailed cross curricular workplan for learning activities which will run from the autumn term 2018 until the Guildhall opening in spring 2020. The activities will reflect the interests and experience of the teaching staff in post when the project begins and the Learning and Participation Officer once recruited as well as the requirements of the National Curriculum and will fit into the school's wider teaching aims for the particular class. The Learning and Participation Officer will work with the school to determine how the project can be integrated with an application for accreditation under the Learning Outside the Classroom's LoTC Mark scheme.

Activities will include:

- Working with heritage professionals on building recording.
- Researching the history of the Guildhall.
- Researching the personal stories of 19th and early 20th century police officers and prisoners.
- Working with the interpretation and exhibition design consultants to develop and design hands on interpretive displays.
- Learning about the construction of the Guildhall, including building materials.
- Discovering how buildings can deteriorate over time and learning about their protection and conservation.
- Developing and trialling a family trail in the Guildhall.

Guildhall project themes

Key theme 1: gateway to the WHS and Dartmoor mining landscapes

- World Heritage Site - 'Our Mining Culture Shaped Your World'
- Tavistock Canal – Mining Engineer and Entrepreneur - John Taylor and the Tavistock Canal

Key theme 2: architecture and buildings

- Tavistock – Power and Patronage: Tavistock Abbey and the Dukes of Bedford
- Mining boom - industry and society

Key theme 3: policing and justice law

- Policing the community
- The Magistrates' Court - Theatre of Justice

National curriculum links

To be determined but the project will be cross curricular and will include history, geography, English, and STEM subjects. The school intend to use the project to teach across the curriculum.

8.4 Operational Phase Formal Learning Programme

The freelance Learning and Participation Officer will create and deliver a formal learning programme for schools visiting the Guildhall from spring 2020 when it opens to the public. This schools programme will be trialled and evaluated with staff and pupils at local schools within walking distance of the Guildhall. The formal learning programme will include:

- Online pre- and post-visit resources about the Guildhall including architectural history and crime and punishment in Tavistock as a 19th century mining boom town and a 20th century rural market town.
- Learning activities for school visits to the Guildhall covering National Curriculum Key Stages 1 to 3. Topics and activities will include crime and punishment, mock trials in the courtroom, the experience of police and prisoners. Curriculum links will be specified in the activities.
- Promotion to primary and secondary level schools within 30 minutes drive of the Guildhall. This will include school visits, specialist network/ learning cluster visits, schools mailing, Tavistock Heritage Trust website and local school social media.

Appendix 3

Development Officer Job Description

Tavistock Guildhall Gateway Project

Job Description

Job title:	Tavistock Heritage Development Officer
Nature of employment:	2½ days per week. The postholder will be expected to work flexibly, including evenings and weekends. The appointment will be for 2½ years in the first instance. It may be extended subject to funding.
Salary:	£26.5k pro rata.
Responsible to:	Chair of the Tavistock Heritage Trust
Responsible for:	Freelance Learning and Participation Officer, freelance sessional workers; project volunteers.

Purpose

This is a new post which has been created to manage the delivery of the Guildhall Gateway Project Activity Plan as specified in the HLF Round 2 submission on time and on budget.

The Development Officer's remit will change as the Tavistock Heritage Trust evolves and as the project moves from the HLF delivery phase to the public operation of the Guildhall.

- During the delivery phase the Development Officer will work with trustees to prepare the Trust for its role as delivery agent for the Guildhall visitor centre and will lead the delivery of this Activity Plan. Tasks will include setting up operating policies and procedures; recruiting and training volunteers; commissioning and managing learning and participation activities; developing and testing volunteer led guided tours; marketing and communications; launching the visitor information service and planning for the opening of the Guildhall visitor centre.
- In the operational phase the Development Officer will be responsible for managing all aspects of the Guildhall visitor centre and visitor information service including the operational phase elements of this Activity Plan.

Depending on the availability of additional funding there may be an opportunity to expand the scope of the role and the number of hours worked by agreement with the Trustees of the Tavistock Heritage Trust.

Main Responsibilities

Overall leadership and management of all aspects of the Guildhall Gateway Project Activity Plan and ensuring that the outcomes and outputs specified in the HLF Round 2 application are delivered on budget and on time.

Line management of the freelance Learning and Participation Officer and of freelance sessional workers hired to deliver aspects of the Activity Plan.

Recruitment, selection, induction, training and management of volunteers including lead volunteers, visitor information assistants, stewards, guides and researchers. The Development Officer will be expected to set up a Volunteer Management model by engaging lead volunteers for key areas of responsibility (e.g. retail, volunteer coordination) who will form an operations group which the Development Officer will chair.

Marketing and audience engagement including producing content for a website, social and print media. The postholder will be required to work closely with the Project Delivery Coordinator and Tavistock Town Council staff to create and implement a project delivery communications and marketing plan, which ensures that activities appropriately target the project's target audiences and that funders are suitably acknowledged.

Set up and manage operating procedures and practices for the visitor information service including an effective retail function.

Financial management of all aspects of the Activity Plan budget and the Tavistock Heritage Trust's visitor information service including retail.

Maintain a safe working and visiting environment by ensuring that all freelancers and volunteers are made aware of and adhere to the Tavistock Heritage Trust's health and safety policies and procedures.

Develop and introduce day to day visitor operating procedures in time for when the Guildhall opens to the public in accordance with the Memorandum of Agreement between the Tavistock Heritage Trust and Tavistock Town Council.

Work closely with the Project Coordinator to ensure that the Project Steering Group and HLF are kept informed about progress and alerted in advance to any potential problems.

Work closely with the Evaluation Consultant to ensure that all activities are evaluated against the objectives and outputs in the Activity Plan.

Liaison with other project consultants and Tavistock Town Council staff to ensure that their work is coordinated with that of the Activity team, for example in providing construction skills workshops.

Attend meetings of the Tavistock Heritage Trust board and the Guildhall project team and act as the project's ambassador for activities and events in other meetings as required.

Person Specification

1. Work Experience	
Essential	Desirable
Visitor services management in the heritage sector or at a visitor attraction sector. Managing staff and freelance contractors.	Experience of working with Trustees. Experience of writing funding applications.

<p>Leading and managing a team of volunteers from a range of backgrounds.</p> <p>Running a tourism information service.</p> <p>Running a retail operation, especially in a museum or heritage site.</p> <p>Organising events and learning activities for diverse audiences from pre planning to evaluation.</p> <p>Delivering training.</p> <p>Marketing, including website CMS, social media and print.</p> <p>Financial management including monitoring and setting budgets and managing budgets and margins to maximise sales, income and control costs.</p> <p>Setting up and working on partnership projects with external organisations.</p>	
<p>3. Qualifications</p>	
<p>Essential</p>	<p>Desirable</p>
<p>Degree or equivalent.</p>	<p>A postgraduate qualification in relevant discipline e.g. heritage management, heritage learning, museum studies.</p>
<p>4. Knowledge / Skills</p>	
<p>Essential</p>	<p>Desirable</p>
<p>Excellent understanding of approaches to customer care and visitor enjoyment.</p> <p>Excellent leadership skills including the ability to motivate and inspire a wide range of people.</p> <p>Excellent communication, interpersonal and organisational skills.</p> <p>Excellent written and spoken English, and a confident and persuasive communicator.</p> <p>Excellent budget management skills.</p> <p>Pro-active, flexible and capable of meeting tight and fixed deadlines.</p> <p>Knowledge of working in the heritage sector.</p> <p>Advanced IT skills (Microsoft Office)</p>	<p>Knowledge of the WHS agenda.</p> <p>Knowledge of the heritage of Tavistock, Dartmoor and the Tamar Valley.</p> <p>Understanding of conservation and curatorial principles in managing and caring for a museum/heritage site.</p>

5. Personal Attributes

Essential	Desirable
<p>Enthusiasm and belief in the aims and objectives of the Tavistock Guildhall Gateway Project, and ability to convey this effectively to others.</p> <p>Ability to work on own initiative and to plan workload efficiently and effectively to meet tight and fixed project timescales.</p> <p>Resilience and perseverance.</p> <p>Good sense of humour.</p>	

Appendix 4

Freelance Learning and Participation Officer Brief

Tavistock Guildhall Gateway Project

Brief for a Freelance Learning and Participation Officer

1. Introduction

The Tavistock Heritage Trust is seeking a suitably-experienced and appropriately-qualified freelance Learning and Participation Officer with a track record in formal and informal heritage learning to deliver an exciting activity plan programme as part of the HLF funded Tavistock Guildhall Gateway Project.

2. Background

The Guildhall Gateway Project will redevelop Grade II* listed Tavistock Guildhall to create a multi-purpose sustainable community venue which will celebrate the history and heritage of this iconic range of buildings at the heart of Tavistock, and of its surrounding environment, making them accessible to people of all ages.

The project will achieve this by opening up public access to the Guildhall's historic courtroom and police cells, by providing a range of interpretive experiences within these spaces, by offering a new learning, volunteering and activities programme for people of all ages, and by making space available for events and community hire outside of general public opening times.

Visitors will be able to explore and discover the fascinating history of the building and of Tavistock's wider heritage, which forms the eastern gateway to the Cornwall and West Devon Mining Landscape World Heritage Site (WHS). They will be able to participate in and enjoy a range of memorable and diverse activities and experiences.

There will also be a new 'one-stop-shop' for Council and other public services based in the Guildhall, providing convenient and easy access to a range of information and support.

The proposed provision of a new tourist information service based in the former Tourist Information Centre adjacent to the Guildhall will complement and further augment this range of public services and the Guildhall Visitor Centre offer.

The project will enable us to build on Tavistock's status as a prime tourist destination on the doorstep of Dartmoor National Park, and as the "urban jewel" in the Cornwall and West Devon Mining Landscape World Heritage Site, and make a significant and long-lasting contribution to heritage-led regeneration and learning in Tavistock.

The project is a key step in the implementation of strategic plans, for the Guildhall and for Tavistock's World Heritage, which have been developed over the last decade through extensive public consultation by a broad partnership of public, private and voluntary sector organisations.

The project, which has backing from all sections of the community, will build on existing HLF investment in the town through its Townscape Heritage Initiative fund and return the Guildhall to its historic place at the heart of community and civic life in Tavistock.

Works are expected to start in 2018, with the redeveloped Guildhall expected to open to the public in 2020.

3. HLF Round Two Activity Plan

The project's planned range of activities as set out in the HLF Round Two Activity Plan include:

- Delivering outreach sessions at Tavistock Primary school.
- An in-depth project through the duration of the Guildhall project with a class at Whitchurch Primary school.
- Tavistock Town Tours, a Tavistock College VI Form project delivered to primary school children.
- A co-produced partnership project with the South West Police Heritage Trust and young people at risk of offending.
- Recruiting and training volunteers to act as tourism information assistants, stewards and tour guides in the Guildhall and the town.
- Guildhall Memories, an oral history project involving volunteer researchers.
- Family learning days.
- Conservation building skills workshops.

The planned target audiences are:

- Schools - with a focus on pilot and in-depth projects during the delivery phase in partnership with Tavistock schools; wider school audience once the Guildhall is open to the public.
- Families with children, especially children aged 5 to 11 who can in part be reached through the schools projects.
- Tourists.
- Young people at risk of offending.

In addition the project will also work with existing audiences for heritage in Tavistock.

4. Purpose and Scope of Work

The overall purpose of this assignment is to:

- Develop, promote and deliver the formal learning programme
- Develop, promote and deliver the informal/family learning programme
- Work closely with the Tavistock Heritage Development Officer to coordinate and oversee learning and events volunteers.
- Work closely with the Development Officer to recruit and manage appropriately qualified sessional workers to support the learning programmes.

The role is responsible for developing and delivering the following outputs which are specified in the HLF Round Two Activity Plan and must be delivered between June 2018 and March 2020:

- An art competition and exhibition in the Guildhall before renovation begins.
- Three 90 minute outreach sessions for years 2, 4 and 6 at Tavistock Primary School, each one delivered twice.

- A project run over two years with a class spanning (during years 4 to 6) at Whitchurch Primary School following the Guildhall project from empty building to public opening.
- A Tavistock Town Tour project with Tavistock College VI Form to devise and deliver a guided tour for primary school pupils.
- Four family activity days.
- Recruit and train 10 learning and events volunteers ready for when the Guildhall opens to the public.
- Plan a formal and informal learning programme to be available when the Guildhall opens and which will run from April 2020 to April 2021:
 - Schools online pre and post visit resources.
 - Primary and Key Stage 3 secondary school visits.
 - Four family activity days.
 - Self-guided trails & activities for school holidays and half terms.

The role will also involve other duties which assist the Tavistock Heritage Development Officer to deliver other aspects of the Activity Plan. This will include:

- Training and supporting volunteers to provide guided tours in the town and in the Guildhall, including script writing and developing family-friendly tours.
- Supporting volunteer oral history researchers on a guildhall memories project.
- Working with the Evaluation Consultant on practical evaluation of activities.
- Communications and marketing.
- Attend meetings of the Guildhall Operations Group.
- Any other activities as may be required to meet the Approved Purposes of the HLF grant.

The project budget includes additional capacity for delivering specialist elements of the Activity Plan.

5. Reporting and Contacts

The Freelance Learning and Participation Officer will report to the Tavistock Heritage Development Officer, who is responsible for the overall delivery of the Activity Plan programme and ensuring that it delivers its outputs and learning objectives on time and on budget.

There will be periodic liaison with the Tavistock Town Council General Manager regarding access to the Guildhall building and with the project Evaluation Consultant regarding evaluation of learning activities.

6. Person Specification Work Experience

1. Work Experience	
Essential	Desirable
<ul style="list-style-type: none"> • Developing, planning, delivering and administering schools learning projects at primary and secondary level. • Developing, planning, delivering and administering family learning activities and events across a range of ages at a heritage site or museum. 	<ul style="list-style-type: none"> • Working with craft makers, artists and other skilled sessional workers. • Preparing online schools information to support learning before and after visits.

<ul style="list-style-type: none"> • Creating and preparing family learning resources. • Working with volunteers including training and supporting them to deliver learning activities. • Managing and producing budgets. • Teaching experience. • An understanding of teaching and learning needs to support the National Curriculum. 	
3. Qualifications	
Essential	Desirable
Degree or equivalent.	.
4. Knowledge / Skills	
Essential	Desirable
<ul style="list-style-type: none"> • Able to communicate sensitively, respectfully and effectively with people of all ages and backgrounds, including people with a disability or a special need. • An understanding of safeguarding requirements for young people within the context of the project. • Experience of undertaking risk assessments for learning projects in indoor and outdoor settings. Experience of working within a risk assessed setting. • Understanding of audience needs through effective consultation and evaluation mechanisms. • Awareness of disability and equality issues. 	<ul style="list-style-type: none"> • Knowledge of the WHS learning agenda. • Knowledge of the heritage of Tavistock, Dartmoor and the Tamar Valley.
5. Personal Attributes	
<ul style="list-style-type: none"> • Enthusiasm and belief in the aims and objectives of the Tavistock Guildhall Gateway Project, and ability to convey this effectively to others. • Ability to work on own initiative and to plan workload efficiently and effectively to meet tight and fixed project timescales. • Outgoing and positive personality, confident working with large groups of people of all ages. • Able to work in a fast-paced environment on multiple activities. • Able to work evenings, weekends and Bank Holidays as required. • Resilience and perseverance. 	

7. Contract Type and Period

This is a freelance assignment which will need to be worked flexibly over an indicative contract period of 21 months starting in August 2018 and completing in April 2020. .

It is the intention of the Tavistock Heritage Trust to run a learning programme on a cost neutral basis from May 2020, so creating a lasting legacy for the Guildhall project. Consequently there may be an opportunity for the freelance Learning and Participation Officer role to be extended beyond the term of the HLF funded Activity Plan.

8. Budget and Fee

The overall budget available to deliver all aspects of the Activity Plan is £65,170. The amount available within that for the Learning and Participation freelancer is expected to be in the region of £18,000 (excluding VAT), based on an estimated input of around 90 days over the 20 month contract period.

Also allowed for within the budget is provision for skilled sessional workers to deliver specialist aspects of the programme, including oral history, specialist volunteer training and craft activities. Elements of these additional activities could be delivered by the Learning and Participation freelancer depending on the successful tenderer's particular skills, knowledge and experience. This will be discussed further at interview.

9. 9. How to Apply

Your application should take the form of a tender response describing:

- Your interest in undertaking this assignment.
- Relevant skills, knowledge and experience, including examples of similar assignments that you have worked on. A copy of your CV would be helpful.
- Your proposed methodology for delivering the Activity Plan.
- How you would add value to the project.
- Your lump sum fee to undertake the work, including all expenses and VAT if appropriate. Please specify your day rate and how many days you have included for within your fee bid proposal.

Please include details of two referees for whom you have conducted similar services over the past five years.

10. Tender Submission and Interviews

Tender Deadline: [insert]

Please send tenders to: [insert]

Please mark your envelope **“TENDER (ACTIVITY PLAN CONSULTANCY SERVICES) – TO BE OPENED BY THE ADDRESSEE ONLY”**.

Interviews are expected to take place during **[insert]** by mutual arrangement with shortlisted tenderers. Please indicate in your tender your availability over this period.

11. Questions and Further Information

If you would like to discuss this assignment before submitting a tender please email or phone [insert]

A copy of the Heritage Revealed HLF Round Two Activity Plan is available on request.

Appendix 5

Oral History Consultant Brief

Tavistock Guildhall Gateway Project

Brief for a Consultant Oral History Mentor

1. Introduction

The Tavistock Heritage Trust is seeking a suitably experienced and appropriately qualified Oral History consultant to provide training and mentoring to volunteer researchers participating in a Guildhall Memories project.

2. Background and Aims

The Guildhall Memories project is one element of the major HLF funded Tavistock Guildhall Gateway Project. The Guildhall project will redevelop Grade II* listed Tavistock Guildhall to create a multi-purpose sustainable community venue which will celebrate the history and heritage of this iconic range of buildings at the heart of Tavistock, and of its surrounding environment, making them accessible to people of all ages.

The project will achieve this by opening up public access to the Guildhall's historic courtroom and police cells, by providing a range of interpretive experiences within these spaces, by offering a new learning, volunteering and activities programme for people of all ages, and by making space available for events and community hire outside of general public opening times.

Visitors will be able to explore and discover the fascinating history of the building and of Tavistock's wider heritage, which forms the eastern gateway to the Cornwall and West Devon Mining Landscape World Heritage Site (WHS). They will be able to participate in and enjoy a range of memorable and diverse activities and experiences.

The Guildhall project will be implemented by a partnership between the Tavistock Heritage Trust, who will manage the gateway centre and deliver activities within it, and Tavistock Town Council who own the building.

An Activity Plan has been created which includes a wide range of opportunities for volunteers to participate in and learn about heritage. One of these is the Guildhall Memories oral history project which aims:

- To record and transcribe people's recollections of the Guildhall when it served as a Magistrates' Court and police station. Interviewees will include former police officers, magistrates, journalists, witnesses and offenders.
- To create an archive of the recorded and transcribed interviews.
- To use the contents of the interviews and transcriptions to inform and feed into the interpretation of the Guildhall e.g. in the creation of listening posts.
- To enable volunteers to gain knowledge and understanding of good practice in oral history e.g. copyright and ethics.
- To enable volunteers to acquire the skills and knowledge to conduct effective oral history interviews.
- To enable volunteers to acquire the skills and knowledge to transcribe interviews.
- Enable volunteers to learn skills in sorting and cataloguing information.

- To enable volunteers to gain knowledge and learn skills in appraising and selecting appropriate material from oral history recordings and transcriptions for presenting to an audience e.g.in exhibition displays and listening posts.
- To provide volunteering opportunities to more people, and from a wider range of backgrounds, in Tavistock.
- To create a group of volunteers who have the knowledge and skill set to continue the Guildhall Memories project, or establish new oral history initiatives, as a legacy of the Guildhall Gateway Centre project.

3. Objective of Consultancy Role

To provide professional guidance and training to volunteers so they can fulfil the aims and objectives of the Guildhall Memories project which forms part of the Guildhall Gateway Centre Activity Plan. .

4. Tasks

- To work closely with and provide specialist advice and guidance to the Tavistock Heritage Development Officer who is responsible for managing the Guildhall Memories project and volunteers.
- To provide introductory oral history training to volunteers in line with Oral History Society standards so that they are equipped with the knowledge and skills to carry out interviews and transcription.
- To advise and steer the volunteers in developing interview questions.
- To guide the creation of interview transcriptions.
- To guide the establishment of the Guildhall Memories archive.
- To act as the document approver e.g. for interview scripts and transcriptions.
- To provide written briefings to volunteers which back up the training they receive.
- To work closely with the Guildhall Gateway Centre Project Coordinator and the Tavistock Heritage Development Officer to ensure that the activity meets HLF Approved Purposes.
- To be available (by email, mobile or occasionally face to face) to respond to enquiries from volunteers related to this assignment.
- To contribute to the review and evaluation of the activity in December 2019 and to advise the Tavistock Heritage Trust on how to manage and maintain the activity's outcomes beyond the life of the project.

Time

The duration of the assignment is January to December 2019.

Budget

The budget for this assignment is expected to be in the region of £2100 based on seven days @ £300 a day including all expenses.

Appendix 6

Sessional Youth Worker Brief

Tavistock Guildhall Gateway Project

Brief for a Sessional Youth Worker

1. Introduction

The Tavistock Heritage Trust is seeking an imaginative and creative, suitably experienced and appropriately qualified freelance Sessional Youth Worker to work with a group of young people, including those at risk of offending, on a co-produced heritage project at Tavistock Guildhall.

2. Background and Aims

The youth project is one element of the major HLF funded Tavistock Guildhall Gateway Project. The Guildhall project will redevelop Grade II* listed Tavistock Guildhall to create a multi-purpose sustainable community venue which will celebrate the history and heritage of this iconic range of buildings at the heart of Tavistock, and of its surrounding environment, making them accessible to people of all ages.

The project will achieve this by opening up public access to the Guildhall's historic courtroom and police cells, by providing a range of interpretive experiences within these spaces, by offering a new learning, volunteering and activities programme for people of all ages, and by making space available for events and community hire outside of general public opening times.

Visitors will be able to explore and discover the fascinating history of the building and of Tavistock's wider heritage, which forms the eastern gateway to the Cornwall and West Devon Mining Landscape World Heritage Site (WHS). They will be able to participate in and enjoy a range of memorable and diverse activities and experiences.

The Guildhall project will be implemented by a partnership between the Tavistock Heritage Trust, who will manage the gateway centre and deliver activities within it, and Tavistock Town Council who own the building.

An Activity Plan has been created which includes as one of its learning outcomes that 'young people, including those at risk of offending, will learn new skills and acquire more confidence through personal development which will enhance their employment opportunities.'

To meet this objective the Tavistock Heritage Trust will work in partnership with the newly established South West Police Heritage Trust to create and deliver a youth project in the Guildhall. The project will be co-produced with the participants so at this stage it is not intended to be prescriptive about the detail of the content or outputs which will be negotiated with the young people at the planning stage. The project will explore historical changes in attitudes towards crime and anti-social behaviour and outputs, which could include performance or artworks and will contribute to the interpretation of the building. One potential theme is perceptions of graffiti which would enable the participants to investigate graffiti life in cells by prisoners and in the courtroom by journalists, discover the personal stories behind the graffiti and examine how it can be viewed as art form, valued heritage or anti-social behaviour in different contexts.

3. Objective of Consultancy Role

To manage and lead the Guildhall youth project which forms part of the Guildhall Gateway Centre Activity Plan.

4. Tasks

- To work closely with the Tavistock Heritage Development Officer and the Curator of the South West Police Heritage Trust to plan and deliver the youth project as set out in the Guildhall project's Activity Plan.
- To collaborate with serving community police officers and youth service professionals to work with young people to deliver the project.
- To liaise with the youth service, Tavistock Youth Café and community groups to recruit young people to participate in the project.
- To engage young people in planning and developing the project based on the principles of co-production so that the participants have a real ownership of the project ideas and outputs.
- To ensure that the project has clearly articulated goals and outputs including a final event or activity e.g. exhibition or performance.
- To facilitate and manage project meetings, workshops etc. attended by the young people.
- To source project materials.
- To prepare risk assessments for the project activities including any events held in association with it.
- To ensure that the project complies with all legal requirements for working with and safeguarding young people.
- To work with the young people to publicise the project and its outcomes.
- To work closely with the Guildhall Gateway Centre Project Coordinator and the Tavistock Heritage Development Officer to ensure that the activity meets HLF Approved Purposes.
- To contribute to the review and evaluation of the activity in December 2018 and to advise the Tavistock Heritage Trust on how to manage and maintain the activity's outcomes beyond the life of the project.

Time

The duration of the assignment is September to December 2018.

Budget

The budget for this assignment is expected to be in the region of £2000. It is anticipated that the total fee for the sessional worker will not exceed £1500 for the equivalent of 10 half days including all expenses. £500 will be available for project materials.

Appendix 7

Volunteer Strategy and Role Profiles

1. Introduction

Volunteers are integral to the Guildhall project's success. The Tavistock Heritage Trust intends to recruit, train and support a well managed, dedicated and happy volunteer workforce to work with professional staff and Trustees to deliver the Guildhall project Activity Plan.

This strategy should be read in conjunction with the Action Plan in section 6 of the Activity Plan, which includes such details as measures of success and timescales.

At least 50 volunteers will be recruited and trained during the two years of the project from April 2018 to when the Guildhall opens to the public in spring 2020. A workforce of some 50 plus volunteers will be retained to run the Guildhall once it becomes operational.

The volunteering opportunities available during the delivery phase and in readiness for the operational phase will be:

- 20 volunteers visitor information assistants
- 8 volunteer town guides
- 20 volunteer Guildhall stewards
- 10 volunteer Guildhall guides
- 10 oral history researchers
- Learning and events volunteers
- 3 lead volunteers to assist the Development Officer in managing the volunteer workforce.

A framework for recruiting and managing volunteers will be established which covers all stages of the volunteer journey. It will draw on established good practice in the heritage and voluntary sectors, such as the *The Volunteer Framework for South West Museums*.

2. Management and Support

The volunteer workforce will be managed and supported by the Tavistock Heritage Trust's Development Officer in line with the policies and procedures which will be developed by the

Trustees. The Development Officer will be assisted by the freelance Learning and Participation Officer and the oral history mentor for specific aspects of the Guildhall project.

As the Development Officer is a part time role it is essential that mechanisms are put in place to ensure that volunteers are managed and supported during the postholders' absence. Therefore, a volunteer management framework will be established in which suitably qualified and experienced people will be recruited as lead volunteers with specific areas of responsibility. The Museum of Dartmoor Life in Okehampton provides a nearby example of how this works in practice and the National Trust also uses volunteer managers at some of its properties from which the project can learn.

In the first instance the following lead volunteers will be appointed:

- Visitor information and retail manager
- Volunteer coordinator
- Learning and events lead.

An Operations Group will be set up to coordinate the management of the Guildhall operation. It will comprise the lead volunteers, the Learning and Participation Officer and the Development Officer who will chair the group.

3. Policies and Procedures

On appointment the Development Officer will work with the Tavistock Heritage Trust Trustees to ensure that all necessary policies and procedures for recruiting and managing volunteers have been produced and approved. These will include:

- Volunteer policy
- Equal opportunities and diversity statement
- Health and safety policy statement
- Health and safety procedures
- Emergency procedures
- Insurance to cover all aspects of the volunteers' activities
- Lone working policy
- Problem solving policy and procedures
- Volunteer expenses policy
- Confidentiality policy
- Data protection policy
- Copyright policy statement

- Safeguarding policies covering child protection and vulnerable adults
- Volunteer training policy

A volunteer handbook will be produced containing all policies and procedures including comprehensive briefings on all operational activities such as signing in/out, working equipment including tills, record keeping and emergency procedures.

4. Recruitment and Selection

Volunteer opportunities will be publicised widely in order to attract people from a diverse range of backgrounds. This will include press articles/adverts, posters, websites such as Do It, email alerts to existing community groups and individuals who have already expressed interest, open days and/or a recruitment stall at community events. The project will establish a close working relationship with voluntary sector partners such as the Devon Voluntary Action, who operate an online recruitment platform.

Written role profiles have been produced for each volunteer position and are appended to this strategy.

An information pack will be produced for potential volunteers.

A selection process will be established which will include a simple application form, interview/informal chat, screening e.g. DRB checking where appropriate, references where appropriate e.g. for visitor information assistants handling money.

One of the project' learning outcomes is that people will feel inspired by the activity programme to take their interest further, for example by volunteering. Particular emphasis will be placed on recruiting volunteers from the Guildhall's target audience(s), especially young people. As well as organisations such as Devon Voluntary Action, the project will work with local secondary schools, colleges and universities and youth groups to ensure that volunteering reflect the needs of young people, for example in improving their employability, fulfilling the requirements of schemes such as the Duke of Edinburgh Award Scheme, and providing short term opportunities which may be project based and have specific outcomes.

5. Induction

All volunteers will be given induction appropriate to their role by the Development Officer, Learning and Participation Officer and/or a lead volunteer.

An induction checklist will be maintained to ensure all parties agree on the initial training/briefing which will be and has been provided including health and safety.

Volunteers will be given a Volunteer Agreement which will set out the Tavistock Heritage Trust's and the volunteer's commitments, responsibilities and expectations of each other.

6. Retention and Support

The Development Officer will ensure that volunteers are provided with ongoing support and supervision information through the volunteer handbook, the internal communication process and verbal briefings.

Training will be provided to volunteers in line with the Guildhall project Training Plan. Additionally, there may be opportunities for lead volunteers and others to attend training workshops such as the South West Museums Skills Programme.

Volunteers who decide to leave will be offered the opportunity of an informal exit interview and invited to complete a leaving form. This will provide an opportunity for them to provide feedback on their volunteering experience and will contribute towards the Tavistock Heritage Trust's succession planning.

7. Evaluation and Feedback

The Guildhall project partners recognise the critical importance of volunteers to the project's success and value their contribution. Volunteers' feedback will be collected, acted upon and reported back to the volunteers themselves.

This will be achieved through:

- Quarterly training/feedback meetings led by the Development Officer
- An annual confidential volunteer survey
- Informal feedback and discussion with staff and lead volunteers.

Appendix: Volunteer Role Profiles

This appendix contains role profiles for the following volunteer posts:

- Visitor Information Assistant
- Tavistock Tour Guide
- Guildhall Tour Guide
- Guildhall Steward
- Learning and Events Volunteer
- Oral History Researcher
- Volunteer Coordinator
- Visitor Service and Retail Manager
- Lead Volunteer, Learning and Events

Volunteer Role Profile

Visitor Information Assistant

What is a Volunteer Visitor Information Assistant?

Volunteer Visitor Information Assistants welcome visitors, give out information about the local area including places to visit and things to do, and serve in the shop area. Friendly, enthusiastic and well informed volunteers are essential for giving visitors a memorable experience.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Making new friends and meeting people from all walks of life.
- Improving your communication, retail and customer service skills.
- Enjoying new experiences and learning more about Tavistock and the local area.

What will you be doing?

- Providing a warm and friendly welcome to all visitors.
- Answering visitors' questions and providing visitor information about the local area.
- Learning about the heritage of Tavistock, the Tamar Valley and Dartmoor and about places to visit and things to do in the area.
- Opening the visitor service and shop area, getting it ready at the start of the day and closing up at the end of the day.
- Using the till and handling sales for the shop.
- Following all prescribed financial systems and procedures, such as cashing up at the end of the day. Becoming familiar with, and then following, other policies and procedures including health and safety.
- Ensuring that visitor service facilities are clean, tidy, safe and secure at all times.
- Answering the phone and dealing with enquiries.
- Giving any other appropriate assistance to the Development Officer and lead volunteers as may reasonably be requested.

This role will suit volunteers who are enthusiastic and friendly, enjoy meeting people, have (or are willing to acquire) good knowledge about Tavistock and the local area, like working as part of a team and are keen to learn.

Time commitment

We ask you to commit to a minimum of one shift of 3 hours per week, either from 10am – 1pm or 1pm – 4pm. The visitor information service is open on Tuesday to Saturday or Sunday depending on the time of year.

Training

Training will be provided for the role. You will be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Tavistock Tour Guide

What is a Volunteer Tavistock Tour Guide?

Volunteer tour guides are responsible for leading groups of visitors on themed guided walks of the town. They take groups to the main historic sites and explain their significance and role in the town's history in the context of the theme of the guided walk. Guides should also be willing to answer questions relating to the tour and the town's heritage. The volunteers are also responsible for passing on the relevant health and safety information to walk participants.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Improving your communication skills.
- Enjoying new experiences and learning more about Tavistock and the local area.

What will you be doing?

- Leading and speaking to groups of up to 25 people, ensuring they can all hear and understand what you are saying.
- Providing a warm and friendly welcome to visitors.
- Conducting historical research, planning and writing the script for your tour which will be assessed by a staff member who is a heritage professional.
- Undertaking training on how to guide groups, including group management, addressing different audiences and health and safety.
- Working with another volunteer to lead 90 minute tours and making sure they run safely and on time.
- Helping all participants, including disabled visitors, to enjoy the tour.
- Familiarising yourself and then following the Tavistock Heritage Trust's relevant policies and procedures at all times. .
- Giving other appropriate assistance to the guided tour programme as may be reasonably requested

This role will suit volunteers who are enthusiastic and friendly, enjoy meeting people, have or are willing to acquire a good knowledge of the history of Tavistock and the local area, like working as part of a team and are keen to learn.

Time commitment

The guided tour programme will offer two tours per week. Depending on the number of guides recruited you are likely to be asked to be available approximately once every 2-3 weeks.

Training

Training will be provided for the role. You will also be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Guildhall Tour Guide

What is a Volunteer Guildhall Tour Guide?

Volunteer Guildhall tour guides are responsible for leading groups of visitors on guided tours of the building, pointing out the important features and explaining its history and significance. They should also be willing and able to answer questions relating to the tour and the history of policing and justice, for which they will receive full briefing.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Improving your communication skills.
- Enjoying new experiences and learning about the history of the Guildhall, policing and justice.
- Great personal satisfaction as you have the opportunity to make a real difference to visitors' experience of the Guildhall.

What will you be doing?

- Leading and speaking to groups of up to 20 people, ensuring they can all hear and understand what you are saying.
- Providing a warm and friendly welcome to visitors.
- Conducting historical research, planning and writing the script for your tour which will be assessed by a staff member who is a heritage professional.
- Undertaking training on how to guide groups, including group management, addressing different audiences and health and safety.
- Leading 50 minute tours and making sure they run safely and on time.
- Helping all participants, including disabled visitors, to enjoy the tour.
- Familiarising yourself and then following the Tavistock Heritage Trust's relevant policies and procedures at all times. .
- Giving other appropriate assistance to the guided tour programme as may be reasonably requested

This role will suit volunteers who are enthusiastic and friendly, enjoy meeting people, are willing to acquire a good knowledge of the history of the Guildhall, policing and justice, like working as part of a team and are keen to learn.

Time commitment

The guided tour programme will offer two tours per week. Depending on the number of guides recruited you are likely to be asked to be available approximately once every 2-3 weeks.

Training

Full training will be provided for the role. You will also be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Guildhall Steward

What is a Volunteer Guildhall Steward?

Volunteer stewards play a crucial role in welcoming visitors to the Guildhall and helping them to have an informative and enjoyable visit. They also support staff in safeguarding the historic interior and displays.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Improving your communication and customer care skills.
- Enjoying new experiences and learning more about the history of the Guildhall, policing and justice.

What will you be doing?

- Providing a warm, friendly welcome to all visitors to the Guildhall.
- Helping visitors to enjoy their visit and discover more by answering questions, giving short talks and helping with activities such as children's quizzes and trails.
- Supporting staff to ensure that visitors have a safe and enjoyable visit, including being responsible for the evacuation of visitors in an emergency.
- Ensuring that the Guildhall is kept clean and tidy.
- Helping to protect interiors and displays from damage during open hours
- Becoming familiar with and then following the Tavistock Heritage Trust's Health and Safety Policy at all times
- Undertaking other appropriate duties as requested by Tavistock Heritage Trust staff.

This role will suit volunteers who are enthusiastic and friendly, enjoy meeting people, are willing to acquire a good knowledge of the Guildhall's history, like working as part of a team and are keen to learn.

Time commitment

We ask you to commit to a minimum of one shift of 3 hours per week, either from 10am – 1pm or 1pm – 4pm. The Guildhall is open on Tuesday to Saturday or Sunday depending on the time of year.

Training

Training will be provided for the role. You will also be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Learning and Events Volunteer

What is a Learning and Events Volunteer?

Learning and events volunteers help the Learning and Participation Officer to deliver a learning and activity programme about the heritage of Tavistock and the Guildhall which is fun, imaginative and educational in the broadest sense. The role is wide ranging and includes planning, preparing and running activities for families with children and other audiences, assisting at events such as evening talks and performances and helping to deliver formal learning sessions to schools visiting the Guildhall.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Improving your communication skills.
- Gaining valuable experience.
- Helping children and families to learn about and enjoy the history of Tavistock and the Guildhall.
- Learning about the history of the area and the Guildhall, including policing and justice.

What will you be doing?

- Working as part of a team to help the Learning and Participation Officer deliver formal and informal learning activities and events.
- Learning about the history of Tavistock and the Guildhall.
- Using and maintaining educational and activity resources and equipment appropriately.
- Providing a warm, friendly welcome to visiting school groups and all other visitors.
- Becoming familiar with the Tavistock Heritage Trust's policies and procedures, including for Health and Safety, and following them at all times.
- Helping to prepare for family events and school visits and to clear up afterwards. This might include preparing craft activities, information and signage, setting up trails, displays and activities, arranging furniture in the Learning Space.
- Assisting with family activities e.g. selling trail sheets, handing out prizes, supervising hands-on art and craft activities.
- Helping at other events, such as lectures or performances in the Guildhall. This might include directing visitors, providing information, running selling tickets and cash handling.
- Asking visitors to provide feedback on the event by filling in comment cards or questionnaires
- Providing other help to the learning and events programme as requested by the Tavistock Heritage Trust staff.

This role will suit volunteers who are enthusiastic and friendly, enjoy working with children and families as well as adults, like working as part of a team and are keen to learn. You will need to have good communication skills, be well organised and have a good sense of humour. Experience of working with children and young people may be an advantage but is not essential. This role can sometimes be physically demanding and you may be on your feet for long periods.

Time commitment

On average about one half day per week on an ad hoc basis depending on the events programme and when school visits are booked. The activity programme is planned well in advance so you will receive plenty of notice about when you will be needed.

Training

Training will be provided for the role. You will also be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Oral History Researcher

What is a Volunteer Oral History Researcher?

We are looking for volunteers to help with an oral history project called Guildhall Memories which will collect people's recollections of the Guildhall when it served as a Magistrates' Court and police station. Interviews, including with former police officers, magistrates, journalists, witnesses and offenders, will be conducted, transcribed, archived and used for interpretive displays. Volunteers will take on one or a combination of roles, including recording interviews and transcribing the recordings.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Acquiring new skills including interviewing and transcribing.
- Learning more about the modern history of the Guildhall, policing and justice.

What will you be doing?

- Learning about the 20th century history of the Guildhall and policing and justice in the Tavistock area.
- Attending training on all aspects of oral history e.g. ethics, interview techniques.
- Undertaking research to help identify potential interviewees.
- Interviewing candidates chosen by the project team and recording their memories using digital recording equipment.
- Preparing recordings for archiving and transcription.
- Transcribing recordings to form a full text record of the interview.
- Working with interpretation consultants to select recorded extracts for use in interpretation displays such as listening posts.

This role will suit volunteers who have good communication and people skills, an enquiring mind and are interested in the past. You must be prepared to work as part of a group and individually, be willing to learn and to attend training. All potential volunteers must be willing to be interviewed and to agree to a DRB check.

Time commitment

Up to one day per week.

Training

Full training will be provided for the role, including the use of equipment although previous experience of using a computer would be an advantage. Volunteers will be mentored by an oral history professional and supported by Tavistock Heritage Trust staff.

Transport

Interviews will be conducted in variety of locations across the local area so the ability to transport yourself (either through public transport or in their own vehicle) is an advantage in this role. Transport expenses will be reimbursed.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Volunteer Coordinator

What is a Volunteer Coordinator?

The Volunteer Coordinator will assist the Tavistock Heritage Trust's Development Officer with managing the Guildhall project's volunteers, including recruitment, selection, induction, organisation and training. The role is based at the Guildhall but some home-working will be possible.

What is in it for you?

- Becoming part of a friendly and dedicated team.
- Making new friends and meeting people from all walks of life.
- Improving/using your IT, communication, general administrative and people management skills.
- Enjoying new experiences, learning about and supporting all aspects of the Guildhall project's work with volunteers.
- Opportunities to attend free training events run by other organisations.
- Reasonable out of pocket expenses will be reimbursed.

What is involved?

- Assisting the Development Officer to:
 - Plan and manage volunteer recruitment campaigns as required.
 - Select and induct new volunteers.
 - Plan and deliver volunteer induction and training sessions.
 - Ensure that all procedures and documentation relating to volunteers is kept secure and up to date.
 - Produce and monitor the rota for front of house volunteers.
 - Produce a regular volunteer newsletter.
 - Plan volunteer social events.
- Familiarising yourself with Tavistock Heritage Trust policies and procedures and following them at all times.
- Working closely with staff and other lead volunteers.
- Attending meetings of the Guildhall operations group which includes other lead volunteers and is chaired by the Development Officer

As you will be handling sensitive personal data you will be asked to sign a confidentiality form.

How much time do you need to commit?

This role requires a very committed individual who is able to give a minimum of 1 day per week and ideally more. The ability to be flexible about when hours were volunteered would be advantageous.

This role will suit a volunteer who has knowledge, skills and experience in the following areas.

KNOWLEDGE:

Essential:

Good general education

Desirable:

An interest in heritage sites or museums

An understanding of volunteering management issues and processes

SKILLS:**Essential:**

Extensive administration skills

Strong leadership skills

Excellent written and verbal communication skills

Excellent organisational and planning skills

Strong influencing and negotiating skills, including diplomacy and persuasion

Good IT skills including email, Word and Excel.

Ability to work to deadlines

Desirable:

Desk top publishing skills

EXPERIENCE:**Essential:**

Extensive customer service experience

Successful team working

Managing and leading teams

Desirable:

Work/volunteering experience within the heritage industry

Volunteer management

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Visitor Information Service & Retail Manager

What is a Volunteer Visitor Information Service & Retail Manager?

The Volunteer Visitor Information Service and Retail Manager will assist the Development Officer with all aspects of managing the Tavistock Heritage Trust's visitor information service and retail space. The information service provides information about the local area to tourists and other visitors and the retail space is an important source of income for the Trust. The role is based at the Guildhall but some home-working will be possible.

The tourism and retail roles may be divided between two people depending on the skills, knowledge and experience of applicants for this role.

What is in it for you?

- Becoming part of a friendly and dedicated team.
- Making new friends and meeting people from all walks of life.
- Improving/using your IT, communication, people management, tourism and retail skills.
- Opportunities to attend free training events run by other organisations.
- Reasonable out of pocket expenses will be reimbursed.

What is involved?

The role holder is managed by the Development Officer, who they will assist in all aspects of operating the visitor information service and shop. This includes ensuring adequate and appropriate volunteer staffing, stock and systems are in place in order to maximise shop sales and profits in a manner which reflects the ethos of the Tavistock Heritage Trust. Key tasks include:

- Sourcing and ordering appropriate visitor information and retail stock.
- Managing stock including appropriate pricing and stock rotation.
- Ensuring high standards of display for visitor information and retail stock.
- Working with the Development Officer and volunteer Volunteer Coordinator to ensure the volunteer workforce is recruited, trained and managed in a friendly and supportive environment.
- Ensuring that the volunteer workforce follow financial procedures, such as record keeping, end of day cashing up and banking.
- Becoming familiar with the Tavistock Heritage Trust's Health and Safety policies and procedures and ensuring they are followed at all times.
- Developing and maintaining an excellent knowledge of Tavistock and the local area so that the volunteer workforce is fully briefed to help tourists and other service users locate places to visit and things to do.
- Working closely with staff and other lead volunteers.
- Attending meetings of the Guildhall operations group which includes other lead volunteers and is chaired by the Development Officer
- To undertake such other tasks as may be reasonably required by the Development Officer from time to time.

How much time do you need to commit?

This role requires a very committed individual who is able to give a minimum of 1 day per week and ideally more. The ability to be flexible about when hours were volunteered would be advantageous.

This role will suit a volunteer who has knowledge, skills and experience in the following areas.

KNOWLEDGE:

Essential:

Good general education
Knowledge of retail management

Desirable:

Knowledge of the heritage and tourist attractions in the Tavistock area
An understanding of volunteering management issues and processes

SKILLS:

Essential:

Financial and retail management
Extensive administration skills
Strong leadership skills
Excellent written and verbal communication skills
Excellent organisational and planning skills
Strong influencing and negotiating skills, including diplomacy and persuasion
Good IT skills including email, Word and Excel.
Ability to work to deadlines.

Desirable:

Visual merchandising skills
Good decision making with regard to stock selection and pricing

EXPERIENCE:

Essential:

Previous retail management or supervisory experience
Extensive customer service experience
Successful team working
Managing and leading teams

Desirable:

Work/volunteering experience within the heritage and/or tourism industries
Volunteer management

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Volunteer Role Profile

Lead Volunteer for Learning and Events

What is a Learning and Events Volunteer?

Learning and events volunteers help the Learning and Participation Officer to deliver a learning and activity programme about the heritage of Tavistock and the Guildhall which is fun, imaginative and educational in the broadest sense. The role of the lead volunteer is to assist the Learning and Participation Officer to train and manage the volunteer team and help to deliver the learning and activity programme. The role is wide ranging and includes planning, preparing and running activities for families with children and other audiences, managing other volunteers at events such as evening talks and performances and helping to deliver formal learning sessions to schools visiting the Guildhall.

What's in it for you?

- Becoming part of a friendly and dedicated team.
- Meeting people from all walks of life and making new friends.
- Improving/using your IT, communication, and people management skills.
- Enjoying new experiences, learning about and supporting all aspects of the Guildhall project's learning programme.
- Helping children and families to learn about and enjoy the history of Tavistock and the Guildhall.
- Learning about the history of the area and the Guildhall, including policing and justice.
- Opportunities to attend free training events run by other organisations.
- Reasonable out of pocket expenses will be reimbursed.

What will you be doing?

- Acting as the Learning and Participation Officer's deputy and working with them to deliver formal and informal learning activities and events.
- Managing the learning and events team in the L&P Officer's absence, for example at evening talks and performances.
- Learning about the history of Tavistock and the Guildhall.
- Ensuring that educational and activity resources and equipment is appropriately maintained.
- Ensuring that school groups and all other visitors receive a warm and friendly welcome.
- Becoming familiar with the Tavistock Heritage Trust's policies and procedures, including for Health and Safety, and ensuring they are followed at all times.
- Supervising volunteers to prepare for and deliver family events and school visits and to clear up afterwards. This might include preparing craft activities, information and signage, setting up trails, displays and activities, arranging furniture in the Guildhall learning space.
- Supervising and/or helping volunteers at other events, such as lectures or performances in the Guildhall. This might include directing visitors, providing information, running selling tickets and cash handling.
- Working closely with staff and other lead volunteers.
- Attending meetings of the Guildhall operations group which includes other lead volunteers and is chaired by the Development Officer
- Providing other help to the learning and events programme as requested by the Tavistock Heritage Trust staff.

This role will suit a volunteer who is enthusiastic and friendly, enjoys working with children and families as well as adults, likes working as part of a team and is keen to learn. You will need to have good communication skills, be well organised and have good sense of humour. Ideally you will have experience of managing staff or volunteers. Experience of working with children and young people may be an advantage but is not essential. This role can sometimes be physically demanding and you may be on your feet for long periods.

Time commitment

On average about one half day per week on an ad hoc basis depending on the events programme and when school visits are booked. The activity programme is planned well in advance so you will receive plenty of notice about when you will be needed.

Training

Training will be provided for the role. You will also be asked to attend up to four training/feedback meetings a year with other volunteers and staff.

This is a voluntary role and this arrangement is not legally binding or an employment contract.

Appendix 8

Training Plan

1. Introduction

Providing training and learning is central to the Guildhall project Activity Plan. There is considerable overlap between learning and training. The Learning Programme describes the formal and informal learning opportunities which will be offered to the project's target audiences as users of the facilities and services offered by Tavistock Town Council and the Tavistock Heritage Trust. This Training Plan outlines the training which will be provided during the delivery phase to the project's employed and voluntary workforce.

2. Aims

1. To ensure that Tavistock Town Council staff and councillors and Tavistock Heritage Trust staff, volunteers and trustees are equipped with the knowledge and skills to deliver the Guildhall project's objectives.
2. To achieve project learning outcomes which relate to training.
3. To provide participants with stimulating opportunities for continuing professional and personal development and fulfilment.

3. Management and Delivery

Responsibility for the day to day management of most of this training plan will rest with the Tavistock Heritage Trust's Development Officer as the manager of the volunteer team.

Training for the volunteer workforce will be designed and delivered by the Development Officer and the Learning and Participation Officer. The precise nature of their contributions will be determined by the postholders' skills and experience. Training will be provided through both formally structured sessions with presentations and exercises and through on the job training and mentoring. Additional support will be provided by a commissioned oral history mentor and potentially by voluntary specialists, for example on aspects of local history.

Responsibility for managing training for Town Council staff will lie with the General Manager. The requirement to provide training to Council staff and apprentices will be specified in contracts agreed for capital works.

The Project Delivery Coordinator will ensure that all training is provided on time and on budget in line with HLF requirements.

4. Sustainability

Recruiting and sustaining a well trained volunteer workforce is essential to deliver the Guildhall project to the target audiences and to meet the project's learning outcomes. People choose to volunteer for many reasons and it is to be expected that as their circumstances change, for example due to new employment opportunities which may result from the training and experience they have gained, there will be a turnover of volunteers. The training programme will include training for new volunteers who are recruited to the project at any stage during its implementation. This will include induction and cascading training, for example for new visitor information volunteers who will be able to learn on the job. Lead volunteers will play an important role in facilitating this process.

5. Evaluation

All training will be evaluated as part of the evaluation plan which will be developed in conjunction with the project's evaluation consultant.

Outline Training Plan

This plan should be read in conjunction with the Activity Plan Action Plan which specifies further details including timescales, measures of success and evaluation criteria.

Trainee(s)	Summary of training activity	Learning outcomes
Development Officer	Training/CPD needs will be identified on appointment to address any immediate gaps in knowledge or skills. Subsequently they will be agreed during probation period review(s) and in annual appraisals with the Chair of the Tavistock Heritage Trust. Training/CPD could include attendance at workshops organised by organisations to which THT subscribes e.g. South West Federation of Museums and Art Galleries.	People will learn new skills and acquire more confidence through personal development which will enhance their employment opportunities.
Tavistock Heritage Trust Trustees	The THT will develop a training plan for Trustees based on an audit of their skills, experience and needs including the ability to deliver their obligations for delivering the Guildhall project Activity Plan. Training/CPD could include attendance at workshops organised by organisations to which THT subscribes e.g. South West Federation of Museums and Art Galleries.	People will learn new skills and acquire more confidence through personal development
Volunteer town guides	8 guides will be trained to deliver town walks. Training will include history of the town and key project themes, research, script writing, group management, communicating with different audiences, health and safety.	Volunteer guides will learn how to communicate with a range of audiences.
Volunteer visitor information assistants	20 volunteers will be trained to provide a visitor information and retail service. Training will include: customer service, communicating	Front of house volunteers in the visitor information service will learn new customer service and retail skills.

	information, local tourism/heritage knowledge, procedures and policies including till operation, opening & closing, health and safety.	
Volunteer Guildhall guides	10 guides will be trained to deliver guided tours. Training will include history of the Guildhall, policing and justice, script writing, group management, communicating with different audiences, health and safety.	Volunteer guides will learn how to communicate with a range of audiences.
Volunteer Guildhall stewards	20 volunteers will be trained to welcome visitors and answer questions. Training will include customer service, communicating with different audiences, health and safety, handling emergencies.	Front of house volunteers in the Guildhall will learn new customer service skills.
Volunteer researchers	10 volunteers will be trained and mentored for a Guildhall Memories oral history project. Training will include: ethics, copyright, interviewing technique, constructing research questions, using equipment, transcription.	Volunteers from a range of backgrounds will learn new research and oral history recording skills.
Tavistock Town Council staff	8 Tavistock Town Council staff will each receive one week on the job training to develop specific skills such as repointing and specialist carpentry for window refurbishment. Content to be negotiated with capital works contractors.	Tavistock Town Council staff will learn new skills for working on historic buildings.
Contractors' apprentices	During the construction phase the main contractor will be required to create 3 placements, each lasting for four months, to provide apprentices with on site experience of conservation building techniques.	People serving apprenticeships in building trades will learn new specialist skills during building conservation and restoration.

Appendix 9

Outline Communication Plan

This outline plan sketches out the broad parameters and principles which will guide the Guildhall project partners in planning communications and marketing during the delivery phase. A detailed plan will be developed at the beginning of the project in April/May 2018 following the appointment of key staff and consultants and this is included in the Activity Plan Action Plan.

1. Aims

The aims of communication and marketing during the delivery phase are:

1. To engage and generate support among the project's target audiences by informing them about activities and opportunities in which they can participate, such as events and volunteering.
2. To contribute directly towards delivering key project learning objectives, notably that:
 - Visitors, including tourists, families and school students, will learn why the mining landscape of Cornwall and West Devon is so internationally significant that it is given World Heritage status; many will be inspired to explore other places.
 - Visitors, including tourists, families and school students, will learn how and why the Dukes of Bedford planned Tavistock and created its magnificent architecture.
 - Visitors, including tourists, families and school students, will learn how policing and the justice system has changed since the Victorians.
 - Local people, including families and school students, will have a better understanding of Tavistock's historic environment and will value it better.
3. To promote the Guildhall project and report on progress to stakeholders including HLF and other funders, Tavistock Heritage Advisory Forum member organisations and local residents.

2. Management

The Project Delivery Coordinator will be responsible for (a) coordinating work with Tavistock Town Council and Tavistock Heritage Trust to create a project delivery communications and marketing plan and (b) ensuring that the project's designated audiences are targeted and funders are suitably acknowledged.

The Guildhall project communications and marketing plan will be designed to fit into the broader communications plans delivered by both Tavistock Town Council and Tavistock Heritage Trust.

Responsibility for the day to day management and delivery of communications and marketing about the project will rest with the Tavistock Heritage Trust's Development Officer and volunteer team.

3. Audiences

It is essential that messages and the means used to communicate them are tailored to the needs and preferences of the project's audiences. Effective marketing requires messages which emphasise the benefits to the recipient and aims to gain new and repeat business.

3.1 Current audiences

While the project will, and should, develop and expand new audiences, Tavistock's existing audiences will be important in ensuring the Guildhall's viability, both as potential visitors and as volunteers.

- Special interest groups such as U3As will be targeted through e-newsletters/emails sent to chairs or secretaries for decisions by relevant committee members (e.g. about group visits) or for wider distribution to the membership. This has proved effective for local events such as Heritage Open Days.
- Local/family historians will be targeted via e-newsletters/emails in a similar way to special interest groups.
- Adults will be targeted using a wide range of media to reflect the diverse requirements of the main audience segments which were identified in the market analysis undertaken for the Activity Plan section 4.

3.2 Families with children

Like the older adult audience, families with children fall within a range of audience segments and so a range of techniques will be employed to communicate with them. Many are likely to be engaged through a clear and informative website and through interactive social media where likes and followers can be registered and shared. Families will also be contacted through email/e-newsletters to organisations such as playgroups, children's centres and through the schools collaborating with the project. Key messages for this audience will be that project events are free, broadly educational, participative and fun.

3.3 Tourists

Before their arrival in the locality, web based media will be the main method of communicating with tourists. The Tavistock Heritage Trust website, along with social media such as Twitter and Facebook, will inform potential visitors about the role of Tavistock and the Guildhall as the eastern gateway to the World Heritage Site and signpost them to places to visit. Once tourists are in the

area these messages will be reinforced by face to face communication and printed materials about places to visit and events taking place which will be displayed in the visitor information service and distributed to accommodation providers. Audience research for the WHS about tourists which informed the Activity Plan found that towns, villages, ports, estates and social history generated the most interest and that towns which have been uniquely shaped by industrial history appeal because they are perceived as different. Marketing will reflect this key message.

3.4 Schools

During the delivery phase the main communication with educational establishments will be directly with headteachers and staff at local schools who are participating in the project. For the operational stage the Development Officer and the Learning and Participation Officer will design a plan to market the Guildhall's formal learning programme using emailing and mailshots backed up by the website and social media. The main message to schools will be to emphasise how the programme will enable teachers to deliver elements of the national curriculum.

3.5 Young people

Young people have generally not been engaged with Tavistock's heritage. The Activity Plan includes a youth project which will be co-produced by the participants. One element of the project will be for the participants to devise and deliver a mini communication and marketing plan to attract other young people to the event(s) which result from their work. This will help to inform later communications with young people. It is expected that the web and methods such as posters and graffiti boards will also appeal to this audience, depending on the nature of their project work.

3.6 Communicating with audience segments

Section 4 of the Activity Plan analysed the existing and potential market for the Guildhall project using audience segmentation developed by the Audience Agency. The segment profiles published on the Audience Agency's website include recommendations for engagement, which, applied to the Guildhall's market, are particularly relevant to communicating with adult and families.

Trips and treats

For larger shows or exhibitions Trips & Treats will expect to see prominent advertising and clear messages. If they commute they will look for street advertising, otherwise local newspapers and radio may be key sources. Word of mouth may be effective through provision of entertaining and engaging digital content which can be shared. This group are fairly responsive to direct emails or post, once engaged. Websites should be clear and informative, as they will be regularly visited once a family is interested. For more local activities, promotion via third party organisations at a community level may be effective – engaging local 'advocates' to help spread the word. While

social media is a key influencer for this group, providing them with content through other digital channels to share and incentivising them to do this, may be most effective.

Homes and Heritage

This group have a low reception to broadcast advertising, and respond to tailored/targeted communications, like plain speaking and face to face contact. Home & Heritage are open to persuasion if appealed to directly with tailored communications that meet their tastes and access needs and offer a complete package, which may involve provision of transport. Opportunities to engage them could include participatory events through U3A and local rural touring schemes.

Dormitory Dependables

Dormitory Dependables are busy and active, so providing clear information on how the offer will meet a need is key. They are less reliant on word of mouth, and more confident in their own choices when given enough appropriate detail on what, how, why, when and where to attend. They are most responsive to email communications, SMS messaging and phone as direct communications channels, and least likely to respond to postal mailings.

Commuterland Culturebuffs

The internet is an important information channel, with many using cultural organisations' websites to find out information and to plan and book visits online. There is a complex mixture of decision making styles amongst Commuterland Culturebuffs, but a majority are instinctively analytical in their approach and value clear information above all. Some will be confident in their own analysis to make choices themselves, but others may like the reassurance of trusted recommendation – therefore expert endorsements, or content to mobilise word of mouth is recommended.

Commuterland Culturebuffs are responsive to email and post but less likely to respond to mobile, landline or SMS communications.

4. Communication and Marketing Activities

Communication and marketing activities will include the following.

Tavistock Heritage Trust Brand

All communications and marketing outputs will conform to a Tavistock Heritage Trust brand. Brand guidelines will be devised so that all communications, including signage, press ads, emails, events, social media and website have the same look and feel (e.g. imagery, copy tone, font). The aim will be to create attractive and interesting communications that have purchase because they stand out in the marketplace.

Data collection and insight

Subject to the provisions of the Data Protection Act, information collected for evaluating and measuring the success of the project will be used to start addressing audiences in a more targeted way. Contact details, especially email addresses, will be collected from people attending events and from evaluation data. Working with the Evaluation Consultant, different surveys will be tailored to the project's specific audiences.

Email communications

To maximise the effectiveness of email and e newsletters, the communications plan will develop a programme of scheduled content targeted to the audiences: For example, adults and families within the Guildhall catchment area will be informed about forthcoming events whereas tourists will receive roundups of inspirational information about Tavistock, the Guildhall and the WHS.

Website

During the delivery phase the project will utilise the existing Tavistock Heritage Trust website which, at the time of writing was being created for the shadow board. The site will carry content specifically devoted to the Guildhall project in addition to information about the workings of the Trust and links to its partners in the Tavistock Heritage Advisory Forum. It will be regularly updated to showcase project events, activities and news.

In preparation for the Guildhall's operational phase a new website will be commissioned and created during 2019-2020. This new site will act as a virtual interpretation centre, contribute towards building the Tavistock Key Centre Area's unique identity within the WHS and promote the work of the Tavistock Heritage Trust and its Advisory Forum partners. It will enhance intellectual access, serve as an effective marketing tool and provide signposting and orientation to other places to visit and things to do within the Tamar Valley, Dartmoor and WHS Areas 8 and 9.

Social media

The project will establish a regular presence on social media. This will be the responsibility of the Development Officer who will be aided, if possible, by volunteers with real understanding of how social media operates. The emphasis will be on interesting, fun and regular posts about the project, events and the heritage of the Tavistock area. Social media will be an important means for two way communication with target audiences who will be encouraged to comment and participate in moderated discussion about the project and events.

Local press

The local press in the Tavistock area, including newspapers, free publications and parish magazines, are an effective way of communicating news and publicising events to the adult

audience. Regular press releases will be issued about the project's progress. Adverts will be bought selectively for events.

5. Measuring Success

The effectiveness of communications and marketing will be evaluated as part of the broader evaluation planning for the project in conjunction with the work of the Evaluation Consultant.

The communications and marketing plan will specify targets for outputs for each medium (e.g. number of social media posts, press releases) for specified time periods.

The plan will also detail quantitative performance indicators for impact e.g. numbers of website visits and followers on social media platforms.

The effectiveness of the communications and marketing plan in relaying project messages, contributing to learning outcomes and encouraging a two way dialogue with users will also be monitored and evaluated through qualitative surveys and discussions with participants in project activities.

Quantitative targets will be set at the beginning of the delivery phase. This is so they are realistic and reflect the levels of output and followers/participants which will have been attained by spring 2018 by Tavistock Heritage Trust whose broader communications and marketing plans are currently being developed.