



Tavistock  
World Heritage Site  
Key Centre  
Learning Strategy

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**June 2013**

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## Introduction

This report describes our recommended approach to the development and improvement of learning activity related to the World Heritage Site in the Tavistock area. Learning activity in the heritage context has a broad definition:

**‘Learning is not just about schools, or children;** it is about offering opportunities for **everyone** to develop their understanding of heritage in an active way appropriate to their needs, interests and background. We understand learning to include formal and informal education.’ Heritage Lottery Fund<sup>1</sup>

In other words, ‘Learning’ describes the activities, resources and services which are designed to help a wide range of people engage with and enjoy heritage.

## Our Brief

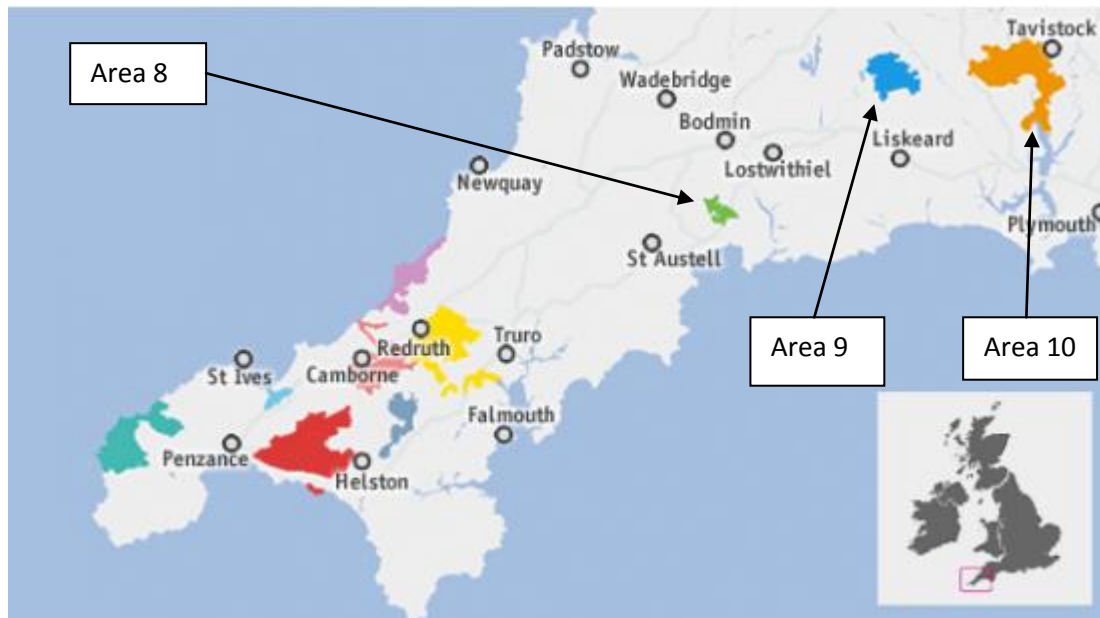
The Tavistock WHS Key Centre Steering Group asked us to identify a consistent, integrated approach to presenting the full range of themes arising from the Outstanding Universal Value of WHS Areas 8, 9 and 10, as set out in the Cornish Mining and West Devon WHS Interpretation Strategy. They asked us to:

- Address learning priorities in the context of the Cornish Mining WHS;
- Identify and prioritise target audiences;
- Set out a clearly articulated framework and action plan for the development of learning provision in WHS Area 10, including recommendations which address
  - Product development (i.e. the services that should be provided);
  - Staff development and infrastructure;
  - Audience development;
  - Marketing and communication;
  - Development and implementation of quality measures;
  - Sustainability;
  - Key partners.
- Identify how learning provision in Tavistock/Tamar Valley can provide leadership and support for and add value to that in WHS Areas 8 & 9;
- Provide costs and timescales for implementation;
- Address issues in relation to perceived displacement/competition between mining heritage sites, and mitigation measures if necessary.

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<sup>1</sup> [http://www.hlf.org.uk/HowToApply/furtherresources/Documents/Thinking\\_about\\_Learning.pdf](http://www.hlf.org.uk/HowToApply/furtherresources/Documents/Thinking_about_Learning.pdf)

As required by the Steering Group, we have developed the Learning Strategy with reference to the WHS Learning Strategy and the Cornwall and West Devon Mining Landscape World Heritage Site Management Plan 2013 – 2018. We have also set our work in the context of the Heritage Lottery Fund's Strategic Framework 2013- 2018<sup>2</sup> and the outcomes-based approach the Heritage Lottery Fund has adopted.



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## Our methodology

In order to develop the recommendations in this strategy we completed:

1. A review of the existing evidence base;
2. An audit of existing provision and an assessment of the current strengths and weaknesses of WHS related learning provision in Tavistock and the surrounding area;
3. A review of existing audience data and summary of the market context, leading to the identification of agreed target audiences for learning provision;
4. Consultation with stakeholders, potential funders, partner organisations and audience representatives to establish the barriers to engagement and learning and the opportunities for development, including face to face interviews, telephone interviews and electronic questionnaires.

We met with client representatives on 23<sup>rd</sup> January 2013 and with the Key Centre Steering Group on 21<sup>st</sup> March 2013.

We compiled a list of 100 contacts, representing each of the key groups below:

<sup>2</sup> <http://www.hlf.org.uk/aboutus/whatwedo/Pages/StrategicFramework2013to2018.aspx#.UYtxJkZwZy0>

- Schools and Teachers
- Families with children
- Tourists
- Young people
- FE/HE groups
- People with disabilities
- Special interest groups
- Family historians
- Older people.

An online survey was emailed to each of these contacts.

We completed telephone and face to face interviews with 26 organisations including:

- Azook (who developed educational resources for the Tamar Valley Mining Heritage Project)
- Tamar Valley AONB
- TIC Tavistock
- Tavistock Museum
- Caradon Hill Area Heritage Project
- Liskeard Museum
- Wheal Martyn
- Stuart House
- Tamar Trail Centre
- Minions Heritage Centre
- Plymouth Museum and Art Gallery
- Morwellham Quay
- National Trust
- Tavistock Children's Centre
- Kit Hill
- Dartmoor National Park
- Dartmoor Tin Working Research Group
- Adult and Community Learning in Tavistock
- Tavistock BID
- Tavistock Chamber of Commerce
- Tavistock Forward
- Tavistock and District Local History Society
- Tavistock Library
- Kelly College

We also met with 16 teachers and head teachers as part of the TALC (Tavistock Area Learning Committee) meeting on 15<sup>th</sup> March 2013.

## Executive Summary and Recommendations

There is a body of enthusiasm for and interest in the development of learning programmes and resources related to the World Heritage Site in Tavistock and the Tamar Valley. There is potential to increase the number and range of people who learn about and enjoy mining heritage in this area. In summary:

- 1. Existing heritage learning activity related to the World Heritage Site in and around Tavistock does not cater for a wide range of audiences and does not match the potential of the overall available market for heritage learning;**
- 2. Existing provision is fragmented and there is limited evidence of partnership working;**
- 3. Heritage learning activities and products related to the World Heritage Site have a low profile; there is limited awareness of them even within the heritage sector;**
- 4. There is an appetite amongst formal and informal learners for more access to events, activities and resources which help them learn about and enjoy the World Heritage Site;**
- 5. There is evidence that people value their local heritage strongly;**
- 6. There is an opportunity to prioritise the co-ordination and marketing of programmes for schools, teachers, families and tourists; these audiences in particular are relatively under-served in terms of opportunities to learn about the local World Heritage Site;**
- 7. Investment in the coordination of existing and developing programmes is essential;**
- 8. There is a need to invest in joint marketing and to develop activity packages which include more than one site or experience;**
- 9. Developing a partnership approach is key to sustainability;**
- 10. Using and adapting facilities, programmes and resources which already exist should be the first priority;**
- 11. Investment in outreach and online learning will meet the needs of audiences and be distinct from existing provision in other areas;**
- 12. Promoting a culture of evaluation and skills sharing will underpin successful heritage learning products;**
- 13. Raising the profile of the WHS with local businesses is important for local buy-in;**
- 14. Investment in training is important;**
- 15. A holistic approach, which looks at heritage in the round and is part of a connected cultural offer, will have more impact.**

## Summary of Current Provision

Our research found that there are currently several activities and resources which provide opportunities for people to learn about the area's mining heritage. These are being provided by a range of organisations in Devon and Cornwall.

Broadly speaking the activities currently on offer fall into the following categories:

- Guided walks and tours;
- Loans boxes;
- Online study units for schools;
- Online walking/ bike trail guides;
- Workshops and study days;
- Familiarisation tours;
- Exhibitions and museum interpretation including AV;
- Specialist talks/ lectures;
- Mobile apps and other digital interpretation;
- Outreach events.

We found that there is very limited awareness of many of these activities. Most of the organisations we spoke to were not aware of activity in other organisations. Many organisations are working in isolation and only a limited number are working in partnership to develop learning programmes and services. Only some of these activities have been evaluated and we found little available evidence which assesses their quality, impact or effectiveness.



The activities and services currently on offer are described in the table below:

Learning activities and services interpreting World Heritage Site themes for Areas 8,9 and 10	
Organisation	Resources on offer
Moorland Guides	Weekly guided walks of Tavistock, including the World Heritage Site
Cornish Mining WHS team	Organised familiarisation tours of mining sites for business community in particular those involved in 'tourist economy'.

<b>Learning activities and services interpreting World Heritage Site themes for Areas 8,9 and 10</b>	
<b>Tamar Valley Mining Heritage</b>	<p>Downloadable teacher resources developed by Sense of Place covering:</p> <ul style="list-style-type: none"> <li>• Market Gardening / Key stage one</li> <li>• Mining in the Tamar Valley / Key stage 2</li> <li>• River Tamar / Key stage 2</li> <li>• Migration / Key Stage 3</li> <li>• Tavistock and Devon Great Consols (DGC)</li> </ul> <p>All of the above themed modules are a term's worth of planning material which offers teachers field trips and pictures and classroom material these are currently available for Cornish schools through Sense of Place.</p> <p>An A-level module based on Devon Great Consols.</p> <p>6 mineral mine boxes which hold sample of rocks which can be hired out from the Tamar Valley AONB to schools either collectively or singly.</p>
<b>Tavistock Museum</b>	Exhibitions and AV exhibits exploring the Cornwall and West Devon Mining Landscape.
<b>TIC Tavistock</b>	Small interpretation board explaining why Tavistock got UNESCO status.
<b>Caradon Hill Area Heritage Project (CHAHP)</b>	<p>Organised school visits available until Dec 2013 (when funding ends) New school pack, loans boxes and digital apps are currently in development.</p> <p>Walks and talks for all ages.</p> <p>Outreach work with under-presented audiences including older people, adults with learning disabilities and young people .</p>
<b>Liskeard and District Museum</b>	Gallery interpretation, tours and talks for schools and other groups. Loans boxes currently in development (in partnership with CHAHP)
<b>Old Cornwall Society Liskeard</b>	Record room open to public by appointment and specialist talks.
<b>Wheal Martyn</b>	<p>HLF funded Education Officer (funding ends Sept 2013) and Curator post (end April 2014).</p> <p>Key stage 3 workshop 'Mining industry: should it continue in mid Cornwall?'</p> <p>Tours of Wheal Martyn in morning and Luxulyan Valley in afternoon: £10 per person.</p> <p>Tailored talks for community groups at group's venue or for those visiting Wheal Martyn.</p>
<b>Stuart House Trust, Liskeard</b>	Mining interpretation and genealogy database.



<b>Learning activities and services interpreting World Heritage Site themes for Areas 8,9 and 10</b>	
<b>Old Cornwall Society St Austell</b>	Talks given by visiting experts.
<b>Tamar Trails Centre</b>	Interpretation, walking trails, maps, digital apps. Facilities for group visits including schools.
<b>Minions Heritage Centre</b>	Interpretation, adult tours.
<b>Plymouth Museum</b>	Mineral displays, 'Quarry Voices' project <a href="http://www.plymouth.gov.uk/quarryvoices">http://www.plymouth.gov.uk/quarryvoices</a>
<b>Morwellham Quay</b>	Talks for a wide range of groups including schools. Mine train experience and costumed interpretation. Teachers' pack.
<b>Cotehele</b>	Interpretation boards.
<b>Lydford Gorge and Wheal Betsy</b>	Both places have some mining background, in particular Wheal Betsy. Tin Mining is referred to in the education guide for teachers.
<b>Cornwall Study Library</b>	Very few requests for information about mining in Tamar valley, although they do hold relevant material.
<b>Kit Hill</b>	Informal education walks and talks around Kit Hill and Luxulyan Valley will tailor to what the group asks for.
<b>Dartmoor</b>	Dartmoor Tin Working Research Group currently does most of the mining related interpretation. Industrial Archaeology walks.  'Tin fact sheet' .  Voluntary education guides providing KS2 themed activities including Biodiversity, Landscape and 3 historical era (Bronze Age, Medieval Devon and the Industrial Revolution). Group often spend half day with National Park and go elsewhere for the other half.
<b>Dartmoor Tin-working Research Group</b>	2016 is 25 <sup>th</sup> Anniversary of the group. <ul style="list-style-type: none"> <li>• Planning an International Conference on Tin.</li> <li>• Planning a 14 week exhibition on mining possible at Prince Town visitor centre.</li> </ul> Guided mining tours and mining signage. Walking/ mining tour leaflet.
<b>Devon and Cornwall Rail Partnership</b>	Trail guides <a href="http://www.trailsfromthetrack.com/tamar/tamartrails.html">http://www.trailsfromthetrack.com/tamar/tamartrails.html</a>
<b>Adult and Community</b>	Local history sessions about the mining heritage which included the

<b>Learning activities and services interpreting World Heritage Site themes for Areas 8,9 and 10</b>	
<b>Learning in Tavistock</b>	<p>following:</p> <ul style="list-style-type: none"> <li>· Animation course for parents and children at Bere Alston Primary school which linked to mining/history in the Tamar Valley</li> <li>· Creative Writing courses across the locality with local history as the theme</li> <li>· Dartmoor Literary Festival course linking with local National Trust Properties</li> <li>· Educational visits for Family Learning Groups to National Trust properties Cotehele and Buckland Abbey</li> <li>· Animation course for parents and children at Whitchurch Primary School which had Cotehele Quay and its history as the theme</li> </ul> <p>Future courses include community film projects, community photography projects, family courses in the Tavistock Learning Community and courses to be held at National Trust properties.</p>
<b>Lopwell Dam, SW Lakes Trust</b>	Offers educational visits, mainly in relation to conservation and the environment but includes local mining heritage.
<b>The Tavistock and District Local History Society (TDLHS)</b>	<p>An on-going publications fund which encourages people to publish through the Society including:</p> <ul style="list-style-type: none"> <li>· About Tavistock - a brief history of Tavistock and six town walks</li> <li>· Walking Around Tavistock</li> <li>· Whitchurch parish</li> <li>· Whitchurch Down</li> <li>· Tavistock's Methodist Chapels</li> </ul> <p>The Society members also run walks for other community organisations.</p> <p>This year the Society has started an Oral History Project.</p> <p>The Society has provided a display in the Tavistock Library on Emigration. The group has been planned to properly to catalogue and display local history material in the library but is finding volunteer recruitment difficult.</p>

Survey respondents also told us they had been involved in variety of learning activities including:

- 'Study of rocks and soils, local history, transport, farming/food, field trips'- Cotehele Dartmoor Morwellham Quay (St Andrew's Primary School)
- 'Visits to Morwellham, Tavistock and the moor' (Tavistock church schools federation)
- 'Mary Tavy was a mining area and we cover this as part of our topic work based on the local area and how it has changed. We also include this in our work based on the Victorians and

Tudors. We have used the Tavistock Town Trail and visits to Morwellham and Cotehele.’(Mary Tavy & Brentor Primary School)

- ‘During my time as Head of Chemistry and having studied metallurgy at Cambridge, mining featured in my teaching - organised visits to Geevor and other mining sites.’ (Kelly College)
- ‘History curriculum covers mining heritage. History also engaged in a Comenius European project with a focus on mining.’<sup>3</sup> (Tavistock College)
- ‘Animation courses to link with local heritage.’ (Devon Adult and Community Learning)

We found little evidence of coordination between these providers of learning activities.

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<sup>3</sup> A funding bid has been submitted to the Comenius British Council fund for a partnership project between Tavistock College and Lajos Kossuth Economics and Humanities High School in Hungary which will explore mining heritage through the eyes of young people in both countries.

## SWOT Analysis of Existing Provision

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● Some high quality resources</li> <li>● Network of sites</li> <li>● Willingness to work in partnership</li> <li>● Knowledgeable people</li> <li>● Enthusiastic local schools and other partner organisations</li> <li>● Internationally important heritage</li> <li>● Size and nature of local market for heritage activity, in particular large number of tourist visitors</li> </ul>	<ul style="list-style-type: none"> <li>● Poor communication and marketing – low awareness</li> <li>● Limited offer, especially for children and young people and non-traditional audiences</li> <li>● Dominant Cornish brand</li> <li>● Lack of local buy-in</li> <li>● Limited audience intelligence data</li> <li>● Activity which is subject and organisation focussed and not audience focussed</li> <li>● Learning is an ‘after thought’ for some heritage organisations</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>● Better coordination between delivery organisations</li> <li>● Improved marketing</li> <li>● Evaluation of activity and shared learning</li> <li>● Experiential learning</li> <li>● ‘Packaged’ experiences</li> <li>● Holistic approach</li> <li>● Invest in Sense of Place</li> <li>● Teacher &amp; volunteer training</li> <li>● National Curriculum Review</li> <li>● New Interpretation and Audience Development Plan for Dartmoor National Park</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of resources</li> <li>● Lack of local ownership</li> <li>● Lack of relevance to Devon/ Tavistock</li> <li>● Lack of local advocates</li> <li>● Narrow focus – appeals to specialists</li> <li>● Lack of shared skills and knowledge</li> <li>● Ageing enthusiasts</li> <li>● National Curriculum Review</li> </ul>

Although there is some evidence of high quality activity, for example the resources being developed as part of the Tamar Valley Mining Heritage Project, the work at Caradon Hill and the imaginative use of heritage sites by the Adult and Community Learning Service, overall existing activity is fairly traditional and caters for a relatively narrow range of audiences. There is a distinct lack of coordination or strategic approach to the development and delivery of heritage learning programmes and resources in the area. Limited marketing investment has meant that there is a low level of awareness amongst potential audiences and partner organisations.

We have developed a series of recommendations which will help to embed a partnership approach, raise the profile of heritage learning in the Tavistock area and demonstrate leadership and best practice for other heritage organisations within and beyond the Cornish Mining World Heritage Site.

## Existing and Potential Audiences

In the main, there are more activities on offer which appeal to adults and those with prior knowledge than for younger audiences or those who do not have a special interest in mining heritage. There are some notable exceptions, particularly through the work being done by the Caradon Hill Project, which has engaged with adults with learning disabilities and young people. In summary the existing audiences for World Heritage Site learning activity in the Tavistock Key Centre area are:

Principal audiences:

- **Special interest groups;**
- **Family/ local historians;**
- **Adults.**

Secondary audiences:

- Business/ tourism sector;
- Schools;
- Families with children;
- People with disabilities.

The principal audiences listed above are those who are much more likely to be engaged with heritage generally. Our review of the market (below) indicates that there is an opportunity to widen the audience reach of existing learning activity to include more people and a wider range of people, and funders like the Heritage Lottery Fund, will expect this.

## The Market for Heritage Learning

Tavistock is the largest settlement in West Devon and it has evolved as the gateway town for the West Devon and Dartmoor tourist trade. It provides a basic shopping and entertainment offer for residents. Tavistock is a dormitory town for workers commuting to Plymouth. Like West Devon as a whole, the town also has a sizable and growing retired population and the proportion of the population who are retired is likely to continue to increase.

As of 2011, Tavistock itself has a resident population of 12,280 people. The town has experienced steady population growth and, on aggregate, has grown by almost 11% since 2001.

Compared to Devon as a whole, Tavistock has a relatively high proportion of households classified by the Mosaic dataset as 'career professionals living in sought after locations'. Over 1 in 10 households fall into this category. In absolute terms, Tavistock is dominated by households classed as 'people living in rural areas far from urbanisation' and 'independent older people with relatively active lifestyles'.

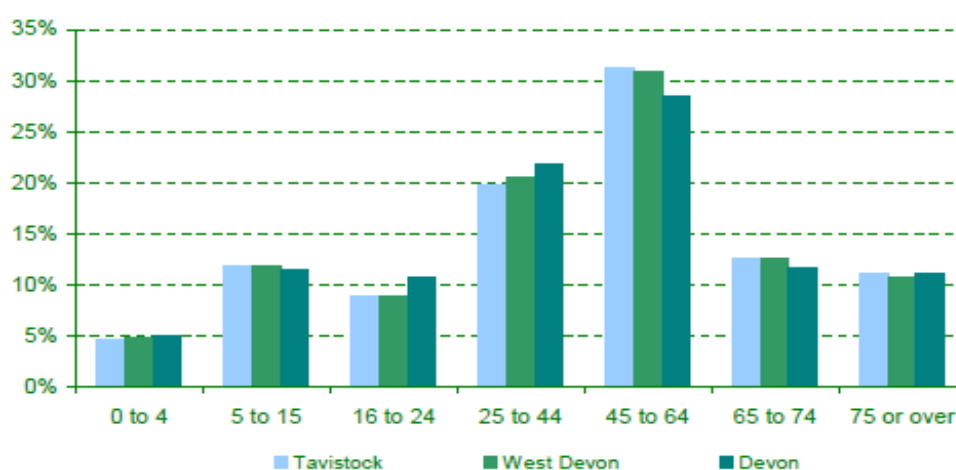
The Tavistock economy relies on relatively basic, low value added employment. The largest employment sector in Tavistock is wholesale and retail trade. Over a quarter of all jobs operate in this sector and these exist among small independent food shops as well as suppliers to larger national retailers. The next largest sectors are those concerned with the delivery of local health and education services.

Tavistock has a low level of unemployment with only 3% of working population out of work compared with the National average of 4%

In 2008 Tavistock had an average annual income of £27,400 lower than the National average of £35,100 however slightly higher than Devon at £26,800.

The age profile of the Tavistock area is broadly in line with that of Devon as a whole. There are 5000 children aged 0-15 in the Tavistock area and 2700 young people aged 16-24. 55% of the population in the Tavistock area are 45 or over.

All residents	0 to 4	5 to 15	16 to 24	25 to 44	45 to 64	65 to 74	75 or over	Change 2001-11	Mean age
Tavistock	1,400	3,600	2,700	6,000	9,400	3,800	3,300	1,400	45
%	5%	12%	9%	20%	31%	13%	11%	5%	
West Devon	5%	12%	9%	21%	31%	12%	11%	10%	45
Devon	5%	11%	11%	22%	28%	12%	11%	6%	44



Source: Devon County Council Census 2011<sup>4</sup>

<sup>4</sup> These figures are for the Tavistock Electoral Division.

According to the 2011 census, 95% of residents within Tavistock were born in the UK and 22% of households within Tavistock are considered to have 'strong local roots'.

On composite headline indicators of deprivation, West Devon is mid-ranking in terms of performance. On the overall Index of Multiple Deprivation, West Devon is identified as the 181<sup>st</sup> most deprived (among 354 in England). When compared to other wards within West Devon, Tavistock has an overall low level of deprivation with 47% not considered to be deprived in any dimension. However, there are pockets of deprivation and child poverty is slightly higher than the national average of 11.2% standing at 11.6%.

West Devon attracts a large number of tourists. In 2011 there were nearly 2 million day visits to the area.

## West Devon

Key Facts	
272,200	Staying visitor trips
1,101,400	Staying visitor nights
£57,146,000	Staying visitor spend
1,937,000	Day visits
£52,199,000	Day visitor spend
£109,345,000	Direct visitor spend
£3,692,000	Other related spend
£113,037,000	TOTAL VISITOR RELATED SPEND
2,884	Estimated actual employment
2,049	FTE employment
11%	Proportion of all employment

Source: Value of Tourism 2011, SW Research Company

There are 313 Primary Schools, 15 Special Schools and 31 Secondary Schools<sup>5</sup> within close proximity of Tavistock (the majority of these are in Plymouth). There are also a number of Early Years settings within an hour's drive of the area.

In summary there is a relatively large market for heritage learning within access of Tavistock, the tourist market in particular is significant in size. Local population data indicates high proportions of active adults and older people which is a positive indicator for participation in heritage activity. The large numbers of schools within the local area indicate that there is potential to develop more activity for local school children<sup>6</sup>.

<sup>5</sup> Source: Tamar Valley Mining Heritage Education Strategy 2007

<sup>6</sup> This is however a highly competitive market and products for schools will need to take into account the specific factors currently affecting the education sector.

## Target audiences for the Tavistock World Heritage Site Key Centre

We have compared our assessment of the audiences for existing activities to the demographic and tourist profile of the area to identify the target audiences for the Tavistock World Heritage Site Key Centre. We consider that there are opportunities to extend and improve the level of engagement with the following audiences:

### Core target audiences

1. **Schools (especially those in the immediate vicinity);**
2. **Teachers;**
3. **Families with children;**
4. **Tourists;**

### Additional target audiences

5. Adult learners;
6. Young people;
7. FE/HE groups;
8. People with disabilities;
9. Older people;
10. Special interest groups;
11. Family historians.

Schools and families have relatively low levels of engagement with their local mining heritage at the moment and there is potential to improve their access to resources and programming to help them learn and enjoy the mining landscape in West Devon and the Tamar Valley. Engaging children and young people with their heritage is a key expectation of UNESCO; fostering a culture of engagement with and enjoyment of heritage is directly related to the future sustainability of heritage.

There are large numbers of tourists visiting the area each year and this is an important, and relatively, untapped market. We found little evidence of products or services which had been developed with tourists in mind. The Dartmoor Partnership Tourism Strategy 2009-2015 identifies the potential to target high spending visitors and to increase the value of each visit. It identifies the need to provide 'activity packages' and targeted experiences to attract repeat visitors; there is an opportunity for the Tavistock Key Centre to play an important role ensuring that mining heritage activities are part of this developmental programme.

Tavistock is within close proximity to a number of FE and HE institutions. Plymouth University and Exeter University both provide undergraduate and postgraduate courses to which the West Devon mining landscape is relevant.

The local population is older than the national average, 55% of the local population is aged 45 and over, compared to 41% nationally. This indicates that it will be important to continue to develop the provision for adult audiences and older people. The higher than average number of 'independent older people with active lifestyles' who live in Tavistock is a positive indicator for future volunteer recruitment as well as indicating that the provision of activities which target local adults as well as visiting adults will be important.



The importance of the town's retail and business sector is also a factor in the development of sustainable learning activity. The retail trade is the single biggest employment sector in the town, the development of activities and programmes which add to the attractiveness of the town as a place to visit and spend money will increase the buy-in from local traders, who in turn can help to provide added value, such as marketing, for learning activity.

## Surveys and Consultation

We consulted with 16 teachers in Tavistock and received completed questionnaires from 10 respondents representing the full age range across the formal education sector from Early Years groups to Higher Education students and Adult Learners.

- **The majority of these respondents value their local heritage highly.**

80% of respondents said they valued the heritage of Tavistock 'very much' whilst 20% replied 'somewhat'.

70% of respondents said they valued local mining heritage 'very much' whilst 30% replied 'somewhat'.

'This theme is vibrant and of importance in understanding the legacy of the past in our region and its significance globally. Children can compare lives today with those of children their age in the past to recognise the implications of change on all aspects of their lives.' (St Andrew's Primary School)

All of the respondents wanted to find out more about West Devon's mining heritage; there is enthusiasm amongst teachers and other professionals to be involved in the development of heritage learning in Tavistock. Both the Children's Centre and Devon Adult and Community Learning have expressed a keenness to be involved:

'Hope I can develop some future courses to use these new resources.' (Penny Westlake, Devon Adult and Community Learning).

- **The cost of transport is cited as the biggest barrier to engagement for formal education audiences.**

This reflects national trends which indicate that the cost of travel for schools is becoming increasingly prohibitive. It is also a factor in schools' growing interest in local activities. Formal education representatives also indicated that lack of time is a barrier to their participation in heritage learning activity indicating the need for easily accessible products/ activities which require limited preparation or input from teaching staff.

- **The majority of survey respondents from the formal education sector have taken part in activities or used resources which support WHS heritage learning. 86% of the respondents rated their experience as interesting and enjoyable.<sup>7</sup>**

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<sup>7</sup> This contrasted with the lack of awareness of World Heritage Site learning activities amongst the teacher group we consulted with via the Tavistock Area Learning Committee (TaLC).

This is an indication that there is an opportunity to build on and develop existing programmes of activity.

We also found that:

- **Formal education audiences want outreach activities and/or resources which they can access/use in their venues;**
- **Formal education audiences want packaged activities which include a range of practical experiences and visits. Combined visits or trails with curriculum links were popular;**
- **Creative arts activities are popular with local teachers and other formal education groups;**
- **Guide books, guided tours and self guided activities are not popular with formal education audiences;**
- **Teachers told us they were not looking for new exhibitions (i.e. traditional text and graphic panel interpretation), they want activities which promote experiential, i.e. hands on, learning.**

Formal education groups also told us that they want:

- **'Activities which cater for a range of abilities and learning styles. Activities which cater for a range of ages and children with special educational needs and disabilities' (St Andrew's Primary School and Tavistock College);**
- **'Low cost or free activities and resources' (Mary Tavy & Brentor Primary School);**
- **'Activities which support the curriculum, especially History and Geography' (St Joseph's school)**
- **'Activities which are relevant to pupils; hands on experiences that bring history and learning to life' (Horrabridge C P School);**
- **'Activities which support basic literacy - easy to read documents, offer courses at correct times for families and consider cost' (Devon Adult and Community learning).**
- **'We're looking for things for 2, 3 and 4 year olds. Ideas - practical things, thing they can make, something that involves the children and families in their locality and gives them a better understanding of the town's history. Things that come alive!' (Children's Centre)**

We received 28 completed questionnaires from organisations representing informal learners and the wider general public. This group represents a wide spectrum of interests and audiences including tourists, families with children, young people, older people and people with disabilities.

- **83% of respondents said they valued the heritage of Tavistock 'very much' whilst 14% replied 'somewhat', 3% of respondents were neutral;**
- **69% of respondents said they valued the mining heritage of Tavistock 'very much' whilst 28% replied 'somewhat', 3% of respondents were neutral;**
- **92% of people who completed the survey said that they would like to find out more about the mining heritage of Tavistock and the surrounding area and are keen to be involved.**

'Very happy to give tours of Church and Abbey remains.' (Joan Torvell – Local History Society)

'We would love to learn more about the area of Tavistock by any of the suggested routes.'

(Samantha Stribley – Morley Tamblyn Lodge)

'This could be an area that students could get involved with regard to involvement in projects, exhibition development, undertaking research for the World Heritage Site.' (Su Porter – University St Mark and St John)

'Please let me know if there are ways that young people can become involved in events locally.' (Fiona Bush - Devon Youth Services)

'Tavistock Museum would be pleased to work with WDBC on the above project.' (T F E Young – Tavistock Museum)

'Hope this goes well - sounds like a great project.' (Angela Hilton – Resident)

'Please let us know if we can support your project in any way through source material.' (Kim Cooper –Cornish Studies Library)

'Devon Heritage Centre staff does not use mining related sources or activities themselves but would benefit from being aware of what is available in order to advise and direct our users.' (Irene Andrews – Devon Heritage Services)

'This sounds great and we would like to be involved further.' (Su Porter – University St Mark and St John).

The high level of interest in local and mining heritage and the enthusiasm expressed from a range of organisations which are working with a range of audiences is a positive indicator for the development of heritage learning in Tavistock and the surrounding area.

- **Lack of time and lack of awareness were cited as the two biggest barriers to engagement for informal learners and the general public.**
- **Resources which connect sites and offer a 'package' of experiences were popular with survey respondents, including trails and maps.**
- **Those outside formal education indicated a desire for more interpretation and exhibition content about local mining heritage, suggesting that those outside formal education (i.e. not schools and colleges) should be the principal audiences for exhibition content.**

**Some respondents commented further:**

- Most of the above (i.e. the options we listed for activity) exist already e.g. DVDs. ( Myfanwy Cook)
- I would support all of the above activities as we need to be as welcoming and encompassing as possible, people need to want to explore the WHS, particularly in Tavistock as I have a natural bias, but a guide and events reminder would be excellent. The mobile apps done in conjunction with Tavistock College students were brilliant and a great opportunity for the students involved. (Mandy Ewings - Councillor)

- All listed above relating to mining would have to be done in a very detailed way - there's already the basic information on the mines of the Tavistock area in the public domain. You do not need Cornish mining information situated in Tavistock, as it is a major market town that was one of the founder three stannary towns. Leave Cornwall out of the West Devon Mining Heritage - they have their own projects - You'll never get a partnership of Devon & Cornwall bodies of mine enthusiasts to work together (Chris Kelland – DTRG).

**We asked people to tell us about the specific needs any new learning activities and resources would need to take into account:**

- 'The varying abilities of young people who we work with and that for young people fun, experiential - hands on learning is more often their preferred way of gaining new knowledge, information and skills.' (Fiona Bush – Devon Youth services);
- 'We have visitors from around the world and the country, it would be good to have better inclusion of 'West Devon' on literature/articles etc instead of the often seen 'Cornish Mining'.' (TIC – Mozza Brewer);
- 'Making the history and heritage engaging and relevant to families with young children, engaging through drama, arts etc.' (Oliver Mackie – Children's Centre);
- 'Primarily better communication between interested parties (Alex Mettler – Local History Society)';
- 'Access and communication' (Samantha Stribley - Morley Tamblyn Lodge);
- 'Online and published sources would be most relevant to visitors at the Library.' (Kim Cooper - Cornish Studies Library);
- 'An online resource would enable users to find out more about what is available in the Tavistock area before deciding whether to visit the area to other attractions.' (Irene Andrews – Devon Heritage Services);
- 'The level of education. We often find that resources available are aimed at primary school or secondary school but little that relates to higher education.' (Su Porter – University of St Mark and St John);
- 'Detailed information on your projects.' (Ann Cole – Tavistock and District Local History Society);
- 'A learning strategy should recognise the different likely levels of engagement as between those of different ages and social groups.' (Carl Hearn – Town Clerk);
- 'More information and less bureaucracy.' (Chris Kelland – DTRG).
- **In summary audiences need activities and resources which are tailored to meet their needs; 'one size' does not fit all.**

Further detailed feedback from survey respondents and consultees is provided in the Appendix.

## Recommendations for Learning

In developing these recommendations we have had to consider the question 'what is a Key Centre for?', as a result we have developed recommendations which are based on the role the Key Centre should play. These recommendations are intended to sit alongside the Interpretation Strategy which will say more about the potential of specific buildings to house new interpretation on the mining heritage of the town and surrounding area and the proposed themes of this interpretation. We think the way in which the Key Centre works is as important as its eventual location and our recommendations are intended to reflect this.

We have also considered the potential for the Tavistock Key Centre to provide leadership in best practice in heritage learning in the local area and for areas 8 and 9 in Cornwall. There is considerable potential for the Key Centre in Tavistock to model best practice in sustainability and resilience, by supporting existing organisations to work in partnership together and fostering a strong network which can pool resources and share skills. Through a focus on outreach activity and online/ digital learning we also consider that there is considerable scope for Tavistock to provide leadership for the wider heritage community through the development of innovative approaches to learning.

### 1. Coordination is essential

There is a clear need to ensure coordination between existing and potential providers of learning activity related to Tavistock and the surrounding area's mining heritage. The fragmented nature of the existing provision undermines its effectiveness and sustainability. There is a need to provide a central focus or point of contact which is clearly marketed and recognisable as the place to find out more about activities and resources which interpret mining heritage. The lack of this central presence is likely to be a key factor in the low awareness of the WHS which we picked up from audiences in Tavistock and the surrounding area. Making it easy for local people and tourists alike to find out about the heritage learning offer should be a priority for the Key Centre.

Investment in staff to complete this work is essential in the short to medium term. Without investment in this resource the coordination of key partners is unlikely to happen. There is also a need for any potential staff resource to focus clearly on supporting the development of a more robust and sustainable infrastructure for heritage learning (see point 3 below).

Whilst we found interest in new exhibitions from informal learning audiences, we did not find support for this from formal education audiences. The teachers we consulted with were interested in the mining heritage of the area but they did not want to visit exhibitions about it, they wanted 'experiential learning' and hands on activities either at school or in the 'real mining landscape'. Our view is that investment in the expansion and improvement of the museum, TIC and surrounding buildings will help to raise the profile of the World Heritage Site and provide a central meeting/dissemination point for activities in the wider area. This site could function as the start and end point for activities in the town and surrounding area and has the advantage of accessible coach/mini bus parking which is essential for group visits. To enhance its appeal for group visitors (including schools) this centre will need appropriate coat and bag storage for at least 30 pupils, toilets and space to eat packed lunches. Any learning space will need to be flexible and available for

a range of activities and not just those for schools; it will need to adhere to best practice guidance for learning spaces in museums and heritage sites<sup>8</sup>.

An improved onsite presence in the 'historic core' of the town should be supported by easy and clear access to heritage learning resources online. This online presence must be user and not organisation focussed and clearly signpost a range of differentiated activities which suit the needs of the target audiences identified above.

## 2. Invest in marketing

In order to raise the profile of mining heritage and the World Heritage Site status of the area there needs to be some investment in a planned marketing programme. Many of the activities and resources which have been developed to date do not seem to have benefitted from effective marketing and as a result awareness of them is low. Any future investment in marketing needs to look at heritage in the round and focus on the needs of audiences and users rather than organisational needs. Marketing investment should focus on promoting a range of events and activities and should complement existing 'site specific' information. The absence of this type of approach in the past is likely to have been a contributory factor to the fragmented nature which now characterises the heritage learning offer of the area. It should aim to raise the profile of mining heritage as part of an overall heritage/ culture campaign and avoid the trap of communicating 'competing histories' of the town.

There is an opportunity to connect and support other marketing campaigns, including those of the Dartmoor National Park<sup>9</sup> and this approach is likely to ensure greater value for money. Ongoing liaison with the DMO ([Dartmoor Partnership](#)) is recommended to raise the profile of heritage and culture within ongoing tourism marketing campaigns.

Investment in marketing needs to raise awareness of the World Heritage Site brand in Devon. To do this marketing needs to avoid reference to Cornish mining and should focus on local relevance. There is evidence that the dominant Cornish brand is alienating some local people.

Local business representatives said they need more information about the WHS, targeted at the business community which clearly identifies what WHS status means for them.

## 3. Develop a partnership approach

The fundraising environment for heritage learning is increasingly competitive. More and more organisations are seeking to improve their fundraising activities as public sector resources are reduced. In this context the importance of partnership working is becoming increasingly clear to many heritage organisations and there is a growing expectation from investors, including lottery distributors, that smaller organisations will pool resources and maximise the benefits of working together. The current provision for heritage learning in West Devon is provided by a wide range of organisations some of which have limited capacity or are volunteer led. By working together in a more organised way, through a consortium or partnership group, this network could share skills, deliver joint marketing, develop partnership funding bids and support a holistic approach to heritage

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<sup>8</sup> [http://www.cloreduffield.org.uk/cms/user\\_files/files/space\\_for\\_learning.pdf](http://www.cloreduffield.org.uk/cms/user_files/files/space_for_learning.pdf)

<sup>9</sup> Who are currently developing a new Audience Development and Interpretation Plan as part of the Moor than Meets the Eye HLF funded project

learning. Our recommendation is that a key function of the Key Centre in Tavistock should be to form and manage this type of working party/ partnership.

Locally there are other organisations including the Children's Centre and Devon Adult and Community Learning service which are keen to be actively involved in the development of new activities which use mining heritage as the stimulus for a range of creative activities with their user groups. The Key Centre should play a role in brokering partnerships between these organisations and existing providers of heritage learning in Tavistock and the Tamar Valley.

#### **4. Use what's already there**

In the current funding climate it does not seem practical or realistic to create an entirely new organisation to develop heritage learning in Tavistock. That said, there is a need to boost the capacity of existing organisations which already have a commitment to heritage learning and to help these organisations to work more closely together.

There is demand from audiences for activities which package a range of experiences. The most popular activities chosen in the online surveys were trails and other activities which help people access and explore a range of sites and make interesting connections between them. The Key Centre can play a useful and important role in creating and promoting itineraries for group visitors and tourists, developing family trail guides, phone apps or school visit options which include visits to more than one place. We do not necessarily think that the role of the Key Centre should be to provide lots more learning products, instead it should help to initiate and develop partnership programmes and raise the profile of existing resources. In the short term, raising the profile of existing activity, investing in joint marketing and developing itineraries which connect existing experiences and sites should be the priority.

#### **5. Invest in outreach and online provision**

There is some indication nationally that visits from schools to heritage sites may be on the decline. Some major heritage learning providers are reporting a decrease in school visits largely as a result of the continued costs of transport. English Heritage recently launched a £160k bursary scheme to pay for the costs of school coach travel to venues like Stonehenge and Hadrian's Wall which have seen a decline in school visitor numbers. The teachers we consulted with favoured outreach activities and resources which they could use in school, which may be an indication of this declining interest in school trips.

Furthermore the proposed changes to the National Curriculum<sup>10</sup> for schools in England may have a significant impact on the appeal or otherwise of museums and heritage sites for schools<sup>11</sup>. A final version of the new National Curriculum will be available in autumn 2013 for first teaching in schools from September 2014. Any new services, including outreach activities or resources for schools, will need to be developed in the light of this new curriculum. These proposals involve teaching History in chronological order from the 'Early Britons' up to and including the Glorious Revolution at Primary

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<sup>10</sup> the draft curriculum can be found here

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/b00220600/draft-national-curriculum-programmes-of-study>

<sup>11</sup> Initial commentary has focussed on the detrimental impact the proposed removal of 'the Victorians' from KS2 (age 7-11) would have on the heritage sector. This is relevant to Morwellham Quay which has developed its education offer to support this aspect of the history curriculum.

schools. This age range currently forms the vast bulk of school visitors to heritage sites. In order to attract this group, should the draft proposals become statutory, the Key Centre will need to develop activities which support the teaching of history during *pre-industrial* periods or use mining heritage as a stimulus for creative learning in other curriculum areas (i.e. not just History)<sup>12</sup>.

In the meantime, we recommend that teachers in Tavistock are given access to the existing [Sense of Place](#) study units and provided with access to teacher training via Azook (who produce Sense of Place), to help develop wider knowledge and awareness of the local mining heritage landscape within the formal education sector; equipping teachers with a greater awareness of the historical significance of the site and the range of experiences within it may help to enable them to build in World Heritage Site links to support curriculum subjects other than History (e.g. Literacy, Art, Music, Geography, Modern Foreign Languages etc). This will require the Steering Group and/or Tamar Valley AONB to liaise with Sense of Place to ensure that the Sense of Place website is updated to indicate that these resources are accessible to teachers in Devon as well as Cornwall and further negotiations re the cost of membership of Sense of Place for Tavistock schools.

There is also a need for the Tavistock Key Centre to avoid duplicating existing activities provided for schools in other areas of the World Heritage Site, for instance Geevor. In this context, we consider the best course of action in the short to medium term is to invest in:

1. Activities which package and co-ordinate existing experiences or activities in Tavistock and the Tamar Valley;
2. Outreach activities and resources for school and community groups;
3. Teacher training programmes;
4. Online resources.

These activities reflect the need for an approach which promotes a network of sites, builds on existing infrastructure and focuses on audience needs. They are not reliant on capital investment and do not undermine or duplicate the programmes which are on offer elsewhere in the World Heritage Site. Prioritising existing activity, outreach and online engagement will give the Key Centre more flexibility and will enable it to gather more evidence about the needs and wants of its visitors. This approach will build on the outreach options already developed by the Tamar Valley Mining Heritage Project and build on the successful community outreach activities which have been trialled as part of the Caradon Hill Project.

## **5. Support a culture of evaluation and skills sharing**

An important function of the Key Centre will be to ensure that heritage learning products are developed with an awareness of the needs of their users. To do this a programme of evaluation of existing activities must be implemented and the results shared amongst the partnership group. This will ensure that those involved in the development of learning understand the needs of their intended audiences. This does not need to cost lots of money but does require planning and the development of a shared set of quality indicators for learning activity. Partners like the National

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<sup>12</sup> However, it is also important to note that Academy schools and Free schools are not required to follow the National Curriculum. The current government is pushing forward with proposals to increase the numbers of academies and free schools. Helping local teachers to learn more about the ways in which local history can be integrated into classroom teaching is likely to continue to be important regardless of the wider changes in the education sector.



Trust and Dartmoor National Park already have audience evaluation processes in place, there is also good practice amongst the Devon Museums Group and local Museum Development Officers will be able to introduce the partnership to practical data collection approaches that are already working in other comparable places. This is an important role of the Key Centre and evidence gathered about learning and participation will underpin successful fundraising and ensure the quality of future provision.

## **6. Engage with local business**

As part of the development of packaged activities, like town trails and tours, there is an opportunity to engage with local businesses. The retail sector is the main employer in the town and engaging with local cafes and shops will help to ensure that heritage learning activity is supported and promoted by local people. Town trails and tours which include stop off points at pubs or coffee shops or promote other local businesses may help local businesses to see the value of the World Heritage Site status.

There is also an opportunity to plan a further programme of familiarisation visits for local tourism sector businesses to ensure that they know about the activities which are already on offer in the World Heritage Site. Engaging with the local business sector should be part of the role of the Key Centre and the co-ordination and partnership building focus it develops.

Local business leaders want to engage with the WHS. They say that they need more information for businesses in Tavistock and that currently many people do not understand what it is about. There is an opportunity to link with the current Ambassadors programme being led by Tavistock BID which is designed to educate local businesses about their heritage; local businesses have already responded positively to this scheme and the Steering Group should liaise with Tavistock BID to make the most of this time limited opportunity.

## **7. Invest in training**

The key to successful heritage learning programmes and resources is their quality and the key determinant of quality is their ability to meet the needs of their intended audiences. Not all audiences have the same needs and demands and this has been evident in the feedback we have received from people in Tavistock who have emphasised the need for future programming to take their needs into account. The development of activities and services which meet different audiences' needs requires skilled and trained people; detailed subject knowledge on its own is not necessarily an indicator of the ability to develop good learning programmes, although historical accuracy is clearly important. Part of the Key Centre role should be to ensure that this focus on skills development and skills sharing is embedded through the network of heritage learning providers in Tavistock and the Tamar Valley.

There is an appetite from local teachers for training about the World Heritage Site. We recommend that a programme of Continuing Professional Development is implemented by the Key Centre and that this focuses on equipping local teachers with the skills and knowledge to integrate the local World Heritage Site into their classroom based teaching. Part of this training could be delivered by Sense of Place and it should be designed to raise the profile and take up of existing resources, particularly those developed by the Tamar Valley Mining Heritage Project.

## 8. Take a holistic approach to learning and interpretation

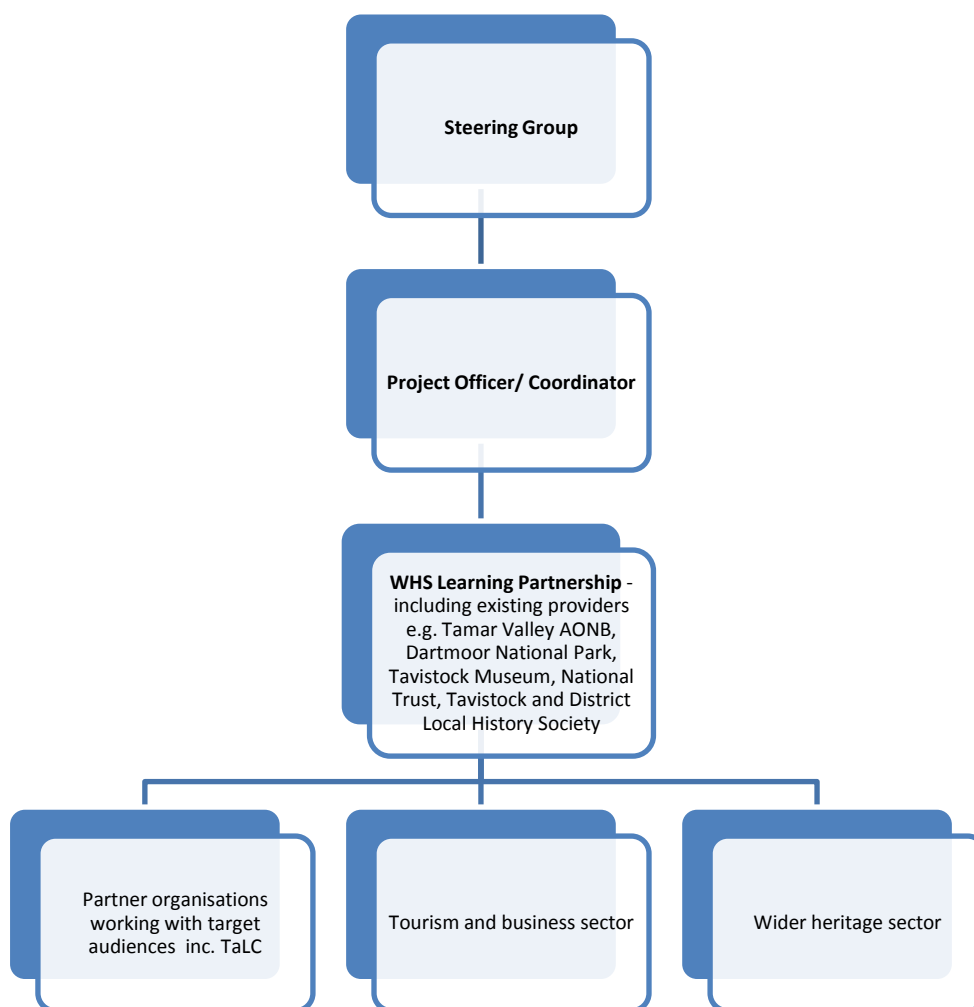
World Heritage status has been conferred upon West Devon because of its mining heritage, but this does not mean that this topic needs to be isolated from others. Approaching this subject from a range of angles and in a range of creative ways will be important in engaging a wide range of audiences. Whereas academic audiences often require a detailed, in-depth and narrow focus of study, the opposite approach is required for learning programmes for non-academic audiences. We recorded high levels of interest in local heritage from the people we surveyed. The most effective activities and programmes will be those that help people make a range of connections within and beyond the local area and those which are not limited in focus, unless they are designed to appeal to those with specialist interest.

The Key Centre can play a role in the development of cultural products which help people explore and enjoy a wider range of experiences and histories. As part of this approach continued partnership working with the arts sector and wider cultural sector will be important and could result in the development of exciting and imaginative programming which explores heritage in new and interesting ways. Without this type of approach heritage learning is likely to become marginalised. Other World Heritage Sites in the UK have successfully used their heritage as the focus for major community events and festivals which involve a wide range of cultural activities, and attract considerable numbers of people, for example the annual World Heritage Festivals at [Ironbridge Gorge](#) and [Blaenavon](#).

### Infrastructure and delivery mechanism

Without a dedicated resource to coordinate activity and facilitate partnership working the opportunities to increase engagement with the World Heritage Site in Tavistock and the Tamar Valley will be missed. We consider that the Steering Group needs to identify funding to help it appoint a Project Officer/ Co-ordinator to initiate a culture of partnership working in the area and help develop strategies to boost the capacity of the partnership – including by raising funds to develop learning activities and recruiting volunteers. This role will need to be filled with someone with expertise in the delivery of learning activity in the heritage sector. This is a model which has worked successfully in the Cornwall Museums' sector, where project management support has been provided by external consultants on a fixed term basis. These consultants have been responsible for developing partnership funding bids and implementing them.

We have included a suggested delivery structure below:



## Sources of funding

The following sources of funding may provide the funds to appoint a project co-ordinator and improve heritage learning activity in Tavistock and the Tamar Valley.

1. Arts Council Strategic Support Funds <http://www.artscouncil.org.uk/funding/our-investment/funding-programmes/renaissance/strategic-support-fund/>

The final round of this fund opens in autumn 2013. Grants are for £50,000 – £500,000. Applicants must be accredited museums (Tavistock Museum is accredited) with more than 15,000 visitors or part of partnership and must provide benefits to wider museum sector. It may be possible for Tavistock Museum to submit a bid in partnership with another museum, for example Wheal Martyn to secure funding for a 12 month programme of activity focussed on World Heritage Site learning. The Arts Council have stated that they are keen to see applications from organisations who have not already applied. There may also be an option to increase the size of the Cornwall Museums Partnership (which has already secured funding from this scheme in 2012/13 and 2013/14) and negotiate a strand of activity within their forthcoming bid which focuses on developing learning in Tavistock and the Tamar Valley World Heritage Site.

2. Heritage Lottery Fund Sharing Heritage £3000-£10000

<http://www.hlf.org.uk/HowToApply/programmes/Pages/SharingHeritage.aspx#.UZny30Zwb0c>

HLF Start up grants £3000-£10000

<http://www.hlf.org.uk/HowToApply/programmes/Pages/StartupGrants.aspx#.UZnzJkZwb0c>

HLF Our Heritage £10,000- £100,000

<http://www.hlf.org.uk/HowToApply/programmes/Pages/OurHeritage.aspx#.UZnza0Zwb0c>

There are a number of strands within the current Heritage Lottery Fund programme for which a programme of learning activity related to the WHS in Tavistock and the Tamar Valley would be eligible. The Start up grants strand is a new scheme which is for new organisations or those which are looking to take on new responsibilities in relation to heritage. This fund could help to complete the initial work to identify the best type of partnership arrangement for Tavistock and the Tamar Valley.

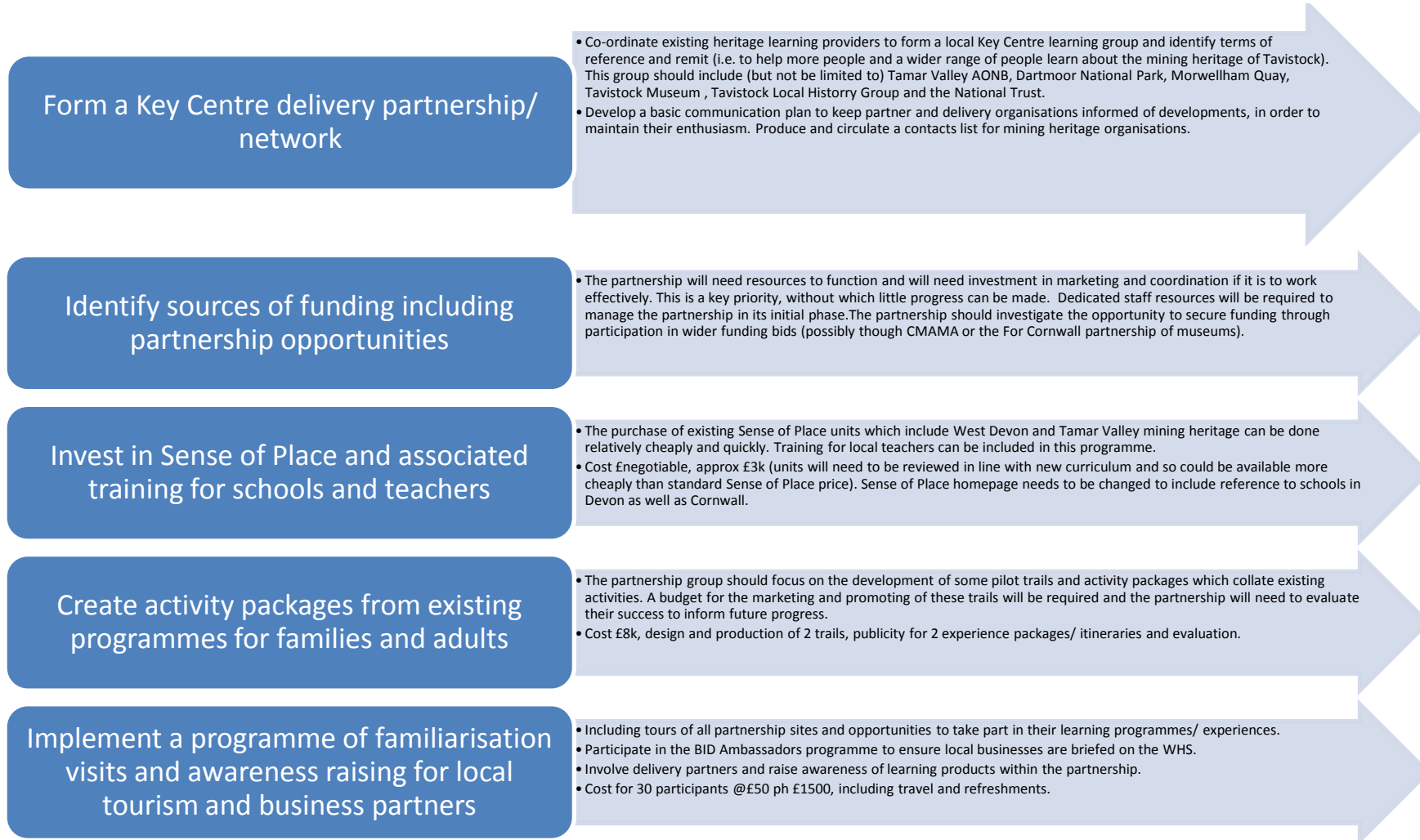
The heritage sector in Cornwall is considering developing a bid to fund improved engagement with Industrial Heritage in Cornwall. This bid is in the very initial stages, if developed it will be a large scale programme of activity costing c£300k over 3 years and the subject of a bid to the Heritage Grants scheme run by the Heritage Lottery Fund. There may be potential to include the Tavistock and Tamar Valley WHS within this bid.

3. AIM sustainability grant 3-5k [http://www.aim-museums.co.uk/content/aim\\_sustainability\\_grant\\_scheme/](http://www.aim-museums.co.uk/content/aim_sustainability_grant_scheme/)

These grants are open to AIM members and will fund audience development work and business planning. There may be potential for this fund to support the initial development costs of the partnership.

## Action Plan

### Short term actions (next 6 – 12 months):



### Medium term actions (12 – 24 months):

Develop a marketing plan which includes the development of more robust audience intelligence

- This plan should be the result of planning and consultation with the DMO and other tourism and delivery partners.
- It should include the implementation of evaluation to assess the effectiveness of activities and monitor visitor numbers and profile.
- Cost c£8k.

Secure funding to develop a programme of new outreach activity for community groups and schools

- This programme should build on the work already developed by Tamar Valley AONB and Caradon Hill but should link to the new National Curriculum for schools.
- It should be the result of further consultation with colleagues in the informal learning sector including the Children's Centre and Adult and Community Learning service.
- Cost c£5k.

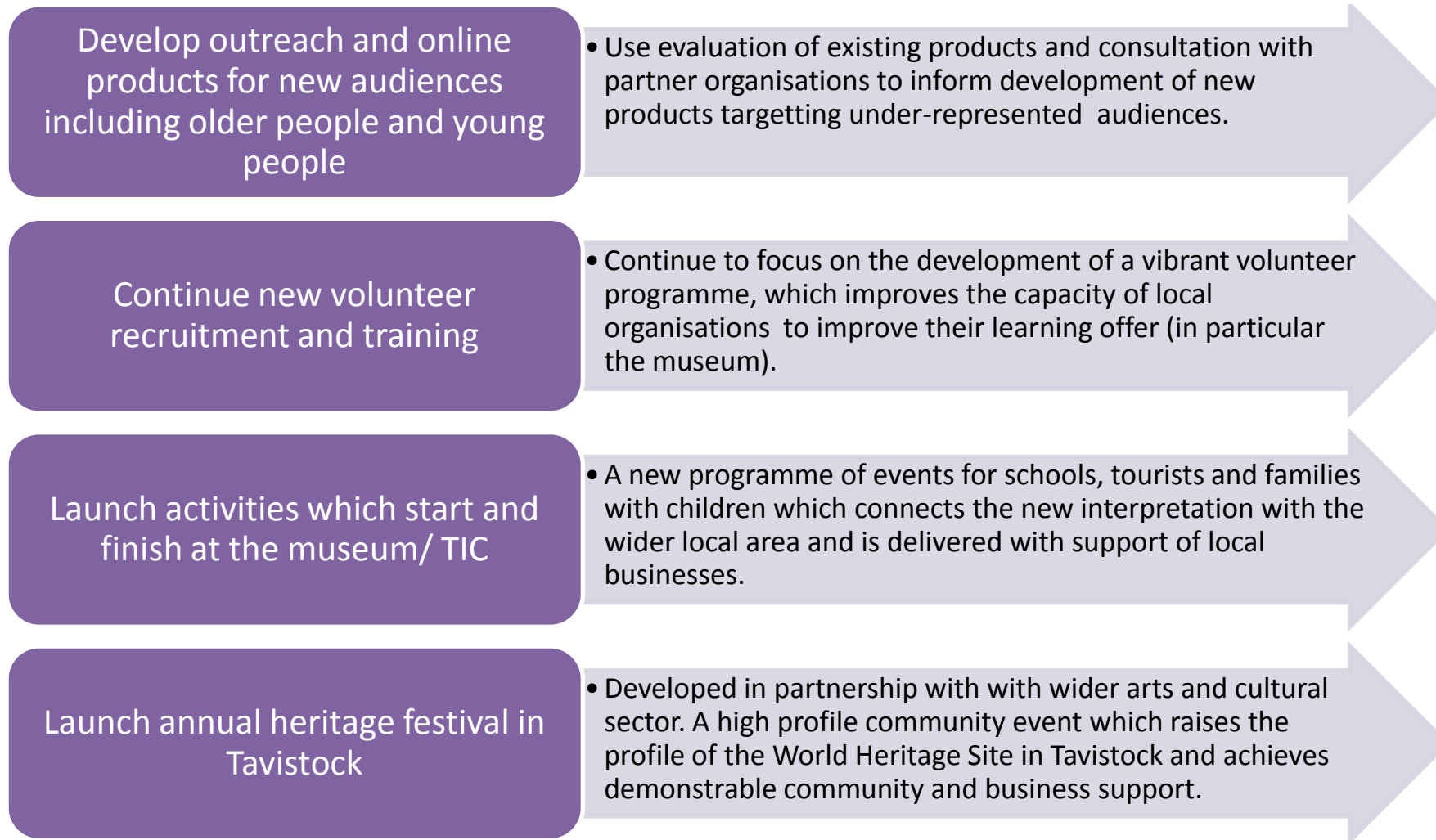
Secure funding to develop new online learning programmes and resources

- This should include revised online resources for schools to ensure that that link to the new curriculum.
- This should include resources targetted at tourists and local families with children.
- Cost c£10-15k.

Implement a volunteer recruitment and training programme

- This programme should focus on diversifying the existing volunteer cohort and attracting a range of people of different ages and those with experience in learning related fields.
- There may be opportunities to deliver this objective through wider regional heritage volunteering programmes, for instance those being rolled out by the South West Museum Development Partnership.

### Long term actions (2 – 5 years)



## Appendix

### Results of our surveys and consultation

#### Formal Education

We received completed questionnaires from the following people representing the formal education sector:

1. Azook Community Interest Company/ Sense of Place – Claire White
2. Devon Adult and Community Learning – Penny Westlake
3. Horrabridge C P School –John Clarke
4. Kelly College – Christopher Kirwin
5. Mary Tavy & Brentor Primary School – Nicky Pratten
6. St Andrew's Primary School – Ros Knight
7. St Joseph's School – Susie George
8. Stepping Stones to Nature – Jemma Sharman
9. Tavistock Church Schools Federation – Clare Wesson
10. Tavistock College – Helen Salmon
11. Kelly College – Luke Francis (Head of Geography)
12. Kelly College - Drew Bott (Head of History)

These respondents work with the full age range across the formal education sector from Early Years groups to Higher Education students and Adult Learners.

- **The majority of these respondents value their local heritage highly.**

67% of respondents said they valued the heritage of Tavistock 'very much' whilst 33% replied 'somewhat'.

58% of respondents said they valued local mining heritage 'very much' whilst 42% replied 'somewhat'.

'This theme is vibrant and of importance in understanding the legacy of the past in our region and its significance globally. Children can compare lives today with those of children their age in the past to recognise the implications of change on all aspects of their lives.' (St Andrew's Primary School)

All of the respondents wanted to find out more about West Devon's mining heritage; there is enthusiasm amongst teachers and other professionals to be involved in the development of heritage



learning in Tavistock. Both the Children's Centre and Devon Adult and Community Learning have expressed a keenness to be involved:

'Hope I can develop some future courses to use these new resources.' (Penny Westlake, Devon Adult and Community Learning).

- **Cost of transport is cited as a barrier to engagement for formal education audiences**

This reflects national trends which indicate that the cost of travel for schools is becoming increasingly prohibitive. English Heritage recently launched a £120k bursary scheme to fund the costs of school travel to its sites. It is also a factor in schools' growing interest in local activities.

<b>What might prevent people in your organisation from being involved in learning about the mining heritage of the Tavistock and surrounding area or participating in associated activities?</b>	<b>Responses</b>
Lack of time	44%
Lack of relevance	22%
Lack of information/awareness	56%
Cost of school trips	44%
Distance	22%
Not a priority	11%

- **Survey respondents cited a lack of information as the biggest barrier to engagement with the World Heritage Site.**
- **The majority of survey respondents from the formal education sector have taken part in activities or used resources which support WHS heritage learning. 86% of the respondents rated their experience as interesting.**

<b>What schools and teachers thought of the WHS related resources and activities they have used in the past</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>
The experience was interesting	86% 6	14% 1	0% 0
The experience was enjoyable	86% 6	14% 1	0% 0
The experience made us more interested in heritage	86%	14%	0%

	6	1	0
We learned something that made us change our minds	17% 1	67% 4	17% 1
We learned a new skill	50% 3	33% 2	17% 1
We can use the knowledge we have learned in other areas of life	67% 4	33% 2	0% 0
We would recommend the resources or activities to others	86% 6	14% 1	0% 0

- **Formal education audiences want outreach activities and/or resources which they can access/use in their venues.**
- **Formal education audiences want packaged activities which include a range of practical experiences and visits. Combined visits or trails with curriculum links were popular.**
- **Creative arts activities are popular with local teachers and other formal education groups.**
- **Guide books, guided tours and self guided activities are not popular with formal education audiences.**
- **Teachers told us they were not looking for new exhibitions (i.e. traditional text and graphic panel interpretation), they want activities which promote experiential learning.**

<b>Learning activities and resources you would like to see included in future plans for the Tavistock area.</b>	<b>Responses</b>
Arts events with a local heritage theme, including painting, music, dance and drama	75% 9
Combined visits to Tavistock and other sites in or around the world heritage site, for example, Cotehele, Dartmoor National Park, Tamar Valley AONB	92% 11
Directory of Cornwall and West Devon Mining Landscape resources and events	58% 7
Discovery trails around the Tavistock world heritage site and surrounding sites	92% 11
Downloadable teachers resource pack	92% 11
DVD/film introducing the mining heritage of Tavistock and surrounding areas	58% 7
Exhibitions about the history of mining in Cornwall and West Devon	33% 4
Exhibitions about the history of mining in Tavistock and surrounding area	50% 6
Foreign language guided tour	8% 1
Guide books	8% 1
Guided tours or heritage walks	33% 4
Lectures and seminars on mining heritage	25% 3

Literacy trail around Tavistock and surrounding world heritage sites	50% 6
Living history events recreating the stories of mining	75% 9
Local heritage festival	33% 4
Map and guide to mining world heritage sites in and around Tavistock	67% 8
Materials that can be used on interactive whiteboards	83% 10
Maths trail around Tavistock and surrounding world heritage sites	58% 7
Mining themed loan boxes including activities, resources and lesson plans linked to the curriculum	67% 8
Mobile phone app providing an audio tour of the mining world heritage sites	42% 5
Outreach session in your school	75% 9
Practical workshops on mining heritage	58% 7
Self guided visits	33% 4
Signage and interpretation panels about mining in and around the Tavistock area	42% 5
Tavistock town trail	75% 9
The impact of mining on Tavistock and the surrounding area	67% 8
Training for teachers on delivering teaching resources, for example Sense of Place	67% 8
Website with information, interactive tour and learning activities	83% 10
World Heritage Site Booklet designed and developed by pupils	50% 6

Formal education groups also told us that they want:

- Activities which cater for a range of abilities and learning styles. Activities which cater for a range of ages and children with special educational needs and disabilities (St Andrew's Primary School and Tavistock College);
- Low cost or free activities and resources (Mary Tavy & Brentor Primary School);
- Activities which support the curriculum, especially History and Geography (St Joseph's school);
- Activities which are relevant to pupils; hands on experiences that bring history and learning to life (Horrabridge C P School);

- Activities which support basic literacy - easy to read documents, offer courses at correct times for families and consider cost( Devon Adult and Community Learning);
- 'We're looking for things for 2, 3 and 4 year olds. Ideas - practical things, thing they can make, something that involves the children and families in their locality and gives them a better understanding of the town's history. Things that come alive!' (Children's Centre).
- Teaching history in the context of the new national curriculum is going to be a real challenge in itself - to warrant using time to focus on West Devon would require a really professional product and strong marketing. I would love to be able to incorporate something of this nature into my syllabus. (Kelly College – Drew Bott).

### Community feedback

We received 28 completed questionnaires from organisations representing informal learners and the wider general public. The following people completed questionnaires:

1. Consultant & Historical Author – Myfanwy Cook
2. Consultant – Barry Gamble
3. Cornish Studies Library – Kim Cooper
4. Councillor West Devon Borough Council & Tavistock Town Council – Mandy Ewings
5. Curator Liskeard & District Museum – Anna Monks
6. Dartmoor Tinworking Research Group (DTRG) – Chris Kelland
7. Devon Heritage Services – Irene Andrews
8. Devon Youth Services: Tavistock Area Youth Worker – Fiona Bush
9. Freelance outdoor education instructor (young people) – Cathy Harshaw
10. Morley Tamblyn Lodge – Samantha Stribley (adults with learning disabilities)
11. Resident of Tavistock – Angela Hilton
12. Rotary and working people – Guy Talbot
13. TaVi Network – Christopher Kirwin
14. Tavistock & District Local History Society – Alex Mettler
15. Tavistock & District Local History Society – Anne Cole (secretary)
16. Tavistock & District Local History Society – Joan Torvell
17. Tavistock & District Local History Society – Tony Vigars
18. Tavistock Area Children Centre – Centre Lead Oliver Mackie
19. Tavistock Library – Helen Cooper

20. Tavistock Museum Chair of Trustees – T F E Young
21. Tavistock Museum Charitable Trust – Roderick Martin
22. Tavistock Ramblers and U3A – John Noblet
23. Tavistock Town Council – Carl Hearn
24. Tavistock Town Mayor – Anne Johnson
25. Tavistock Walk and Talk – Margaret Batten
26. Tourist Information Officer – Mozza Brewer
27. U3A and Interested individual – Randall William
28. University St Mark and St John – Su Porter Programme Leader Outdoor Adventure Education – specifically Higher Education
29. West Devon Borough Council and Tavistock Forward – David Whitcomb
30. West Devon Borough Council and Tavistock Town Council – Mandy Ewings

This group represents a wide spectrum of interests and audiences including tourists, families with children, young people, older people and people with disabilities.

Type of group (informal learners and general public survey)	Responses
Active retired i.e. WI, Rotary	19% 4
Archive/ Heritage Centres	38% 8
Families with children	19% 4
Older people	29% 6
People with disabilities	24% 5
Special interest groups i.e. local history groups	33% 7
Tourists	10% 2
Young people	24% 5
<b>Other:</b> <ul style="list-style-type: none"> <li>• Researchers and creative practioner (Myfanwy Cook)</li> <li>• Consultancy (Barry Gamble)</li> <li>• Active not necessarily retired (John Noblet)</li> <li>• Local Community Group (Christopher Kirwin)</li> <li>• Town Council (Anne Johnson)</li> </ul>	11

<ul style="list-style-type: none"> <li>• Local Authority (Carl Hearn)</li> <li>• No group simply an interested individual (Randall Williams)</li> <li>• Education - specifically Higher Education (Su Porter )</li> <li>• Working (working people)</li> <li>• All of the above (Helen Cooper – Librarian)</li> <li>• Business owners/ managers within the Tavistock area (Nigel Eadie)</li> </ul>	
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- **84% of respondents said they valued the heritage of Tavistock ‘very much’ whilst 13% replied ‘somewhat’, 3% of respondents were neutral.**
- **71% of respondents said they valued the mining heritage of Tavistock ‘very much’ whilst 26% replied ‘somewhat’, 3% of respondents were neutral.**
- **92% of people who completed the survey said that they would like to find out more about the mining heritage of Tavistock and the surrounding area and are keen to be involved:**

‘Very happy to give tours of Church and Abbey remains.’ (Joan Torvell – Local History Society)

‘We would love to learn more about the area of Tavistock by any of the suggested routes.’  
(Samantha Stribley – Morley Tamblyn Lodge)

‘This could be an area that students could get involved with regard to involvement in projects, exhibition development, undertaking research for the World Heritage Site.’ (Su Porter – University St Mark and St John)

‘Please let me know if there are ways that young people can become involved in events locally.’ (Fiona Bush - Devon Youth Services)

‘Tavistock Museum would be pleased to work with WDBC on the above project.’ (T F E Young – Tavistock Museum)

‘Hope this goes well - sounds like a great project.’ (Angela Hilton – Resident)

‘Please let us know if we can support your project in any way through source material.’ (Kim Cooper –Cornish Studies Library)

‘Devon Heritage Centre staff does not use mining related sources or activities themselves but would benefit from being aware of what is available in order to advise and direct our users.’ (Irene Andrews – Devon Heritage Services)

‘This sounds great and we would like to be involved further.’ (Su Porter – University St Mark and St John).

- **Lack of time and lack of awareness were cited as the two biggest barriers to engagement for informal learners and the general public.**

Resources which connect sites and offer a ‘package’ of experiences are popular.

There is demand from non-school audiences for more interpretation about the World Heritage Site in Tavistock.

<b>Learning activities and resources you would like to see included in future plans for the Tavistock area</b>	
Arts events with a local heritage theme, including painting, music, dance and drama	43% 13
Directory of Cornwall and West Devon Mining Landscape resources and events	60% 18
Discovery trails around the Tavistock world heritage site and surrounding sites	93% 28
Downloadable family activity packs	47% 14
Downloadable learning resource packs	57% 17
DVD/film introducing the Mining Heritage of the Tavistock and Tamar valley World Heritage Site	60% 18
Exhibitions about the history of mining in Cornwall and West Devon	73% 22
Exhibitions about the history of mining in Tavistock and surrounding area	83% 25
Foreign language guided tours	27% 8
Guide books	67% 20
Guided tours or heritage walks	67% 20
Living history events recreating the stories of mining	50% 15
Local heritage festival	40% 12
Map and guide to mining world heritage sites in and around Tavistock and the Tamar Valley	87% 26
Mining themed loan boxes including activities, resources which can be used by your organisation	30% 9
Mobile phone app providing an audio tour of the mining world heritage sites	30% 9
Outreach - Speakers with resources to visit your organisation to talk about the mining heritage of the area	40% 12
Self guided visits	43% 13
Signage and interpretation panels about mining in and around the Tavistock area	60% 18
Volunteering - Opportunities to join Tavistock and the Tamar Valley world heritage site as a volunteer	23% 7
Website with information, interactive tour and learning activities	57% 17

**Some respondents commented further:**

- Most of the above exist already e.g. DVDs.( Myfanwy Cook)

- I would support all of the above activities as we need to be as welcoming and encompassing as possible, people need to want to explore the WHS, particularly in Tavistock as I have a natural bias, but a guide and events reminder would be excellent. The mobile apps done in conjunction with Tavistock College students were brilliant and a great opportunity for the students involved. (Mandy Ewings - Councillor)
- All listed above relating to mining would have to be done in a very detailed way - there's already the basic information on the mines of the Tavistock area in the public domain. You do not need Cornish mining information situated in Tavistock, as it is a major market town that was one of the founder three stannary towns. Leave Cornwall out of the West Devon Mining Heritage - they have their own projects - You'll never get a partnership of Devon & Cornwall bodies of mine enthusiast to work together (Chris Kelland – DTRG)

**We asked people to tell us about the specific needs any new learning activities and resources would need to take into account:**

- The varying abilities of young people who we work with and that for young people fun, experiential - hands on learning is more often their preferred way of gaining new knowledge, information and skills. (Fiona Bush – Devon Youth services);
- We have visitors from around the world and the country, it would be good to have better inclusion of 'West Devon' on literature/articles etc instead of the often seen 'Cornish Mining'. (TIC – Mozza Brewer);
- Making the history and heritage engaging and relevant to families with young children, engaging through drama, arts etc (Oliver Mackie – Children's Centre);
- Primarily better communication between interested parties (Alex Mettler – Local History Society);
- Access and communication (Samantha Stribley - Morley Tamblyn Lodge);
- Online and published sources would be most relevant to visitors at the Library. (Kim Cooper - Cornish Studies Library);
- An online resource would enable users to find out more about what is available in the Tavistock area before deciding whether to visit the area to other attractions. (Irene Andrews – Devon Heritage Services);
- The level of education. We often find that resources available are aimed at primary school or secondary school but little that relates to higher education. (Su Porter – University of St Mark and St John);
- Detailed information of your projects. (Ann Cole – Tavistock and District Local History Society);
- A learning strategy should recognise the different likely levels of engagement as between those of different ages and social groups (Carl Hearn – Town Clerk);



- More information and less bureaucracy (Chris Kelland – DTRG).

### Business community feedback

In June 2013 we completed some interviews with people the Steering Group had identified as playing a key role within the Business sector in Tavistock. A summary of their feedback is provided below:

**Lisa Wadling - BID company manager** <http://www.tavistockbid.co.uk/about.cfm?id=10>

- Lisa believes that one of the main problems is the 'lack of knowledge' about the WHS/key centre status locally and if people are aware they are not sure what it means. There have been a short articles in the newspaper but people have no in-depth understanding of what it means to the town i.e. benefits and the opportunities it can bring.
- The business community needs to be made aware of the implications of what WHS means to them.
- Lisa believes the town is missing a trick not promoting it more and she will doing so in the future. However, she would need to know more about it. Although she has attended meetings about the WHS of the area she is not sure she really knows what it means. People do not understand it very well.
- Need more communications about WHS status including through Facebook, Twitter.
- Some special interest groups are aware of what it means but this need to be widened to include businesses and locals of all ages.
- Due to the planned closure of the TIC at the end of April 2014 BID has launched an 'Ambassadors course' designed to educate businesses and their staff about the history heritage, what's on locally etc in the area. A sticker in the shop window (or something similar) will highlight to visitors that they can make enquiries within. There has been a positive response from businesses to date regarding the scheme.
- The town needs to be doing something now, and not to wait until they have a 'centre' established which could take 2 years.
- Cornish mining signage is an issue however the town are currently using plain brown heritage signage and this is ok.
- A fact sheet should be written highlighting the key facts about WHS and what it means for the area and businesses and what businesses can do to promote it. Simple bullet point exploration i.e. what is a key centre and what's the town doing. Businesses need to know more before they will embrace it. Lisa is happy to incorporate WHS mining in her familiarisation tours for local business and staff.
- Promoting Tavistock as WHS will encourage more people to visit the area as most see it as a base to visit nearby sites and attractions. Mining can help make Tavistock a destination for visitors. It will help target marketing to people who may have an interest in mining locally and internationally.

- It would be good for businesses to have an example where a similar heritage scheme has operated before and how it has benefited business i.e. generated income. Businesses will want to know 'what's in it for them'.
- There are a number business groups in Tavistock all have a different remit but are working together
- It's all about educating people about it.
- There is a mobile app for Tavistock which is live and being tested at the moment. Lisa is happy to develop it further to include WHS mining info. For more info see <http://www.visit-tavistock.co.uk/apps>

**Nigel Eadie – Chair of the Chamber of Commerce** <http://www.tavichamber.co.uk/contact>

- Thinks WHS is a 'tremendous opportunity for the town...good leverage locally'. Very positive and the town is proud of it. But it wants to be doing more.
- Currently it's a very niche group who have any knowledge of mining history in the area.
- People need to have a comprehensive understanding about WHS and the background, starting from the beginning about how the idea came about. Currently only a handful of people are aware and this needs to change.
- Local businesses, retailers, TIC etc need to have more knowledge to become advocates of the heritage locally.
- TIC closure is a concern. It's a massive loss to the town as it's a great point of contact for visitors and very well run.
- From a business point of view if visitors are seeing and doing more in the area they will stay longer and spend more in the town.
- Need to fully exploit the mining heritage. Sees it as a lost opportunity at the moment.
- Need more heritage advocates for the town
- Nigel is currently working with Simon Dell – Dartmoor Guided Tours and Town Tours. Businesses will signpost people to Simon. Tours will meet/end at Nigel's Pasty Shop. Shops can sponsor tours. Businesses are happy to be involved.
- Business Improvement Plan. 1.5% levy which will go towards getting 'things done' in the town i.e. educating people about the area, marketing etc.
- Business community joined and connected not duplicated.
- Cornish Mining not a good way to promote WHS in Tavistock. A lot more buy in from locals and business if there was a name change.

- The biggest problem, lack of knowledge - Generally more education about the heritage of the area is need.
- Most local unawareness of opportunities and what it is all about would encourage more people to be interested.
- John Taylor is providing a good point of contact for businesses.

**David Whitcombe** – West Devon Borough councillor and involved with Business Association, Chair of Pannier Market Ass. And Tavistock Forward.

<http://www.tavistock.gov.uk/index.php?page=tavistock-town-council-contacts>

- Problem is that there is little interest from those under 60 in the heritage of the area.
- Cornish Mining signage has prompted a lot of heated discussions locally.
- Businesses are struggling to survive and WHS is not the first thing they think about, it's about survival at the moment. They would need to be told the return for them. Lots of businesses are having to change their priorities and coming up with a new marketing strategy.
- Fragmented business community but he also feels personally that the Town Council and WDBC are fragmented. They need to be embracing the heritage more.
- Feels the town as a whole should embrace the heritage for example like York does. The town needs to change its ideas and thoughts and he believes it can be done but the town needs to embrace it more that they are currently.
- There needs to be lots of money invested in the town to support WHS. He gave Blaenavon as an example of what needs to be done.
- John Taylor is a good point of contact for businesses.