

REPORT ON THE TRAINING DAY ORGANISED BY CBA EAST MIDLANDS FOR VOLUNTEERS WHO WISH TO TAKE PART IN COMMUNITY ARCHAEOLOGY PROJECTS

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SUMMARY

A training day was organised in the Music School at Lakeside, University of Nottingham, by the Council for British Archaeology: East Midlands (CBA EM) on 22 June 2019 for volunteers and amateurs who are either taking part in or wish to take part in archaeological field projects.

The event was organised because the CBA EM had identified a need that was not being met by other organisations. The organising committee consisted of five CBA EM members, four of whom were on the committee. The fifth member was operating in her capacity as the Council for British Archaeology's Training Officer at the time, but then volunteered her own time once that role had ended. On behalf of the CBA she had conducted a national survey of the training needs among community archaeology groups. This information was used to help define the programme for the day. The training day was in part a pilot study for the national CBA. At the end of it all participants completed an evaluation form, and these have been used to frame this report.

The event was advertised widely using print, email, the CBA EM website and social media. 41 individuals booked for it. The CBA EM, University of Nottingham Museum and Lakeside subsidised the event, which meant that each trainee was charged only £10 for the day. Students were given free entry. Full cost recovery by CBA EM would have required a charge of £23 per person. The cost of lunch and tea breaks was included.

The report gives the defining criteria for the training day, defines the CBA EM's objectives in doing it and explains its structure. The day was made up of three workshops, with Q&A panel sessions after each one. The workshops were on Pre-project research, Project design and execution, and Post-excavation. Trainees were divided among six tables, each with a facilitator, whose job it was to steer the trainees through a discussion on tasks that they were set. Facilitators were provided with checklists for their guidance. Three main activities identified as popular with community groups were field walking, test pitting and excavation. Facilitators were selected for their expertise in these areas. They and all other participants were provided with guidance notes, both to help them and to ensure consistency. The facilitators also had a 15-minute conversation with one of the organising committee as part of the preparation for the training day.

The day was started by giving the trainees, in outline, the planning process for three successfully completed community projects, which were then used as case histories throughout the day. At the end of the day a talk was given by Tim Evans on the works and services provided by the Archaeology Data Service (ADS).

Several organisations with wide experience in community archaeology set up stalls in the training area. These included the Portable Antiquities Scheme (PAS), Historic Environment Records (HER), commercial outfits and successful community groups.

The training day required 11 individuals to run it, covering 19 tasks. Planning was spread over nine months and took around 100 person/hours to do it. All the participants on the day were volunteers.

An examination of the evaluation forms completed by trainees and facilitators indicated that there was room for improvement.

Viewed from the prospective of the organisers, a significant weakness was that insufficient information was taken from the trainees when they booked in. There was a high degree of satisfaction with the workshops among the trainees. In the evaluation forms there were minority suggestions that the amount of work in the course was too much for one day, and that the highly experienced trainees should be treated separately from the completely inexperienced. More significant was the comment that the time allocated to the workshops, at 45 minutes, was too short. A solution to all these problems is offered by doing the following:

- Simplifying the programme
- Lengthening the workshops to 60 minutes
- Changing the way that the facilitators are prepared for the day
- Ensuring that facilitators bear in mind the range of experience among those on their table
- Preparing detailed dossiers on the case histories for field walking, test pitting and excavation to be sent to the trainees before they attend the course.

A revised programme is offered, taking these recommendations into account.

In conclusion, it was decided that the course should be repeated next year with the changes given above, and that it was suitable, with these changes implemented, for this course to be used as a template for other CBA groups to follow, should they wish.

INTRODUCTION

The training day was organised to cater for those either taking part or wishing to take part in community archaeology projects.

The reason that the CBA EM chose to run the training day stems from its survey carried out in 2016, to determine the scale of the problem that community archaeology groups were having in trying to find long-term storage for their finds collections when their projects were finished. While this survey broadly managed to meet its objective, it became apparent from some of the responses in the questionnaire that many of the groups carrying out community projects were not following best practice with regard to cataloguing their collections. Independently, anecdotal evidence was available that in some cases field projects were poorly planned, with inadequate time being spent in doing historical research and planning prior to starting in the field. The CBA EM committee concluded that there was a need for training in the conduct of field projects, and that in the short term this was more important than seeking a solution to the problem of finding long-term storage for groups' collections.

In 2018 a small working group of CBA EM committee members was set up to look into the best way to provide this training. At the same time, the newly appointed training officer for the CBA in York carried out an extensive survey on training needs among community groups throughout the UK, "Supporting Archaeology in the UK" (available at <https://tinyurl.com/yy2qym3e>). This survey identified over 3,000 requests for a broader understanding of archaeological good practice in organisational management, health and wellbeing, planning, excavation, survey, research, recording, archiving, publication and dissemination, and sound financial planning. The conclusion of this report was that demand at present was outstripping supply

It seemed sensible for the two groups to join forces to plan and run a training project, which, while providing training for members in the East Midlands, could also be used as a pilot study for national take-up by the CBA.

At the end of the training day everyone who attended it, including the facilitators, completed an evaluation form. These form the basis of this report.

The questions were designed to determine:

- Whether the structure of the training day was appropriate to meet the set objectives.
- What improvements could be made in the methodology and the organisation.
- Should it be repeated from time to time by the CBA EM.
- Was the course suitable to be rolled out in such a way that other CBA groups could use the same method.

DEFINING CRITERIA FOR THE TRAINING DAY

There was one main criterion that determined the structure and content of the day. This was that the overall cost in both time and money to the participants and the organisers should be low. Thus:

- It should be done in one day so that there were no accommodation costs.
- The training should be capable of being delivered by experienced people who were not expecting to be paid to do it.
- The trainers themselves would receive guidance in advance of the training day on how they were to play their part, either in digital form or at a meeting.
- The venue should be central to the region with convenient access by public transport.
- Lunch would be provided.

Training would identify all aspects of a project from having the initial good idea to publishing the results and finding a home for the collections when the project was complete. This meant that the course could only be introductory. More detailed information on various aspects of different types of project would be obtained by attending other courses specifically designed to provide detail, and by digital information provided by a number of specialist websites.

STRUCTURE OF THE TRAINING DAY

Organisation of the training sessions

The training was to be delivered primarily in the form of workshops and Question and Answer sessions rather than by listening to lectures.

There were three workshops, each lasting 45 minutes. These were:

- Pre-project research
- Project design, execution and management for field walking, test pitting and excavation
- Post-excavation activities

The full programme is in Appendix 1.

For each workshop the participants were divided into six groups of no more than eight trainees, with one facilitator per group who acted as chairperson during the workshops. For this reason a ceiling of 50 trainees (allowing for a small number of drop outs) was set for the number of participants allowed on the day.

In each workshop the trainees were given a task and the facilitator's job was to steer the group at their table through the process of completing it. Two of the facilitators had experience in field walking, two in test pitting and two in excavation. A checklist (Appendix 2) was provided for each facilitator, listing everything that ought to come up in the discussion, and a tick box was set against each item for the facilitator to mark if the item came up.

In Workshop 1, **Pre-project research**, tables one and two were given the task of planning for a field walking project, tables three and four for test pitting, and tables five and six for excavation.

For Workshop 2, on **Project design, execution etc**, tables one and two were tasked to tackle the requirements for excavation, tables three and four for field walking, and tables five and six for test pitting. Because the facilitators were chosen for their experience in specific disciplines they moved to tables where this experience was relevant.

In Workshop 3, **Post-excavation**, there was no distinction between the three disciplines. The facilitators, however, still moved on, so that each of them had experience of three tables during the day.

Because it was expected that participants in the training day would have a range of experience from none at all to several years of fieldwork, they were not expected to start in Workshop 1 from cold. The first item on the programme, therefore, was a set of three talks, each lasting ten minutes, on completed community field walking, test pitting and excavation projects. There was no mention of the archaeological results in these talks; they concentrated on describing the processes that were followed from bright idea to publication of results. At the end of the day the three speakers had five minutes each to talk about unpredicted benefits and failures that happened in their projects.

Between the workshops, time was allocated for Q & A sessions referencing back to the subject of the preceding workshop. The panel members were selected so that they had specialist knowledge of the three disciplines covered on the day, with an additional person from the Chartered Institute for Archaeologists (CIfA).

The only formal talk on the day was given by Tim Evans about the work of the ADS.

At the end of the training day, time was allowed for a review of the workshop.

Facilitators and panel members

The facilitators had all worked on community archaeology projects. Two were experienced in field walking, two in test pitting and two in excavation. Reserves were identified in case any of the six could not attend on the day. It was also important that there was an appropriate gender balance.

There were four panel members, one each with experience in field walking, test pitting and excavation. They also had experience with community projects. The fourth was the chairman of CIfA's Voluntary and Community Archaeology group. Again, the gender balance on the panel was 50:50.

Additional elements to the day

1. Several organisations that were relevant to community archaeology were invited as exhibitors to put up display boards and provide staff to attend them during registration and then the lunch and tea breaks. These covered HERs, the PAS, commercial outfits that support community archaeology, the East Midlands Historic Environment Research Framework, and local community groups that had successfully

completed field projects. At the start of the day the participants were informed that the exhibitors were part of their training and that the trainees should fully engage with the display teams, who were there to answer questions.

2. On registration, each person was allocated to a table and given a name tag. Individuals from the same local society were put on different tables. This was because not everyone would cover all three disciplines during the day, but by splitting the groups up each local society would gain the experience of all three disciplines.

Staffing requirements for the day

Registration	Two
Chairman for the day	One
Talks on projects	Three
Panel members	Four plus chairman
Facilitators	Six
Reserve facilitators	Two
Speaker	One
Total required	Nineteen
Total used (several doubled up)	Eleven

Although many of the eleven were professional archaeologists they all took part as volunteers.

PREPARATION

1. Planning for the training day was started in October 2018 and the event was carried out on 22 June 2019. There were six meetings totalling about 60 person/hours. Visits to venues and time spent developing materials accounted for another 40 hours.
2. All the planning team were members of the CBA EM. Peter Allen is a member of Bingham Heritage Trails Association, David Ingham works for Albion Archaeology, David Clarke is chairman of Keyworth History Society and Laura Binns works for Trent & Peak Archaeology. Debbie Frearson was the CBA's Training Officer at the start of this project, then continued on a voluntary basis when that role ended.
3. Three weeks before the training day detailed guidance notes (Appendix 3) were prepared for:
 - Talks
 - Panel members
 - Facilitators
 - The speaker
 - Exhibitors
4. Five of the facilitators had a 15-minute telephone briefing with Debbie Frearson before the event; the sixth had a face to face briefing on the day.

5. The checklist (Appendix 2) for facilitators was put together by the planning team using Google Docs. This covered:

- Pre-project - Field walking
- Pre-project - Test pitting
- Pre-project - Excavation
- Project design - Field walking
- Project design - Test pitting
- Project design - Excavation
- Post-excavation

ADVERTISING

A communications strategy was drawn up well before the event. It was advertised on the CBA EM website, in the quarterly events brochure sent out by Lakeside Arts to subscribers, on the British Archaeological Jobs Resource website, Facebook and Twitter. CBA EM members were emailed several times, and various local groups including the Leicestershire Fieldworkers advertised the event among its members via newsletters and group emails.

BOOKING

Booking was done by the Lakeside Arts box office.

VENUE

1. The selected venue was the Music School at the University of Nottingham. The site was in Lakeside.

Registration, lunch and tea breaks were all held in the Foyer where the six exhibitors were situated.

All the training events were held in the Rehearsal Room. This was big enough to be divided into two parts. On one side were six tables that were situated sufficiently apart so that talking on one of them would not disturb the other tables. On the other side were rows of seats facing tables for the panellists to sit behind, and a projection screen.

Trainees moved from one side of the room to the other as required. Little time was wasted doing this.

2. Lunch, teas and coffees were provided by the Lakeside caterers.
3. Free car parking was in the nearby University car park.

EVALUATION

DELEGATE RESPONSES

There were 19 questions on the evaluation form. The full list of responses in graphical form as well as the original questionnaire is in Appendix 4.

- Q1. There was some dissatisfaction about the way the event was advertised.
- Q2. The venue was thought to be good.
- Q3. Inevitably there were a few who did not like the lunch. When it comes to organising events, although this seems such a trivial factor, food is important to delegates.
- Q4. In general it was indicated that there was enough time to discuss all options, although 28% felt that there was not. From looking at the evaluation, these were candidates who wanted to get more detail out of the day and not an overview.
- Q5. 86% felt it was a good idea to split the sessions into three sections of test pitting, excavation and field walking. 37% thought that the workshop sessions were not long enough.
- Q6. It was generally thought that the facilitators did a good job.
- Q7. There was a favourable reaction to the panel sessions, with 91% of delegates saying they were useful.
- Q8. When asked if they had learnt something that made them change their minds about how to carry out field archaeology, only three responses of 37 (8%) said that they had not changed their minds. This may have been because they were already very experienced.
- Q9. 100% of delegates enjoyed the sessions. This was important to the organisers. As the delegates felt comfortable it meant that the format was right and good to take into the future, and it highlighted that the wellbeing of delegates was catered for.
- Q10. No one found the sessions difficult to understand.
- Q11. All delegates thought the day was well organised.
- Q12. All delegates were asked if they would be prepared to act as a mentor to others after this event, but there was little enthusiasm or, perhaps, confidence to do this (7 positive responses out of 27 who answered the question).
- Q13. We explained that this was a pilot study and the £10 fee was for refreshments as CBA EM had funded the day, with volunteers contributing their time etc and Lakeside subsidising the venue costs. All the delegates said they would be willing to pay more for future events.
- Q14. All the delegates said that they would now use the CBA EM website for information about additional resources.
- Q15. The free text comments were quite varied.

- Great mix of newbies & experienced. Sandwiches could have been labelled. Would have been good if all the links that had been mentioned were issued on one sheet to take away. Sometimes too many acronyms.
- Very enjoyable, lunch was good.
- How can I be a mentor?
- A really great day and very well organised. We ran out of time in our sessions to discuss a number of key things, e.g. archiving, context recording. It would be great to roll out this model across the CBA groups in England and Wales. It would be good to send people away with a checklist of things to think about. Well done to all the organisers and facilitators.
- I would pay but depends on costs. Please make sure you have my details as someone else booked me on this.
- Just a thank you to all concerned.
- Had to find venue at start of day. Have carried out formal metal detecting on excavations.
- I did find it hard to hear all that was said.
- Some very useful information has been shared. Thank you.
- Excellent session, learnt a lot. Many thanks. Would be a mentor as long as it was not too time consuming.
- Would mentor if it was computer-related.
- Could a course be designed for absolute beginners? Some of us here today (me included) have no experience of archaeology at all.
- Thoroughly enjoyed it.
- Encourage facilitators to talk less and facilitate more i.e. more participatory. More hands on, less talking. Focus groups and feedback discussion with inputs from groups. Basic intro for complete newbies. Walked to venue. Can mentor GIS.
- GREAT DAY!!! Needs to be 2 days to cover topics in sufficient detail. Wonderful experience sharing but insufficient time to cover everything. Certificate of attendance would be great. Would love to have facilitators' notes sheets.
- List of websites to take home. List of local community groups. Abbreviation list.

- Large subject layer (Q4.) Q6: Planning sheets good, circulation please. Have done archaeology meetings, conferences and research, no fieldwork.
- Working through a case study/studies might be useful. Templates/summaries of methods would be useful.
- Q5. It led to some confusion at times. Q8. I learnt lots from a base of knowing very little. It may have been useful for the application to have a place to indicate experiences so that facilitators could have an idea of the makeup of the table. I have no experience and our table was largely monopolised by someone with 30+ years of doing fieldwork who took up time with often self congratulatory irrelevant anecdotes. I would be happy to further discuss my experience as someone with an interest but no qualifications, expertise or experience in archaeology.
- Q5. It was a good idea to split, but it would be good to rotate so that all groups could participate in each topic. Q13. £10 was a bit steep for a few sandwiches and tiny cups of coffee. I thought the £10 was for venue costs as well. General - the peer-teaching format was good. Also it was a good day. There was a lot to cover, which was very enjoyable but it could be all covered in more detail by splitting the day to 2 days, consecutively or separate. I would like to have archaeological drawing included. It would be nice to have some sort of certificate to say that the training day had been attended. It might be difficult to attribute a level of competence to make it part of a qualification but confirmation of attendance would be good to have. Mostly the speakers were audible without microphones but they need to be aware not to drop their voices and gabble. I would be a mentor if I was rated as experienced enough.
- Q4. We just wanted it to go on!! Q12. Already mentoring within Leicestershire Fieldworkers, unfortunately not enough time to extend to this. Great sessions - clear we could have extended most valuably.

Q16/17 20: different local societies were represented, but eight (25%) of the attendees did not belong to any group. Only six had no experience of field archaeology. The others, in various combinations, had done field walking, test pitting and excavation, many with experience in all three.

Q18/19: Most of the delegates (85%) came by car, including some be car share, and 19% travelled more than 21 miles to get to the venue.

FACILITATOR RESPONSES

There were 15 questions directed at the facilitators, two of whom were on the organising committee (Appendix 4). One of these was a stand-in replacement for a facilitator who did not show up. While there was a similar range of reactions in some of the questions to the delegates, e.g. with regard to the venue, the advertising and lunch, there were some different reactions that reflected on their function as facilitators.

1. There was clearly thought to be inadequate time allocated in the workshops to get through what was necessary (Q4) and there were reservations about splitting the session up into the three disciplines (Q5). Five of the facilitators thought that they had enough leeway to develop the sessions as they went along (Q8) and most of them enjoyed the experience (Q9). None of them felt strongly that they could have done with extra help on their tables (Q10).
2. All of the facilitators agreed or strongly agreed that the panel sessions were a valuable contribution to the day (Q7).
3. With regard to preparation for the event, there was almost an equal range of responses about the adequacy of the digital preparation from Strongly Agree to Disagree among the five who responded to this question (Q6). When asked about the illustrative examples given to them (Q12), four of the facilitators sat on the fence. Four of the five who answered the question (Q14) thought that the telephone briefing that was arranged before the meeting was useful.

In their free-text comments the issue of a lack of time to do the job thoroughly was raised, as with the delegates, with the additional point that there may have been too much to do in one day. Also, one comment was made that the diversity in the group around a table was too wide, and there was trouble controlling one delegate who tried to dominate the event. The matter of finding a way to deal with the wide range of experience was raised. Also one thought that there was overlap between the first two workshops with regard to field walking. One admitted that they may not have been entirely certain what they were doing, but the framework for the day was robust enough to ensure a decent outcome.

ASSESSMENT

1. **Advertising.** The small number of expressions of dissatisfaction in the way this event was advertised is difficult to understand because there were 41 applications to come to the event, which could only take 50 maximum. Applications were received in the box office from a few days after the event was first advertised right to the last day for booking.
2. **Booking.** The Lakeside box office did the booking for us and kept the takings in the event account with them. This worked quite well except that they ought to have been briefed more thoroughly before it started. Some information that was needed was not routinely collected by the box office. This was: dietary requirements and allergies, which group the applicants belonged to, and whether or not they had any past experience. A decision about advertising a closing date for the bookings was made rather late in the process.
3. **Venue.** The rooms and duty staff were provided by the University of Nottingham for free, which was an attraction, but there was a charge for a porter for the day. The porter was responsible for setting up the room at the beginning and clearing away at the end, but provided help as requested throughout the day. The venue itself met our requirements well. Having one large room in which to hold all the events contributed considerably to the efficiency with which the day was managed.
4. **Catering.** It was a condition of the contract between the CBA EM and the University that the Lakeside caterers were used. There were few grumbles

about the catering, and the cost was relatively low for an externally catered event, but it was still higher than if CBA EM had been able to arrange it themselves. Gluten-free and vegan food was separately labelled and the whole fare was divided 50:50 between vegetarian and non-vegetarian.

5. **Costs.** The project organisers made a decision that, as this was a pilot project, no attempt would be made to recoup the full costs from delegates. This meant that a charge of only £10 was set for each delegate, with students allowed free entry. CBA EM was, therefore, subsidising the event. The breakdown of the cost for the day is:

	£
2 x Front of house staff (not charged)	211
Venue costs (not charged)	450
1 x duty manager (not charged)	144
Costs to CBA EM	
Porter	162
Lunch and teas	590
Travel expenses	137
Total	889
Box office takings	390
 CBA EM subsidy	 499

6. Had the attendance fee been set to recoup the full costs to CBA EM from the delegates, a charge of £23 per person for the number that booked would have had to be set. The delegates' response to a question (Q13) about what they would be prepared to pay gave no indication what may have been an acceptable fee.
7. **Structure of the course.** There was no criticism of the division of the day into three workshops: pre-project, project and post ex. Neither was there any comment from the majority of the delegates about the method we chose to divide the trainees into six tables, with up to eight trainees and one facilitator on each table. Two individuals seemed to want a completely different way of working, probably reflecting their own past experiences: theirs was a tested methodology involving focus groups, with a member of each group reporting back on the group's findings. We chose while planning this training day not to take this approach. Lastly, the majority seemed to accept the usefulness of having panel sessions after each workshop.
8. Problems that were encountered were these:
 - The time allocated to each workshop was too short. Only in Workshop 1 did they finish on time. For the two that followed, in each case the discussion over-ran and there was some reluctance to finish and move on.
 - The amount of work that had to be done was considered by some to be probably more than could be handled in one day.
 - Having a mixture of inexperienced and highly experienced on one table was not helpful, but there were only six trainees with no experience at all.

- There was a difficulty dealing with a dominant personality on one table.
 - The panel discussions that were supposed to deal with issues that arose in the preceding workshop sometimes did not. The issues that came up seemed to be the ones that were dominant on the minds of some of the trainees.
 - The way we chose to brief the facilitators did not work for them all, and the view expressed by one of them that they went into the task not knowing what they were doing might have applied to some extent to them all. However, that comment was also followed by the statement that the structure of the day was robust enough to cope with this. One facilitator made a comment to me before the start of the day that suggested that they had not read the guidelines that were sent out. It also seemed that some of the facilitators talked rather a lot. It cannot be dismissed that this may have been to draw out the trainees, many of whom appeared to be reluctant to talk even in the environment of small groups.
 - There was a problem when one of the facilitators dropped out with very little notice. Fortunately, we found a replacement from among the planning committee who was fully familiar with the whole process. Had she not been available, there would have been a problem because the two reserves had not been properly briefed.
 - On arrival, trainees that were from the same local group were divided up and distributed among several tables. Some of them were upset about this and took their own decisions to rejoin their friends.
 - The idea that the three projects that were presented before the workshops started should be a running thread through the day as case studies did not seem to work, largely because we had provided inadequate materials to support this.
 - Facilitators moving to different tables for each session, though a logical thing to do, was not accepted by all the facilitators.
 - The last session of the day, which was meant to review the day in a half hour discussion, was used to present a short summary rather than be a discussion session.
9. **Exhibitors.** The exhibitors were selected because of their relevance to the training that was being offered; thus, they were part of the training and trainees were encouraged to talk to them in their breaks. It was a warm, sunny day, and some of the trainees spent part of their lunch break sitting out on the grass. However, all the exhibitors said at the end that they had found the event worthwhile and had talked to many of the trainees.
10. **Talk by a representative of the Archaeology Data Service.** As organisers, we felt that this was an essential part of the day because the services provided by the ADS, particularly regarding end of project activities, are not well known among community groups. Tim Evans certainly agreed and was glad to come from York to do it. I am not aware of any adverse reactions to this talk.

IMPROVEMENTS

There were three critical comments that needed to be addressed: the amount of information delivered, the inadequate length of time in each workshop, and the mixing of trainees with no experience and rather a lot of others with considerable experience.

One day or two?

This question arises because some respondents expressed the view that there was too much information to take on in one day. There were 11 individuals involved in running this course. If the course were to be extended over two days the number of organisers would probably have to be reduced and account taken of the fact that some of them might not be able to commit to two days. There would also be considerably higher costs, possibly including overnight accommodation for some of the organisers. The £23 a day calculated to recover costs for one day would be at least doubled for a weekend course. There is also the matter of just how much was too much for one day. Possibly a day and a half or even less would be sufficient. The general reaction to the course among those who attended it was one of satisfaction: thus, the conclusion is that lengthening the course would probably not be practicable.

Levels of experience

Firstly, asking about the level of experience should be done at the time of booking. It is worth noting that inexperienced people will learn from their more experienced colleagues during the day, which means that they should not be separated from each other. However, the facilitators must be aware of the mix and take special care in handling it, and it might be beneficial to send an information pack to the inexperienced trainees before the workshops.

Length of time for workshops

It was difficult to find more than 45 minutes for each workshop during programming while retaining all the elements that were thought necessary to be included in the day. The workshops could be lengthened to an hour if the overall programme were to be simplified, while retaining the essential division into three workshops followed by panel discussions. The programme could look like this:

9.30-10.00	Arrival
10.00-10.15	Welcome
10.15-11.15	Workshop 1
11.15-11.45	Panel session
11.45-12.30	Lunch
12.30-13.30	Workshop 2
13.30-14.00	Panel session
14.00-14.30	Tea
14.30-15.30	Workshop 3
15.30-16.00	Panel session
16.00-16.30	ADS
16.30-17.00	Open discussion

Elements lost are the talks about the three projects (45 minutes) that were to form the basis for the case histories and the 15-minute talk by the chairman before the second

workshop. These actually did not work as well as it was thought that they would. The essential element here that must be retained is the presentation of case histories. Far too little material was put on the tables to illustrate these. Instead, what might work better would be for the three case histories, unnamed, to be written up into dossiers and made available to the trainees before they arrive at the workshops. Quite a bit of work is involved in preparing these, but they could be re-used for later workshops.

Facilitators moving tables

Some comments seem to indicate that this did not work. Facilitators were moved so that they would take their experience with them when the tasks changed at each workshop. This remains an important element of the arrangements for the day, increased if case history dossiers are prepared. However, there is another quite important reason for doing this: the facilitators had variable levels of experience at chairing discussions like these, and it was thought that rotating the facilitators would mean that no table would be left with one of the less experienced facilitators for the whole day.

Task setting

For each of the first two workshops, two tables were set the task of planning field walking, two to plan test pitting and two to plan excavation. The significance of this approach will increase if the trainees are given case history dossiers, and it should be retained.

Facilitator preparation

Only two of the six facilitators were local to Nottingham: half lived more than 50 miles away. Because of this it was decided to try to prepare them for the day by sending them written guidelines and arranging a 15-minute phone call to one of the organisers. The main reason for this was to keep costs low, but it was also thought that the time spent travelling to a pre-meeting was likely to be excessive.

Unless all the facilitators can be found locally, this method of preparation is likely to have to remain the way chosen, but an additional element must be a face-to-face meeting where all six of them and someone from the organising group can talk over the way the day should be conducted. Ideally this should be the day before, but if this is not feasible it could be a 30-60 minute session before the workshops starts. On the revised programme the first workshop does not start until 10.15. Thus, the discussion meeting could take place from 9.00 to c 10.00 while registration is happening and the chairman is giving his welcome talk.

Bookings

Comments made in assessments indicate that more information should have been collected from trainees when they booked, in order for the day to be planned more efficiently. Therefore, ask on booking:

- Dietary requirements
- Allergies
- Whether or not they have any experience
- Which local group they belong to
- Contact details; email or telephone.

Also make sure that a closing date for bookings is mentioned from the beginning.

CONCLUSIONS

In general, the workshops were well received and there was a high level of customer satisfaction with the day. The basic principle of dividing the workshops into pre-project, project and post project followed by panel discussions worked, and met the objectives of the organising group as well as the trainees.

Some improvements are required in the booking process, the way that facilitators were prepared for the day, how the contrasting levels of experience among the trainees was dealt with, and with regard to the length of time spent in the workshops.

These points can all be dealt with by simplifying the programme. The revised version given above will achieve this, but the key to success in this new approach is to prepare detailed case history dossiers for the trainees to see before they embark on the course, and improve the way that facilitators are prepared for the day.

It was concluded that, with these changes implemented, the course could be repeated next year, and that it was suitable to pass on to other CBA groups as a template for them to follow in delivering courses to their members.

Peter Allen

October 2019

On behalf of the organising group of David Ingham, David Clarke, Laura Binns and Debbie Frearson.

APPENDIX 1

THE PROGRAMME

This programme was given to the delegates as they arrived at the workshop.

**TRAINING WORKSHOP PROGRAMME
LAKESIDE, NOTTINGHAM UNIVERSITY CAMPUS**

22 JUNE 2019

09.30-10.00	Arrival/registration/coffee/allocation to tables
10.00-10.15	Welcome/outline of the day/purpose of the workshops
10.15-10.45	Three ten minute talks on how real projects were planned: <i>Debbie Frearson – Rutland field walking</i> <i>Peter Allen – Bingham test pitting</i> <i>Vicki Score – Hallaton excavation</i>
10.45-11.30	Workshop: Pre-project research

*For this and all the other workshops, participants will be divided among six tables, each with a facilitator who has experience in the relevant activity. The purpose of this workshop is for groups to work out what they need to do **before** they begin fieldwork. Two tables each will cover field walking, test pitting and excavation. Included:*

- *historical research*
- *determination of strategies that will achieve the scientific objectives*
- *seeking permissions*
- *project planning*
- *management structure*
- *inclusivity*
- *search for funds*
- *planning for the long-term storage of finds and archives, including a discard policy*
- *costings including professional fees, insurance*
- *how to find mentors*

11.30-12.00	Panel Discussion
-------------	------------------

*This will be a Q&A session about **ONLY** pre-project research. There will be four panel members: David Ingham, Vicki Score, Dan Miles and Debbie Frearson. Peter Allen will chair the panel.*

12.00-12.45	Lunch
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There will be small exhibitions in the foyer during lunch which participants will be encouraged to visit and talk to the experts on the tables.

12.45-13.00	Talk by the chairman of the day: Explanation of what the participants are expected to do in the next session.
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13.00-13.45	Workshop: Project design, execution and management for field walking, test pitting and excavation
-------------	--

The participants will be divided in to three groups each covering one element only. They will be in different groups from the morning session. Aspects to be considered include:

Field walking

- *different densities of field walking*
- *cropping cycles*

- *how long it ought to take to do “x” hectares*
- *recording finds locations*
- *metal detecting*
- *using field record sheets for field walking*

Test pitting

- *test pitting protocols*
- *logging sections*
- *use of context sheets for test pitting*
- *recording methods*

Excavation

- *deciding how to start the dig*
- *whether or not to use machine removal of hand dig only*
- *how to deal with revealed features*
- *how to locate finds*
- *decide what finds to keep*
- *whether to call in mentors for specialist excavations*
- *drawing versus photographing*

13.45-14.15 Panel Discussion

Panel members return to answer questions ONLY about the design, execution and management of projects.

14.15-14.45 Tea (*in the foyer*)

14.45-15.30 Workshop: **Post-excavation**

Follow-up work for field walking, test pitting and excavation will be considered by all participants.

- *washing*
- *numbering*
- *bagging*
- *cataloguing*
- *finds identification (Note: no amateur should expect to become a specialist in Roman pottery ID. This session will stress the need to consult experts.)*
- *report writing and publishing results*
- *preparation of discard policies for the long-term storage of the collections*
- *places for long-term storage*

15.30-16.00 Talk: A retrospective look at completed projects.

The three speakers who gave talks about projects in the morning will have five minutes each to mention highlights and unforeseen problems. These will be followed by an open discussion with the Panel.

16.00-16.30 Talk: by Tim Evans of the Archaeology Data Service (ADS)

16.30-17.00 Review of the day/evaluation

Participants will be expected to complete an evaluation form before they leave. Most of the time will be spent in an open discussion designed to evaluate the course – did it meet objectives and what needs to be changed? Which topics should be dealt with in more detail? What further learning resources do participants feel are needed?

APPENDIX 2

CHECKLISTS

These checklists were used by the facilitators to help them direct the discussion in the workshops.

Workshop Checklists for Facilitators

WORKSHOP DISCUSSION POINTS	WHAT?	WHY?	HOW?	WHO?	DISCUSSED (y/n)
Pre-project research					
<i>historical research</i>	HER search, Map regression, local archives - museum, groups, record office	To get background information, someone might have done this before, good idea of site history. Also ensures you are not going through a gas main!	Site visits, archive visits, email request, group or individual	Group, Archaeology unit	
<i>determination of strategies that will achieve the scientific objectives</i>	What are the targets, Can this be tied in with the East Midlands Research Framework	To best relate findings to overarching research framework	East Midlands framework wiki page	Professional unit, group committee	
<i>determination of strategies that will achieve social objectives and promote unforeseen benefits</i>	Communal objectives, aesthetic objectives, project value and significance, events, permanent displays, legacy - development of friendship groups, new societies. Work out how best to achieve this and who it may involve	Some funding bodies put forward such objectives as essential to potential projects and believe these to be as important as the scientific objectives	Read through funding guidance to work out what outputs they need from a project, consultation with locals, public, what do they want out of the project, team working	Professional unit, group committee, funding body advisors, expressions of interest	
<i>seeking permissions</i>	Scheduled Ancient Monument consent, private property, Listed building, HE, NT, social media	Legal requirement, GDPR, photographs and images, working with children? Can the project be on social media or is the site open to night-hawkers/ trespassers?	Research the site, discuss with appropriate organisation	Professional unit, group committee	
<i>project planning</i>	Decide on time scale for the project; also whether weekend only or six/seven days a weeks. Identify what you will need professional assistance for.	Enables equipment to be ordered, permissions, access, people location known.	Organise a committee and delegate tasks. Discuss with other groups and local professional units	Management group; take advice from consultants	
<i>group management</i>	Decide on management structure for project – volunteer coordination, logistics, fieldwork	To maximise efficiency in the field, stops bottlenecks of communications such as emails etc.	Match skills of volunteers to requirements	Core group of volunteers (committee) assisted by professional staff	
<i>inclusivity</i>	Creating different ways in which	Funding requirements, provide sense of	Special sessions, in house	Old and young, learning	

Workshop Checklists for Facilitators

	people of all ages and abilities can get involved with a project	belonging and ownership	workshops, school assemblies, talks and presentations	difficulties, Physical impairments	
<i>search for funds</i>	Seek out funding agencies.	To cover consultant fees and buy good quality kit, cover post excavation, archiving, display	Consider matched funding arrangements both in monetary terms and volunteer time	NLHF, various study groups, CBA	
<i>planning for the long-term storage of the finds and archives when the project is over</i>	All finds will need to be stored or discarded, OASIS and ADS	Preservation of archive	Museum storage costs, accession numbers (when do you need to acquire these, before or after the fieldwork?)	Council archaeologist, group, professionals	
<i>Costings including professional fees.</i>	C14 c. £300. Finds specialist analysis and report c. £300 a day. Kit and insurance. Machine hire, fencing, gazebos	A clear pricing structure and clarity of logistics and thought need to be presented to funding bodies. Specialist reporting is sometimes required by museums as part of the archive and is sometimes needed to achieve scientific objectives	Create a spreadsheet, gather quotations and costings. If more than 10k is to be spent by one professional company, at least 3 quotes need to be provided for NLHF. Nominate a treasurer	Group leader and treasurer	

Workshop Checklists for Facilitators

WORKSHOP DISCUSSION POINTS	WHAT?	WHY?	HOW?	WHO?	DISCUSSED (y/n)
Project design, execution and management					
- for field walking					
<i>different densities of field walking</i>	10% to 100% cover	Size of area being surveyed, type of site being investigated, labour force available	take advice from consultants	Group leader, professional support	
<i>cropping cycles</i>	When can you field walk without damaging crop?	So as not to cause damage to crop, make sure ground conditions are conducive	Discussions with Landowner	Group leader/ committee	
<i>how long it ought to take to do "x" hectares</i>	How much time will you spend in one field	To plan your project to time and budget	Discussions with other groups, professionals, practice!	Group leader, professionals	
<i>recording finds locations</i>	Decide how to record field locations. Whether finds are bagged every 5m or 10m on transects. Or if 100% cover what unit area.	Locating finds will determine the potential presence of buried archaeology	Grid system of recording, GPS, flags, EDM	Professional, other groups to help	
<i>metal detecting</i>	Metal detect the field as you walk it	To collect as much information about the site as possible	Permissions, methodology, recording of finds	Metal finds specialist, Group	
<i>using field record sheets for field walking</i>	To record the finds and the field walked, size, shape, when, who and how. Also, weather and who did what	To create a useful archive and to help locate finds. Quality checking for consistency.	Examples on the internet or with professional companies	All participants	
- for test pitting					
<i>test pitting protocols</i>	Methodology and H&S, who and when, permissions. Routine for locating buried services	To keep consistent and safe	Set up training days/ sessions, create information sheet or 'how to' guide	Professional, other groups to help	
<i>Drawing sections</i>	Record the stratigraphy through drawing. Which face to draw, colour charts, grain size charts. Identify context boundaries. Take a	To create a useful archive and to help locate finds and features. Essential for interpretation.	Equipment - 6H, lined permatrace etc, scales, training/ workshop or 'how to' guide	Group leader, designated volunteers	

Workshop Checklists for Facilitators

	photographic record.				
<i>use of context sheets for test pitting</i>	Standardise recording among a large number of pits. Decide on how to define a context.	To create a useful archive and to help locate finds and features	Museum of London standard context sheets, or use local units, ask local unit to training on these to show how important they are	Group leader, designated volunteers	
<i>recording methods</i>	On site practice. Record by spit and relation to context boundaries. Decide on numbering protocol.	To create a useful archive and to help locate finds and features to aid interpretation.	Guidance examples online or from other groups	Group leader, professional support	
- for excavation					
<i>deciding how to start the dig</i>	Where will you be digging, WHY? Do you have geophysics? How do you position trenches? H&S	Ensures the site security is addressed and that it is logistically possible	Review evidence from desk-based research and non-intrusive surveys. Take advice	Group leader/committee, professional advice	
<i>whether or not to use machine removal of hand dig only</i>	hand dig, machine, area size vs. time on site	Consider the physicality of the people involved, is digging by hand possible? Is machine access possible?	Think about - H&S, cost, spoil storage, backfilling costs, do you need a dumper truck	Group leader/committee, professional advice	
<i>how to deal with revealed features</i>	Walls, floor, ditches. How to measure and record them. How to relate artefacts to the features	Create a usable and informative archive	Follow one methodology - MOLA manual? Training group	Professional training	
<i>how to locate finds</i>	Locate finds to relate to features, spread, stratigraphy. Hand plan and dumpy level, GPS	An object without a context cannot help with telling the story of the site	Use single sequences of numbers, label bags consistently, use lists and database	All participants with training	
<i>decide what finds to keep</i>	A discard policy must be implemented	Finds should ultimately go to a museum, but there often isn't space to keep everything that was found	Will it enhance the story of the site? Are you allowed to remove from site (human skeleton)? Diagnostic	Finds specialists, museum staff, landowner	
<i>whether to call in mentors for specialist excavations</i>	A specialist excavation would include waterlogged material, skeletons, large and detailed structural remains	Not excavating correctly could cause irreversible damage to the archaeology and cause a loss of information	Consult BAJR list of specialists, ask CBA-EM or local unit	Group leader/committee	
<i>Drawing and photographing</i>	Use digital i.e. photogrammetry. Keep photographic record; draw sections and plans, features and surfaces	Help to locate features, create an informative archive	Training of individuals, use proper equipment, keep catalogues of drawings and photos	Group leader and trained participants	

Workshop Checklists for Facilitators

WORKSHOP DISCUSSION POINTS	WHAT?	WHY?	HOW?	WHO?	DISCUSSED (y/n)
Post-excavation					
<i>Washing</i>	How to wash pot and bone. What not to wash. Drying practices.	For display, archive ready	Where will this be done, equipment, volunteers, follow a set system	All participants, led by designated volunteer(s)	
<i>Cataloguing</i>	Type of database, whether digital or analogue. Which features to record for each object.	For archive	Where will this be done, equipment, volunteers, follow a set system, what is the archive standard? Look through individual museum's guidance	Designated volunteer(s) with training	
<i>numbering</i>	What numbering protocol to follow. Take advice from museum or whichever body will store them.	For archive and future reference, to help with report writing	Where will this be done, equipment, volunteers, follow a set system	Designated volunteer(s) with training	
<i>bagging</i>	Decide whether one object-one bag at the onset. Practice for bagging metal objects. To reuse bags or not.	Ease of locating finds within the archive	Where will this be done, equipment, volunteers, follow a set system	Designated volunteer(s) with training	
<i>finds identification</i>	Determine the broad classification scheme that can be followed by the volunteers. Seek specialists for the detailed study.	Maximise the information that each object that can tell you	Experts in finds ID need to be consulted. Volunteers should not expect to become experts in ID.	Initial classification by volunteers, then specialists	
<i>Report writing and publishing results.</i>	Digital and/or hard-copy descriptions and interpretation of what was found	Share knowledge, establish how results fit in with wider picture	Reports for the website, HERs, landowner. Academic papers. Whether to deposit data with ADS.	Professionals and specialists, or experienced group leader with professional guidance	
<i>Specialist reports and scientific analysis</i>	Determine what now needs specialist reporting/ conservation / dating – samples, important artefacts etc. do you still have the budget for this? What answers will that information provide?	This information can really help with the interpretation of the site. Professional advice and reporting is required by some museums before they take the archive	BAJR listings, approach local archaeological units	Group leader/committee	
<i>Preparation of selection</i>	Written documentation of what	There often isn't space for museums	Should be considered from the start,	Professional / group leader	

Workshop Checklists for Facilitators

<i>strategies for the long-term storage of the collections.</i>	bits of the archive will be kept and what won't, and what will happen to the finds that aren't kept. OASIS forms and uploading archive to the ADS	to store everything, and not everything merits retention	but may need to review practice in order to meet the requirements of the organisation offering to store the finds. Also modern material can be interpreted but usually no need to keep it. Acquisition of accession numbers from the museum you'll be depositing in.	in consultation with finds specialists and museum staff	
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APPENDIX 3

GUIDANCE NOTES

These notes were given to all those who were dealing directly with the delegates.

The facilitators also each had a 15 minute telephone briefing from one of the organising team prior to the day.

GUIDANCE FOR FACILITATORS

There will be six tables, each with a maximum of 8 participants.

For the first two workshops the three topics – field walking, test pitting and excavation – will be discussed on two tables each. Participants will remain at the same table all day.

The two tables that discuss field walking, say, in the first workshop will cover something else in the second workshop. To facilitate this change the facilitators will move to different tables, rather than have the participants move.

The six facilitators have been allocated to a discipline, which they will keep to throughout the day. These are:

Field walking	Debbie Frearson and Emily Gillott
Test pitting	David Ingham and Dan Miles
Excavation	Helen Parslow and Ellis Morgan

In the third workshop, which is about post-ex work, there is no distinction between them.

Each facilitator will be given a checklist on which will be listed most things that should be covered in the workshop discussions. Inevitably the facilitators will have additional discussion points derived from their own experiences. However, the job of the facilitator is to make sure that the participants in the workshop get through the list and keep to time.

NOTE: facilitators should resist the temptation of going into microscopic detail. You will have only 45 minutes to do each session. At the end of the day the participants will be given a list of sources they can access on the internet to give them the detail. The workshop is designed to let them know the range of what they should be looking into, but should not provide all the detail.

On the right hand side of the checklist is a column of tick boxes. The facilitator should mark these if the topic came up from the participants. The omissions will give us an idea of how to improve the programme on future occasions.

GUIDANCE FOR PANEL MEMBERS

There are four members of the panel, which will be chaired by Peter Allen. The members are:

David Ingham
Dan Miles
Vicki Score
Debbie Frearson

The panel members have been chosen so as to cover the three disciplines – field walking, test pitting and excavation. They will meet after every workshop and sit for half an hour.

Only the first two panel sessions will last the full half hour. The third will be for fifteen minutes only.

Their job will be to deal with questions from the participants that arose during the workshops. Only questions that relate to the preceding workshop should be considered. (The chairman will attempt to control this.)

GUIDANCE FOR SPEAKERS

The speakers are:

Debbie Frearson	Rutland field walking
Peter Allen	Bingham test pitting
Vicki Score	Hallaton excavation

Each speaker will have ten minutes at the start of the day and will appear in the order given above.

Their job is to give an outline of the process that they went through from deciding on their project to completion. It is not necessary to make any reference to the archaeology. The purpose of this session is to give the participants a taster of what they will then be doing in the workshops.

These are real projects that may or may not have been perfectly planned and executed, which is why there may have been unanticipated incidents. Thus the last panel session will be preceded by three talks of five minutes each, in which reference will be made to problems encountered, but also unanticipated achievements.

The basic premise is that you start off by telling the participants how the project was planned and carried out, and finish by saying that not everything goes to plan – for good and for evil.

APPENDIX 4

EVALUATION

- a) Delegate questionnaire**
- b) Delegate responses**
- c) Facilitator questionnaire**
- d) Facilitator responses**

Training Workshop – 22 June 2019

How did the workshop go today?

Please read the statements below and tick the box that you feel is most appropriate. Thank you!

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. The event was advertised well	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. The venue was suitable	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. The lunch was great!	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. The 3 sessions had enough time to discuss all options	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. It was a good idea to split the 3 activities of fieldwalking, test pitting and excavation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. The facilitators managed the sessions well	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. The panel sessions/discussions were a valuable contribution	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. I learnt some things that made me change my mind about how to carry out archaeology	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9. I enjoyed the sessions	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10. I found the sessions easy to understand	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. The day was well organised	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12. I would like to be a mentor to others, co-ordinated by the CBA-EM* (see overleaf)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13. The £10 cost was for the refreshments as this is a pilot, would you be willing to pay for training sessions in future?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. I will look at the resources signposted today on the CBA-EM website	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. Have you any more comments about today that you wish to add?					

DON'T STOP YET!!! JUST A FEW MORE QUESTIONS OVERLEAF

To help us understand your answers the following questions are about you:

16. Have you carried out any archaeology before? Yes ☐1 Fieldwalking No ☐4
 ☐2 Test Pits
 ☐3 Excavation
17. Are you a member of an archaeological group? ☐ No ☐ Yes, which one?
18. How many miles have you travelled to come to the Workshop? ☐1 <10 ☐2 11-20 ☐3 21-50 ☐4 50+
19. What mode(s) of transport did you use? Car ☐1 Public Transport
 Alone ☐2 Bus ☐4 Train ☐6
 Car shared ☐3 Tram ☐5

*If you would be prepared to act as a mentor to others, please add your name and e-mail address in BLOCK CAPITALS below:

Name.....

E-mail.....

CBA-EM won't pass on your contact details without contacting you directly in advance for permission.

GREAT – THANK YOU, THAT'S IT ALL DONE.

WE CAN NOW USE THIS INFORMATION TO HELP FORMAT FUTURE WORKSHOPS

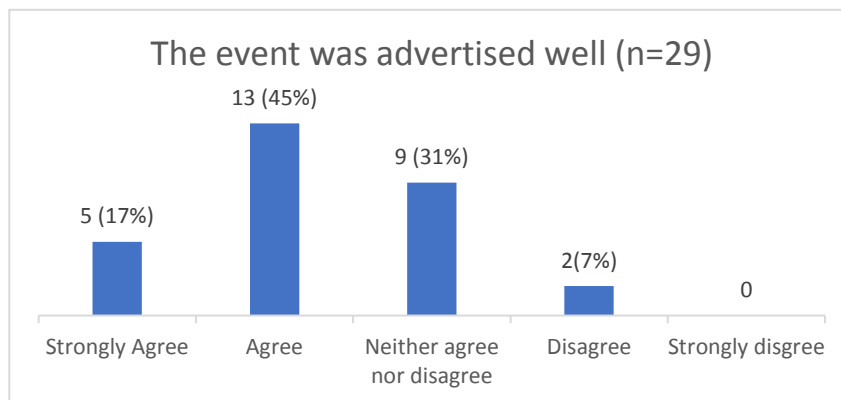
Training Day Evaluation – Delegate Questionnaires.

There were 37 delegates in attendance, with 32 evaluation forms completed, not all the delegates completed every question the n=shows the number of completed answers in these instances. There have been rounding up and down for % which is consistent throughout.

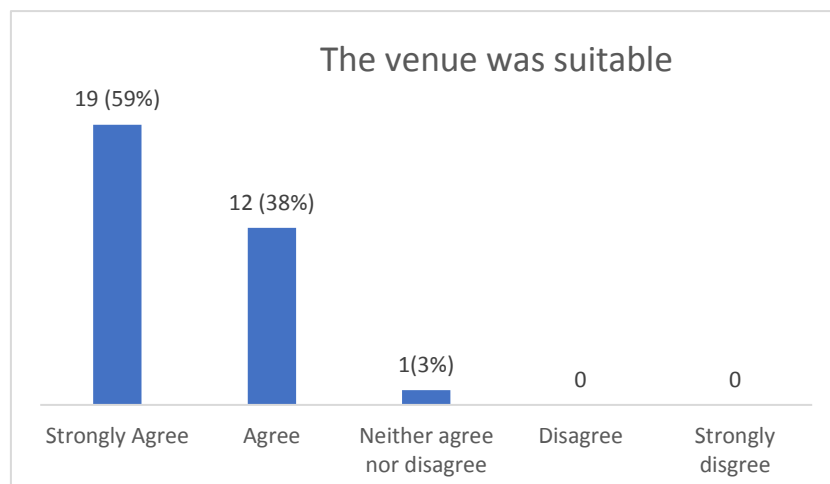
Delegates were asked to tick the box that was most appropriate
Questions 1 to 14 used the following boxes:

- 1= Strongly Agree
- 2= Agree
- 3= Neither Agree nor disagree
- 4= Disagree
- 5= Strongly disagree

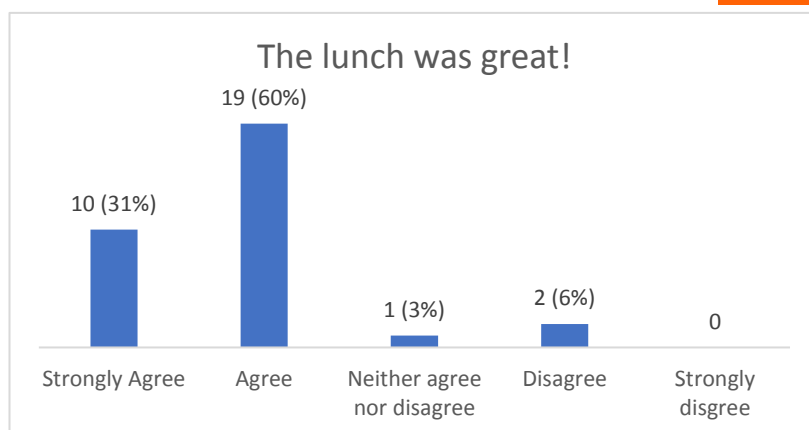
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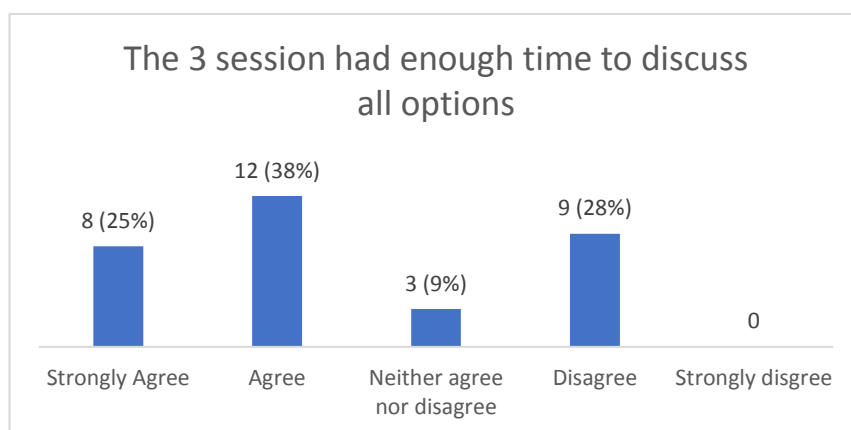
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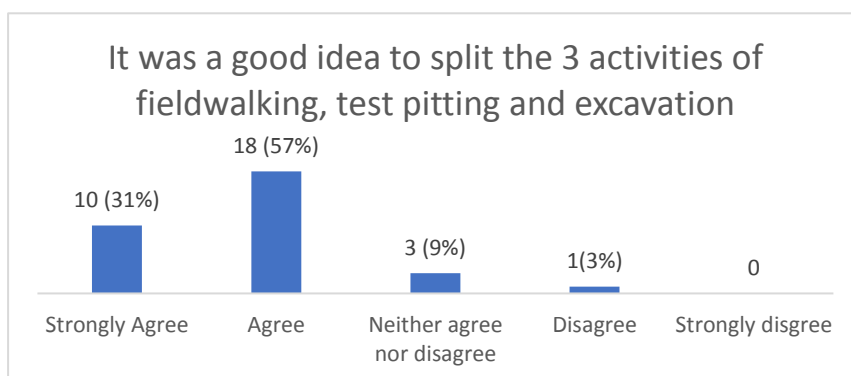
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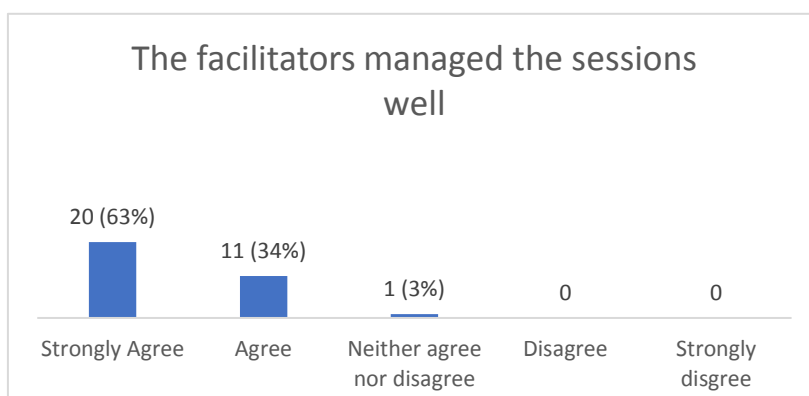
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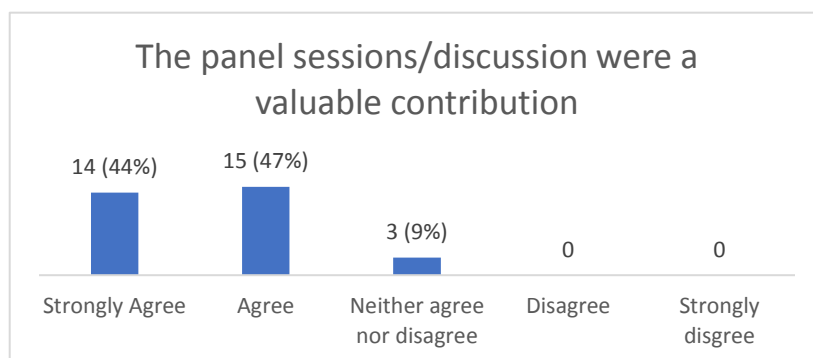
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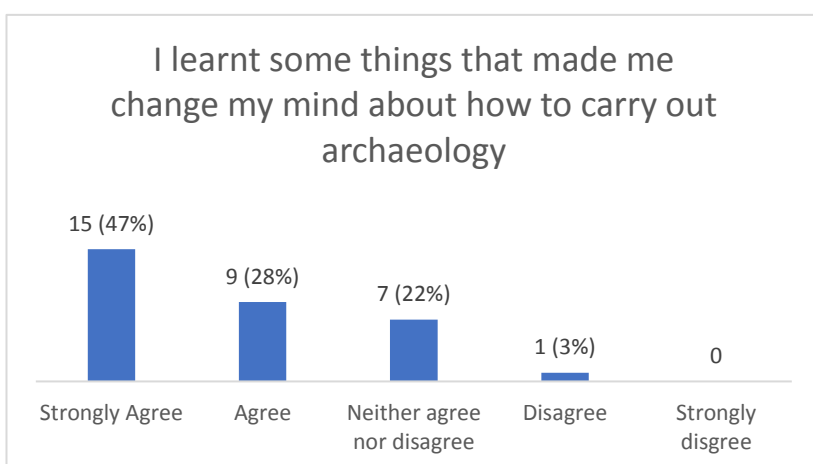
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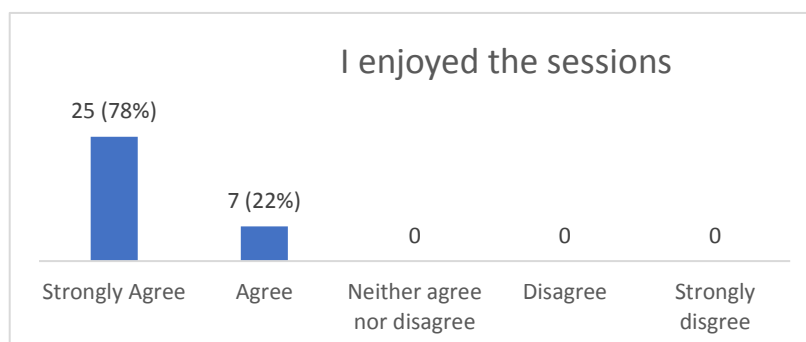
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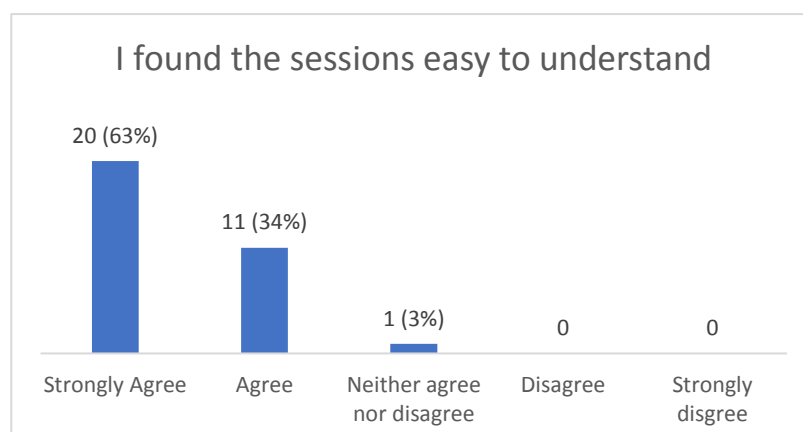
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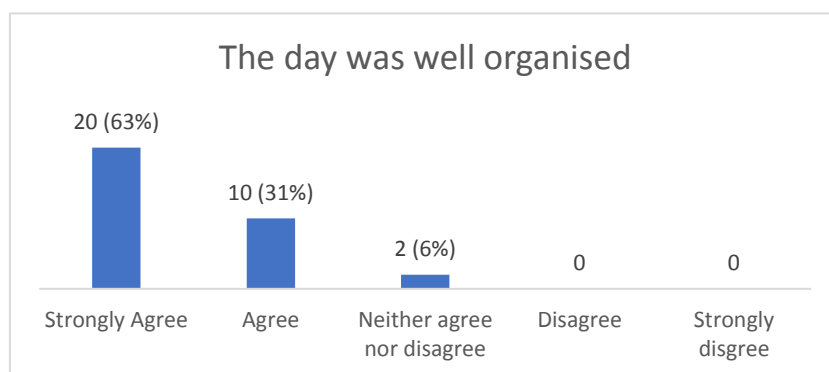
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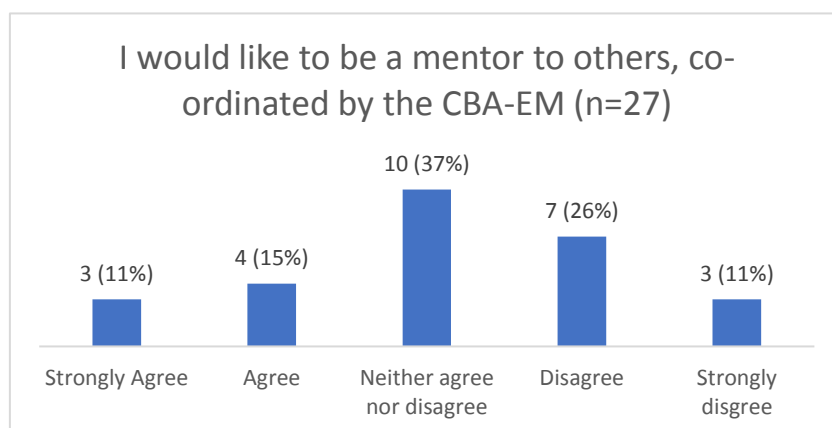
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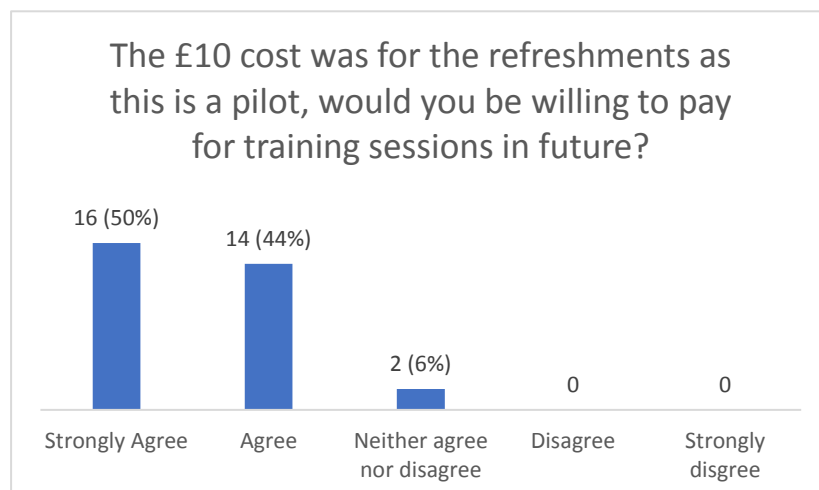
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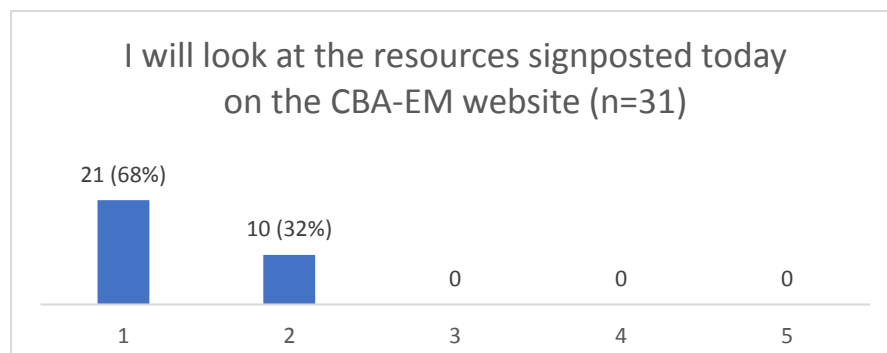
12.



13.



14.



15. Have you any more comments about today that you wish to add?

- Great mix of newbies & experienced. Sandwiches could have been labelled. Would have been good if all links told about were issued on one sheet to take away. Sometimes too many acronyms.
- Very enjoyable, lunch was good.
- How can I be a mentor?
- A really great day and very well organised. We ran out of time in our sessions to discuss a number of key things, eg. Archiving, context recording. It would be great to roll out this model across the CBA groups in England and Wales. It would be good to send people away with a checklist of things to think about. Well done to all the organisers and facilitators.
- I would pay but depends on costs. Please make sure you have my details as someone else booked me on this.
- Just a thank you to all concerned.
- Had to find venue at start of day. Have carried out formal metal detecting on Excavations.
- I did find it hard to hear all what was said.
- Some very useful information has been shared. Thank you.
- Excellent session, learnt a lot. Many thanks. Would be a mentor as long as it was not too time consuming
- Would mentor if it was IT/infosec
- Could a course be designed for absolute beginners some of us here today (me included) have no experience of archaeology at all.
- Thoroughly enjoyed it.
- Encourage facilitators to talk less and facilitate more i.e. more participatory. More hands on less talking. Focus groups and feed

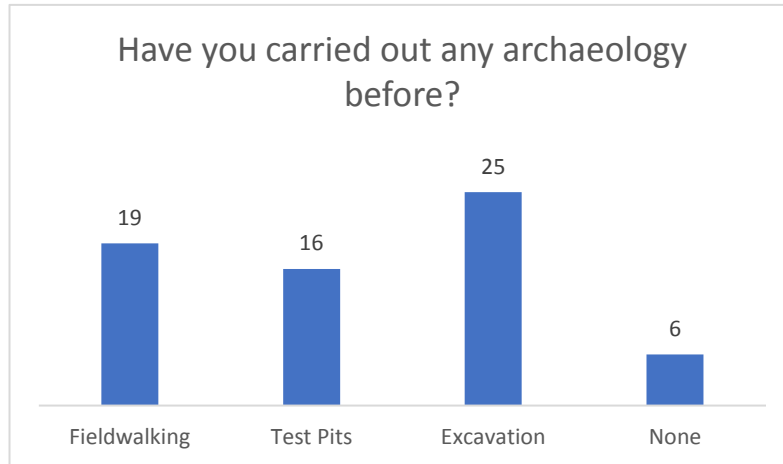
back discussion with inputs from groups.

Basic intro for complete newbies. Walked to venue. Can mentor GIS.

- GREAT DAY!!! Needs to be 2 days to cover topics in sufficient detail. Wonderful experience sharing but insufficient time to cover everything. Certificate of attendance would be great. Would love to have facilitators notes sheets.
- List of web sites to take home. List of Local Community Groups. Abbreviation List.
- Large Subject Layer (Q4.) Q6 Planning sheets good, circulation please. Have done archaeology meetings, conferences and research, no fieldwork.
- Working through a case study/studies might be useful. Templates/summaries of methods would be useful.
- Q5. It led to some confusion at times. Q8. I learnt lots from a base of knowing very little. It may have been useful for the application to have a place to indicate experiences so that facilitators could have an idea of the makeup of the table. I have no experience and our table was largely monopolised by someone with 30+ years of doing field work who took up time with often self congratulatory irrelevant anecdotes. I would be happy to further discuss my experience as someone with an interest but no qualifications, expertise or experience in archaeology.
- Q5. It was a good idea to split, but it would be good to rotate so that all groups could participate in each topic. Q13. £10 was a bit steep for a few sandwiches and tiny cups of coffee. I thought the £10 was for venue costs as well. General - the peer teaching format was good. Also it was a good day. There was a lot to cover which was very enjoyable but it could be all covered in more detail by splitting the day to 2 days, consecutively or separate. I would like to have archaeological drawing included. It would be nice to have some sort of certificate to say that the training day had been attended. It might be difficult to attribute a level of competence to make it part of a qualification but confirmation of attendance would be good to have. Mostly the speakers were audible without microphones but they need to be aware not to drop their voices and gabble. I would be a mentor if I was rated as experienced enough.

- Q4. We just wanted it to go on!! Q12. Already mentoring within Leicestershire Fieldworkers, unfortunately not enough time to extend to this. 4. Great sessions - clear we could have extended most valuably.

16.

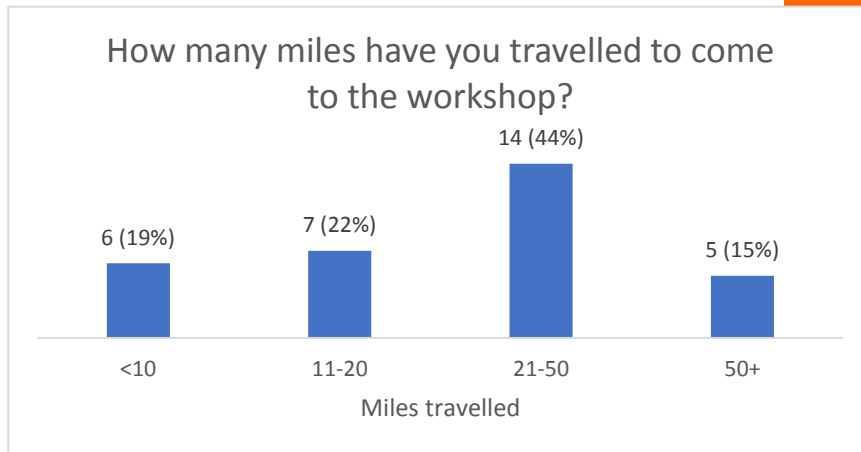


17. Are you a member of an archaeological group?

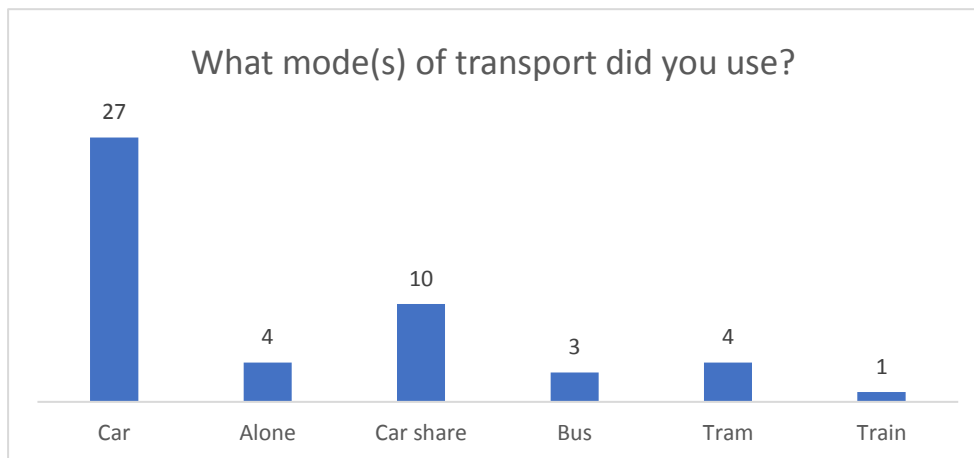
Eight people were not a member of any group. The named groups were :

Nottingham History and Archaeology Society
Hallaton Field Work Group
CBA Yorkshire
Leicestershire Archaeological & Historical Society
Glossop and Logendale
WITAN
Hinckley
Hinckley Arch. Society
Radcliffe Archaeological Project
DAS
Melton Mowbray FW
Leics Fieldworkers,
CBA
Stoke on Trent museum archaeology society
Uppingham Fieldwalkers
RLHRS
Belton in Rutland History Soc FWGP
Oadby and Wigston Group
CBA East Midlands
Hugglescote & Donington le Heath

18.



19.



Thirteen of the delegates who travelled by car did not say whether they travelled alone or not. One person walked to the venue, this was not an option on the evaluation and should be considered for future forms. Some delegates travelled by bus, tram and train.

D Frearson
30 July 2019

Training Workshop – 22 June 2019

How did the workshop go today?

Please read the statements below and tick the box that you feel is most appropriate. Thank you!

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. The event was advertised well	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. The venue was suitable	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. The lunch was great!	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. The 3 sessions had enough time to discuss all options	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. It was a good idea to split the 3 activities of fieldwalking, test pitting and excavation	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. I received enough information beforehand about my role	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. The panel sessions/discussions were a valuable contribution	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. I was given enough leeway to develop the session as I went along	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
9. I enjoyed the sessions	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
10. I could have done with more help on the day, e.g. 2 facilitators per table	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
11. The day was well organised	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
12. I would like to be a mentor to others, co-ordinated by the CBA-EM	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
13. The examples given to me were just right	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
14. I will look at the resources signposted today on the CBA-EM website	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
15. Have you any more comments about today that you wish to add?					

Training Day Evaluation – Facilitator Questionnaires.

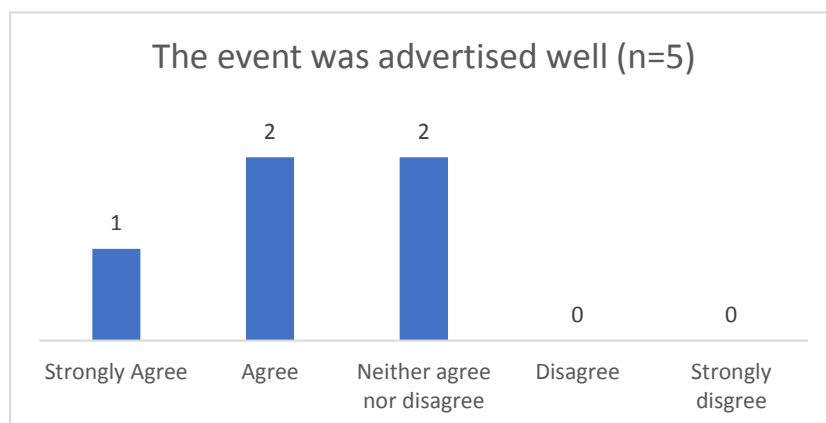
There were 6 facilitators in attendance, with 6 evaluation forms completed, not all the delegates completed every question the n=shows the number of completed answers in these instances.

Two of the facilitators were on the event organising committee, one had to stand in as a replacement due to a withdrawal last minute.

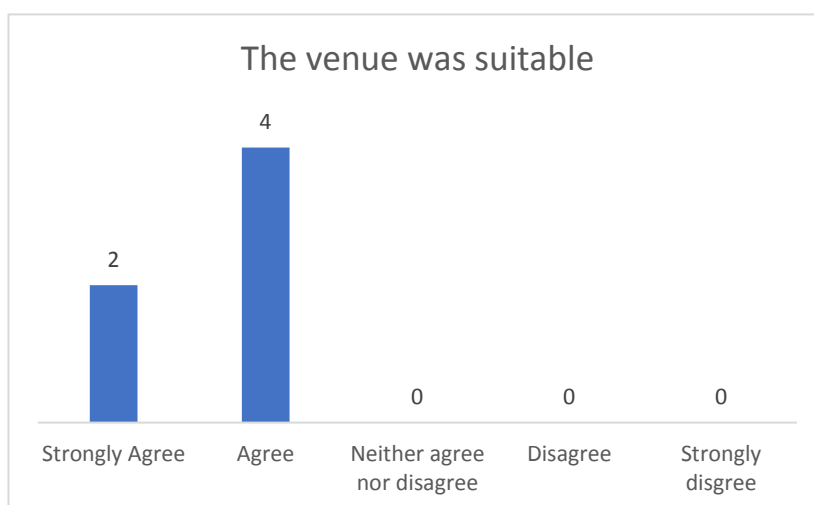
Delegates were asked to tick the box that was most appropriate
Questions 1 to 14 used the following boxes:

- 1= Strongly Agree
- 2= Agree
- 3= Neither Agree nor disagree
- 4= Disagree
- 5= Strongly disagree

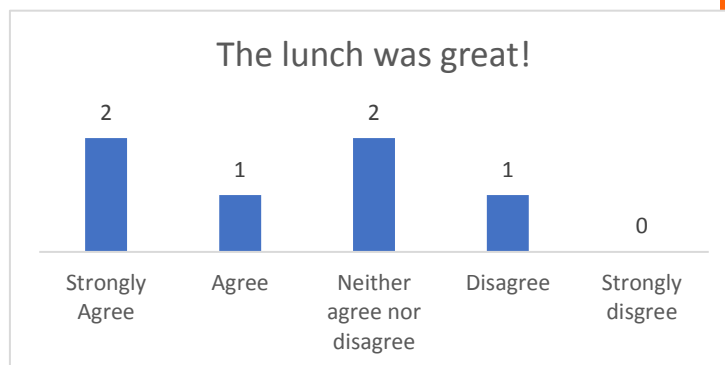
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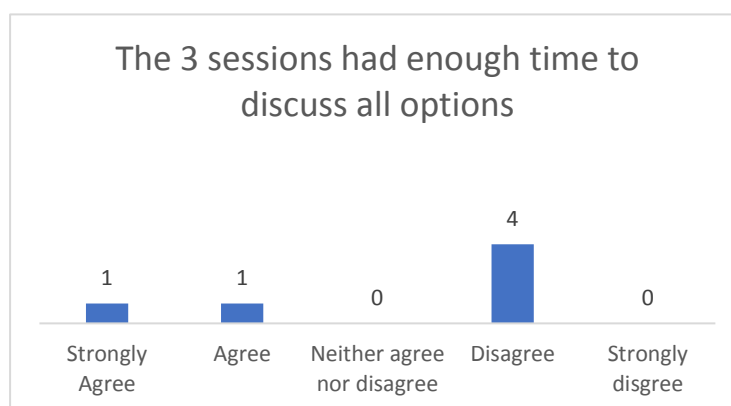
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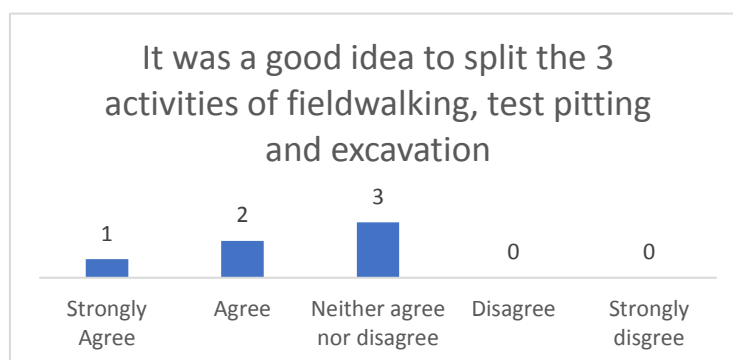
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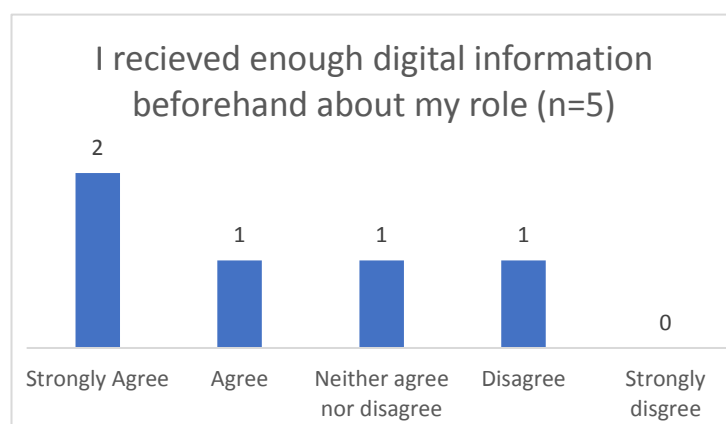
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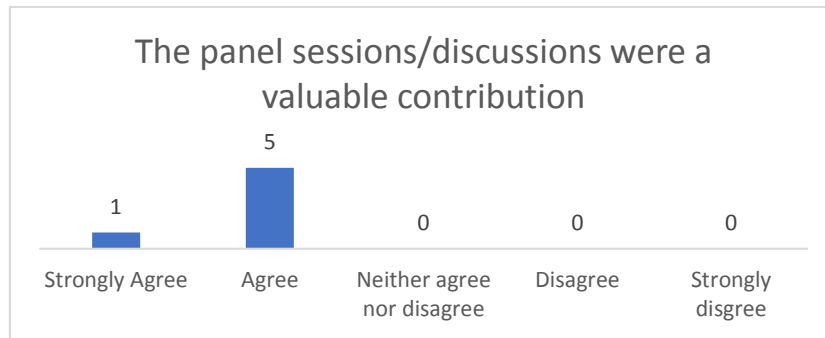
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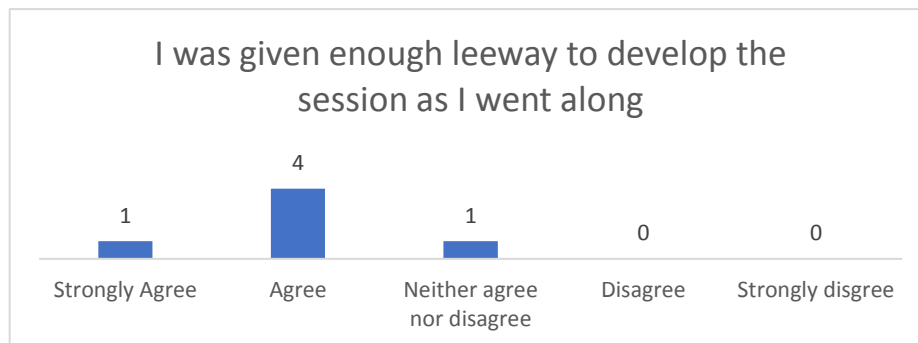
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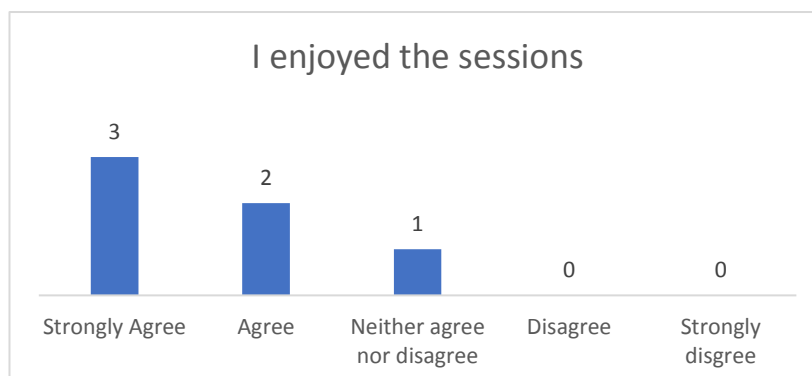
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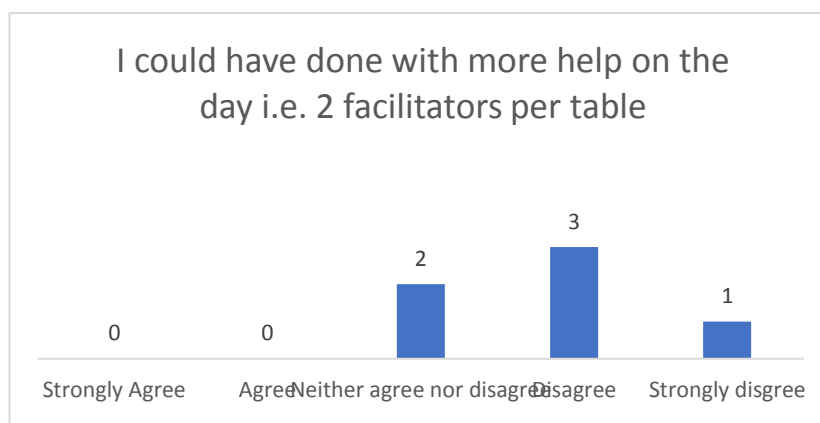
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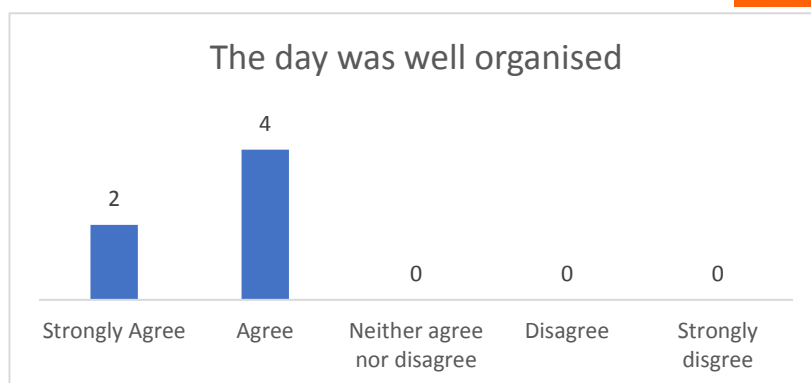
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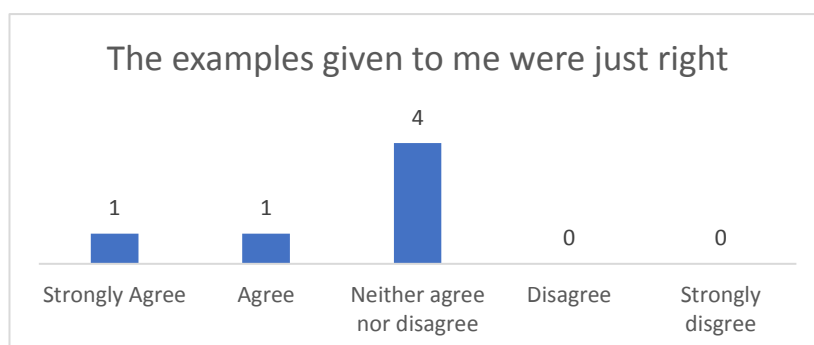
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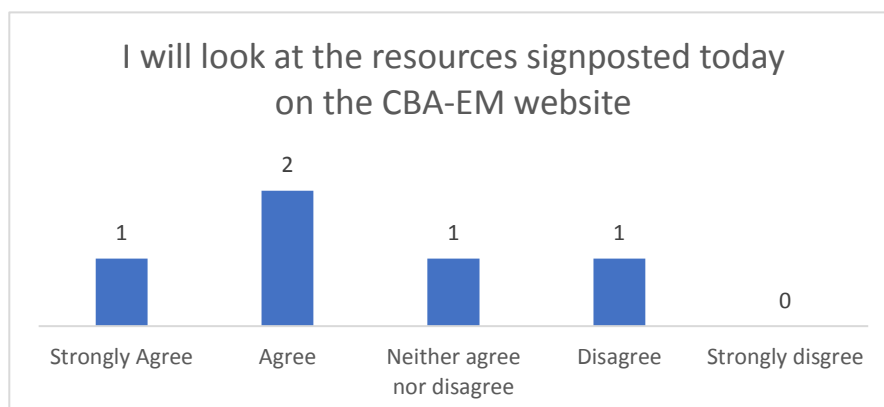
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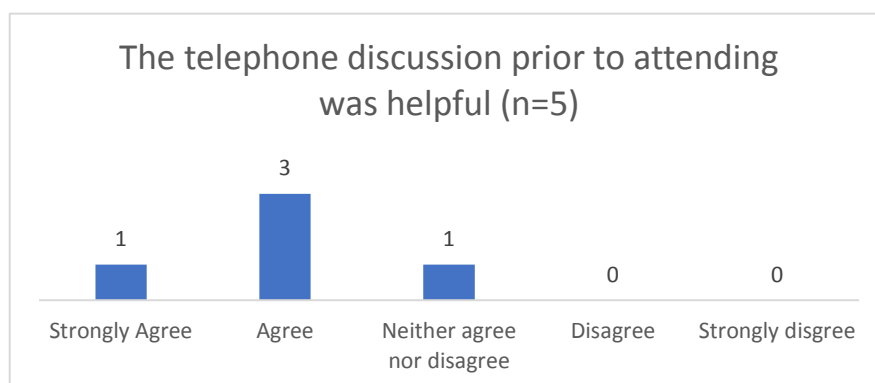
12.



13.



14.



15. Have you any more comments about today that you wish to add?

- Great ... (unable to read word) Event. Didn't use the eggs not enough time
- More time to cover topics, useful to get some indication of volunteers experience
- Too much diversity of group, Hinckley group took over everything to the detriment, event though tried to steer them away from this. Some people ignored the advice and said "our way works for us". The field walking section did not work for me as a facilitator, the 1st two sessions were very similar and overlapped.
- We may not have all been entirely certain about what we were doing on the day, but it seemed to turn out well in the end. It didn't go quite how I'd expected, but the framework for the day was sufficiently well organised and robust to ensure a decent overall outcome. Repeat in 6 months?

D Frearson
30 July 2019