

Background to Audience Development and Access Plan – a project supported by the Heritage Lottery Fund

The following report is based on research undertaken by The Market Research Group, from 20th September 2004 until 20th December 2004. All the work contained in this report was supported by the Heritage Lottery Fund.

The project came into being because money raised by the National Lottery aims to improve the quality of life by:-

- Protecting and improving the heritage of buildings, objects and the environment, whether man-made or natural, which have been important in creating the character and identity of the United Kingdom;
- Helping people to appreciate and enjoy their heritage; and
- Allowing them to pass it on to future generations.

To this end Hertfordshire County Council invited the Market Research Group to undertake the research into a programme of Audience Development and the preparation of an Access plan for Stage One of developing and promoting the County Historic Environment Record (HER).

The HER is the most comprehensive computerised index to Hertfordshire’s heritage. The 15,000 records span the full range of human history from the Palaeolithic to the 20th century and include Neolithic and Bronze Age barrows, Iron Age hill forts, Roman villas, medieval settlements, field systems, industrial sites, railways and canals. The HER consists of a relational database running in Access 2 that is linked to a corporate geographical information system (Arcview). Cross referenced to the HER is an archive of paper and map based information including OS maps, site specific files, a small library, photographs and slides.

The HER database is fully indexed and a wide variety of enquiries can be answered using in-built searching facilities. All of the HER information is mapped on the GIS and there is a live link between the two software packages.

This combination enables HER staff to effectively complement text-based searching on the HER with geographical searches on the GIS and enquirers are able to find out information about archaeological sites and artefacts, buildings and historic landscapes throughout Hertfordshire.

The guiding principle in designing the methodology for this project has been

extracted from the ‘Brief for Audience Development Plan and Access Plan and Access Plan’ provided by Hertfordshire County Council 3rd December 2003 with the background information for the project.

This states that the HLF will support:

‘Activities and research to plan how to encourage wider groups of people to get involved in heritage activities, or to learn about heritage, such as audience research’.

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1: Executive Summary

The following summary has been drawn from the detailed audience research findings which can be found in section 6 of the report. The research was carried out in three stages:

- Survey of existing HER users – **First stage**
- Survey of new or potential users - **Second Stage**
- Focus Groups (users and new/potential users) - **Third stage**

The main points of the research are highlighted under each of the project’s objectives. The full list of objectives can be found in section 2 – Project aims and objectives.

There is a quantitative comments guide in *Appendix 7.9* which shows how percentage results displayed in the frequency and percentage tables of section 6 are converted into fractions or word statements. This is to improve and standardise the language used to describe the research findings.

The executive summary draws upon the results from all three stages of the audience research project. These results are used to draw up The Audience Development Plan and The Access Plan which are set out in full in sections 3 and 4 of the report.

Two questionnaires were designed with the express purpose of meeting the project objectives. These questionnaires can be found in *Appendix 7.5 & 7.6*. Two focus groups were also run to expand upon topics touched on in the questionnaire, as well as to obtain a greater perspective on the needs of both current users and potential users of the HER in the future. The topic guides for the two focus groups can be found in *Appendix 7.7 and 7.8*

Each paragraph or point is referenced to the original question number from the two different questionnaires sent out. For the purposes of identification the questionnaire surveying current HER users is AQ and the questionnaire surveying new or potential HER users is BQ.

Objective 1.1.1: To provide the Hertfordshire HER with a sound understanding of its existing users, their background and their reasons for contacting the HER, so it can identify who is using the service and who is not

This objective was pursued via the *first stage* of the audience research, the HER user survey (AQ). It is also covered by previous research undertaken by Vivienne Holgate who was also asked to look at audiences using and not using the Hertfordshire HER. (See *Appendix 7.10 & 7.13*)

The MRG survey found that the majority (a fifth) of those current HER users found out about the HER via Hertfordshire Archives and Local Studies (HALS) (AQ1). Many others heard of its existence via the County Council’s offices, and some had found out by using the County Council’s website, www.hertsdirect.org

The vast majority had not experienced any difficulty in finding out about the HER. Those who had experienced problems did not know which department of the County Council to address their enquiry to (AQ2).

Analysis of post code data shows that 46% of HER users are from Hertfordshire and the immediate vicinity, with 25% from the Stevenage area, 11% from the St Albans area, 8% from the Hemel Hempstead area and 2% from the Luton area (AQ34).

The majority of HER users are male, aged between 45 and 54 (AQ33 & Q32)

The majority of respondents had completed full time education (AQ35), with just under two thirds having completed qualifications up to at least degree level (AQ37).

There was no ethnic representation in the user survey; all respondents were white (AQ38).

There was a wide variety of requests for information from the HER, ranging from simple requests for data on various sites and maps of specific local areas, to larger requests for all HER records and other data relating to wider research topics (AQ15). The most frequent requests were for printouts of data, and for photocopies of articles and maps. The full list of requested information is in *Appendix 7.1.7*.

The largest audience or group of people accessing the HER was that of amateur archaeologists, amounting to a quarter of all respondents. Professional archaeologists/historians were the next largest group of respondents, at less than a fifth, followed by “other” respondents, at well over a tenth (AQ19). This indicates that the HER is probably attracting retired or semi retired individuals with amateur interests who are spending increasing amounts of their leisure time

researching history, archaeology, landscape and their local environments. In the past the HER has been very much thought of as a government, or professionals only, facility rather than as one providing access to all. This was born out by conversations held in the non user focus group during which people expressed surprise at the levels of information available to the general public.

Of those responding to the survey, just less than three quarters had made amateur or private enquiries, supporting the theory that individuals (often retirees) with more time on their hands are getting involved in family history research or amateur archaeological research etc. There was a smaller response from commercial enquiries than would have been expected, and the number does not reflect previous commercial use of the HER. This may well be due in part to the commercial pressures of time and money, with businesses judging it to be unnecessary to respond to the survey (AQ7).

There were a high proportion of first time users of the HER, with well over a third of respondents having used the HER only once. (AQ4). A cross tabulation of frequency of visit within two years, by expectation of information received (AQ4xAQ18), shows that 42% of those who had only used the HER once found the information they received a lot better than or better than expected. This would indicate that this high percentage of first time users is because they have as yet had no need to return to the HER for further information, rather than dissatisfaction with their initial use putting them off returning. Another cross tabulation showing frequency of visit by adequacy of information received (AQ4xAQ13) shows that 93% of first time users received information that answered their enquiry adequately. This again is a very positive response. Cross tabulation tables can be found in *Appendix 7.4.4 and 7.4.5*.

Objective 1.1.2: To examine possible groups of new users identifying why they are not using the HER and how they could be encouraged to do so

This objective was pursued via by all three stages of the research.

The following list is compiled from the responses to AQ39 – Name any appropriate clubs or societies you are affiliated with that might find HER records useful. Its diversity indicates that a very wide range of groups may benefit from using the HER in the future.

- Airfield Research Group Air Britain
- Association for Industrial Archaeology
- Baldock Museum and Local History Society
- Barnet Local History Society
- Bedfordshire Gardens Trust
- Berkhamsted and District Archaeological Society
- Braughing Local History Society
- Brewery History Society
- Buckinghamshire Archaeological Society
- Bucks Hill Residents Association
- Chess Valley Archaeological and Historical Society
- Cuffley Industrial Heritage Society
- East Hertfordshire Archaeological Society
- Enfield Archaeological Society
- Essex Archaeology & History
- Essex Detector Society
- Farming & Wildlife Advisory Group (FWAG)
- Friends of Hertford Museum
- Friends of Watford Museum
- Georgian Group
- HACH
- Harlington Heritage Trust
- Hemel Hempstead Local History & Museum Society
- Hertford and Ware Local History Society
- Hertford Civic Society
- Hertford History Group
- Hertfordshire Gardens Trust
- Herts. Archaeological Society
- Herts. Association for Local History
- Hitchin Historical Society
- IEMA
- Institute of Field Archaeologists.
- Kent Archaeological Society
- Kings Langley History Society
- Landscape Institute
- Local History Groups
- Local History Recorders
- Local Residents Associations
- London Gardens Trust
- London Colney Local History Society
- Many archaeological societies, too numerous to list
- Markyate Local History Society
- Milestone Society
- National Farmers Union
- Norfolk and Norwich Archaeological Society
- North Hertfordshire Archaeological Society
- North Herts. Charity Detector Group
- Olney Archaeology Society
- Open University Alumni
- Portable Antiquities Scheme
- Potters Bar & District Historical Society
- Prehistoric Society
- Roman Buildings Trust
- St Albans and Hertfordshire Architectural and Archaeological Society
- Social History Curators Group
- Society of Antiquaries of London
- South Midlands Museum

- Federation
- South West Hertfordshire Archaeological and Historical Society
- Stanmore and Harrow Archaeological Society
- Stevenage Society for Local History
- Subterranean Britannica
- Waltham Abbey Historical Society
- Ware Museum
- Ware Society
- Watford & District Industrial History Society
- Welwyn Archaeological Society
- West Sussex Archaeological Group
- Western Front Society
- Workers Education Association
- www.alburyvillage.org.uk

The above list goes along way to helping identify those groups that may want to make use of the HER. Previous research carried out by the MRG has identified other groups that lacked any knowledge of HERs and SMRs, but which desired to use them. These comprise: Parish Councils, Architects, Builders, Schools, Amenity groups, and Ethnic organisations, particularly those connected with social integration and education.

The following list includes examples of potential user groups that were invited to attend an HER non user focus group session:-

Architects, Builders and Land developers/Real Estate
Ramblers’ organisations
Teachers, Lecturers, and other education providers
Amateur Historians and Amateur Archaeologists
IT experts
Organisations involved in land management - voluntary and commercial
Libraries
Parish Councillors and Secretaries and Parishioners
Organisations involved in supporting Ethnic minorities through social, economic and environmental means.
Landowners, both private and commercial

Some of the groups attending the non user focus group were not using the HER because they were not aware of its existence. Some (including parish council members) thought that HER data was only available for professionals or for use within the County Council only.

Both focus groups identified that in some instances people or groups had not been using the HER because they had not heard of it; in others, because they could not see the relevance of its content to their everyday lives or interests.

There were suggestions from within the non user focus group that those who did not know about the HER and particularly ethnic minorities in the county, would need a specific link or example of its relevance to themselves before they would consider using it.

The non user focus group was genuinely impressed with the presentation given by Stewart Bryant of the Historic Environment Unit about the content of the Hertfordshire HER. It was clear that focus group attendees on the whole had no idea of the work undertaken by the Unit or the research and information that they held on the HER, whether electronically or in hard copy form.

One particular individual in the HER user focus group (a member of HCC’s Countryside Management Service) identified a potential valuable link between the HER and the Ramblers Association Website, with the aim of providing information on historical or archaeological aspects of the landscape for predetermined walks. This would enhance walker’s visual enjoyment of the passing landscape, and provide them with some understanding of its historical development and structure. In the past this type of information has been provided to organisations leading guided walks such as the Council’s Countryside Management Service, but it would also be of interest to a much wider variety of local voluntary groups.

Another suggestion made in both the focus groups was concerned with the tourist aspects or tourism use of the HER. It was suggested that the Tourist Information Centres in the region be made aware of the HER, so they could make visitors aware of it. Those seeking holidays or trips of a specific nature (i.e. researching family history), or those interested in the heritage and history of the area, could find specific local information in the HER that they might not have access to via normal channels.

Results from the second stage of the research, the survey of potential users, show that only a fifth of respondents knew of the Historic Environment Unit (BQ1). This indicates that the vast majority of respondents had no idea that the County Council’s Historic Environment Unit existed.

Two thirds of those responding to BQ2 had no idea what the HER was.

The majority of respondents to BQ3 had not heard of the HER.

Those respondents answering BQ4 who had heard about the HER, knew about it via the Council Offices, and this indicates that other avenues of advertising may need to be explored to promote the HER. This is especially relevant given that it is likely that some residents of Hertfordshire have little contact with their County Council, and it would not be their first port of call to find out such information.

Of those in the survey who had heard of the HER (BQ5), less than a quarter had used it.

Just over half of those responding to BQ6 would like to know more about the HER and just over a third were unsure, giving a “Maybe” response.

A third said they would use the HER in the future (BQ7).

A full list of suggestions as to why people thought they would use the HER (BQ6) in future are in the *Appendix 7.2.2*. Amateur local research was high on the list.

BQ15 shows that 90% of respondents have access to the Internet at home. This is higher than national figures (Ofcom 2004). This indicates that lack of information technology use or knowledge is not the reason that the vast majority of people in Hertfordshire are not using the HER.

In BQ16, just over half respondents had Broadband access at home. Again this is higher than national figures (Ofcom 2004), and it also shows that access to computers and information technology is not a significant reason for not using the HER; other factors must be considered.

The majority of people responding to the non user survey were spread evenly across the county, though there were more women respondents than men. The predominant age group was 45-54 years old but all age groups were well represented.

To summarise, the findings indicate

- The vast majority of respondents have no idea that the Historic Environment Unit and the HER exist
- Many other avenues of advertising may need to be explored to promote the HER
- Access to computers and IT is not one of the major reasons for not using the HER
- The HER is used by many people and different groups throughout the county
- While proportionately more women responded to the survey than men, the overall figures indicate that the HER is used by all age groups

Objective 1.1.3: To identify what information existing users would like to access

This objective was pursued via the *first stage* of the audience research, the HER user survey (AQ).

Respondents to the HER user survey were asked what aspects of other HERs and SMRs they had used they would like Hertfordshire to provide (AQ10). The following are the responses and comments relating to this question:-

- Better internet access
- Colour maps with HER data marked on
- Data plotted on 1:10,000 OS maps
- Database access
- Digital info including aerial photographs and maps
- Digital HER data
- Electronic versions of info would be helpful
- Emailing results would be useful
- Free prints of articles
- Greater focus on specific detailing
- Internet password for access when needs be
- Map printouts, as (sometimes) available from Greater London Archaeology Advisory Service
- More accessible records, easier to use and manipulate
- Didn't have information that I needed remotely, my enquiries were specific to this village it was a part of Bedfordshire.
- I like the ability to digitally plot HER data
- Online access is obviously useful and saves staff time
- Provide as much info as possible on a well laid out, clear web page
- Similar service provided by all
- View records on the internet
- Web based access

It is obvious from the list above that on-line access to HER information is the most commonly requested improvement. People would then be able to get as detailed or as basic a level of information that they require.

Respondents were also asked how important they thought it for the HER to provide Exhibitions, Displays, Interactive displays, Events, Lecture Series or any other services (AQ30). The provision of Lecture Series by the HER was the most highly rated service; this being rated very important or important by three quarters of respondents. Displays and Exhibitions were also highly rated by two thirds of respondents, respectively.

Other suggestions as to services that could be provided by the HER were:-

- Any events that may grab the interest of the public.
- Catalogues and indexes of material held.
- Events to try to involve metal detectorists in archaeology.
- HER staff members to be occasionally available to attend our meetings (held out of hours)
- HERs should continue to provide information in a relatively informal way and on an individual basis.
- Important mainly to publicise the existence and value of the HER.
- Local newspaper write ups maybe
- Offer the opportunity for people to bring artefacts along for scrutiny and identification (Antiques Road Show format).
- Talks to schools, colleges and local societies about HER facilities and access.
- To gather (and provide) local information.
- Visit schools and colleges.

It is important to note that the above list infers that there is a need for more information about the HER and its content to be promoted to all types of possible users, especially schools.

In AQ6 respondents were asked to rate certain aspects of the HER service. These were: helpfulness of staff, range of information in the HER, accessibility of the HER, waiting times for receiving the information, standard of equipment, accessibility of equipment, booking availability and space to work. Of these, the helpfulness of the staff was the highest rated, with all respondents rating it very good or good.

The range of information held in the HER was also highly rated by the vast majority of respondents. Waiting times were also rated as very good, as was access to the HER. All other aspects of the HER were not highly rated, principally because very few respondents to the survey had actual knowledge of the physical aspects of the HER offices.

Responses to AQ25 showed well over three quarters of respondents were aware that the Hertfordshire HER contains historic OS maps, aerial photography, and published sources of local information. The vast majority said that this information would have been or was useful to their enquiry. However, only half of the respondents knew about the PPG 15 & 16 reports held by the HER, and were therefore not conversant with the important role commercial contract archaeology has to play in the county.

A third of respondents in AQ12 received their information within 2-4 days, while just under a fifth did not receive their information for 2 weeks, and a tenth had to wait over 2 weeks. These results have undoubtedly been affected by the low number of commercial responses to the survey; since such enquiries normally have priority treatment and are dealt with as soon as possible due to their commercial nature, local planning issues, and contract deadlines.

On the positive side just over a fifth of respondents had their enquiry dealt with immediately.

The vast majority of respondents felt the information they received from the HER answered their enquiry adequately (AQ13).

The vast majority of respondents to AQ16 also felt that the information they received was in a suitable format.

Those few respondents, who were not happy felt the information they received was inaccurate, or showed a lack of detail. Full answers to the question can be found in section 6.1.12 (AQ14).

Over half of respondents for AQ18 felt the information they had received was what they had expected; the proportion, however, of those who received information that was “a lot better” or “better” than they had expected was over a third.

Two thirds of respondents to AQ26 said they would like to pass information back to the Historic Environment Unit for inclusion in the HER via E-mail, and just under half would prefer to transfer information to the HER directly via the internet.

All three stages of the research indicate that an actual HER office is very necessary for those who want a more personal service provided by the HER staff. At the moment both physical space and HER staff time is very limited at County Hall and this needs to be looked at.

Cartographic map layering was discussed in both focus groups and this proved fascinating for all concerned. It was generally agreed that this would be a very useful facility if it was to become widely available.

Objective 1.1.4: To assess how people would like to access information – be this through the Internet, via travelling road-shows, static displays, at the HER offices or by other means

This objective is covered by all three stages of the research

In AQ20 ratings for “most preferred” and “preferred” means of access to the HER were combined. The majority of respondents preferred access to the HER via the Internet. However, two thirds of users would like to obtain HER information directly from members of staff; just over half preferred accessing the HER by post, and just over a third via leaflets and publications. The least popular forms of access to the HER were via an HER centre at which you could research your own enquiry, and via another discrete establishment, e.g. the library.

Less than a sixth of respondents to AQ21, have children or work with children. These respondents were then asked to rate different methods by which children would like to access HER information. When ratings for “most preferred” and “preferred” were combined, it was clear that children (AQ22) would “most prefer” access to the HER via the Internet (100%), but two thirds of child users were likely to “prefer” access to archaeological information and advice via its staff. Just over half said they would “most prefer” or “prefer” information to be sent by post.

Well over three quarters of all HER users responding to AQ31 have access to the internet at home. This is higher than the national figure. Only 7% have no access to the Internet at all.

Over a third of respondents to AQ5 had requested information from the HER either via e-mail or by phone.

The top three facilities that three quarters of respondents to AQ23 would like to see provided at an HER office are:-

- Staff to help with research
- Desk space
- Photocopy facilities

Over half of the respondents to AQ8 had used other HERs throughout the UK and Ireland. When the commercial and non commercial respondents are identified separately, only a third of those making non commercial enquiries had used other HERs whereas over three quarters of commercial respondents had used other HERs. See cross tabulation table in *Appendix 7.4.2*. The full list of HERs and SMRs used is in *Appendix 7.1.4*.

Respondents who had used these other services were asked if there were any aspects of these other HERs that they would like to see adopted by the Hertfordshire HER. The vast majority said on-line access to information and databases would be desirable, as well as printouts of colour maps. Many thought Hertfordshire provided one of the best HER services in the UK (AQ10).

Those responding to the non user survey were asked what they would like to see

in an on-line heritage resource, in addition to the basic HER information. Three quarters of those responding to BQ11 said they would like to see “Ready made” searches e.g. information on Castles in Hertfordshire, Roman Villas, etc. Local knowledge and oral history were also popular, with two thirds of respondents wishing to see these included on an on-line heritage resource.

Question BQ13 asked non users if they would be interested in other HER outreach activities. Well over half said they would be interested in a Teachers resource pack (this being a slightly skewed result as so many schools were surveyed). However, half also said they would like to see Leaflets about specific periods and monuments, and subjects such as boroughs in Hertfordshire.

To summarise, there is overwhelming evidence from all three stages of the research carried out that all age groups and user group types would most prefer accessing the HER by on-line means, but that there is also a need for the HER to be in a physical location where people can go and look at the information themselves, and if they wish, be able to seek advice and help from the staff of the Historic Environment Unit.

Objective 1.1.5: To consider the question of charging for access to information or of providing copying facilities

Of those who made non commercial enquiries, only a quarter would be prepared to pay for future information (AQ28).

£5.00 was a popular fee suggested by respondents although a few respondents would be prepared to pay up to £20 (AQ29).

The majority (two thirds) of those commercial respondents who had used other HER services said that the price scales were about the same as other HERs (AQ11).

In AQ23 one of the options given for facilities that the HER should provide is Photocopy facilities. 80% of all respondents said this is a service or facility that should be provided at the HER offices.

The general opinion gained from the focus groups was that HER information should be free for all general public enquiries and charged for commercial or professional enquiries (as is currently the case). If an individual member of the general public needed help in researching specific information then a charge could be made for the HER staff time and photocopy costs if appropriate.

Objective 1.1.6: To research the demand for participation in events, fieldwork or research organised and run by the staff of the HER.

AQ30 asked respondents to rate how important it was for the HER to provide other events and services. When the ratings “Very important” and “Important” were combined, three quarters of respondents felt it was important for the HER to provide a Lecture series. Two thirds of respondents felt that displays and exhibitions should be provided, and Events and Interactive displays were considered the least important services by respondents.

“Other” suggestions made included:-

- Talks at schools about what the HER has or can offer students
- Catalogues
- Road shows

Other information relevant to this objective can be found in *Appendix 7.3* where the full transcripts from the user and non user focus groups are set out. Some suggestions were made in the focus groups that the future HER website should also provide information about activities, events and ongoing archaeological projects round the county.

Teachers at the non user focus groups said it was difficult these days to get groups of students/pupils out into the field due to Health and Safety rules and other regulations. There are also difficulties in obtaining insurance for field trips, and getting enough staff to supervise these trips. It was suggested that HER staff could make a greater effort to visit schools and talk about specific archaeological sites nearby the schools or the students' homes. This could encourage an interest in history, landscape, geology, environment and archaeology in the pupils, and they might visit these locations later in their own time, or for a day out with their families.

Another teacher in the non user focus group said that schools were very keen for their children to become involved in local projects. It would be good to be able to go and visit sites and have archaeological staff present to explain what had happened at a particular site. One teacher said that years 5, 6, 7 and 8 loved filling out the sort of questionnaires you get at National Trust and other other heritage properties. If the HER could do something like that then the children would take it to their parents and grandparents, etc. to find out the answers and get other information. The children enjoyed then being able to present their findings at school in class.

In the non user survey a quarter of responses to BQ13, about other HER outreach activities, said they would be interested in Workshops run by HER staff on how to use a HER Website.

Objective 1.1.7: To research the feasibility of creating multiple nodes for the HER in museums or libraries or other suitable local venues.

Alison Tinniswood also contacted Julie Massey, Hertfordshire County Council's Museums Development Officer, to discuss the provision of the HER via computer terminals in museums, as well as the display of leaflets and information about the HER and the Historic Environment Unit in general. The results of the meeting were very positive and it became clear that the only consideration from the museums' point of view was likely to be the amount of space available for displays etc.

Tourist Information Centres were contacted to attend the non user focus group, but unfortunately no one was able to attend. However, they expressed considerable interest in the HER, and they wish to be given more information in the future.

Objective 1.1.8: Examine possible links with the national curriculum, local schools and colleges and voluntary groups by contacting representatives of these groups

This objective was mostly covered in the two focus groups. Specific groups contacted for the non user survey were; schools, parish councils, museums, amenity groups, architects, builders, and ethnic organisations.

The findings were as follows:-

Once the content of the HER was explained and its relevance identified to all of the above interest groups, many said that they would use the HER in the future, this was particularly so with the schools and parish councils.

As a result of the focus groups with non users it was noted that on-line access to the HER would be a very valuable research tool to those individuals and students researching historic landscapes and settlement, and land management projects. On-line access to the HER might also benefit the Historic Environment Unit in the longer term, by reducing the time and resources spent responding to telephone or e-mail requests from students working on similar projects.

There were no representatives from ethnic organisation attending at either of the focus group meetings and therefore no targeted discussion of the specific areas in which the HER might be of interest to particular ethnic groups. However other attendees were able to identify several groups who have settled in the county, such as Italians, Jews and Muslims, and suggested aspects of the HER which might be relevant to them.

The focus groups for non users had Teachers and Head Teachers present, and it became clear that certain age groups could make good use of the information on the HER, provided it was set out in clear themes. It was suggested that pupils would find it easier to go in to the information via time lines or periods e.g. Tudor, Saxon or Roman times.

Certain older age groups may not readily use such HER information due to the national curriculum leading them towards the study of world history. However, there is always the possibility of linking world history back to local history, an instance being study of the Crusades, which could be linked back to Knights' Templar sites in the county.

Primary school pupils would be very keen to use the information on the HER to do research on their local villages and towns; however, it was noted that entry to and use of the HER must be tailored to their particular age group and therefore to their study level.

Ghost stories linked with specific sites, paths and other locations provided interesting discussion. Teachers felt this was an inspired way to spark pupils' interest in their local history.

One teacher suggested the HER could run a local quiz and the children could do this as part of their homework.

Concerns were expressed that if the HER site wasn't publicised to Hertfordshire's schools, it would just 'sit there' and not get used at all.

Another suggestion from the non user focus group was that children could learn about the history of their area and its industries, by looking at topics such as place names, or roads since names of buildings or streets often indicate jobs or former industries specific to an area. In Hertfordshire, characteristic industries include tanning, malting and brewing, and the HER might plot the changes in names of streets and buildings and thereby show the evolution of such industries. The industrial revolution is part of the national curriculum and it would help pupils if the HER could provide a local aspect to this area of study.

The discussions at the non user focus groups held with teachers and other non HER users confirmed that there were clear uses for HER information within the national curriculum, and the main issue was the need to develop this information into a suitable format for use by teachers. Curriculum-related information is widely available on the Internet and while further work would be required to identify suitable areas of HER information for development for educational use, this input is desirable. Further contact will be needed with education professionals in order to develop these resources.

Objective 1.1.9: Examine routes to new partnerships with external organisations and departments (e.g. HALS, libraries, museums, archives, English Heritage (EH) education department) and research reciprocal gateways to information.

Meetings were held with Christine Shearman (the County Council's Heritage Services Manager) to discuss making the HER database available to the general public and professionals visiting HALS (Hertfordshire Archives and Local Studies Library). HALS would be keen to promote the use of the HER, and would encourage its introduction into HALS in a suitable format.

The non user focus group contained a representative from one local museum. He said he was struggling with the IT at his Museum due to various bits of government red tape, but he did realise that despite his reluctance to embrace Information Technology he could see the benefit of accessing the HER. The suggestion was made that the HER could link with the Museum to do reciprocal promotion. The Museum compiles books on local history showing how people grew up in Potters Bar, for example looking at life through the eyes of the daughter of the late vicar to show what life was like when Potters Bar was just a tiny village, until after the First World War and the 1920s when it suddenly boomed and doubled in size. These books have regular sales, and keep their Local History Society (connected with the Museum) financially afloat. Extracts of the books could be put in the HER complementing information currently existing in there for the area, and the Museum could promote the HER in return.

Another focus group representative who was very active with his Parish Council explained how they had been collating collections of photographs of people, places, buildings and events every 5 years or so to show snap shots in time. These were all burnt onto a CD and sold and proved very popular. It was suggested that maybe the HER could link with all Parishes to either access this information or even promote it.

It was also suggested in the focus group that Tourist Information Centres should be made aware of the HER, so they could help to pass on unique historical information to visitors planning a trip or holiday in Hertfordshire that included the heritage and history of the county.

Hertfordshire County Council's Historic Environment Unit should perhaps have talks with Cath Graham of English Heritage, in order to look at "Outreach" programmes, and at how they can collaborate with these initiatives.

The Historic Environment Unit should perhaps explore the establishment of links with those higher education establishments in the county and in the surrounding area that run archaeology or related subject degree courses.

The discussion at the focus groups which had landscape historians, land management specialists, or ecology professionals attending emphasised the important role the HER has to play with modern countryside management practice, to the benefit of the historic environment and local communities. The HER should promote its information and services to organisations such as, for

example, the Farming and Wildlife Advisory Group (FWAG), Hertfordshire Groundwork Trust, and the National Farmers Union (NFU).

The Historic Environment Unit should also explore the potential for links from the HER database to other regional and national archaeological and historical websites and databases, and the potential for collaborative projects. The University of the Third Age was mentioned several times as a group that would be very likely to want to use the HER.

Objective 1.1.10: Develop detailed recommendations for developing audience numbers and variety.

This is covered in the Section 3.0 – The Audience Development Plan.

Objective 1.1.11: Produce a list of recommendations for the Access Plan.

Recommendations are covered in Section 4.0 - The Access Plan.

There were 2 other objectives set out in the original brief that have not been examined. These were :

“Assess the feasibility of including the St Albans Urban Archaeology Database within the enhanced remit of the HER”

“An assessment of the equipment and resources that will be required to implement the Access Plan”.

The former, relating to the St Albans UAD, was not assessed because the objective is likely to be achieved by other means. The latter, relating to the resources needed to implement an Action Plan, was not investigated since at this point in time the Historic Environment Unit is unlikely to be applying for funding for implementing an Access Plan.

2: Project Research Aims and Objectives

2.1: Research Aims

The United Kingdom benefits from local government and other organisations' maintenance of some of the most all inclusive and comprehensive historic environment records (formerly known as Sites and Monuments Records) available for study and research anywhere in the world.

In recent years there has been a divergence of improved access to archives across organisational boundaries and this divergence of standards and access arrangements has led to the formulation and implementation of benchmarks for the management and content of HERs, at a national level. In addition, initiatives such as the English Heritage National Monuments Record Centre and the National Trust's common access agreements have helped to meet the growing demand for historic environment data from a variety of interest groups in mainstream education, specialist clubs and societies, and individuals pursuing their own specific interests.

The challenge presented to custodians of archive collections is to identify clearly the types of user, their needs for data and their means of access to it. This process of identification has been helped by ongoing developments in information technology but the requirements of the final audience are paramount in formulating policy and operational priorities.

2.2: Project Objectives for Audience Development Plan

The aims and objectives of the research are those described within the 'Brief for Audience Development Plan and Access Plan contained with the background papers from Hertfordshire County Council, dated 3rd December 2003.

2.2.1: Provide Hertfordshire Historic Environment Record (HER) with a sound understanding of its existing users, their background and the reasons for contacting the HER so it can identify who is using the service and who is not.

2.2.2: Examine possible groups of new users identifying why they are not using the HER and how they could be encouraged to do so.

2.2.3: Identify what information new and existing users would like to access

2.2.4: Assess how people would like to access information – be this through the Internet, via travelling road-shows, static displays, at the HER offices or by other means.

2.2.5: Consider the question of charging for access to information or of providing copying facilities.

2.2.6: Research the demand for participation in events, fieldwork or research organised and run by the staff of the HER.

2.2.7: Research the feasibility of creating multiple nodes for the HER in museums or libraries or other suitable local venues.

2.2.8: Examine routes to new partnerships with external organisations and departments (e.g. libraries, museums, archives, English Heritage (EH) education department and research reciprocal gateways to information

2.2.9: Develop a brief for the creation of educational materials, based on the HER. This will include researching links with the national curriculum, local schools and colleges and voluntary groups by contacting representatives of these groups.

2.2.10: Develop detailed recommendations for developing audience numbers and variety including an action plan.

2.2.11: Produce a list of recommendations for the Access Plan.

2.3: Project Objectives for the Access Plan

The aims and objectives of the research are those described within the 'Brief for Audience Development Plan and Access Plan contained with the background papers dated 3rd December 2003.

2.3.1: Examine the current access to the HER and identify problems with physical access to County Hall and to HER within it.

2.3.2: Identify any physical, sensory, intellectual and cultural barriers that may exist for any of the range of enquiries to the HER identified in 2.2.

2.3.3: Produce an Access Plan with recommendations detailing how the HER can respond to the outcome of the audience research

2.3.4: Devise a marketing strategy that will enable the HER to broaden its audience.

2.3.5: Include within the report an assessment of the equipment and resources (staff time and monetary) that will be required to implement the Access Plan.

2.3.6: Consider the impact of legislation such as the Data Protection Act (1998), and the Freedom of Information Act (2000), which becomes law on 1st January 2005, on any of policies to be adopted by the access plan.

3: Audience Development Plan

This section shows how the Audience Development Plan is to be structured. It sets out the objectives that must be achieved in order to establish a successful audience development plan. It draws upon all three stages of the audience research.

3.1: Potential audiences and priority audiences

All potential audiences and priority audiences to be targeted were identified through the three stages of audience research. These are:-

- Architects, Builders and Land developer/Real Estate
- Ramblers and other specialist interest groups
- Educators within primary, secondary, further and higher institutes
- Amateur Historians and Amateur Archaeologists
- Professionals working within land based enterprise or conservation
- Libraries and Archives
- Parish Councillors and Secretaries and Parishioners
- Ethnic minority groups
- Land owners - commercial, private and leisure
- Children and young adults
- Retirees

3.2: HER objectives for the audience development plan

- Inform and educate other Hertfordshire County Council staff about the Historic Environment Unit and the HER with a view to promoting the service from within.
- Design different promotional leaflets or information sheets that will show the different user groups how the HER can be relevant to their needs.
- Translate leaflets and information into languages where appropriate.
- Give talks to other organisations and institutes to encourage interest in the HER. This should include talks to the ethnic minority organisations where a relevant interest link needs to be established.
- Contact the Rambler Association with a view to linking information from the HER to their web site.
- Contact History and Geography Teachers in local education institutes with a view to passing on literature about the HER.
- Consider holding a series of talks and demonstrations at schools and colleges during class time about the HERs content and how to use it.
- Design an on-line feedback questionnaire for the HER to monitor the use made of it by different user groups.
- Establish a mission statement that can be used in promotional material.
- Organise a mail shot of this promotional material to all potential new user groups.

- Place a series of adverts within parish magazines in order to reach one of the larger potential audiences in the county, of retired people, and those with time to spend on research into local history or archaeology.
- Maintain the quality of service of the HER by establishing means of revenue generation, which can in turn help to maintain the HER. These might include charging visitors to the HER for assisting them with research, and charging for photocopying and printing.
- Obtain permission to place hyper links for the HER on like minded or similar websites for example the Council for British Archaeology, Rescue, English Heritage, the Ramblers Association, and other conservation, archives and family history websites etc.
- The National Trust (NT) has one of the largest Historic Environment Records in the U.K.. When it becomes available on-line it would be desirable to have a hyperlink on their website.
- It may be appropriate to run travel shows and mobile HER workshops in conjunction with the local museums and libraries, and local English Heritage and NT properties, to help promote access to heritage information.

3.3: Audience development plan

This section of the report uses the findings of the audience research. The research is placed under the following headings that are taken directly from page 6 of the HLF booklet – Audience Development Plans.

3.3.1: Description of the heritage site, collection or item (the Hertfordshire HER).

The HER is the most comprehensive computerised index to Hertfordshire's heritage. The 15,000 records span the full range of human history from the Palaeolithic to the 20th century and include Neolithic and Bronze Age barrows, Iron Age hill forts, Roman villas, medieval settlements, field systems, industrial sites, railways and canals. The HER consists of a relational database running in Access 2 that is linked to a corporate geographical information system (Arcview). Cross referenced to the HER is an archive of paper and map based information including OS maps, site specific files, a small library, photographs and slides.

The HER database is fully indexed and a wide variety of enquiries can be answered using in-built searching facilities. All of the HER information is mapped on the GIS and there is a live link between the two software packages.

This combination enables HER staff to effectively complement text-based searching on the HER with geographical searches on the GIS and enquirers are able to find out information about archaeological sites and artefacts, buildings and historic landscapes throughout Hertfordshire.

3.3.2: Aims of the heritage site, collection or item (the Hertfordshire HER).

The United Kingdom benefits from local government and other organisations' maintenance of some of the all-inclusive and comprehensive historic

environment records (formerly known as site and monument records) available for study and research anywhere in the world.

In recent years there has been a divergence of improved access to archives across organisational boundaries and this divergence of standards and access arrangements has led to the formulation and implementation of benchmarks for the management and content of HERs, at a national level. In addition, initiatives such as the English Heritage National Monuments Record Centre and National Trust's common access agreements have helped to meet the growing demand for historic environment data from a variety of interest groups in mainstream education, specialist clubs and societies, and from individuals pursuing their own specific interests.

The challenge presented to custodians of archive collections is to identify clearly the types of user, their needs for data and their means of access to it. This process of identification has been helped by ongoing developments in information technology, but the requirements of the final audience are paramount in formulating policy and operational priorities.

To this end Hertfordshire County Council wish to develop and promote their County Historic Environment Record. The project "Hertfordshire's Heritage for All" project offers the Hertfordshire HER, the opportunity to develop its role as the primary source of heritage information for the county. The project aims to increase public access to, awareness of and contact with the HER by broadening physical and remote access to the information it holds.

Physical access to HER information will be increased through the provision of a better dedicated workspace for HER enquiries at the HER office in County Hall, Hertford. Archaeological information will also be taken out into the Hertfordshire community using moveable displays, stalls at non-archaeological events and joining in new co-operative ventures with local groups, museums and other institutions.

Remote access to information will be provided via a searchable, on line version of the HER. This will enable a wide variety of consultees to access archaeological information and will be supported by a wide range of high quality colour, thematic leaflets and display material. Leaflets will be made available at a wide variety of public locations but all of the material will also be available to view and download on a re-designed Historic Environment Unit website.

Through this project, and following on from it, it is hoped that the HER will develop into a multi-functional resource that it has long had the potential to be.

3.3.3: Evidence of the consultation carried out (by the Hertfordshire HER).

In 2001, Vivienne Holgate, formerly Keeper of Archaeology at the Verulamium Museum, was asked by the Historic Environment Unit to undertake an assessment of current and potential users of the HER (then known as the Sites and Monuments Record [SMR]). Of the county's museums, the Verulamium Museum carries out by far the most substantial educational work with schools in

Hertfordshire, and this experience also enabled her to examine the educational use made of the SMR in some detail. The report itself can be found in *Appendix 7.10* of this report and a copy of the contemporary press release about project forms *Appendix 7.11*. The current audience research carried out by the MRG built on this initial consultation exercise, and its results confirm and substantially amplify those indicated in the Holgate survey.

3.3.4: Analysis of current audiences (of the Hertfordshire HER).

As stated above, some aspects of this analysis had been previously undertaken by Vivienne Holgate, whose report identified that very few schools and students were using the HER, and that not enough people were aware of the SMR and of what it contained.

The audience research carried out by the MRG substantially adds to these results, and has identified that there are a variety of audience types currently using the HER. A full list of user types can be found in Table 7.1.19 and *Appendix 7.1.10*. *Appendix 7.1.21* lists all occupations or professions of those currently using the HER.

Like the Holgate research, MRG's research also identified that no school children were using the HER, and very few teachers. The variety of user types has therefore changed little in the few years since the Holgate report. However, there has been an increase in the use of the HER by amateur archaeologists and historians since 2001.

3.3.5: Analysis of the barriers to involvement.

Current research has identified that the main barriers to involvement are lack of knowledge of the very existence of the HER, a lack of knowledge of its full content and potential for research, and a lack of perception of its relevance to all or any new user groups.

This is particularly evident in the lack of enquires to the HER from a wide range of interest groups, including ethnic minority groups resident in Hertfordshire. In this instance, the research has identified that the lack of enquiry is due to the fact that this potential user group has not been informed of the relevance of the HER to their culture or their areas of interest. For example it was identified in the non HER user focus group session that the integration of Italians into Hertfordshire was a result of the development of the glasshouse industry. There is information on the HER relevant to this industry which may be of use to those tracing the migration of Italians into the county over the decades.

All these factors act as barriers and will need to be addressed. A full analysis of barriers to access to the HER and its offices can be found in the Access Plan, 4.4.5 of this report.

3.3.6: Assessment of the potential for audience development.

There is huge potential for increasing audience numbers for the HER. The two main ways of achieving this are by promoting its existence and by publicising

what it contains. This promotion of the service has a dual role in practice, because by informing wider audiences of the HER's content, one also improves its chances of enabling audiences to recognise or identify the HER's relevance to their own interests, views or cultural identity. The findings of the research into potential new users (detailed in Section 6) support the premise that residents of Hertfordshire would wish to find out more about the HER, and indeed would possibly use it in the future.

The whole of Hertfordshire will have Broadband available by 2005. This will increase the audience potential for access to the on-line aspects of the HER, provided it is designed and marketed correctly.

The increased exposure to the subjects of archaeology, history and family history research on TV and in the media may well automatically increase the use of the HER by the general public. However, to achieve maximum use by the public they must be made aware of the HER's existence and encouraged to access its information. In particular, the perception that the HER can only be used by professionals must be corrected.

3.3.7: Objectives for audience development with priority audiences and measurable targets.

The potential for gaining new audiences for the HER has been established by the research carried out by the MRG. The following points are objectives which would combine to fulfil this potential.

- Inform and educate Hertfordshire County Council staff about the Historic Environment Unit and the HER with a view to promoting the service from within.
- Design different promotional leaflets or information sheets that will show the different user groups how the HER can be relevant to their needs.
- Translate leaflets and information into other languages where appropriate.
- Hold talks at other organisations and institutes to encourage interest in the HER. These should include talks to ethnic organisations where a relevant interest link needs to be established.
- Contact the local archaeological and historical societies, and countryside groups such as the Ramblers Association, with a view to linking information from the HER to their web sites.
- Contact History and Geography Teachers in local education institutes with a view to passing on literature about the HER and informing them of its content.
- Create information packs designed to specifically target the different user groups i.e. Teacher study aid packs and leaflets translated into different languages for the ethnic minorities in the county.

- Consider holding a series of talks, workshops and demonstrations at schools and colleges during class time about the HERs content and how to use it.
- Contact the Country Land Owners and Business Association (CLBA) with a view to reassuring them as to the integrity of the HER and protecting any sensitive data.
- Design an on-line feedback questionnaire for the HER to monitor the different user groups accessing its information.
- Design an access page on the new HER website that allows all users to register before they access the HER. This will allow for the monitoring of user types as well as the type of information they are accessing.

3.3.8: Action Plan to achieve the objectives for each target audience.

The following section is an action plan for each of the targeted audiences that were identified through the audience research.

Architects, builders and land developer/real estate

This is an audience that is already using the HER but which would benefit significantly if its information were to become available on-line. On-line access to the HER needs to be designed with their needs in mind. Further discussion with such agencies will benefit both parties when it comes to information provision and information retrieval.

A system for paying which allows such agencies unfettered access to all the information they need must be set up. Different payment options that have already been suggested are the setting up of internet accounts into which you pay monthly for unlimited access or a “pay as you go” system, with log in codes or membership numbers.

Educators within primary, secondary, further and higher institutes

The HER must link into the national curriculum. The most obvious educational subjects are Geography and History but the teaching of other social and science based subjects would also benefit from the information that could be provided by the HER.

Again, promotional material must be designed to highlight areas where the HER can really benefit each subject and must be suited to use by teachers and lecturers as well as by children and young adults.

Amateur historians and amateur archaeologists

Many of these interest groups are already aware of the information within the HER, but on-line access as well as a greater access to the staff who maintain the HER, would benefit them enormously. They would also benefit from open forums and talks held by the HER to further educate them in new or relevant subject

areas.

Ideally these amateur groups would pass new information on to the HER, and perhaps a volunteer system could be set up to help co-ordinate this data transfer.

Professionals working within land based enterprise or conservation

Landscape management and countryside volunteer agencies would benefit from having access to the HER so that they can build up a picture of how land use has evolved in their area of interest. They need to be contacted and taught how to use the information within the HER to enhance their Project Management and to help enthuse locals within the area who might then become more involved with local projects.

Libraries and Other Archives

Access to the HER on-line at HALS and at Libraries would greatly reduce any physical barriers to individuals' access to the HER. Public Libraries and Archives have to have disability access and they also provide free access to computers. Their staff could help promote the HER and educate people as to what can be found within it.

Parish councillors and secretaries

This group includes a mixture of potential user groups, educators, retirees, land owners and local residents, etc. Participants are heavily involved in the dynamics of parish life and routine, and promoting the HER to this group would have a far reaching affect. In this context, the fact should be emphasised that the HER can be used to better inform development and other land use and landscape change, as well as to conserve the historic environment.

Ethnic minority groups

The survey results indicated that there was no use of the HER by any ethnic minority user. Steps must be taken to inform and promote the HER to such groups by first ascertaining their views and feelings about heritage and culture, and then by establishing and developing relevant links between their views and interests and the content of the HER. Visits by HER staff and leaflets translated into relevant languages could highlight these links and publicise the HER, but the latter would have to be widely distributed if a significant audience is to be developed. The links, once established can be enhanced through community education as well as through the national curriculum. If second and third generation children can integrate more freely with the culture of their adoptive county by studying subjects that include local information within the HER, then this information may flow back up through the generations.

Land owners - commercial, private and leisure

Promotion of the HER to these groups could provide revenue for the HER. Leaflets could promote the ability of The Hertfordshire HER to provide information on the historic environment and to print off annotated maps detailing archaeological sites, aerial photographs, historic field boundaries and other

archaeological and historic land use data, etc. These would be of particularly helpful to farmers drawing up their farm plans for DEFRA's Countryside Stewardship Schemes.

Landowners could also be encouraged to use information from the HER to conserve and protect known archaeological sites, or to help develop areas of land for other uses that might benefit archaeological sites of more local interest, or which might benefit the local community.

Children and young adults

See the comments in section 3.3.2, which look at educators. Also design study packs should be produced to help all users navigate their way around the HER.

Retirees

See comments in section 3.3.6 covering parish members.

Others

Make direct contact with all those individuals, organisations and agencies that did not respond to previous surveys, and educate them on the relevance of the HER to their particular field of interest.

4: Access Plan

This section shows how the Access plan is to be structured. It sets out the objectives that must be achieved in order to establish a successful access plan. It draws upon all three stages of the audience research.

The following headings are related to page 4 of the HLF booklet – What is an Access Plan? The full Access plan is under section 4.4.

4.1: Summary of barriers to audience access

Users and non users of the Hertfordshire Historic Environment Record currently suffer barriers to access under all of the following headings:-

Organisational	There is no current promotional material advertising the Historic Environment Unit and many people still believe that data held by County Councils is for internal use only
Physical	The Historic Environment Unit is located within County Hall on the third floor. There is limited space for visitors. There are no disabled toilet facilities although there are lifts that provide access to all floors
Sensory	There is no sign-posting to the HER within the building. There is no promotional material for the HER.
Intellectual	Data held within the HER is largely of a technical nature and frequently needs to be explained to laymen
Social & Cultural	Lack of knowledge of the service and its relevance to all users, particularly those within ethnic minorities, given the lack of promotional leaflets translated into appropriate languages
Financial	There are not so many financial barriers. Private, non-commercial enquiries are free, other than charges for photocopying costs

4.2: Priorities for increasing audience access

There is a huge potential for increasing HER audiences. The following bullet points identify the priorities for increasing audience numbers.

- Educate HCC's internal staff members to promote the service from within.
- Establish contact and links with tourism partners, especially Tourist Information Centres, to promote the use of the HER to inform visitors of historical and archaeological aspects of the areas they are interested in. This would promote the HER as a research tool that can add value to holidays and visitors could research aspects of the areas they are interested in.
- If the HER is to remain in County Hall more space is needed to house its archive, and to improve physical access to its records, maps and photographs.

- Produce leaflets and other promotional material to advertise the HER and its content.
- Leaflets should be produced and translated into relevant languages to reduce social and cultural barriers.
- Leaflets must be tailored to different user groups to highlight the relevance of the HER information to them specifically
- There is a high level of service currently provided to existing users of the HER. This service level needs to be maintained, and the reputation of the HER will thereby grow by word of mouth.
- If possible staff need to be more available to help people with research or give advice when the HER office facilities are improved.
- Design a simple search facility on the HER website to allow easy and quick access to all information contained within the HER. This needs to be designed to cope with complicated enquiries as well as simple ones.
- This ability to search the HER should cross reference within a multifunction search facility, i.e. people should be able to locate monuments, objects, buildings, maps, photographs and information, via a specific named location, a specific period or date or specific name, and easily obtain all relevant information.
- The improved facilities housing the HER must have good lighting, disabled access and adequate space, computers, photocopying and printing facilities, plotters and a reference section.
- Links must be established at an early stage with other like minded or relevant websites e.g., the National Trust, family history, national and local archaeology sites and other HERs/SMRs.
- The HER needs to be better promoted to the potentially large retiree audience. They have the time and interest to use the HER extensively.

4.3: Action plan for improving access.

- Locate improved facilities to house the physical aspects of the HER archive and appropriate research equipment, including computers, plotters, printers and photocopy machines.
- Write a mission statement for promotional material and widely distribute.
- Design a suitable search facility within the HER for on-line access.
- Maintain high standards of material within the HER and check the provenance and accuracy of new data.
- Maximise promotion of the HER by linking in with all available on-line archives and websites of like minded interest groups.
- Make staff more available to answer queries in the HER offices and to assist in searches carried out both on-line and in person.
- Identify all possible interest groups and design advertising material to promote all aspects and services provided by the HER and its staff.
- Make the HER secure from those who may abuse sensitive data, and reassure landowners affected by the freedom of access to such data.
- Monitor information going into the HER for libel, or inappropriate references.
- Monitor feedback from all user groups via on-line survey, e-mail survey, or a postal survey using an enquiry form sent to those who still request HER information remotely rather than by computer.

4.4: Access plan

The HLF will support “research and planning work to improve the physical and intellectual enjoyment of heritage data, such as an access plan.”

This section draws upon the audience research findings of the report and is related to the original objectives for the Access Plan, detailed in the original briefing document.

The Access Plan is structured following the recommendations and suggestions on pages 4 & 5 of the HLF document - Developing an Access Plan. They are as follows:-

4.4.1: Organisation policies, practices and procedures relating to access.

Hertfordshire County Council has no formal policy on access, although it complies at corporate level with relevant Acts such as the Disability Discrimination Act (1998) and the Freedom of Information Act (2000). The latter will shortly become law (on the 1st January 2005), and Hertfordshire County Council has already made arrangements to ensure full compliance with the Act.

Although the many members of the general public have discovered the Hertfordshire HER, improvements could be made to ease the process by which potential new users can locate the service. Some new users had difficulty in finding out which County Council departments are likely to hold heritage data.

It was evident from comments made by respondents to the surveys that other staff at Hertfordshire County Council, including its Call Centre staff, need to be better informed about the HER and its location. This applies to its departmental and physical location, and will also apply to any on-line location, and any other improved facilities it may gain, such as the possible “drop in” centre suggested by some respondents.

There is a lack of understanding apparent in survey responses as to what type of service Hertfordshire HER provides in terms of speed of response and the nature and depth of information provided. This is evident in the very low response rate received regarding questions asking users to rate the scale of charges compared to other HERs they had used. Better advertising of the HER services is needed.

Commercial respondents are prepared and accustomed to paying for HER staff time spent providing HER information to them. Non-commercial users are much more reluctant to pay for such a service, though if they were made aware of the high quality of data they could receive, they might possibly be more prepared to pay in future. But generally it was considered that charging the general public would act as a strong disincentive to use of the HER.

4.4.2: Legislation and statutory requirements relating to access including Disability Discrimination Act or building regulations.

This is covered by Objective 2.3.6: - to consider the impact of legislation such as the Data Protection Act (1998), and the Freedom of Information Act (2000), which becomes effective on 1st January 2005, on any of policies to be adopted by the access plan.

The Historic Environment Unit and the HER comply with all legislation enforced within the County Council, including the Data Protection Act. The HER records user names and other details, but must ensure that such information is not passed on to third parties without their consent, and, on request, it must inform individuals what personal information about them is held by HER.

Under the Freedom of Information Act 2000, individuals are given a general right of access to all types of recorded information held by public authorities. From January 2005 any person who makes a request to a public authority for information must be informed whether the public authority holds that information and, subject to exemptions, be supplied with that information.

In order to help everyone gain access to the information they require, the Freedom of Information Act requires all public authorities to adopt and maintain a publication scheme. Hertfordshire County Council has submitted its Publication Scheme annually for approval by the Information Commissioner and its current Scheme is published on its website <http://www.hertsdirect>. This sets out the classes of information that it publishes or intends to publish, how the information is made available, and whether it is available free of charge or upon payment. The HER and the nature of its archive is detailed within the Scheme.

Hertfordshire County Council and County Hall complies with the Disability Discrimination Act at a corporate level. At the Unit level, the HER offices would be unlikely to comply if assessed as an individual entity. It is therefore recommended that any dedicated room or improved facilities provided for the HER should comply fully with this Act.

The results of the research showed that access to the HER affected by Disability was very low. However if access to a bespoke HER research area was made available then it is likely that more visitors who did suffer from mobility, visual or other sensory disabilities would have a greater opportunity to use this service.

4.4.3: Description of the heritage site including maps, plans and photographs.

Hertfordshire County Council Historic Environment Unit, and therefore the HER, are services provided within the County Council and are not a heritage site.

The HER is the most comprehensive computerised index to Hertfordshire's heritage. The 15,000 records span the full range of human history from the Palaeolithic to the 20th century and include Neolithic and Bronze Age barrows, Iron Age hill forts, Roman villas, medieval settlements, field systems, industrial sites, railways and canals. The HER consists of a relational database running in

Access 2 that is linked to a corporate geographical information system (ArcView). Cross referenced to the HER is an archive of paper and map based information including OS maps, site specific files, a small library, photographs and slides.

The HER database is fully indexed and a wide variety of enquiries can be answered using in-built searching facilities. All of the HER information is mapped on the GIS and there is a live link between the two software packages.

This combination enables HER staff to effectively complement text-based searching on the HER with geographical searches on the GIS and enquirers are able to find out information about archaeological sites and artefacts, buildings and historic landscapes throughout Hertfordshire.

Access to the Hertfordshire County Council offices is covered in section 4.4.5. More information on its location, including map and contact details etc. are to be found on the County Council's website at:- <http://www.hertsdirect.org>.

4.4.4: Description of current access arrangements and possible improvements.

A description of the buildings and the current access is discussed in the next section, 4.4.5.

The Hertfordshire HER has already established a helpful service, supplying information via its staff, but due to the lack of response to the survey questions rating the physical aspects and facilities within the HER offices, further research is needed to investigate how many non-users would prefer to use the HER offices rather than continue accessing information remotely.

Waiting times for receiving information requested from the HER may need to be reviewed, as some respondents to the HER user survey were waiting over two weeks for their information. However, these waiting times rarely relate to commercial requests (except by agreement with the individual company) as these are commonly dealt within a 2-4 working day response time. This rapid response is necessary since any delay in the provision of information may contribute to delays in fieldwork and thereby hold up the local planning process.

There is a definite desire for HER data to be available on line. Some other HERs in England provide direct access to their databases, and commercial audiences in particular would benefit from this type of access, both in the speed of access to the information and by the time saved travelling to visit the HER.

Access to the HER would be improved significantly if a computer terminal could be provided at HALS (Hertfordshire [County Council] Archives and Local Studies) to enable access to the HER database. Similar access to the database via terminals provided at libraries and museums throughout the county would also contribute to widened access.

The HER would benefit significantly if the area currently housing the HER could be increased in size. This is borne out by the research findings discussed in

section 6, where respondents to the survey were asked what other facilities they would like the Hertfordshire HER to provide and currently there is not the space to do this .i.e. to provide more desk space.

Interestingly, a significantly high percentage of respondents thought that a Lecture Series could be offered by the HER as an additional service. This finding was borne out in subsequent research, and some focus group respondents involved with amateur historical or archaeological societies suggested they would benefit from staff of the HER attending their evening meetings, or running sessions where people could seek advice or information on finds. These could be run in the format of an Antiques Road show.

Hertfordshire has a high percentage of Internet users including many who already have access to Broadband. BT expect Broadband to be available to all those who want it by 2005, thereby increasing the potential HER audience still further. The current figures are higher than the national average and this may in part be due to the relatively prosperous and urban nature of the county, as well as, in its more rural areas, to a wish by some residents to lessen any feeling of remoteness by improving their IT access and skills.

Many local education centres and colleges offer very good free courses in computer skills and use of the Internet. Older age groups are also taking up these courses to keep apace with children and grandchildren, for both communication purposes as well as educational purposes.

The majority of those interviewed were already aware of simple map technology like Multi-Map, Mappy and Get Mapping etc for route planning for journeys or to locate an area. If information in the HER could be located using similar search methods, i.e., by “postcode” or “area name” it would be a familiar search technique, and people would find it easy to search an on line HER.

4.4.5: Description and analysis of the current barriers to access.

The following section describes the extent of current access to the Hertfordshire Historic Environment Record, and employs headings that are identified in the HLF booklet “Access plans” - helping your application”.

This section also responds directly to the following objectives of the County Council's Brief for an Access Plan, found in 2.3 of this report which state:-

- Examine the current access to the HER and identify problems with physical access to County Hall and to the HER within it.
- Identify any physical, sensory, intellectual and cultural barriers that may exist for any of the range of enquiries to the HER identified in the research.

Organisational barriers

- The Hertfordshire HER is located in the Historic Environment Unit, within the Environment Department of Hertfordshire County Council. The office is situated on the third floor, NW Block, County Hall, in the town of Hertford.

- The HER is open during normal office hours, of between 9am and 5pm, with the proviso that this service level is dependent on staff being available to help visitors and answer their enquiries.
- Visits to the HER are normally prearranged. Due to corporate policy, all visitors are required to sign in, as visitors to the County Council, at either Main or Rear Reception. They are then met by the HER Officer or another member of staff, and taken to the Historic Environment Unit's offices.
- Within this office facilities and space are limited and although visitors can book an appointment to view reports and archive material, access to the record is generally organized by telephone, post, email or fax in the first instance.
- While visitors can be accommodated by prearrangement, desk space is at a premium in the office. Visitor facilities are limited to the use of a desk, refreshments, and if required, the facility to plug in a laptop computer.
- Access to the HER database is limited by HCC Corporate IT security policy to non-County Council networked computers.
- Information held in the HER archive is not available for visitors to extract for themselves. Such information is retrieved and checked by HER staff before being made available, to ensure adherence to the Data Protection Act in that information covered by DPA is not made public.
- Much of the information held in the HER is technical in nature and may require some level of explanation by HER staff.
- Frontline staff at County Hall's Main and Rear Receptions are not able to respond to casual enquiries, and may or may not direct the enquirer correctly to the HER.
- Staff at the County Council's Hertfordshire Archives and Local Studies are familiar with the work and remit of the Historic Environment Unit, and frequently refer enquiries to the HER. However, their offices are physically at a distance, in a separate building, and visitors cannot easily be transferred to this office.
- Hertfordshire County Council corporate policy is to encourage the delivery of information and services through its Customer Service Centre and its website (www.hertsdirect.org). Due to corporate policy, specific contact details for the HER are not published on the web, and while staff of Customer Service Centre are trained in the referral of enquiries to relevant County Council staff, the service is not reliable.

Physical barriers

- County Hall has access for disabled visitors and complies with the Disability Discrimination Act (1995). There is ramp and step access to both Main and Rear Receptions. Access to the Main Reception enquiry desk is through two sets of double doors, which are normally open and to the Rear Reception enquiry desk through two double doors, one set of which is normally open. Lifts are available at several locations within County Hall.
- Access to the HER offices on the 3rd floor of County Hall is either by lift from the lower ground or from the ground floor (depending on which Reception is used) or by, respectively, eight or six flights of stairs.
- Specifically, access to the Historic Environment Unit and the HER offices involves:-

From Main Reception, going along a long corridor and through eight sets of double doors, then passing through the restaurant foyer, then along another short corridor, with heavy double doors at each end, to finally reach the most appropriate lift. Visitors to the HER then travel up three floors in the lift, and go through another pair of heavy double doors into the open plan area that houses the Unit's offices. This is a total journey of c.130m (excluding the lift). From the Rear Reception desk, access involves going through two sets of double doors to the lift (or three to the stairs), travelling up four floors in the lift, and going through double doors into the open plan area of the Unit's offices. This is a total journey of only c.30-40m (excluding the lift). Though Rear Reception is much closer to the HER, it is physically distant from the Visitors Car Park.

- Both male and female toilets are available on the same floor as the HER, but neither toilet area contains specific facilities for the disabled.
- County Hall has fire and bomb evacuation procedures, to be followed by both staff and visitors to the HER.
- Within the HER, the limited space allocated for the Historic Environment Unit service as a whole limits the availability of the service to visitors in that it is rarely possible to accommodate more than one visitor at a time and that by pre-arrangement.
- Limited space for archive storage also has some impact on the efficiency of the service provided and on the public face presented by the HER. It also an impediment to the provision and storage of information in other media, and of display materials.
- County Hall is located on the edge of the town centre, on a bus route and within walking distance of Hertford's bus station and two train stations. Though within walking distance, visitors must allow c.15 – 20 minutes to reach County Hall from the bus and train stations. Though it has a Visitors Car Park, located close to Main Reception and to Hertfordshire Archives and Local Studies, parking spaces are not always sufficient to satisfy demand.

Sensory barriers

- Information held in the HER is largely of a technical nature, and much of it needs explaining and interpreting for use by non-archaeologists.
- Information held in the HER is unsuited for use by people who have visual or hearing impairments.
- There is no sign post information within County Hall to direct visitors to the HER.
- There is currently little publicity material available about the Hertfordshire HER other than its website material on the County Council's site, www.hertsdirect.org, and its entry on LOGIS (Local Government Information Service). There also little guidance available other than a brief explanatory guide to the HER that interprets the format of the data sent to users.
- There is no publicity material or guidance about the HER available for people who may have visual or hearing impairments.

Intellectual barriers

- See also sensory barriers. The information held in the HER is specialized and assumes a certain level of knowledge and understanding. Some of it is technical in nature. This limits the understanding and appreciation of the information for some groups and individuals.
- The information is presented in a limited range of formats (currently, HER Access database reports, Excel file 'lists' or electronic GIS data) which do not necessarily enable users to access the information at appropriate levels and in formats suited to their needs (See Appendix 7.13).

Social and cultural barriers

- All of the barriers noted in the HLF Access Plans document (p.8), and in particular, the lack of outreach activity, apply to the HER and may prevent or limit access to it. The current research confirms this situation.
- The location of the HER, in County Hall, may be associated with officialdom. It therefore may be viewed as a barrier by people from some social and cultural backgrounds.

Financial barriers

- Hertfordshire County Council is located within Hertford, on the edge of the town centre, and within walking distance of Hertford's bus station and two train stations. It is on a bus route. The County Hall complex of buildings also houses another heritage facility, Hertfordshire Archives and Local Studies, located next to the Visitors Car Park. There is no charge for entry to the HER and there is no charge to members of the public, students and researchers for HER reports sent by post or email, or provided in the course of a visit to the HER. Information is also provided free to schools. There is currently no minimum charge for photocopying, with members of the public and other non-commercial users receiving a minimum of 10 photocopied sheets free.
- Though a small number of HERs do not charge for staff time and materials costs involved in supplying HER information to commercial organisations, the Hertfordshire HER currently charges an hourly rate, of £46.00 + VAT, with a minimum charge of £25.00. Its charges are fairly average when compared to the majority of HERs. Refreshments offered to visitors (cups of tea or coffee etc), are free.

Disability Discrimination Act

- Hertfordshire County Council and County Hall comply with the Act at a corporate level. At the unit level, the Historic Environment Unit offices, within which the HER is located, would be unlikely to comply in all respects if assessed as an individual entity. There are no disabled toilets on this level. Double doors do not yet have disabled access buttons.
- The current research indicated very few complaints or concerns were expressed about access to the Hertfordshire HER offices being affected by disability.

4.4.6: Consultation with a wide range of relevant individuals and interest groups.

This was carried out via the three stages of survey and focus group consultation, and its findings provided information about the current service provided by the HER, and about ways to promote the service and its potential by a wider audience.

Overall the Hertfordshire HER is an excellent and well used service. It already has a significant audience, but this may well increase if more promotion and advertising of the HER occurs and a greater accessibility is encouraged.

There was however a low response in the survey from the established regular users of the HER. This group will need to be further researched as these users, many of them professional and commercial users, will have valuable views on what kinds of information or products that Hertfordshire HER could provide in the future, and about how this information can be presented. This can be achieved by designing an on-line survey form once the HER is accessible on line.

There was also a very small representation of children, either directly in the research, or related to respondents. However interviews with lecturers and other education providers strongly indicated that greater links between educational establishments and education providers can and should be developed in the future.

The fact that 36% of those surveyed “may” want to find out more about the HER, indicates the need to promote the service. If people were more aware of what information they can have access to, they may be more predisposed to use the HER.

If different groups can be educated or advised as to how the HER is relevant to them, then they may recognise more opportunities when they might use it. Unfortunately no representative of any ethnic organisation was available to attend the focus groups but previous research in this field has identified the need to show such organisations what is in the HER, to demonstrate how it may help them, and to emphasize that there is free access to the information.

Better connections need to be made between the HER, and the National Curriculum in Schools, as well to courses run by Higher Education and Further Education establishments, since the HER would be hugely beneficial to students as well as to teachers and lecturers as a teaching/educational tool. Students at Further Educational establishments do not have the same financial assistance as those at Higher Educational ones, and so free access to a GIS system through the Hertfordshire HER would have increased importance.

HALS, libraries and museums can play a greater role in promoting the HER and in allowing the public to access the HER through computers etc. in their public areas. These are ideal locations for the HER for those who still prefer to use traditional methods of research, but who may well learn to use them in tandem with carrying out Internet searches on line.

It was very evident from both focus groups that the vast majority of individuals are happy using computers and the Internet to do research, as it is instant and readily accessible to the vast majority at home. This finding related to all age groups including the more mature individuals.

Land developers and architects etc. mostly use “Pro Map” for their Land/Site research. Some comments suggested that it is not 100% accurate for measuring building dimensions and exact locations of buildings. However most find its navigation and search methods easy to use, so Hertfordshire's on line HER could use a similar set up.

When showed how multi layering of aerial photographs and archaeological and other data, on to OS maps worked many focus group attendees were fascinated. Most had not been aware previously that this sort of technology was available at all, or could be available to non commercial users of the HER. Most saw it as a great way to do research, and a very visual technique for displaying information or doing presentations etc..

Many parish groups were already researching local history (often as part of Millennium Books or modern day Doomsday books) and saw great advantages in being able to pass on local/unique history and stories to the HER. It could become a great resource for anybody wanting to write a book on local events or history.

Leisure pursuits whether they be physical or cerebral are increasing in popularity, particularly with retirees. Programmes such as “Time Team” and “Who do you think you are?”, and the increasing number of documentary programmes on local issues, history, and heritage are inspiring people to learn more and become interested in a wider number of issues and topics, which before may often have been only studied by professionals.

4.4.7: Priorities for improving access

The two most striking points to come out of the HER Audience Development Plan and Access Plan (non-users) are that there is a very large audience in Hertfordshire who wish to be able to access the heritage data in the HER maintained by Hertfordshire County Council. The second point is that very few people even know the HER exists, know what it is, or know what it contains.

The County Council Offices are the main or first port of call for many people wanting to find out about heritage information held by the Council. Therefore it is necessary for all staff to be able to direct enquiries quickly and efficiently.

Respondents are very keen to have physical access to the heritage data held by the HER and if better facilities were provided, a strong case can be argued that more and better use of the HER's physical offices would be made. Photocopy facilities, proper desk space to work in, and staff available to help users' research are all valued facilities.

The majority of regular users of the HER were aware of much of the data and

information held within it, but they did not always know just how extensive this data could be. These materials would also have even greater relevance and use if people who have not as yet used the HER are made aware of them. This was borne out by the research into, where many who had little or no knowledge of the HER wanted to find out more about it, and said they were likely to use the service in the future.

Generally respondents to the survey were pleasantly surprised by the nature of the information they received. This high quality of service will add to the promotion of the HER by word of mouth, so continued vigilance in sending out quality information is important.

Of the 83% of respondents who had not heard of the HER 70% said they would like to use the service in the future. The research has potentially increased the HER audience merely by informing new or potential users of its existence.

As the Internet is available in 82% of homes of survey respondents, and in 60% of work places it is not surprising that a third of requests for HER information are now made by e-mail. Over a third also make requests by phone. However postal and fax request procedures are still essential as many respondents, including some commercial users, still prefer more traditional or formal mechanisms of enquiry, and others may not wish to embrace the Internet.

There is a strong case for designing proforma tables which HER users can use to feed local knowledge back to the HER, and over half of its users would be keen to do this. This response reflects the wealth of local knowledge that exists that should be recorded by the HER while it is still available, and the information in itself provides a HER product that could be enormous use to younger generations and school children. The range of heritage data held in the HER would constantly increase, and links could be more easily drawn between it and other related areas such as industrial, economic and social data.

The staff of the Historic Environment Unit are a valuable resource, and HER users would like better access to their knowledge and advice. Perhaps a timetable can be set up to allow greater access to the staff by the general public, through talks given to individual heritage clubs and societies, and also to schools and colleges. This service would benefit school children studying courses such as History and Geography, and help them to make better use of the wide range of other social, industrial and environmental data they have to study.

It would be beneficial if a series of links or reciprocal links could be set up with all other relevant historical, leisure, industrial, social, environmental, or archival websites to help promote the HER and to add to the wealth of research material available on the Internet.

Very few respondents had any difficulty accessing the HER as a result of any disability. However disabled access is a significant factor in the design of any improvements to or expansion of the HER offices in future. Lighting and seating arrangements are also important.

4.4.8: Strategy for putting access improvements in place.

It is quite amazing that many staff within the County Council itself are not aware of the important service it provides. Some staff did not know there was a Historic Environment Unit and many had not heard of the Historic Environment Record. County Council staff could be trained in promoting their services better, and promoting the HER effectively should be one of the first actions to be implemented in a strategy for improving access to the HER, both physically and remotely.

It is suggested that HALS (Hertfordshire Archives and Local Studies) could well become a well-used location for those wishing to consult the HER if it was made available there. If the HER is made available to the public at HALS, this location needs to be well advertised and sign posted.

4.4.9: Financial and human resources needed to put the access plan into practice.

Until the location and nature of any improved HER facilities is decided it is not possible to suggest any accurate costings. However, it is likely that one extra full time member of staff would be needed to run any enhanced HER facilities, and to provide lectures, outreach and other new services.

The Market Research Group has identified from its research that improved office facilities, or a drop in type centre, would benefit both existing and new HER users. Within these facilities there is a need to provide access to a full range of equipment including computers, printers, plotters, photocopiers, CD Rom and the Internet, with staff on hand to assist with information searches and queries. Charges for printing and photocopying documents, maps and photographs should be set at rates that can help to maintain and support the facility.

Time and money will need to put aside to provide teaching materials for schools, these would be themed packs or themed information appropriate to the different years of study for children. This could be provided on CD as well as hard copy.

4.4.10: Putting the access plan into practice

A promotional or advertising plan needs to be implemented as a major part of the access plan.

New promotional material must be designed to highlight the HER and its potential uses to existing and potential users.

The nature and location of the improved HER facilities need to be confirmed.

Some attending the focus groups identified a need for the Hertfordshire HER to provide better access to hard copies of database records, and to background archive held within the HER (reports, maps, plans, photographs, etc.), in addition to providing efficient on line access. Again, an expanded office or drop in centre might provide for the needs of those wanting to look at the database, and at reports and other HER archive, and would be a positive step. Any charges

levied for facilities such as photocopying could be used as a small source of revenue to help maintain the HER.

4.4.11: Monitoring and evaluation arrangements.

Monitoring can cover many elements of the HER, including, for example, the use of an on-line HER site for genuine research, and the protection of such a site from abuse by those who wish to make a financial gain.

Among several other concerns that need to be addressed are the accuracy of the content of the HER database, and the speed and regularity of updates made to it. Should the HER charge both commercial agencies and companies and non commercial individuals for access to its on-line databases then the need to provide up to date and accurate information in them is arguably even greater. Time and money must be spent to ensure that sufficient staff are employed to maintain the HER to a high standard.

Other concerns expressed were the possible increase in trespassing as a direct result of improved access to sensitive data relating to what may be private land. Landowners may also have concerns about trespass on, and damage to their land through increased metal detection activity, if precise locations of unique archaeological artefacts are made public.

Once the HER has become accessible via the Internet, it will be appropriate to monitor the range of users and to design appropriate levels of registration based on the level of information required. In addition, on line feedback questionnaires should be designed that would pop up immediately after someone has visited the HER website. The information gained will indicate who is using the site and for what reasons, pinpoint new users, and track whether overall use of the site is growing. These mechanisms will allow the HER both to protect the site from abuse, and to monitor levels of use of the HER.

4.4.12: Where the organisation is now

The research carried out by Vivienne Holgate in 2001, and the research now undertaken by the Market Research Group both indicate heightened interest from the general public in the HER.

The Hertfordshire HER is an excellent and well used service, with an already significant audience. The Historic Environment Unit now needs to move forward and promote and develop the HER to allow broadened and full access to its service, both physically and remotely, whether this be in conjunction with HALS and other external organisations, or alone.

5: Methodology – Audience Research

Three stages of research were carried out prior to the preparation of the Audience Development Plan and Access Plan. The first stage surveyed existing users of the HER, who were asked to respond to a questionnaire sent out mainly by post but also via e-mail. The second stage used the results from the first stage to identify new or potential user groups, who were then surveyed via an additional questionnaire, again sent by e-mail or by post. This questionnaire was also available on-line. The third stage involved setting up two focus groups, one consisting of existing HER users and the other with representatives from the newly identified new or potential HER user groups. The 'existing user' group comprised both individuals carrying out local research, and professionals, working in commercial archaeological contract fieldwork or consultancy, or fields such as biological recording. The 'non user' group consisted of education providers, local parishioners, and representatives of amateur interest groups (e.g. local historians and/or archaeologists), museums, and educational support groups.

The first questionnaire (**first stage**) was designed to help identify who the existing users of the Hertfordshire HER were, and the nature of their use of the HER. This research used both qualitative and quantitative techniques. The former provided background and depth to some of the issues raised, specifically those of information needs, and modes of access. The quantitative research provided robust data regarding such issues as profiles of existing users, of potential new users, of user needs and other aspects of the service.

The second questionnaire (**second stage**) was designed to find out whether people were aware of the existence of Hertfordshire County Council's Historic Environment Unit and its HER, and if they were not aware, to establish their level of interest in using it once they knew what it contained. The questionnaire was sent by post to various groups and was also made available on-line. Groups surveyed by post included education providers, with the questionnaire being sent to all secondary schools in the county, all Parish Councils, and, by means of a specially constructed database, all those building construction and architect firms that operate within Hertfordshire. A database for ethnic organisations was also set up and these were surveyed, again by post. An attempt to publicise the existence of the HER to Hertfordshire County Council staff via an advertisement for the on-line version of the questionnaire on the staff intranet was unsuccessful, but hard copy versions were made available at the main staff reception and to staff and visitors to HALS.

The third stage used focus groups consisting of existing HER users and new or potential HER users to discuss the services the HER could provide, the range of information it should include, and the best ways of accessing that information. The groups comprised volunteers who had responded to MRG's request for participation in the focus groups and who had provided their contact details on the back of the appropriate user or non user questionnaires.

The results ensuing from these three stages of the research informed the preparation of the audience development and access plans, and ensured the inclusion of measurable outcomes and methods of implementation.

5.1: Methodology for first stage - existing users

The Hertfordshire Historic Environment Record enquiries database was analysed, and a random sample of user enquiry forms was used to provide basic statistical data regarding the enquirer (including details of type of organisation or affiliation and postcode) and the purpose of the enquiry.

A stratified sample of approximately 400 HER users by type of organisational affiliation and purpose of visit was constructed. A survey of these users was conducted via postal survey and an on-line questionnaire, which provided a further statistical account of users and potential new users of the HER as well as providing a better understanding of user needs and direction for the marketing of the HER in the future.

400 questionnaires were sent out to known Hertfordshire HER users by post and a few, where no postal address was available, were contacted by e-mails with an attached link to the electronic version of the Hertfordshire HER user questionnaire. Of the questionnaires sent by post 162 were returned completed. Unfortunately due to unknown external complications no on-line surveys were ever received by MRG. The total response rate for the postal survey was 40%; this provides a robust sample from which reliable data can be gained.

5.2: Methodology for second stage – new or potential users

There was a noticeable lack of ethnic representation in the first stage of the audience research and so in the second stage of the research a database containing 47 separate organisations with ethnic representation or related functions was constructed to address this issue. All these organisations were sent copies of the new or potential user group questionnaire, and 13% responded to the survey. Unfortunately no representatives from the ethnic organisations were available to participate in the subsequent focus group session.

Five other small databases were set up in order to survey other new or potential user groups. The parish database contained names of 112 representatives of local parish councils, and 35% of these responded to the postal survey. The architects' database contained 61 company names, and 16% responded. The builders' database contained 60 company names, and only 10% responded. The museums' database contained 62 entries, of which 47% responded and the schools database contained 610 entries, of which 22% responded. The overall response rate was therefore 24%.

A separate survey was carried out, using the same questionnaire, within Hertfordshire County Council itself to establish if staff were aware of the Historic Environment Unit and of the HER. The intention here was to assess the need to promote the HER from within, in the future. The on-line link to this survey was advertised via the internal staff intranet, but unfortunately due to an external server problem no completed questionnaires were ever received by MRG. Printed copies of the questionnaire were also made available in hard copy to County Hall Reception and HALS, but it is not known how many were distributed in this way.

This research used both qualitative and quantitative techniques. The former technique provides background and in-depth information relating to some of the issues raised, specifically in relation to why and how people thought they would use the HER. Quantitative research provides basic demographic data, and the results that ensue from both forms of the research will inform the preparation of the audience development and access plans, and will ensure the inclusion of measurable outcomes and methods of implementation.

5.3: Methodology for third stage – focus groups

A series of topics were established for discussion by the two focus groups (see *Appendix 7.7 & 7.8*). A small presentation about the HER was shown to both groups of attendees beforehand to give them some idea of what the HER already contained, and of what it intended to provide to users in the future. It also illustrated various ways in which refined data searches can be carried out, and how its data can be used within GIS mapping systems. Full results of these interviews can be found in *Appendix 7.3*. The MRG consulted with Historic Environment Unit staff before the focus groups took place to ensure appropriate technical questions were asked.

Those volunteering to take part in the focus groups fell into the following user groups:-

- Architects, Builders and Land developer/Real Estate
- Ramblers
- Lecturers, Higher and Further Education Teachers
- Secondary and Primary School Teachers
- Amateur and Professional Historians
- Amateur and Professional Archaeologists
- IT Experts
- Librarians and Archivists
- Parish Councillors and Secretaries
- County Hall staff
- Museums - Curators
- Family History Society members
- Landscape Historians

6: Research Findings

6.1: Results of Audience research for existing HER users (first stage)

The findings are presented in question order where possible, and an explanation of the findings of each table is provided. The tables include: frequency of responses, base (all asked) and valid (all answering) percentages.

6.1.1: How did you find out about us?

Table 6.1.1 shows the largest percentage (27%) of those accessing the HER had heard about it via some “other” source. The full list of “other” can be found in *Appendix 7.2.1*.

Table 6.1.1: (Q1) How did you find out about us?			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Council Office	27	16.7	17.1
(2) Museum	7	4.3	4.4
(3) Hertfordshire County Record Office	31	19.1	19.6
(4) Herts. website	21	13.0	13.3
(5) Internet website	4	2.5	2.5
(6) Local Society	6	3.7	3.8
(7) Local Press or Media	0	0	0
(8) Word of Mouth	26	16.0	16.5
(9) College or School	8	4.9	5.1
(10) Other	43	26.5	27.2
Total (Valid: Multi-Code)	162	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	162	100.0	N/A

20% of users found out about it through Hertfordshire County Record Office (HALS), and 17% found out through the Council offices, and by word of mouth.

6.1.2: Was it easy to find out about our HER?

Table 6.1.2 shows that 92% of people using the HER found it easy to find out about it.

Table 6.1.2: (Q2) Was it easy to find our HER			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	145	89.5	91.8
(2) No	13	8.0	8.2
Total (Valid)	158	97.5	100.0
(0) Missing Values	4	2.5	N/A
Total (Base)	162	100.0	N/A

Of those saying “No”, they had not found the HER easily, most gave the reason that they were previously not aware of its existence. The full list of reasons given can be found in *Appendix 7.1.1*.

6.1.3: How often have you used the HER?

Table 6.13 shows that 48% of those surveyed had used the HER between 2 and 5 times. There was a disproportionate response from commercial users who would have used the HER many times. Of those who indicated their use was for commercial reasons, 49% had visited it between 2 and 5 times (see Table 7.4.1, Section 7.4 cross tabulations) and 39% of the non-commercial users had visited only once.

Table 6.1.3: .1 (Q4) How many times have you used the HER in the last 2 years?			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Once	59	36.4	36.6
(2) 2 - 5	77	47.5	47.8
(3) 6 - 10	14	8.6	8.7
(4) More than 10 times	11	6.8	6.8
Total (Valid: Multi-Code)	161	100.0	100.0
(0) Missing Values	1	0.0	N/A
Total (Base)	162	100.0	N/A

6.1.4: How did you access the HER?

Table 6.1.4 indicates that 37% of those using the HER requested information by phone.

Table 6.1.4: .1 (Q5) How did you access the HER?			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Visit to HER office	35	21.6	21.7
(2) Visit to Library	2	1.2	1.2
(3) Access via internet	3	1.9	1.9
(4) Access via Herts. website	6	3.7	3.7
(5) Postal request	32	19.8	19.9
(6) E-mail request	56	34.6	34.8
(7) Phone request	59	36.4	36.6
(8) Other	4	2.5	2.5
Total (Valid: Multi-Code)	162	100.00	100.0
Total (Base)	162	100.0	N/A

The “other” options given are shown in *Appendix 7.1.2*

6.1.5: Rating the HER.

If the responses under the categories “Very good” and “Good” in Tables 6.1.5a-h are combined, the positive ratings of the facilities can be compared. Users were asked to rate the HER on eight categories of service. The helpfulness of staff category scored the highest rating, with 100% of users rating it as “Very good” or “Good”.

The range of information within the HER was also rated positively by 89% of users. Waiting times rated well, at 84%, and 82% rated access well. The remaining facilities were rated much lower in many cases because respondents had no knowledge or experience of the physical aspects of the HER offices.

Table 6.1.5a: Rating on staff helpfulness (Q6a)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	118	72.8	74.7
(2) Good	40	24.7	25.3
(3) Neither	0	0.0	0.0
(4) Poor	0	0.0	0.0
(5) Very poor	0	0.0	0.0
Total (Valid)	80	98.8	100.0
(0) Missing Values	4	1.2	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	158	100	100
(3) Middle Box	0	0.0	0.0
(4&5) Bottom Two Boxes	0	0.0	0.0

Table 6.1.5b: Rating on range of info in HER (Q6b)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	54	33.3	38.6
(2) Good	71	43.8	50.7
(3) Neither	14	8.6	10.0
(4) Poor	1	.6	.7
(5) Very poor	0	0.0	0.0
Total (Valid)	140	86.4	100.0
(0) Missing Values	22	13.6	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	125	77.1	89.3
(3) Middle Box	14	8.6	10.0
(4&5) Bottom Two Boxes	1	.6	.7

Table 6.1.5c: Rating on accessibility to HER (Q6c)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	44	27.2	31.7
(2) Good	70	43.2	50.4
(3) Neither	21	13.0	15.1
(4) Poor	3	1.9	2.2
(5) Very poor	1	.6	.7
Total (Valid)	139	85.8	100.0
(0) Missing Values	23	14.2	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	114	70.4	82.0
(3) Middle Box	21	13.0	15.1
(4&5) Bottom Two Boxes	4	2.5	2.9

Table 6.1.5d: Rating on waiting times for info. (Q6d)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	56	34.6	39.7
(2) Good	63	38.9	44.7
(3) Neither	16	9.9	11.3
(4) Poor	6	3.7	4.3
(5) Very poor	0	0.0	0.0
Total (Valid)	141	87.0	100.0
(0) Missing Values	21	13.0	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	119	73.5	84.4
(3) Middle Box	16	9.9	11.3
(4&5) Bottom Two Boxes	6	3.7	4.3

Table 6.1.5e: Rating on standard of equipment. (Q6e)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	7	4.3	11.7
(2) Good	25	15.4	41.7
(3) Neither	23	14.2	38.3
(4) Poor	5	3.1	8.3
(5) Very poor	0	0.0	0.0
Total (Valid)	60	37.0	100.0
(0) Missing Values	102	63.0	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	32	19.7	53.3
(3) Middle Box	23	14.2	38.3
(4&5) Bottom Two Boxes	5	3.1	8.3

Table 6.1.5f: Rating on accessibility of equipment. (Q6f)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	5	3.1	9.1
(2) Good	23	14.2	41.8
(3) Neither	24	14.8	43.6
(4) Poor	3	1.9	5.5
(5) Very poor	0	0.0	0.0
Total (Valid)	55	34.0	100.0
(0) Missing Values	107	66.0	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	28	17.3	50.9
(3) Middle Box	24	14.8	43.6
(4&5) Bottom Two Boxes	3	1.9	5.5

Table 6.1.5g: Rating on booking availability. (Q6g)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	7	4.3	13.2
(2) Good	20	12.3	37.7
(3) Neither	25	15.4	47.2
(4) Poor	1	0.6	1.9
(5) Very poor	0	0.0	0.0
Total (Valid)	53	32.7	100.0
(0) Missing Values	109	67.3	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	27	16.6	50.9
(3) Middle Box	25	15.4	47.2
(4&5) Bottom Two Boxes	1	.6	1.9

Table 6.1.5h: Rating on space to work. (Q6h)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Very good	4	2.5	6.9
(2) Good	12	7.4	20.7
(3) Neither	33	20.4	56.9
(4) Poor	5	3.1	8.6
(5) Very poor	4	2.5	6.9
Total (Valid)	58	35.8	100.0
(0) Missing Values	104	64.2	N/A
Total (Base)	162	100.0	N/A
Average Rating (1-5)	N/A	N/A	N/A
(1&2) Top Two Boxes	16	9.9	27.6
(3) Middle Box	33	20.4	56.9
(4&5) Bottom Two Boxes	9	5.6	15.5

6.1.6: Was your enquiry commercial?

Table 6.1.6 shows that there was a fairly low response to the survey from commercial users of the HER, with 72% of users declaring their use to be non-commercial.

Table 6.1.6: Was your enquiry of commercial nature? (Q7)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	45	27.8	28.1
(2) No	115	70.6	71.8
Total (Valid)	160	98.4	100.0
(0) Missing Values	2	1.6	N/A
Total (Base)	162	100.0	N/A

6.1.7: Have you used other HERs?

Table 6.1.7.shows that 51% of respondents had used other HERs.

Table 6.1.7: Have you used other HERs? (Q8)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	81	50.0	50.6
(2) No	79	48.8	49.4
Total (Valid)	160	97.5	100.0
(0) Missing Values	2	1.2	N/A
Total (Base)	162	100.0	N/A

6.1.8: What other HERs have you used?

The following is a full list of other HERs used by respondents. Multiple mentions of the same HER are totalled up in the left hand column:-

- | | |
|--|---------------------------------|
| • All of England | • Exeter |
| • National Buildings Record, Fortress House, Savile Row | • Glamorgan CC |
| • English Heritage (Magic) & other local government & national government bodies | • 2 Greater London |
| • 6 English Heritage, Greater London (GLAAS) | • 4 Hampshire CC |
| • 3 English Heritage at Swindon | • 2 Herefordshire CC |
| • 11 use HERs nationally | • 4 Hertfordshire CC |
| • 21 use other SMRs | • 7 Kent CC |
| • 4 use most local authorities in SE England | • 3 Leicestershire CC |
| • Southern Central England | • 2 Lincolnshire CC |
| • 4 many across the UK | • Liverpool Metropolitan |
| • 16 Bedfordshire CC | • Milton Keynes Unitary |
| • 3 Berkshire | • 6 Northamptonshire CC |
| • 13 Buckinghamshire CC | • North Herts. District Council |
| • 8 Cambridgeshire CC | • 3 Norfolk CC |
| • Cheshire CC | • 3 Nottinghamshire CC |
| • Chester | • 5 Oxfordshire CC |
| • 3 Cornwall | • Reading Unitary |
| • Devon CC | • 3 Somerset CC |
| • Dorset CC | • Staffordshire CC |
| • East Sussex | • 3 Suffolk CC |
| • 17 Essex CC | • Surrey CC |
| • Essex CC, at Chelmsford Library | • 3 Sussex CC |
| • 2 Essex CC at Southend Library | • Wales |
| | • 4 Warwickshire CC |
| | • West Sussex |
| | • West Yorkshire |
| | • Wiltshire |
| | • Worcestershire. |

6.1.9: What aspects of these other HERs would you like Hertfordshire to provide?

The following bullet points comment on and list aspects and services respondents would like to see at Hertfordshire's HER:-

- All very similar
- Better internet access

- Better online access
- Colour maps with SMR data marked on
- Data plotted on 1:10,000 OS Maps
- Database
- Did not visit, done by email
- Digital info including aerial photographs and maps
- Digital SMR data
- Electronic versions of info would be helpful
- Emailing results would be useful
- Free offprints of articles
- Greater focus on specific detailing
- Internet password for access when needs be
- It was well up there with the best especially its on line access
- Map print outs as (sometimes) available from GLAAS
- More accessible records easier to use and manipulate
- No
- Didn't have info. needed remotely, my enquiries were specific to this village, it was a part of Bedfordshire.
- No Herts. is one of the best
- No Herts. is superior
- No. For my purposes the two have provided facilities.
- One of the best and I like the ability to digitally plot HER data
- Online access is obviously useful and saves staff time
- Provide as much info as possible on a well laid out, clear web page
- Similar service provided by all
- View records on the internet
- Web based access

6.1.10: How do our charges compare with other HERs?

Table 6.1.10 shows that there was a low response rate to both these questions, and clearly the vast majority of users do not know how the charges compare with those of other HERs. However 61% of users think that costs are similar.

Table 6.1.10: How does our standard service compare with other HERs? (11)			
Base: All respondents (45)	Frequency (f)	Percentage (%)	Valid (%)
(1) Less expensive	2	4.4	5.6
(2) About the same	22	48.9	61.1
(3) Excessive	2	4.4	5.6
(4) Don't know	10	22.2	27.8
Total (Valid: Single Code)	36	79.9	100.0
(0) Missing Values	9	19.1	N/A
Total (Base)	45	100.0	N/A

6.1.11: How long was it before your request was dealt with?

Table 6.1.11 details how quickly respondents had their HER information requests dealt with. 31% were dealt within 2-4 days and 23% had their information within a week. 31% of respondents had to wait 2 weeks or more for their information. Depending on the guidelines for speed of response set by Hertfordshire Environment Unit these results may be interpreted differently. 20% of requests were dealt with immediately.

Table 6.1.11: How long was it before we dealt with your request? (Q12)			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Immediately	31	19.1	20.1
(2) 2 - 4 days	47	29.0	30.5
(3) 1 week	35	21.6	22.7
(4) 2 weeks	24	14.8	15.6
(5) More than 2 weeks	17	10.5	11.0
Total (Valid: Single Code)	154	95.1	100.0
(0) Missing Values	8	4.9	N/A
Total (Base)	162	100.0	N/A

6.1.12: Did the information we sent you answer your enquiry?

Table 6.1.12 shows that 93% of respondents said that their enquiry was adequately answered.

Table 6.1.12: Did the information we sent you answer your enquiry adequately? (Q13)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	139	85.8	92.7
(2) No	11	6.8	7.3
Total (Valid)	150	92.6	100.0
(0) Missing Values	12	7.4	N/A
Total (Base)	162	100.0	N/A

6.1.13: Q14 - If “No” what was the reason?

The following bullet points detail their reasons:

- I provided info for the HER not requested it
- You had no information on the site I asked about
- I tend to need very detailed information but the HER gives good reference sources
- Info not complete
- Was contrary to another part of the council and the info they were providing/interpreting
- Has still not been received
- Limited knowledge on subject
- There was no more information available than was provided by our own records
- Insufficient data has been discovered and included my own topic

6.1.14: Q15 - What information did you obtain in response to your enquiry?

A full list of the information provided to users by the HER can be found in Appendix 7.1.7.

6.1.15: Was the information in a format useful to you?

Table 6.1.15 shows the very high percentage of respondents who stated that they received helpful information (98%).

Table 6.1.15: Was the information in a format that was helpful to you? (Q16)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) Yes	144	88.9	98.0
(2) No	3	1.9	2.0
Total (Valid)	147	90.7	100.0
(0) Missing Values	15	9.3	N/A
Total (Base)	162	100.0	N/A

6.1.16: Q17 - If “No”, what was the reason for this?

Those who did not receive the information from the HER in a useful format gave the following reasons:-

- E-mail would have been better
- Would have been nice to receive digitally as it would be faster
- Limited knowledge on subject

6.1.17: Was the information we sent you....?

Table 6.1.17 shows that 58% of respondents received the quality of information was as they expected. 39% stated that the information was better than or a lot better than expected, and only 3% felt the quality of the information was worse than or far worse than expected.

Table 6.1.17: Was the information you received...? (Q18)			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) A lot better than expected	24	14.8	15.5
(2) Better than expected	36	22.2	23.2
(3) As expected	90	55.6	58.1
(4) Worse than expected	4	2.5	2.6
(5) Far worse than expected	1	.6	.6
Total (Valid: Single Code)	155	95.7	100.0
(0) Missing Values	7	4.3	N/A
Total (Base)	162	100.0	N/A

6.1.18: In what capacity were you accessing information from the HER?

Table 6.1.18 shows that the largest audience types using the HER were amateur archaeologists or historians (24%). Professional archaeologists and historians were the next highest category at 17%. No school pupils or journalists, and only two developers accessed the HER, and these categories of potential users will need further investigation when looking at non-users of the HER.

Table 6.1.18: In what capacity were you accessing information from the HER? (Q19)			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Teacher/Lecturer	6	3.7	3.8
(2) Amateur archaeologist/historian	38	23.5	24.2
(3) Professional archaeologist/historian	27	16.7	17.2
(4) Commercial archaeologist/historian	14	8.6	8.9
(5) Land/Building Developer	2	1.2	1.3
(6) Journalist	0	0.0	0.0
(7) Scientist/Environmentalist	13	8.0	8.3
(8) Civil Servant	3	1.9	1.9
(9) School Pupil	0	0.0	0.0
(10) Student	11	6.8	7.0
(11) Interested member of public	17	10.5	10.8
(12) Other	157	16.0	16.6
Total (Valid: Single Code)	157	96.9	100.0
(0) Missing Values	5	3.1	N/A
Total (Base)	162	100.0	N/A

“Other”

The next highest percentage of respondents chose “other” as their option for describing the capacity in which they were accessing the HER, and described themselves as:-

Providing land management advice
 Professional Landscape Architect
 Aviation historian
 Museum Curator
 Parish Clerk
 Landscape Officer for Borough Council
 Commercial researcher
 Metal detectorist
 To assist my husband in writing an article for a local history book.
 Utility company
 Planning consultant
 Consultant for local museum
 Professional company [working] for highways agency
 Chairman of Parish Plan Group
 Church Warden in support of grant application
 Member of staff of local authority
 Local authority officers
 Owner of a listed property
 Consulting engineer working for the environment agency
 Field group leader for local archaeology groups
 Local government officer
 Local council map officer
 Palaeontologist
 Local authority (internal HCC request)

6.1.20: Which of the following would be your preferred method of access?

Table 6.1.20a-g shows which methods of access to the HER were preferred by users. 65% of respondents (the majority) would prefer to access the HER through the Internet, followed by access to archaeological advice and information directly from the HER staff at 39%, and by post, at 38%.

Table 6.1.20a: Access to the HER through the Internet (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	84	51.9	64.6	64.6
(2) Preferred	27	16.7	20.8	20.8
(3) OK	15	9.3	11.5	11.5
(4) Least preferred	1	0.6	0.8	0.8
(5) Not preferred	3	1.9	2.3	2.3
Total (Rating)	130	80.2	100.0	100.0
(0) Missing Values	32	19.8	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	1.6
(1&2) Top Two Boxes (CI)	6	68.5	85.4	85.4
(3) Middle Box (CI)	5	9.3	11.5	11.5
(4&5) Bottom Two Boxes (CI)	3	2.5	3.1	3.1

Table 6.1.20b: HER information sent by mail to you (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	17	10.5	13.1	17.2
(2) Preferred	38	23.5	29.2	38.4
(3) OK	38	23.5	29.2	38.4
(4) Least preferred	4	2.5	3.1	4.0
(5) Not preferred	2	1.2	1.5	2.0
Total (Rating)	99	61.1	76.2	100.0
(0) Missing Values	63	38.9	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.4
(1&2) Top Two Boxes (CI)	10	34.0	42.3	55.6
(3) Middle Box (CI)	10	23.5	29.2	38.4
(4&5) Bottom Two Boxes (CI)	5	3.7	4.6	6.1

Table 6.1.20c: An HER research centre where you could research your own enquiry (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	19	11.7	14.6	19.2
(2) Preferred	20	12.3	15.4	20.2
(3) OK	38	23.5	29.2	38.4
(4) Least preferred	13	8.0	10.0	13.1
(5) Not preferred	9	5.6	6.9	9.1
Total (Rating)	99	61.1	76.2	100.0
(0) Missing Values	63	38.9	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.7
(1&2) Top Two Boxes (CI)	10	24.1	30.0	39.4
(3) Middle Box (CI)	10	23.5	29.2	38.4
(4&5) Bottom Two Boxes (CI)	8	13.6	16.9	22.2

Table 6.1.20d: Access to the HER from another establishment (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	10	6.2	7.7	10.5
(2) Preferred	24	14.8	18.5	25.3
(3) OK	37	22.8	28.5	38.9
(4) Least preferred	13	8.0	10.0	13.7
(5) Not preferred	11	6.8	8.5	11.6
Total (Rating)	95	58.6	73.1	100.0
(0) Missing Values	67	41.4	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.9
(1&2) Top Two Boxes (CI)	10	21.0	26.2	35.8
(3) Middle Box (CI)	10	22.8	28.5	38.9
(4&5) Bottom Two Boxes (CI)	9	14.8	18.5	25.3

Table 6.1.20e: Access to archaeological advice from our staff (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	46	28.4	35.4	39.3
(2) Preferred	43	26.5	33.1	36.8
(3) OK	21	13.0	16.2	17.9
(4) Least preferred	2	1.2	1.5	1.7
(5) Not preferred	5	3.1	3.8	4.3
Total (Rating)	117	72.2	90.0	100.0
(0) Missing Values	45	27.8	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	1.9
(1&2) Top Two Boxes (CI)	8	54.9	68.5	76.1
(3) Middle Box (CI)	7	13.0	16.2	17.9
(4&5) Bottom Two Boxes (CI)	4	4.3	5.4	6.0

Table 6.1.20f: Leaflets/publications on the local archaeology (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	16	9.9	12.3	17.6
(2) Preferred	20	12.3	15.4	22.0
(3) OK	32	19.8	24.6	35.2
(4) Least preferred	11	6.8	8.5	12.1
(5) Not preferred	12	7.4	9.2	13.2
Total (Rating)	91	56.2	70.0	100.0
(0) Missing Values	71	43.8	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.8
(1&2) Top Two Boxes (CI)	10	22.2	27.7	39.6
(3) Middle Box (CI)	10	19.8	24.6	35.2
(4&5) Bottom Two Boxes (CI)	9	14.2	17.7	25.3

Table 6.1.20g: Other (Q20)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	4	2.5	3.1	44.4
(2) Preferred	2	1.2	1.5	22.2
(3) OK	2	1.2	1.5	22.2
(4) Least preferred	1	0.6	0.8	11.1
(5) Not preferred	0	0.0	0.0	0.0
Total (Rating)	9	5.6	6.9	100.0
(0) Missing Values	153	94.4	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.0
(1&2) Top Two Boxes (CI)	31	3.7	4.6	66.7
(3) Middle Box (CI)	27	1.2	1.5	22.2
(4&5) Bottom Two Boxes (CI)	21	0.6	0.8	11.1

6.1.21: Do you have, or work with children?

Table 6.1.21 shows that only a small percentage of HER users (15%) have children or work with children. This area will need further investigation through the non-users research stage.

Table 6.1.21: Do you have children or work with children? (Q21)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	23	14.2	15.1
(2) No	129	79.6	84.9
Total (Valid: Single-Code)	152	93.8	100.0
(0) Missing Values	152	93.8	N/A
Total (Base)	162	100.0	N/A

6.1.22: What would a child's preferred method of access to the HER be?

Table 6.1.22a-f shows that the preferred method of access to HER information for children is also the Internet, at 79%; however the option of HER information sent by mail was also popular, at 42%.

Table 6.1.22a: Access to the HER through the Internet (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	15	65.2	11.5	78.9
(2) Preferred	4	17.4	3.1	21.1
(3) OK	0	0.0	0.0	0.0
(4) Least preferred	0	0.0	0.0	0.0
(5) Not preferred	0	0.0	0.0	0.0
Total (Rating)	19	82.6	14.6	100.0
(0) Missing Values	4	17.4	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	1.2
(1&2) Top Two Boxes (CI)	0	82.6	14.6	100.0
(3) Middle Box (CI)	0	0.0	0.0	0.0
(4&5) Bottom Two Boxes (CI)	0	0.0	0.0	0.0

Table 6.1.22b: HER information sent by mail to you (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	5	21.7	3.8	41.7
(2) Preferred	2	8.7	1.5	16.7
(3) OK	4	17.4	3.1	33.3
(4) Least preferred	1	4.3	0.8	8.3
(5) Not preferred	0	0.0	0.0	0.0
Total (Rating)	12	52.2	9.2	100.0
(0) Missing Values	11	47.8	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.1
(1&2) Top Two Boxes (CI)	28	30.4	5.4	58.3
(3) Middle Box (CI)	27	17.4	3.1	33.3
(4&5) Bottom Two Boxes (CI)	16	4.3	0.8	8.3

Table 6.1.22c: An HER research centre where you could research your own enquiry (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	1	4.3	0.8	7.7
(2) Preferred	2	8.7	1.5	15.4
(3) OK	7	30.4	5.4	53.8
(4) Least preferred	3	13.0	2.3	23.1
(5) Not preferred	0	0.0	0.0	0.0
Total (Rating)	13	56.5	10.0	100.0
(0) Missing Values	10	43.5	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.9
(1&2) Top Two Boxes (CI)	23	13.0	2.3	23.1
(3) Middle Box (CI)	27	30.4	5.4	53.8
(4&5) Bottom Two Boxes (CI)	23	13.0	2.3	23.1

Table 6.1.22d: Access to the HER from another establishment (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	1	4.3	0.8	7.7
(2) Preferred	6	26.1	4.6	46.2
(3) OK	2	8.7	1.5	15.4
(4) Least preferred	4	17.4	3.1	30.8
(5) Not preferred	0	0.0	0.0	0.0
Total (Rating)	13	56.5	10.0	100.0
(0) Missing Values	10	43.5	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.7
(1&2) Top Two Boxes (CI)	27	30.4	5.4	53.8
(3) Middle Box (CI)	20	8.7	1.5	15.4
(4&5) Bottom Two Boxes (CI)	25	17.4	3.1	30.8

Table 6.1.22e: Access to archaeological advice from our staff (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	4	17.4	3.1	30.8
(2) Preferred	4	17.4	3.1	30.8
(3) OK	3	13.0	2.3	23.1
(4) Least preferred	1	4.3	0.8	7.7
(5) Not preferred	1	4.3	0.8	7.7
Total (Rating)	13	56.5	10.0	100.0
(0) Missing Values	10	43.5	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.3
(1&2) Top Two Boxes (CI)	26	34.8	6.2	61.5
(3) Middle Box (CI)	23	13.0	2.3	23.1
(4&5) Bottom Two Boxes (CI)	20	8.7	1.5	15.4

Table 6.1.22f: Leaflets/publications on the local archaeology (Q22)				
Base: Yes at Q21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	2	8.7	1.5	18.2
(2) Preferred	3	13.0	2.3	27.3
(3) OK	5	21.7	3.8	45.5
(4) Least preferred	0	0.0	0.0	0.0
(5) Not preferred	1	4.3	0.8	9.1
Total (Rating)	11	47.8	8.5	100.0
(0) Missing Values	12	52.2	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.5
(1&2) Top Two Boxes (CI)	29	21.7	3.8	45.5
(3) Middle Box (CI)	29	21.7	3.8	45.5
(4&5) Bottom Two Boxes (CI)	17	4.3	0.8	9.1

Table 6.1.22g: Other (Q22)				
Base: All Yes a@ Q 21 (23)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Most preferred	0	0.0	0.0	0
(2) Preferred	0	0.0	0.0	0
(3) OK	0	0.0	0.0	0
(4) Least preferred	0	0.0	0.0	0
(5) Not preferred	0	0.0	0.0	0
Total (Rating)	0	0.0	0.0	0
(0) Missing Values	23	100.0	N/A	N/A
Total (Base)	23	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	0
(1&2) Top Two Boxes (CI)	#DIV/0!	0.0	0.0	0
(3) Middle Box (CI)	#DIV/0!	0.0	0.0	0
(4&5) Bottom Two Boxes (CI)	#DIV/0!	0.0	0.0	0

6.1.23: If you were to visit the HER offices what facilities would you like to see provided there?

Table 6.1.23 indicates that having staff available at the HER office to help with research is the most valued facility, at 85%. Adequate desk space to work at, and photocopying facilities, are the second most highly valued facilities that visitors would like to see provided at the HER offices, both at 80%. Reference books and leaflets are also rated highly, at 70%.

Table 6.1.23: What facilities would you like to see provided at the SMR offices? (Q23)			
Base: All respondents (162)	Frequency (f)	Percentage (%)	Valid (%)
(1) Computers	85	52.5	54.8
(2) Microfilm machine	45	27.8	29.0
(3) Microfiche machine	47	29.0	30.3
(4) CD Rom	63	38.9	40.6
(5) Reference books/leaflets	109	67.3	70.3
(6) Photocopy facilities	124	76.5	80.0
(7) E-mail	45	27.8	29.0
(8) Desk space to work	125	77.2	80.6
(9) Staff to help research	131	80.9	84.5
(10) Other	7	4.3	4.5
Total (Valid: Multi-Code)	155	95.7	100.0
(0) Missing Values	7	4.3	N/A
Total (Base)	162	100.0	N/A

6.1.24: Are you aware that we hold certain material?

Table 6.1.24a-d shows that the vast majority of respondents knew the HER contained OS maps, aerial photographs and published sources of local information but just under half of respondents did not know about the PPG15 & PPG16 reports.

Table 6.1.24a: PPG15 & PPG 16 reports (Q24)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	76	46.9	53.5
(2) No	66	40.7	46.5
Total (Valid: Single-Code)	142	87.7	100.0
(0) Missing Values	20	12.3	N/A
Total (Base)	162	100.0	N/A

Table 6.1.24b: Historic OS Maps (chart & digital) (Q24)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	122	75.3	81.3
(2) No	28	17.3	18.7
Total (Valid: Single-Code)	150	92.6	100.0
(0) Missing Values	12	7.4	N/A
Total (Base)	162	100.0	N/A

Table 6.1.24c: Aerial photographs (Q24)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	111	68.5	74.0
(2) No	39	24.1	26.0
Total (Valid: Single-Code)	150	92.6	100.0
(0) Missing Values	12	7.4	N/A
Total (Base)	162	100.0	N/A

Table 6.1.24d: Published & unpublished sources of local information (Q24)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	124	76.5	81.6
(2) No	28	17.3	18.4
Total (Valid: Single-Code)	152	93.8	100.0
(0) Missing Values	10	6.2	N/A
Total (Base)	162	100.0	N/A

6.1.25: Which of these materials would have been useful for you?

Table 6.1.25 shows that historic OS maps and published and unpublished sources of local information were rated the most useful materials by respondents.

Table 6.1.25: Which of the following would have been useful to you? (Q25)			
Base: All respondents (62)	Frequency (f)	Percentage (%)	Valid (%)
(1) PPG 16 reports	59	36.4	42.1
(2) Historic OS maps	119	73.5	85.0
(3) Aerial photographs	105	64.8	75.0
(4) Published sources of local info	116	71.6	82.9
Total (Valid: Multi-Code)	140	86.4	100.0
(0) Missing Values	22	13.6	N/A
Total (Base)	162	100.0	N/A

6.1.26: Would you in future like to be able to feed information directly into the HER?

Table 6.1.26 shows that just over 55% of respondents would like to be able to feed information directly into the HER.

Table 6.1.26: Would you in future like to be able to feed information directly into the HER? (Q26)			
Base: All respondents (94)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	79	48.8	55.2
(2) No	64	39.5	44.8
Total (Valid: Single-Code)	143	88.3	100.0
(0) Missing Values	19	11.7	N/A
Total (Base)	162	100.0	N/A

6.1.27: How would you like to pass on the information?

Table 6.1.27 shows that 58% of those who said they would like to feed information into the HER would prefer to do this via e-mail.

Table 6.1.27: Which methods would you prefer to pass on information by? (Q27)			
Base: All "Yes2" @ Q27 (79)	Frequency (f)	Percentage (%)	Valid (%)
(1) E-mail	48	57.8	57.8
(2) On-line form (Internet)	35	42.2	42.2
(3) By post	23	27.7	27.7
(4) By phone	15	18.1	18.1
(5) Other	2	2.4	2.4
Total (Valid: Single Code)	79	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	79	100.0	N/A

6.1.28: Would you be prepared to pay for access to the HER?

Table 6.1.28 shows that 74% of all respondents said they would not be prepared to pay for information from the HER.

Table 6.1.28: Would you pay for access to HER info? (Q28)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	27	16.7	26.0
(2) No	77	47.5	74.0
Total (Valid: Single-Code)	104	64.2	100.0
(0) Missing Values	58	35.8	N/A
Total (Base)	162	100.0	N/A

6.1.29: How much would you be prepared to pay for access?

Table 6.1.29 indicates how much this minority of respondents would be prepared to pay, with 67% choosing the lowest option provided, of £5.00.

Table 6.1.29: How much would you be prepared to pay (Q29)			
Base: All "Yes" @ Q28 (27)	Frequency (f)	Percentage (%)	Valid (%)
(1) £5.00	8	29.6	66.7
(2) £6.00	1	3.7	8.3
(3) £10.00	2	7.4	16.7
(4) £20.00	1	3.7	8.3
Total (Valid: Single Code)	12	44.4	100.0
(0) Missing Values	15	55.6	N/A
Total (Base)	27	100.0	N/A

6.1.30: How important do you think it is for the HER to offer the following?

Tables 6.1.30a-f show which facilities or services respondents think the HER

should offer. If the average rating is calculated from all of these, provision of a Lecture series is the highest rated service, at 2.2, followed by Displays, at 2.4. Interactive displays are the least popular facility.

Table 6.1.30a: Exhibitions (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	20	12.3	15.4	15.7
(2) Important	57	35.2	43.8	44.9
(3) Neither	26	16.0	20.0	20.5
(4) Un-important	20	12.3	15.4	15.7
(5) Very un-important	4	2.5	3.1	3.1
Total (Rating)	127	78.4	97.7	100.0
(0) Missing Values	35	21.6	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.5
(1&2) Top Two Boxes (CI)	8	47.5	59.2	60.6
(3) Middle Box (CI)	7	16.0	20.0	20.5
(4&5) Bottom Two Boxes (CI)	7	14.8	18.5	18.9

Table 6.1.30b: Displays (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	16	9.9	12.3	13.4
(2) Important	58	35.8	44.6	48.7
(3) Neither	26	16.0	20.0	21.8
(4) Un-important	16	9.9	12.3	13.4
(5) Very un-important	3	1.9	2.3	2.5
Total (Rating)	119	73.5	91.5	100.0
(0) Missing Values	43	26.5	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.4
(1&2) Top Two Boxes (CI)	9	45.7	56.9	62.2
(3) Middle Box (CI)	7	16.0	20.0	21.8
(4&5) Bottom Two Boxes (CI)	7	11.7	14.6	16.0

Table 6.1.30c: Interactive displays (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	8	4.9	6.2	7.7
(2) Important	35	21.6	26.9	33.7
(3) Neither	37	22.8	28.5	35.6
(4) Un-important	19	11.7	14.6	18.3
(5) Very un-important	5	3.1	3.8	4.8
Total (Rating)	104	64.2	80.0	100.0
(0) Missing Values	58	35.8	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.8
(1&2) Top Two Boxes (CI)	9	26.5	33.1	41.3
(3) Middle Box (CI)	9	22.8	28.5	35.6
(4&5) Bottom Two Boxes (CI)	8	14.8	18.5	23.1

Table 6.1.30d: Events (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	10	6.2	7.7	9.0
(2) Important	51	31.5	39.2	45.9
(3) Neither	35	21.6	26.9	31.5
(4) Un-important	11	6.8	8.5	9.9
(5) Very un-important	4	2.5	3.1	3.6
Total (Rating)	111	68.5	85.4	100.0
(0) Missing Values	51	31.5	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.5
(1&2) Top Two Boxes (CI)	9	37.7	46.9	55.0
(3) Middle Box (CI)	9	21.6	26.9	31.5
(4&5) Bottom Two Boxes (CI)	6	9.3	11.5	13.5

Table 6.1.30e: Lecture series (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	23	14.2	17.7	18.9
(2) Important	63	38.9	48.5	51.6
(3) Neither	23	14.2	17.7	18.9
(4) Un-important	10	6.2	7.7	8.2
(5) Very un-important	3	1.9	2.3	2.5
Total (Rating)	122	75.3	93.8	100.0
(0) Missing Values	40	24.7	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	2.2
(1&2) Top Two Boxes (CI)	8	53.1	66.2	70.5
(3) Middle Box (CI)	7	14.2	17.7	18.9
(4&5) Bottom Two Boxes (CI)	5	8.0	10.0	10.7

Table 6.1.30f: Other (Q30)				
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)	Rating (%)
(1) Very important	6	3.7	4.6	15.0
(2) Important	6	3.7	4.6	15.0
(3) Neither	6	3.7	4.6	15.0
(4) Un-important	2	1.2	1.5	5.0
(5) Very un-important	20	12.3	15.4	50.0
Total (Rating)	40	24.7	30.8	100.0
(0) Missing Values	122	75.3	N/A	N/A
Total (Base)	162	100.0	N/A	N/A
Average Rating (1-5)	N/A	N/A	N/A	3.6
(1&2) Top Two Boxes (CI)	14	7.4	9.2	30.0
(3) Middle Box (CI)	11	3.7	4.6	15.0
(4&5) Bottom Two Boxes (CI)	15	13.6	16.9	55.0

“Other” - suggestions for what the HER can offer?

Table 6.1.30f shows that 7% of respondents chose the option of “other”, and the following bullet points list their suggestions as to what other facilities or services the HER should provide:

- HER staff to be occasionally available to attend our meetings (held out of hours).
- Service.
- Opportunity for people to bring artefacts along for scrutiny (Antiques Road Show format).
- Important mainly to publicise the existence and value of the HER.
- Talks to schools, colleges and local societies about facilities and access [to the HER].
- Use of these and other approaches at other venues such as schools.
- Any events that grab the interest of the public.
- Events to try to involve metal detectorists in archaeology.
- HERs need to continue to provide information in a relatively informal way, [on an] individual basis.
- Local newspaper write ups maybe and gathering local information.
- Catalogues and indexes of material held.
- Visiting schools and colleges.
- Publicise HER services to local history groups and other interest groups
- Ready access, idiot proof, internet access for junior schools
- Farm walks
- Displays may be useful in visits
- Open day
- Info is OK as [at] present
- Make digital information interactive/interrogatable
- School field trips
- Museum records documentation
- Visits

6.1.32: Do you have access to the Internet?

Table 6.1.32 shows that a very high percentage of respondents has access to the Internet at home (73%) Only 7% of respondents had no Internet access whatsoever.

Table 6.1.32: Do you have access to the internet? (Q31)			
Base: All respondents (94)	Frequency (f)	Percentage (%)	Valid (%)
(1) At home	118	75.2	72.8
(2) At work	95	60.5	58.6
(3) At school/college/university	15	9.6	9.3
(4) At the library	28	17.8	17.3
(3) At an Internet Cafe	11	7.0	6.8
(4) No Access	11	7.0	6.8
Total (Valid: Multi-Code)	157	100.0	96.9
(0) Missing Values	5	3.2	N/A
Total (Base)	162	103.2	N/A

6.2 Demographic results for existing HER users

6.2.1: Age groupings.

Table 6.2.1.shows that the majority of respondents were aged between 45-54.

Table 6.2.1: Respondent Age (Q32)			
Base: All respondents (162)	Frequency (f)	Total (%)	Valid (%)
(1) 18-24	3	1.9	1.9
(2) 25-34	29	17.9	18.5
(3) 35-44	28	17.3	17.8
(4) 45-54	39	24.1	24.8
(5) 55-64	26	16.0	16.6
(6) 65-74	21	13.0	13.4
(7) 75+	11	6.8	7.0
Total (Valid)	157	96.9	100.0
(0) Missing Values	5	3.1	N/A
Total (Base)	162	100.0	N/A

6.2.2: Gender

Table 6.1.2 shows that the majority of respondents were male.

Table 6.2.2: Gender? (33)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Male	96	59.3	61.1
(2) Female	61	37.7	38.9
Total (Valid: Single-Code)	157	96.9	100.0
(0) Missing Values	5	3.1	N/A
Total (Base)	162	100.0	N/A

6.2.3: Postal area.

Table 6.2.3a below indicates the different postal areas in which respondents are based. Unsurprisingly, 38% of those accessing the HER are from the Hertfordshire area.

Table 6.2.3: Postcodes Areas (Q39)			
Base: All Respondents (94)	Frequency (f)	Total (%)	Valid (%)
1 Aberdeen	1	0.6	0.4
16 St Albans	16	9.9	6.1
1 Birmingham	1	0.6	0.4
1 Bradford	1	0.6	0.4
1 Bournemouth	1	0.6	0.4
3 Bristol	3	1.9	1.1
1 Belfast	1	0.6	0.4
4 Cambridge	4	2.5	1.5
1 Cardiff	1	0.6	0.4
8 Chelmsford	8	4.9	3.0
1 Colchester	1	0.6	0.4
1 Dartford	1	0.6	0.4
1 Dorchester	1	0.6	0.4
1 East London	1	0.6	0.4
1 EC London	1	0.6	0.4
8 Enfield	8	4.9	3.0
2 Glasgow	2	1.2	0.8
2 Harrow	2	1.2	0.8
12 Hemel Hempstead	12	7.4	4.6
1 Ipswich	1	0.6	0.4
2 Kingston	2	1.2	0.8
1 Leicester	1	0.6	0.4
3 Luton	3	1.9	1.1
1 Manchester	1	0.6	0.4
1 Medway	1	0.6	0.4
7 Milton Keynes	7	4.3	2.7
4 North London	4	2.5	1.5
2 Nottingham	2	1.2	0.8
1 Norwich	1	0.6	0.4
1 Oxford	1	0.6	0.4
1 Peterborough	1	0.6	0.4
1 Reading	1	0.6	0.4
1 Sheffield	1	0.6	0.4
2 SE London	2	1.2	0.8
38 Stevenage	38	23.5	14.5
1 Stockport	1	0.6	0.4
1 Southampton	1	0.6	0.4
1 Southend On Sea	1	0.6	0.4
1 South West London	1	0.6	0.4
1 Taunton	1	0.6	0.4
2 Tunbridge Wells	2	1.2	0.8
1 West London	1	0.6	0.4
10 Watford	10	6.2	3.8
1 York	1	0.6	0.4
Total	152	93.8	N/A
Missing Values	10	6.2	N/A
Total (Base)	162	100.0	N/A

The following is the full list of postal areas, with the Hertfordshire postcodes (highlighted in red) shown in greater detail by their settlements (table shows counts not percentages).

1	Abbotts Langley	1	London Colney
1	Aberdeen	3	Luton
1	Albury End	1	Manchester
1	Aston	1	Markyate
4	Baldock	1	Medway
1	Barley	1	Mill Green
1	Belfast	7	Milton Keynes
1	Berkhamsted	4	North London
1	Birmingham	1	Northchurch
4	Bishops Stortford	1	Norwich
1	Blackmore End	2	Nottingham
1	Borehamwood	1	Oxford
1	Bournemouth	1	Peterborough
1	Bradford	3	Potters Bar
3	Bristol	1	Reading
1	Buckland	2	Royston
2	Bucks Hill	1	Rushden
3	Bushey	1	Sheffield
4	Cambridge	3	South East London
1	Cardiff	1	Southampton
4	Chelmsford	1	Southend on Sea
1	Cheshunt	5	St Albans
1	Colchester	1	St Margarets
3	Cromer	3	Stevenage
1	Croxley Green	1	Stockport
1	Cuffley	1	Taunton
1	Dartford	1	Tewin Wood
1	Dorchester	2	Tunbridge Wells
1	East Central London	1	Waltham Cross
1	East London	3	Ware
2	Glasgow	1	Wareside
1	Goffs Oak	2	Watford
1	Great Gaddesden	2	Welwyn
2	Harpenden	1	West London
2	Harrow	1	York
1	Hatfield		
9	Hemel Hempstead		
10	Hertford		
1	Hillside		
3	Hitchin		
1	Hoddesdon		
1	Ipswich		
	Kingston upon		
2	Thames		
1	Kinsbourne Green		
1	Leicester		
1	Letchworth		
1	Little Hadham		

6.2.4: Education.

Table 6.2.4 indicates that 94% of respondents have completed full time education.

Table 6.2.4: Have you completed full time education? (35)			
Base: All respondents (162)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	146	90.1	94.2
(2) No	9	5.6	5.8
Total (Valid: Single-Code)	155	95.7	100.0
(0) Missing Values	7	4.3	N/A
Total (Base)	162	100.0	N/A

6.2.5: Educational establishment.

Table 6.2.5 shows that of those still studying, 22% are at University and 56% are post graduate students.

Table 6.2.5: Type of educational establishment you are studying at? (Q36)			
Base: All "No" @ Q36 (9)	Frequency (f)	Percentage (%)	Valid (%)
(1) School	0	0.0	0.0
(2) College/6th Form college	1	11.1	11.1
(3) University	2	22.2	22.2
(4) Adult Learning Centre	0	0.0	0.0
(5) Post graduate	5	55.6	55.6
(6) Other	1	11.1	11.1
Total (Valid: Single Code)	9	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	9	100.0	N/A

6.2.6: Highest Level of qualification.

Table 6.2.6 shows that 72% of respondents hold qualifications up to at least degree level.

Table 6.2.6: Highest level of educational qualification achieved? (Q37)			
Base: All "No" @ Q36 (9)	Frequency (f)	Percentage (%)	Valid (%)
(1) No qualifications	5	3.1	3.2
(2) School certificate	2	1.2	1.3
(3) GCSE or equivalent	11	6.8	7.1
(4) AS/A level or equivalent	11	6.8	7.1
(5) BTEC/GNVQ	1	0.6	0.6
(6) HND/Diploma	10	6.2	6.5
(7) First degree (BA/BSc)	49	30.2	31.6
(8) Masters degree	42	25.9	27.1
(9) PhD or equivalent	20	12.3	12.9
(10) Other	4	2.5	2.6
Total (Valid: Single Code)	155	95.7	100.0
(0) Missing Values	7	4.3	N/A
Total (Base)	162	100.0	N/A

6.2.7: Ethnicity.

All respondents were white British, white English, white Irish, white Scottish or white Welsh other than one Asian British. Further research will be needed to establish why the HER has not been used by representatives of ethnic minority groups in the county. Hertfordshire has a significant ethnic representation in its population and this is not reflected in the survey.

6.2.8: Please name any relevant or appropriate clubs or societies you belong to.

- National Farmers Union, Local Residents Association, Herts. Association for Local History, Braughing Local History Society, East Hertfordshire Archaeology Society
- Olney Archaeology Society
- Farming & Wildlife Advisory Group
- Airfield Research Group Air Britain
- South Midlands Museum Federation, Social History Curators Group, Stevenage Society for Local History
- Hertfordshire, London & Beds Garden Trusts, Georgian Group, St Albans & Hertfordshire Architectural & Archaeological Society, HACH
- South West Hertfordshire Archaeology Historical Society, Watford District Industrial History Society, Friends of Watford Museum
- Hertfordshire Gardens Trust
- Essex Archaeology & History
- Milestone Society
- Workers Education Assoc., Hertfordshire Archaeological Society
- Essex Detector Society
- West Sussex Archaeological Group, Enfield Archaeological Society, Waltham Abbey Historical Society
- Landscape Institute
- North Herts. Archaeological Society
- North Herts. Charity Detectorists Group
- Open University Alumni
- Markyate Local History Society.
- Welwyn Archaeological Society, Roman Buildings Trust, Society of Antiquaries, Institute of Field Archaeologists
- St Albans & Hertfordshire Architectural & Archaeological Society
- Local History groups
- Hemel Hempstead Local History & Museum Society
- Potters Bar & District Historical Society, The Milestone Society
- www.alburyvillage.org.uk
- Portable Antiques Scheme
- Brewery History Society
- Norfolk and Norwich Archaeological Society
- Society of Antiquaries of London
- Baldock Museum & Local History Society
- Ware Society
- Prehistoric Society
- Kent Archaeological Society
- Potters Bar, Barnet Local History Society
- Ware Museum
- Kings Langley history society
- Western Front Society

- Harlington Heritage Trust, Hitchin Historical Society
- Workers Education Assoc., Hitchin Historical Society
- North Herts. Charity Detector Group
- Workers Education Assoc.
- Bucks Hill Residents Association
- Stanmore and Harrow Archaeological Society
- Hertford and Ware Local History Society
- IEMA
- Hertford and Ware Local History Society
- Hertford History Group
- Institute of Field Archaeologists
- Many archaeological societies, too numerous to list
-
- Buckinghamshire Archaeological Society
- Prehistoric Society
- Chess Valley Archaeological and Historical Society
- Subterranean Britannica
- London Colney Local History Society
- Association for Industrial archaeology
- Friends of Hertford Museum, Hertford Civic Society
- Cuffley Industrial Heritage Society
- South West Hertfordshire Archaeological & Historical Society, Berkhamsted & District Society, St Albans
- Local History Recorder

The above list will be compared to existing lists of non-user groups in order to draw up a comprehensive database for use in further research, via focus groups, to discover why these groups are not using the HER at all or are not using the HER as much as they could.

6.2.9: Is there any disability or illness that affects your ability to access the HER?

Table 6.2.9 shows that only 5% of respondents have a disability or illness that affects their ability to access information from the HER.

Table 6.2.9: Do you have any long term illness, or health problems? (Q40)			
Base: All respondents (94)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	8	4.9	5.1
(2) No	147	90.7	94.2
(3) Don't know	1	0.6	0.6
Total (Valid: Single-Code)	156	96.3	100.0
(0) Missing Values	6	3.7	N/A
Total (Base)	162	100.0	N/A

6.2.10: How does this disability restrict you?

The following bullet points were the only comments made by respondents as to why a disability restricts their ability to access the HER.

- It takes over two hours to travel by public transport to County Hall in Hertford
- Chronic Arthritis - which may cause difficulties have only accessed via e-mail and phone to date
- Stairs difficult
- Unpredictable health causes problems with opening hours
- Husband with long term illness
- I use a manual wheelchair so need level areas or ramps
- Mobility by car

6.3 Audience research results for new or potential users of the HER (Second stage)

This section of the report discusses the findings of the survey. All tables that follow combine all the samples surveyed (ethnic organisations, parishioners, builders, architects, schools and museums).

The findings are presented in question order where possible, and an explanation of each table is provided. The tables include: frequency of responses, base (all asked) and valid (all answering) percentages.

6.3.1. Type of sample groups surveyed.

Table 6.3.1: Type of respondent			
Base: All respondents (224)	Frequency (f)	Percentage (%)	Valid (%)
(1) School	134	59.8	59.8
(2) Architect	10	4.5	4.5
(3) Builder	6	2.7	2.7
(4) Parish	39	17.4	17.4
(5) Ethnic	6	2.7	2.7
(6) Museums	29	12.9	12.9
Total (Valid: Single Code)	224	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	224	100.0	N/A

6.3.2: Did you know that the County Council has a Historic Environment Unit?

Table 6.3.2: Did you know that the County Council had a Historic Environment Unit? (Q1)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	45	20.1	20.3
(2) No	177	79.0	79.7
Total (Valid: Single-Code)	222	99.1	100.0
(0) Missing Values	2	0.9	N/A
Total (Base)	224	100.0	N/A

Table 6.3.2 indicates that 80% of those surveyed did not know that Hertfordshire County Council had a Historic Environment Unit.

6.3.3: Do you know what an HER is?

Table 6.3.3: Do you know what an HER is? (Q2)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	77	34.4	35.2
(2) No	142	63.4	64.8
Total (Valid: Single-Code)	219	97.8	100.0
(0) Missing Values	5	2.2	N/A
Total (Base)	224	100.0	N/A

Table 6.3.3 shows that 65% of those surveyed did not know what the Historic Environment Record was.

6.3.4: Have you heard of the Hertfordshire HER?

Table 6.3.4: Have you heard of the Hertfordshire HER? (Q3)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	38	17.0	17.4
(2) No	180	80.4	82.6
Total (Valid: Single-Code)	218	97.3	100.0
(0) Missing Values	6	2.7	N/A
Total (Base)	224	100.0	N/A

Table 6.3.4 shows that only 17% of the respondents to the survey had heard of Hertfordshire's Historic Environment Record.

6.3.5: If "Yes" where did you hear about it?

Table 6.3.5: Where did you hear about it? (Q4)			
Base: All respondents (224)	Frequency (f)	Percentage (%)	Valid (%)
(1) Council Offices	10	4.5	5.3
(2) Museum	5	2.2	2.6
(3) Herts. County Records Office	5	2.2	2.6
(4) Herts. CC Website	1	0.4	0.5
(5) Internet Website	0	0.0	0.0
(6) Local Society	3	1.3	1.6
(7) Local press or media	1	0.4	0.5
(8) Word of Mouth	2	0.9	1.1
(9) College or School	2	0.9	1.1
(10) Other	9	4.0	4.8
Total (Valid: Multi-Code)	189	84.4	100.0
(0) Missing Values	35	15.6	N/A
Total (Base)	224	100.0	N/A

Table 6.3.5 indicates that, of those few who had heard of the Hertfordshire HER,

5% had heard about it through the Council Offices.

The table also shows that 4% of respondents chose the option of “other”, and the following bullet points give these alternative ways of hearing about the HER:

-
- Your letter
- County Museums Officer
- Professional knowledge
- Through school mail
- Contact with archaeologist
- Internal mail
- School info from staff
- Through the post

6.3.6: Have you used the Hertfordshire HER Service?

Table 6.3.6: Have you used the Hertfordshire HER service? (Q5)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	12	5.4	19.0
(2) No	51	22.8	81.0
Total (Valid: Single-Code)	63	28.1	100.0
(0) Missing Values	161	71.9	N/A
Total (Base)	224	100.0	N/A

Table 6.3.6 indicates that only 19% of those surveyed had used the HER service before.

6.3.7: Would you like to find out more about the information contained within the HER?

Table 6.3.7: Would you like to find out more about the information contained within the HER? (Q6)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	118	52.7	54.4
(2) No	20	8.9	9.2
(3) Maybe	79	35.3	36.4
Total (Valid: Single-Code)	217	96.9	100.0
(0) Missing Values	7	3.1	N/A
Total (Base)	224	100.0	N/A

Table 6.3.7 shows that 54% of respondents said they would like to find out more about the HER service in the future; if this percentage is combined with that for those responding “maybe”, then overall, 90% of those surveyed would possibly want to find out more about the HER.

6.3.8: Would you use the HER in future?

Table 6.3.8: Would you use the HER in future? (Q7)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	69	30.8	30.9
(2) No	11	4.9	4.9
(3) Maybe	143	63.8	64.1
Total (Valid: Single-Code)	223	99.6	100.0
(0) Missing Values	1	0.4	N/A
Total (Base)	224	100.0	N/A

Table 6.3.8 shows that 31% of respondents indicated they would like to use the service in the future.

6.3.9: For what purposes do you think you would use the information contained within the HER?

The survey shows that there is huge interest in the HER expressed by people wanting to carry out local research, particularly on their parishes. Parish councillors themselves make the point that the HER will be hugely beneficial in aiding them to create Parish Plans and to review planning applications.

There is also significant interest expressed by teachers for local schools to link their town, parish, village or hamlet's past heritage in with their school studies. Full details of the comments made can be found in Appendix 7.2.2.

6.3.10: Why would you not want to use the HER in the future?

There was no response to this question.

6.3.11: Would you be interested in on-line access to the HER?

Table 6.3.11: Would you be interested in on-line access to the HER? (Q10)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	194	86.6	89.8
(2) No	22	9.8	10.2
Total (Valid: Single-Code)	216	96.4	100.0
(0) Missing Values	8	3.6	N/A
Total (Base)	224	100.0	N/A

Table 6.3.11 shows that 90% of all respondents to the survey would be interested in accessing the HER on line.

6.3.12: If you answered “Yes”, what would you like to see?

Table 6.3.12: What would you like to see? (Q11)			
Base: All respondents (224)	Frequency (f)	Percentage (%)	Valid (%)
(1) Bespoke searches	125	55.8	55.8
(2) Ready made searches	162	72.3	72.3
(3) Explanations of monument types	130	58.0	58.0
(4) Explanations of historic periods	95	42.4	42.4
(5) Explanations of archaeological techniques	84	37.5	37.5
(6) In-depth information/essays	80	35.7	35.7
(7) Information on sites open to public	132	58.9	58.9
(8) Interactive games with educational context	123	54.9	54.9
(9) Other interactive games	40	17.9	17.9
(10) GIS Maps to search from	104	46.4	46.4
(11) GIS maps showing overlays by category	86	38.4	38.4
(12) Relevant photographs	155	69.2	69.2
(13) Ability to search related archives from website	123	54.9	54.9
(14) Local knowledge & oral histories	142	63.4	63.4
Total (Valid: Multi-Code)	224	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	224	100.0	N/A

Table 6.3.12 presents the findings in detail, but the most popular option chosen by respondents was “Ready made searches”, at 72%, closely followed by “Relevant photographs”, at 69%.

6.3.13: If you answered “No”, please give some reason for this?

- Don't have an interest
- We do not have a parish computer connection
- Time
- No access right now
- N/A
- I'm a dinosaur with computers and prefer hard copies
- Lack of time.
- I teach in PRU and most students would be interested in it
- Too much already to use and usually takes too long
- Have far too much to do at present
- I don't like clogging up my email
- Prefer paper based info - can browse and consider at any time, unreliability of computer systems
- I have no need for live information
- We are a junior special needs school
- Not on line
- Not applicable to our KS1 lessons

6.3.14: Would you be interested in other HER outreach activities?

Table 6.3.14: Would you be interested in other HER outreach activities? (Q13)			
Base: All respondents (94)	Frequency (f)	Percentage (%)	Valid (%)
(1) Travelling exhibitions of HER info	103	46.0	46.0
(2) Workshops on how to use the website	59	26.3	26.3
(3) Leaflets about specific periods....	122	54.5	54.5
(4) Teachers resource packs	127	56.7	56.7
(5) Info & interpretation boards at locations in Herts.	71	31.7	31.7
(6) Contributing info to the HER e.g. photos	75	33.5	33.5
Total (Valid: Multi-Code)	185	82.6	82.6
(0) Missing Values	39	17.4	N/A
Total (Base)	224	100.0	N/A

Table 6.3.14 indicates that the most popular outreach option chosen by respondents was “Teacher resource packs”, at 57%, though this was closely followed by “Leaflets about specific periods”, at 54%.

6.3.15: How else could we make the Hertfordshire HER more appealing?

The vast majority of respondents feel that generally, awareness of the HER must be increased. This can be achieved through advertising, and via promotions at schools, libraries and museums. Adverts in local papers would also be an effective way of informing the public about the existence and content of the HER.

The full list of suggestions made is in *Appendix 7.2.4*.

6.3.16: Do you have access to the Internet at home?

Table 6.3.16: Do you have access to the Internet at home? (Q15)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	197	87.9	90.0
(2) No	22	9.8	10.0
Total (Valid: Single-Code)	219	97.8	100.0
(0) Missing Values	5	2.2	N/A
Total (Base)	224	100.0	N/A

Table 7.3.16 indicates that 90% of all those surveyed have Internet access at home. This figure, according to Ofcom (the regulator for the UK communications industries, with responsibilities across television, radio, telecommunications and wireless communications services) figures, is fairly high; with their January 2004 figures showing 50% of UK homes (c.12.5 million households) have Internet access.

6.3.17: Do you have Broadband at home?

Table 6.3.17: Do you have Broadband at home? (Q16)			
Base: Yes @ Q15 (197)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	99	50.3	51.6
(2) No	93	47.2	48.4
Total (Valid: Single-Code)	192	97.5	100.0
(0) Missing Values	5	2.5	N/A
Total (Base)	197	100.0	N/A

Table 6.3.17 indicates that of those with Internet access at home, 52% also have Broadband. Again, according to Ofcom figures, this figure is fairly high and nationally, only 12% of UK homes have Broadband.

6.3.18: Age Groups.

Table 6.3.18: (Demographic): Respondent Age (Q17)			
Base: All respondents (224)	Frequency (f)	Total (%)	Valid (%)
(1) Under 18yrs	2	0.9	0.9
(2) 18-24yrs	2	0.9	0.9
(3) 25-34	18	8.0	8.3
(4) 35-44	33	14.7	15.3
(5) 45-54	93	41.5	43.1
(6) 55-64	48	21.4	22.2
(7) 65-74	16	7.1	7.4
(8) 75+	4	1.8	1.9
Total (Valid)	216	96.4	100.0
(0) Missing Values	8	3.6	N/A
Total (Base)	224	100.0	N/A

Table 6.3.18 shows that the predominant age group responding to the survey was 45-54 years, at 43%. There was also, interestingly, strong representation from age groups over 55 years old, and this supports the notion that the HER potentially has many services to offer retired individuals who have time and money to put towards their amateur or hobby interests, which often include local history and archaeology.

6.3.19: Gender.

Table 6.3.19: Gender (Q18)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Male	71	31.7	33.3
(2) Female	142	63.4	66.7
Total (Valid: Single-Code)	213	95.1	100.0
(0) Missing Values	11	4.9	N/A
Total (Base)	224	100.0	N/A

Table 6.3.19 shows that 67% of respondents to the survey were female.

6.3.20: Postcodes (counts)

1 Bushey	1 Stanstead Abbots	3 Berkhamsted
1 Cambridge	1 Therfield	3 Bushey
1 Chorleywood	1 Thundridge	3 Hertford
1 Codicote	1 Tring	3 Stevenage
1 Croxley Green	1 Truro	3 Wilstone
1 Datchworth	1 Wadesmill	4 Baldock
1 East London	1 Wareside	4 Hemel Hempstead
1 Eastbury	1 Westmill	4 Letchworth
1 Edinburgh	1 Whitwell	4 Milton Keynes
1 Essendon	1 Widford	4 Radlett
1 Great Offley	10 Ware	4 Standon
1 Hexton	11 St Albans	4 Ware
1 Hunsdon	11 Watford	5 Abbots Langley
1 Ickleford	13 Enfield	5 Hitchin
1 Kelshall	2 Ashwell	5 Rickmansworth
1 Knebworth	2 Barley	5 Stevenage
1 Luton	2 Borehamwood	6 Harpenden
1 Much Hadham	2 Bovington	6 London Colney
1 Pirton	2 Hatfield	6 St Albans
1 Preston	2 Hemel Hempstead	7 Buntingford
1 Reed	2 Hertford	8 Chelmsford
1 Shenley	2 Kings Langley	8 Royston
1 St Margarets	2 Lilley	9 Welwyn Garden City
1 Stanstead Abbots	2 Royston	

These postcodes counts indicate that there was an even distribution of residents surveyed throughout rural and urban areas of Hertfordshire.

6.3.21: To which of these ethnic groups do you consider you belong?

Table 6.3.21: (Demographic): Respondent Ethnicity (Q20)			
Base: All Respondents (224)	Frequency (f)	Total (%)	Valid (%)
(1) White British	189	84.4	89.6
(2) White Irish	2	0.9	0.9
(3) White Scottish	3	1.3	1.4
(4) White Welsh	2	0.9	0.9
(5) White Other	6	2.7	2.8
(6) Asian	1	0.4	0.5
(7) Asian British	2	0.9	0.9
(8) Indian	1	0.4	0.5
(9) Pakistani	1	0.4	0.5
(10) Any other Asian background	1	0.4	0.5
(11) mixed White & Black Caribbean	1	0.4	0.5
(16) Other Ethnic Group	2	0.9	0.9
Total (Valid)	211	94.2	100.0
(0) Missing Values	13	5.8	N/A
Total (Base)	224	100.0	N/A

Table 6.3.21 shows that the first stage of the HER Audience Research included no ethnic representation. This situation does not reflect the actual levels of ethnic representation in Hertfordshire.

6.3.22: Do you have any long term illness or health problems?

Table 6.3.22: Do you have any long term illness or health problems? (Q21)			
Base: All respondents (224)	Frequency (f)	Base (%)	Valid (%)
(1) Yes	4	1.8	2.0
(2) No	198	88.4	98.0
Total (Valid: Single-Code)	202	90.2	100.0
(0) Missing Values	22	9.8	N/A
Total (Base)	224	100.0	N/A

Table 6.3.22 shows that only 2% of those surveyed felt that they suffered from a long-term illness or health problem that affected their ability to access the HER.

6.3.23: How does this limit your access?

Only one person actually stated how their access was limited; giving the reason that it was not always easy for them to travel.

6.3.24: Occupation.

National figures for socio-economic groupings are skewed significantly in the survey results for Hertfordshire, because so many professional groups and individuals were included in the surveys. An illustration of this is that 61% of respondents were from schools, and of these, many were head teachers.

The full list of Occupations can be found in Appendix 7.2.8

All occupations were then coded under the occupational groupings and Table 6.3.23 shows the A, B, C1, C2, D, and E groupings, as follows:

5% in Group A, 30% in Group B, 11% in Group C1, 1% in Group C2, and 0% for Group D. The sample groups do not reflect figures for the national populations for each group, as this was not a true random survey and specific audiences were targeted.

Table 6.3.24: Socio-economic Groupings			
Base: All respondents (224)	Frequency (f)	Percentage (%)	Valid (%)
(1) A	12	5.4	5.4
(2) B	66	29.5	29.5
(3) C1	24	10.7	10.7
(4) C2	2	0.9	0.9
(5) D	1	0.4	0.4
Total (Valid :)	185	82.6	82.6
(0) Missing Values	39	17.4	N/A
Total (Base)	224	100.0	N/A

The following paragraphs set out the national breakdown of occupational groupings.

Approximately 3% of the total national population are in Group A occupations. These are professional people, including very senior managers in business or commerce, or top-level civil servants. The group also includes retired people who were previously in Group A occupations, and their widows.

Group B represents 14% of the total national population, and comprises middle management executives in large organisations, with appropriate qualifications, principal officers in local government and civil service, top management or owners of small business concerns, educational and service establishments. The group also includes retired people who were previously in Group B occupations, and their widows.

Group C1 represents 26% of the population nationally, and the group comprises junior management, owners of small establishments, and all others in non-manual positions. Jobs in this group have varied responsibilities and educational requirements. The group also includes retired people who were previously in Group C1 occupations, and their widows.

C2 represents 25% of the population nationally, and the group comprises all skilled manual workers, and those manual workers with responsibility for other people. The group also includes retired people who were previously in Group C2 occupations, and their widows.

Group D represents approximately 19% of the population nationally, and the group comprises all semi-skilled and unskilled manual workers, and apprentices

and trainees to skilled workers. The group also includes retired people who were previously in Group D occupations, and their widows.

6.3.25: Any other comments

- I am filling this questionnaire in on behalf of Tring Town Council and Information Centre, and not as a private individual
- I suspect that staff time to answer queries is actually the appropriate answer to public needs, and that internet access may be a short cut, unable to address individual needs
- I would be interested in the focus group but I am fully involved with Ware Museum. Our tourist information point would be an ideal place for publicity, as would the adjacent library
- This will be a wonderful project and make a marvellous resource accessible to a great many people
- I am concerned I do not know about HER or trust society - Harpenden History Society have not been aware of HER facilities
- A similar [mapping] system is available online by UK Planning, PROMAP and LANDMARK. Ref: www.landmarkinfo.co.uk
- As I have not used HER my answer to Q21 has to be don't know
- This should be directed to other teaching staff that may be more interested and can use it
- Great idea long overdue, could be an excellent resource for schools
- It is difficult to tell how we would use the facility but it looks very promising. If possible it would be helpful to have some in-school training for staff
- My interest is for use at school for the pupils/teachers to use
- I would use this info for students doing history/geography and local studies
- As a school project we [would] wish to find photos and information on Garston Manor

6.4 Results of audience research for focus groups (third stage)

This section of the report discusses the findings of the interviews held at Hertford Castle.

Volunteers for the two focus groups were chosen from people who stated they would be interested in helping in further research via a focus group session, and supplied their contact details on the questionnaires. Twenty people were interviewed in two separate focus groups.

A discussion guide was compiled with the collaboration of Alison Tinniswood and Stewart Bryant. This enabled the semi-structured focus groups to establish the attendees opinions on topics relevant to the actual running of the HER, how it should look, who should pay for it, what it would be used for, and what other facilities Hertfordshire should provide, etc.. The crib sheet or discussion guide for each session can be found in Appendix 7.7 and 7.8.

The full list of comments against each topic can be seen in *Appendix 7.3*.

6.4.1: HER Non Users Interview Results

The following is a summary of the discussions held by the 'HER non users' focus group:

Topic 1: What other Cartographic Technology have you used?

(Eg."Multi map, Street guides, Get Mappy" or "Get Mapping" Ordnance Survey Maps)

- The vast majority of interviewees had used multi-map or street guide or some form of route finder technology.
- Only 2 people out of the 20 interviewed had not used digital map technology.

Topic 2. How comfortable are you with surfing the NET and using different search engines?

(Preferences with regard to on line searches as opposed to research at a library or a county record office.

The provision of digital imagery as opposed to hard copy of maps

Technology issues and questions such as, are you aware of the speed of your personal computer, and what type of Internet provision you have?)

- The vast majority of people were very comfortable with surfing the Net, though it was recognised by some that not all relevant information can be obtained this way
- A small number didn't like surfing and preferred the traditional method of researching via books and archives. Of these, some said they would occasionally get friends to surf for them as the information available was so interesting.

Topic 3. Did you know this kind of technology was becoming available to all? (cartographic or map layering, databases linked with maps layered vectors)

- Very few people at this focus group session were aware that this sort of technology (cartographic layering) was available on line. Those who were aware of it had a commercial background involving the use of IT.
- Having seen the HEU's presentation nearly all the focus groups participants were very keen to be able to overlay data on OS or other maps.

Topic 4. Would you be interested in using this type of map layering if it was available through the Hertfordshire HER?

(Were you aware that Hertfordshire HER had current historic OS maps, aerial photographs etc?)

- Nearly all focus group attendees were interested in online access to the HER.
- Only one focus group member said they had no use for the Internet or interest in on line access to it.

Topic 5. What other uses can you think of that on line access to the HER could be used for?

- The vast majority had positive comments about who would use on-line access to the HER, and how the technology could be used. Some examples were:-
 - Parish plans
 - Researching local parish history
 - Family history and genealogy
 - Copies of aerial photographs of local parish or area
 - General interest in archaeology of own back garden or area
 - Planning walks, and motivating locals into taking ownership of their parish and its landscape
 - Researching the migration of ethnic groups through industrialisation and the World Wars.

Topic 6. Would you think this technology is likely to be used more for commercial use or for personal interests/studies or amateur interest groups?

- The vast majority of focus group attendees could see no difference in commercial or non commercial need and demand for this service.

Topic 7. How would you like to use this technology?

(Personal Use
Commercial/Business Uses Parish Surveys/Planning
Equipment at Hertfordshire to print out big maps etc)

- The vast majority of people liked the idea of being able to view HER information on line, and then select what they wanted, either by downloading data or if necessary by contacting the HER. If the information was displayed on a map, they would like to be able to download copies, or request colour copies from the HER to be sent by post.
- Hyper links to/from related on line sites to do with history, walking, genealogy, war studies, and industrial development.
- Land developers currently use Pro Map and if an on line form was designed by the HER so that they could extract the information relevant to their site that would be very useful.

Topic 8. Would you like to be able to feed back information into the HER?

(Red-lining/scribbling on the screen
What format would you then like the information in?)

- Very positive feedback on the need to transfer local knowledge and information to the HER.

Concerns were:

Speed with which data could be checked and sorted to make it sterile for public use and viewing (DPA, etc.)
Accuracy of the data supplied
Care and judgement needed in publicising sensitive data (protection of archaeological sites)
How quickly could HER be updated

Topic 9. How do you think these on line facilities should be paid for?

(Private/personal non commercial use and commercial use
Levels of service)

- Generally non commercial users felt they should not have to pay for viewing data and information contained in the HER. However they acknowledged that some revenue must be generated in order to maintain the HER.
- In the main, non commercial users were prepared to pay for maps and photographs to be printed
- Commercial users already pay for the staff time involved in fulfilling their requests for data, but would be keen to have access to on-line information especially if it was up to date and reliable. A 'pay as you go' system was suggested

Topic 10. Other services that could be provided by the Hertfordshire HER.

(E.g. Lecture series, excavations, things found, and leaflets that provide history along walks etc.)

Few additional suggestions were made by the focus group attendees, other than that:

- The HER should continue to do what it does already, but provide a better equipped search area where the HER data can be viewed on line or as hard copy, and with facilities to print off large maps, etc..
- The HER should have staff or experts on hand in any such public search area to answer questions.

Topic 11. Any concerns about the HER or other issues

- Libraries to be more integrated with HER i.e. they should have greater knowledge about it so that it can be better used
- There were many comments about lack of publicity for HER.
- It was felt that if HER is to be used more, which would help generate revenue to sustain it, then it must be promoted.
- 83% of all those surveyed in Hertfordshire (through parish councils, architects, builders, Hertfordshire CC staff and schools, museums and ethnic organisations) had not heard of the Hertfordshire HER.
- Better links with Higher Education and Further Education institutions would help the HER to meet the needs of the national curriculum.
- There was huge potential for HER usage through the ever increasing "retired market", i.e. individuals with time on their hands and an increasing interest in history and genealogy stimulated by such programmes as "Time Team" "Who do you think you are?"

1.3.2: HER User focus group results

The following is a summary of the discussions held by the existing HER users focus group:

Topic 1. What other forms of Cartographic Technology have you used?
(E.g. Multi map, Street Guides, Ordnance survey maps)

- General agreement among focus group attendees that nearly all are familiar with digital mapping, just one person prefers not to use computers.

Topic 2. How comfortable are you with surfing the NET, search engines, etc.

- The focus group attendees included many professionals; many already have to use the internet regularly for work and research purposes.

Topic 3. Are you aware of the range of information available within the HER (including special projects such as the Extensive Urban Survey, and Historic Landscape Characterisation project)

- Most focus group attendees were aware that there is a lot of useful and interesting stuff within the HER, but they agreed that they had not really been familiar with how much.
- Having seen the presentation about the HER which showed the breadth of information contained within it many were very interested in exploring some of this data further.

Topic 4. What potential is there for exploring new areas of the HER?

- Suggestions for linking HER with Ramblers' websites for making walks more interesting, and with other websites
- The HER can provide information to inform the conservation of the historical landscape - farmers would be able to use it to help them prepare Countryside Stewardship Schemes for submission to DEFRA. The data with map layering techniques, would show them where they could conserve archaeological sites or replace lost hedgerows and field boundaries.

Topic 5. Discuss the value / popularity of making the HER available online at HALS as a first step in making it more widely available

- It would save a huge amount of travelling for professional/commercial people who normally physically visit records offices. On-line access would cut the number of journeys made to individual record offices.

- The detail and content of any on-line site is crucial, it needs to be relevant and useful at several different levels.
- The speed of receiving HER information can be a huge advantage commercially. Hertfordshire HER is very good at churning out information on time, some other HERs & SMRs are not so good and this can make working to commercial deadline a nightmare.
- Given users' experience of other websites a clear need to cut down the number of images on the websites homepage in particular, as these take time to download and cause frustration particularly for those unable to get Broadband.

Topic 6. Discuss advantages / disadvantages of wider availability via the NET, including the nature of the information available, should it be staged access, i.e. partial information, with NGRs restricted to 4 figures or parish and full access denied unless users register their identity and reason for use? just thematic information? If so, what themes?

- Many believe staged access is a good idea, providing levels of access depending on the nature of use – methods of general public access might differ from professional and commercial access.
- The level of detail can be staged. Thematic information, or short paragraphs of information about an area in general, and then also levels of use up to access to full database entries for those professionals who need much more detailed or technical information.
- There is the worry that the general public believes what an archaeologist thinks or says must be fact, because he or she is a scientist or an expert in the field. It needs to be made quite clear that archaeological interpretations and understanding can change, and can be challenged or undermined, or confirmed by new finds and discoveries all the time.
- It would be very useful for museums if they could access the HER data and map layering techniques to illustrate subjects or time periods to visitors. For example specific time periods for the county could be displayed, such as the distribution of the known Roman or Saxon settlements in Hertfordshire.

Topic 7. What are the current difficulties and constraints experienced in using the physical aspects of the HER e.g. space access to computer terminals, format of information supplied?

- Space is an issue at the HER. Visitors need to feel they are not displacing staff.

- There always needs to be physical access for those who have an interest in or need to see original documents.

Topic 8. Should there be better ways of feeding back information into the HER?

- Internet access and that of Broadband are issues that need to be considered as there are still and may always be people in some areas of the county who cannot obtain Broadband, however much they want it and are willing to pay for it.
- If users begin to send quantities of new information to the HER, can it cope with receiving so much information. How can its progress be monitored and is the information received correct.
- There is a danger in storing too much information for the sake of it; it can become junk.
- There may be a need for a disclaimer on the website reminding people that information is believed to be correct at the time of placing on the website.

Topic 9. Should the HER charge? How could this be implemented?

- General agreement that charging for access to the general public would be a considerable disincentive.
- Commercial/Professional users are already accustomed to paying for HER service, and can pass the costs on to their clients.

Topic 10. What other services could the HER provide?

- A suggestion that historic pub names and changes of pub names would be interesting to many local users.
- The provision of Biological Records would be useful
- The HER information is a wonderful source for school children and teachers but they need to be spoon fed the information or at least shown clearly where to find it and how to use it.
- Durham is a good example of an HER website.
- The website could show ongoing archaeological projects, and report on what is going on in Hertfordshire. Significant larger projects could be reported on as they progress.

7: Appendices

7.1: Open ended comments for HER user survey

7.1.1: Q1a- “Other” way of finding out about the HER?

Personal contacts at County Hall College	Work as archaeological consultant
Professional knowledge	Potters Bar Historical Society
Via stewardship scheme for DEFRA	KNEW AS AN ARCHAEOLOGIST
Local knowledge previous colleague was in contact	SMR network
Hertfordshire's Garden Trust	Museums development officer for Herts.
Too long a go to remember	Work in same group
From undertaking lots of work in the county & personal contacts	HALS
In the know	Phone book
Long term relationship between HCC, Beams & The Trust	Bushey library
Kindred body in the heritage field	Library
Knew it existed but probably traced down phone number via HCC website	Gravel quarry enquiry
Phonebook	Royston library
Beds Local Library	Colleagues
Professional knowledge	I manage the unit
Stevenage Library	Professional contact
Markgate Local History Soc. But known of County Archives for years	Professional knowledge
Herts. Archaeology Council appointed the first keepers of the record	NMR
	HBRC
	Induction brief for new employees
	Regular user
	HALS
	Family friend
	Through HCC
	I was advised by the Mislone Environment Information Officer at Bedfordshire C.G

7.1.2: Q3 - If it wasn't easy to find why was this?

- Difficulties of contact. Everything goes through central web site phone and they do not know about HER
- I didn't even know it existed, so I was starting from nothing and the information took a while to locate
- I didn't know which departments or people did what I wanted to know about and it took a lot of phoning around
- I wasn't initially aware that it was a public service & only found out what was available by asking I'm still asking!
- Wrote to local council who passed on my letter to HER
- I would never have found out about it

- No link in website
- Not made known to general public i.e. unless you work in the history field you don't know what's available
- Not 'user friendly'
- Not well publicised
- Only mentioned in passing

7.1.3: Q5b - “Other”, How did you access the information from the HER?

- Fax request
- Phone discussion on archive artefact
- Special arrangement with HCC

7.1.4: Q6b - Are there any other comments you would like to make regarding your most recent use of the HER?

- Alison let us have a complete SMR printout - what more could you ask?
- Alison Tinniswood is extremely helpful
- Alison Tinniswood was very helpful indeed
- All HERs should make an effort to record more recent history
- Always helpful but obviously short staffed and waiting time inevitable
- As usual Alison Tinniswood was extremely helpful in sending the info I needed
- Helpfulness
- Being based in London I simply wrote to the Council Offices requesting my letter be forwarded to the Archivist
- Excellent facilities, very helpful and courteous staff
- Excellent response and cooperation with local archaeology group
- Extremely helpful and knowledgeable, the information was extracted and posted to me
- Found it very useful as check list for all published information
- Helpful and valuable information. Input needs to be booked in for more lengthy input
- Herts. HER is one of the better HER/SMRs in the country
- I looked at some files in HALS
- Impressed didn't use a computer or other database but I used printed information
- Internet access
- Is rather tucked away in the county hall and is not designed for public access. No dedicated work surface etc,
- It is difficult to explain what is required (information to support an article) on the phone and the only alternative was a visit.
- No
- No
- Not accessible through HALS and should be
- On my visit, personal access to equipment was not an option
- One item of source material could not be located

- SMRs for milestones should include the text
- Staff very helpful and friendly
- Suggest - 1. Summaries or conclusions on reports, 2. Showing sites on modern maps, unless reasons to the contrary
- The computer used to access information was very slow due to age of the machine
- The information I requested was copied and mailed to my home address
- The information requested was sent straight away
- The staff have always been very helpful
- There was no visit, contact by post or phone
- Very good response
- Very helpful advice, when visiting offices it is a long journey - can't do much about that!
- Very helpful; and friendly staff
- Work space for staff is very limited which makes dealing with visitors problematic

7.1.5: Q9 - If “Yes”, Where?

- | | |
|---|--|
| <ul style="list-style-type: none"> • All of England • National Buildings Record, Fortress House, Savile Row • English Heritage (Magic) & other local government & national government bodies • 6 English Heritage, Greater London (GLAAS) • 3 English Heritage at Swindon • 11 use HERs nationally • 21 use other SMRs • 4 use most local authorities in SE England • Southern Central England • 4 many across the UK • 16 Bedfordshire CC • 3 Berkshire • 13 Buckinghamshire CC • 8 Cambridgeshire CC • Cheshire CC • Chester • 3 Cornwall • Devon CC • Dorset CC • East Sussex • 17 Essex CC • Essex CC, at | <ul style="list-style-type: none"> Chelmsford Library • 2 Essex CC at Southend Library • Exeter • Glamorgan CC • 2 Greater London • 4 Hampshire CC • 2 Herefordshire CC • 4 Hertfordshire CC • 7 Kent CC • 3 Leicestershire CC • 2 Lincolnshire CC • Liverpool Metropolitan • Milton Keynes Unitary • 6 Northamptonshire CC • North Herts. District Council • 3 Norfolk CC • 3 Nottinghamshire CC • 5 Oxfordshire CC • Reading Unitary • 3 Somerset CC • Staffordshire CC • 3 Suffolk CC • Surrey CC • 3 Sussex CC • Wales • 4 Warwickshire CC |
|---|--|

- West Sussex
- West Yorkshire
- Wiltshire
- Worcestershire.

7.1.6: Q10 - Were there any aspects of these other HERs that you wish Hertfordshire HER to have?

- All very similar
- Better internet access
- Better online access
- Colour maps with SMR data marked on
- Data plotted on 1:10,000 OS maps
- Database
- Did not visit done by email
- Digital info incl. APs and maps
- Digital SMR data
- Electronic versions of info would be helpful
- Emailing results would be useful
- Free off prints of articles
- Greater focus on specific detailing
- Internet password for access when needs be
- It was well up there with the best esp. its on line access
- Map print outs as (sometimes) available from GLAAS
- More accessible records easier to use manipulate
- No (x6)
- No got information needed remotely my enquiries were specific to this village was a part in Beds.
- No Herts. is one of the best
- No Herts. is superior
- No. For my purposes the two have provided facilities.
- One of the best and I like the ability to digitally plot HER data
- Online access is obviously useful and saves staff time
- Provide as much info as possible on a well laid out, clear web page
- Similar service provided by all
- View records on the internet
- Web based access

7.1.7: Q14 - If “No”, please can you give some reason for this?

- I provided info for the HER not requested it
- You had no information on the site I asked about
- I tend to need very detailed information but the HER gives good reference sources
- Info not complete
- Was contrary to another part of the council and the information they were providing/interpreting
- Has still not been received

- Limited knowledge on subject
- There was no more information available than was provided by our own records
- Insufficient data has been discovered and included my own topic

7.1.8: Q15 - What information did you receive?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Access to primary records e.g. unpublished assessments, SMR lists and books/journals • All the above • Articles print-outs • Book refs • Confirmation that there were no sensitive areas within the work site • Copies of register entries & extra maps as requested • Digital • Digital data • Digital data & paper copy • Digital data, historical monuments • Email info • Email response specific to enquiry • HER print-out of specific sites in a geographical area • HER print-outs • I provided info for HER • Info not received yet • Letter • Letter and map • Letter in answer to my own • Listing & scheduled stats of various sites • Map print-outs • Maps & records • Maps, photos, photocopied article • Personal reading from historical record books • Photocopied articles | <ul style="list-style-type: none"> • Photocopied information • Photocopies • Photocopies & print-outs • Photocopies digital photos • Photocopies maps & articles • Photocopies of articles • Photocopies, print-outs & maps • Photocopies/ print-outs of data held • Print-out of SMR • Printed material • Print-out • Print-out - letter & maps & data lists & advice in letter • Print-out & bibliography • Print-out & more info in letter • Print-out data • Print-out photocopy of photograph • Print-out, general description • Print-outs • Print-outs, copies of maps • Print-outs & GIS data • Print-outs & photocopies • Print-outs & digital data • Print-outs & looking up on line • Print-outs & maps • Print-outs & photo copies • Print-outs & photocopied data • Print-outs & photocopies. Also use of GPS which they provided • Print-outs & SMR entries • Print-outs & verbal |
|---|--|

- briefings
- Printouts & written explanations
- Print-outs & written information
- Print-outs for database
- Print-outs of archaeological surveys
- Print-outs of SMR data
- Print-outs of SMR details and map locating
- Print-outs photocopies
- Print-outs, aerial photos and record sheet
- Print-outs, also followed up by helpful telephone conversation
- Print-outs, digital data
- Print-outs, maps & further reading
- Print-outs, maps, local info from museum curator, archaeology report & field sheet
- Print-outs, photocopied articles & information by correspondence from Ms. Alison Tinniswood
- Print-outs/articles
- Report copy
- Reports & maps
- S.M. print-outs
- SMR print-out through post.
- SMR sheet & photo copies
- Some info was limited due to the way it was collected originally
- Text - interpretation
- Verbal information
- Written advice
- Written response

7.1.9: Q17 - If “No”, please can you give some reason for this.

- Email would have been better
- Would have been nice to receive digitally as it would be faster
- Limited knowledge on subject

7.1.10: Q18a - If you ticked “A lot better than expected”, why was this?

- Made my internal queries much easier
- Response to further enquiries on the subject was excellent
- Far more detailed than I expected
- Exactly what I needed
- There was a lot more information than expected
- Volume and detail of information
- I suppose I felt I didn't deserve the time the enquiry took
- Unknown unpublished data available, staff exceptionally helpful
- Excellent service
- I received 4 photo copies when I only expected
- Because I had no previous idea how in-depth the records were
- I am not used to efficiency from council departments
- More comprehensive
- Amount of information sent
- Efficient and quick supply of digital data
- Had not expected such a personal service

7.1.11: Q19a - In what capacity were you requesting HER info, ‘Other’.

- Providing land management advice
- Professional landscape architect
- Aviation historian
- Museum Curator
- Parish Clerk
- Landscape officer for borough council
- Commercial researcher
- Metal detectorist
- To assist husband, article for local history book.
- Utility company
- Planning consultant
- Consultant for local museum
- Professional company for highways agency
- Chairman of Parish Plan Group
- Church warden in support of grant application
- Member of staff for local authority
- Local authority officers
- Owner of a listed property
- Consulting engineer working for the environment agency

- Field group leader for local archaeology groups
- Local government officer
- Local council map officer
- Palaeontologist
- Local authority (internal HCC request)

7.1.12: Q20h - Adults' preferred method of access.

- Leaflets on Parks and Gardens
- Need help first then access to records direct at location.
- Internet with advice from staff as necessary
- Digital data to order
- Action not written/spoken words

7.1.13: Q23a - Other information HER should provide.

- Excavation reports
- Hertford is difficult to reach by public transport from Bushey
- Tea Machine
- Snacks
- Access to GIS
- Access to toilet/refreshment area
- Grants to facilitate action

7.1.14: Q27a - Other methods of passing on information.

- Although I fear for the quality of SMR if we can all just email additions.
- Personal briefings

7.1.15: Q30g - Other services HER should offer.

- Museum records documentation
- Publicise HER services to Local History Groups & other interest groups
- Ready access, idiot proof, internet access for Junior schools
- Farm walks
- Displays may be useful in visits. Events, exhibitions etc. otherwise HER is the local information
- Open day
- info as at present
- Make the digital info interactive/interrogatable
- School field trips
- Visiting

7.1.16: Q34 - Postcodes

1 AB39	1 CO5	1 LE27	8 SG13
2 AL1	1 D61	1 LU3	2 SG14
1 AL10	1 DA11	1 LU5	3 SG2
AL2	1 DT1	1 LU6	1 SG4
3 AL3	1 E3	1 M21	2 SG5
2 AL4	1 EC17	1 ME1	2 SG6
3 AL5	1 EN11	2 MK40	4 SG7
2 AL6	1 EN5	2 MK42	3 SG8
1 AL7	3 EN6	1 MK45	3 SG9
1 AL9	1 EN7	1 MK6	1 SK7
1 B15	2 EN8	1 MK9	1 SO22
1 BD1	1 G12	2 N1	1 SS6
1 BH7	1 G84	1 N17	1 SW1P
1 BS1	1 HA5	1 N18	1 TA3
2 BS6	1 HA7	1 NG23	1 TN15
1 BT7	1 HP1	1 NG8	1 TN22
1 CB1	1 HP16	1 NR5	1 W6
1 CB11	2 HP2	1 OX2	1 WD17
1 CB2	1 HP21	1 PE32	3 WD23
1 CB4	1 HP27	1 RG1	2 WD3
1 CF15	3 HP3	1 S912	2 WD4
1 CM16	2 HP4	1 SE1	1 WD5
1 CM18	1 HP6	1 SE13	1 WD6
1 CM2	1 IP12	3 SG1	1 YO30
4 CM23	1 KT10	2 SG11	
1 CM7	1 KT14	5 SG12	

7.1.17: Q36a – Other educational establishment.

- Architectural Association
- Bristol University
- Birkbeck College, Malet Street, London
- Open University
- University of Hertfordshire
- Open University

7.1.18: Q36b – Names of establishments

- Kent
- Institute of Archaeology
- UCL

7.1.19: Q37a – Other educational qualifications

- Chartered Insurance Practitioner AC11 AC1B ABIBA
- C Eng MICE
- Cert Ed
- Post Grad Diploma

7.1.20: Q39 Interested organisations

Airfield Research Group Air Britain
 Association for Industrial Archaeology
 Baldock Museum and Local History Society
 Brewery History Society
 Bucks Archaeological Society
 Bucks Hill Residents Association
 Chess valley Archaeological and Historical Society
 Cuffley Industrial Heritage Society
 Essex Archaeology & History
 Essex detector Society Farming & Wildlife Advisory Group
 Friends of Hertford Museum, Hertford Civic Society
 Harlington Heritage Trust, Hitchin Historical Society
 Hemel Hempstead Local History & Museum society
 Hertford and Ware Local History Society
 Hertford and Ware Local History Society

Hertford History Group
 St Albans & Hertfordshire Architectural & Archaeological Society (SAHAAS)
 Herts. Association for Local History, Braughing Local History Society, East Hertfordshire Archaeological Society
 Hertfordshire Gardens Trust
 Hertfordshire, London & Bedfordshire Garden Trusts, Georgian Group, SAHAAS, HACH IEMA
 Institute of Field Archaeologists
 Kent Archaeological Society
 Kings Langley History Society
 Landscape Institute
 Local history groups
 Local history recorders
 London Colney Local History Society
 Many archaeological societies, too numerous to list.
 Markyate Local History Society
 Milestone Society
 National Farmers Union, Local

Residents Association
Norfolk and Norwich
Archaeological Society
North Herts. Charity Detectorists
Group
North Hertfordshire Archaeology
Society
North Herts. Charity Detectorists
Group
Olney Archaeology Society
Open University alumni
Portable Antiquities Scheme
Potters Bar & District Historical
Society, the Milestone Society
Potters Bar & Barnet Local
History Societies
Prehistoric Society
Prehistoric Society
Society of Antiquaries of London
South Midlands Museum
Federation, Social History
Curators Group, Stevenage
Society for Local History
South West Hertfordshire
Archaeological & Historical
Society, Berkhamsted & District
Archaeological Society, SAHAAS

South West Hertfordshire
Archaeological & Historical
Society, Watford District
Industrial History Society,
Friends of Watford Museum
Stanmore and Harrow
Archaeology Society
Subterranea Britannica
Ware Museum
Ware Society
Workers Education Association
Workers Education Association
Hertfordshire Archaeological
Society
Workers Education Association,
Hitchin Historical Society
Welwyn Archaeological Society,
Roman Buildings Trust, Society of
Antiquaries, Institute of Field
Archaeologists
West Sussex Archaeological
Group, Enfield Archaeological
Society, Waltham Abbey Historical
Society
Western Front Society
www.alburyvillage.org.uk

7.1.21: Q41 - How does the illness affect your ability to access the HER?

- It takes over two hours to travel by public transport to County Hall in Hertford
- Chronic Arthritis - which may cause difficulties, have only accessed via e-mail and phone to date
- Stairs difficult
- Unpredictable health causes problems with opening hours
- Husband with long term illness
- I use a manual wheelchair so need level areas or ramps
- Mobility by car

7.1.22: Q42 – Occupation

- | | |
|-------------------------------------|------------------------|
| • Archaeological consultant | • Author/publisher |
| • 11 Archaeological project manager | • Barrister |
| • Archivist | • Bridge engineer |
| • Area manager | • Builder |
| • Assistant advisory officer | • Chartered accountant |
| | • Chartered engineer |

- Civil engineer
- 3 Civil servant
- Classroom support assistant
- Clerk in Holy Orders
- Commercial tyre technician/driver
- 3 Company director
- Construction management
- Consultant
- 3 Consultant archaeologist
- Countryside project officer
- Curriculum area administrator
- Director of medical research, Council Research Unit
- Driving for employment agency while seeking post in local history.
- Ecologist
- Electronic engineer
- Emeritus Reader in Geography at University College London
- Engineer
- Environment manager/archaeologist
- Environmental consultant
- 2 Environmental scientist
- Business consultant
- Executive insurance broking firm
- Facilities manager, maintenance of City HQ offices
- Farm conservation adviser
- Farmer
- Field archaeologist
- Government official
- Graphic designer
- Graphics assistant
- Historian
- Historic data manger
- HR manager
- Installations manager
- Interior designer
- IT purchasing manager
- Landscape architect
- Landscape consultant
- Landscape manager
- Landscape officer
- Lawyer
- Librarian
- Local government officer
- Local government
- Magazine journalist
- Management consultant
- Manager in retail computer systems
- Map officer
- Museum curator
- Museum curator
- Naval officer
- Office worker
- Operations manager
- Parish clerk
- Partner in a firm of international accountants
- PhD student
- Planning/highways officer
- Plastics consultant
- Police officer
- Police sergeant
- Postal officer
- Postman
- Principal archaeologist
- Project co-ordinator
- Public transport driver
- Quantity surveyor
- Quantity surveyor
- Research scientist/engineer
- 4 Retired
- 2 Retired civil servant
- Retired head teacher
- School teacher
- Self defence and judo instructor
- Senior archaeologist
- Senior civil engineer, consulting engineers
- Senior landscape architect
- Senior nurse
- Sheet metal worker
- Social worker

- | | |
|-------------------------------|----------------------------------|
| • Solicitor | • University Pro-Vice |
| • Systems analyst | Chancellor |
| • Teaching naturalist | • University reader |
| • Technical manager | • Warehouse operative |
| • Telecommunications engineer | • Writer, lecturer & broadcaster |
| • 3 University lecturer | |
| • University professor | |

7.1.23: Q43 – Any other comments.

- The profile of the HER needs to be raised significantly. I'm sure most local historians don't know it exists. More advertisement of what there is would be helpful for first time users. Access from the web would be invaluable. Links to other national databases e.g. UK Parks & Gardens, English Heritage listings outside Herts. area would give an integrated research facility
- IT Systems Analyst
- HER is very useful service and I would like to see its use further developed
- With reference to Q31 these are not core functions of the SMR/HER, however I do acknowledge that encouraging wider use and public/shared sense of ownership would help to attract additional resources for archaeological development control/advisory service, which from personal experience, are usually stretched. I was strongly aware of there being a tightly knit/bonded team of very experienced and knowledgeable professionals across the HER & planning control (County Arch etc) who could cover for each other and provide consistent service
- My enquiry is not topical but a tumulus marked on an OS map of your area elicited the response that no information was known
- I was most impressed with the service staff offered me and I did not have to chase up anyone
- Staff could not have been more helpful
- Please note my contact was because I found some roman pottery in my garden and St Albans Museum recommended that I got my find recorded
- I have some concern that time spent on producing exhibitions etc will be to the detriment of the overall service
- It's 24 miles from H/A to the County Hall. Access via my local library on some sort of link would be excellent. Somewhere quiet and local. The problem is lack of time to pursue a hobby. Herts. has more than its fair share of overloaded residents who need help to improve the rest and recreation part of their lives. Enthusiasm and friendliness was a feature of my first contact with HER staff - very important!!
- Historic Environment records should be free to all as a resource
- The use of the archives was to research my husband's book of local history for the hard facts. I would expect there to be a physical search

rather than by remote access would be necessary - but you need to know what you are going to look for

- Member of the ICE Panel for Historical Engineering works (PHEW)
- I have always found the service at HER particularly helpful and efficient
- I have always found Alison Tinniswood, Stewart Bryant and the rest of the staff extremely helpful and approachable. Have got to know them quite well over the past 10 years
- Self employed
- Needs to be kept updated
- Hugely helpful service
- This is a company response, not from an individual
- Get HLF money and put it on line!!
- The county records people were very helpful
- Retired school teacher
- Legal and marketing manager for insurance company
- Alison Tinniswood is the most helpful civil servant I have ever had the pleasure to deal with
- The Herts. SMR I have found to be one of the friendliest and most accessible I have ever encountered - I have only been slightly frustrated by not being able to integrate the GIS myself (probably because of my own lack of knowledge
- HER needs to expand public awareness of their existence
- Lack of competent information surrounding the whole subject matter and lack of interest in former RAF station
- HER provides a prompt and efficient service
- I have a personal interest, actively pursued, in prehistoric and historic sites and their research. Hertfordshire HER provides a serious, professional and valued resource in support of that interest. I have had no reservation in drawing this excellent service to the attention of friends and colleagues where relevant

7.2: Open ended comments for HER non users

7.2.1: Q4a - “Other”, where did you hear about the HER?

- Your letter
- Your letter
- County museums officer
- Professional knowledge
- Through school mail
- Contact with archaeologist
- Internal mail
- School info from staff
- Through the post

7.2.2: Q8 – For what purpose do you think you would use the HER?

- General information
- To better inform the public through the council's information centre
- Promotion of local information to the local community
- For education and school children
- Historic information
- To find out more about the history of my local area
- General interest and specific interest for council in Hatfield
- To access information re area
- To find out about the history of Hertfordshire and the area around where I live
- Research and education
- Research relating to archaeological sites in Hertfordshire
- Children's education
- Building projects
- Info on pre construction stages of site work
- When dealing with a site that requires research
- To consider the value of the site and implications of change
- Using when preparing a parish plan for the village
- Exploring local history
- Answering queries and preparing displays
- To give information when the public make enquiries at our museum
- Don't know as I don't know what it contains
- To understand and explain to others the local social history of this area
- To identify archaeological interest/activity/findings affecting building projects
- Planning applications in my parish. For details to put in the parish plan
- In connection with public inquiries and finds liaison officer use. Also in preparation of report for Hertfordshire Archaeology
- For parish interest and to support Kimpton's local history group
- Further background information about sites
- Architecture related enquiries
- To assist enquirer's at Hertfordshire archives and local studies
- To assist with educational research
- Information on our village/area

- For local history research?
- Personal interest and for the Ware Museum and its tourist information point
- Education?
- Research and land use applications
- Historical research
- General knowledge and history of local parish
- Old maps and local issues
- Research for museum displays
- Research in relation to planning applications
- Possibility of other Roman sites near Potters Bar
- To assist with enquiries at Hitchin museum
- Local history
- All information is useful at some time or other. If it is possible this may help with enquiries made here which we do not know the answers to
- To find out more about listed buildings and heritage landscape sites in Herts.
- To further my own interest in local history and in support of my local history society's activities
- For information relative to our education and marketing programmes
- To advise local residents of any particular activities or exhibitions relevant to Redbourn
- Providing access to the general public via our information point - some time in the future. Unable to comment at the moment
- Village history. Planning issues for the parish council
- Flood areas, historic use of land
- Research in relation to Hertford town
- Historic and ancient archives
- Preliminary studies of sites and projects
- Planning history. Conservation area listed buildings
- I am a local history enthusiast, although to my shame I have not heard of the HER - would use it to be better informed about my locality
- Research
- Planning
- Teaching/enrichment
- Village plan
- Local studies support as the school studies wanting it as part of its local resource
- In conjunction with studies of vernacular buildings
- History/geography work based on local area
- Interest in local area
- Research
- Information for school projects
- Artefacts, maps and photographs
- For history and geography research
- Helping children become aware of our heritage (adults also)
- To support the history and cross curriculum aspects of the school curriculum

- Enhance children, learning
- To enhance topic work throughout school
- Possibly to aid local historical and geographical knowledge
- Educational
- Research and planning lessons
- To post to other relevant teachers
- Our school is built on a historic site. We would like to find out exact dates and previous research, historical accounts, etc.
- History evidence for work in school
- To support history curriculum
- Activities related to QCA history units
- For parish council associated projects
- To entice studies of local area and wider areas
- Historic research within class and by teachers
- Details of sites
- Perhaps to fit in with a history project or local history
- To support the KS1 history/geography curriculum if appropriate
- To support history curriculum
- Links with work in history and geography
- Educational or personal inquiry
- History
- History and citizenship lesson
- Supporting curriculum work in school
- Support history curriculum
- Discover local sites and monuments
- I have no knowledge of it as yet so cannot say
- Supporting work with children on local history project and surrounding environment
- Primary topics
- Humanities
- To support the teaching of history/geography
- Research to support exhibitions
- Possibly to support school history or geography projects
- Possibly for marketing and recruitments
- Informing school projects
- Classes to use information (perhaps online) about local sites etc.
- General research into local history of this area
- Looking at local studies. A good opportunity to use local data in a new GIS system
- To inform children of sites associated with a particular historical era with reasonable priority to their local area
- Primary school history/geography topics
- To provide information and link to local history and geography topics in the curriculum
- Local history project work for KS3. A2 investigations possibly
- Relating to historical periods in KS1 and KS2 and class work
- For environmental/history/local study work particularly with year 5/6 children and for personal interest

- Access to students studying history/geography
- Research into historical environment locally
- Fact finding with pupils
- To support learning about the local community
- Historical studies and any relevance to local geography
- Projects within school - research?
- Developing children's historical awareness
- Support school projects
- When discussing buildings in history/geography context
- I do not know yet!
- Possibly for background research for staff or for use by boys for coursework research?
- To expand the opportunities of pupils within the school
- As a FE college for students work
- To assist older children in finding out information about local history
- Use in curriculum
- Local history
- Consideration of planning matters. Preparation of local information brochures
- Teaching - pupils' research - history and geography
- History and geography of Letchworth
- History and local area comparisons
- I'm not sure what info it contains or of what help it could be. Could it help teachers plan destination of trips about history?
- Research for history teaching and local environment and studies
- As part of local history/geography study. Comparative study between local/national areas of the country
- Useful in planning history topics within school for relevant visits/information
- Lesson planning, project work
- History topics/CCT research
- Curriculum - geography, history, ICT creativity. Broadening the curriculum
- To support children's historical research. To aid the teaching of historical skill through the use of artefacts
- Research
- Year 3 Romans topic
- Teaching local history/geography and history/geography skills
- Pupil historical research
- Local history/possible trips
- History, geography
- School visits
- For use in enhancing, learning and teaching
- For local studies at school, plus feeding into other topic work
- History work with children
- Research projects
- OS maps. Locate information for local history unit in national curriculum

- Teaching history KS3 and history
- Possible unit on local history at KS3
- 1 curiosity, 2 to find out more about known sites, 3 discover new sites
- For mathematical, geographical, historical relevance in the curriculum
- History and geography lessons within school - to enhance children's learning and introduce local history aspects
- Historical studies particularly early settlements and the Romans
- Enhance teaching and learning
- To find out more about HERs in general work
- Improving opportunities/range of experiences for the children
- Couldn't say without knowing more about it
- Junior class history/geography if relevant
- Study of local history KS1 and KS2
- Research, lesson content/activities
- For pupils to locate info for history/geography
- To access information about school site in Baldock and neighbouring area. To access Herts. information on sites related to teaching/planning in KS1 and KS2
- Teaching
- Not sure
- History lessons making them more relevant to children
- History/geography lessons
- Possibly to do some work on the location of Roman remains in Herts., if we decide to change our GCSE local history study to 'Roman St. Albans' but this decision has not yet been made
- Help planning with lessons
- To develop skills in historical investigation
- When teaching about the local region
- In connection with history/geography projects and ICT curriculum
- For our local history society
- KS2/3 roman sites, Tudor, Victorian, medieval period - local sites
- Tracing parents and before
- To help enquiries at HALS
- General information
- Research for archive for RHS
- Student research
- Information that may be useful for studying the industrial revolution in Hertfordshire would be a use
- Support history units of study
- To widen the current range of teaching methods, get more facts about Romans, Celts & Victorians for our KS2 history topics
- For local history for our school children to research own school, Garston manor
- Planning investigation
- For personal interest only not for pupil use, material specified in covering letter is not applicable to current KS1 lessons
- School environment research projects

- No idea, keen to promote heritage but have no idea what HER can offer
- It may be useful for the children who learn about the Romans in yr 5.

7.2.3: Q12 – Reasons for not wanting an on line heritage resource.

- Don't have any interest
- We do not have a parish computer connection
- Time
- No access right now
- N/a
- I'm a dinosaur with computers and prefer hard copies
- Lack of time
- I teach in PRU and most students would be interested in it.
- Too much already to use and usually takes too long
- Have far too much to do at present
- I don't like clogging up my email
- Prefer paper based info - can browse and consider at any time, unreliability of computer systems
- I have no need for live information
- We are a junior special needs school
- Not on line
- Not applicable to our KS1 lessons

7.2.4: Q14 – How else could we make the HER more appealing?

- Promote it so the public know the resource is available
- Provide speakers for meetings
- Do not know enough about HER to comment
- Sessions on it. Talks on it. Advertise more
- General publicity
- Article of awareness in the Herts. County Council magazine to all homes
- A simple information pamphlet would seem appropriate
- Bi-yearly magazine
- Less jargon. On line heritage resource. HER outreach points ticked above
- To advertise more
- Link to Herts.direct website
- Partnership working with IP departments, museums and libraries
- This survey is a step in the right direction
- Newsletters
- We are a unique educational site, can we link with others? We are also international because our school was once part of a worldwide system
- Local newspapers and school material
- Talk to local history groups and environment groups

- Constant exhibition
- Information in TIC shops, articles in local press
- Advertising/articles in local press
- Promote in schools and libraries
- Leaflets, materials for open evenings
- Include it the Herts. newspaper that is delivered to homes and schools
- Unable to say until have seen what it contains. Would help if information via posters, internet, paper was published announcing HER
- Weekly report in the local paper. Activities in schools which are run by HER reported in local press with photos
- Larger posters in libraries, public places and free newspapers
- Offer training and talks, advertise in schools, libraries and local advertising.
- Leaflets about HER
- Increase public awareness through displays in public places such as libraries and shopping centres.
- Publicity - people probably do not realise you exist/know what work you do.
- Articles in the local newspapers and country magazines. Mention on local radio
- Travelling exhibitions will raise awareness initially, supported by web-based back up. Visiting lectures would be most welcome.
- A 'contact us' section for questions relating to any of the sites
- Raise awareness of sites other than the well known e.g. Berkhamsted castle through local radio and TV
- Awareness raising of existence and services
- A question of awareness
- Re launch it
- Advertise more. Post on Herts. schools intranet site
- Posters in local libraries and town notice boards
- 'Catch them young'. Direct some information to younger members of community
- Posters for schools
- Through ACL schemes
- Via activity weekends/meets emphasising various periods of history or special events at various schools
- Posters for schools to put up for parents to read. Information that could be published in a school newsletter
- Posters in libraries, schools, universities
- Regular articles in local press
- Parent packs linked to teaching resources
- Staging events at sites
- I do not know
- Marketing campaign - via local libraries
- Again - unsure without looking at it in more depth
- Advertise it widely - showing context

- Make sure the activities in q13 are carried out
- Exhibitions in schools/colleges inviting communities to participate
- Talks to local history society groups
- Not convinced of the need for it when existing Herts. museums are fighting for their lives

7.2.5: Q19 – Postcodes

3 AL1	1 EH11	1 HP7	10 SG4
2 AL10	2 EN10	2 LU2	7 SG5
6 AL2	1 EN2	1 LU7	4 SG7
11 AL3	1 EN3	1 MK10	8 SG8
3 AL4	1 EN5	1 MK17	8 SG9
6 AL5	4 EN6	1 MK40	1 TR2
3 AL6	2 EN7	1 MK45	3 WD17
4 AL7	1 HA6	1 SF12	1 WD18
2 AL8	1 HA7	3 SG1	1 WD19
1 AL9	2 HP1	1 SG10	3 WD23
1 BG2	1 HP14	4 SG11	2 WD24
1 CB1	1 HP2	10 SG12	2 WD25
4 CM21	1 HP21	3 SG13	7 WD3
1 CM23	1 HP22	2 SG14	2 WD4
1 CM5	3 HP23	1 SG18	5 WD5
1 CM6	2 HP3	5 SG2	2 WD6
1 E4	3 HP4	5 SG3	5 WD7

7.2.6: Q20a-f – Other ethnic groups

- | | |
|--------------------|-----------------|
| • American | • Greek Cypriot |
| • American | • Jewish |
| • Australian | • New Zealand |
| • English/European | |

7.2.7: Q22 - How does your disability affect access to the HER?

- Not always able to travel easily

7.2.8: Q23 – Occupation

- | | |
|----------------------------|-----------------------------------|
| • Accounts manager | • Building and roofing contractor |
| • Accounts/school governor | • Chartered accountant |
| • Acting head teacher | • Chartered architect |
| • Admin community officer | • Civil engineer |
| • Advisor | • 2 Class teacher |
| • 7 Architect Archives | • 5 Clerk of parish council |
| • Assistant museum curator | |

- Company director
- Community developer
- Company director
- County archivist
- 3 Curator
- Custodian - Shaws Corner
- Deputy head, primary school
- 3 Deputy head teacher
- Director of Dacorum Heritage Trust
- 3 Education officer
- Executive director of Living East
- Gas advisor
- 2 Headmaster
- 2 Headmistress
- 73 Head teacher
- 3 Head teacher (primary school)
- Heritage officer
- Hon. Secretary
- Infant teacher
- Inspector health care
- KS2 co-ordinator
- Library assistant
- 2 Local government officer
- Manager
- Marketing director
- 5 Museum curator
- St Albans district council
- 8 Parish clerk
- Racial incidents officer
- 9 Retired
- Retired librarian
- School secretary
- Secondary headmaster
- Secretary, Buntingford civil society
- Self employed
- Self employed milkman/curator
- 2 Senior teacher
- Service manager
- Speech and language unit teacher
- 36 Teacher
- 5 Town clerk
- Vice president, Hitchin British Schools Trust

7.2.9: Q24 – Any other comments

- I am filling this questionnaire in on behalf of Tring Town Council and Information Centre, and not as a private individual
- I suspect that staff time to answer queries is actually the appropriate answer to public needs, and that internet access may be a short cut, unable to address individual needs
- I would be interested in the focus group but I am fully involved with Ware Museum. Our tourist info point would be an ideal place for publicity, as would the adjacent library
- This will be a wonderful project and make a marvellous resource accessible to a great many people.
- I am concerned I do not know about HER or trust society - Harpenden History Society have not been aware of HER facilities
- A similar system is available online by UK Planning, PROMAP and LANDMARK. Ref: www.landmarkinfo.co.uk
- As I have not used HER my answer to Q21 has to be - don't know.
- This should be directed to other teaching staff who may be more interested and can use it
- Teacher
- Head teachers
- Great idea long overdue could be an excellent resource for schools
- It is difficult to tell how we would use the facility but it looks very promising. If possible it would be helpful to have some in-school training for staff
- My interest is for use at school for the pupils/teachers to use
- I would use this info for students doing history/geog and local studies
- As a school project we [would] wish to find photos and information on Garston Manor

7.3: Hertfordshire HER focus group transcription

Non users are identified as Group 1 and Users are Group 2. Grade 1 is a positive response, 2 is negative and 3 is neutral.

<i>Comment</i>	<i>Topic</i>	<i>Group</i>	<i>Comment</i>
<i>Number</i>	<i>Number</i>	<i>Number</i>	
276	1	1	Yes I have used some, such as on line map searches like multi map, and I am happy to use it if it were more available
277	1	1	Yes more for my personal use than for business use certainly I have used multimap and I like the fact that you can zoom in and zoom out and get some sort of perspective on it.
278	1	1	Yes the same I have used multi map to get me where I need to go, what Stewart showed us was very interesting and opened my eyes to a lot of things that I didn't know about
279	1	1	No not really, I haven't got a computer and I hate the bloody things to be honest, I have to use them in the museum but only under protest and we are not on the internet because we can't due to the complicated set up we have in the building.
280	1	1	We could only get on the internet by having our own line, which we would have to pay for which we can't afford and the council won't let us go on the back of their line. So although we have 3 spare computers ready we can't actually get them on-line.
281	1	1	We though this situation would be resolved until they recently took away our phone line and gave us mobiles, which is ludicrous as you never know who is ringing who and the switchboard loose everybody that comes through. We lease the building.
282	1	1	I find maps fascinating I love old maps all the old 1860s series and comparing them with the modern ones. I find the electronic ability to graph them on top of the other fascinating. I think it is one of the most useful pieces of technology available.
283	1	1	And I am all in favour of it.
284	1	1	I don't think I have anything different to say than anybody else. I have used it. One thing that does specifically interest me is the ability to over lay old maps with new maps, with aerial photographs. That makes a huge amount of sense to me
285	1	1	At the moment we could go down to Hertfordshire Archives and local studies and pull out the peg maps but you can't over lay and the ease of being able to do something like that would be superb.
286	1	1	Being able to bring everything down to a common scale is magnificent, you look at the old maps one inch to one mile but its not quite one in 50,000, its close but its not the same, and it doesn't work very well.
287	1	1	But putting it onto a common scale like that is much much better.

<i>Comment Number</i>	<i>Topic Number</i>	<i>Group Number</i>	<i>Comment</i>
288	2	1	I haven't done a great deal although we do have access to a computer and broadband. Its not a problem though because if I don't know how to do it my husband does.
289	2	1	I suppose I surf the net daily, through personal use and for work as well, so I feel quite comfortable with using the net.
290	2	1	No computer so question is immaterial.
291	2	1	I have been using computers since the days of paper tape and punch cards so as far as I am concerned they have come on in leaps and bounds.
292	2	1	I have got three children and as far as I am concerned my only barrier to the computer is fighting my children for access to it!
293	2	1	Yes I spend most of my life on the internet.
294	2	1	Oh yes I can see a use and we are going to have to resolve this because we are a registered museum and half the stuff that comes out from MLA comes out on the NET only and never in hard copy and we just miss it.
295	2	1	In fact I am on a course later this week to see what we have got to do to upgrade to the next stage of registered museums, because they are all changing the rules again and they do this about every two years. So this has got to be resolved somehow.
296	2	1	We may just apply to somewhere for a grant, we have got the machinery sitting there doing nothing, and of course if nothing happens soon the computers will be old technology. We got the CAB's, who are next door, old computers, they had to upgrade,
297	2	1	Because they have gone national now and all their data is now held in London not locally and they gave us their old machines and my expert go into it to find out that it still holds all these personal details of Potters Bar.
298	2	1	I wasn't aware of this technology, I haven't really had cause to but I think it is very interesting. I wouldn't be using it personally but now I know of it I think it is very useful.
299	2	1	I wasn't aware of it, I certainly did that sort of thing myself by hand when I was at college and I really found it fascinating then, but I think certainly that I could use it within school, I think the children would be fascinated.
300	2	1	Even looking at their own town and what might be beneath it.

<i>Comment Number</i>	<i>TopicGroup Number</i>	<i>Comment Number</i>	<i>Comment</i>
301	2	1	The Civic Society are going to make some footpath maps, we have a peer 3 group and some quite enthusiastic one going at the moment, and we are doing some footpath leaflets and being able to draw on this would be quite useful
302	2	1	and being able to make the leaflets more interesting as well. You could put on the leaflets what are interesting facts, locations, and finds along the walks.
303	2	1	Most footpaths are actually quite historic and they nearly always lead to historic sites. In Buntingford there is an Estate, Called Monks Walk, and a lot of the kids in the town don't realise that actually Monks Walk is a footpath not a housing Estate.
304	2	1	And it goes from the old church outside the town to an Old Wooden Priory and its called Monks Walk because it is reputed to have a ghost of a monk walking on it and if you tell the kids of the town and you tell them that they are absolutely amazed.
305	2	1	Footpaths are a great resource and presumably all those items will actually be available on the SMR? 1
306	2	1	If that is the case I would certainly like to look at that. I know that the kids in our town would find that fascinating. 1
307	2	1	Isn't that the same sort of thing as down at Tanners Crescent down in Hertford, on the e site of the old leather factory, again it has a ghost haunting the area.
308	2	1	So there we have another area for the HER - Ghost, certainly for kids, that's instant interest. 1
309	2	1	A grey splodge on the map to represent ghosts!
310	2	1	Ghosts and Dinosaurs, will score a big hit with the kids Legend are already on there.
311	2	1	Do you have these legal entities like Manorial waste? No we don't have those. But rights of way may have those 3
312	2	1	We have had quite a lot of local battles in trying to get the county council to agree that certain site was manorial waste or wasn't and Nobody seems to know where the deeds are and it may or may not be part of Gascoigne Cecil Estate and so on.
313	2	1	It can affect development, in that roadside verges that everyone assumes are highway, may not be, they may turn out to be manorial waste. And they may become highway by usage. A lovely time for the lawyers.
314	2	1	Have you got any old records on Milestones? Buntingford lost its cover on its milestone at the start of the second world war, when They were all taken off and it seems to have disappeared and we want to replace it but we don't know what was on it.

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315	2	1	There is a milestone society who may be able to help. We have a member of our museum who is a member of that society. 1
316	3	1	I think that knowing that its there, I mean when the survey came round I was unaware of it being there, the only maps I was aware of was through the Hertfordshire grid for learning.
317	3	1	I think it's important to let people know that its there. Yes we could use it at the schools but we have to be fairly careful with use of Internet is more limited within our sort of setting which is a primary setting.
318	3	1	I certainly feel that maybe secondary geography might be more appropriate.
319	3	1	We the civic society are becoming involved with the planning consultation processes we would really like to know exactly what we have got, we need to be more aware of.
320	3	1	Am I right in thinking that the rights of way again can be over-layed? and the old maps are that just one set of first edition? 3
321	3	1	That's one thing that I would find very useful was if you had tithe maps and enclosure maps and other individual parish maps, we have one in Braughing that was done in 1863 linked to the parish volumation. So this would go on the wish list. Yes
322	3	1	Its pre all of the ordnance survey maps all those would be great.
323	3	1	Earlier on you were looking at the old Baldock and looking at the old cemetery, the road has been renamed clothal road, because pesthouse lane wasn't very attractive when you are trying to sell your house.
324	3	1	But historically Pest House lane is far more interesting as it captures data it tells you something, clothal road doesn't. Do you capture road name change?
325	3	1	That could be very useful to actually have street names, and the history of them, because we look at old census returns and they didn't know you were going to change the name of the road in a hundred years time. So it makes researching difficult.
326	3	1	If you want to make it even bigger, you can go to house names, because they have changed. 1
327	3	1	It would be great to have a cross reference where names have actually changed.
328	3	1	Also trade names change. Good to be able to source name changes for businesses. And Inns the publican would take his trade name with him and this has caused confusion over the years

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329	3	1	Geology was the other thing, that comes into planning, wearing another hat I get to comment on local planning things and because Potters bar is a gravel cap over London clay we get a lot of springs at the bottom of the gravel cap.
330	3	1	and it would be very nice to know exactly where the gravel cap goes.
331	3	1	We have got geological maps but they are very small scale and are very difficult to interpret.
332	3	1	What about wells? Is there some indication of where they are located? Or where they might have been?
333	3	1	There are a lot recorded on the early ordnance survey maps recorded as W and P (pump)
334	4	1	I work in a commercial environment and I can not see any use on a commercial line apart from checking on re development, most of the time most commercial enterprises aren't interested in redevelopment,
335	4	1	they are in their property and they take it as is on the assumption that who ever developed it has done it. So apart from developers I can't see much use.
336	4	1	But on a personal and educational level I think it is magnificent.
337	5	1	Schools presumably would give you access to the whole range of ethnic minorities. Compulsory education would cover that in secondary schools, and Universities.
338	5	1	Unfortunately political correctness has hit the historical curriculum to a huge extent on the grounds that as ethnic minorities don't share our history, we won't study our history any more. So after year seven they don't do English History anymore.
339	5	1	So it's all foreign history of some form or another, or its just topics in history, they will do the First World War but you can't be too British about it. You have to look at it from all sides.
340	5	1	Even when I was at school and I did my history O level none of it was local, we didn't do local history. I am not sure that we ever have. It has never been that local down to the county. It's more [Primary level].
341	5	1	We are just doing a project on our own school at the moment, the history of our school and this is where it would be really really useful to do the history of the local area. The other groups I was thinking of maybe were church groups and U3A.
342	5	1	U3A have lots of different clubs and activities going on, the new adult and community learning schemes that are putting forward through county and Herts. regional college would be good areas as well.

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343	5	1	The information on the HER would be OK for secondary but it would need to be modified for primary.
344	5	1	Some of the 5 and 6 could probably understand it but you know if you want a lot of primary children to access it then it has got to be modified.
345	5	1	But never the less its fascinating and going back to what we were talking about earlier, the social history, the ghost and whatever, you could capture a few characters with that.
346	5	1	If you actually had an entrance into the HER site that went Victoria, Tudors those of Anglo Saxon, Roman and actually to be able to go in for the schools and the kids under those subjects, click a button and be able to go straight in.
347	5	1	Most of the primary kids, they are desperate with all the projects they do to find material to help with their projects, and it's got to be on a very low level basis and to actually find something local within reach would be for them fascinating.
348	5	1	Pictures of artefacts that were found near where they live, it would suddenly bring it alive for them. If it's somewhere in Bath, most primary children think that's something they do on a Saturday night, the fact that it's a town hundreds of miles away,
349	5	1	well it might as well be on the moon. But to show them something that is in Hertford or in Stevenage or a place that they know would connect.
350	5	1	I think it needs to be a time line, because we are spreading now out beyond QCA now we are being a bit more creative so you need to do more or less a time line I like the idea of that but you can't just stick to those
351	5	1	I think you have got to be creative either side so to use a time line and to give them some idea of when the Tudors were and then that might be more accessible.
352	5	1	But you could actually see the order in which they came in Stewarts Hanoverians, Victorians and then they could drift along and maybe get them interested elsewhere
353	5	1	And if you had some sort of pictorial representation with regards to Tudors, what do the Tudors look like then I think that would be helpful.
354	5	1	Lots of images. For up to year seven. Possibly year eight but then you are into the crusades which I presume there would be nothing around to link the HER. Some - Templar sites
355	5	1	Italians at Hoddesdon. Glass house industry which they worked on. Not a very large ethnic minority group, except travellers and gypsies, we have one of the largest populations in the country.

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356	5	1	Ethnic minorities are of concern but we have an ethnic majority which is ignored, because they are not a minority, they are ignored, they actually are interested but because they are the majority they are not of political importance. And they get ignored.
357	5	1	There is a resentment about that which is dangerous. A lot of ethnic minorities are fascinated to see more about England and some cases they are more interested than the indigenous local people.
358	5	1	They are interested because they live here and they were born there and they are interested to learn more about the place and I think this idea of trying to get away from our own history is in fact counter productive because it doesn't integrate society
359	5	1	It divides it.
360	5	1	Could you possibly link it to places of worship? And look at that through history. Has there been an increase in say the number of Mosques over the period of say the past hundred years. Or a decrease in the number of churches.
361	5	1	A church in Ware for example has recently been developed into a residential area, so it might be worth looking at places of worship.
362	5	1	Plotting them by denomination, to see it moving over time. In fact in Luton one of the churches is now a Mosque. You could extend that to burial grounds because a lot of them are by denomination.
363	5	1	There is quite a big Jewish Burial ground.
364	5	1	Its quite interesting At Buntingford the cemetery by St Bartholomew's if you go back pre war there were actually two areas to it one was for use by the Church of England and the other was for use by the United reform Church
365	5 3	1	because they didn't have their own and so they were segregated in death as well as in life.
366	5	1	War graves because that presumably that is something readily available from the war graves commission. There are two war graves in Buntingford it's rare but some Parishes have airman buried there because airman randomly fell from the sky.
367	5	1	American and Australian Family History Societies would certainly be a user of the site if links were put in so that they could access that kind of family history detail
368	5	1	You mentioned in your presentation that you get a lot request 300 to 400 every year, who from? And what sort of information are they looking for?
369	6	1	You are going to need to get round the county, and let people know that this even exists and how to use it. Other wise it will just sit there and it won't get utilised at all

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370	6	1	I must admit I suspected something like this must have existed but didn't know where to look. I have actually tried to find the site but I couldn't find it through a website. I did a search for it but it doesn't come up anywhere.
371	6	1	Places for Adult learning as well we've got all the colleges there's an awful lot of adult learning going on at the moment, the university of the third age third age and people like that, I think it would be very valuable.
372	6	1	And also find that people who are in U3A are generally those who are retired and have more time for research, and I think that is another aspect.
373	6	1	One of the priorities in education at the moment is encouraging the kids to get more active. A bit more exercise and a little less sitting down.
374	6	1	Something like the Monks Walk footpath would get them up off their backside and walk along it with a guided tour with an indication of what's there and what's to see explaining it as you go along it and what has happened.
375	6	1	An information pack like that would actually make quite a useful tool and actually persuade the odd teacher or two to actually take their class out and walk it. As opposed to just talking it.
376	6	1	We actually find it very difficult actually getting children out of the schools, we used to run regular school visits to the museum and they suddenly got petrified that they would get sued because of possible injuries and now they won't come out.
377	6	1	They are happy for us to go to them but that is not the same as coming to see the museum.
378	6	1	You could do a quiz of the local area and get the m to do it as a homework project.
379	7	1	Years 5,6,7,8 love filling out a questionnaire trying to find out the answers, not too testing, but they love actually being able to complete a quiz like at stately homes where you have to find this or that in different rooms.
380	7	1	If you could do something like that then they would take it to their parents, grandparents etc to find out the answers and get the information because they enjoy coming in and presenting it.
381	7	1	We did a whole range of things for the Millennium, sculptures, signs, and the primary school in the village put together a time capsules and that is buried underneath the sign,
382	7	1	one of the things that we did last year as the local history society was we published a book which was on oral histories of people who lived there and it was life between the two wars and then we are going to do one next after the war.
383	7	1	Because obviously people are disappearing and their memories are being lost.

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384	7	1	we publish a whole series of books on local history and people growing up in Potters Bar, the daughter of the late vicar and what life was like because it was a tiny village until the 20's and then it suddenly boomed and doubled again after the war when
385	7	1	The London over spill estates doubled the population again, and which is why we have such a huge population of pensioners because the population doubled between the 60's and 70's and they are all still here.
386	7	1	These books keep the society going because we publish them and sell them regularly in fact we are constantly printing them and we wouldn't want to put them out freely to anyone else because that is our livelihood.
387	7	1	So reference could be made to these book on your HER and maybe extracts shown to tempt someone to want to buy them. 1
388	7	1	We are currently doing a 4 volume life history of a chap who started as a signal man on the railway in his teens and finished up as Kings Cross Station Master. And he was one of our members.
389	7	1	And lots of interesting things have emerged from that, like the Royal Family did not stay in Buckingham Palace as was reported in the blitz, they came out to Hertford and hid in Potters Bar Tunnel every night.
390	7	1	The King used to get bored walk along to have a chat with the signal man. And these are little tasters that have come out of personal history and so the society thrives on publishing these books.
391	7	1	The other thing I think that people do find fascinating is the photographic collections and HALS has a vast collection of photographs that could quite easily be digitised and included
392	7	1	The other thing is that lots of Parishes will have their own photographic collection as well. We have in Braughing a collection of about 16 hundred photos of people places and events
393	7	1	and what has also happened back in 1985 we decided as a village that we would record people places and events of that year and there were about 32 photograph albums full of photos of that year and it was repeated again in 1995 2000 and next year 2005.
394	7	1	So you are getting snap shots in time and the 1985 collection what we have done with that is that we have scanned all of those photographs and they are all one CD and we sell that and people are fascinated by it,
395	7	1	there are people on them that are obviously no longer with us. Properties have changed and they are recorded. 1

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396	7	1	Women's Institute, Workers Education Association,
397	7	1	The University there needs to be links not just to the one in Hertford but Nationally so that people going away from their own area could still access local information from their home towns to complete assignments and they could access this through Links
398	7	1	It would be quite interesting to do a population thing as a result of the war during the second world war lots of people particularly women moved up to become land girls and then they stayed and married locals and that would be quite interesting.
399	7	1	We've got prisoners of war who stayed on after the war.
400	7	1	How would you capture that information as there isn't a 1941 census?
401	7	1	It would be people personal stories and memories and experiences, oral histories
402	8	1	History curriculum for secondary is the Russian revolution and it s all over the place anything but English.
		2	
403	8	1	It depends upon which board that they are sitting and obviously the different schools within the local area will choose a different board and therefore study different aspects of history.
404	8	1	Social Studies could link in; I think it could link into the geography side and humanities and you would need to contact the head of?? Which is a humanities College and this would be of great importance to them. If you contacted Alison Saunders.
405	9	1	I think it's very reasonable to charge for the time it takes to locate the information and pass it on.
		1	
406	9	1	How would you manage that with an open access website?
407	9	1	You just charge people who actually ask you to do some work for them
408	9	1	You may get a grey area then with authors who may use your information to publish a book and then they get a financial benefit.
409	9	1	On line licences would be a good idea I think a basic free service and then for the advanced access you would charge because they would probably have to make a specific request for data that
410	9	1	you would probably have to set it up for them anyway and load it onto the system as it probably wouldn't be there.
		2	

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411	9	1	If you were only charging 20 or 30pence for a specific document you could scan it put it on the database and then its there for the next person who wants it and its paid for itself.
412	9	1	The other way is to ask Parishes what documents they want people and the wider world to have access to. And let them provide you with the scanned information I have already started photographing and scanning all the Parish documents for our Parish and
413	9	1	And converting those into pdf file so a lot of the historical documents that are around that Parish things like overseers accounts and church wardens accounts, those are all digitalised in pdf files so those could be fed into that.
414	9	1	I think a lot of the time you could actually get the data in effect for free because people who are interested and have access to give you the data probably would do so.
415	9	1	I would be happy to pass on this information from my parish because that was the whole purpose of doing it in the first place to make it more accessible to all, because most of these documents are lengthy documents that you could spend just weeks on end
416	9	1	transcribing where as you could bring it up on your PC and sit and read through it page by page.
417	10	1	For the perfect Website lets not have any pop ups or big images that take forever to download. Keep the graphics to a minimum because they slow down the loading and you can't move around the site until those images have come through?
418	10	1	The public records office website is extremely good and easy to navigate, access to Archives which is linked to that is very good
419	10	1	HERTS CC website definitely not a good example.
420	10	1	I think Shirley's Idea of having a time line to click on would be great. The kids are learning from them, and to be able to click on a time line to start with and get through to the right period and then be offered the types of records that are available
421	10	1	for that period of time, if you go back to the Anglo Saxons there won't be many documents available but there would be plenty of Archaeology, if you got to the Victorians you will get a lot of documents but not a lot of archaeology.
422	10	1	The search may not be looking for a specific period in time it may be for a type of subject or a place so the option to go in by different means should be available.
423	11	1	The history of Pubs and Inns is a huge subject and there is information scattered all over the place and we are still coming across it there are still huge amounts of beer houses that we are discovering just by looking at peoples deeds that their house

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424	11	1	at one time was a Beer house that we have never been able to find any documentary evidence of those sorts of things are all over the place because of the amounts of malting businesses there was a huge amount of beer houses.
425	11	1	Victoria county history, is much of that available on line? Archaeology. When I was at school I took 100 and looked at all the parishes within the one hundred and looked at how they had changed ownership during the war of the roses
426	11	1	so I looked from 1430 to 1500 and I used the VCH to do the research, it was fascinating to actually see and to plot the families and who they were and to see that on a map
427	11	1	To see all the boundaries would be very interesting
428	11	1	World War two bomb damage - that's recorded most local authorities at one point had a map of where all the bombs were because I can remember a whole street of bombs across Edgware and in the middle where did that one go you could see where they hadn't e
429	11	1	they hadn't exploded bombs fell in straight lines. It blew up a sewer about five years later and we lost a trolley bus in one whole where a bomb had punctured a sewer hadn't exploded but had punctured a whole close to cavern the sewer went on running
430	11	1	for years and then suddenly one day the sewer collapsed into the cavern taking the trolley bus with it
431	11	1	Post Offices and Pill boxes and telephone boxes
432	11	1	AA Boxes and RAC Boxes, Police Boxes. Police stations,
433	11	1	Business in general to be able to see the change of ownership of business the name would stay but maybe the trade would change. Photographs would save this.
434	11	1	Chambers of commerce would have to keep this information and we at the Museum keep this information.
435	11	1	The local History Society would love to be able to give you all there data they don't have the money to run such a website but they would love to be able to have the opportunity to give it to you to allow access to all.
436	11	1	You could even provide them with blank pages that they could even write the text for you, you could edit and check it but it would help. Select and discard
437	11	1	Word of Mouth will spread the existence of the HER far quicker than anything else. Mail shots are ignored and binned.

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438	1	2	Yes used them on the internet, used old maps and all that sort of thing.
439	1	2	Likewise and in a previous life I was in charge of the Berkshire SMR, which had GIS and all that sort of stuff.1
440	1	2	I wouldn't say that I was particularly au fait with it anymore, I must confess.
441	1	2	I don't even know what multi map is. Not used any on the internet but have used GIS.
442	1	2	Yes, multi map, ordnance survey maps, all that sort of thing. As a company we are thinking about moving in to getting some GIS
443	1	2	Ordnance Survey and GIS at County Hall
444	1	2	Everything from Opti map to GIS
445	1	2	Yes, GIS, and multi mapping
446	1	2	No I have never used it
447	2	2	No 2
448	2	2	yes 1
449	2	2	Yes, I suppose I was aware of most of that, but if you had asked me before I had seen the presentation, I would have said that I
450	2	2	didn't know what was in there, because I don't know how much I don't know.
451	2	2	1
452	2	2	Yes, I am aware of the range of things, some of the things I haven't used, but I am aware of them because I have been into the office
453	2	2	I am in there
454	2	2	I am aware but it is through a second person, so it's not direct. It's through Ross, yes. Although I have used some of the stuff you 1

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455	2	2	have sent me
456	2	2	Well, yes, because I have worked for the Countryside Management Service, which I part of the CC, I would normally go straight to
457	2	2	Alison or one of her colleagues for information, which is useful to us if we're dealing with things like tree planting schemes or 1
458	2	2	restoring ponds or things like that. I must say that I don't know what information is available online. 1
459	3	2	One of the other aspect of our work is that we organise guided walks in the countryside, and sometimes Britain interpretation type
460	3	2	things, where the information can be useful in itself. We run walks in the countryside, sometimes are very general walks, but where
461	3	2	it is very useful to have archaeological information, historical information, you know, as well as, weave that in with all the other 1
462	3	2	subjects that we might deal with. We have had people like Stewart from the archaeological section, who have actually led guided
463	3	2	walks in the past, and we also try and encourage people who live out in Hertfordshire, who aren't necessarily professionals, maybe,
464	3	2	would be people like those who are represented here really, to get to know their own area, we think it all fits in well, knowing about
465	3	2	the history and archaeology and so on. It fits in so well with knowledge on natural history side of things, land use or all sorts of
466	3	2	different stuff. (Website Advertising walks?) Yes, it started off as a little booklet, which the CC brought out each year which is still 1
467	3	2	available from the library and so on, but now a days it is available in the CC website. (comment about layering map with info), yes it
468	3	2	would be useful for the leader to research information like that.
469	3	2	As a sort of contracting archaeologist and doing research it's very useful to have the basic information, which is in an accessible1

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470	3	2	form, Which might be problematic because my accessible may not be the same as most people's, I like to be able to get into stuff
471	3	2	and sort it myself sometimes, rather than having it sorted for me, as categories may be different. And also ability to have maps 1
472	3	2	and also be able to. almost be able to change them, because you can have a town with a marker on, but if you are interested in
473	3	2	something particular you might want to overlay onto the top of that. So that would be quite useful.1
474	3	2	I think a big, potential, future use could be through the environment stewardship scheme which DEFRA is going to roll out next year
475	3	2	There are 4 key drivers with that, they are all linked to the spending of public money, and that's landscape, the historic element, 1
476	3	2	biological/ecological and public access. And as a background to putting a scheme forward, the new scheme will require farmers to
477	3	2	have a farm environment plan drawn up. They will have to do a very basic one, the stewardship is going to be in 2 levels, an entry
478	3	2	level and then a higher level. I wont go into the complexities of them, suffice to say that the entry level, they can just draw a basic
479	3	2	map of the farm and draw on coloured features. And even at that early stage of it, it would be worth if they could start including 1
480	3	2	some of the historic elements as well as landscape. That allows them to get a basic farm payment, but in order to get into the 1
481	3	2	higher level of stewardship, which is really focused on those 4 drivers that I have talked about, they have to get a full plan drawn up,
482	3	2	field by field. So that the obvious connection there would be the historic data as well as landscape and interesting the historic 1
483	3	2	landscape character is very important because you could start tracing the old field lines, hedgerows, boundaries, ditches. It adds an
484	3	2	enormous weight of evidence as to why certain field structures could be reinstated. Obviously they would not want to get it back to

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485	3	2	being so small they could not get their combine into, but needless to say, again it is good solid proof that would go to support that
486	3	2	sort of scheme.
487	3	2	As contracting archaeologists we have dug quite a lot of landscape based studies, things like the road schemes, and we were 1
488	3	2	looking at things like old maps and relating them to the landscape, and to the archaeological sites that were turning up, so something
489	3	2	map based that has various layers would be useful, I mean, it's probably quite difficult with these sort of systems to search a text 1
490	3	2	based thing to get all the information out, but if its on the GIS with the ability to put in parameters like, within 1KM of a particular 1
491	3	2	centre point or certain types of information, e.g. roman, something like that would be a big time saver. Obviously I don't know how
492	3	2	easy it would be to set something like that up, but certainly from our point of view it would be extremely useful. 1
493	3	2	It would be nice if you could call it up for the public when you're in a museum because you can say this is the roman area of where,
494	3	2	this was the Saxon, but it doesn't mean very much, but if you could show it on a map, then that would mean something to them. 1
495	3	2	Which is something with the public and GIS, simply overlaying historic maps, that is interesting, how much they want to know, 1
496	3	2	where their house was built.
497	3	2	Well I don't know really, I use it as a landscape historian, so maps again are very important to me, using the old maps that we have
498	3	2	but also being able to plot the distribution of certain historic features, like deer parks or rabbit warrens, would be useful to me to be
499	3	2	able to have those printed out as I want them. But I also want to be able to put information in, to keep the system going. 1

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500	3	2	Well mine is a very commercial view point, I don't live in the county or anything, my experience, I mean, the HER is one of the 1
501	3	2	better ones that we deal with anyway. It could be improved from my point of view with better access on the net and with an ability 1
502	3	2	however possible, to access the maps and sort, whilst we need to know everything about a certain area around the site, or road, or
503	3	2	whatever, it would be nice to have the ability within that to be able to sort, at least by period, rather than having to do what I do, 1
504	3	2	is that I get the print outs and a map and I spend a couple of hours putting a spot on a map, and then I can't read my writing. And
505	3	2	also really any historic maps, which I know is not quite so easy, but is going beyond the OS to see as and where they fitted to the
506	3	2	state maps which obviously by that point are where scales and perspectives start making problems. And also really, in an ideal
507	3	2	world, a digital connection through to the achieve service, because I have to say, I spend weeks a year sitting in a car going 1
508	3	2	round the M25, going to here there and everywhere, if I could do it all from my desk it would make life a damn sight easier. 1
509	3	2	How does the freedom of information act effect it because if it is on a database don't you have to make it public? 3
510	4	2	HALLS - All used - yes
511	2		We would still come to you for all the grey literature?
512	2		(OASIS) I think that every day OASIS crashes when you try to put stuff on it. Have you found that Simon?
513	2		No, I have only just literally got the thing, please join us
514	2		I guess the Eastern region, they have been doing a survey of what the issue is with graded literature, we had the questionnaire. They
515	2		actually want to know what the problems were and what the facing was sort of.....

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516	5	2	It is not just the travelling element, I did quite a lot of work in the North East where Durham and Northumberland have got what's
517	5	2	called the keys to the past, which I think is the product of their HLF bid of how ever many years ago now, which certainly for my work,
518	5	2	based down in London, obviously, accessing stuff from the North East has a certain physical problem and it is very good, whilst it
519	5	2	doesn't negate the need to actually go there ultimately to look at the survey and look at the record office, or whatever, it does mean
520	5	2	that you have got quite a high level of information, plus spots on the map, that when you're even just thinking about it, before you
521	5	2	have even done any work, you can get quite detailed information without having to pester yourself, and you can actually do an 1
522	5	2	awful lot without having to really on a third party, whilst Alison is very good at turning stuff round, some of her colleagues in other
523	5	2	authorities around about are not quite so prompt, shall we say. Which when working to some of the very tight deadlines that 1
524	5	2	commercially we have to that can be a serious problem.
525	5	2	I must say that I only found out through my tutors, that you were there. I don't think a lot of people know anything about it. They
526	5	2	don't even know that there is an archaeological department. - call centres are appalling. 2
527	5	2	I think that that is the absolute key point, that the devil is in the detail, and I think it is something that where generally, totally fails
528	5	2	on. I mean there are a number of websites that I have looked at recently, and they gave me nice little laymen's descriptions of things
529	5	2	but it didn't actually tell you what to do with them or how to enhance them, I was actually looking at Farms in Bedfordshire to be precise,
530	5	2	so even on the RSPB website, you have got a lovely little photograph of the sky lark, and a nice paragraph telling you about the bird

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531	5	2	but it didn't tell you as a landowner, or a countryside manager, how to manage your land, and what management prescriptions 3
532	5	2	might be available within the new environment stewardship scheme or whatever. So there was no detail, no real hard on nitty gritty
533	5	2	of what you can do to benefit the species.
534	5	2	A lot of sites are like that
535	5	2	That's because the majority of the audience don't want to know
536	5	2	If you are a member of the RSPB then they send you a magazine and it tells you what they are doing at Hope Farm, but they should
537	5	2	have what they are doing at hope farm on the internet to tell you how to encourage Sky Larks 3
538	5	2	I think you're service, the detail does need to be there, that it's meaningful
539	5	2	So that if they click on something, they can get that. Particularly, for the large grade 1 buildings 3
540	5	2	I mean, whether you have 2 levels of info, say one for the general public and then one for the professionals. But other websites I have
541	5	2	looked at seem to be totally missing and you are just left completely frustrated.
542	5	2	A hierarchical system would be extremely useful because you could then direct the general public to the first level, if you like, and
543	5	2	then you could go into the deeper. You could probably push that to a wider public, to schools and 3
544	6	2	I tell you what would be useful...sort of like, I know it sounds silly, a list of pubs, not necessarily the pub names that they are now
545	6	2	but if it is a very old pub, what the old names were because they do change. I was looking at an old photograph the other day and
546	6	2	we couldn't make out at all where it was.

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547	6	2	Whilst I can see where you are coming from, and certainly things like that are important, (not as important as the other things), no
548	6	2	it is not really a case of importance, I think it is more a case that unless one is careful, you can just end up recording more and more
549	6	2	stuff, for the sake of recording it, without any real clear objective as to why one is doing it.
550	6	2	(people inputting 'peripheral data) It would have to put the onus back on you though in a sense that if you were to expand it into, say
551	6	2	pub names, which I think is a good idea, but if you start winding it up to that sort of level of detail, ok, well pub names I actually
552	6	2	think is important from a social historic point of view, if nothing else, but I am sure there are other things that are equivalent, which are
553	6	2	maybe slightly less obviously cultural and social historical, that certainly again some other SMRs and including the one that I used
554	6	2	to manage had an awful lot of crap in it, that somebody, at some point in the past thought 'hey, I've got to record everything about
555	6	2	whatever'. And before long you could end up with a database that can become so unwieldy and has so much stuff in it, which was
556	6	2	put on for a whim rather than a clear objective.
557	6	2	You said about putting photographs on, what do you mean?
558	7	2	(good Websites) From an archaeological point of view, and an historical environment records point of view, the one I have been
559	7	2	impressed with is Durham, which is very easy to move around, its both got detailed level stuff and also, higher level, so you if you
560	7	2	are just interested in Darlington, you can just read a little synopsis, that is about 5 paragraphs long about Darlington, and if you
561	7	2	want to look at the detail you can do. It is written in plain English and very little jargon

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562	7	2	I am not sure that it is directly related but what I did find useful recently was the Woodland Trust website because I was interested
563	7	2	in finding out about earthworks in one of their woods and that did take you down so you could actually read their very detailed
		3	
564	7	2	management report, but what it didn't actually have was the map it referred to which went with the report.
		3	
565	7	2	I can think of many websites that were very difficult, but I can't think of anything that was particularly wonderful, I have tried to use
566	7	2	the Cambridge university Ariel photography, and that is a nightmare to use, to try and find out if they have Ariel photographic
		3	
567	7	2	coverage for a particular area. They don't actually have the photographs, as far as I'm aware of but trying to find out whether they
568	7	2	have any coverage is a complete nightmare because it's one of these sort of map based ones that you don't understand the symbols
569	7	2	or ... trying to navigate your way round English Heritage is a nightmare...I have been using the NMR listed buildings recently, that
570	7	2	seems to be sort of, it's not too bad but it could be improved. So yes, haven't found anything that has been particularly brilliant I have
571	7	2	to say.
		3	
572	7	2	Likewise, I have always thought it was just me, but I have not found one that I have been impressed with at all. They are either
		3	
573	7	2	very general, or can't find what you are looking for. (how would you design perfect front page?) I think the links to different levels are
574	7	2	absolutely key. I think that most of the websites that I have looked at, either you can't find the bit that you want or you get there
		3	
575	7	2	and it is very general and it doesn't go anywhere else.
576	7	2	Not really good ones, but what I particularly liked is, if it works well, is a search on the website, that it will find the stuff for me, or
		3	

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577	7	2	at least to start with. A good google type search within the website. I mean that is only as good as the people that put the stuff on.
578	7	2	You can have an internal search on the website but it is only as good as what you put on to that search, and how far do you want 3
579	7	2	to go down into the detail, but I have always found that useful.
580	7	2	I think that I have been told in very general terms that key words are a way of making sure, as long as you have got your key words
581	7	2	right, but I am not very up on all that.
582	7	2	No I can't really help you here, I try not to spend very much time in front of a computer. I mean to some extent the limited number
583	7	2	of times I have actually looked on websites, what's more frustrating is that I have to download the information, which is probably as
584	7	2	much to do with my telephone line as anything. That's the frustrating thing that it is very, it can be very time consuming, using the web
585	7	2	and although it may save you journey, battling with the traffic on the M25, or what ever, you know, it isn't often very quick at all. There
586	7	2	is one other issue as well, which brings me on to this, it is all very well having websites but it is another thing making sure that
587	7	2	they are kept up to date. Because you can, you know, I mean, yes, it may be possible to get grant money or whatever, to get a 3
588	7	2	load of information published but then you have got to think about how you keep it up to date. 3
589	8	2	Can I back track very slightly, you raised an extremely important point, which is anything to do with the web you have to be mindful
590	8	2	of the fact that a majority of people in this country, regardless of what the papers say, do not have access to broadband. Some people
591	8	2	live in areas where no matter how much they want to pay for it just simply isn't there. And so where you have got anything that has

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592	8	2	got lots of images, you have got an immediate problem.
593	8	2	And it is very frustrating sometimes when there are unnecessary images, on the pages, stuff flashing on and off. You know, when
594	8	2	all you're interested in is the words, which should come through in a second or something and you have this photograph super imposed
595	8	2	behind it, which takes 25 seconds
596	8	2	But it also ties into, if you are going to do this, having to have quite clear objectives, because, an example that I had recently is I am
597	8	2	doing some work In Southampton where they are clearly experimenting in sending out digital data to people like me, maybe not
598	8	2	members of the public, but they are sending out seriously detailed stuff, right in the centre of Southampton where there is shed loads
599	8	2	of archaeology there basically, and I got sent a GIS maps with the tables, now we don't have any GIS up here at work and I very
600	8	2	much doubt that many members of the public have GIS, unless they are particularly sad. And so you automatically have a problem
601	8	2	as whilst this stuff, if I could open it and use it would be great, in the end I just went there and used the paper record because 3
602	8	2	what I got sent was great but useless.
603	9	2	(HER charging) Like that national.....Like they do for the census and that, they do it with credit card and they give you so much, and
604	9	2	then you can spend so much, and they give you a time limit. I think it is £10, I think, to use the 1991 census, births, marriages and
605	9	2	deaths, you pay. they are free up to a point, but if you want to go further in. You can find that person, they give you a list of names
606	9	2	and where they are, but to get in further you have to pay.

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607	9	2	With charging, depending on how you were going to set this thing up, we have spoken in here about different level of access, I think
608	9	2	in terms of general members of the public who are largely unaware of the work that most professional archaeologists do, if you 3
609	9	2	started charging members of the public, it would be a turn off, because they would think 'oh yeah I want to know more about that, but
610	9	2	I have to pay £10, oh I can't be bothered'.
611	9	2	But that £10 is when you go in
612	9	2	OK, but correct me if I am wrong, but if someone is looking at the 1991 census they are probably doing family history, they have
613	9	2	already got a detailed interest, as opposed to somebody who just moved into a new village and thinks I want to know what those
614	9	2	humps and bumps are. So, I mean, if you were thinking of having levels of access, in terms of the likes of me and Helen, at the 3
			time
615	9	2	we would probably want the absolute most detailed, grid references, the sort of stuff a lot of people to be frank, don't want to know,
616	9	2	they just want to know what is in their village broadly speaking. Now, the likes of us commercially paying a license fee... 3
617	9	2	I have a slight problem with that, because I don't mind recharging it to a developer, but I am working on a site at the moment which
618	9	2	needs that detailed information
619	9	2	You have a dual charge, because when I did work for the CC you didn't charge me, whereas you do if I am doing it not for the CC
620	9	2	Companies like myself, we are regular users and we do pass charges onto our clients, so I just wondered whether companies like
621	9	2	ourselves would pay an annual license fee which would give us access to everything, when and however often we wanted it, and then

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622	9	2	you know, sort of students, such as general members of the public, would be, maybe allowed free access. Provided that...
		3	
623	9	2	(Don't want budget cut) Yes, and hopefully maintaining the post that runs it, or another post.
		3	
624	9	2	Whereas, if you are charging companies like ourselves, it is being charged for commercial purposes, which again, you know, we sort
625	9	2	of pass it on.
626	10	2	Can I ask a specific question, which is, will there be any, or could there be any information from the biological records section,
627	10	2	because historic woodland, ancient hedgerows are all part of the historic landscape and it, and there is a big overlap in between
628	10	2	the two sets of information.
629	10	2	(already have website) Probably not a good one There could be links set up
630	11	2	How do you actually currently? And how could it be altered, or improved, whatever.
		3	connect to schools and social services
631	11	2	I think a lot of them don't know anything about it
632	11	2	Phitz and what's her name did a lot along the A10 bypass.....they were putting things through people's doors telling them
		3	
633	11	2	what archaeological things they had found, and giving out all these leaflets. They didn't seem to think When?? Needed to know about it
634	11	2	we had to go and ask them for it
635	11	2	I am just thinking, about what you're saying, the current thinking about telef, is less about gizmos and widgets on the internet.....
636	11	2	I am coming from this that my youngest daughter just at started school, and so this is a new world to me, apart from my own school
637	11	2	which was some time ago and lots have changed and it is not something that I have professionally had any contact with anymore,

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638	11	2	and it has always struck me that, I don't know what is in the curriculum today, not just archaeology, but things in general, it has
		3	
639	11	2	always struck me, what an amazing amount of resource kids could have access to
		3	and use
640	11	2	It is very difficult for them to sometimes do things as they tend to think the day before,
		3	I mean we had these boxes of Roman
641	11	2	artefacts that they can borrow so that the kids can all handle Roman stuff, which they
			want, but they very rarely remember to order
642	11	2	it in time, or bring it back on time
643	11	2	We have just done one in one school and they wanted a lady that remembered the
			second world war, but what they wanted was
644	11	2	someone to walk along the high street and tell them the different ages of the houses
		3	because the teachers had no idea about
645	11	2	houses and then to go in the museum and then do some work in the museum, but it
		3	was really difficult to get it all organised
646	11	2	because the children had to walk down, they don't want to walk anywhere, and then
		3	they had to walk back, that's what the kids
647	11	2	said 'we're not walking back are we?'. So you know, it is very difficult
648	11	2	Can I say from the Viveralanium?? point of view you need to be pro active with
			schools because even if you are sending out literature
649	11	2	it's not good enough because they will sit on the secretary's desk and it doesn't get to
		3	the teachers
650	11	2	At the moment East Herts. has got a museums educations officer
651	11	2	Also the teachers like to be spoon fed
652	11	2	Yes they do
653	11	2	And the wider you can fit it, if you can fit it to history, geography and the key stages,
			the wider you can fit the same thing, it gives

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654	11	2	them an excuse to do it. They also need an excuse to be able to do it
655	11	2	Back to when they were looking at architecture they actually wanted this other lady to walk down with them, which is about a 3
656	11	2	mile and a half, and she actually suffers from bad legs, so she didn't want to walk down, and she said ' what am I actually going to
657	11	2	say to them, these houses were built in the 1960's' Until you get to the high street there is not much to say.3
658	11	2	(Work with schools) Yes I have done in the past, when we did the A10 bypass
659	11	2	Yes, I know school teachers from there and they were very impressed with the work that they did, we weren't impressed because
660	11	2	nobody told Where?? Whare museum ought to have been told, and you are just up the road from us. We have had a terrible job to
661	11	2	get the information
662	11	2	The schools actually came to the main site, because they sort of had a main site, for contracting site, so I went out to the contractors
663	11	2	site and did several sessions, but that whole thing was organised by the developers
664	11	2	We did actually get onto them in the end, and we actually found, our archaeologist, consulting archaeologist, got onto you I think
665	11	2	about it because we were rather concerned that ...
666	11	2	Clive? ...yes Clive, because he rang..
667	11	2	Because we were rather concerned because people were coming in and saying 'what are they finding?', because certain people 3
668	11	2	knew that things had been found along that way
669	11	2	And some of the smaller villages on the A10 are concerned about themselves at the moment 3

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670	11	2	One of the things that worked very well with the Waysmoore bypass schools things, was that it was a joint archaeology and 3
671	11	2	environmental thing, they did half a day with us and half a day with the environmentalists, and it was the whole package
672	11	2	Because the people up there were very concerned about the whole environmental thing with the animals and things 3
673	11	2	This goes back to what Ann was saying about the link between the sort of, biological and landscape record as well as the 3
674	11	2	archaeological, you know, I think that that is very important
675	11	2	Talking about links, going back to the community, then again, I didn't know what links, I had no personal experience, it links back to
676	11	2	both the local and national media, local newspapers, radio, telly
677	11	2	They get involved from time to time
678	11	2	I just remember that a local site, a site in Dorchester, in Dorset BBC South today managed to get hold of and they discovered the
679	11	2	most amazing mosaic, the best find in 25 years or something, slight exaggeration but not much, but slight and they ended up having
680	11	2	5000 people come in one day, the queues were taking 2 and a half hours to go from back to front, in the end we had to close the
681	11	2	queue and hour and a half before the site closed, we even had one person who couldn't get in threatening to beat up one of the site..
682	11	2	I think the interest is there
683	11	2	And that was one that was an uncontrolled thing that they just happened to pick up on, and that is the sort of interest.... 3
684	11	2	That is the problem when you get media because the grotto in Whare was mentioned recently and we had 200 people to get through
685	11	2	in 2 hours 3

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686	11	2	But if it is a more general thing, like drip feeding about the HER and history....
687	11	2	(Services) I don't know if it is particularly practical but what I tend to like is something which is on going, so it doesn't necessarily
688	11	2	have a finished product which is going onto the internet, I know that if you have got databases and things, that's different, but
689	11	2	perhaps somewhere there's access to ongoing projects, long term projects, which doesn't, is not necessarily the finished thing..
690	11	2	but it is nice to know what is actually happening....we are just as guilty as anyone else, people don't necessarily know what we're
691	11	2	doing
692	11	2	You would have to be very careful though in case you started releasing half thought out ideas, again, you would need to have your
693	11	2	objectives very clear in your mind, how you are going to do that
694	11	2	But then there is nothing wrong with being wrong as long as you are not trying to
695	11	2	Absolutely, I am just thinking about the public though, I mean, I'm not being rude about them but, an uninformed lay person,
696	11	2	picks up on something, and of course it's written by an archaeologist or a historian so therefore, it has to be right, and I think the
697	11	2	sort of understanding that we have of the knowledge moving forward all the time is fine but other people tend to think of archaeologists
698	11	2	working for Universities, wearing sandals and just tickling the ground with brushes, which couldn't be further from the truth, and I think
699	11	2	a lot of people again, lay people I know, personal friends, have just got this idea of archaeology being unchanging, so if it is said to
700	11	2	be that, that's what it is, even though we know that is far from the truth.

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701	11	2	To a certain extent if we are wrong, we're wrong, that's quite a good thing, if they can actually see, it's like reading interim reports,
702	11	2	I mean people publish interim reports, it's not the final statement, I think it's people's egos, not allowing themselves to be wrong.
703	11	2	I don't think it is a case of being wrong, it's more a case of what the general community might want in the sense that, I don't care
704	11	2	if people think that I am right or wrong, but I don't want somebody, who has, who isn't another professional say, or somebody who
705	11	2	is intimately involved in some way, who can see that ideas move on and change, somebody happens to come across your website
706	11	2	and thinks 'oh, archaeology...historical landscapes, that looks a bit interesting' and they go away and that becomes their only idea
707	11	2	of the history of Hertfordshire, OK it doesn't matter that it changes, it doesn't necessarily matter that they are wrong, but you run the
708	11	2	risk of actually unintentionally misinforming people.
709	11	2	I think that as long as they realise that it is not a finished product.
710	11	2	The only danger of that is that because a lot of the projects are developer funded and that some of the sites are quite dangerous what
711	11	2	you don't want is people going there
712	11	2	I think you could only do mark your own projects, if they are your projects, because I know damn well that I wouldn't let you have
713	11	2	anything to do with my clients if it is something to do with a form they have put in for planning application, that is not public 3
714	11	2	knowledge nobody has a right to know, once they have put the planning application in that is another matter, but I know damn well
715	11	2	whilst it is not confidential very few of our clients would ever agree to that.
716	11	2	The other thing, we have had a lot of clients who if we have got human burials on the site they don't want that released to the public

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717	11	2	until the houses are nicely, safely sold because it does actually effect the house sales, you know, and we have actually been asked
718	11	2	to say, don't tell, and you know, there is a danger in releasing too much information
719	11	2	You know, I am not necessarily thinking about developer funded projects, it could be anything
	3		
720	11	2	I think the countryside management service site is not really one that you could use as an example of good practice for anyone
	3		
721	11	2	certainly, but that is part of it, you know there is certain amount of time put in the beginning, but very little since quite honestly.
722	11	2	I just, I don't know if it has quite been mentioned percifically but it is just the information that does go on, I know I have been
723	11	2	arguing it doesn't matter if we are wrong, but it is better to have this right information
	that poor quality	3	
724	11	2	But if you are having lots of input from say individuals who are interested in 1930's pottery, and yet they are interested amateurs,
725	11	2	there is the, unless it is properly checked and properly worked on, there is the potential for misinformation going on and that is the
726	11	2	big problem with it.
727	11	2	Why not have a disclaimer on page one? Our knowledge of the ancient world is constantly being updated and we provide this
728	11	2	information subject to the fact that somebody might find that something's different
729	11	2	Well, you wouldn't have third parties entering information into the system anyway, they would be filling information in, but you would
730	11	2	verify it
		3	
731	11	2	I think on the whole we would still be looking to other sites for that

<i>Comment Number</i>	<i>Topic Group Number</i>	<i>Comment Number</i>	<i>Comment</i>
732	11	2	If you work in the museum you get told lots of stories, in a local museum, about the area and you think well I should write this all
733	11	2	down, but at the same time you can't, because the next person comes in and tells you something completely different. My boss says
734	11	2	Liz, says I should write it down, and I say, well its impossible
735	11	2	Hertfordshire have got an oral history thing anyway haven't they. the new library
	service I believe	3	
736	12	2	(charges) Well, I am a dual commercial and non commercial
737	12	2	How would you verify the difference?
738	12	2	You are always going to get some abuse of the system
739	12	2	All they have to do is write, or ring you up and ask for a printout.
740	12	2	metal-detectorists will go anyway....no it is a voluntary scheme
741	12	2	it is only if they find precious metals
742	12	2	Can I just ask from your point of view, I mean, can you foresee any knock down work
		3	load, as it were, for people outside of your
743	12	2	organisation? ... Well to the extent that what you have on the website then creates a
	new workload for people?	3	
744	12	2	I think if you go back to the time team's 1000/10000 holes, I mean that potentially
			created quite a lot of work load, not for necessarily
745	12	2	the people organising it, which would be yourselves, but for museums and other
	organisations outside	3	
746	12	2	Is it a reasonable point thought that, those people who are knowledgeable enough,
			either academically or professionally, or whatever
747	12	2	if they are that interested in archaeology and history and buildings, then they are
			likely to already be in occasional contact supplying

<i>Comment Number</i>	<i>Topic Group Number</i>	<i>Comment</i>
748	12	2 you with information anyway
749	12	2 I was going to say, I would imaging that a lot of people would just be browsing, and look and thinking, oh that looks really interesting,
750	12	2 print the odd map off and then that's it, unless they go back 2 years later

7.4: Cross Tabulations for HER users (first stage)

7.4.1: Cross tab commercial/non-commercial users by number of times HER used

Table 7.4.1: Commercial/non-commercial usage by number of visits (Q7xQ4))												
Cross-Tabulation	Total (162)		Missing (0)		Once		2 - 5 times		6-10 times		More than 10 times	
Base: All at Q7xQ4) (81)	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
(1) Yes	45	29.0	0	NA	14	31.1	22	48.9	5	11.1	4	8.9
(2) No	112	71.0	0	NA	44	39.3	53	47.3	8	7.1	7	6.3
Total (Valid: Rating)	157	100.0	0	NA	58	NA	75	NA	13	NA	11	NA
(0) Missing Values (Inc. 'DK')	5	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total (Base)	162	N/A	0	N/A	58	N/A	75	N/A	13	N/A	11	N/A

7.4.2: Cross tab commercial/non-commercial users by have you used other HERs?

Table 7.4.2: Commercial enquiry by have you used other HERs (Q7xQ8)								
Cross-Tabulation	Total (162)		Missing (6)		Commercial (80)		Non commercial (76)	
Base: All @ Q7XQ8 (162)	f	Valid %	f	Valid %	f	Valid %	f	Valid %
(1) Yes	80	51.3	0	0.0	36	83.7	44	38.9
(2) No	76	48.7	0	0.0	7	16.3	69	61.1
Total (Valid: Rating)	156	100.0	0	0.0	43	100.0	113	100.0
(0) Missing Values	6	N/A	6	N/A	0	N/A	0	N/A
Total (Base)	162	N/A	6	N/A	43	N/A	113	N/A

7.4.3: Cross tab – capacity in which you accessed HER by number of times used.

Table 7.4.3: Capacity in which accessing HER by number of visits (Q19xQ4)												
Cross-Tabulation	Total (81)		Missing (2)		Once (41)		2 to 5 times (30)		6 to 10 times (4)		More than 10 times (4)	
Base: All @Q19xQ4 (79)	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
(1) Teacher/Lecturer	6	3.8	0	0.0	3	5.1	2	2.8	1	7.1	3	27.3
(2) Amateur archaeologist/historian	38	24.4	0	0.0	11	18.6	22	30.6	4	28.6	1	9.1
(3) Professional archaeologist/historian	27	17.3	0	0.0	9	15.3	9	12.5	5	35.7	4	36.4
(4) Commercial archaeologist/historian	14	9.0	0	0.0	5	8.5	8	11.1	1	7.1	0	0
(5) Land/Building Developer	2	1.3	0	0.0	1	1.7	1	1.4	0	0	0	0
(6) Journalist	0	0	0	0.0	0	0	0	0	0	0	0	0
(7) Scientist/Environmentalist	13	8.3	0	0.0	5	8.5	5	6.9	0	0	3	27.3
(8) Civil Servant	3	1.9	0	0.0	0	0	3	4.2	0	0	0	0
(9) School pupil	0	0.0	0	0.0	0	0	6	8.3	0	0	0	0
(10) Student	11	7.1	0	0.0	5	8.5	0	0	0	0	0	0
(11) Interested member of public	16	10.3	0	0.0	9	15.3	6	8.3	0	0	1	9.1
(12) Other	26	16.7	0	0.0	11	18.6	10	13.9	3	21.4	2	18.2
Total (Valid: Rating)	156	100.0	0	0.0	59	100.0	72	100.0	14	100.0	11	100.0
(0) Missing Values (Inc. 'DK')	6	N/A	0	N/A	0	N/A	3	N/A	0	N/A	0	N/A
Total (Base)	162	N/A	0	N/A	59	N/A	75	N/A	14	N/A	11	N/A

7.4.4: Cross tab – Frequency of HER use by adequacy of information received.

Table 7.4.4: Frequency of use within 2 years by adequacy of information received												
Cross-Tabulation	Total (162)		Missing (6)		once		2-5		6-10		10+	
Base: All @ Q7XQ8 (162)	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
(1) A lot better	24	15.6	0	0.0	7	12.3	15	20.5	1	7.7	1	9.1
(2) Better	36	23.4	0	0.0	17	29.8	16	21.9	2	15.4	1	9.1
(3) As expected	89	57.8	0	0.0	31	54.4	40	54.8	10	76.9	8	72.7
(4) Worse	4	2.6	0	0.0	1	1.8	2	2.7	0	0.0	1	9.1
(5) Far worse	1	0.6	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
Total (Valid: Rating)	154	100.0	0	0.0	57	100.0	73	100.0	13	100.0	11	100.0
(0) Missing Values	8	N/A	8	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total (Base)	162	N/A	8	N/A	57	N/A	73	N/A	13	N/A	11	N/A

7.4.5: Cross tab – Frequency of use by expectation of information received.

Table 7.4.5: Adequacy of information received by frequency of visits within 2 years												
Cross-Tabulation	Total (162)		Missing (6)		Once		2-5		6-10		10+	
Base: All @ Q7XQ8 (162)	f	Valid %	f	Valid %					f	Valid %	f	Valid %
(1) Yes	138	92.6	116	0.0	49	92.5	67	93.1	13	100.0	9	81.8
(2) No	11	7.4	9	0.0	4	7.5	5	6.9	0	0.0	2	18.2
Total (Valid: Rating)	149	100.0	125	0.0	53	100.0	72	100.0	13	100.0	11	100.0
(0) Missing Values	13	N/A	13	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total (Base)	162	N/A	138	N/A	53	N/A	72	N/A	13	N/A	11	N/A

7.5: First stage questionnaire for users of the HER

Supported by the
Heritage Lottery Fund

themarketresearchgroup

Hertfordshire County Council Environment Department

Hertfordshire's Historic Environment Record Users' Questionnaire

Our records show that you have used the Hertfordshire's Historic Environment Record (HHER) formerly known as the Sites and Monument Record between 2001 and 2004. We are currently undertaking a project funded by the Heritage Lottery Fund to examine the SMR's users and develop the services that it offers. The Market Research Group have developed this questionnaire to help us do this and we would be very grateful if you could answer the following questions. The results will help us to improve the way we deal with enquiries and also help us decide on how we might develop our services in the future.

Finding out about us

Q1 How did you find out about us?

- | | | | |
|---|--------------------------|---|--------------------------|
| Council office | <input type="checkbox"/> | Local society (please give details) | <input type="checkbox"/> |
| Museum | <input type="checkbox"/> | Local press or media | <input type="checkbox"/> |
| Hertfordshire County Record Office | <input type="checkbox"/> | Word of mouth | <input type="checkbox"/> |
| Herts website | <input type="checkbox"/> | College or School.... | <input type="checkbox"/> |
| Internet website (please state which) | <input type="checkbox"/> | Other (please give details) | <input type="checkbox"/> |

(Please specify)

Q2 Was it easy to find out about our Hertfordshire Historic Environments Records service (HHER)?

Yes ☐ Go to Q4 No ☐ Go to Q3

Q3 If "No" what were the reasons for the difficulties?

The Service we provide for you

Q4 How many times have you used our service in the last 2 years?

- | | | | |
|------------|--------------------------|-----------------------|--------------------------|
| Once | <input type="checkbox"/> | 6-10 | <input type="checkbox"/> |
| 2-5 | <input type="checkbox"/> | More than 10 times .. | <input type="checkbox"/> |

Q5 Thinking about the last time you used the HHER how did you access the information?

- | | | | |
|--|--------------------------|------------------------------|--------------------------|
| Visit to HHER office | <input type="checkbox"/> | Postal request | <input type="checkbox"/> |
| Visit to library | <input type="checkbox"/> | E mail request..... | <input type="checkbox"/> |
| *Access via internet website (please specify)..... | <input type="checkbox"/> | Phone request..... | <input type="checkbox"/> |
| Access via Herts website..... | <input type="checkbox"/> | *Other (please specify)..... | <input type="checkbox"/> |

Internet website

Other

Q6 Thinking about your most recent use of the HHER, how would you rate it on the following? (please tick once against each option if applicable)

- | | Very good | Good | Neither | Poor | Very poor |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Helpfulness of staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Range of info. in the HHER | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessibility of HHER | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Waiting times for info. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard of equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accessibility of equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Booking availability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Space to work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Are there any other comments you would like to make regarding your most recent use of the SMR?

Q7 Was your enquiry of a commercial nature?

Yes ☐ No ☐

Q8 Have you ever used any other Sites and Monuments Records (SMR)?

Yes ☐ Go to Q9 No ☐ Go to Q11

Q9 If "Yes", where?

Q10 Were there any aspects of these other SMR's that you would like Hertfordshire to provide?

Q11 If applicable to your enquiry, how does our scale of charges compare with other SMR offices?

	Less expensive	About the same	Excessive	Don't know
For the 48 hour service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For the standard service (responses USUALLY within one week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 How long was it before we dealt with your most recent enquiry?

Immediately ☐ 2 weeks ☐
 2-4 days ☐ More than 2 weeks .. ☐
 1 week ☐

Q13 Did the information we sent answer your enquiry adequately?

Yes ☐ Go to Q15 No ☐ Go to Q14

Q14 If "No", please can you give a reason for this?

Q15 What information did you obtain in response to your last enquiry? (e.g. printouts, photocopied articles, digital data etc.)

Q16 Was the information we sent in a format that was helpful to you?

Yes ☐ Go to Q18 No ☐ Go to Q17

Q17 If "No", please can you give a reason for this?

Q18 Was the information you received (please tick only one):

A lot better than expected (please specify)	<input type="checkbox"/>	Worse than expected	<input type="checkbox"/>
Better than expected	<input type="checkbox"/>	Far worse than expected (please specify)	<input type="checkbox"/>
As expected	<input type="checkbox"/>		

If you ticked "A lot better than expected" or "Far worse than expected", please can you give a reason for this?

Q19 In what capacity were you accessing information from the HHER? As a..... (please tick the most appropriate)

Teacher/Lecturer	<input type="checkbox"/>	Scientist/Environmentalist	<input type="checkbox"/>
Amateur archaeologist/historian	<input type="checkbox"/>	Civil Servant	<input type="checkbox"/>
Professional archaeologist/historian	<input type="checkbox"/>	School Pupil.....	<input type="checkbox"/>
Commercial archaeologist/historian	<input type="checkbox"/>	Student	<input type="checkbox"/>
Land/Building Developer	<input type="checkbox"/>	Interested member of public	<input type="checkbox"/>
Journalist	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>

please specify

Looking to your future needs

Q20 If all of the following were available which would be YOUR preferred method of access to the HHER

	Most preferred	Preferred	OK	Least preferred	Not preferred
Access to the HHER through the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HHER information sent by mail to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An HHER research centre where you could research your own enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to the HHER from another establishment (eg county record office or library)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to archaeological advice from our staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaflets/publications on the local archaeology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

Q21 Do you have children or do you work with children who may access the HHER?

Yes ☐ Go to Q22 No ☐ Go to Q23

Q22 If all of the following were available which would be a CHILD'S preferred method of access to the HHER (please tick once against each option)

	Most preferred	Preferred	OK	Least preferred	Not preferred
Access to the HHER through the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HHER information sent by mail to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An HHER research centre where you could research your own enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to the HHER from another establishment (eg county record office or library)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to archaeological advice from our staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaflets/publications on the local archaeology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

Q23 If you were to visit the HHER offices what facilities would you like to see provided there? (please tick all that apply)

Computers/Internet...	<input type="checkbox"/>	Photocopy facilities...	<input type="checkbox"/>
Microfilm machine...	<input type="checkbox"/>	E-mail	<input type="checkbox"/>
Microfiche machine	<input type="checkbox"/>	Desk space to work	<input type="checkbox"/>
CD Rom	<input type="checkbox"/>	Staff to help research.....	<input type="checkbox"/>
Reference books/leaflets	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Other

Q24 Are you aware that we hold the following material?

	Yes	No
PPG 15 & PPG 16 generated reports	<input type="checkbox"/>	<input type="checkbox"/>
Historic OS maps (chart & digital)	<input type="checkbox"/>	<input type="checkbox"/>
Aerial photographs	<input type="checkbox"/>	<input type="checkbox"/>
Published & unpublished sources of local information	<input type="checkbox"/>	<input type="checkbox"/>

Q25 Which of the following would have been useful for you? (please tick all that apply)

PPG 15 & PPG 16 generated reports	<input type="checkbox"/>	Aerial photographs	<input type="checkbox"/>
Historic OS maps (chart & digital)	<input type="checkbox"/>	Published & unpublished sources of local information.....	<input type="checkbox"/>

Q26 Would you in future like to be able to feed information directly into the HHER?

Yes..... ☐ Go to Q27 No ☐ Go to Q28

Q27 If "Yes", by which of the following methods would you prefer to pass on the information to us?

E-mail	<input type="checkbox"/>	By phone	<input type="checkbox"/>
On-line form (internet)	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
By post.....	<input type="checkbox"/>	Other	<input type="checkbox"/>

Q28 If yours was a non-commercial enquiry would you be prepared to pay for access to the information we hold on our HHER in the future?

Yes..... ☐ Go to Q29 No ☐ Go to Q30

Q29 If "Yes", how much would you be prepared to pay?

£

Q30 How important do you think it is for the HHER to offer any of the following?

	Very important	Important	Neither	Unimportant	Very unimportant
Exhibitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

Some information about yourself

Q31 Do you have access to the Internet? (please tick all that apply)

At home	<input type="checkbox"/>	At the library	<input type="checkbox"/>
At work.....	<input type="checkbox"/>	At an Internet Cafe....	<input type="checkbox"/>
At school/College/University.....	<input type="checkbox"/>	No Access	<input type="checkbox"/>

Q32 May we ask which age category you fall into?

Under 18yrs.....	<input type="checkbox"/>	45-54yrs.....	<input type="checkbox"/>
18-24yrs.....	<input type="checkbox"/>	55-64yrs.....	<input type="checkbox"/>
25-34yrs.....	<input type="checkbox"/>	65-74yrs.....	<input type="checkbox"/>
35-44yrs.....	<input type="checkbox"/>	75+yrs.....	<input type="checkbox"/>

Q33 May we ask your gender?

Male..... ☐ Female..... ☐
Q34 What is your postcode? (Please put your work postcode if you are replying in a professional/commercial capacity)

Postcode
Q35 Have you completed your full-time education?

Yes..... ☐ Go to Q37 No..... ☐ Go to Q36

Q36 At what type of educational establishment are you currently studying? (please name the establishment)

*School (please name).....	<input type="checkbox"/>	*University (please name).....	<input type="checkbox"/>
*College/6th form college (please name).....	<input type="checkbox"/>	*Post graduate (please name).....	<input type="checkbox"/>
**Other (please specify).....	<input type="checkbox"/>	**Other (please specify).....	<input type="checkbox"/>

**Other

*Name of establishment

Q37 What is the highest level of educational qualification you have achieved? (If overseas qualification please specify which below)

No qualifications.....	<input type="checkbox"/>	First degree (BA/BSc) or equivalent.....	<input type="checkbox"/>
School certificate.....	<input type="checkbox"/>	Masters degree (MA/MSc).....	<input type="checkbox"/>
GCSE or equivalent.....	<input type="checkbox"/>	PhD or equivalent.....	<input type="checkbox"/>
AS/A level or equivalent.....	<input type="checkbox"/>	Other (please write below).....	<input type="checkbox"/>
BTEC/GNVQ's.....	<input type="checkbox"/>		
HND/Diploma.....	<input type="checkbox"/>		

please specify

Q38 To which of these ethnic groups do you consider you belong?

White British.....	<input type="checkbox"/>	Black Irish.....	<input type="checkbox"/>
White English.....	<input type="checkbox"/>	Black Scottish.....	<input type="checkbox"/>
White Irish.....	<input type="checkbox"/>	Black Welsh.....	<input type="checkbox"/>
White Scottish.....	<input type="checkbox"/>	Caribbean.....	<input type="checkbox"/>
White Welsh.....	<input type="checkbox"/>	African.....	<input type="checkbox"/>
Traveller (inc Gypsy, Roma and Irish traveller).....	<input type="checkbox"/>	Any other Black background (please specify).....	<input type="checkbox"/>
White other (please specify).....	<input type="checkbox"/>	Chinese.....	<input type="checkbox"/>
Asian.....	<input type="checkbox"/>	Chinese British.....	<input type="checkbox"/>
Asian British.....	<input type="checkbox"/>	Chinese English.....	<input type="checkbox"/>
Asian English.....	<input type="checkbox"/>	Chinese Irish.....	<input type="checkbox"/>
Asian Irish.....	<input type="checkbox"/>	Chinese Scottish.....	<input type="checkbox"/>
Asian Scottish.....	<input type="checkbox"/>	Chinese Welsh.....	<input type="checkbox"/>
Asian Welsh.....	<input type="checkbox"/>	Any other Chinese background (please specify).....	<input type="checkbox"/>
Bangladesh.....	<input type="checkbox"/>	Mixed White and Black Caribbean.....	<input type="checkbox"/>
Indian.....	<input type="checkbox"/>	Mixed White and Black African.....	<input type="checkbox"/>
Pakistani.....	<input type="checkbox"/>	Mixed White and Asian.....	<input type="checkbox"/>
Any other Asian background (please specify).....	<input type="checkbox"/>	Any other Mixed background (please specify).....	<input type="checkbox"/>
Black.....	<input type="checkbox"/>	*Other Ethnic Group (please specify).....	<input type="checkbox"/>
Black British.....	<input type="checkbox"/>		
Black English.....	<input type="checkbox"/>		

*White "other"

*Asian "other"

*Black "other"

*Chinese "other"

*Mixed "other"

**Other Ethnic group

Q39 Please name any appropriate clubs or societies you are affiliated with that might find our records useful.
Q40 Do you have any long-term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the SMR?

Yes..... ☐ Go to Q41 Don't know..... ☐ Go to Q42
No..... ☐ Go to Q42

Q41 If "Yes", please state how this limits your access?

Q42 Please state the occupation or job title of the main wage earner or head of your Household. If they have "retired" or are not working for any reason please specify their last main job.

Q43 Please include any other comments you may have below

Thank You Very Much For Your Help

If you are interested in being contacted for taking part in a focus group about the Hertfordshire HER and how it maybe useful to you professionally or for you and your family and friends as interested members of the public, then please complete your contact details below.

Name

Telephone

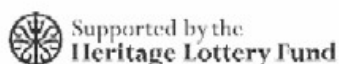
Address

E-mail address



Your details will be held securely by The Market Research Group (MRG) at Bournemouth University for the purposes of contacting you with information about future surveys or focus groups for the Hertfordshire HER and will not be made available to any third party. MRG will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Nicky Johnston 01202 503887 or njohnston@bournemouth.ac.uk).

7.6: Second stage questionnaire for new or potential users of the HER



Hertfordshire County Council Environment Department

Hertfordshire Historic Environment Record Non User Questionnaire

We are currently undertaking a project funded by the Heritage Lottery Fund to improve the service offered by the Hertfordshire Historic Environment Record (HER) formerly known as the Sites and Monument Record (SMR). As part of the HLF-funded project we are contacting a sample of existing and potential future users. We are trying to find out how many people are aware of our service and how many potential new users there might be. This questionnaire relates to your use of the service as a resident of the County of Hertfordshire. The Market Research Group have developed this questionnaire to help us do this and we would be very grateful if you could answer the following questions.

Finding out about us

Q1 Did you know that the County Council had a Historic Environment Unit?
 Yes..... ☐ No ☐

Q2 Do you know what an HER is?
 Yes..... ☐ No ☐

Q3 Have you heard of the Hertfordshire HER?
 Yes..... ☐ Go to Q4 No ☐ Go to Q6

Q4 If "Yes", where did you hear about it?

Council Offices..... <input type="checkbox"/>	Local Society * (please give details)..... <input type="checkbox"/>
Museum..... <input type="checkbox"/>	Local press or media..... <input type="checkbox"/>
Herts. County Records Office..... <input type="checkbox"/>	Word of mouth..... <input type="checkbox"/>
Herts. CC Website..... <input type="checkbox"/>	College or School..... <input type="checkbox"/>
Internet Website * (please state which)..... <input type="checkbox"/>	Other* (please give details)..... <input type="checkbox"/>

Other

Q5 Have you used the Hertfordshire HER service?
 Yes..... ☐ Go to Q7 No ☐ Go to Q6

Q6 Would you like to find out more about the information contained within the HER?
 Yes ☐ Go to Q7 Maybe ☐ Go to Q7
 No ☐ Go to Q7

Q7 Would you use the HER in future?
 Yes..... ☐ Go to Q8 Maybe ☐ Go to Q8
 No ☐ Go to Q9

Q8 For what purpose do you think you would use the information contained within the HER?

.....

Q9 If "No" please can you give some reason for this?

Q10 Would you be interested in on-line access to the HER?

Yes..... ☐ Go to Q11

No ☐ Go to Q12

Q11 If "Yes", what would you like to see included in an on-line heritage resource, in addition to the basic HER information? Please tick all that apply.

- | | | | |
|--|--------------------------|--|--------------------------|
| Bespoke searches (e.g. chose from drop-down lists of categories) | <input type="checkbox"/> | Information on sites open to the public | <input type="checkbox"/> |
| "Ready made" searches (e.g. castles in Hertfordshire, Roman Villas etc.) | <input type="checkbox"/> | Interactive games with educational contexts | <input type="checkbox"/> |
| Explanations of monument types (e.g. barrows, hillforts, etc.) | <input type="checkbox"/> | Other interactive games | <input type="checkbox"/> |
| Explanations of historic periods (e.g. Mesolithic, Iron age, etc.) | <input type="checkbox"/> | GIS maps to search from | <input type="checkbox"/> |
| Explanations of archaeological techniques (e.g. fieldwork, finds recording, etc.) | <input type="checkbox"/> | GIS maps showing overlays by category (e.g. period or monument type) | <input type="checkbox"/> |
| In-depth information/essays on specific Hertfordshire related topics and sites (e.g. Late Iron Age Hertfordshire, Therfield Heath, historic towns, etc.) | <input type="checkbox"/> | Relevant photographs | <input type="checkbox"/> |
| | | Ability to search related archives from the website (e.g. museum objects, art, natural history and geological specimens) | <input type="checkbox"/> |
| | | Local knowledge and oral history stories | <input type="checkbox"/> |

Q12 If "No" please can you give some reason for this?

Q13 Would you be interested in other HER outreach activities? (Please tick all that apply)

- | | | | |
|--|--------------------------|---|--------------------------|
| Travelling exhibitions of HER information (e.g. in libraries, museums, town centres and other community locations) | <input type="checkbox"/> | Teachers' resource packs linking HER information to Key Stage curriculum areas | <input type="checkbox"/> |
| Workshops on how to use the website (in libraries etc.) | <input type="checkbox"/> | Information and interpretation boards at areas of historic and archaeological significance throughout Hertfordshire | <input type="checkbox"/> |
| Leaflets about specific periods, monuments and boroughs in Hertfordshire | <input type="checkbox"/> | Contributing information to the HER e.g. photos family history, local knowledge | <input type="checkbox"/> |

Q14 How else could we make the Hertfordshire HER more appealing to the general public and increase public knowledge of the HER?

.....

Some information about yourself

Q15 Do you have access to the Internet at home?

Yes..... ☐ Go to Q16

No ☐ Go to 17

Q16 Do you have Broad band at home?

Yes ☐ No ☐

Q17 May we ask which age category you fall into?

Under 18yrs ☐ 45-54yrs ☐
 18-24yrs ☐ 55-64yrs ☐
 25-34yrs ☐ 65-74yrs ☐
 35-44yrs ☐ 75+yrs ☐

Q18 May we ask your gender?

Male ☐ Female ☐

Q19 What is the first part your postcode?

Postcode

Q20 To which of these ethnic groups do you consider you belong?

White British..... <input type="checkbox"/>	Black English <input type="checkbox"/>
White English..... <input type="checkbox"/>	Black Irish <input type="checkbox"/>
White Irish..... <input type="checkbox"/>	Black Scottish <input type="checkbox"/>
White Scottish..... <input type="checkbox"/>	Black Welsh <input type="checkbox"/>
White Welsh <input type="checkbox"/>	Caribbean <input type="checkbox"/>
Traveller (inc Gypsy, Roma and Irish traveller).... <input type="checkbox"/>	African..... <input type="checkbox"/>
White other (please specify) <input type="checkbox"/>	Any other Black background (please specify)..... <input type="checkbox"/>
Asian <input type="checkbox"/>	Chinese <input type="checkbox"/>
Asian British..... <input type="checkbox"/>	Chinese British..... <input type="checkbox"/>
Asian English..... <input type="checkbox"/>	Chinese English..... <input type="checkbox"/>
Asian Irish..... <input type="checkbox"/>	Chinese Irish..... <input type="checkbox"/>
Asian Scottish..... <input type="checkbox"/>	Chinese Scottish..... <input type="checkbox"/>
Asian Welsh..... <input type="checkbox"/>	Chinese Welsh..... <input type="checkbox"/>
Bangladesh..... <input type="checkbox"/>	Any other Chinese background (please specify) . <input type="checkbox"/>
Indian <input type="checkbox"/>	Mixed White and Black Caribbean..... <input type="checkbox"/>
Pakistani <input type="checkbox"/>	Mixed White and Black African <input type="checkbox"/>
Any other Asian background (please specify)..... <input type="checkbox"/>	Mixed White and Asian <input type="checkbox"/>
Black <input type="checkbox"/>	Any other Mixed background (please specify) <input type="checkbox"/>
Black British <input type="checkbox"/>	*Other Ethnic Group (please specify)..... <input type="checkbox"/>

"White "other"

"Asian "other"

"Black "other"

"Chinese "other"

"Mixed "other"

"Other" Ethnic group

please specify

Q21 Do you have any long-term illness, health problems or disability, including problems which are due to old age that affect your ability to access information from the HER?

Yes..... ☐ Go to Q22

Don't know ☐ Go to Q23

No ☐ Go to Q23

Q22 If "Yes", please state how this limits your access?

Q23 Please state your occupation or job title.

Q24 Please include any other comments you may have below

If you are interested in being contacted for taking part in a focus group about the Hertfordshire HER and how it maybe useful to you or your family and friends in the future, then please complete your contact details below.

Name

Address

Telephone Number

E-mail address

Thank You Very Much For Your Help



Your details will be held securely by The Market Research Group (MRG) at Bournemouth University for the purposes of contacting you with information about future surveys or focus groups for the Hertfordshire HER and will not be made available to any third party. MRG will be the Data Controller. Should you wish your details to be removed from the database this will be done immediately on request (please contact Nicky Johnston 01202 503887 or njohnston@bournemouth.ac.uk).

7.7 Third stage - crib sheet for Non User Focus Group

Hertfordshire County Council's

Historic Environment Record

Focus Group

Salisbury Room, Hertford Castle

10.30 Monday 2nd November 2004

HER Non Users Focus Group Guide

What other Cartographic Technology have you used?
Eg."Multi map, Street guides, Get Mappy" Ordnance survey Maps

How comfortable are you with surfing the NET and using different search engines?

On line searches as opposed to search in a library or a county record office
Digital imagery as opposed to hard copy of maps

Are you aware of the speeds of your computers and what type of internet provision you have?

Cartographic Layering, are you aware of this technology?

Would you be interested in using this technology if it was available through the Hertfordshire HER?

Were you aware that Hertfordshire had OS maps, aerial photographs etc?

What other uses can you think of that this facility could be used for?

Would you think this technology is likely to be used more for commercial use or for personal interests/studies or by amateur interest groups?

How would you like to use this technology?

Personal Use

Commercial/Business Uses Parish Surveys/Planning
Equipment at Hertfordshire to print out big maps etc.

Would you like to be able to feed back information into the HER?

Red-lining/scribbling on the screen

What format would you then like the information in?

How do you think these facilities should be paid for?

Private/personal non commercial use and commercial use
Levels of service

Other services provided from Hertfordshire HER
Lecture series, excavations, things found, leaflets that provide history along
walks etc.

7.8: Third stage - crib sheet for User Focus Group

Hertfordshire County Council's

Historic Environment Record

Focus Group

Salisbury Room, Hertford Castle

2.00pm Monday 22nd November 2004

HER Users Focus Group Guide

What other Cartographic Technology have you used?
(E.g. Multi map, Street Guides, Ordnance survey maps)

How comfortable are you with surfing the NET, search engines, etc.

Are you aware of the range of information available within the HER
(including special projects such as the Extensive Urban Survey, Historic
Landscape Characterisation project)

What potential is there for exploring new areas of the HER?

Discuss the value / popularity of making the HER available on line at HALS
as a first step in making it more widely available

Discuss advantages / disadvantages of wider availability via the NET,
including the nature of the information available

Should it be staged access, i.e. partial information, with NGRs restricted to
4 figures or parish and full access denied unless users register their identity
and reason for use?

Just thematic information? If so, what themes?

What are the current difficulties and constraints experienced in using the
physical aspects of the HER e.g. space access to computer terminals,
format of information supplied?

Should there be better ways of feeding back information into the HER?

Should the HER charge? How could be implemented?

What other services could the HER provide?

7.9: Quantitative Comments Guide

7.9.1: Guide to Percentage Comments

Minority

0-4%	None/No, almost none/no, very few, a very small proportion
5-9%	Few, under a tenth, a small proportion
10-14%	A tenth, relatively few, under a fifth
20-24%	Just under a fifth, nearly a fifth, around a fifth
25-29%	A quarter, around a quarter, just under a quarter
30-34%	A third, around a third, just under/over a third
35-39%	Over a third
40-44%	Under half
45-49%	Just under half, around half

Majority, most

55-59%	Over half
60-64%	Just under two thirds
65-69%	Two thirds, around two thirds, just under/over two thirds
70-74%	Nearly three quarters, just under three quarters
75-79%	Three quarters, just over three quarters
80-84%	Over three quarters, a large proportion
85-89%	The majority, a very large proportion
90-94%	The vast majority, a very large proportion
95-100%	Nearly/almost all, all

7.10: The Holgate Report

**ENVIRONMENT DEPARTMENT
Hertfordshire County Council**

**ASSESSMENT
OF
CURRENT AND POTENTIAL USERS
OF THE SERVICE**

HISTORIC ENVIRONMENT UNIT

2001

INTRODUCTION

The overall aim of this market assessment is to look at ways to widen and enhance awareness and use of Hertfordshire's heritage by improving public access to the county's Sites and Monuments Record (SMR).

Research objectives

- 1 To assess the extent to which the service is known at present, and who uses it.
- 2 To identify potential use for the service beyond present users.
- 3 To identify the methods by which people seek information on the past and for what purpose this information is used.
- 4 To identify problems of using the internet to seek information on Hertfordshire's past.
- 5 To identify the information users would like to see on the website.
- 6 To investigate how best to structure the website for public use.
- 7 To investigate how to promote the service once it is up and running.

Methodology

The methods used in this assessment include the following.

- A desktop study of SMR enquiries made between April 2000 and March 2001.
- A questionnaire incorporated in the Hertfordshire County Council website, *HertsDirect*, from which 40 responses were received.
- Structured telephone interviews with 4 teachers/lecturers.
- Contacting, by telephone, six Tourist Information Centres in the county, six local history and archaeology societies and the Hertfordshire and District Metal Detecting Society.

This report is divided into two main sections: assessment of users and assessment of use. Recommendations are presented at the end of the report.

ASSESSMENT OF CURRENT AND POTENTIAL USERS OF THE SERVICE

In order to identify current users of the service, an assessment was made of users for 12 months from the beginning of April 2000 to the end of March 2001. Hand-written records were kept over this period which identified the enquirers' name, address, the nature of the request, the date the enquiry was received, the time spent on the response, the number of records involved in the enquiry and any other comments. This also gave a clear indication of how the information was being used. Each count represents an enquiry made on a single occasion about one particular site or group of sites. Therefore, the same user (particularly in the case of field units) may have requested information on several occasions and a bias in the results must be taken into account. Over this period 313 enquiries were made, each individual type of user being identified as follows:

Archaeological field units	59	
Museum curators	10	
Local archaeological and historical societies	6	
Archaeological or environmental consultants	30	
Students (GCSE 1, BA or PhD 27)	28	
School teachers	2	
Further education lecturer	1	
Amateur archaeologist/ historian	11	
Hertfordshire County Council departments:		
Rights of Way officer	4	
Biological Records Centre	2	
Woodlands Officer	2	
Built Environment Advisory & Management Service	1	
Other departments within HCC		5
Councils other than HCC	7	
FWAG	4	
FRCA (DFRA)	35	
Agricultural and Development Advisory Service	1	
Council for the Care of Churches	2	
The Environmental Agency	5	
Rural Enterprise Project	1	
Herts. and Middlesex Wildlife Trust	14	
The National Trust	2	
English Heritage	2	
Water authorities	3	
Land owners	4	
Land agents	12	
Solicitor	1	
Developers	7	
Architects	3	

Book researcher	1
Television companies	3
Railway company	1
Metal detectorist	1
Individuals	43
Total no. users	313

Findings

The service is used by a range of individuals and organisations. Chief amongst these, accounting for nearly two thirds of all enquiries, are professional archaeologists and statutory organisations (over 200).

One of the most noticeable findings over this period was the lack of educational establishments using the service - 28 students at GCSE level and above (i.e. no students under the age of 16), only 2 schools and 1 WEA course tutor. No local colleges of further education were represented. All the university students using the service went to universities outside the county.

Hertfordshire has many places of archaeological and historic interest which can be visited by the public, but there had been no contact by groups who might promote such visits, for example tourist information centres and colleges providing courses on leisure and tourism.

There is considerable scope for developing access to the SMR for educational usage, and promoting the service to those people who already have an interest in Hertfordshire's archaeology and history.

ASSESSMENT OF PRESENT AND FUTURE USE OF THE SERVICE

To assess the SMR's present and potential use two questionnaires were produced, one for general users and another for teachers. These comprised questions with tick boxes answers and in the majority of questions an opportunity to add further comments.

General users

1 As it is proposed to make the SMR available on the web, the general user questionnaire was incorporated into the Hertfordshire County Council's own website *HertsDirect*. This was placed on the front page of the website and ran from July to November 2001. The feature *Can we interest you in our old record collection?* outlined the nature of the SMR and the fact that the Council was hoping for feedback from the public regarding future usage of the service. The questionnaire could be completed on-line and sent through direct to the Council, or could be printed off and the form sent through the post. This proved useful for members of one local society where the secretary printed off forms for those who did not have access to the internet. Structured interviews were carried out with some of the respondents who had indicated that they were willing to provide further assistance.

It was recognised that the questionnaire had to be publicised and so articles were placed in newspapers throughout the county. The Hertfordshire County Council's Publicity Officer, John Camp, circulated a press release and achieved county-wide coverage in the following newspapers:

Herts. and Essex Observer	12 July
Herts. and Lea Valley Star	18 July
St Albans and Welwyn/Hatfield Review	18 July
Herts. Mercury	20 July
North Herts. Comet and Herald	26 July

Alison Tinniswood, Sites and Monuments Officer for HCC, gave two radio interviews with local stations - Heart Beat FM and 3 Counties Radio. These were both broadcast on 5th July 2001.

Targeted user groups

2 From the assessment made of past user groups, it was decided to target certain audiences. Other than educational establishments, these included local history and archaeological societies, the Hertfordshire and District Metal Detecting Society and tourist information centres (see below). All were contacted initially by telephone and asked whether they would be willing to take part in the survey. Responses were returned via the questionnaire on *HertsDirect*. Although not all these groups returned a questionnaire, they expressed an interest in using the resource and it was an excellent means of advertising the service for future use.

The following tourist information centres were contacted:

- Bishop Stortford – Juliette Edwards
- Letchworth – Lyn Cumming
- Tring – Elaine Royal
- Dacorum – Fiona Crowther
- St Albans - Jenna Hirst
- Hertford – Lisa Elliott

The contact list of local historical and archaeological societies available on *HertsDirect* includes some 50 or more groups who may potentially have an interest in using the SMR. Five of these had already used the service and six further societies were contacted by telephone:

- Berkhamsted and District Archaeological Society - Mr P Clayton, Chairman
- East Herts. Archaeological Society - Elizabeth Barratt, Secretary
- St Albans and Hertfordshire Architectural and Archaeological Society - Mr B Moody, Secretary
- South West Herts. Archaeological and Historical Society - Mr B F Rawlins, Chairman
- Watford and District Industrial Society - Mr G A Neale, Chairman
- Welwyn Archaeological Society - Mr T Rook, Director

Several of the contact names of the societies did not have access themselves to the web, but asked other members to complete the questionnaire via the website or, as in the case of East Hertfordshire, circulated a hard copy which had been printed from the website.

Members of societies returning questionnaires via the website, who had not been contacted by telephone included Hitchin Historical Society and Enfield Archaeological Society. The Hitchin Historical Society had used the SMR over the assessment period.

Mr D Roberts, chairman of the Hertfordshire and District Metal Detecting Society, was also telephoned to ask members to respond.

Educational users

3 A different approach was taken in obtaining feedback from educational establishments. The Education Department at Verulamium Museum kindly provided a list of teachers at primary and secondary schools who made frequent visits to the Museum and this group was initially targeted for feedback. Similarly, the heads of department of leisure and tourism/ travel and tourism courses at further education colleges (within Hertfordshire) were also asked for feedback. In the first instance all were contacted by telephone. They were asked if they would be willing to take part in the survey and were then sent a copy of the questionnaire designed specifically for this user group , and information packs containing the following:

- Details on the 10 historic town surveys being undertaken by the Hertfordshire County Council (it was explained that these were spread across Hertfordshire so each school should be able to identify their own particular town or one close by).
- Samples of SMR entries from various periods, including the canal works at Tring, Lockleys Romano-British Villa and World War II pillbox and anti-tank obstacles at Turnford.
- A map of medieval moated sites in the county.

This detailed information provided a starting point for feedback from teachers. They could then comment on the type of information they wanted and how this should be presented.

Teachers/ lecturers at the following colleges/university which offered courses in Leisure and Tourism were interviewed by telephone. All expressed an interest in using the facility, although none knew of the SMR; only John Howe, from North Hertfordshire College, returned the questionnaire.

- Hertford Regional College - Jonathon Morgan
- North Hertfordshire College - John Howe
- Oaklands College - Sarah Cornell
- University of Hertfordshire - Brandon Crimes

- West Herts. College - Rod James

For the purposes of this survey, only lecturers of leisure and tourism courses were contacted, but any future promotion of the service should include courses covering local history and/or archaeology.

In addition to contacting individual teachers and lecturers, the service was publicised to teachers on the history pages of the Hertfordshire schools' intranet - www.thegrid.org.uk – where there was also a copy of the questionnaire for teachers. This is a service supported by Hertfordshire County Council.

Details were included in *Schools News* a newsletter for teachers which is produced by St Albans Museums. St Albans is the only museum service in the county which produces a regular newsletter specifically for teachers. It is distributed from the Teachers' Centre at Wheathampstead to all local education authority schools and is mailed by the Museum to independent schools within the county, and to state-funded and independent schools outside the county. Its circulation is therefore far reaching.

General findings

Forty completed questionnaires were received. All respondents were enthusiastic about having access to the SMR, but some recognised that certain members of the public would have difficulty in accessing this from the internet. It was suggested that there should be access points throughout the county, for example in museums, libraries and tourist information centres. There may be problems in making the SMR accessible on CD-ROMs: information would have to be constantly updated, and outlets identified where CDs could be made available; there is also a sense of immediacy and currency in the SMR being available on the web.

There was deep concern with many respondents about the security of sites; clearly, the sensitivity of specific sites would preclude certain information being entered onto the database.

Findings from teachers

The structure and layout of the information provided by the SMR is paramount to its viability as an educational tool. The following observations and suggestions were made by teachers regarding the content and structure.

Using a simplified version of the SMR in its present format did not present a problem to teachers. However, some would like buttons providing MORE information on a site where it was relevant to a particular event or person, for example the Peasants' Revolt in Hertfordshire or the War of the Roses.

Different ways of gaining access to information should be provided according to the age and ability of the children, and by a particular topic being covered in the curriculum.

The most popular subjects in the history curriculum at present and those which could be focused on are:

- for Years 3 to 6 (Key Stage 1) - the Romans, the Victorians and World War II.
- for Years 7 to 9 (Key Stage 2) - the Romans, medieval England, industry in Hertfordshire during the 18th and 19th centuries and World War II.
- for Year 8 - local history week (looking at Hertfordshire and surrounding counties).
- for Year 9 – a research topic on the Roman army.

Sites of Roman date were also useful for Latin and classical civilisation courses.

The SMR was useful for studying the local history and geography of a specific area particularly if details were available on relevant local records and documents. Information was requested on which sites could be visited by a class. Some respondents were interested in knowing the facilities available at a site, for example guided tours, toilets and worksheets, before making a visit.

The urban town surveys could be used to study how the landscape altered through time and changing settlement patterns. This, however, was seen by teachers as a useful tool only when the town was relevant to the area of the school.

Details on site excavations taking place in the county, possibly via an on-line newsletter, was requested, particularly for those sites where students could take part in this work.

Using the SMR to search for information on a particular subject for an A' level archaeology dissertation and being able to print off maps which could help illustrate the project.

The need to have a site which is usable by:

- teachers.
- pupils in the classroom.
- pupils at home possibly working with an adult.

Activities for pupils to work on-line, individually and in small groups. Given that in 2001 the personal computer to pupil ratio in LEA schools was 1:11 for

primary level and 1:7 for secondary schools, there is some need to design projects for groups of this size using the SMR at any one time (Education Development Plan for Hertfordshire County Council 2001/02, 51/61).

One teacher suggested that teachers would need some guidance in using the web site themselves possibly having a staff room device on the screen with clear instructions.

Some form of introduction to using the website, perhaps as a group meeting, and a telephone help line with a contact name.

It is vital to have carefully planned activities with clear definitions.

Need for preparatory and 'follow-up' activities and teaching strategies. These follow-up activities could be differentiated for various ages and abilities.

There is a clear need for supporting information. The thesaurus dictionary, information packs which could be downloaded from the web, and linked educational resources and services such as linked websites were all suggested.

Using graphics, photographs (particularly aerial), moving images and maps, together with text, were suggested as a way of grasping the students' imagination and retaining their interest.

Some teachers liked the idea of a dual learning device with the SMR being accessible on the web: the children themselves could use it on-line as a means of learning how to navigate a website, as well as using it to extract information for a particular topic.

RECOMMENDATIONS

Promoting the service to general users

Time should be allocated by members of the archaeology department to the active promotion of this particular service. It is apparent that departments within Hertfordshire County Council are not aware of the service; although information is to be found on the Council's website, this is rarely referred to. Regular contact should be made with staff at Hertfordshire Archives and Local Studies (HALS), libraries and tourist information centres. Contact names for all these departments can be found on *HertsDirect*. This is a resource which should be included in any publicity about the Council's services.

It is important that promotion of the service is undertaken on a continuing basis and sustained, with a regular review of how this is to be achieved.

Funding should be made available for the production of a leaflet outlining details of the project. These could be made available at museums, the County Records Office, libraries and tourist information centres. A critical review should be made of the existing leaflet on the Hertfordshire SMR.

Information should be included on where to access the web if users do not have home access. The majority of libraries in Hertfordshire have access to the internet. This service is free of charge to library members and can be used for one hour sessions. A charge is made to print out material from the internet. Further information on opening hours and how to find a particular library can be found on www.hertsdirect.org/infoadvice/libraries/publibrary.

Regular press releases could be sent to all newspapers in the county via the press department at County Hall. This could include any information on new finds and excavations which would be of interest to the public. The contact here is John Camp....

This is a service which should be promoted by museum curators who are fully briefed on what information it can provide and how to access that information. It could, in the long run, save them time in dealing with certain enquiries from the public about sites. Details on the SMR could be included in any publicity produced by a particular museum service. The Museums Development Officer for the county should be kept updated on the resources available. A list of all museums in the county together with contact names is available on ...

Details of the service should be sent to all local archaeology/ history societies with a request that the service is included in any publicity material produced by the society. A list of societies in Hertfordshire and north London is available on www.hertsdirect.co.uk/infoadvice/leisure/activities/htarch.

Regular contact and updates should be maintained with the regional representative of the Council for British Archaeology. The website www.britarch.ac.uk posts information on resources which are available to the public.

Promoting the service to teachers/ lecturers

In Hertfordshire there are 426 primary schools, special schools and education support centres and 86 middle and secondary schools funded through the Local Education Authority (LEA). The LEA has a central mailing system operated from the teachers' centre at Wheathampstead. This system could be used to make a mail shot to all LEA schools. The address lists for these schools can be found on www.hertsdirect.org/infoadvice/schooleducation/schoolsaddressbook.

There are 42 independent schools in the county, to whom a separate mail shot would have to be made. All addresses and contact names are available on the web site www.indschools.co.uk. Home educators should also be contacted.

All five colleges of higher and further education in the county expressed an interest in using the website. These include West Herts. College, Oaklands College, Hertford Regional College, North Hertfordshire College and the University of Hertfordshire. Those tutors already contacted appear on page ? of this report. Addresses are available on www.colleges.herts.ac.uk.

The History Association's website www.history.org.uk provides information on curriculum resources which are available to history teachers both on a national and regional level. The Hertfordshire Branch should be approached to include details of this particular resource.

Organise an event specifically for teachers to explain the website and how it can be used. This could take place at County Hall or the teacher's resource centre at Wheathampstead. Some of the respondents from various educational establishments have offered to participate in focus group work while Karen Sidwell, ICT Team Leader in the School Standards and Curriculum Division of the Hertfordshire Grid for Learning, is supporting the project.

One teacher suggested a mail shot to heads-of-history on brightly coloured paper, marked '*this is not a circular and contains important information on local history*'.

Flyers should be given out via museums to schools that make visits. This would target schools which were already working on archaeological/ historical based topics. The flyer could be included in the information sent out to schools prior to a visit or made available on the museum desk.

Publicity on the history pages of the Hertfordshire Grid for Learning www.thegrid.org.uk/learing/history. The contact for this is Jim Harrison, County Advisor for History, Wheathamsptead Development Centre.

This report has primarily concentrated on the Sites and Monuments Record's relevance to history teachers but it should be remembered that the resource is cross-curricula. Any future promotion should widen this remit to include its relevance to the following subjects - geography, design and technology, information technology, art and religion.

Appendix 7

COMMENTS

Have you ever heard of the Hertfordshire Sites and Monuments Record?

Out of the 40 respondents, 29 had heard of the SMR and 11 had not.

If yes, have you ever used the Hertfordshire Sites and Monuments Record?

Out of the 29 respondents who had heard of the SMR, 15 had used it. These included museum curators, teachers and members of local societies rather than individuals. None of the tourist information centres returning the questionnaires had ever used the SMR.

How do you usually find out about an archaeological or historical topic?

Respondents could tick any number of boxes and were asked to state whether they would:

Visit a museum (34 respondents)

Visit a library (34 respondents)

Visit the Records Office at County Hall (27 respondents)

Use the SMR at County Hall (15 respondents)

Browse the Web (30 respondents)

Watch television (13 respondents)

Go to talks and lectures (18 respondents)

Learn through school, college, university or adult education (11 respondents)

Use own books (32 respondents)

Other (please specify)

All categories were well used, but varied according to why the information was needed and what it was to be used for, for example if the respondent needed it for work or an individual for their own use.

Other categories included:

Colleagues or relatives

Through local societies

Contact the St Albans and Hertfordshire Architectural and Archaeological Society

Specialist bookshops

If you used the Web to find out about archaeology or local history, where would you access it?

Respondents were asked to refer to the following:

Library (3 respondents)

Your home (24 respondents)

Friend's/family member's home (2 respondents)

Educational establishment (6 respondents)

Cyber café (no respondents)

Job centre (no respondents)

Other (please specify)

Of these, the most frequently ticked category was at home. The internet was accessed at work to complete some of the returned forms, particularly in the case of the tourist information centres (3 respondents). This question was not included on the teachers' form as it was assumed that the majority of schools would have access to the internet. One respondent failed to complete this box.

Are there any barriers to you accessing the SMR on the Web? If so how could they be overcome?

The single barrier stated by respondents to using the SMR was not having access to the internet at home. It was recognised that this was a problem and that well publicised access points would be needed to identify various public locations across the county.

Using the examples below, what information do you think should be included in the SMR?

Categories included:

Date and type of site (40 respondents)

Location – how to find a site (38 respondents)

Description including what remains to be seen today (37 respondents)

Is the site accessible to the public and the level of access to it (38 respondents)

Is there any interpretation on site (25 respondents)

Where can I find more information on the site (37 respondents)

What objects have been found on the site (30 respondents)

Where are these objects now (31 respondents)

Images including maps, photographs, plans (34 respondents)

Other (please specify)

Many respondents were concerned about the security of the site if the grid reference was supplied and also if the type of finds were described, e.g. objects made from precious metals. Under the 'other' category the following comments were made:

Modern history as well i.e. the last 100/200 years.

A county map showing proximity of sites to each other.

Modern maps showing the location of sites

County distribution maps of a particular type of feature e.g. windmills. Also, the availability of aerial photographs showing evidence of a feature.

Protection status of sites, i.e. listed building, conservation area.

All need to be included in 3 groupings – 1) date and type, location, description, images – 2) access and interpretation – 3) where can I find more information, objects and where they are.

If you can visit, are there toilets, worksheets, handling sessions, guided tours. All plus possibly internet links.

Images are useful to spark an interest in pupils. The map is a good idea – but the one sent out is very unclear – perhaps it will be better on the internet?

Needs a hierarchy of information – i.e. basic leading to more detailed – so you don't get too much confusing detail if you don't want it all.

Would you be interested in a 'newsletter' on this web site giving up-to-date information on issues such as current excavations?

All respondents were keen on this idea, simply because it would mean that the website would be constantly updated.

A newsletter would make it seem more dynamic and topical.

Yes, this could also be done through an e-mail once a month giving a link to the site.

Definitely, my students are attending an excavation at Preston during the summer holiday.

There would be no charge to use the service, but how would you feel about having to register before accessing the SMR on the Web?

On the whole, respondents did not have a problem with this particularly if they were from an institution, school etc. However, there were a few exceptions, mainly from individual respondents.

The following comments were noted:

I am usually reluctant to register on sites being uncertain as to why information about myself is required or how it will be used. However, as this would be a reputable and not commercial site I would register if I had to in order to use the site.

Prefer not to, but it might be useful to the SMR to know who is interested.

Fine (and would be prepared to pay for the service).

Having to register would be fine as long as the information was kept confidential.

If you have a genuine interest this should not be a problem for anyone.

Probably a good idea. Presumably it is advisable to minimise the risk of nighthawks etc. Perhaps NGR could be withheld on sensitive sites until the researchers bona fides were established or archaeological societies used as filters.

Respondents were given the opportunity to provide further comments at the end of the questionnaire. Many voiced their concern about archaeologically sensitive sites and how much information should be provided on the SMR. Further comments were made concerning the structure and design of the web site.

Being able to access the SMR online would help people like myself as I find it difficult to travel to county hall.

Where detailed information is available at a known other source (location), very brief reference and guidance to that source is ok. If the SMR carries limited information, it is usually the case that the researcher has to go to the main source anyway, so avoid all but minimal duplication to keep the SMR simple and succinct.

I would be concerned about the level of instant access information available on archaeological sites. I feel it would be open to considerable misuse by certain types of people.

Could we have a leaflet to display in tourist information centres promoting the SMR and something which could be viewed on the web.

An excellent idea – but needs publicity – especially the location of easily accessible computers for the public in libraries, local museums, local government access points etc.

Presumably any information on current work, e.g. rescue digs, will depend on the archaeologists' good offices and they may not be keen on a lot of people tramping around. So will such a website inhibit their postponing passing on the details to you until after the project?

Could the information be made available in downloadable format and include references to local societies, courses etc, where appropriate?

I am particularly interested in military and civil aircraft sites during World War II.

Will any voluntary help be required in compiling the SMR? Are volunteers ever required to help at any of the sites?

I would like to be able to find out about, if not actually see on the website archaeological evidence gleaned for aerial photographs and where possible use them for teaching purposes. I think the plan to make the SMR available on the internet is excellent and look forward to seeing it.

I think this is an excellent idea which would be very useful to me as an industrial archaeologist who is usually involved in some form of local research. At present I am assisting the Hitchin Historical Society with their research into Jeeves Yard, Queen Street and therefore will need to find what and where there were brickworks and lime works in and around Hitchin.

I'm worried about the amount of information going on acting as an encouragement to illicit metal detecting – many sites have not been excavated and would suffer. Many SMR sites are not going to be of interest to general users as little/nothing survives above ground. These would be best left off a public access system to prevent misuse. Only a limited amount of data is likely to be necessary or desired.

In the questionnaire aimed specifically at teachers/lecturers the following questions were also included:

If the SMR was available on the web, which subject area would this resource be of most use?

The following comments were recorded:

I look at OS maps for sites which might serve as A' level archaeology projects.

For history/travel and tourism students, leisure and tourism students.

For classical civilisation/Latin students.

Year 8 local archaeology week, looking at Bedfordshire and Hertfordshire.

Year 9 research topic on the Roman army.

GCSE archaeology NNAB syllabus 14.61 which includes a site study and artefact study.

How might you use the information in this subject area?

To help prepare lessons and for guiding students towards the areas to research.

To gain the basic information on the site before going to visit it. This means we know what to look out for.

To piece together a landscape and look at the change in landscape or the occupation of that landscape.

To find out about various topics/ find local records and find sites to visit with the class.

Which age range would use this resource?

Key Stage 2/3 history and geography subjects

Key Stage 3

16 to 19 in our college

17 to 19 (A' level students)

Adult education/ leisure courses for the WEA

Would you like any supporting information? e.g. thesaurus dictionary, information packs, linked educational resources and services?

Yes please!

Information packs available on the web and web site links.

Activities for using the site. Themed and linked worksheets.

Information for example on buildings including basic architectural features such as roof tiles, sizes of bricks, bonding courses and evidence of coaching, for example stone steps outside a building.

The medieval period including deserted villages and where to look for ridge and furrow.

Would you want to download the information and obtain print-outs?

The response to this was positive in the main and teachers seemed keen to have this facility available.

General comments from teachers/ lecturers were as follows:

This sounds interesting but being realistic I think teachers would need some help. My experience of using the net with pupils has shown that it is vital to have carefully planned activities, with differentiation.

I would like to be able to search the SMR myself – to find the most appropriate/interesting examples of what I want to talk about and those which have a range of supporting evidence. I can't ask someone to spend hours searching for what I want – and in many cases I don't know what I want until I find it! So at present I try to ask for quite specific information – about sites for which there is probably already some published information – and am consequently restricted in the use I can make of the SMR.

Aerial photos are particularly valuable – most people have little access to them and find them fascinating. I have had problems finding photos which show examples of what I want but which are not covered by copyright restrictions.

I suspect the vast majority of people have no idea that the SMR exists, let alone the sort of information it contains – or that they are entitled to use it. I didn't know I had the right to use it as a member of the public.

Particular thanks in compiling this report must go to the following:

Brian Adams - Keeper of Education, Verulamium Museum, St Albans
Rosamund Adlard - Verulamium Museum, St Albans
Robin Clee - A'level archaeology teacher, formerly Collenswood School, Stevenage
Clare McKay - Head of History, Beaumont School, St Albans
Anne Rowe - WEA lecturer, Oaklands College
Hannah Sheffield - Hertfordshire County Council
Alison Tinniswood - Sites and Monuments Officer, Hertfordshire County Council

7.11: Holgate Survey Press Release

Can We Interest You In Our Old Record Collection?

The Sites and Monuments Record collection, that is. Hertfordshire County Council is planning to put in a bid for funding to make its information on archaeology available via the Internet and other new media. However, before this can happen, the Council needs to find out how exactly the service would be used.

The SMR is a record of over 11,000 known archaeological sites and finds from the records of the 1st people to live in Hertfordshire over 200,000 years ago to the monuments of WWII and the Cold War. The information contained in the SMR is an ideal resource for anyone teaching local history and archaeology and for students carrying out their own research. However, at present the only way members of the public can access this information is by contacting the Archaeology Section at County Hall.

To help build up a picture of how the information would be used - and to ensure that the information meets people's needs - a questionnaire about the service has already been sent to local schools. The County Council is also asking as many members of the public as possible to complete the questionnaire which is given on its website: **www.hertsdirect.org**.

The information on the web is expected to include:

- A list of all known sites in the county which will allow the user to search for type of site, date and location
- Themed information, such as Ancient landscapes and fields/ Roman roads, towns and villas/ Anglo-Saxon estates and place names/ medieval castles/ medieval moated sites/ palaces and great houses/ historic towns/ historic parks and gardens/ industrial sites/ World War II defences
- A list of sites to visit with maps and photographs
- A newsletter with forthcoming events and excavations

More

The site will be updated regularly and the County Council hopes to have it on-line by mid 2002.

"The Sites and Monuments Record is quite heavily used in its current form, but we are looking to make it easier for people to get access to the information whenever they wish, especially via the Internet," said Environment Executive Member Iris Tarry (Conservative). "However, getting to that stage is going to be quite time-consuming and costly, given the thousands of records that will need to be converted, scanned and uploaded, which is why we are seeking funding from the National Lottery. Your feedback is essential to ensure that the web information will be of maximum relevance and interest to our users. We are therefore asking as many people for their comments and suggestions through the questionnaire on our website, or by contacting the Archaeology Unit."

The questionnaire can be found on the County Council's web site www.hertsdirect.org under the *Heritage Channel/Archaeology*. For more information please contact Stewart Bryant, County Archaeologist and TV celebrity, on 01992 555244.

End

EDITORS NOTES: The County Council's Archaeology team helps to protect, record and interpret Hertfordshire's archaeological heritage. It also maintains the Sites and Monuments Record - a database of over 11,000 archaeological sites and finds in the county. Other services available include:

- Advice to developers, local authorities and all those involved in proposals which might have some archaeological significance
- Information on archaeological and historic sites in the county for researchers and members of the public
- Information leaflets for those who want to find out more about archaeology

7.12: Mori Survey Press Release

Users and non-users

- **Significantly more people** are using the internet than not using it.
- Both men and women are more likely to use the internet than to not use it, as are respondents aged 16-54, those who work, ABC1s and those with formal educational qualifications. Conversely, people aged 55+, who don't work, are categorised as social class C2DE, and who do not have formal educational qualifications are more likely *to not use* the internet than to use it.
- Men, people aged 16-54, who work, come from social classes ABC1, have a formal educational qualification and no children living with them are *more likely to be internet users* than women, people aged 55+, those not in work, C2DEs, people who do not have a formal educational qualification and have children living with them.
- Conversely, women, people age 55+, those who do not work, who come from social classes C2DE and people who do not have a formal educational qualification are *more likely to be non-users of the internet* than men, people age 16-54, those who work and come from social classes ABC1.
- This pattern is reflected throughout the research with the demographic characteristics of users continuously visible among those expressing a higher level of confidence and knowledge of online services. In addition, these sub-groups tend to be frequent users and find it easy to access the world wide web.
- As well as identifying users and non-users, the research also distinguished between those who have **never used** the internet and **lapsed users**.

- **Lapsed users** tend to be young people, educated to at least GCSE-level [or equivalent] and working. This finding suggests that use of the internet may be prone to lapsing as people move from education and training into the world of work.
- In contrast, **never used** respondents have a very different profile, being more likely to be older, to have no formal educational qualifications and to not be in work.

Internet Knowledge, Confidence, Access and Use

- Most of the population is aware of the internet to some degree, with just under half (49%) of all respondents saying they know at least *a fair amount* about it. Just under a quarter (23%) say they have *heard of the internet, but know nothing about it*, while the remaining one in four respondents (27%) say they know *just a little*. This pattern understandably alters according to the level of internet use with **current users** displaying the highest awareness of the world wide web in contrast to those with no experience of it.
- Overall, respondents are confident about internet use (59% versus 37% not confident), although this varies considerably according to knowledge of the world wide web.
- On the whole, three-quarters find it *easy* to get access to the internet, with nearly half of all those surveyed (49%) describing their access to the internet as *very easy*. However, as may be expected, the perception of ease of access is interlinked with actual use - **never used** respondents are more likely to find (or perceive) access as difficult. It is worth noting, moreover, that ease of access does not always guarantee use: nearly two-fifths (38%) of people who have **never used** the internet, together with over half (55%) of **lapsed users**, describe their potential access to the internet as *easy*.
- People identify a wide range of places in which they get online, from the home to the workplace to internet cafés. For **current users**, however, home is the most common place of access, mentioned by

80%. In contrast, for those **not currently** using the world wide web, a friend or relative's home is where they would most likely go if they wanted to get online. Again, it is worth noting that a quarter of this group say they could access the internet at home, illustrating that apparently having the facility apparently 'on tap' does not guarantee its use.

- Just over half (53%) of all respondents could be described as *frequent users*, in that they use the internet at least once a week. Indeed, three in ten (30%) respondents use the web every day. Frequency of use is influenced by where respondents access the internet. In total, 94% of those who access the web both at home and elsewhere use the web at least once a week. However, the same is true of 82% of those with only home access and 70% of those whose only access is outside the home.
- The majority of **ever used** respondents (60%) have been using the internet for four or more years. A further one in three (32%) have been online for between one and three years. Just 6% logged on for the first time in the last year and these respondents are more likely to be out of work, in social classes C2DE and to have no or lower level – GCSE [or equivalent] – educational qualifications. Those using the web for the first time this year are also more likely to have children under 10 years old in their household (9% versus 5% of respondents with children aged 11+ and 6% of those with no children).
- Experience of structured training for using the internet is **low** among respondents: just 10% have received any *formal* training in how to use the internet and one in three people (33%) are self-taught. Just over one in four (28%) have had some kind of *informal* training, for example, from friends and family, or from work colleagues.
- The majority (56%) do not feel they need additional help in learning how to use the web, despite being largely "amateur" users.

Non-users: Barriers to, and Potential Incentives for, Going Online

- Lack of interest in the web is, by far, the main reason given by those who **do not currently** use the internet. Other contributory factors which are frequently mentioned include *I don't know enough about it*, *I cannot afford to buy a computer* or *I do not understand the jargon and terminology* associated with the internet.
- Different factors come into play for **lapsed users**, however, with a higher proportion than **never used** respondents citing *there is nowhere convenient for me to access the internet* or that they *used to have access but don't at the moment*. They also demonstrate more concern over the cost of ICT.
- Regarding incentives to get online, over two in five (43%) non-users – around 15% of the whole population – say *nothing* would encourage them to go online. However, *cheaper computers* and *cheaper internet charges* are both cited by around one in six non-users as something which would encourage them to start using the internet. *More time to use it* is also mentioned by one in seven respondents (13%). An additional driver would be *having to go online* because the information needed could not be obtained from any other source (12%).
- If online, around a third (32%) of non-users would use the internet to search for specific information, including *information about my local area* (31%) and *historical information* (30%). Genealogy would also be a popular online pursuit.

Internet Users

- Amongst those who have **ever used** the internet, the most frequently cited reasons for doing so are *to search for specific information in connection with a hobby or interest* (59%) or *to book holidays, hotels and flights* (54%). Eight in ten **ever used** respondents say they have searched for specific information; in contrast, only three in ten **non-users** say they would want to use the web for this purpose if they were online (perhaps because they don't know this is possible).

- Potential uses of the internet not yet realised by **ever used** respondents mainly relate to arguably 'high-risk' activities which involve financial transactions, and which many internet users have concerns about. However, a further one in ten users say they would like to, but don't currently, use the internet to search for specific information.

How Do We Use Websites?

- Search engines are the most used – as well as the most popular – method of searching the internet: 81% of those who have **ever used** the internet say this, rising to 85% of **current users**.
- For those who have **ever used** the internet, over three-quarters (77%) say it is easy, on balance, to find the information they are looking for; this rises to eight in ten (79%) of **current users**. On the other hand, one in eleven respondents who have **ever used** the internet say it is difficult to find information (9%), with **lapsed users** significantly more likely than **current users** to describe it as such (22% versus 8%).
- Respondents are largely not time conscious when online, with only three in ten of all respondents agreeing that they keep an eye on how long they spend on the internet (30%), and over half saying that they like to spend time browsing (55%). Younger users and workers are the most likely to be more carefree surfers but more significant is the difference between broadband and modem users. As might be expected, broadband users are less likely to clock-watch while online as they have generally more flexible/cheaper access.
- **Half of users agree that the internet is now their preferred information resource:** 51% say it is the first place they go to gain information. However a third (32%) disagree with this statement. As we would anticipate, those aged 55 and above are not as eager to use the internet as their first option, nor are those who describe their access to the internet as difficult.
- Looking at what is important to people accessing websites, many factors are taken into consideration. The overall layout and

professionalism of a website's design emerges as a key factor in the way people react to it. Reliability of content is also seen as a highly important factor for 92%, including 63% saying *very important*. Similarly, the quality of content, and how up-to-date it is, are cited as important by the vast majority of internet users within the population. Links to other sites, and the availability of downloadable materials, are relatively 'unimportant', however.

Reputation and Trust

- The reputation of an organisation and the trustworthiness of the content of websites are important factors in people's attitudes towards online information resources. This research has found that different types of organisation generate varied levels of trust amongst members of the public.
- Information provided via the websites of more established organisations such as museums, libraries and archives are most likely to garner *a great deal or fair amount* of trust from people. This is particularly the case in comparison to more commercial websites such as utility companies, travel agencies and internet-only retail companies. However, it is the websites of organisations people have not heard of, as well as pressure groups which generate the most negative response.
- An organisation's reputation, 'gut instinct' and a personal recommendation are the factors most likely to convince people that the content of a particular website is reliable.

(*Understanding the Audience* 2005; pp. 5-8)

"Publication of Data

As with all our studies, findings from this survey are subject to [MORI's] standard Terms and Conditions of Contract. Any press release or publication of the findings requires the advance approval of MORI. Such approval will only be refused on the grounds of inaccuracy or misrepresentation."

(*Understanding the Audience* 2005; p. 3)

Quoted text © MORI 2005.

7.13: Extracts from the Hertfordshire HER

The following records provide a brief illustration of the range and diversity of the sites recorded on the HER database.

HERTFORDSHIRE HISTORIC ENVIRONMENT RECORD

Copyright Hertfordshire County Council, Environment Department

7180 FORMER CANAL WORKS, BULBOURNE RD, TRING

DISTRICT: Dacorum

PARISH: Tring Town

NGR: SP 9330 1365

PERIOD: Post medieval (AD1500-1900)

DESCRIPTION: A complex of buildings alongside the Grand Union Canal, referred to on the 1897 OS map as "works-canal materials". The buildings are all single storeys and built of yellow brick with slate roofs. There is also a small tower with round windows. Is this a boat builders? <1> There is a boat lift/hoist next to the canal, so these buildings, used by British Waterways and called the 'Bulbourne Workshops', probably are a boat yard. The complex is next to bridge no 133, a road bridge over the canal <2>.

Grand Junction Canal used this site from early nineteenth century. In 1848 they began making lock gates here. Group of mainly mid-nineteenth century buildings includes Blacksmiths' Shop with later water tower and Carpenter's Shop. The Sawyer's Shop has an early twentieth century planing machine, originally belt driven, made by Charles Powis & Co of Millwall Pier. Traditional wooden lock gates continued to be made here until Spring 2004 <3>

REFERENCES: <1> Wild Survey 1994, photo (*)

<2> SRB & KAT (HCC) visit 24.10.96

<3> Carr B. & Smith T., A Guide to the Industrial Archaeology of Hertfordshire and The Lea Valley, 2004 (*)

ARCHAEOLOGICAL TYPE: Lock Gate Yard



HERTFORDSHIRE HISTORIC ENVIRONMENT RECORD

Copyright Hertfordshire County Council, Environment Department

0060 THE ELEANOR CROSS, WALTHAM CROSS

DISTRICT: Broxbourne

PARISH: Waltham Cross

NGR: TL 2377 1621

PERIOD: Medieval (AD1066-AD1500)

DESCRIPTION Eleanor of Castile, wife of Edward I, died at Harby, Notts. in November 1290. Her body was embalmed and conveyed to Westminster, and a memorial cross erected at every place where the bier rested overnight. The Waltham cross is one of only three surviving on their original sites, and is one of the most important examples of medieval monumental sculpture. Major restorations were carried out in 1832-3, 1887-9, 1949-51 and 1989. The original statues of the Queen were transferred to the Victoria and Albert Museum in 1985.

Prior to the pedestrianisation of the area, the Cross was cleaned and repaired in October and November 1989, following assessment of its condition and photographic recording in 1988 <6>. The monument was cleaned, damaged pinnacles were repaired, and there was limited replacement of stonework, all of Victorian date. The iron railings were also repaired. The restoration work recorded the survival of some of the original Caen stonework on the Cross surface, and below one of the Victorian Ketton Stone facings, which had badly decayed. It is believed that the Victorian restoration involved the chopping back of the original stone by c.45mm, and the application of Ketton Stone facing, fixed with lime mortar. It is likely that much of the original stonework survives beneath the Victorian facing stones.

A small area on the south west side of the Cross was excavated, and the results suggest that the original structure of extended c.1.5m beyond its current limit, and that the extant steps represent a comparatively recent addition to the monument, probably dating to the 19th century. Its base may have been altered before the construction of the Falcon Inn, and the stonework was possibly re-used in its foundations. The current cross base probably is contemporary with the 1887-89 restoration, and the railings. <7> Scheduled area extended in 1998 to include the full area of buried foundations surrounding the visible plinth <8>.

REFERENCES: <1> Colvin: The History of the King's Works, 1963, 479-85(*)
<2> Royal Academy Exhibition. Catalogue: Age of Chivalry, 1987, 361-66(*);
<3> Williamson: Northern Gothic Sculpture, 1988, 63-5(*);

- <4> Pevsner:Buildings of England & Wales,1977,374(*);
- <5> OS Records(*)
- <6> Rhodes, C., Report on the State of the Monument and Repairs Necessary to the Eleanor Cross, Waltham Cross December 1988 (*R922)
- <7> Rhodes, C., Report following archaeological investigation into the Eleanor Cross, Waltham Cross, November 1989(*R1053)
- <8> Revised schedule entry, 21.4.98(*SM files)

ARCHAEOLOGICAL TYPE: Memorial or Cenotaph; Stone Cross; Site of Local Interest.



HERTFORDSHIRE HISTORIC ENVIRONMENT RECORD

Copyright Hertfordshire County Council, Environment Department

1566 ROMANO-BRITISH VILLA AND LATE IRON AGE OCCUPATION, LOCKLEYS, WELWYN

DISTRICT: Welwyn Hatfield

PARISH: Welwyn

NGR: TL 2377 1621

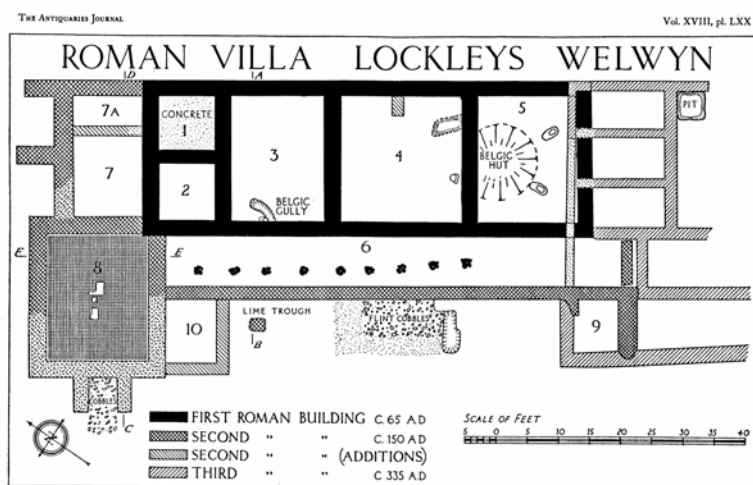
PERIOD: Late Iron Age; Roman

DESCRIPTION Excavations in 1937 by JB Ward-Perkins at Lockleys revealed five building phases dated from the late Iron Age to the late 4th century AD. Two phases of late Iron Age occupation included probable hut, pottery and a bronze coin. The first villa phase (cAD.60-70) was a simple rectangular building. It was rebuilt in the mid 2nd century, with a corridor and small wings, but was destroyed by fire early in the 4th century. A new building was erected in the mid-last quarter of the 4th century AD.<1 A boundary ditch, c.30m south east of the Iron Age structures is believed to be of LPRIA date, but it continued to function as a boundary in the Roman period. <3>

The excavations were hurried and not well recorded; there is some argument over the sequence and date of the masonry structure, and the pre-masonry occupation was not fully excavated. No areas were investigated beyond the limits of the masonry walls.

REFERENCES: <1> Antiq XIV,1940,p317; OS Records; Ant J,XVIII,1938,pp339-376 (*); TSAHAAS, 1937(*);
<2> Problems of the Iron Age in S. Britain, p.232;
<3> Reprint of Excavation Report with intro. by A.Rook (*)

ARCHAEOLOGICAL TYPE: Villa; Coins; Pottery



Plan of Lockleys Villa (after Ward-Perkins 1938, pl LXX)

HERTFORDSHIRE HISTORIC ENVIRONMENT RECORD

Copyright Hertfordshire County Council, Environment Department

0061 RYE HOUSE MOATED SITE, STANSTEAD ABBOTS

DISTRICT: East Herts.

PARISH: Stanstead Abbots

NGR: TL 3855 0991

PERIOD: Medieval (AD1066-AD1500)

DESCRIPTION: The manor of the Rye may be identified with a half hide held by Geoffrey de Bech in 1086.<3> Licence to empark and build a castle was granted to Andrew Ogard in 1443 by Henry VI. The charter apparently described the inclosure of the 'site of the manor of Rye, alias the Island of Rye and 50 acres of land, 10 acres of meadow, 80 acres of pasture and 16 acres of wood within the island, to make a park and have free warren, and to crenellate the house'. A contemporary account suggests that the purchase of the manor of the Rye cost £1,100; the building of the inner court with brick and of the rooms and inclosure (claustrum) cost 11,000 marks, whilst the granary and storehouse with 16 horses and 30 cows was worth 2,000 marks <3>.

A 17th century plan of the site shows a complex of buildings surrounded by a wall within the moated enclosure, with a further courtyard to the E and causeway constructed by Ogard south of the site. In 1683 the site achieved notoriety through its connection with the Rye House Plot to kill Charles II and the Duke of York<1> Extant remains consist of the gatehouse [see 0285] and the moat, which is now an ornamental feature<2>.

REFERENCES: <1>Smith T P,Royal Arch.Inst,1976,pp111-147(*);
<2>OS Records(*);TEHAS,II,p32-45(*);EHAS Newsl,
1971,p30(*);RHCM,1910,p210
<3> VCH Herts,iii (1912),p370

ARCHAEOLOGICAL TYPE: Moated Site; Manorial Site

7.14: Holgate questionnaire

7.15: Environment Statement