

What is a ‘cultural’ venue?

Museums and Art Galleries and historic buildings are the obvious choices but have you ever considered using your local high street, churchyard or the historic landscape (urban and rural) to inspire your students?



What did students expect of the visit?

We are not very good at capturing the expectations of the students before a visit.

- Only **38%** of tutors surveyed said that they had kept a record of the student's expectations
- **30%** had spent a whole session discussing in detail the visit before they went.
- **69%** had spent some Q&A time with the students but had not captured this.

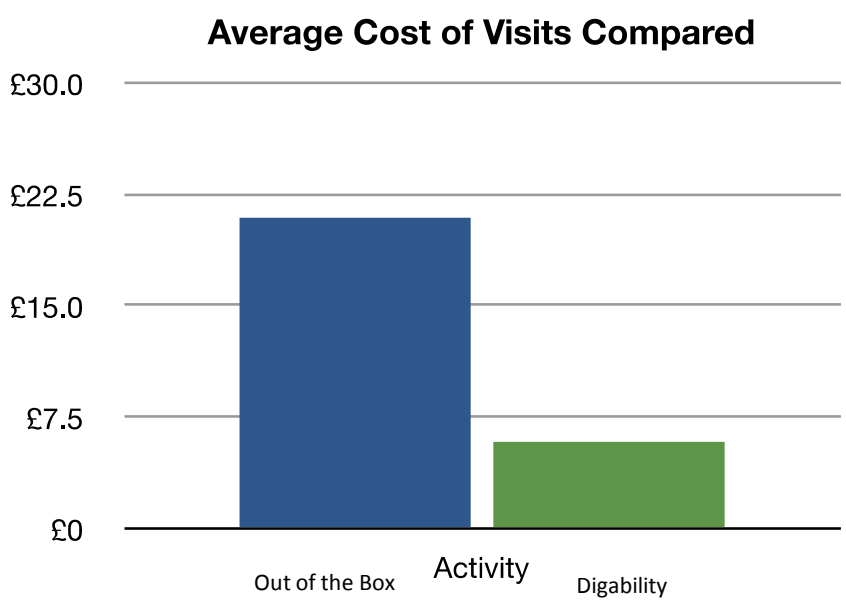
The Students surveyed (prompted by multiple choice) said that they wanted **to visit somewhere new** and find out **more about local or British history**. A few said they wanted time to find out more about the other people on their course.

Why do we go?

Tutors gave a range of reasons for visiting a specific venue during their course. For some it was because it was **requested by the group** (15%) for others it was their **prior experience** of the venue that inspired their choice and they could clearly place it within the **learning objectives** of the course (69%). The availability of **funding** (though Out of the Box and Digability) was also an influencing factor.



Value for Money?



- Cost may vary due to experience of tutors in using cultural venues and frequency of visits. It is important to promote English Heritage's free educational visit policy.
- Some reports suggest the financial benefits of cultural engagement can be significant. The Arts Council report 'Measuring the economic benefits of arts and culture' (2012) estimated that the social return for investment equated to for every £10 spent there were £15.10 of benefits was generated.



Workers' Educational Association



Assessing & measuring the impact of using cultural venues as an educational resource for disadvantaged adults.



The Education & Training Foundation

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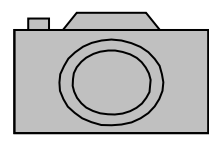


emCETT
Pedagogy • Curriculum • Quality

Training Needs & Improved Practice

- **25%** of tutors requested further training about preparing risk assessments for visits. (Training to be offered in the autumn)
- Request for **simplified paperwork** has led to a 5 minute session plan for visits (Shared at Humanities Curriculum Day)
- After visiting an ESOL class we devised **3 simple ideas** for different curriculum areas to encourage the use local cultural sites.

(Both documents can be found using this QR code.)



There are lots of innovative ways to record student progress. These were shared at a recent Humanities Curriculum Day.

- Responses from Heritage Professionals: 85% said that **pre-visit discussions** with staff led to the most effective sessions.
- **Training, reflection** on sessions and **sharing ideas** also helped improve what venues offer.

How did Students feel immediately after the visit?



- They responded that they had learnt **more about the history** of the place they visited, **how to look at new things**, about **conservation**, you **don't have to travel far** to find out about our past, **specific facts** about **different time periods e.g. Romans**.
- **71%** had made return visits to find out more or share the experience with family and friends.
- Lack or cost of **Transport** was a major reason for those not returning.

Long term Impacts

HasImprovedMyWell-Being
InspiredMeToDoSomethingNew
ProvidedAReasonToContinueToStudy
LedMeIntoVolunteering
ICanTalkToOthersWithConfidence
HelpedWithMyCourse

Further Study

Students who under took these visits have gone on to further study and courses including further archaeology courses, photography, German, Greek, genealogy, history, English and driving lessons.

