

Activity Audit & Audience Analysis

This document aims to:

- Review the existing provision of Tavistock-related heritage activities
- Identify existing and target audiences and their aspirations
- Outline potential new activities which would be developed by “Tavistock Heritage” and integrated with the working of e proposed Heritage Gateway Centre.

1. Review of Current Provision

A detailed survey of existing heritage learning provision relating to Tavistock was conducted in 2013 and 2014 for the learning and Interpretation strategies commissioned by the Tavistock World Heritage Site Key Centre Working Group. The findings have been reviewed and updated as part of the preparation for this funding application.

Table 1: list of Tavistock-related heritage activities.

Organisation	Activities offered
Adult & Community Learning in Tavistock	Some courses/activities involve heritage e.g. creative writing and animation for parents and children. Courses are held in the Alexander Centre and as outreach in local schools, museums, National Trust properties etc.
Cornish Mining World Heritage Site Team	A self-guided tour, <i>The Duke's Grand Plan</i> , which focuses on Bedford buildings, is downloadable as a leaflet or audio tour from the WHS website. Familiarisation tours of mining sites for businesses, particularly tourism businesses, have included Tavistock.
Dartmoor Tin-working Research Group	Community group which conducts archaeological and historical research. Planning 25 th anniversary international conference on tin mining since prehistory to be held in Tavistock in May 2016
Drakes Trail	Audio tour available as a download from the website (www.drakestrail.co.uk) includes Tavistock.
Moorland Guides	Weekly guided walks (April – Oct) of Tavistock town centre including the abbey and World Heritage.
Morwellham Quay	Tamar Valley visitor attraction within the Cornish Mining World Heritage Site. Learning activities include mine train experience, costumed interpretation with activities, including Victorian school and rope making, and teachers' resources.
Robey Trust	Internationally significant collection of restored steam traction engines and other working machinery. The Trust organise an annual Steam Fair and participate in Heritage Open Days.
Tamar Trails Centre	Interpretation, walking trails, maps, digital

	apps provides mining context for Tavistock. Facilities for group visits including schools.
Tamar Valley Mining Heritage	Downloadable teacher resources developed by Sense of Place include: <ul style="list-style-type: none"> • Tamar Valley mines (Key Stage 2) - includes limited material on Tavistock. • Migration Module. • An A-level module based on Devon Great Consols. 6 mineral boxes with rock samples can be hired by schools from the Tamar Valley AONB. An HLF funded project Helping Hands for Heritage has included field trips to Tavistock.
Tavistock Business Improvement District	Tourism ambassador training for local businesses included a guided walk led by a heritage professional.
Tavistock & District Local History Society	Annual programme of talks and visits. An on-going publications fund which encourages people to publish through the Society including: <ul style="list-style-type: none"> • About Tavistock - a brief history of Tavistock and six town walks • Walking Around Tavistock • Whitchurch Down • Tavistock's Methodist Chapels One or two members provide guided walks for other community and visiting organisations. The Society runs an Oral History Project and a project to digitise the Thorington photographic collection. In 2014 the Society began a project in partnership with the Devon Heritage Centre to digitise the Ward and Chowan collection which covers several centuries of property transactions in Tavistock and across Devon and Cornwall. The Society has provided exhibition displays in Tavistock Library on emigration.
Tavistock Heritage Festival	First run in 2014 by a partnership of local organisations with aspirations to become an annual event. It included lectures, Dartmoor folk music concert, guided walks and living history. There was a mix of Tavistock and generic heritage content.
Tavistock Museum	Exhibitions and AV exhibits exploring the history of Tavistock and the Cornish Mining World Heritage Site. Temporary exhibitions organised by the museum or by local community groups cover a wide range of heritage themes.
Tavistock Music & Arts Festival	Includes heritage content e.g. guided walks

	and lectures.
Tavistock Townscape Heritage Partnership	Oversees the HLF funded Tavistock Townscape Heritage Initiative which includes complementary measures, a programme of heritage activities such as site visits & exhibitions. Organises annual Heritage Open Days including abbey buildings and the Guildhall.

Needs and Opportunities

Tavistock aspires to key centre status within the Cornwall and West Devon Mining Landscape World Heritage Site. The WHS requires key centres to provide sustainable high quality learning activities which meet the needs of diverse but targeted audiences. Audit of existing learning provision reveals that while Tavistock currently falls short of these requirements, there are excellent local examples of good practice on which to build and enormous potential to develop stimulating engagement programmes for new and existing audiences commensurate with key centre status.

This project is designed to tackle the weaknesses and meet the needs identified in the Learning Strategy for effective provision to be developed. In brief these are:

1. With a few exceptions existing activity is generally fairly traditional (e.g. guided walks and talks/lectures) and caters for a relatively narrow range of audiences. Most activities are focussed on specialist subjects and organisational needs (e.g. local history groups) rather than audience needs. Consequently there is limited provision for children, young people and non-traditional audiences.
2. The development and delivery of learning programmes lacks coordination and strategic direction. Consequently provision is fragmented and many organisations are unaware of others' work and potential users lack knowledge of what is on offer. This in turn undermines the effectiveness and sustainability of learning programmes.
3. There is little evidence of partnership working with many providers working in isolation. As many are small, often volunteer led organisations this also adversely impacts on the viability and sustainability of provision.
4. There has been only limited investment in marketing which has often focussed on site specific information and organisational needs rather than events and activities. Such an approach has contributed to the area's fragmented learning offer. It has also been ineffective and consequently awareness among potential audiences is low.
5. There is a distinct lack of opportunities for sharing skills and knowledge and the area has seen scant investment in training opportunities for paid staff and volunteers delivering heritage learning. People require training in how to prioritise the needs of their audience(s) rather than those of learning providers.
6. Few events and activities appear to be evaluated and the authors of the Learning Strategy could find little evidence with which to assess their quality, impact or effectiveness. Subsequently there are few opportunities to share good practice.

In tackling these weaknesses this project will seek to exploit the extensive opportunities identified in the Learning Strategy and illustrated by other recent developments:

1. There is great potential for establishing 'Tavistock Heritage' as a strategic and coordinating body to overcome the current fragmentation in heritage learning. Many of the partners in 'Tavistock Heritage' have worked together for 6 years as members of the Tavistock Townscape Heritage Partnership which was founded in 2008 and oversees the town's HLF Townscape Heritage Scheme.
2. Among learning providers there is great willingness to collaborate and a growing number have some experience of partnership working on which to build. For example, since 2013 Tavistock Heritage Open Days has involved the town council, community organisations, including churches, the local history society and business groups, and private owners of historic properties. Consultations for the Learning Strategy found organisations such as including the Children's Centre and Devon Adult and Community Learning service are keen to be actively involved in developing new heritage related activities for their user groups.
3. There is a largely under-utilised opportunity to engage with local businesses. The retail sector is Tavistock's main employer in the town and engaging with local cafes and shops, as well as accommodation providers, 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 enterprises should raise awareness of Tavistock's heritage value. There is also an opportunity to plan further familiarisation visits for local tourism sector businesses.
4. As demonstrated in table 1 there is an extensive network of heritage sites and organisations within Tavistock and beyond the town extending into the Tamar Valley and onto Dartmoor. Subsequently there is great potential to develop and coordinate activity packages which are accessible within a relatively small geographical area.
5. Table 1 also demonstrates that there is considerable range in the content of learning and activities which reflects the diverse nature of heritage sites, built environment and historic landscapes in and around Tavistock. This provides extensive scope for adopting a holistic approach to the heritage, both in relating World Heritage to other heritage assets and in linking heritage learning to other artistic and cultural activities such as developing links with the Music and Arts Festival. Such a connected cultural offer would increase awareness and local people's engagement with their heritage.
6. There are some high quality activities within the area which serve as exemplars of imaginative experiential approaches to learning which can readily be more widely disseminated and built upon. Examples include resources developed as part of the Tamar Valley Mining Heritage Project and the creative use of heritage sites by the Adult and Community Learning Service.
7. There are considerable opportunities for developing a planned marketing programme which promotes events and activities and complements individual heritage site's marketing. There is potential to develop closer liaison with the Dartmoor Partnership, Tamar Valley Tourism Association and similar organisations to raise the profile of culture and heritage within existing tourism publicity campaigns.
8. There is much expertise within the area both heritage both professionals and community groups on which to build skills training, knowledge transfer and shared evaluation. There is opportunity to develop links with partners like National Trust and Dartmoor National Park who already have audience evaluation processes in place and to draw on good

practice amongst the Devon Museums Group and the expertise of local Museum Development Officers. There is also scope to develop the ways in which subject knowledge is shared, for expanding the heritage component in the BID's tourism ambassador scheme for local businesses. The Learning Strategy evidences teachers' appetite for Continuing Professional Development about local heritage, which could be delivered by organisations such as Sense of Place.

2. Audience Analysis

To be effective and appropriate interpretation and heritage learning needs to be tailored to specific audiences. Both the Learning and Interpretation strategies found that existing data about Tavistock's actual and potential audiences is inadequate. An audience development strategy would be commissioned as part of the developmental phase of this project with a brief to conduct quantitative and qualitative research and use market segmentation techniques:

- To identify current audiences and their motivations.
- To identify new audiences and their expectations.
- To identify how those audiences might be targeted.
- To produce a costed action plan for developing new audiences.

The Learning and Interpretation strategies concluded that there is:

- A relatively large potential local market for heritage learning and interpretation, much of which is untapped. In particular there is an opportunity to prioritise the co-ordination and marketing of programmes for schools, teachers, families and tourists, all of whom are presently have relatively few opportunities to learn about the local World Heritage Site;
- Limited awareness of heritage learning activities and products related to the World Heritage Site among consumers, the business community and even within the heritage sector.
- Evidence that people value their local heritage strongly.

Existing Audiences

The Learning Strategy identified the principal existing audiences for heritage learning in the Tavistock area as:

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

It also identified the following secondary audiences:

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

Target audiences

The Learning Strategy concluded that there are opportunities to extend and improve the level of engagement with the following core audiences:

- Schools (especially those in the immediate vicinity)

- Teachers
- Families with children
- Tourists

Schools and families currently have relatively low levels of engagement with their local heritage and there is considerable potential to improve their access to resources and activities. Engaging children and young people with their heritage fosters a culture of involvement with and enjoyment of heritage and is directly related to its future sustainability.

A large number of tourists visiting the area each year and this is an important but relatively untapped market. As the Dartmoor Partnership Tourism Strategy 2009-2015 shows, there is potential to target high spending visitors and to increase the value of each visit through activity packages and experiences.

The Learning Strategy also identifies additional target audiences as

- Adult learners
- Young people
- FE/HE groups
- People with disabilities
- Older people
- Special interest groups
- Family historian.

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 area's heritage 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. It will, therefore, be important to continue to develop the provision for adult audiences and older people. Mosaic data shows a higher than average number of 'independent older people with active lifestyles' living in Tavistock. This is a positive indicator for future volunteer recruitment and suggests that catering for local, as well as visiting, adults will be important.

Audience needs and perceptions

Consultation conducted for the Learning Strategy revealed that:

1. 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 new national curriculum and catering for a range of abilities and learning styles.
 - 80% of those surveyed said they valued the town's heritage 'very much' and a further 20% replied 'somewhat'.
 - 70% of respondents said they valued local mining heritage 'very much' and the other 30% replied 'somewhat'.
 - The majority of survey respondents have participated in activities or used resources which support WHS heritage learning and 86% rated their experience as interesting and enjoyable.
 - There is demand for outreach activities and downloadable resources such as teachers' packs, outreach sessions in school, loan boxes, interactive materials for use on white boards and websites with 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 (including painting, music, dance and drama); combined visits to Tavistock and other sites such as Cotehele, Tamar Valley AONB and Dartmoor National Park; discovery trails around Tavistock and other WHS sites; living history events recreating the story of Cornish mining.
 - More traditional learning and interpretation, such as static exhibitions and interpretation panels, guide books and guided tours, are not so popular.
2. Among informal learners:
- The main barriers to engagement cited are lack of time and awareness.
 - 83% of respondents said they valued the heritage of Tavistock 'very much', 14% replied 'somewhat' and 3% were neutral.
 - 69% of respondents said they valued local mining heritage of Tavistock 'very much', 28% replied 'somewhat' and 3% 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
 - 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 provider in web based resources other than as information sources, for example about places to visit or access to downloadable maps and guides.
3. Despite the very strong demand among formal and informal education providers and learners for more access to events, activities and resources which help them learn about and enjoy the World Heritage Site, there is:
- A widespread lack of awareness of current heritage learning opportunities and interpretation for among both teachers and informal learners.
 - Members of the business community also responded that they lacked knowledge and understanding of Tavistock's World Heritage and what it might mean to their customers.
 - There is widespread confusion and lack of understanding about how Cornish Mining is relevant to Tavistock and West Devon and considerable antipathy towards perceived attempt to impose attributes of 'Cornishness' onto local heritage.
 - The World Heritage Site lacks a sufficient number of strong local advocates, both individuals and organisations, who can both build on the interest expressed in the heritage, explain its relevance to local people and help to increase the community's engagement with and sense of ownership of this heritage.
 - Heritage in West Devon and Tavistock is predominantly the province of a small group of ageing enthusiasts. There is an urgent need to stimulate and engage younger audiences if the heritage is to be sustainable.