This work is licensed under a Creative Commons Attribution 4.0 International License.

Social Value Toolkit

Online Content, March 2021

Contents

Acknowledgements 2
Introduction 3
Contact Us 3
How to Use the Toolkit 4
Top Tips and Take-aways 5
Process Pathways 6
Approaches 15
- Key Points 15
- Rapid Assessments 15
- Participation & Collaboration 17
- Who is 'the community'? 19
- Engaging Participants 20

Methods 23
- Key Points 23
- Selecting Methods 24
- Interviews 27
- Observation 31
- Mapping 33
- Groups and Events 36
- Participant-led 40
- Online and Digital 42
- Creative 47
- Interpretation 50
- Discussion 53

Context 54
- Key Points 54
- Research Relationships 55
- Power and Partnerships 56
- Ethics & Data Protection 57
- Management Context 59
- Self-Reflection 60
- When things go 'wrong' 62

Heritage Practice 64
Key Points 64
Social Values in Practice 65
Heritage Management 66
Policy/Planning 67
Public Engagement 68
Collections (Movable Objects) 69
Conservation & Excavation 69
Case Studies 71
Resources 91
Online Guidance 91
Further Reading 93
Glossary 97
Frequently Asked Questions 98
Annex I: Recording Approach and Methods Selection 100
Annex II: Sample Release Form 102
Annex III: Sample Participant Information Sheet 103
Annex IV: Sample Participant Consent Form 106

Acknowledgements

This Toolkit brings together academic research and practitioner experience. It has been developed based on the findings from a collaborative PhD project, *Wrestling with Social Value: An Examination of Methods and Approaches for Assessing Social Value in Heritage Management and Conservation* (2018-2021), which was co-funded by Historic Environment Scotland (HES) and the University of Stirling.

Acknowledgements and thanks are due to many people who contributed to this study, through participation in the case studies, as members of the Social Value Reference Group within HES, by attending one of the annual project workshops, or discussing the research in other forums. Thank you all for your generosity, advice, and support. It is hoped this guidance will contribute to the on-going discussions regarding the social values of the historic environment in Scotland and beyond.

Project team: Elizabeth Robson (doctoral student and principal researcher); Siân Jones (Primary Supervisor, University of Stirling); Judith Anderson (Primary Supervisor, HES); Peter Matthews (Co-Supervisor, University of Stirling); Karen Robertson (Co-Supervisor, HES).

Introduction

This Social Value Toolkit has been developed principally to help guide heritage practitioners working within institutional contexts who need to understand the social values associated with the historic environment as part of their work.

Social value has become increasingly prominent in recent decades as a key component in understanding and managing the historic environment. **The significance of historic places to contemporary communities, including people's sense of identity, belonging, and attachment**, is reflected in international conservation instruments, as well as domestic heritage frameworks in Scotland and the UK. Scotland's Historic Environment Strategy, *Our Place in Time* (2014), stresses the importance of connections between people and place, and the impact this has on cultural identity and community sustainability, with the stated intention that management decisions increasingly reflect community values. In spite of this widespread recognition of the importance of community engagement, realities on the ground – of limited resources and increasing demand – have resulted in an implementation gap when it comes to incorporating social values and community knowledge into practice.

This Toolkit aims to support the assessment of social values by providing **practical guidance**, based on the implementation of methods in real world contexts. It is intended to be a flexible resource, that allows for bespoke responses to individual contexts. No two cases, and therefore no two assessments, will be the same. Rather than prescribing universal solutions, it will guide you to consider key questions and potential options, with examples and tips based on existing case studies.

Some of the content may be familiar to you, other aspects may be entirely new or suggest alternative perspectives. You may also want to consider how the questions raised relate to existing practices.

Whether you are new to this area of work or have some experience, **we hope the guidance will prove useful in planning, applying, and reflecting on your practice**.

Contact Us

This is the initial version of the Toolkit and it will undoubtedly need to be revised and improved upon as it is put into use.

If you have any questions, comments, or suggestions on the further development of the content or web platform, please send an email the contact details on the Contact Us page (https://socialvalue.stir.ac.uk/about/contact/). Thank you!

How to Use the Toolkit

There are a few ways that you may wish to use this Toolkit according to your interests and needs:

If you want to know what a social values assessment might involve

Start by having a look at one or more of the **Case Studies**. These are examples of real world assessments, describing the process and the understandings achieved.

If you are planning to conduct, support, or review an assessment

We recommend following one of the three process **Pathways**, to help guide you through the content. At some stage you are likely to be referred to each of the main sections, but it may be most helpful to consider the questions raised in a particular order depending on process. [Note: online these are accessed via buttons on the home page and follow a sequence of pages. That functionality is not replicated in this document but the page sequences are provided along with the process diagram and key questions].

If you are looking for guidance on a specific issue

You can jump straight to any content via the Menu/Contents. The main sections within this Toolkit are:

- **Approaches** – the degree of participation/collaboration and rapidity of the assessment.
- **Methods** – the selection and combination of methods of assessment.
- **Context** – social research factors including relationships and ethics.
- **Practice** – some of the opportunities and questions raised when incorporating social values into different heritage management and conservation processes.
- **Case Studies** – examples of assessments in real world contexts, process and findings.

There is also a section with further **Resources** for those who would like additional or more detailed information.

Keep a note…

This guidance is envisaged as a base that you can adapt, build on from, add too, personalise, and use as part of peer-to-peer sharing. Please take it in this spirit and apply it in the manner most useful to you.

Your experiences will be invaluable in further developing practice in this area and you are encouraged to document and share these.

Top Tips and Take-aways

Approaches

- Aim for the highest degree of collaboration initially, even if subsequently you have to modify your approach, and remain open to incorporating co-designed or co-creative aspects as relationships develop and opportunities emerge.
- There is more than just one community - think beyond location, be aware of internal diversity, ask yourself 'whose voices may be absent or silenced?'.
- Consider the duration of an assessment as well as the full time equivalent.
- **Collaborative approaches are partnerships**, with give and take on both sides.
- Resource participation – with time and personal commitment, as well as practical support.
- You are not in full control of a collaborative process. Coming from a position of power, this can feel uncomfortable. It is worth recognising this, but do not allow it to undermine the process.

Methods Selection

- **Methods are productive and creative**. Methods choices are not neutral or purely technical decisions but will shape the assessment process and resulting knowledge.
- Methods selection requires careful consideration not only in terms of what the methods can do, but also what they might not reveal or who might be excluded.
- A **multi-methods approach is recommended** to reveal complexity, diverse stories and multiple values, including indications of silences and absences within the material.
- Multiple methods provide a range of alternative avenues for engagement that can help in overcoming (some!) barriers to participation.
- Implementing a method is not the same each time, even within individual cases, as relational aspects and the evolving context will influence the process.
- Combinations of methods help shape the emergent research design and practice. This might be in terms of referrals of potential participants (so called 'snowball sampling'), identifying the most appropriate or effective modes of engagement, or linking outputs and participants from one activity with a subsequent method.

Assessment Process

- Be prepared to listen.
- Aspects of the known context might suggest suitable approaches and methods, but consideration has to be given to emerging understandings and changes in the context as the assessment unfolds. These factors will need to be negotiated in real time during the assessment.
- **Effective implementation remains flexible** – responsive to and working with the evolving context and opportunities that arise.
- What happens during an assessment is often more critical to your understanding than the resulting outputs. It is as important to document and reflect on these interactions as the final values stated/materials produced/decisions reached.
- Aim for the highest degree of collaboration and be prepared to **invest time** in identifying and building relationships with communities in order to achieve this.
- Reflect on how your own profile and collaboration or association with specific organisations and formal or informal gatekeepers might impact on the research process.
- **Be open to the unexpected and prepared to change or adapt your intended approach or methods**.
- There is a lot that can be learned from 'unsuccessful' activities.

Process Pathways

The Process Pathways are suggested routes through the Toolkit content. They are based on key questions and suggested steps depending on whether you are:

1. **Undertaking an assessment**
2. **Supporting an assessment**
3. **Reviewing an assessment**

PATHWAY 1 – Undertaking an Assessment

This process pathway is suggested for people who want to **conduct an assessment**, individually or as part of a team.

Recording the choices/assumptions made in the planning process and subsequent modifications assists with reflection and learning. Attached to a final report, it can also help those referring to the assessment in future to understand the original context. You may find the template available in **Annex I** helpful in documenting your process.

This process pathway will take you through the following steps:

- Scoping the assessment
- Defining the approach
- Planning the methods
- Preparing for engagement
- Preparing for the research context
- Concluding an assessment

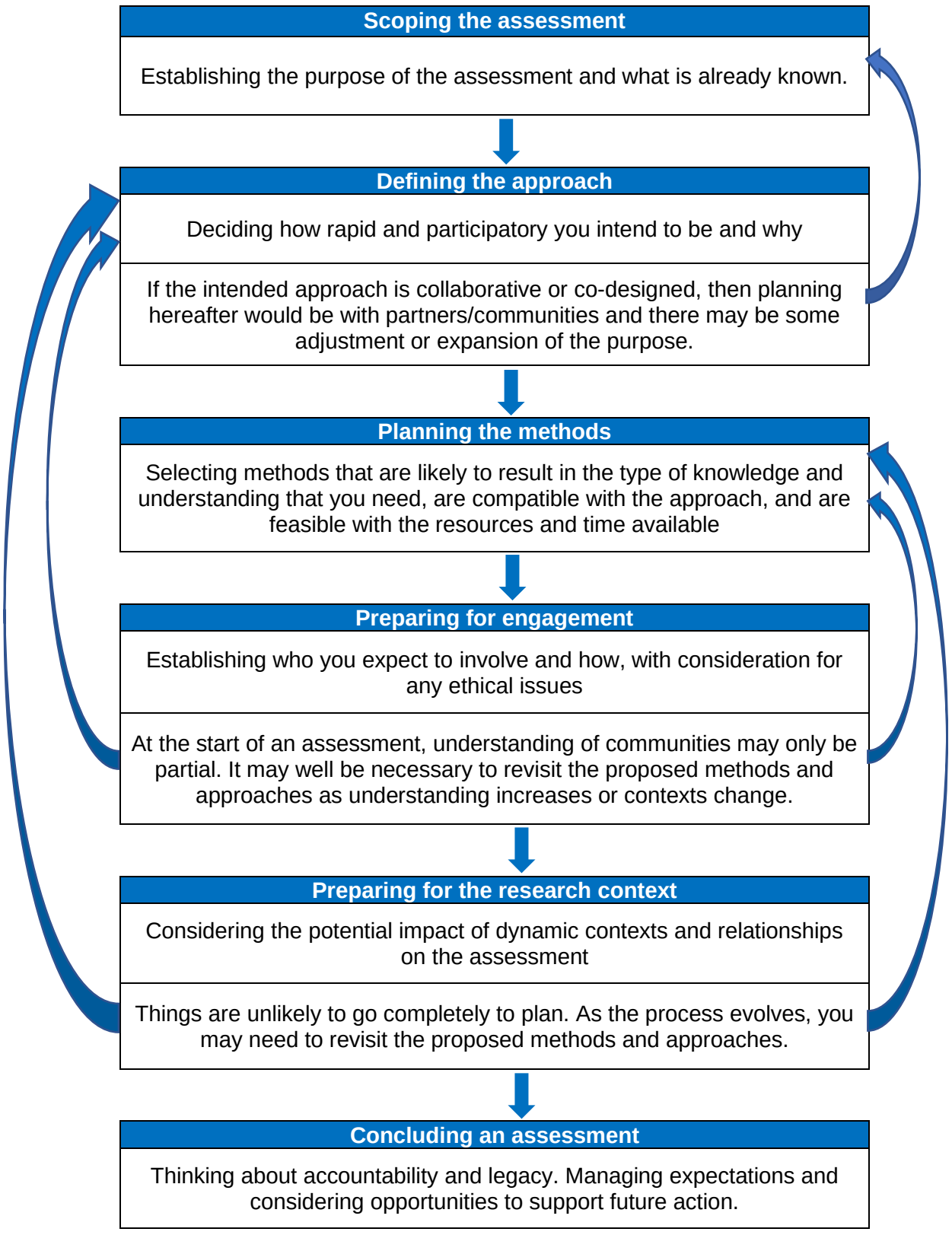
This is not a linear process and you may need to **revisit earlier steps** as your plans develop.

The process and key questions are summarised in the following one-pagers, which we recommend you refer to as you move through the process.

There are 17 pages in this process pathway. They are as follows:

1. Heritage Practice Key Points
2. Approaches Key Points
3. Rapid Assessments
4. Participation and Collaboration
5. Methods Key Points
6. Selecting Methods
7. Who is ‘the Community’
8. Engaging Participants
9. Ethics & Data Protection
10. Context Key points
11. Research Relationships
12. Self-Reflection
13. When things go ‘wrong’
14. Interpretation
15. Discussion
16. Power and Partnership
17. Topline TakeAways

Stages – Undertaking an Assessment



Undertaking an Assessment: Key Questions by Stage

Scoping the assessment
What is the intended purpose of the assessment? Who else might find this information useful/have similar questions? What knowledge is already available? How was that understanding obtained and where does it sit? What is the current context of the site? Are there any existing relationships? Are introductions needed and should permission be sought (officially or as a courtesy)?
Defining the approach
How rapid do you intend to be and why? How participatory or collaborative would you like to be and why? Are the time and other resources available to realise this approach? If not, what is the potential impact on the assessment of modifying the approach?
Planning the methods
What new or additional knowledge do you need? What sort of phenomena are you seeking to understand? Which methods are likely to be effective in the given context? What 'work' do the proposed methods do, i.e. what types of knowledge are likely to be revealed? Are the proposed methods feasible in the time and with the resources available?
Preparing for engagement
Who will be involved and how? What forms of expertise do they bring? What resources may be needed to support participation? Do you already know of communities interested in the site? If yes, how much scope is there to identify joint priorities or for the assessment to be linked to community-led activities? If no, is there evidence of activities (online or offline) that suggests interested communities?
Preparing for the research context
How might existing relationships with and between communities influence the assessment? How are you personally positioned with regard to the communities and the site? What are your assumptions about the context and the anticipated values, practices and communities? How flexible is the process (including the timeline)? What are the anticipated challenges? How might you prepare for the unanticipated? What support might you require?
Concluding an assessment
How will the findings be presented and shared? How will the findings be discussed with communities? Who will own the resulting knowledge? How can people access it for their own purposes? How might this process support longer term relationship building and future collaboration?

PATHWAY 2 - Supporting an Assessment

This process pathway is suggested for people who need to **advise a partner or engage a consultant** on an assessment.

Although you are not leading the assessment, it is still useful to document your choices/assumptions and any modifications. This assists with reflection and, attached to a final report, helps those referring to the assessment in future to understand the original context. There is a template provided in **Annex I** to help in documenting the process. You may also want to share this with those leading the assessment.

This process pathway will take you through the following stages:

- Scoping the assessment
- Agreeing the approach
- Agreeing the methods
- Considering the participants/team
- During the assessment
- Concluding the assessment

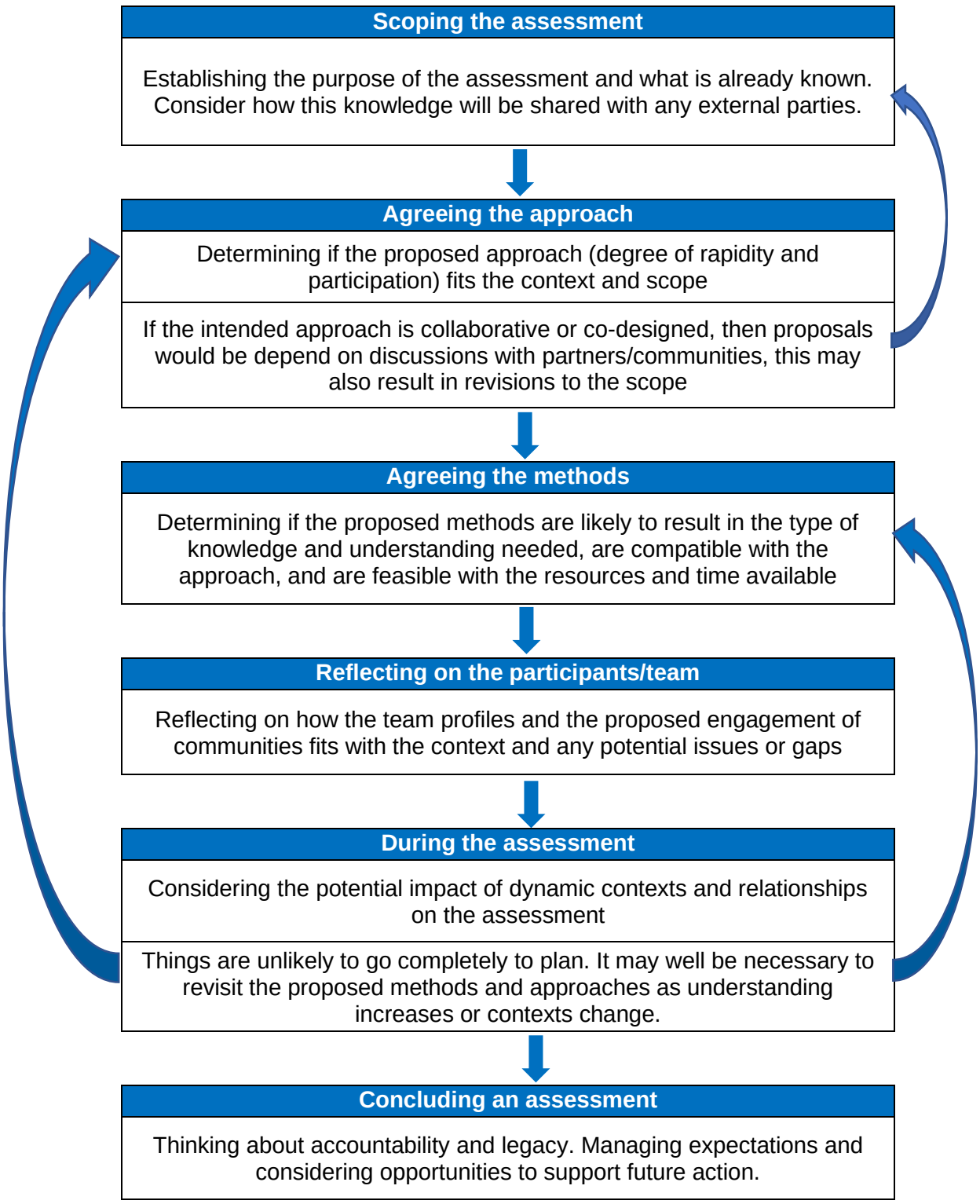
This is not a linear process and you may need to **revisit earlier decisions** as understandings and contexts change.

The process and key questions are summarised in the following one-pagers, which we recommend you refer to as you move through the process.

There are 14 pages in this process pathway. They are as follows:

1. Heritage Practice Key Points
2. Approaches Key Points
3. Management Context
4. Rapid Assessments
5. Participation and Collaboration
6. Methods Key Points
7. Selecting Methods
8. Self-Reflection
9. Engaging Participants
10. When things go ‘wrong’
11. Interpretation
12. Discussion
13. Power and Partnership
14. Topline TakeAways

Stages – Supporting an Assessment



Supporting an Assessment: Key Questions by Stage

Scoping the assessment
What is the intended purpose of the assessment? Who else might find this information useful/have similar questions? What knowledge is already available? How was that understanding obtained and where does it sit? What is the current management context? Are there any existing relationships? Are introductions needed and should permission be sought (officially or as a courtesy)?
Agreeing the approach
How does the proposed process take the current context into account? Are the timings and proposed degree of participation appropriate and proportional? Are the required resources available? Is there scope to identify joint priorities or for the assessment to be linked to community-led activities?
Agreeing the methods
What are the explanations for (and potential implications of) the proposed methods? Do they fit with the approach? Are they likely to be effective in the given context and result in the required understanding?
Considering the participants/team
Who will be involved and how (research team and communities)? What forms of expertise do they bring? How might personal profiles or existing relationships with and between communities influence the assessment? How will gaps in participation be identified and addressed?
During the assessment
What are the plans for responding to evolving situations and emergent understandings? What are the anticipated challenges? How will the unanticipated be incorporated? How flexible are you/might you need to be regarding timelines and process? How will modifications or changes to the process be agreed (and documented)?
Concluding the assessment
How will the findings be presented and shared? How will the findings be discussed with communities? Who will own the resulting knowledge? How can people access it for their own purposes? How might this process support longer term relationship building and future collaboration?

PATHWAY 3 – Reviewing/Using an Assessment

This process pathway is suggested for people who are going to **assess and work with an existing report**.

When referring to an earlier assessment, consideration should be given to the research context, approach and methods (if documented), and potential limitations, as additional research may be needed in the current context.

This process pathway will take you through the following stages:

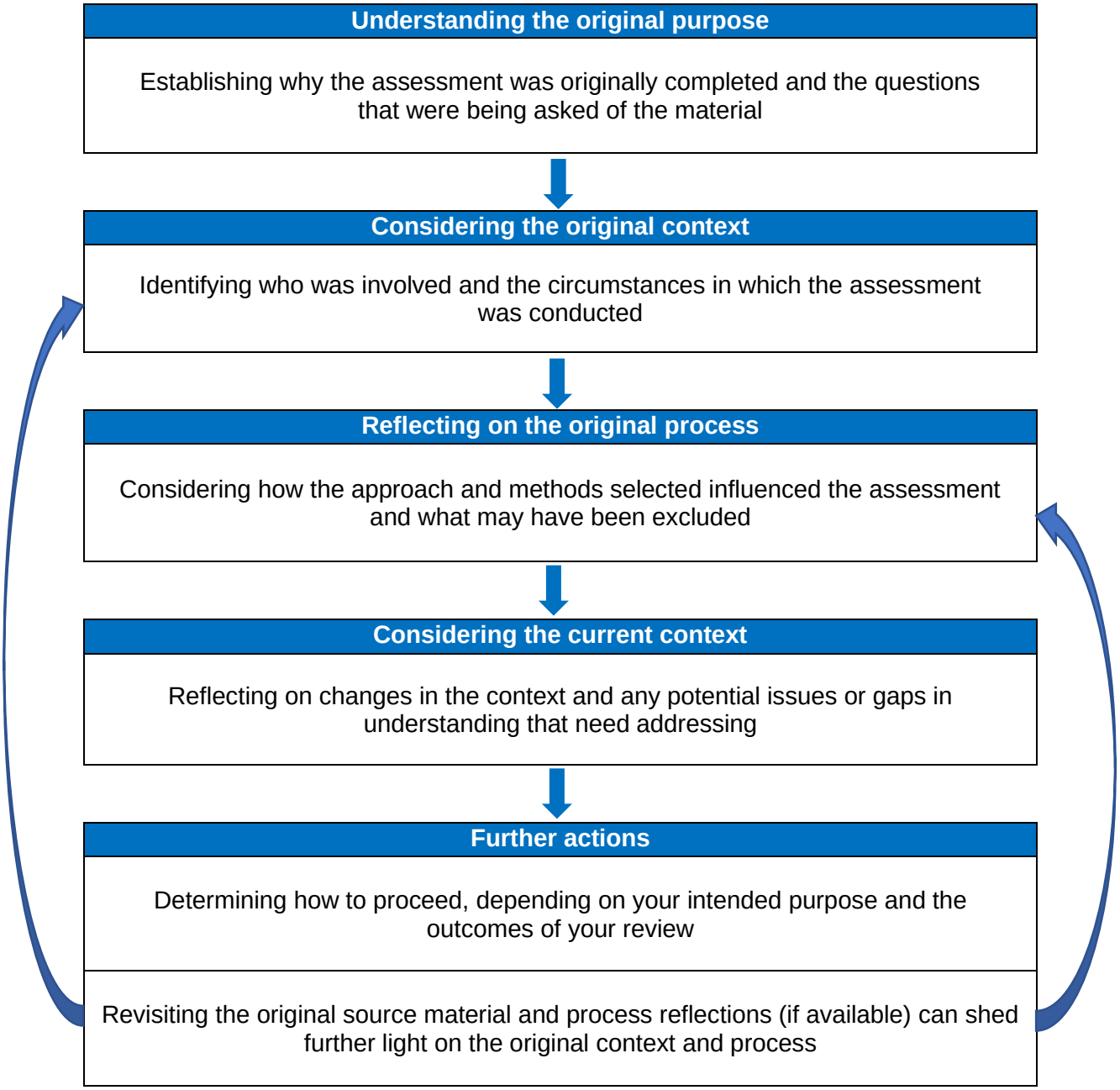
- Understanding the original purpose
- Considering the original context
- Reflecting on the original process
- Considering the current context
- Further actions

The process and key questions are summarised in the following one-pagers, which we recommend you refer to as you move through the process.

There are 11 pages in this process pathway. They are as follows:

1. Heritage Practice Key Points
2. Context Key points
3. Approaches Key Points
4. Methods Key Points
5. Selecting Methods
6. Interpretation
7. Management Context
8. Who is the community
9. Engaging Participants
10. Ethics & Data Protection
11. Topline TakeAways

Stages – Reviewing an Assessment



Reviewing an Assessment: Key Questions by Stage

Understanding the original purpose
When and why was the assessment commissioned? Does this match your needs/situation or are you applying the assessment in another area of practice?
Considering the original context
Who completed the assessment/was involved and under what circumstances? Was there a history of community engagement or 'live' issues at the time? How might this have influenced the assessment? Who owns the knowledge and how has it been shared and used to date?
Reflecting on the original process
How rapid and how participatory or collaborative was the assessment and why? What are the potential implications of those choices for understanding? Was the assessment linked to community-led activities or in partnership with specific community organisations? Did it form part of a wider collaboration or project? What types of knowledge did the methods used reveal and what might they not have revealed? How did original purpose influence methods selection and interpretation? Does the informed consent received cover the intended new application of the findings?
Considering the current context
Were there gaps or limitations in the original assessment (these may have been noted in the report or be identified as part of the review)? If yes, do you have time and resources to address those now? What are the implications if not? If no, has the context changed? What is the current management context? Are there new 'live' issues or other considerations? Is there evidence of activities (online or offline) that suggests interested communities or values not explored in the original assessment but which are relevant to your process?
Further actions
Do you need to revisit the original source material and process reflections (if available)? What are the potential impacts of your intended application of the findings (consider all stakeholders)? How might you engage with communities over the new application of the findings, is there scope for collaboration? If additional assessment activities are required, refer to guidance on conducting or supporting an assessment for further key questions.

Approaches

Key Points

The approach is not so much about *what* you will do but *how* you will do it, i.e. **how rapid and how participatory** the assessment is intended to be. An important factor will be the context and status of existing relationships (or potential for collaboration) with various communities.

Key questions when considering the approach include:

- Do you already know of communities interested in the site?
- What is the current level of engagement/status of relationships with those communities?
- Is there evidence of activities (online or offline) that suggest other communities? Gaps (absences or silences) may become more apparent during the assessment process.
- How flexible is the process (including the timeline)?
- How much scope is there to identify joint priorities or for the assessment to be linked to community-led activities?
- What resources may be needed to support participation?
- How might this process support longer-term relationship building and future collaboration?

You may well have to adjust the approach in response to the emerging context. Things are unlikely to go exactly according to plan – **flexibility is key**.

Rapid Assessments

Rapid qualitative approaches provide information relatively quickly that is 'accurate enough' to make decisions, such as whether further research is needed or how to implement an applied activity. They are widely deployed in situations where practical and resource constraints prevent a longer-term research engagement. In order to achieve a depth of understanding in a rapid assessment processes, it is recommended you:

- Draw on **multi-disciplinary teams**;
- Use **multiple methods**; and
- Include iterative processes of **action and reflection**.

When planning an assessment, be aware that the **context** (in particular the status of existing relationships and any live issues) is likely to be significant in determining how quickly you can proceed. You will probably need to adjust your plans as your understanding of the context, or the situation itself, changes.

However rapid your approach is, **remaining flexible on timing and timeframes** is one of the most important factors in successfully completing an assessment. Doing so:

- Supports the development of respectful relationships,
- Allows for participation from a wider range of respondents,

- Means the process can be responsive to emerging contexts, and
- Allows you to incorporate unanticipated opportunities.

Where to spend time?

It is likely to take longer to get started than you anticipate. The actions taken and relationships formed at the start of the process will impact on the subsequent trajectories of the assessment. It is worthwhile **investing time up-front** in developing relationships and your understanding of the context, even if it results in a squeeze on time later on.

Online platforms and social media seem to offer instant access, with a degree of familiarity uncommon during the early stages of in-person relationships. However, establishing good faith and credibility is still important before you can have a deeper engagement.

Don't rush the process. What happens during an activity or discussion is as important for understanding as completing the task or reaching an agreement.

Allow time to **appropriately conclude the process**, this is respectful to participants and provides accountability. Whether there are any immediate plans for further collaboration or not, future community engagement may be affected by your research relationships.

How much time is required?

It is important to **allow sufficient time** for the iterative processes of action and reflection from which a depth of understanding emerges. Otherwise, the study risks superficial analysis and misunderstanding of the phenomena observed. In the case studies,

- a rapid study meant activities took between **1 to 2 weeks** full-time equivalent spread over 1 to 3 months; and
- an extended study meant activities took approximately **3 to 4 weeks** full-time equivalent spread over 6 to 10 months.

Alongside the full-time equivalent required for activities, consider the overall duration of the study. A longer duration allows for relationships and understandings to develop over time and through engaging with a community multiple times.

How does rapidity affect participation?

While there are some methods that require repeated engagements over several weeks, rapidity is not necessarily a barrier to adopting collaborative approaches and participatory methods.

Similarly, an extended timeframe is no guarantee of participation if there are other barriers to community involvement, in particular if there is no perceived community benefit or incentive to engage in the process.

Where and when activities are scheduled may be more important when it comes to participation than the speed of the assessment. You may well need to meet people in the evenings or at weekends, to avoid impinging on their other commitments, and at places of their choosing. The choice of location is not only a matter of logistics, but also finding somewhere people feel comfortable and able to engage freely in the activities.

How much of other people's time are you asking for?

Participatory processes are often presented as an opportunity, but they are in most cases also a request for voluntary labour, with the implied expectation that participants have the free time to engage.

In more extended studies, or for participants involved in multiple activities, you may be asking for a significant time commitment. Even where this is not the case, requests for free time (together with timing and location) can present a barrier to engagement, resulting in gaps within the assessment.

Giving time to others, being prepared to wait, aligning with community processes, and working according to participants' schedules goes some way towards redressing power imbalances. Conversely, demanding time from others can reinforce existing inequalities.

Participation & Collaboration

The emphasis in this Toolkit is on **qualitative research methods**, most of which rely on the participation of community members to varying degrees. Part of adopting a more participatory approach is recognising 'lived experience', or community knowledge, as a form of expertise.

It is worth explicitly considering:

- Why are you adopting a participatory approach?
- Who are you hoping to involve and why?
- What constitutes a successful outcome (for all involved)? This will vary for different stakeholders, so you will need to ask them.

Participation in Theory and Practice

In the UK, increased community participation, as a means to promote inclusivity, empowerment and sustainability, has been pursued as a politically desirable goal for several decades now. Increased participation arguably brings citizens closer to the decisions that affect them and confers democratic legitimacy on the resulting management actions. This understanding is reflected in legislation, such as the Community Empowerment (Scotland) Act 2015, which includes provision for communities to participate in decision-making regarding public services and to request the transfer of land or other assets.

The promotion of participation has not been without its critics, who argue that processes can be co-opted or coercive, limited to 'invited spaces' and addressing pre-identified questions (e.g. tokenistic consultation processes). Participatory processes are also open to 'capture' by

more advantaged and empowered groups, who are familiar with the processes and terminology used in consultations. Recognition of, and specific efforts to overcome, power differentials are therefore required if there is a genuine commitment to community participation.

If you are thinking about assessing the impact of participation or participatory approaches more generally, this 2018 NPC report may be helpful (note this is not a resource on methods for assessment): https://www.thinknpc.org/resource-hub/make-it-count-why-impact-matters-in-user-involvement/

Adopting a **collaborative or a co-design** approach moves beyond community members as participants in activities, to communities sharing in the decision-making and the creation and interpretation of materials.

- **Collaborative** assessments bring heritage practitioners and community members together in a process of shared exploration and mutual understanding, often through co-creative techniques.
- **Co-design**, itself a broad term encompassing multiple practices, is taken here to mean approaches that allow for meaningful input from communities in defining the problem and approach and in co-producing the outcomes.

Steps in adopting a more collaborative or co-designed approach include:

- Establishing relationships of trust with communities,
- Identifying appropriate representatives or partners, and
- Agreeing common areas of interest for the process.

The assessment and various parts of the process may be useful in different ways to those involved, but there needs to be a common understanding around the areas of focus. Importantly this is defined in discussion **with** communities, not something that is pre-determined that they are then consulted on.

Example: Co-design at Dun Carloway Broch

In the Dun Carloway Broch study, the research period coincided with a community-led discussion on the future potential of the site. This community-led process was co-ordinated by the Carloway Estate Trust (a community land owner, which also owns the monument) and had buy-in from other key stakeholders involved in the management of the site and surrounding land.

Once it was apparent that the research activities and community-led process were going to coincide, the Trust proposed the incorporation of assessment activities into their public events, and the research plan was adjusted accordingly. This co-designed approach was beneficial in securing a wide base of community engagement in the activities, as well as contributing an additional source of material to the community decision-making.

The success of the co-design approach in this case, which was a rapid study in an island location, depended on the early identification of an appropriate and interested community

partner (the Carloway Estate Trust) and the fortunate coinciding of the research period with a community-led process. Where it is possible to be flexible in timing of an assessment, similar alignment of activities offers one potential mechanism to support mutually beneficial processes.

Who is 'the community'?

In an assessment you can expect that:

- You will be working with people from across multiple communities.
- People will express different community identities at different times and depending on circumstances.
- Not everyone who values a place lives nearby or will be present on-site with any regularity.

Some communities are place-based but others may form around shared experiences or interests. The *Community Empowerment (Scotland) Act 2015* stipulates that **communities may be based on common interest, identity or geography/location**.

Community relationships and connections to place may be sustained through **in-person or online** activity, or a combination of both.

Example: Online and Offline Communities

The Hood Stones case was chosen because of the opportunity it presented to trial research methods and approaches with a geographically dispersed community of interest (the H.M.S. Hood Association Facebook page having members from across the UK and around the world), many members of which have never visited the North coast of Scotland where the Stones are located.

The research found a significant aspect of how the site was valued, by both the community of interest and members of the community of location, depended upon the **connection between them**. The practice of local school children and other residents repainting the Hood Stones represented a valued opportunity for the community of interest to pass on the memory of the crew to younger generations. That experience had in turn led to some of the participants joining the online community of interest. This network of relationships between people, objects and places combined to create an authentic personal connection to, and (for those who visited) experience of, the site. The presence of the Hood Stones and other ships' names on the hillside above Laid was also valued as a point of local distinctiveness, linking Loch Eriboll with events of national and global importance, counteracting dominant narratives of remoteness and establishing it as a place of significance.

In this case, **the community of interest was more readily identifiable and easily engaged in the research than the community of location**. The Hood Stones feature in a heritage trail, developed by the Laid Community and Grazings Committee, an organisation that has no online presence. Only when visiting the site, a trip scheduled to

coincide with the anniversary of the sinking of H.M.S. Hood in anticipation of potential commemorative practices at the site by members of the community of interest, was it possible to understand how the site connected to wider landscapes of significance and belonging, including associations with place that were not directly related to the presence of the ships' names.

Communities define themselves partly in relation to others, but also encompass internal **diversity**. This complexity – graduations of belonging, internal group dynamics, and the impact of external relationships – may not be apparent at the start of an assessment.
Complexity within communities was a feature in all the case studies. This was most clearly expressed during interviews and group activities. For example:

- Differentiation within a **location**: In the Cables Wynd House study, tenants tended to characterise the House according to their landing rather than as a whole and, in the Kinneil House and Estate study, respondents living in Bo'ness identified with particular neighbourhoods.
- Expressions of **belonging** that did not equate to, or went beyond, presently residing in a place: In several studies, there were respondents that lived in the local area, but who were considered by others or described themselves 'incomers'. In other cases, membership of a community of location was maintained without a constant presence.

People also **belong to multiple communities** simultaneously and move between communities over time and depending on circumstances.

Multiple and connected identities were manifest by the research activities:

- This was seen **within studies** and expressed by individual participants, e.g.: "This is a special place for me… Joins two parts of me together [the Navy and home County]" (semi-structured interview, Respondent 6.2, Hood Stones study).
- It was also apparent **between studies**, for example, a resident of Bo'ness who was interviewed as part of the Kinneil House and Estate study also had family connections to H.M.S. Hood; and on Lewis there were people who were professionally engaged with one site but had personal connections to the other.

Try to avoid allocating participants to a single community, whether based on their location, profession, or any other aspect of their identity. This risks obscuring potentially productive points of connection and discussion.

Engaging Participants

The identification and engagement of communities and potential participants is an important **initial step and an on-going process** during the research. Some communities form organised groups and are relatively easy to identify and engage. In other cases, communities may be relatively closed to outsiders. Some points to consider:

- The most appropriate community organisations or grassroots groups to collaborate with will vary depending on context and not all will have the same capacity to be involved or play a facilitatory role.

- The most prominent or well-established group may have the greatest capacity to collaborate but could risk excluding other voices.
- In other cases, individuals and organisations that are very active in their communities may have limited capacity to get involved in additional projects.
- Where people have not formed organised groups or are not represented by the community groups that do exist, the strength and identification of informal connections and networks is key.
- It is not necessarily apparent prior to engagement with community members the extent to which there are formal or (especially) informal structures in operation.

Ways of Identifying Communities

- Reviewing **documentary sources**, such as organisational records and local newsletters or newspapers. Census information can be helpful, but keep in mind that the categories of data collected may not reflect communities of identity and interest.
- Searching **online**, including community websites and key word (or hashtag) searches on social media platforms.
- Checking notice boards in **community hubs** such as libraries.
- On-site **observation**, such as physical traces mapping, and attending public events. Some communities may not be regularly present at a site, and who is present may depend on the timing of the activities: i.e. whether it is the school holidays; weekends vs weekdays; and the weather, and interview methods.
- Contacting **individuals** familiar with the site. These might include any on-site staff, community or local councillors, and those involved in the management and conservation.

Collaborating with Organisations or Gatekeepers

Working with organisations, such as community groups or schools, and (formal or informal) gatekeepers can help to overcome identification and access issues. In the Arnol Blackhouse study, school-based activities also provided an opportunity to subsequently engage with adult members of the community.

However, being closely affiliated with specific community organisations or gatekeeper has the potential to affect participation both positively and negatively. Care is required to ensure participation remains voluntary and free from coercion.

The involvement of another party will impact on the research context. An understanding of wider community dynamics is therefore critical when proposing collaboration with a community group or requesting their participation.

Widening Participation Through Referrals

Once you have established contact with members of a community, a ‘snowball’ process of **personal referrals** is one means of widening the group of participants. The gradual widening of research relationships through referrals has its own timing, from when contact is made to

when individuals are available to participate. The efficacy of this method of engagement depends on the ability to respond to such practical considerations and incorporate evolving networks of respondents into the research.

Identifying Gaps in Participation

As an assessment progresses, the research methods may reveal gaps – absences or silences – within the process.

Absences refers to communities that are not directly involved in the research, or behaviours that are not directly observed, but which are made apparent through the actions or statements of others. For example, in several studies, respondents identified 'problem' behaviours or what they considered to be inappropriate use of the space. These responses suggest other groups or communities who, through their forms of engagement, are enacting a different set of values or associations with place.

Silences are when communities or groups are omitted from presentations of community or place. These are potentially more difficult to identify and address. Things to look for include:

- Very **high levels of consensus** or commonality, raising questions over whose voices may be excluded from the dominant narratives.
- Groups or activities that are **observed** (whether in-person, online, or through document reviews) but are not apparent in other discussions and spaces.

Once communities or groups have been identified attempts can be made to contact and involve members directly within the assessment. Communities or individuals who decline to participate in the research activities (or are not effectively engaged) are still a factor in the wider research context. It is recommended that they are **included in the assessment report** as a limitation, so the gaps are made visible and can be taken into account in future use and actions.

Hard to Reach Groups

Absences and silences often correspond with 'Hard to Reach' groups. It is important to reflect before and during an assessment on the potential barriers to participation and adjust the methods and approach accordingly.

The term 'Hard to Reach' is used in recognition that some groups are:

a) hard to reach due to their physical or social location;
b) marginalised, disenfranchised or vulnerable; or
c) hidden (no records of their experience exists).

It should not be read as implying any deficit on the part of these potential participants, merely that particular consideration and effort is required on our part in order to achieve their inclusion within the research process.

Example: Cables Wynd House study

Identifying and engaging with participants proved challenging in this case, requiring **flexibility in the timing and adaptability in the choice of methods**.

There were **limited formal structures** with a community-wide, place-based mandate. There was no tenants' association in place during the study period and requests to meet with the local Community Council (a point of entry in other studies) did not receive a response. This did not reflect any lack of connection within specific communities (some respondents specifically mentioned an attachment to the area on account of the sense of community), but these **informal networks** were more difficult to identify and engage with, exacerbated in some cases by a language barrier.

Attending activities and **connecting with community organisations** holding events for local residents, either at the site or elsewhere in the immediate area, provided alternative opportunities for engagement. It was necessary to find ways of supporting engagement that placed minimal demands on the community organisations, which had their own priorities and limited resources.

Finally, working with **formal gatekeepers** assisted in the identification of some participants.

Methods

Key Points

Methods generate knowledge, they are part of the process of achieving understanding. The focus in this Toolkit is on qualitative methods, which have been shown in multiple studies to be effective in assessing plural and dynamic social values.

Determining which methods to use is not a purely technical decision and one-size does not fit all. Methods will need to be selected, adapted and applied according to the context.

Key questions when deciding on methods include:

- What new or additional knowledge do you need?
- Which methods are likely to be effective in the given context?
- What 'work' do those methods do, i.e. what types of knowledge are likely to be revealed?
- Are the proposed methods feasible in the time and with the resources available? If not, what is the potential impact on the assessment of modifying the approach?

It is recommended that a multi-methods approach is used.

- Using multiple methods in combination helps reveal **complexity**.
- Multiple methods provide a range of alternative avenues for engagement that can help in overcoming barriers to **participation**.

- Combinations of methods help shape the emergent **research design and practice**. This might be in terms of revealing communities associated with a site or potential participants, identifying the most appropriate or effective modes of engagement, or linking outputs and participants from one activity with a subsequent method.

Implementing a method is not the same each time, even within individual cases, as **relational aspects** and the evolving **context** influence the process.

In an exploratory assessment of this sort, not everything can be known in advance. You may need to **experiment**, be **creative**, and incorporate **unplanned** opportunities or **unexpected** leads into the process.

Selecting Methods

Your choice of methods will depend on the sorts of questions you need to answer or phenomena that you are seeking to understand. **Different methods are revealing of different understandings of value** and relationships to place.

Using **multiple methods** in combination helps build-up a deeper understanding of the range of practices and values related to the sites. Providing a range of options for engagement also can help overcome (some!) barriers to participation.

Examples from the Case Studies

- People who were quite quiet in group scenarios would nonetheless engage enthusiastically during a semi-structured interview or other one-to-one activity.
- More 'active' methods, like **transect walks**, and **creative** engagements with materials or **images**, proved effective in engaging younger respondents, who were often less communicative or willing to participate in other settings/activities.
- The structured interview leaflets that were returned by self-completion in the Cables Wynd House study reflected very different experiences to those completed face to face and highlighted the importance of **'safe spaces'** for sharing.

Having a range of options and **remaining flexible** regarding specific activities made it easier to respond to emerging situations and accommodate participant preferences.

That different methods choices can result in different understanding and engagement emphasises the need for **critical reflection on what the methods selected might not reveal or who might be excluded** by the choices made. This includes practical considerations regarding **where, when and how** people will be asked to participate.

What do different methods do?

Interview methods are foundational to an assessment. They are a means to access the vast amount of knowledge held within communities that is not available elsewhere or easily

understood by non-community members. In interactive discussions, respondents often develop new ideas, share contacts, and suggest potential avenues for investigation that enrich the studies.

Observational techniques provide context and researcher familiarity with the site. They highlight what people do, rather than what they say they do, and provide evidence of absences in participation. Embodied/multi-sensory observation can provide insights into the experiential and affective aspects of place.

Participatory methods build a deeper understanding of what is being observed and the social values being enacted. These often include group discussions, where the dynamics and distinctions between and within communities are more apparent, adding nuance to your understanding.

Online engagement provides opportunities to identify and interact with communities of interest that offline methods (and on-site activities alone) may not include. Social media platforms are used differently by different communities, in some cases fulfilling unique functions that do not have offline equivalents.

Creating or reflecting on **photos and films** can prompt detailed discussions about locations and personal connections. Discussion is not limited to what is depicted, but also how places have changed, past experiences and what is absent or not shown. When shared, photos can also be used by others to construct individual narratives of place, experiences and emotions.

Creative and arts-based methods are also catalysts for discussion and reflection, particularly effective in engaging younger people (who respond more positively to 'active' and participatory techniques).

Although **virtual and 3D modelling** was not trialled in the case studies, these technologies offer similar opportunities to engage with the historic environment in new ways, reflecting on taken for granted views, and to share stories of personal and community connection.

Which methods work well together?

All of the case studies trialled at least two different types of method that brought different and complementary knowledge. Based on those experiences you may wish to consider:

- Combining **interview** techniques: this helps to identify common touchpoints and supports the interpretation of observations and other activities.
    - When structured interviews are completed first, they can suggest potential areas for discussion in the more detailed and in-depth semi-structured interviews.
    - Where semi-structured interviews come first, the structured interviews (and other methods) can provide an indication of how widespread the specific experiences and associations mentioned by semi-structured interview respondents are.

- Combining **interviews with group or participant-led** techniques: similarly, this provides opportunities to explore how the emotions, values and group dynamics that participants describe are reflected in their expressions, manner, and actions during participatory activities (and vice versa).
- Combining **multi-sensory observation** with participatory techniques: this provides a wider context to your personal experiences and reflections.

Online and offline methods complement one another, identifying complications and gaps in participation, and revealing different narratives of place.

It may be possible to link the outputs from one method into other activities (consider this when sequencing your methods). For example, sharing the materials resulting from a **film, photography or creative** activity with other community members. This can help to increase the depth and range of participation. When working with younger participants, opportunities to share their work can be helpful in engaging potential adult participants.

Combining methods also helps in determining **how much material** is required, gradually building to a point where themes are being duplicated within or between methods.

Sequencing – what to do first?

In rapid assessments, methods are implemented more or less concurrently, often with semi-structured interviews taking place throughout the research period and observation fitted in around participatory activities. In more extended studies, the impact of sequencing of methods is clearer.

Based on the Arnol Blackhouse, Cables Wynd House, and Kinneil House and Estate studies, the suggested sequencing is:

- start with forms of observation and accessing public areas/events,
- then engage individuals and groups, e.g. through interviews, and
- then move onto activities that are more participatory, such as transect walks and creative methods.

Rationale: This sequencing is partly practical, as it takes time to identify communities and participants. However, starting with more general exposure is helpful in building up familiarity with the site, key individuals and the wider context, which is important when it comes to implementing more engaged methods and interpretation.

In practice: You will need to respond to the specific context and remain flexible. For example, in the Kinneil House and Estate study public events were attended as they occurred throughout the research period. However, in all cases there was a move from the general to more specific/engaged activities. All the successfully trialled co-creative methods took place later in the assessments, once relationships of trust and understanding had developed.

Combining qualitative and quantitative material

Qualitative and quantitative methods offer (as with all methods) **different understandings**. For example, the number of visitors to site can be recorded numerically, with 'visitors' seen as a specific user group, or visiting can be explored qualitatively, as a behaviour that cuts across communities and reflects different motivations at different times.

While quantitative information is largely numeric and qualitative is mostly narrative, these are not mutually exclusive forms of knowledge and can **complement one another**. Sometimes you will need to draw on quantitative understandings and at other times qualitative, depending on what you want to achieve.

Qualitative social values do not equate with quantitative measures or scores. Social values relate to different communities and all, whether large or small, contribute to the significance of a place. It is not possible, without imposing another set of values on the process and potentially discriminating against some groups, to say that one set of social values ranks more highly than another.

When bringing social values into **comparative or prioritisation processes**, consider the questions you are asking of the qualitative material and how a contextualised understanding can be most useful. For example, it can help in evaluating whether planned interventions are likely to achieve their stipulated aims, how different communities might respond, and the potential for (positive or negative) impacts.

Interviews

Structured interviews

- Typically consisting of 10 questions or less.
- Designed to be conducted quickly, each interview taking between 5 and 15 minutes, either on the spot or by self-completion.
- Repeated with a larger number of participants (case studies ranged from 15-20).

Structured questionnaires are commonly utilised for quantitative research but, although the format and means of completion leans towards shorter responses, providing the scope for open ended responses can allow for qualitative analysis. A critique remains that the framing of the questions is determined by the researcher and can be leading or reflect inherent assumptions and biases.

Sample Process

Based on the Cables Wynd House study:

- A simple A4 trifold flyer was developed (using a MSWord template) with information about the project, contact details, and small number of key questions.
- Permission was obtained from the building manager to conduct a letterbox drop and one flyer was posted to each household. Large text versions were available upon request.
- Simultaneously, posters about the study were put up in communal areas of the building.

- A sealed box was placed in the concierge's office for completed responses or responses could be emailed directly to an address given on the flyer.
- Following a low response rate with self-completion, the same questions were used in short in-person interviews, approaching people in communal areas, on the street, or in public places (such as play parks) in the surrounding area.

Reflections from Case Studies

Structured interviews were trialled in three studies (the Caterthuns, Cables Wynd House and Kinneil House & Estate) using both in-person and self-completion.

- In-person completion rates ranged from 33% to 100%. In-person approaches also allowed for some follow-up questions with respondents who were willing to talk at more length, which resulted in more detailed responses.
- The self-completion rate of leaflets dropped through people's letterboxes at Cables Wynd House was less than 1%. Although the response rate was lower than expected, people who participated later in the study had seen the information, so it had been useful in raising awareness. The anonymity of self-completion may also yield responses that people are uncomfortable sharing in more public or in-person engagements.
- The location where interview requests were made was also a factor in completion rates. People were less inclined to stop in town centres, where they were busy with their day-to-day business, than when visiting a site for leisure. However, interviewing in other locations may be important in engaging communities who are not present at the site.
- In terms of the completed interviews, there was minimal difference in the degree of detail and type of response based on the location where the interview was conducted. The main point of difference was whether people had an established connection or association with a site or if they were visiting the area/site for the first time.

Semi-structured interviews

- Also referred to as 'key informant interviews', indicating the targeted selection of participants.
- Typically take 1 to 2 hours, allowing for in-depth and wide-ranging discussions.
- Normally conducted one-on-one and in-person, although interviews can also be conducted by phone/online if necessary.

Semi-structured interviews allow for a depth of discussion and exchange. The researcher prepares a few key questions or prompts but the discussion is flexible and open to exploring unanticipated and new directions. Some feminist researchers have seen this form of interviewing as less hierarchical and extractive than more structured approaches, placing researcher and participant in a more equal and reciprocal relationship.

Sample Process

Based on the Sauchiehall Lane study.

- Potential respondents were identified by referral and (in many cases) confirmations of interest or an initial introduction was made by the established contact.

- It was then possible to make direct contact, introducing the project and requesting a meeting. Information shared with participants in advance included the participant consent form and project information sheet.
- A 1-2 hour interview required around 1 hour of prep (emails, background reading and question development).
- Due to the nature of the site (outdoor) and time of year (autumn/winter), meetings mostly took place at a respondents' place of work or in a quiet public place, such as a coffee shop.
- A hard copy consent form and information sheet were provided at the start of the interview. This was a useful prompt to explain a little about the research and confirm the person's time availability and expectations for the discussion.
- Around six prepared questions were normally sufficient for an interview of 1-2 hours, depending on the talkativeness of the respondent. The questions addressed aspects of community, attachment, practice and memory.
- Later that day or as soon as possible, the notes taken during the interview and any reflections on the process or content were typed up.
- Each respondent received a note of thanks after the interview and, where relevant, follow-up on the information or contacts that they had offered to share.
- Several people were interested in the project outputs and wanted to see the final site report, which was shared with all participants once drafted.

Reflections from Case Studies

Semi-structured interviews were a core method for the research and were trialled in every study. The interviews explored issues such as personal memories and associations with the site, histories of engagement, personal or known practices and activities, and how the site featured in wider landscapes of significance and experience. The number of interviews varied by site, from 3 in the rapid Caterthuns study (where structured interviews were trialled prominently) to 9 in the extended Arnol Blackhouse study.

- Semi-structured interviews with employees from managing agencies or formal representatives from community groups were frequently conducted early on in a study and provided a useful overview of the management context and active community relationships. Interviews with other community members took place throughout the research period as contacts were established.
- Discussions were impacted by when and where the interviews took place. With a few exceptions, semi-structured interviews did not take place at the site and were therefore removed from an immediate experience of place.
- Interviews were pre-arranged, meaning that participants had time to reflect in advance and consider what they wanted to share, as well as what they might be asked. Opportunities for participant reflection can be built into the interview process through scheduling a series of interviews and sharing transcripts in between.

What sort of Questions to Ask?

Open questions – What is your experience of… How would you describe… When were you last at… – rather than close questions that can be answered with Yes/No responses.

Indirect questions can sometimes be more effective in getting people talking than a direct question. When completing structured interviews, respondents found it difficult to describe their strongest memory. Their earliest memory or first visit to a site were easier for people to call to mind and (when completing an interview in-person) this then often led to sharing of other memories.

Follow-up questions – Can you tell me more about that… How did that make you feel… – can encourage people to share more details.

Allow for silences. This can be an important aspect of interviewing, as opposed to what we might normally consider as 'a lapse in conversation'. Don't rush to fill the gap, allow participants to use the space to think. Listening to a recorded interview is a good way to reflect on how much talking you are doing.

Allow the participant to ask questions and ask if there is anything else that they would like to share before concluding the interview. Allow an opportunity for reflection and for follow-up.

Be sensitive. Social values are connected to personal memories and feelings, which have the potential to be distressing or emotional. Remind participants at the outset that they are not required to answer any questions that they are uncomfortable with and that they have the right to withdraw from the process at any time. If a participant is becoming upset, bring the discussion to a close as quickly and sensitively as possible.

You may find it useful to listen to some interviews and reflect on the types of questions and interventions made by different interviewers. See online archives, for example the interviews recorded by the University of Stirling Oral History Group.

Where to Interview?

Consider somewhere that will be convenient (for both of you) and conducive for your discussion.

For a semi-structured interview, choose somewhere sufficiently private, where you are unlikely to be disturbed. Ensure it is somewhere your participant will feel at ease and able to speak freely (this may not be the case in a formal space, like your office).

If people are busy with their day-to-day business, for example in town centres, they may be less inclined to stop and speak than if they are visiting a site for leisure and away from any immediate demands on their time. The benefit of approaching people in a range of locations is that you can engage communities not present at the site.

Audio Recordings and Transcription

Whether to record and transcribe interviews will depend on **time** available and the **skill** you have in note taking. If your real time note taking is sufficiently detailed and accurate to capture

the feeling and content of discussions (including your own inputs), then audio recordings may not be necessary.

Transcription can be time consuming (**3-4 times the duration of the original recording**) and may not add significantly to the understanding obtained by reviewing real time notes.

However, audio recordings can be useful **when it is difficult to take written notes**, and in capturing other atmospheric details. There may be additional benefits, e.g. in studies connected to community archives or in documenting oral histories, which should be considered when making the decision whether or not to record interviews. If audio or video recordings are made with the intention of depositing the material in an archive (public or institutional), specific consent should be obtained from participants covering retention and potential future use. See for example the advice from the Scottish Oral History Centre.

Always **make at least some written notes** if possible, either in real time or immediately after the interview, as a back-up in case your files are lost/recording fails and to aid your memory.

Observation

In-person/On-site Observation

- Normally in blocks of 1-2 hours, repeated several times in order to observe activity at different times, days of the week, and weathers.
- Can often be co-ordinated with other methods, such as structured interviews or events.

Observation is useful in establishing how people moved around and engage with a site – what they do as opposed to what they say they do. This can be captured in notes or maps (also see **behaviour mapping**). Whenever conducting observation, reflection is required as to how the researcher presence is impacting on behaviour.

Sample Process
Based on the Caterthuns study:

- Observation was conducted in blocks of 2 hours at different times of day and different weather conditions. 2 hours was quite a good block of time for observation before needing a break – there were no facilities on site, so that was also a factor.
- It was not possible to follow people around on such a large site, so observation was either completed from the car park (which was quite practical in terms of catching people to talk to as well) or from a spot or while walking on hills.
- Notes were taken in real time of the patterns of behaviour, weather, passing traffic, and other activities or reflections.
- The flow of visitors was quite slow, so observation was combined with engagement if the opportunity presented itself.
- Spending an extended period on site (the longest continuous period was 6 hours) and walking both hills multiple times also connected with **multi-sensory/embodied** reflections.

Reflections from Case Studies

Modifications in behaviour were most apparent at the Caterthuns, where participants in other activities expressly stated that they would decide which hill to climb in order to avoid other people, and in the Arnol Blackhouse study. Comparing behaviours observed in the close confines of the conserved blackhouse with visiting practices spoken about in interviews, it was apparent that people were less inclined to linger by the fire or physically engage with the contents of the rooms when there was someone else present.

Observation can also feel uncomfortable as a researcher, particularly when people are clearly surprised or self-conscious to be experiencing a place in the presence of another person.

Multi-sensory/embodied observation

- Captures the full multi-sensory engagement between people and place.
- Recognises the body as a tool in the embodied activity of research.
- Time taken about 1 hour, although the embodied experience is on-going.

Observation is partially interpreted through direct personal experience and this can be formally incorporated through capturing multi-sensory or embodied ways of knowing. This method entails consciously scanning the full range of senses and recording the responses in notes.

Sample Process

Based on the Arnol Blackhouse study.

- During the observation I spent time in each part of the site, inside and outside, both by myself and while other people were there.
- Scanning each of the senses in turn brought focus (also assisted by closing my eyes), and helped to tune into the surroundings and feelings or emotional responses it evoked.
- I also consciously focused on how dynamic aspects of the environment impacted on these experiences.
- These reflections were captured in notes made at the time and later when reflecting on the impressions and feelings.

Reflections from Case Studies

In the Arnol Blackhouse study, many respondents commented on the multi-sensory experience, particularly the presence of the fire in the conserved blackhouse. The sense of smell was significant to the experience of place and connected to other memories and associations of home.

At the Caterthuns, the embodied experience of walking (a common activity for visitors to the site) brought attention to aspects of the site that, while observable, were then felt (also see **transect walks**). These personal experiences particularly assisted in identifying and understanding values connected to the atmosphere and the affective power of place.

Online Observation

- Similar to in-person observation but looking at publicly accessible posts and comments on social media platforms (such as Instagram, YouTube and Facebook).
- Regular checking of new posts rather than continuous blocks of time.
- Relevant content can be identified using key words and hashtags or by focusing on specific pages (such as those for organisations or communities).

Community interactions on public participatory media can be seen as a form of documentary evidence for natural interactions that are unmoderated or unaffected by the observer's presence. This is with the caveat that online material is not without context (a context that may be difficult to identify or understand without other community interactions) and the method involves processes of selection and interpretation carried out by the researcher.

Mapping

Behaviour mapping

- Can be conducted either once off (i.e. during one observational session, maximum 2 hours) or on repeated occasions.
- The researcher notes who is present and the behaviours at different locations.
- Can provide useful indications of future research directions.

The mapping can be either a hand-drawn map or a print-out of the area annotated with observations. As with other forms of observation, consideration must be given to how the researcher presence may influence the behaviours observed.

Sample Process

Based on the Arnol Blackhouse study.

- Due to the physical structure of the site, mapping was conducted by observing for short periods from a particular vantage point, noting how people moved through the area, what they were doing and areas of focus, before moving to an alternative vantage point.
- Mapping was first completed externally (as the houses were shut) and then from inside the buildings.
- During the external mapping, a map of the area and the relative locations of the buildings was drawn. For the interior mapping, long-hand notes were used to record how people were moving around the rooms rather than noting the observations onto a visual representation.

Reflections from Case Studies

Behaviour mapping was carried out early in the Arnol Blackhouse and Cables Wynd House studies. Walking the area around Cables Wynd House helped to build an understanding of a site's physical environment, surrounding services, where people gathered, and the connections between areas.

Although these mapping exercises were conducted over a relatively short period, most of the initial observations were borne out by subsequent discussions.

Physical traces mapping

- A means of identifying unobservable activity.
- The researcher notes the type and location of any evidence that suggests otherwise unrecorded activities have taken place, for example overnight.
- Time taken will depend on the size of the site and density of material recorded.

A physical traces mapping can be a hand-drawn or printed map of the area annotated with evidence of activity. Additional recording, such as photographs, can also be helpful for future reference.

Sample Process

Based on the Sauchiehall Lane study. Time taken approx. 3 hours = 2 hours walking the site (8 blocks, 1 double length) and an hour of post-walk work matching photos to the hand drawn map.

- Before going to the site, it was possible to get a sense of the environment from maps and records online (including Canmore) and in Council documents. As the Lane is a public right of way, it was possible to digitally traverse it (as of May 2018) using street view on Google Maps.
- The Lane was mapped block by block by drawing a basic map and noting on the page if people were present in the Lane, physical evidence of activity (mostly graffiti), the nature of the environment, and my own feelings and responses.
- The physical evidence and other points of interest were also photographed (resulting in 162 images that were linked to locations on the map).
- The Google Maps images also offered the potential to see how much/which graffiti had been created or removed in 6 months by comparing the images from the two mappings.

Reflections from Case Studies

- It is important to maintain a comprehensive approach early on. Very selective recording will limit the scope of later analysis and interpretation.
- The mapping helped in identifying activities and potential communities (and individual writers) connected with the site.
- The practice of mapping provided personal knowledge of the Lane that was useful subsequently when engaging with respondents and interpreting other material, i.e. interviews and online photo analysis.
- These subsequent engagements also provided a deeper understanding of the mapping record (in particular the graffiti), in which the map was a useful reference document.
- As with traditional maps, this method focused on documenting the specific locations of graffiti works. These forms of presentation risk missing important aspects that inform practice-based heritage, such as changing relationships, cultural influences, and connections between places.

Participatory mapping

- Group activity, with maps either completed jointly or individually and then discussed.
- Time taken approx. 2 hours, allowing time for discussion as well as creation.
- Draws from techniques of 'counter mapping', to reveal connections, processes and practices that might not be apparent from formal or dominant perspectives.

Participants are asked to note on a map (either one they have drawn themselves or an existing map/photo) points of interest or significance, memories, connections, feelings, and observations. The maps can contain anything participants choose, combining what happens at different times, and need not follow an aerial/scale representation.

Sample Process

Based on the Dun Carloway Broch study. In this case the mapping was incorporated into a community event (in other contexts, mapping can be combined with a site visit). This activity took place as part of an open forum (2 hours), for which parallel 'work stations' had been set up in a community hall.

- People were asked to draw their own maps but preferred (in keeping with the other work stations) to comment on post-it notes, which were then placed on the relevant part of a pre-printed map. The pre-printed map was an aerial view of the broch and immediate surrounds but not the wider area (though people were encouraged to make those connections).
- The fact people were standing around a single table also encouraged a discursive rather than individual, creative response to the exercise. People were moving around the room, meaning the group configuration changing slightly during the session.
- The exercise required some light facilitation, prompting people to identify aspects they particularly liked but also to think about walking through the site and the activities that happen there.
- There was a degree of discussion between participants and verbal feedback directed to the facilitator, rather than added directly to the map. These points were written on post-it notes and then confirmed that they had been understood and captured correctly.
- The comments were later transcribed into an electronic version and colour coded to show thematic groups.
- Observations about the exercise were written up as notes afterwards.
- The resulting map was annexed to the site report and printed out as a large A3 poster, to allow for further annotation during the discussion meeting or thereafter.

Reflections from Case Studies

- The participatory mapping activity gathered a wider range of associations in the same amount of time as the stakeholder meeting that preceded it.
- Responses covered why and when people visited, activities, feelings and emotions, and how the site connected with the wider landscapes and other narratives of community and place.
- There was a degree of discussion between participants, but the group situation may have inhibited the sharing of deeply personal reflections (there were no specific memories recorded) or more disparate points of view.

Other examples of participatory mapping:

- Community Map of the Heart of Neolithic Orkney World Heritage site, developed with support from Historic Environment Scotland and the University of the Highlands and Islands Archaeology Institute.
- Queering the Map of Our City, exploring LGBT+ places, spaces, and stories of Edinburgh, developed with support from the Scottish Civic Trust, Scotland's Urban Past, and LGBT Health & Wellbeing.

Groups and Events

Group Meetings

- Involve 5-10 participants;
- Typically take 1 to 2 hours, but could be longer;
- Discussion is facilitated by the researcher, but the focus is on group interaction.

Group meetings may take the form of an interview (or focus group), but they may also take place at other stages of the process, including:

- when negotiating the research questions and approach with community groups;
- in preparing participants for, or reflecting with them on, research activities (as described in the sample process for the **Photography/videography** method); or
- when **discussing** the emerging findings.
-

Group meetings need to be used with an awareness of power dynamics and existing relationships within the community and between participants – both in terms of who is involved and where the meeting is held. In this respect, it may be possible to combine them with or learn from **Community Gatherings**.

It is also worth considering **combining group activities with other methods**, to gather inputs from individuals that are unwilling to participate in a group discussion or who attend but find it difficult to be heard.

Sample Process

Based on the Kinneil House and Estate study.

- Following a referral to the community organisation, a meeting request was sent to the group.
- An initial call was held with a group representative in order to establish the purpose of the research and the intentions for the meeting.
- Following the call, an open invitation was circulated within the group by the representative to attend a meeting.
- The meeting took place at a community venue following one of the group's normal activities (the time and place were determined by the group).
- The discussion was based on a mutual exchange of information, guided in places by 4-5 prepared questions, and deliberations about the proposed approach and timeframe for the assessment. Project information sheets were shared in hard copy.

- During the discussion, the participants (5) suggested other contacts, community groups, and shared information on upcoming events, as well as historical background about the House, Estate and Bo'ness.
- Follow up communications took place via email with some participants and all attendees were present at future public events and/or participated in later research activities.

Reflections from Case Studies

- A focus group meeting held early on in Kinneil House and Estate study helped in establishing the research parameters, setting expectations and determining the approach. Contacts and information shared by participants also informed some of the later activities and events attended.
    - Although one aim for the group meeting was to identify participants for follow-up activities, this emerged more naturally from subsequent engagements and once greater familiarity had been established over the extended duration of the study.
    - Participation in the discussion varied across the group. People who were quite quiet in the group later proved to be happy to respond in a one to one interview.
- A group meeting can be a time effective way to involve larger numbers of people and provide additional insights based on the interaction between participants.
- A semi-structured approach, with a few key questions or prompts, allows opportunities for the discussion to develop and evolve.
- Group meetings can present challenges, as you must attend to this interaction and direct the discussion without disrupting the group dynamic. A second observer may be helpful.

Community gatherings

- Convened by the community, these could be formal events, such as community meetings, or less formal 'impromptu' gatherings.
- Time commitment will vary, likely to be several hours.
- May not be principally concerned with the site and may well take place in other locations.

Community gatherings can be an opportunity for the researcher to engage with potential participants and seek input on specific questions (potentially – see case study findings below). Engaging in community or group spaces can also be a way to connect with otherwise 'hard to reach' groups. Access to community gatherings may depend on an invitation or assistance from a (formal or informal) gatekeeper, whose role also has influence over the process.

The term 'Hard to Reach' is used in recognition that some groups are: a) hard to reach due to their physical or social location; b) marginalised, disenfranchised or vulnerable; or c) hidden (no records of their experience exists). It should not be read as implying any deficit on the part of these potential participants, merely that particular consideration is required in order to achieve their inclusion within the research process.

Sample Process

Based on the Sauchiehall Lane study:

- A legal graffiti jam in Edinburgh was publicised via Facebook and mentioned by interviewees.
- Upon arriving at the site, contact was made with the organisers.
- The organisers made introductions to some of the artists. They also explained some of the distinctions between different groups of writers and the protocols for the event.
- It was possible to speak informally to some of the Glasgow crews but no formal interviews or requests for participation in other activities were made at the time. As it was a relatively rare opportunity for writers to collaborate on a large legal wall, it was principally their time to interact with one another.
- The jam provided a valuable opportunity to see writers involved in practice, something that was not possible in the Lane itself and to meet community members.

Reflections from Case Studies

- This method was trialled in the Kinneil House study, where there were a relatively large number of on-going activities and established groups or organisations, and in the Arnol Blackhouse and Sauchiehall Lane studies.
- Community gatherings were opportunities for observation and developing wider contextual understanding that supported later analysis and interpretation.
- They revealed how the sites were referred to or connected to other priorities/issues/activities.
- They also provided opportunities to compare how values and identities were expressed when different groups and community representatives were present.
- In the case study contexts, the gatherings provided limited opportunities to solicit feedback on specific research questions or request participation. Arguably, making such requests would have undermined one of the other benefits of attending, namely building familiarity and trust with community members.

Public events

- Involves joining events as and when they occur.
- Balance of participation and observation will depend on the event.
- Time commitment will vary could be anything from 1-2 hours to all day or several days.

Attending public events that take place at a site or are related to the site but which take place elsewhere provides opportunities for observation, discussion and participation in activities. Alerting people to the research presence and obtaining informed consent remains important.

Sample Process

Based on public events (open and ticketed) that took place at the site, though normally focused around particular parts of the Estate. This differed from public meetings, which normally took place in other community locations.

- Up-coming events were identified through monitoring social media, local notices, and in discussions with community members. Attendance in a research capacity was confirmed with organisers in advance.

- During the events, an observer-participant role was adopted, with note taking to document the activities, discussions and interactions. Materials shared with participants at the event were collected and photographs were taken.
- Where activities (such as House tours) were repeated, it was possible to observe multiple iterations and the responses from various groups of visitors.
- Attending events was also combined with structured interviews.

Reflections from Case Studies

This method was trialled at the Arnol Blackhouse, Kinneil House and Estate and, away from the site, in the Dun Carloway Broch study.

- Public events were an opportunity for observation and to solicit participation in other research activities (such as structured interviews), capitalising on the fact people were already engaged around the sites.
- They were often also opportunities to connect with existing contacts. Attending events organised by communities helped in establishing these relationships.
- Some of the activities were anticipated and planned for incorporation and others were serendipitous coincidences of timing.
- As with other group activities, pre-existing dynamics were manifest in these interactions. Observing how participants presented themselves in different contexts and in response to other interests or individuals present revealed more complex community identities.
- Sensitivity is required in handling material from public events which people might not wish to see documented or made available more widely (and with any risk of being taken out of context).

Across the two events attended in the Dun Carloway Broch study (a stakeholder meeting and community forum), **a mixture of small groups, individual and plenary discussions complemented one another** and yielded different responses from different people. Attending both meetings highlighted how a single group engagement might be dominated by certain voices or perspectives, which are more clearly understood when contextualised within the overall range of opinion.

Site-based Practices

- Observing and, if appropriate, participating in group activities.
- These may ordinarily be closed to participation from outside the group or not widely publicised, presenting challenges when it comes to identification and access.
- Timing depends on the community group and nature of the activity.

As with researcher participation in other activities, listening, sharing and contributing in site-based practices helps to build relationships and supports overall understanding.

Reflections from Case Studies

Participation in site-based practices was not trialled in any of the case studies but potential practices identified included religious services and memorials, creative activities, walking and gardening groups.

Nonetheless, **first-hand experience** of visiting the sites proved to be extremely useful when engaging with communities and interpreting the research materials.

Participant-led

Day-to-day interactions with place

- In-person
    - Largely observational, although the researcher may at times participate in activities.
    - Timing can range from an hour to all day.
- Diary review
    - Timing 1-2 hours across two meetings, with participant completing a written or visual diary in-between.

Capturing day-to day interactions with place can reveal how people use and think about familiar spaces. The method can range from 'shaddowing' a participant throughout their day or asking them to keep their own record. The diarist is not a proxy observer and there is an element of performance and reflection inherent in the diarising process that has to be considered in the analysis.

Outline of Process – Diary Method

- An initial meeting is held (either with an individual or group) to explain the activity and share any materials required – this could be notebooks, disposable cameras etc.
- Participants are asked to keep a diary (written or using photographs and recordings) over a fixed period that allows enough time to capture multiple engagements with the site (e.g. 1-2 weeks).
- Contact or support may be needed during the diary-keeping period.
- Once completed, the diary is shared as the basis for discussion at a second meeting (again, this could be one-to-one or in a group).

Reflections from Case Studies – Not Trialled

Both the in-person and diary-keeping versions of this method require repeated engagements or significant time commitment from the participants. It was not possible to trial them in the cases where they were proposed, Cables Wynd House and Kinneil House, even though these were two of the more extended studies.

It is worth considering the **relationship development required** ahead of this activity and additional support for the process beyond the time commitment for the task (this may come from other participants in a group context or be part of the facilitation of the exercise).

Transect walks

- Combines aspects of an interview with embodied experiences of place.
- Time required is 1-2 hours.

- Activity takes place on site, normally one-to-one.

Transect walks, where a participant is accompanied by the researcher as they moved through the site, serves to connect the discussion with experiential and multi-sensorial aspects of place. For people with a known connection to a site, transect walks help to focus on specific attributes or locations associated with their memories or activities, and to bring these to conscious attention.

Sample Process

Based on the Caterthuns study.

- As someone arrived at the site, they were approached, introduced to the research and asked if they would be willing to participate in a transect walk (be accompanied on their normal walk while talking about the site).
- If they agreed, the process was explained and participant information sheet and consent forms were shared and signed.
- The walks at this site lasted between 30 minutes and an hour.
- While walking participants were asked about their observations, thoughts, feelings and memories. Notes were taken while walking as prompts for more comprehensive writing up after the activity.

Reflections from Case Studies

Transect walks were trialled at the Caterthuns and Kinneil House and Estate, with a couple of instances in other studies, where interview participants suggested site walks.

- It was most effective to **pre-arranging to meet people** for the purposes of completing a transect walk. Depending on the reasons why people were visiting a site (and the associated values) spontaneous requests for participation had a relatively low positive response rate.
- The engaged act of walking, as opposed to a seated interview method, **prompted responses from otherwise less talkative respondents**.
- Participants were asked to lead the walk according to their normal routes or places of interest. However, there was some evidence that participants chose routes in response to the research context.
- **Consider using a voice recorder**. Practically speaking, it is difficult to walk, talk and take notes while on a strenuous climb or crossing uneven ground, particularly in the wind and rain. In some cases, an audio recorder was used in addition to physical note taking and/or writing up notes afterwards. This had the added benefit of recording some of the background noises, aiding recall of the multi-sensory experience when transcribing the discussion.

Community tours

- Combine aspects of transect walks and group meetings/events.
- Designed and delivered by the community.
- Time commitment will vary but is likely to be between 1 and 2 hours.

Community heritage walks and tours are normally held for groups and may target community members or visitors/participants from outwith the host's community. When attending community tours, the locations chosen, the information provided by the group leader, and the reactions of participants, all illustrate how heritage is defined and experienced. Attention needs to be paid to group dynamics and follow-up activities (e.g. a structured interview) may be useful in finding out more about individual responses.

Online and Digital

An increasing amount of social interaction takes place online, whether in public or private spaces, and using digital technology. This has resulted in changes to social practices, the formation of communities, and relationships to place. These changes bring challenges for social research but also opportunities that complement established methods.

Netnography

- Conducted in online spaces.
- Although these are 'public spaces', it is still important to make the research presence and intentions apparent to community members and obtain relevant consent.
- Time commitment will vary. The material may be relatively quick to access but, as in offline methods, the development of relationships and understanding takes time, as does analysis of material.

The term "netnography" refers to online or internet ethnography, engaging with communities in virtual spaces, such as those on the social media platforms Facebook or Instagram. By participating in a group and posting content, the researcher is making an intervention in the community, akin to asking a question in an offline discussion. Depending on how an online group is set up, spaces may be open/public or closed (requiring administrator approval to join and post content).

Although internet-mediated research does not take place in-person, many of the same **ethical considerations** apply to online as in offline interactions.

- It cannot be assumed that participants have an expectation of the 'public' nature of online information. As at a physical site, notices can be posted (on pages or in groups) informing people about the research.
- You will need to consider consent procedures and issues of anonymity.

Sample Process

Based on the Hood Stones study.

- A search of online platforms and websites using key words and hash tags identified potential groups, which were looked at in terms of size of membership, levels of activity etc. Some groups were closed, so it was not possible to see content without requesting membership. In other cases, posts were public but posting and commenting was limited to members only.
- There were no sites or pages dedicated specifically to the Hood Stones, so the research focused on communities with an interest in H.M.S. Hood. The largest and

most relevant online group was a Facebook group run by members of the H.M.S. Hood Association.

- The next step (the same whether a public or closed group) was to contact the group admin to explain the research focus and obtain consent. Contact had already been made with the H.M.S. Hood Association, who were interested in the research proceeding.
- Membership confirmed/Admin consent received, it is possible to post to the group about the research – in this study the first post was about an upcoming site visit.
- Subsequent posts during and after the visit provided information/images and asked questions. Each post included the research information (being able to link to a website with additional information about the research was helpful in this context).
- In addition to public posts, some more active contacts were contacted directly on messenger to request more detailed information or to set up semi-structured interviews.
- Responses were always given to comments or questions directed back about the research.
- In addition to the real-time conversations, it was possible to search the group for previous posts that mentioned the Stones. These posts and the comments or reactions that they generated were included in the analysis.
- The engagement was combined with **online observation** – monitoring other public 'participatory media' platforms for posts and images related to the Stones.

Reflections from Case Studies

- For many communities, including communities of location, online engagement forms an important part of their communication.
- There are connections between the activities and discussions taking place online and offline, but online engagement is not a simple mirror of offline relationships and activities.
- Social media platforms are used differently by different communities, in some cases fulfilling unique functions that do not have offline equivalents.
- Online engagement can be a practical method for reaching potential participants, particularly if you anticipate there will be a geographically dispersed community of interest, as in the Hood Stones case.
- Although online platforms may be quick to access, establishing relationships of trust, understanding group dynamics, and contextualising posts and comments, takes time and care.
- Direct message conversations with some group members and offline interviews with others brought wider understanding of how the online group functioned and the detail behind some of the posts.
- The majority of the online discussion/content is generated by a relatively small number of people, with likes or occasional questions/comments from others.
- Engaging the wider community online was more difficult than anticipated, although posts with images and/or news seemed to generate more response than a direct enquiry. Visiting a site and having information or photos to share is therefore extremely useful for online engagement.

- The online discussions also helped provide wider context to sites and how they currently feature as compared to other topics and sites or objects of significance.
- Being able to refer potential participants to online information about the research was also helpful and in keeping with the community's own means of communication.

Photography/videography (by participants)

- May be accompanied or unaccompanied, linked to diaries or a stand-alone activity.
- Can be conducted with multiple individuals or as a group exercise.
- Time commitment from researcher 3-6 hours, assuming two to three meetings to set up the exercise and discuss the resulting images. Time commitment from participant may exceed this and vary depending on the approach taken.

As digital technology becomes more affordable, an increasing number of people are engaging in photography and videography using cameras and their phones. Hand-held devices that can be connected to the internet, allowing for instant expression and response, are for many people an easy and accessible means to interact with their wider community or group of friends. Ethnographic researchers have embraced these new forms of cultural production, representation and creativity, both as subjects for study and as part of the research process. Methods such as photo diaries can provide a way of bringing otherwise excluded groups into a project.

Note: use of non-digital, disposable film cameras offers the opportunity to review all a participant's images, rather than a sample they have selected. Providing the materials for the activity also addresses potential barriers to participation. Where a selection is made the reasons for selecting or discarding images can also be revealing.

Sample Process

Based on the Cables Wynd House study, where a photo-elicitation exercise was conducted with a pre-existing photography group, identified through notices posted in a local community hall. Each of the meetings with the group lasted 1-2 hours.

- Contact was first made via email with the activity co-ordinator and the group leader to explain about the research.
- This was followed by an initial meeting with the group at one of their regular sessions, to explain about the research and request their participation in the proposed activity. As it happened, they were looking for a site to go to for their next fieldtrip, so they agreed to focus on the House and surrounding area.
- The following week the 5 members of the group that were interested to participate met up with the researcher to walk together to the site, visiting the interior of the House as a group, before exploring the area individually and reconvening.
- In the final meeting, which was attended by a couple of group members who had not participated previously, each of the photographers shared 10 of their images which were discussed by the group. This meeting was audio recorded to complement note taking.
- Notes and analysis focused on the photos chosen and the way they were described/motivated for/discussed.

- With participant permission, a selection of the photos were used to create a display in the vestibule of the building. The images were used as prompts in discussions with people at the House and a comments sheet was left up for the duration of the exhibit (1 week), but this was removed during the intervening period.
- Images of the display were shared back with the photo group members together with some of the responses received.

Reflections from Case Studies

- The activity was not undertaken principally in order to analyse the resulting images, but to prompt group discussion on aspects of significance and associations with the site and in this regard it proved very successful.
- The discussion took place during the third meeting, by which time participants had a degree of familiarity with the researcher, as well as having had a shared experience of place during the site visit. This resulted in a free-flowing discussion, requiring minimal facilitation.
- The sharing of the photos prompted detailed discussions of location and personal or family connections to the area. Participants who had initially indicated that they had only passing familiarity with Cables Wynd House shared knowledge of the area and, in some cases, of the House as well.
- The interaction between group members on the images revealed different values or associations. Viewing one another's photos began to open up more reflective discussion.
- During the photo group discussion, the photographer was there to explain the intention behind their image and the experience connected to it. Respondents not only spoke about what was in the pictures but also how places had changed, past experiences and absences, constructing a narrative based not only on what the picture showed.
- When the images were used in the photo exhibit, they were left completely open to interpretation. The context of production and image content was not necessarily significant in how the images were used by respondents who used them to create narratives based on their own knowledge and experiences.
- In both situations, with the image producers and with other respondents, the photographs proved a useful hook for discussions. Films and images were also used in creative methods as a means to initiate discussion.

Virtual depictions & 3D models

- A group activity – meetings and on-site activities.
- Some basic training and access to specific equipment (or software) required.
- Time commitment will vary.

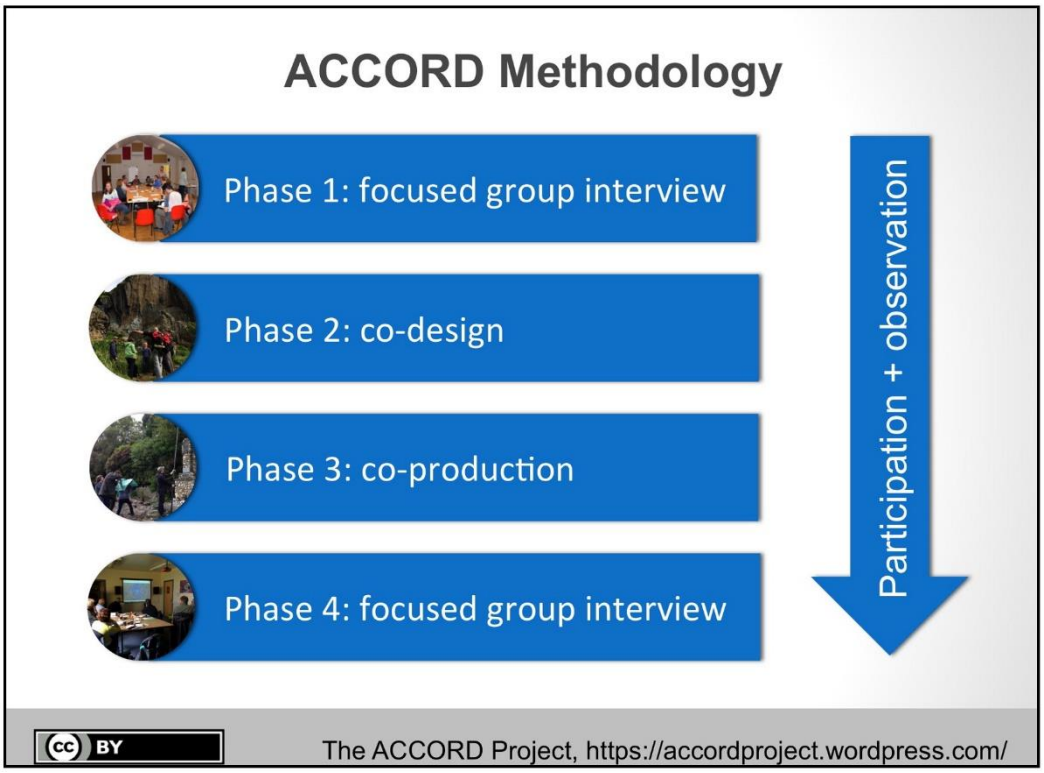
Identification of the object or feature that is the focus for the scanning, manipulating the virtual version, as well as reflections on the 3D model, all offer insights into the values associated with the original site.

Sample Process – The ACCORD Project

This method was successfully trialled in the ACCORD project (project information available here) as a collaborative activity with groups of 6-12 people:

- Group members identified significant aspects or objects to focus on.
- Digital scanning or photogrammetry (a composite of digital images) was used to create a **virtual depiction** that can then be digitally annotated and shared.
- Focus **group meetings** before and after the site selection and creation of the models, as well as discussions through the process, allowed the researchers to explore questions of value and authenticity with participants.
- In some cases, after creating a virtual version, a **3D model** of the feature or object can be printed and used in discussions.

Reflections on the methodology are also included in this article by Jones, S. et. al. (2017) *3D heritage visualisation and the negotiation of authenticity: the ACCORD project*, which includes the below diagram:



Reflections from Case Studies – Not Trialled

Although it was not possible to trial either virtual depictions or 3D models in the case studies, the reasons why provide some useful points for consideration:

- Engagement early-on with the collections managers is necessary when working with objects (for photography/scanning or any type of engagement), as there may be requirements for access that have to be taken into account in the design of the activity.

- Where will the activity take place? It may not be possible to take objects off-site (e.g. to a community location), either at all or without a conservator present.
- Are the relevant skills, time, and equipment available to facilitate the exercise?
- What are the implications for the duration of engagement (e.g. if access to objects requires approval or image processing/3D printing needs to take place elsewhere/takes time)?
- How unique are the objects in the collections? Are there other examples (or replicas) of these objects that can be used for the purposes of the discussion?

A selection of virtual depictions can be seen on Sketchfab, https://sketchfab.com/ (see the Cultural Heritage & History section). Once the virtual depiction exists, it could potentially be annotated, as in a participatory mapping exercise, or used in other discussions, as with digital images.

Creative

Creative methods offer alternative means of engaging with place and expressing significance that are based in **practice**. They allow for a high degree of community participation and the process of co-creation can generate new understandings of community dynamics, significance and responses to change.

Future visioning

- Undertaken with a group of 6-10 people (with a larger group additional facilitation is required).
- Can be conducted in a single meeting, though ideally with some prior engagement.
- Time varies but allow at least 2 hours for creation and discussion. Preparation may require significant lead times, depending on the resources being used.

Participants are asked to illustrate a utopian or dystopian future scenario, highlighting aspects that they consider essential for a utopian future or fear losing in a dystopian scenario. A variation on this method is asking the participant to draw or paint a ‘postcard to the future’, with a picture of significance to them on one side and a message to a future recipient written on the other. Alternative mediums for the creative response to this activity could be models (future artefacts/object biographies), plays, or short films.

Sample Process

This activity was conducted as a classroom-based exercise with Primary School pupils, using the ‘postcard to the future’ version of this method. Developing the lesson outline, liaising with the teacher, and sourcing the materials for the exercises took an additional 2-3 days FTE (full-time equivalent) and involved contacting multiple libraries and archives. In total this activity required an estimated 3-4 days FTE, excluding analysis.

- Contact was made with the school and class teacher to see if there was interest in the activity in principle and whether it would be possible to schedule during the field visit.

- A session outline was developed with activities, materials and objectives. This was agreed in principle over email but was not discussed in detail until it was possible to visit the school and meet the teacher in person.
- In the meantime, learning materials were collated - in this case images and films related to blackhouses and crofting life in the West coast of Lewis. Useful in this regard were Canmore, the National Library of Scotland's Moving Image Archive, and the Am Baile digital archive of the history and culture of the Scottish Highlands and Islands. Due to restrictions on copyright for the films, it was necessary to get DVDs from the NLS, which can take up to 3 weeks. Arranging appointments to look at archives or permission to use materials also required lead in times of several weeks.
- Once on Lewis, it was possible to meet with the class teacher at the school and talk through the lesson plan, agree the timings and flow of the day, and what needed setting up in advance (equipment and groups) and our respective roles.
- A letter of consent was sent out by the school to parents/guardians.
- On the day of the activity, we tested the equipment in the morning and then lead the class through the activities, which lasted all day. The pupils explored the history of Lewis as shown in pictures and films and produced a 'postcard to the future', drawing a scene of importance to them and writing a message to a child in the future.
- The postcards and messages were photocopied and the teacher kept the originals, some of which were worked on further ahead of the students presenting the work at a community gathering later in the week.

Reflections from Case Studies

- The content or final form of the creative output was less significant in understanding the values associated with the site than the discussions it prompted. While the creative tasks took longer than expected, the discussions during and afterwards were the most useful aspect methodologically and should not be rushed.
- The creative activity showed that some of the values expressed by older participants were mirrored by younger participants; even though they were not expressed in the same terms. The children's postcard images focused on to their day to day realities, suggesting an understanding of place that is rooted in immediate, personal experience, rather than memory and history. However, the messages and class discussions demonstrated that the children's choice of image was in many cases connected to wider concerns, including the potential impacts of tourism and changes to their communities.
- Take advantage of what is already available! Without already collated resources or lesson plan, this activity required a considerable investment of time. If the activity could have been combined with an educational visit to the site, the time required for most of the class content development would have been removed.
- Additional researchers are helpful, as facilitation of the activities, delivery of the content, and observation was challenging as a single researcher, even with the teacher in attendance to assist with group work and manage the class more generally.
- At this age, the abstraction of a map proved difficult for pupils to engage with. However, having different types of visual input – videos, photos – worked well.
- The activity resulted in material that could be used in a follow-on engagements at a community gathering. The presence of the children and the focus on the postcards

proved to be excellent catalysts for discussion among attendees, breaking down some established group dynamics.

Arts-based engagements

Arts-based responses to the significance of place range from drawing, painting and carving to knitting and baking. The purpose of these activities can vary from individual enjoyment, to community building, to protest, and they take forms from temporary installations or actions to more permanent additions or alterations to the site.

In looking to incorporate an arts-based method, consider:

- will it be community-led or initiated/directed as part of the assessment?
- what additional facilitation or creative practitioner support might be required?

Reflections from Case Studies

Creative responses to place, including photography and video, painting and design, music and song, and spoken word, were referred to or observed in almost all the studies. Some of the creative practices identified were spontaneous and individual, others were in response to formal processes, such as design competitions. In other cases, pictures or objects were kept in more private settings (homes and offices) but were shared or referred to during interviews. The more active modes of creating and doing proved **effective in engaging younger respondents**, who were often less communicative or willing to participate in other settings/activities.

In contrast, difficulties in securing adult participation in co-creative and arts-based activities highlighted the importance of identifying an acceptable medium and **providing appropriate support and space** (physical and emotional) for people to engage in a creative activity.

The aspects of **experimentation and 'play'** in creative and arts-based techniques are intended to be open to all, irrespective of experience or skill level, engaging in an unfamiliar activity can leave people (including the researcher) feel exposing and uncomfortable.

Community-led creative practices, Kinneil House & Estate study

The presence of a long-term Masterplan and on-going discussions about future development of Kinneil House presented a relevant live context for future visioning activities. However, the proposed research activity was superseded by attendance at a **community gathering**, the Friends of Kinneil Annual General Meeting, where participants were invited to select images to create a promotional postcard.

Although this was a community-initiated activity and not proposed as part of the assessment, the activity and group deliberations closely mirrored a 'postcard to the future' exercise.

The participants worked in small groups of 4 or 5, deliberating which aspects of the House, Estate, surrounding area, and Friends' activities were most important to present. They were provided with a selection of images to consider but could also propose other design ideas.

The images selected by most of the groups were quite similar and focused mostly on the scheduled monuments in the Estate. This outcome belied the **diversity and richness of the discussions**, which had covered many aspects of significance and value, and identified a range of attachments to the site, as well as some of the experiences and interests informing them. The discussions also highlighted the distinction between professional assessments of value, which the participants were very familiar with, and community connections or understandings of place.

For a selection of creative and arts-based methods see the **Scotland's Urban Past** (SUP) project archive. (select 'Creative & Arts' from the Category menu on the left). These projects were created and led by community groups, with support from SUP staff and other creative professionals.

The SUP publication, *Past Forward: Stories of Urban Scotland*, contains examples and reflections from all the projects supported (using a variety of methods) and can be accessed here.

Interpretation

Analysis

Understanding of the case study is cumulative, developed through combinations of activities and **repeated examination** of the resulting material.

Analysis will be **on-going**, with themes identified throughout the research process, but a specific process of review and interpretation of the materials is normally required once other activities have been completed.

Analysis is not purely based on taking people's comments and behaviours as stated. The interpretation goes beyond the assessment material to **contextualise** the findings according to wider social theories and research on the phenomena being observed.

Sample Process

Based on the Sauchiehall Lane study but essentially the same process was followed in all cases.

- The research notes were typed up and any transcription or reflections were completed, providing an initial refamiliarizing with the content.
- Materials were loaded into a database (Nvivo).
- A thematic framework was developed throughout the research process based on the type of assessment being undertaken (i.e. identification of social values), the specific case context and reading of literature on comparable cases and social phenomena.

- All the material was coded, which required a further close reading of the material.

Reflections from Case Studies

- In assessments of this size, there was no real difference between using a database and the manual thematic analysis (which was used in one study). However, it was easier to quickly retrieve and cross-check material once it was in the database and in a larger study this might be a more significant consideration.
- Involving a multi-disciplinary team is helpful in identifying themes and applicable comparative cases.
- Analysis was on-going throughout the process but also benefitted from hindsight and time to look in depth across the material generated by the study.

Further Reading on Thematic Analysis:

Braun, V., and V. Clarke. 2006. "Using thematic analysis in psychology." *Qualitative Research in Psychology* 3 (2): 77-101. https://doi.org/10.1191/1478088706qp063oa

Research Material

Each method has the potential to generate a **large amount of material** and it is not always readily apparent in the moment which details will prove most useful when it comes to analysis and interpretation.

- **Returning to the material** over time and in the light of other activities can bring deeper understanding.
- **Avoid being highly selective** early on, as this can limit the scope for future interpretation.

The **type of material** can make a difference to the analysis, with audio recordings and materials such as photos or handwritten notes connecting more readily to memories of the activity and situation.

- When an audio recorder was used during interviews and transect walks, the sounds of the weather or other activities in the background of the recordings brought to mind details that were not easily captured in the written notes.
- Listening to the discussions was useful in reconnecting with the activity and individual respondent, especially in an extended study where many months may have passed since the original interaction. Similarly, photographs of the site served as prompts and reminders of particular details.

To ensure participant confidentiality, **material must be stored securely** and separately from any identifying documents such as consent forms.

Writing

Writing is itself a process of analysis and knowledge creation from which new insights can emerge. Choices are also being made when writing up the assessment as to what and how the interpretations are presented.

The presentation of the findings or report formats will depend on the activities that have taken place and material available, the nature of the collaboration or engagement, as well as the intended audience or use to which the assessment will principally be applied (at least in its initial iteration). The time taken will vary depending on the process and presentation format(s) being used.

Options for presenting material and interpretation

Composite maps: Presenting the results from multiple mapping activities as a composite or layered map, where diverse responses are made visible simultaneously, can be useful in highlighting the range of values associated with a site and overlapping points of interest. A composite map can help illustrate the range of practices associated with a place and identify locations that are focal points for one or more groups.

Reporting formats: The site reports in the Case Studies sections provide one example of a management style report. Formally recognised historic environments will have a Statement of Significance or similar that describes all the types of value ascribed to the site, to which assessments can contribute. Contemporary use values, including social value, tend to feature at the end of such documents. You could consider an alternative ordering of the format, to commence with the significance to contemporary communities.

Biographies: A chronological approach that positions a site within changing contexts and fields of relations can help show how it can touch simultaneously on the heritages of different communities and carry multiple (and at times contradictory) values for those groups. This may be particularly appropriate in a situation where new historical or archaeological information has come to light during the assessment period, but is not limited to those contexts.

Sample Process

Please refer to the Case Studies for examples of the Site Reports. Report writing depended on reflections and notes that were written throughout the studies, as well as the process of analysis.

- The first element drafted was the **Social Values Statement**, which is annexed in full to the report. Development of the Social Value Statement depended not only on the case study material but also wider reading and other studies (as in the analysis). These 'Comparators and References' were summarised in a separate annex.
- The Social Values Statement informed the **findings** and **implications** sections of the report.
- The **background** and **communities** sections were drafted based on the site scoping completed in advance and understandings of the context that emerged during the study, with reference to documentary sources.
- A brief summary of the **research process** and scope of participation was provided (an anonymised list of contributors was provided as an annex).
- An important factor for the application of the findings was to reflect on the **gaps or limitations** and where further research may be needed.
- An **executive summary** was prepared with the key findings.
- Draft reports were shared with participants and interpretations were **discussed before finalising**.

Written reports were produced in all cases. An **info-graphic style poster** was developed in the Cables Wynd House study, as an alternative, accessible means of sharing the draft findings, following the repeated research presence in communal areas.

Reflections from Case Studies

- The greatest engagement was with the written reports, perhaps because of their formality and perceived 'officialness'.
- The responses to the written reports, were useful in confirming the findings but also interesting in understanding the participants' relationships with formal heritage processes and how they viewed the research. Although the reports were not advocating particular policy positions, they were nonetheless seen as useful or influential in advancing these agendas by some participants.
- As with analysis, report preparation also benefitted from a multi-disciplinary team. Careful consideration is needed of language and use of terms that may carry implied meaning.

Discussion

Individual and Group Discussions

Discussing the research findings with contributors is a valuable opportunity to **check the analysis** with participating communities and identify omissions or unconscious biases, including the researcher's own blind spots.

It is also important for **accountability**, especially in collaborative processes, where the knowledge is co-created and community owned. In such cases, co-authorship of research findings may be considered appropriate, see e.g. CRediT (Contributor Roles Taxonomy).

The discussion process has the potential to provide **new information and understandings** of the material gathered through other techniques.

Sample Process

- A draft of the report was shared with participants who had indicated that they would like to see the outcomes and provided contact details.
- A timeframe for comments was set (normally around 3 weeks) with the offer of various means to comment or feedback.
- Discussions took place either in writing (over email or on social media), by phone, or at online/in-person meetings.
- New information arising from these review processes was incorporated into the final site reports and considered as part of the wider analysis.
- Once finalised, the reports were made available to participants and uploaded to open access store for future reference.

Reflections from Case Studies

- The opportunity for discussion was offered to all participants and, where possible, reflecting on the research findings with community members proved to be extremely useful.
- The presentation of the social values was not always in the terms used by respondents, so the discussion was key in checking the reports captured the sense and feeling of the community understandings of place.
- Email comments tended to focus on specific points of factual accuracy or be general validations or appreciation for the report.
- Verbal interaction resulted in very different sorts of comments, providing the time and space for questions about the research process, to probe potential gaps, and for community members to share new information with the researcher and, in group meetings, with each other.
- The mode of discussion adopted was largely reflective of the degree of collaboration seen throughout the rest of the research process and reflective of the duration of engagement and depth of relationships that developed.

Citizen Juries

In a decision-making scenario, an option that could be considered is sharing the assessment findings with a citizen jury.

A citizen jury is convened specifically in order to make a decision or recommendation. Members of the jury (between 12 and 16 people) are drawn from across the various communities in representative proportions and discuss the material presented to them.

Context

Key Points

Social values assessments are relational processes embedded in dynamic contexts. Although aspects of the known context might suggest suitable approaches and methods, **consideration has to be given to emerging understandings and changes in the context as the research unfolds**.

The **relationships, power dynamics, and personal attributes and attitudes** of those involved, including the researcher(s), will have an impact on the activities and interpretation of the resulting materials. These aspects require consideration when reviewing past assessment reports, as well as during a new assessment processes.

Key questions for consideration include:

- Who is involved in these processes? What forms of expertise do they bring?
- Is there a history of engagement (personal or institutional) with key stakeholders and communities? If yes, how is this likely to influence the interaction?
- How are you (and other members of the research team) personally positioned with regard to the communities and the site?

- What are your assumptions about the context and the anticipated values, practices and communities?
- What are the anticipated challenges? How might you prepare for the unanticipated?
- What support might you require?
- Who will own the resulting knowledge? How can people access it for their own purposes?

Research Relationships

Establishing and maintaining relationships is fundamental to the assessment process. Contrary to a simplistic expectation that such relationships will just 'happen', they require attention and work.

Research relationships, like all relationships, are shaped by the interactions between those involved. The **manner in which you approach and participate in these relationships** is as important as the process (the mode and means of interaction). On-the-spot completion of a structured interview might require an immediate rapport, but many of the methods involve repeated interactions or respondents participating in multiple activities, which in extended studies can take place over periods of several months.

Whether individuals are part of an extended engagement or responding to a spontaneous request for participation, issues of trust are significant. **Factors to consider in establishing relationships of trust include**:

- Communication
- Time
- 'Emotional Work'
- Sensitivity to Context

Communication

Being clear and transparent about the research, readily contactable for questions, and sharing information through multiple channels.

During the case studies it was helpful to have information available online (via the project website), to complement in-person discussions and hard copy information sheets, posters and notices.

Time

Time spent at a site can help with relationship development, even when participants are themselves at a distance. Returning multiple times to a site or **repeatedly engaging with community members** also demonstrates a sincere interest and commitment.

Working remotely is easier once relationships have already been established. There may be limitations in some contexts to the relationship development and collaboration that can be initiated from a distance.

'Emotional Work'

The connection to memories and identity means that social values assessments have the potential to provoke **emotional responses**. Emotions are not only expressed narratively, with people describing how they feel, but are reflected in respondent's expressions, manner, and the cadence of their speech.

The emotional work not only consists of attending to participants' emotions. Establishing genuine relationships is a two-way process, in which you can **expect to be asked to share your own memories, motivations, and feelings** towards the sites.

The emotional and intellectual effort required for truly engaged social research is significant. There may be situations where it is necessary to schedule interviews or other activities close together, but try to **build-in the time needed for reflection and recuperation** between interactions.

Sensitivity to Context

The assessment is impacted by and has an effect on evolving contexts and shifting fields of relationships.

The need for sensitivity is particularly apparent when engaging directly around a **'live issue**'. In such situations:

- **Personal and professional affiliations** can become more relevant, with participants being more cautious regarding where you are positioned vis-à-vis their interests.
- If you or the research process are perceived as **impartial or conflicting** with community agendas, securing participation and even continuing the assessment may become quite difficult.
- Participants may **co-opt the assessment** as an opportunity to have their views heard or try to leverage the research in support of their position.
- Highly charged live issues can also dominate the research context or specific interactions. In such a 'hot' context, the **risk of negative impacts** or exacerbating tensions has to be carefully considered before intervening. This may mean adjusting your plans in the moment in response to an evolving situation.

More generally, retaining a sensitivity to participants' other commitments and priorities helps in building relationships of trust and respect.

Power and Partnerships

Addressing institutional and individual power dynamics is essential for equitable partnerships and co-design approaches. An asymmetry in power relations may be directly expressed or more implicit in interactions between stakeholders. There may be a spatial aspect to this dynamic, with communities feeling that decisions made in distant centres of power do not reflect local understandings and realities. As a researcher, you also occupy a position of authority and therefore power in the research relationship.

Addressing power inequalities depends on the manner of engagement as well as the process. **Actions to consider include**:

- **Flexibility** on when and where you engage with people.
- **Openness** and adaptability regarding methods and activities.
- **Humility** in interactions – this can be something as simple as allowing others to speak first and not rushing to answer questions or volunteer your own knowledge (people are interested in what you know but it is important to emphasise that you are interested in what they know!).
- **Reciprocity** – finding ways to meet an identified need, or provided a benefit, so people are not only being asked to make an altruistic contribution to the assessment.
- **Respecting other people's time** – following up on any commitments that you make or requests that you receive in a timely fashion.
- **Thanking** participants for their contributions.
- **Acknowledging** participants' contributions and roles in the final outputs.

What happens after an assessment?

Experiences in other projects show that processes of engaged co-production can lay the foundations for, and raise expectations around, future engagement. While this is a potential opportunity, expectations of a longer-term engagement may be at odds with institutional aims or capacity.

Managing expectations up-front around the timeframe and outcomes of the anticipated process is important to try and avoid negative repercussions where on-going engagement is not possible.

Appropriately **concluding the process** is in keeping with an ethical mode of engagement and leaves a positive stepping off point for any further collaboration in future.

Ethics & Data Protection

Ethical Research

Any researcher has a responsibility to take cognisance of **the impact that the research may** have on participating individuals and the wider communities within which it is conducted. Key to an ethical process is:

- **Informing** people about the research;
- Obtaining appropriate **consent** from participants;*
- **Protecting participants** from harm (this goes beyond consent to considering harms that participants may not be able to anticipate), and
- **Avoiding undue intrusion** (through means including keeping research material secure and maintaining privacy and anonymity in the process and in any resulting public outputs).

*obtaining **informed consent** is not just procedural, it is important to ensure that people are not coerced into participating as a result of existing power structures, that consent is regularly reaffirmed (especially in situations where there is a degree of informality or the researcher role may be unclear) and that participants have the right to withdraw from the process at any time.

Six key principles outlined in the UK Economic and Social Research Council (ESRC) Framework for Research Ethics:

- Research should aim to maximise benefit for individuals and society and minimise risk and harm;
- The rights and dignity of individuals and groups should be respected;
- Wherever possible, participation should be voluntary and appropriately informed,
- Research should be conducted with integrity and transparency;
- Lines of responsibility and accountability should be clearly defined; and
- Independence of research should be maintained and where conflicts of interest cannot be avoided they should be made explicit.

See: https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/, where they also provide case studies of what these principles look like in practice.

Check within your organisation if there are **internal ethical policies** and with relevant **professional bodies**. Depending on your professional affiliation, these may not cover research that is primarily conducted with individuals (as opposed to sites or collections/objects). The Association of Social Anthropologists of the UK and the Commonwealth (ASA) *Ethical Guidelines for Good Research Practice* provide a comprehensive guide to research with human subjects, available here: https://www.theasa.org/ethics/guidelines.html.

See Annexes for:

- Sample Participant Information Sheet
- Sample Participant Consent Form
- Sample Content Release Form

Data Protection

You will also need to ensure compliance with relevant legal requirements when it comes to gathering and storing (and eventually safely destroying) personal data.

In the UK, at the present time, that means complying with the **General Data Protection Regulation (GDPR)**. The lawful bases for processing data are set out in Article 6 of the GDPR. In most cases social values assessments will be covered under:

- Legal basis a) conducted with informed consent; and
- Legal basis e) defined as in the public interest.

The data collected, processed and retained, must be “targeted and proportionate” to the stated purposes. Again, your organisation may already have a GDPR policy and guidance in place.

The government guidelines are available here: https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation.

Special Category Data

Particular consideration has to be given to gathering information or engaging with people specifically based on what are termed 'Special Category Data'. The GDPR defines Special Category Data as:

- racial or ethnic origin;
- political opinions;
- religious or philosophical beliefs;
- trade union membership;
- genetic data;
- biometric data (where used for identification purposes);
- data concerning health;
- a person's sex life; or
- a person's sexual orientation.

You can only process special category data if you can meet one of the specific conditions in Article 9 of the GDPR, which include explicit consent.

Guidelines regarding children

The GDPR also states that children's personal data merits specific protection. Only children aged 13 or over are able to give their own consent. For children under this age, consent needs to be provided by the holder of parental responsibility over the child.

Management Context

The historic environment is subject to a whole range of different management and ownership arrangements. These may depend on community involvement, include some communities but exclude others. While it is important to understand the official management arrangements in principle, much will depend on **how they are functioning in practice**.

Formal partnership arrangements, whether based on community ownership or interest, provide a platform to discuss collaboration. The **scope for collaboration** is likely to depend on factors such as the degree of openness and flexibility in management arrangements, the amount of time and other resources already committed by individuals and organisations to management processes, and aspects of opportunity and serendipity in the scheduling of initiatives.

Where there are **no clear management structures** or conservation plans, communities may well have established **informal arrangements** to maintain and manage the sites and/or their heritage (see for example the **Hood Stones Case Study**).

Even if there is a formal management framework, **other communities** may express values of communal belonging, ownership and custodianship, maintaining their significance through practices that **may not be officially recognised or sanctioned**.

Different understandings of what is appropriate in maintaining and managing a site and who gets to decide can lead to tension and conflicts. The relationships between stakeholders are a significant consideration in the assessment context and depend in many cases on the status of on-going or 'live' issues.

Working with 'live' issues or 'hot' contexts

Live issues can provide opportunities and present challenges. They are often connected to the management or conservation context, both due to the sort of changes that might take place (or a lack of action in some cases) and the relationships of power or institutional relationships involved in making those decisions.

- The prospect of change can bring differences in valuing to the fore and see the articulation of otherwise quietly held social values.
- Highly charged live issues can dominate the research context or specific interactions.
- In a contentious situation, or 'hot' context, the risk of negative impacts or exacerbating tensions has to be carefully considered before intervening. This may mean adjusting plans in the moment in response to a rapidly evolving situation.
- In some of the more tense community exchanges, the most ethical response may be to step back and hold off making an intervention or research request.

Self-Reflection

Whether you are revisiting a report or conducting an assessment, **you will bring your own understanding, values, assumptions and limitations to the process** (this is true for everyone!).

Practicing self-reflection (or reflexivity) throughout the process and working with others in multi-disciplinary teams can help when it comes to identifying and addressing these unconscious biases and limitations.

Key questions and considerations:

- What is your personal position with regard to the heritage and communities? Are you affiliated to or do you consider yourself part of any of the communities? What are your assumptions?
- How will you check for unconscious bias or gaps in awareness in your analysis and interpretation?
- How might your association with institutional or official bodies and community organisations (personally or professionally) impact on the process?
- How might your personal profile impact on the assessment? Consider aspects such as gender, age, ethnicity, class, languages, skills, background.

What does reflexivity look like in practice?

Based on Elizabeth Robson's reflections from implementing the case studies.

- The research and **my presence** were clearly factors in the evolving context. Simply being at the site impacted on behaviours and the act of paying attention to a familiar, 'everyday' sites was itself a valorising act.
- Before commencing the studies, I considered **my own positionality** as a postgraduate researcher and my personal commitment to issues of social justice and citizen participation.
- Some of the sites were owned, managed or maintained by Historic Environment Scotland, who are also collaboratively funding my research. I was not a staff member, but I was at times implicated in those **relationships of power**. This was particularly apparent when engaging directly around a 'live' issue.
- I did not have any prior connection to any of the communities or the case study sites, but I needed to reflect before and during each case on my **personal connections and fieldwork relationships**.
- My **personal profile**, as a middle-class English-speaking white female conducting fieldwork on my own, impacted on the places and communities to which I had access. For example, I was unable to engage with participants in Arabic (in the Cables Wynd House study) or Gaelic (in the Lewis studies), as I do not speak either of these languages, and I had to consider the risks of spending time at the sites alone after hours.
- It was often in the processes of reflection and interpretation that **unconscious biases or gaps** became apparent. For example, the implicit bias or connotations in my choice of terminology. Such cases served as reminders that, although the reports were based on community knowledge and included community voices, the process of analysis, interpretation and writing risked privileging my own voice and values. It was therefore critical to work with others to identify and address these issues wherever possible.

Working in multi-disciplinary teams/with others

Working in a multi-disciplinary team with colleagues or partners who have complementary skills and expertise can help in addressing skills gaps and unconscious biases. This is especially important in rapid assessments, of the sort envisaged in this Toolkit. Approaching an assessment context or the resulting materials from different perspectives can raise questions and identify issues that any one individual might miss, helping to counter the risk of a superficial analysis.

When seeking to collaborate in teams that cross disciplines or cross areas of expertise (within heritage organisations or with communities), our assumptions, training and approaches to can cause misunderstandings and confusion or conflict. Skills such as **situational awareness and communication** are particularly important, not only for sharing your own expertise but in collaborating effectively with others who may not share it or who may hold contradictory opinions and values.

When things go 'wrong'

Not everything will happen exactly as you have anticipated – this is not a disaster!

In any assessment:

- **Be prepared to adjust your approach or methods** according to the specific context.
- **Be open to new opportunities and the unexpected** or emergent realities of the assessment context.
- **Plan for change**. Allow space and time in the process to reflect and adjust.

Advice on common scenarios:

The assessment is not progressing as planned

When conducting the case studies, it was more common for an assessment plan to be altered than it was for it to remain as originally proposed. This is partly because **not everything you need to know can be known in advance** and what is already known may not be the most pertinent information when it comes to designing an effective, collaborative social value assessment.

It is perhaps best to think of an assessment as an open process of exploration. It is still important to have an initial plan, but try to:

- **Respond to new information and emerging understandings**. In most cases, the proposed approaches and methods will need to undergo some degree of adjustment and in a few cases they will require a complete rethink. This may be part of a co-design discussion with community organisations, in response to an unanticipated opportunity, or when something that you try does not work out.
- **Remain flexible** over exactly what, where and when research activities take place.
- **Expect to be surprised**. Unplanned opportunities and unexpected findings can open up new networks and avenues of enquiry. Opportunities and alternative methods will emerge as your understanding of the situation grows. These might come to light in the course of your planned activities or as the result of a serendipitous coincidence or unexpected invitation.

Working through the complexities of a participatory multi-method approach and responding to the situations that arise will ultimately help your understanding. **Documenting your process** and why alterations to methods were necessary can be useful for reflection and learning.

Depending on the nature of the problem, also see the questions below.

You cannot secure participation/implement your chosen method

The methods proposed at the outset of an assessment will by necessity be based on incomplete understandings of the context. Once engaged in the research, it may well become

apparent that one or more of the intended activities is not possible or appropriate (either entirely or as originally planned). This may be decided in collaboration with communities or be a practical decision taken in response to the realities on the ground.

- Consider why the activity has been unsuccessful. Was it a practical barrier, such as timing or venue, or was it a question of trust or appropriateness?
- What can you learn from this? Negative responses or unsuccessful techniques are themselves revealing, identifying absences and potential challenges to participation in other research activities.
- Does it make sense to try the activity again, perhaps with different community, or in combination/sequenced with another method?
- How might you adjust your approach? Do you need to add in more time?
- Don't take it personally (but do engage in some self-reflection). Discussions with other members of a team or community representatives can help identify why an approach or activity has been unsuccessful and identify alternatives. Consider collaborations with others if the limitations are due to your profile.

You are not be getting the type of material you anticipated

- Does this matter? What does the material you are obtaining reveal about social values?
- What were you anticipating? Consider your assumptions about the heritage and communities.
- If people are participating but seem unwilling to share their personal reflections, you may need to revisit your consent procedures and reflect on the power dynamics within the process. Are you able to create a safe space for sharing? Are people clear on how their information will be used?

Your findings appear to be contradictory

The emphasis within an assessment is on identifying the diversity of values for communities with interests in a site, not achieving consensus on a single or dominant interpretation. The case study assessments found that processes of valuing were highly contextualised and that common terminology may mask quite diverse values and practices.

- Try to identify where or when differences are expressed. Are the same participants expressing different values in different contexts and/or is there a tension between different groups?
- **Avoid the urge to simplify** or tidy-up your findings. The depth of the understanding may depend on navigating a messy complexity, but that's OK.

Heritage Practice

Key Points

Responding to the social values of communities is fundamental to realising the mission of most heritage organisations. Specific business processes and workflows will vary depending on the structure and roles within your institution, but **key questions to consider (for your role/ your team/ your organisation)** include:

- What is already being done on social values assessment (**formally or informally**) and who is involved?
- How does/could an understanding of social value contribute to different policies and functions or tasks? Are there points of **connection** or overlap?
- Are there pre-conditions or **dependencies** between functions, for example, strict time limits on processes in one area that mean social values could only be considered if an assessment was already available/undertaken as part of a prior process?
- When planning an assessment, **who else** might find this information useful/have similar questions?
- If you are collaborating across teams or supporting a partner in an assessment, **who will be involved** in defining the scope or in reviewing and responding to the findings?
- How might the **differing needs and questions** between areas of practice impact on methods selection and interpretation?
- Is there existing **expertise** within the organisation/team and who might you need to collaborate with? Combining the complementary skills of multi-functional or inter-disciplinary teams is recommended when working with rapid methodologies.

How can assessments meet multiple requirements/ avoid duplication?

Organisational resources are almost always limited, from staffing to time to funding. This suggests a strong imperative to maximise on the opportunity when colleagues are engaging with communities or visiting a site. Most communities also have limited resources to engage in participatory processes and often receive repeated requests to attend meetings and provide input. More **joined-up approaches**, combining activities and outreach, would minimise duplication and support relationship development. This is particularly acute for sites without a regular staffing presence. A caveat is that relationships are forged between individuals and may not be readily transferable.

Accessing the required skills and expertise

In theory, any heritage professional in any function may find themselves working with or needing to understand social value. It does not follow that all heritage professionals will need to become experts in conducting social value assessments. Assessments require specific resources and skills, normally developed through specialist training and relevant experience. Such expertise may be present within your institution or accessed through working in partnership or with consultants. It is recommended that organisations develop internal mechanisms for identifying and sharing expertise. This could be for example a roster of peer mentors, an online discussion board, or a group of experienced advisors.

Social Values in Practice

Recognising multiple narratives of place and giving due consideration to the practices associated with those values touches on many aspects of conservation and management of the historic environment. Social value assessments offer **opportunities** to:

- explore potential social benefits;
- consider wider societal impacts, e.g. through revealing how historic environments are connected to contemporary social and political narratives;
- enhance community engagement with and experience of historic environments; and
- support broader organisational values such as inclusivity and diversity.

Understanding social values and communities can also help when it comes to managing inevitable **processes of change and loss** in the historic environment. This was one of the aspects considered (within a wider framing of prioritisation) in the Scottish Universities Insight Institute programme, Learning from Loss: Transformation in the Historic Environment in the face of Climate Change.

Reflections on Value

- Value is **socially constructed**. There may only be three known examples of a particular monument in existence, but ascribing value on the basis of that rarity is a social concept, not a material attribute of the monument itself.
- Value is **plural**. Places and things can hold multiple values for the same individuals and/or different values for different people. These values may contradict but one does not negate the other.
- Value is **dynamic**. We reassess, we contextualise, we revalue in the light of new experiences and new information.

As an example, the White Caterthun has become a focus for memorial practices. Is that because of the presence of the hill fort, or because is a high hill, or because it is a popular walk? The site is all of those things while still being the same place. The values associated with the site reflect multiple associations, uses and values, with varying emphasis according to context.

When assessing social values, the intention is not to resolve this complexity or fix the values but to **work productively with the multiplicity and changing context**. Simplifying the resulting material will not necessarily result in clarity, as it is the particular details that bring depth of understanding. This kind of knowledge is difficult to build into systems based on categorisation. However, people can cope with complexity far better than systems, drawing on different sources of expertise and bringing different aspects to the fore at different times.

Asking questions such as '**whose values count**', acknowledges that there are multiple values and that as heritage practitioners we play an active role in creating and upholding particular values.

Balancing Values in Heritage Practice

Practitioners will be familiar with balancing different values and priorities when deciding on a course of action. To date, an absence of evidence for social values, together with a heavy emphasis on technical expertise, has tended to result in social values being left out of such decisions. A social values assessment can help in redressing that balance.

As with other areas of value, the aim is to avoid actions that negatively impact on values (in their implementation and/or thereafter) and to enhance value wherever possible. Following on from this, consideration can be given to how and when the range of communities potentially affected might be involved in the process.

Social values should be considered, when determining which conservation or management actions to take, but they will rarely (if ever) be the only factor. For example, at a site where unstable stonework is posing a danger to visitors, avoiding serious injury will be the primary consideration. Conservator judgement over the necessary action to secure the structure is likely to be privileged over social values related to access or appearance. However, **knowing the social values associated with a site could usefully inform the process**, i.e. identifying which of a range of possible technical solutions might be most acceptable to communities, who is involved in discussions about closure, and how and when information is shared with the communities affected.

Demonstrating that social values have been recognised and respected in the process can help **minimise tensions** between stakeholders around the actions eventually taken.

Heritage Management

Social values and community participation are embedded in the 2019 *Historic Environment Policy for Scotland* (HEPS), which informs heritage management decisions. These are some of the opportunities and questions raised in incorporating social values into this area of practice.

Understanding social values offer **new ways of thinking and talking about the significance of a place**. These can be useful in managing properties and local recognition schemes (i.e. local place plans).

- Strategies are needed for working with multiple social values and those that contradict or diverge.
- Social value has been anecdotal in the past – need to move towards formal incorporation into processes.

Questions:

- Could social values be incorporated into designations assessment or other processes?
- What changes would be required to move from consultation to collaboration?
- How to keep up to date when context changes? Could social values be recorded at the same time as other activities monitoring physical changes over time, linking processes through inter-disciplinary teams?

Example: Community Participation in the Management And Conservation Of The Heart Of Neolithic Orkney

A summary of the Historic Environment Scotland and Panorama project 'Enhancing community and stakeholder participation for the management and conservation of the Heart of Neolithic Orkney and its wider landscape' is available here. The cultural and social impacts identified include:

> ***Cultural and social****: the solution identified the importance of local communities, stakeholders and businesses in the management and conservation of the site. The Heart of Neolithic Orkney is important to the local community not only because of its World Heritage status but also due to its role as a key element of Orcadian cultural identity; communities are willing to engage with the site and its management and they are interested in participating in a dialogue, not only in receiving information. Strengthening the channels of communication between the site management and local stakeholders and communities has benefits for management of the site and understanding of its value(s) on both sides;*

Policy/Planning

Much of this work is with communities and at least touches on social values and place. These are some of the opportunities and questions raised in incorporating social values into this area of practice.

- Social values are increasingly **explicit in heritage policies**, e.g. the 2019 *Historic Environment Policy for Scotland* (HEPS) and the 2020 Historic Environment Scotland *Intangible Cultural Heritage Policy Statement*.
- They are also connected to delivering against broader **national policy priorities**: e.g. the well-being economy, equalities agenda, and social impact.
- The key area of application is in significance assessment and addressing the dynamic aspects, depth, scale, hierarchies of value.
- Standard planning timeframes (particularly around consent) mean building in a social value assessment at the time of review might be difficult. Suggested connection to **Heritage Management**, so social values can be captured earlier in a listing or designation process.

Questions:

- Social values are recognised as of importance, but most initiatives are retrofit or reactive – how could practice in this area become more **proactive**?
- What information and understandings might **other stakeholders** be able to provide as part of the planning process?
- How do we better embed social values in **funding and investment** decisions? Outcomes focus, understanding opportunities, balancing different values (also see the OPiT Built Heritage Investment Group's work on Sustainable Investment, led by Built Environment Forum Scotland).

Example: Tinker's Heart Consultation
A statement on the Tinker's Heart consultation undertaken by Historic Environment Scotland following public petition in 2014, including research reports, is available here.

A review of the scheduling policies undertaken following the Tinker's Heart case (also available on the consultation page) identified that targeted consultation of parties deemed 'relevant' based on existing data might limit understanding of the significance of the site or monument to other communities.

A video of Jess Smith talking about the significance of the Tinker's Heart can be viewed here.

Public Engagement

Understanding contemporary significance and values can help inform engagement and outreach work. These are some of the opportunities and questions raised in incorporating social values into this area of practice.

Volunteers, site-based staff, community members, people who have studied a site, all provide **potential routes to understand social values**.

An understanding of social values would be **helpful across multiple areas** of practice: when talking to community groups, designing interpretation, assessing funding bids, working with learning resources.

Dynamic recording and interpretation processes could be kept open for changing or new values to be added (analogy with Oxford English Dictionary: not a definitive account of how language should be used but a snapshot of how language is used now and has changed over time).

Questions:

- How can contemporary social values contribute to understanding and interpretation of the past?
- How to have challenging conversations on divergent or conflicting values in a productive way?
- How, when, and to what extent are social values articulated by community members during engagements?

The case studies and the Engagement Top Tips in this Society for Museum Archaeology resource describe how practitioners have responded to some of these questions: Communicating Archaeology: Case studies in the use of, and engagement with, archaeological collections.

Collections (Movable Objects)

One of the challenges that comes with mobile collections is that the context in which objects are encountered impacts on perceptions and values. These are some of the opportunities and questions raised in incorporating social values into this area of practice.

An object can contribute to **multiple narratives** and connect to values and significance for a range of communities, beyond the specific history or location to which it is currently ascribed. Understanding the social values associated with objects and places can help open up discussions on **access and use** within collection decision-making.

The social values attributed to objects, and the ability to mobilise these in the present, links conservation practice and collections to other **organisational priorities and social benefits**, e.g. around inclusion and diversity.

Questions:

- How to record dynamic and multiple social values in cataloging systems that are based on discrete classifications?
- How to reflect the multiple values and potential connections of objects when displaying them in different contexts?
- How is the potential for present-day community engagement with and through collections balanced with preservation for future use?

Example: The Hilton of Cadboll Pictish Cross-Slab

The Case of Hilton of Cadboll concerns a carved stone cross-slab. The upper part (removed in the mid-19th century) is now on display in the National Museum of Scotland, Edinburgh, and the lower part, which was excavated in 2001, is displayed in a community hall near to the village of Hilton of Cadboll in Easter Ross.

The research report by Jones (accessible here) describes how the cross-slab and a replica erected at the excavation site were used in the production of meaning, value and place. Discussions around conservation and presentation are considered in section 6 of the report.

Guidance on understanding the significance of and working with **replica objects** is provided by the *New Futures for Replicas: Principles and Guidance for Museums and Heritage* (accessible here).

The Society for Museum Archaeology has compiled this resource: Communicating Archaeology: Case studies in the use of, and engagement with, archaeological collections.

Conservation & Excavation

As conservation and investigative practices often involve a physical intervention, there are potential implications for present and future access, appearance, experience of place, and practices. The process and the new knowledge that result can also impact on social values –

changing the context. These are some of the opportunities and questions raised in incorporating social values into this area of practice.

Understanding the communities and social values associated with a site can help avoid tensions and provide opportunities for engagement.

- Sites with formal heritage status are regularly **monitored** for potential conservation issues, providing a potential opportunity for staff to connect with communities.
- Physical changes to a monument can be sudden, but in many cases they are more gradual, meaning there is **time for discussion** (among practitioners and with communities) about potential action.
- Where community practices are considered detrimental to the built heritage, archaeology or landscape, understanding the social values that are being enacted can help in **negotiating solutions** (this may need to be in conjunction with other community partners and initiatives).
-

There is also the potential for communities to be involved. For example:

- **Citizen science projects** (such as Monument Monitor and the SCAPE Trust's Scotland's Coastal Heritage at Risk Project) involve people directly in the process of monitoring places of interest and importance to them.
- **Community archaeology projects** can involve community members in a variety of ways, which may or may not include actually digging in a trench. The CIFA Voluntary and Community Archaeology Specialist Competence Matrix touches on many aspects relevant to collaborative working more generally.

Questions:

- What resources or changes in practice would be needed to incorporate community engagement into day-to-day processes?
- How can community expertise be brought into discussions?
- Where there are lots of sites (and lots of potential) but scarce resources, how to target?
- What would a proportionate response be given the potential impact of the planned intervention on people's lives?

Example: Site Monitoring at The Caterthuns

In the Caterthuns case study, the removal of stones from the monument to construct cairns (connected in some cases with memorial activities) was being monitored as a conservation concern, as it is damaging to the archaeology and scientific values of the site. However, these practices identified an aspect of significance that was further expanded on by respondents during the assessment. Such actions have their own histories and may be seen by participants as contributing to, rather than detracting from, the site's significance.

Example: The Hilton of Cadboll Pictish Cross-Slab

The Case of Hilton of Cadboll concerns a carved stone cross-slab. The upper part (removed in the mid-19th century) is now on display in the National Museum of Scotland, Edinburgh, and the lower part, which was excavated in 2001, is displayed in a community hall near to the village of Hilton of Cadboll in Easter Ross.

The research report by Jones (accessible here) describes how the cross-slab and a replica erected at the excavation site are significant in the production of meaning, value and place.

Case Studies

This Toolkit was developed based on the findings from seven case studies. Considering how the methods and approaches worked (or did not work!) in these cases suggests ways of thinking about and tackling social values assessments in other contexts.

The case study sites were chosen based on their potential to challenge and provide insight into how the assessment methods work in practice. They are not necessarily be the most typical or common heritage scenarios but provided critical or testing cases from which transferable lessons could be derived.

The case studies were completed using two modes of investigation, determined largely by practical logistical considerations:

- the majority of activities were undertaken during focused/embedded **fieldwork trips** (the Arnol Blackhouse, the Caterthuns, Dun Carloway Broch, and the Hood Stones); or
- activities took place during repeated **daily visits** (Cables Wynd House, Kinneil House, and Sauchiehall Lane).

In all cases, at least one visit was made to the site. This first-hand experience proved to be extremely useful when engaging with communities and interpreting the research materials. In addition to this understanding of the site itself, the experience and images resulting from visiting a site contributed to other research activities.

The case study descriptions summarise each case, focusing on the research methods and approach. In all cases, even the most rapid and limited in terms of participation, the research was able to identify a range of social values and communities associated with the sites. Full details of the findings are available in the final site reports.

Link to Google Maps: Case Study Locations.

The case studies are

The Arnol Blackhouse	Extended study, co-creative methods. 19th/20th-century housing, rural	Site Report: http://hdl.handle.net/1893/31095
Cables Wynd House	Extended study, co-creative methods. 20th-century housing, urban	Site Report: http://hdl.handle.net/1893/31096
The Caterthuns	Rapid study, participatory methods. 1st/2nd-century BCE monuments, rural	Site Report: http://hdl.handle.net/1893/31378

Dun Carloway Broch	Rapid, co-designed study, co-creative methods. 1st-century BCE monument, rural.	Site Report: http://hdl.handle.net/1893/31094
The Hood Stones	Rapid study, participatory, online methods.20th-century monument, rural.	Site Report: http://hdl.handle.net/1893/31093
Kinneil House and Estate	Extended study, participatory methods. 16th/17th-century house and grounds, small town.	Site Report: http://hdl.handle.net/1893/31379
Sauchiehall Lane	Rapid study, participatory methods. 19th-century buildings, 20th-century graffiti, urban.	Site Report: http://hdl.handle.net/1893/31097

The Arnol Blackhouse

The Site:

The Arnol Blackhouse site is located in a **rural**, crofting settlement in the Outer Hebrides. It consists of conserved and ruined **19th- and 20th-century vernacular housing** (scheduled monument SM90022) and is owned and managed directly by Historic Environment Scotland as a ticketed visitor attraction.

The site is staffed year round. There has been some **community engagement**, particularly with regard to conservation, and educational programmes. The interpretation highlights links to traditional skills, crofting practices, and Gaelic heritage.

The Approach:

This was an **extended** study using multiple **participatory and co-creative methods**. It was initially proposed as a co-designed study, commencing with a focus group discussion; however, that approach had to be modified due to delays in identifying and engaging with communities.

Time Spent

The research was conducted primarily during **two fieldtrips** to Lewis, 1 week in March and 3 weeks in May/June 2019. In addition, approximately 1 week of full-time equivellent was spent on preparatory work, liaison and meetings in the preceding months.

During the fieldtrips, **1-2 hours were spent on site 3-4 times a week, plus off-site activities, such as interviews**. The site was unexpectedly closed to visitors during the March visit, but

in May/June a notice was posted in the visitor centre advising that the research was taking place.

Methods Applied

Behaviour mapping was conducted for around 1.5 hours during two visits. From outside the buildings it was not possible to see into the houses and *vice versa*, so observation was conducted from multiple points and while moving around the site.

Time spent on site and observing or mapping how people engaged with the space informed the trialling of **multi-sensory** or embodied ways of knowing. This method was trialled for about 1 hour during two visits and focused primarily on the conserved blackhouse (interior and exterior).

Observation also took place at a public event, when the research coincided with a community fiddle and accordion concert held on site, and a community coffee morning, attended with the school pupils involved in creative activities (see below).

Semi-structured interviews (nine respondents) were conducted with residents of Arnol, representatives of community organisations, and heritage professionals. Interviews were conducted in-person and took place either in people's offices, homes, or the steward's office at the Arnol Blackhouse site. They were mostly one-on-one, except in two cases where another family member was present.

Creative engagements with place were observed and discussed during other research activities, including the community concert.

- Consideration was given to engaging participants through the **digital** creation of virtual or 3D printed models of objects from the collection. Enquiries were made with the collection manager, but unfortunately the requirement for a conservator to be present during the activity could not be met within the research context.
- Images of some of the objects were used in a **future visioning** activity conducted with pupils at the local primary school. This was a one-day classroom-based activity; however, most of the children had previously visited the site and they discussed their impressions and memories, as well as responses to the materials shared on the day. The activity used historic films, pictures and postcards related to crofting and life on Lewis over the last hundred years as inputs to a group discussion on how places and objects are used to tell stories. The children were then asked to design a 'postcard to the future', drawing something of significance to them on the front and writing a message to a future recipient on the back (eight included in the study). These postcards were shared with parents and older residents at a community coffee morning later the same week.

The participatory research activities were complemented by a **document review** of records relating to and held at the site and monitoring of **public participatory media** (Facebook and Instagram).

Discussion on the draft site report took place over email and the final report was discussed with Historic Environment Scotland, with a view to the social values identified being incorporated into the Statement of Significance for the site.

Communities Identified

The settlement of Arnol has moved three times in the last 250-300 years, from the coast up to the main road where it is currently positioned. The policies and hardships that resulted in the relocation of the village also led to the movement of its people, as they were driven to seek work and opportunities elsewhere. This reality, of temporary or more permanent migration, remains part of island life today; meaning that communities of interest and identity may be widely dispersed and 'resident' communities are more dynamic than might otherwise be assumed.

The site was a family home (until it was taken into State Care in 1965) and is now a place of work, education and leisure. **Communities of interest, identity and geography** identified during this study were:

- Local children
- Long-term residents
- More recent/returning residents
- Descendants of present residents
- Past residents (still on Lewis or further afield)
- Descendants of historic Arnol or Lewis residents
- Members of the family
- School children from the wider area
- Volunteers and Stewards (past and present)
- Members of the Estate Trust
- Croft tenants
- Gaelic speakers
- Artists, musicians and storytellers
- Traditional crafters (e.g. thatchers)

Summary Findings

This study found that the site is socially and culturally embedded in the community life of **multiple groups**.

- Responses to the site reflect a mixture of connections related to its current form/function, what it once was, and what it represents. These responses depend in part on how people first came to know the site, which has a **generational** dimension.
- The Arnol Blackhouse was a family home within living memory and that **personal connection** is significant to how it is valued.
- The site has an on-going **social presence** in Arnol village life as a place of activity and employment.

The site is intimately connected with the wider **landscape** and with crofting life, which is expressed as an **on-going, future-orientated** practice, and is part of a **living culture**.

- Although the site incorporates multiple buildings, constructed in different periods, **the blackhouse at number 42 is the focus** for most people's attention and expressions of attachment.
- The site provides a **multi-sensory**, interactive experience of 'home' and **contextualises** important aspects of contemporary life on Lewis.

- The site is an **educational resource**, in particular for Gaelic language and culture, and has the potential to benefit greater numbers of young people in this regard, from across Lewis and beyond.
- Working with young people is an opportunity to build **inter-generational understanding** and a potential response to the progressive **loss of living memory** and the impact this could have on community practices, skills and knowledge, as well as future interpretation.

There was a general feeling across respondents that the blackhouse is something **unique**. There are a number of contextual factors that suggest a level of **consultation and sensitivity** is required in managing the site beyond that which might otherwise be considered sufficient for a property in state care. There is a reasonable expectation of greater **transparency and communication** regarding site management, in so far as decisions have the potential to impact either specific individuals, communities or the wider area.

Cables Wynd House

The Site

Cables Wynd House is a **20th-century** listed building (LB52403, Category A: outstanding) located in Leith, part of the City of Edinburgh. It is Council owned and consists of over 200 **private residences** (tenanted flats).
Leith is a culturally diverse part of the city that includes some of Scotland's most deprived areas. There was some controversy over the recent listing (2017), a process that included consultations with local residents and tenants.

The Approach:

This was an **extended study, trialling a combination of participatory and co-creative activities**.

The timeframe and duration were both extended during the assessment due to difficulties in identifying and engaging participants. The research took approximately **3 weeks full time equivalent over a period of 6 months** and included 13 site visits.

Methods Applied

To inform tenants and visitors to the House about the research, posters were placed in the main entrance vestibule and the concierge's office.

The study began with **behaviour mapping**, drawing a rough plan of the location and recording who was observed, the behaviours that were displayed at different places, and how people moved around the site. **Observation** notes were also taken during subsequent visits to the House.

A short, **structured interview** format was developed (a folded A4 leaflet containing basic project information and the six questions) and distributed to all households via a letterbox drop. The same questions were also used for in-person approaches in the public areas of the House and on the street to the front of the building. Respondents in face-to-face contacts were a mixture of tenants and local residents or visitors to the House.

Semi-structured interviewswere conducted early on in the research period with heritage professionals and Council officials and representatives of local organisations. A small number of semi-structured interviews were also completed with tenants. All semi-structured interviews were conducted one-to-one and in-person, either in offices or public places, and one incorporated a walk through the area surrounding the House.

As a site and wider location embedded in day-to-day life, it was proposed to trial a co-creative method using photo or written **diaries**. Approaches were made to several community organisations who were convening community gatherings at the House or providing local community spaces and resources, but ultimately it was not possible to partner with them to trial the method proposed.

Following enquiries at a local community centre, a group of older people were identified who were meeting regularly to take and share photos. Through collaboration with this group, it was possible to trial a **photo-elicitation** activity. A selection of the photos created by the group were printed as A3 or A4 colour images and displayed on two of the wall-mounted notice boards in the main entrance vestibule of Cables Wynd House, to see how people engaged with the images.

The on-site activities were supported by monitoring of **public participatory media** (Instagram and Facebook) for posts related to the site and a review of the documentation and publicity surrounding the listing process in January 2017.

The process of **analysis and writing** teased out issues of reflexivity and how unconscious bias can influence presentation through for example language choice. There was also a significant body of relevant scholarship to review, i.e. on social order, social capital, and reciprocity.

The draft site report was shared with participants via email. Once finalised, a poster was developed summarising the key points in the report, to feedback to tenants and visitors who may have observed or participated in research activities but not provided contact details.

Communities Identified

The research identified a number of **communities of interest, identity and geography** for whom the House is of significance:

- Tenants, including specifically:
    - Long-term tenants
    - o Multi-generational families of tenants
    - o Newly-homed tenants
- Relations and friends of tenants

- People interested in architecture/design
- People 'born and bred' in Leith and/or identifying as 'Leithers'
- Council employees based at or responsible for the House
- Young people, e.g. those making use of the park and basketball courts
- People interested in literature/film

There were also communities of residents that I was unable to engage in the activities due to language barriers.

Summary Findings

Cables Wynd House is a place of residence, employment and a social hub. The research suggests it is **a place of significance for multiple communities**, with respondents expressing **a range of values and perspectives** (positive and negative). Key findings:

- First and foremost, the House is valued as a place of **home and safety**.
- Community connections and the sense of '**community spirit**' is also important. This depends largely on personal experience, with tenants tending to characterise the House according to their landing or specific network of relationships.
- Another relational aspect is **family connections**, with multiple generations having lived in or grown-up knowing the House.
- These social connections support values of **belonging**, to community and place.
- Many respondents also expressed a strong connection to, and knowledge of, the wider area and were positive about the House's **location**.
- There was a high-level of awareness of the House's **listed status** and some appreciation for the building's **design and architectural significance**, as well as concern regarding its maintenance.
- There was an emphasis on aspects of **care and attention**. Comments were principally concerned with the physical appearance and cleanliness of the House but revealed feelings that were informed by lived experiences and social relations (past and present). This suggests perceptions of the building are influenced by how people are positioned with regard to the **social structures and behaviours** they associate with the House.

The report provides an initial indication of the values and communities for whom the House is of significance and suggests potential areas for further research, such as the aspect of **multi-generational connections** to the House. However, there are some recognised **limitations in participation and scope**, particularly with regard to non-English-speaking residents. The lack of functioning residents' association illustrates a degree of fragmentation within the wider tenant community and low levels of participation (also seen during the Listing consultation) risks masking the full range of perspectives and values.

The Caterthuns

The Site

The Caterthuns are a pair of adjacent **hillforts** that date to the 1st and 2nd millennium BCE (scheduled monument SM90069). They are located in a **rural** part of Angus and are surrounded by farm land a shooting estate.

The site on privately owned land, under **guardianship** of Historic Environment Scotland, and is open year round with no charge. There has been **no formal community engagement** over the site and the total number of visitors is unknown. There is some conservation concern over cairn-building.

The Approach

This was a **rapid**, **participatory** study.

The total time spent on research activities, including preparation, was **7-8 days full time equivalent**. This included 3 days spent at the site and in the surrounding area over a bank holiday weekend. A bank holiday weekend was chosen to maximise the potential for on-site contacts during daylight hours.

Methods Applied

A short, six question **structured interview** was developed and trialled with in-person questioning and through self-completion. The in-person interviews were conducted at the site or in the nearby town of Edzell, approaching people in order as they arrived at the interview location. The other responses were gathered by the convener of a local community group, following a walk by the members at the site (with responses returned by post).

Semi-structured interviews were held with participants who were representatives of official bodies and/or lived close to the site (in one case by phone).

The interview methods were complemented by **on-site observation** (15.5 hours in total), resulting in notes on how and when people arrived or passed by the site, who was visiting, and their activities or behaviour (as far as they could be observed from a particular vantage point).

Notes were also made of **physical traces** of unobserved activities, some of which were also mentioned in interviews, such as the remains of a fire in the well and a memorial wreath by the cup-marked stone.

Spending time at the site and walking between and around the forts on multiple occasions allowed for **multi-sensory observations**, recorded in notes and by taking photographs.

Transect walks were completed with three respondents with notes made afterwards of the discussions. Additional approaches were made to potential participants upon their arrival at the site, but several people were unwilling to undertake an accompanied walk, although some did complete a structured interview upon their return.

Off-site activities provided context to the limited time spent on-site. This consisted of a review of documentation shared by Historic Environment Scotland on the site, an online search of **public participatory media** (such as YouTube) and websites (such as WalkHighlands.co.uk), and posting information about the research to an online walker's platform (one response received).

Discussion on the draft report took place over email and by telephone with respondents who preferred to give feedback verbally. Following completion of the study, discussions were held with Historic Environment Scotland as to how the social value statement could be incorporated into an updated Statement of Significance for the site.

Communities Identified

The research identified several different communities for whom the site is of significance, including:

- Local residents
- Residents in the wider area
- People originally from the area
- Relations and friends (either visiting or commemorating)
- Walkers
- Dog owners
- Runners*
- Cyclists*
- Berry pickers
- Drone pilots
- Photographers
- Owners, workers and users of the estate
- Campers

*As well as private/individuals, there have been running and cycling races that incorporate or pass between the hills.

Summary Findings

People visit the site for a variety of reasons, individually and with family or friends. The research identified a number of **different communities** for whom the site is of significance and a variety of **inter-connected values** associated with the site. Key findings:

- The opportunity for **solitude** was explicit in how people valued the site.
- The experience, atmosphere and activities at the site are influenced by **natural phenomena** – changing seasons, time of day, and weather – and this was described in **multi-sensory** terms.
- The **sense of place** is connected to its history, location, memories and experiential aspects.
- For many people the hills are a place of **peace and contemplation**, which may be partly why the site is attracting **memorial practices**.

- Knowledge of the site is an expression of **belonging and connection** to place. Visiting was a regular practice for some people, but connections were also maintained from a distance.
- The site provides a connection to the **wider landscape**, of which it forms a part.

The report provides a stepping off point for further research or future actions. It concludes with some of the **implications** of the findings. Key points:

- **Memorialising activity** is likely to be more widespread and significant in how the site is valued than previously thought, involving a community of interest that is not necessarily based on location.
- Changes within the **wider landscape** – in particular those affecting the sightlines to or from the site and the 'natural' setting – may impact the values associated with the site.

It is recognised that the limitations of this study (time and access) mean that there are communities whose views are not represented. Further research would help to address recognised **limitations in participation and scope**, particularly with regard to:

- people involved in memorialising activities;
- owners, workers, and users of the estate and farm land on which the Caterthuns are located;
- younger people and those involved in family or communal events taking place in different seasons.

Dun Carloway Broch

The Site

Dun Carloway Broch is a ruined tower or roundhouse, dated to **1st-century BCE** (scheduled monument SM90110). It is located in a **rural**, crofting settlement in the Outer Hebrides.

There is a relatively complex management context, involving **multiple institutional partners**. The site is on land owned by a community estate trust. The monument is under the guardianship of Historic Environment Scotland. There is a small interpretation centre (open summer only), which run by another partner organisation. There are **on-going discussions** on the management of the wider site facilities. The site is open year-round with no-charge.

***The Approach**:*

This was a **rapid** assessment using a **co-designed** approach.
Initial discussions were held with the monument owners, the Carloway Estate Trust, to introduce the research and discuss potential **collaboration**. During these meetings they indicated that they were engaging a consultancy to conduct a study on the future management of the wider site, which would include community consultations. Following the Trust's proposal, activities in support of this study were incorporated into the community consultation meetings.

Time Spent

The research was conducted primarily during **two fieldtrips** to Lewis, of 1 week and 3 weeks. The **4 weeks** was split between this and the Arnol Blackhouse study, with Dun Carloway Broch being the more rapid of the two. In addition, about 1 week of full time equivalent was spent on preparatory work, liaison and meetings, including a short third visit to Lewis as part of this study only, for discussion on the draft findings.

Methods Applied

While staying on Lewis, **observation** was conducted at the site about twice a week, in blocks of one to two hours, in a range of weather and times of day.

Semi-structured **interviews** were conducted with representatives of managing organisations and people living or working close to the monument. These took place in people's places of work and on one occasion in the participant's home, with a family member present. Two Carloway residents were also engaged as part of the Arnol Blackhouse study, providing an opportunity to speak with them about the site.

Community gatherings became a central method in the study, as the research activities were incorporated into group activities convened as part of the on-going community consultation. There were two events: a stakeholder meeting and a drop in community forum. Both events lasted about two hours and provided an opportunity to observe group dynamics as well as participate in the discussion.

- The **stakeholder meeting** included representatives of managing organisations (one connected via skype), community structures, other relevant agencies, and local residents. The round-table discussion was facilitated by the external consultant and focused on a set of key questions they had prepared.
- The **community forum** was structured around group work at tables, each addressing one of the questions discussed in the stakeholder meeting. A **participatory mapping** technique was trialled with participants at one of the tables. In addition to informing the assessment, notes from the mapping exercise were used as an input to the community discussions and included in the consultancy report.

The draft report, including the outcomes of the participatory mapping, was **discussed** at a face-to-face group meeting during the third visit to Lewis. The meeting was advertised by the Carloway Estate Trust and was held in the Carloway community centre. There were ten participants, some of whom had been part of the community consultation activities and some who were new to the research. In light of this, a short presentation was made about the research and there was an opportunity for people to ask questions prior to the round table discussion on the report.

Hard copy reports as well as a large-scale print out of the participatory mapping were provided, which people were invited to add to if they had additional comments. All research participants had received the draft report over email in advance of the meeting and feedback was also invited either by email or over the phone, if they preferred.

Communities Identified

The following **communities of interest, identity and geography** were identified during this study:

- Members of the Community Estate Trust
- Local residents* in Doune Carloway
- Local residents* in Carloway
- Crofters
- Crafters
- Artists/photographers
- Local children
- Local tour guides

*temporary and more permanent (in and out) migration is a contemporary, as well as an historic, feature of life on Lewis. Who is present may depend upon the time of year, particular activities, or personal factors, and who is considered a 'resident' can depend on the circumstances within which the discussion is taking place.

Summary Findings

The research identified a number of communities for whom the Broch was of value. These were not all people who regularly visit the Broch; its position in the landscape allowing for **engagement from a distance**.

Standing on a rise above Doune Carloway, the Broch is **part of the surrounding landscape**:

- Its **setting** – within a working croft and with views across the surrounding area – is critical to the experience of the site and links the monument to wider **narratives of place**.
- Respondents' displayed intimate **familiarity** with the setting and **sensitivity** to potential changes.

There is a sense of **ownership** of the Broch, largely not conceived in legal terms, but akin to **belonging**:

- It is a distinctive **symbol of community identity** (appearing on the Carloway flag and mirrored in the signage for the village).
- People are **proud** of the site and feel it is deserving of **attention and care**.

The Broch is a site of **physical interaction and activity**:

- Many people's memories of the site and primary engagements have been through childhood **exploration and play,** and it is a place that continues to attract and intrigue children.
- The multi-sensory experience (in particular **touch**) contributes to the sense of place.

The site is also somewhere people go to for **inspiration and reflection**:

- It is a place that sparks the **imagination** and a focus for **creative activities** (e.g. photography).
- At quieter times, it is somewhere people go for **solitude and peace**.

This report concludes with some implications of the findings, which may contribute to on-going discussions around the management of the site. Key points:

- Changes to the **appearance** of the structure or **access** to the site are particularly sensitive.

- While **tourism** presents practical challenges, the recognition of significance, applied at various scales (village, Estate, Island), contributes to communities' sense of identity and 'place-making'.

The Hood Stones

The Site

This **20th-century** monument consists of the name 'Hood' set-out in stones on a hillside above Laid, a **rural** settlement on the shores of Loch Eriboll in Sutherland. The name appears twice and is dated to c.1934, when H.M.S. Hood was anchored in Loch Eriboll. Other ships' names also appear on the hillside, which is common grazing land within private estate.

The names have previously been proposed for scheduling but at present have **no formal status**. They are maintained by local residents and communities of interest. H.M.S. Hood is recognised as important naval heritage of interest to a **geographically-dispersed community**.

The Approach:

This study trialled a **rapid**, **participatory** approach.
The research took approximately **2 weeks full time equivalent over a period of 1 month**.
The case was principally selected to trial online methods but a short site visit (3 days) was included.

Methods Applied

This study extensively trialled **netnography**, observing and participating in groups on social media platforms. Engagement was principally via the official H.M.S. Hood Association Facebook page, which had around 2,500 members during the research period. The method involved:

- reviewing past posts that mentioned the Hood Stones/Loch Eriboll and related comments;
- observing topics of posts and community interaction within the group;
- posting material for comment; and
- direct communication with individual members via Facebook messenger.

All posts made on the group page were publicly visible, but participation in discussions and posting to the group required administrator approval. The administrators were made aware of my research intentions as part of this approval process and details of how responses would be used were included in all my posts, as well as in private messaging.

Activity on other **public participatory media** (mostly Twitter) was also monitored and consideration was given to the presentation of the Hood Stones on websites and in other mass media.

The site visit was timed to coincide with the anniversary of the sinking, in the hopes of coinciding with some **site-based practices**. Although there were no activities taking place, it was possible to visit the site and complete a **transect walk** with one respondent.

Discussions on site-based practices were included in **semi-structured interviews**, which were completed with individuals representing key organisations or long-standing engagement with the Stones (in-person and over the phone). A discussion related to the Hood Stones and H.M.S. Hood was also included in an interview with a respondent in the Kinneil House and Estate study, who was a member of the community of interest.

The site visit provided an unexpected opportunity to review **documents** (photos, correspondence and reports) related to the Stones, which are held by local community organisations. This included documents from the period of identification and investigation in the 1990s, a local Heritage Trail booklet (not available online), and correspondence with official bodies exploring formal recognition for the Stones.

Discussion regarding the draft report mostly took place over email and Facebook messenger, but the draft was also sent out by post to participants, where required.

Communities Identified

The research identified a number of **communities of interest, identity and location** for whom the Stones are of significance.

- Members of the H.M.S. Hood Association;
- Relatives/descendants of crew serving on H.M.S. Hood when it sank;
- People with a personal connection to H.M.S. Hood (i.e. contributed to the construction, served on the ship prior to her final mission, visited the ship during its tours) and their relatives/descendants;
- People who remember and were affected by the sinking;
- People with an interest in the military history with which H.M.S. Hood is connected;
- Current and past crew of H.M.S. Sutherland;
- Members of The Royal Navy;
- Local residents and the Laid Grazing and Community Committee;
- Pupils at schools in Durness and Edinburgh (involved in painting and services at the Stones) and their family members.

H.M.S. Hood was mobile, of national and international renown, and (with a few exceptions) the crews and others connected with the ship were not local to Loch Eriboll. The communities of interest are **geographically dispersed** and not limited to the UK.

Summary Findings

The research suggests that the Hood Stones are valued by a variety of communities, including **people living in the area and people who have never visited**. Some of the values are common across and between these communities and others diverge. Key findings:

- For those with an interest in H.M.S. Hood, the Stones are one of the sites or objects that serve as a **tangible link** with the ship and her crew.
- One of the functions of the Stones is as a **memorial** and a focus for commemoration. There is an interest and emphasis on passing on these memories to future generations.
- The location is part of **a network of places** connected through their association with H.M.S. Hood, including sites in the UK and abroad (reflecting the global scope of the ship's missions).
- In contrast to narratives of remoteness, the presence of the Hood Stones links the Loch and surrounding communities to the wider world and events of national or global importance, establishing it as a **place of significance**.
- Shared practices (leaving a ship's name and other mark-making on the hillside and repainting the names) contribute to **community identity** and are expressions of **continuity** with the past.
- It is also noted that the area more widely is of significance to communities for reasons unconnected to the presence of the Hood Stones *per se*. These range from geology to artistic inspiration to local history (which in the 20th-century onwards intersects with the naval/military presence). These interests also contribute to the values of **belonging and connectedness**.

Implications for future consideration and management of the site include:

- **Maintenance** of the site without attention to the aspects of shared memory, inter-generational dialogue, and connections between people and places could impact on the social values.
- **Access and information** are important to communities of interest as well as local residents.
- There is **potential for conflict** between the values associated with the Hood Stones and other land-use priorities or practices, but the research did not identify any immediate issues.

Kinneil House and Estate

The Site

The initial entry point for this study was Kinneil House, which dates from **16th/17th-centuries** (listed building LB22358, Category A: outstanding) and is located on the outskirts of the **town** of Bo'ness. The House is situated within a wider Estate, which includes several other scheduled monuments including a section of the Antonine Wall (part of a World Heritage Site).

The site is **owned by Falkirk Council** and Kinneil House is under the **guardianship** of Historic Environment Scotland. There is an **active local Friends group** (with a partnership agreement with Historic Environment Scotland) and range of activities taking place across the Estate involving a number of different stakeholders.

***The Approach**:*

Given the complexity associated with the designated heritage, the management arrangements, and the range of known community groups, this was proposed as an **extended**, co-designed study. Following a meeting with the Friends group to discuss the proposed approach and determine the potential for collaboration, this was adjusted to a **participatory** study with attendance at community-led events.

The extended timeframe allowed for trialling of **multiple methods** and for the process to be **adjusted** based on emergent understandings.

Time Spent

The research was conducted over **10 months** from November 2018 to September 2019 and the total time taken equated to approximately **4 weeks of full time equivalent**. Throughout the research period, notices were posted at the entrances to the Estate and in the on-site museum to advise that the research was taking place and where people could obtain further information. A total of 12 site visits took place over the 10 months.

Methods Applied

Structured interviews, based on a short, six-question format, were conducted at locations around the Estate and in the nearby town centre. Participants completing structured interviews were asked if they would be interested in participating in other research activities and those that responded positively were contacted later in the process regarding other potential methods.

Semi-structured interviews were conducted with a smaller number of key individuals, including representatives of the managing partners and conservation practitioners. These took place away from the House and Estate, either in offices, public places or respondents' homes, and were mostly conducted one-on-one, although in one case there was an additional family member present for part of the discussion.

Observation was conducted at different times of the day and in different seasons, while walking around the Estate and during participation in **public events**, including House open days. In addition to in-person observation, **public participatory media** was monitored throughout the research period for images and comments linked to the Kinneil House and Estate. This helped in identifying up-coming events at the Estate.

During House open days, it was possible to attend **community-led tours**, designed and delivered by members of the Friends of Kinneil group. Apart from accompanying heritage professionals in recording of the site, the tours were the only research activities that took place inside Kinneil House. Observation was made of the locations chosen, the explanations given, and the reactions of visitors.

Four **community gatherings/meetings** were attended during the study, during one of which a participatory **creative** activity took place (selecting images to be used on postcards to promote the Estate and the Friends group). Creative engagements with place were also observed and discussed during other the research activities.

Two potential **arts-based activities** were identified for possible inclusion in the study: designing a mural with youth from Bo'ness, an initiative of the Rediscovering the Antonine Wall project, which unfortunately was not taken forward within the research period; and a future visioning exercise, which was superseded by the postcard activity mentioned above.

The other participant-led activity trialled in this case was **transect walks**. These ranged from relatively short 20-minute circuits up to an hour. As these did not take place on House open days, it was not an option to enter the House, but all those who were involved had visited on other occasions.

Given the relatively high frequency of regular users of the Estate, it was proposed to trial a method to record **day-to-day engagements** with place, either through accompanying people or a diary-based activity. Approaches were made to structured interview respondents who had indicated their interest in participating in other activities, but low levels of responsiveness meant that this technique could not be followed through in practice.

As the scale of the House ruled out basic photogrammetry (of the sort achievable on handheld devices), enquiries were made with the museum's curator about access to objects for scanning to create **virtual models**. A potentially lengthy approvals process meant the activity could not be trialled as planned.

Social distancing restrictions meant that a meeting scheduled for **discussion** on the findings had to take place virtually. The draft report was shared over email in advance of the meeting and written feedback was received from other participants in addition to the comments made by those who attended the meeting.

Communities Identified

Kinneil Estate is a place of recreation, education, employment and residence. It is used throughout the year for a range of events and as outdoor space by local schools, in addition to day-to-day use by a range of groups and individuals. The research identified a variety of **communities of interest, identity, and location** for whom the site was of significance. These encompass people resident in the local area and those living further afield, including elsewhere in the UK and abroad:

- Residents on the Estate
- Residents of the immediate surrounding area
- Residents in the wider area
- Local school children
- Local teenagers
- Families/people who grew up visiting the estate
- Descendants of Estate workers
- Descendants of the Hamilton Family
- People originally from or connected to Bo'ness
- Members of the Friends of Kinneil
- Members of local Church congregations

- Staff and volunteers working on the Estate
- People connected with the Bo'ness Fair
- Gardeners
- People interested in classic cars & the Hill Climb
- People interested in nature
- Fishermen (unsanctioned)
- Walkers/runners/dog-walkers
- Photographers
- Horse riders
- Cyclists/mountain bikers
- Members of Historic Environment Scotland
- People interested in Art History & Architecture
- People interested in History & Archaeology
- People interested in Engineering & Industrial/mining heritage

There are formal organisations representing several of these communities/activities and the interests of Bo'ness residents more generally. Bo'ness is a town of over 14,500 people and residents identify with particular neighbourhoods and make local distinctions within the overall population. It cannot be assumed that common behaviour or uses of the Estate, notably walking, running, dog-walking, reflect shared values.

Summary Findings

Kinneil House and Estate is a **complex site** associated with **multiple social values**. Key findings:

- The values of Kinneil House are inextricably tied up with the wider Estate. It is experienced and framed by the **landscape and setting**, of which it is a part.
- For many people the House is the **lynchpin** of the wider Estate. However, the formal conservation priority (the painted rooms) is not necessarily of primary importance to communities.
- The House is an impressive and familiar **symbol**, mobilised when representing and asserting membership of different communities.
- The site is connected with the **formation or origins** of many of these communities.
- There is a sense of ownership over the House and of the Estate as public space. This is not about proprietorial ownership but a broader sense of it **belonging to the community.**
- It is valued as a **constant presence**, linking communities across time and space.
- However, memories and stories about Kinneil also reveal it to be a **dynamic landscape.**
- The House and the Estate have **spiritual values** through connections to formal religion (practices and objects linked with the site of Kinneil Church), informal spirituality, the supernatural and nature.
- The Estate is valued as a place of **peace and reflection**.

Implications for future consideration and management of the site include:

- The social values of the site derive from a combination of **location, history, use and 'feeling'**.
- The House is a constant feature, but there is a tolerance (and desire) for certain **changes**. Whether a change is felt to be detrimental varies according to people's

interests and values. Changes that were consulted on, well-communicated and understood were generally more acceptable.
- There are **conflicting perspectives** on balancing human activities and 'natural' aspects of the Estate.
- The range of communities identified potentially requires **multiple engagement strategies** that can reach beyond regular users, formally constituted groups, and locality.

Sauchiehall Lane

The Site

Sauchiehall Lane is an access route that runs behind the **19th- and 20th-century buildings** (some listed) that face onto two of the main streets in the **inner-city** of Glasgow. It is a public right of way, but privately owned, with some maintenance by Council.

The Lane is a place of practice for graffiti artists (sanctioned and unsanctioned), including one piece that was recommended for 'listing' in a discussion on Instagram. The **21st-century graffiti** has no formal recognition. The City Council has plans for the regeneration of Glasgow's lanes and there are **live discussions** on potential changes.

The Approach

The intention was to conduct a **rapid**, co-creative approach that focused in particular, but not exclusively, on identifying the value of Sauchiehall Lane to the graffiti community and its importance to Glasgow's graffiti heritage. This was subsequently modified to a **participatory** approach.

The amount of time spent on the study was approximately **2 weeks full time equivalent, spread over a period of 3 months**.

Methods Applied

Graffiti writers are a relatively unknown group for this type of values research and Sauchiehall Lane provided an opportunity to explore how formal heritage and conservation approaches might apply to graffiti heritage contexts.

The study commenced with a **transect walk** through the site and part of the surrounding area with one respondent. This was followed up by a **physical traces mapping** to record evidence of activity and establish a baseline record of the works in the Lane.

Observation at the site thereafter was limited to short visits due to safety concerns around spending time alone or after dark in the Lanes (the study was conducted during the winter months) and did not include observation of graffiti writing practices. It was possible to observe

graffiti writers engaged in practice at a **public event**, a 'graffiti jam' held at a legal wall in Edinburgh.

Semi-structured interviews were conducted with members of the graffiti community, planning practitioners, representatives of local community councils and official bodies. Respondents from within the graffiti community were identified using a referral or snowball method.

Online **public participatory media** was particularly important in this case, as the photo-sharing platform Instagram was used by photographers (from various communities, as well as those identifying as 'street photographers') and graffiti writers, to share images of the Lane. A basic content analysis was undertaken of images tagged #SauchiehallLane and the associated likes and comments.

A proposal to use a **participatory mapping** approach to identify significant works or places of practice, was discussed with members of the graffiti community, but they identified potential concerns and the method was not trialled.

Discussion on the draft site report took place over email and Instagram messenger, which was some writers preferred means of contact.

Communities Identified

The Lane is a place of residence (tenanted and owner-occupied), employment and opportunity for a number of very different communities. Some of these had been approached and engaged through the Lanes Strategy development and consultations. Others, although visible, remain marginalised or are characterised as part of the 'problems' associated with the Lane.

Communities of interest, identity and geography identified during this case study are:

- school pupils
- university/college students
- temporary residents
- recently-arrived residents
- longer-term residents
- displaced residents
- absentee landlords
- homeless people
- office workers
- catering workers
- service industry workers
- business owners
- photographers
- street artists
- graffiti artists
- club and pub goers
- tourists
- commuters

Summary Findings

The research identified a **diversity of social values** associated with the Lane. Key findings:

- The Lane is part of a **complex, interconnected, urban location** and its significance is inseparable from the wider social and physical context.
- There is a strong sense of ownership of the Lane as a **public space**.
- Various communities use the Lane to assert **local knowledge, community identity and belonging**.

- Within the **communities** there are graduations, of belonging, of permanence, of establishment and of engagement. Significantly, although there is a large resident population, several of the groups identified are not defined by living in close proximity to the Lane.
- Some **values are shared** across communities but there are also **tensions,** between and within groups.
- The Lane is seen as having potential to foster **artistic expression and creativity**.

There was a particular focus in this study on identifying the value of Sauchiehall Lane to the **graffiti community** and its importance to Glasgow's graffiti heritage. Key findings:

- There are complex interactions between graffiti **practice and place**.
- City-centre locations like the Lane are important in the **formation of identity** and negotiation of **community relationships**.
- Aspects of graffiti heritage follow an **oral tradition**, which makes them difficult to evidence or record using a place-based lens and 'mapping' approaches.

This report provides a stepping off point for further research or future actions. It concludes with some of the **implications** of the findings. Key points:

- **Changes** to the Lane are likely to impact on its social value to multiple communities.
- There is cross-community support for more **creative spaces** and improvements to **infrastructure**.
- Irrespective of ownership, various communities consider the City to be **accountable** for the maintenance and improvement of this 'public' space.
- Potential **challenges** in engaging target communities in the implementation of the Lanes Strategy include negative attitudes towards authority-led initiatives among artists and residents.

Resources

Online Guidance

Below is a small selection of the resources available online. It is in no way a comprehensive list and new resources are being produced all the time. You may find other resources that are equally or more helpful (if so, please let us know so we can update this section with your recommendations). Some of these are specific to the heritage sector and others are drawing from comparable experiences in other charitable or social sectors.

CRediT (Contributor Roles Taxonomy) describes 14 potential roles that contributors may fulfil in participatory or collaborative research. The aim is to improve visibility of the range of contributors to published research, but it is also a useful prompt in considering when and how community members might contribute to social value assessments and how that contribution is recognised in records, publications and other outputs. See https://casrai.org/credit/.

Degen, M and Swenson, A. 2018. ***Sensory Cities THiNK-KiT***: http://sensorythinktank.com/. Based on an interdisciplinary and cross-professional investigation of **multi-sensory**

approaches to urban spaces, it offers a range of practical approaches and suggestions. Content can be explored by profession, theme, or through three case studies.

Evaluation Support Scotland (ESS) have collated a wide range of tools, templates, methods, and case studies for use in evaluation of public services, but which could also be used in social values assessments or other community engagements: https://www.evaluationsupportscotland.org.uk/resources/ess-resources/ess-evaluation-methods-and-tools/. ESS also produced a paper together with Inclusion Scotland, *Evidencing genuine co-production in the third sector* (2017), which looks at the requirements and barriers to co-production, drawing practical lessons and good practice examples from submitted projects.

Foster, S., Forsyth, K., Buckham, S., and Jeffrey, S. 2016. ***Future Thinking on Carved Stones in Scotland: A Research Framework***. See in particular the section on Values: https://scarf.scot/thematic/future-thinking-on-carved-stones-in-scotland/4-understanding-value/.

McLeod, R. and Noble, J. 2016. ***Listen and learn: How charities can use qualitative research***: https://www.thinknpc.org/resource-hub/listen-and-learn-how-charities-can-use-qualitative-research/. This report (30 pages) looks at how qualitative research can be conducted and used. It includes as annexes a list of major qualitative research methods (strengths and limitations) and further resources.

The National Co-ordinating Centre for Public Engagement (NCCPE): https://www.publicengagement.ac.uk/do-engagement. Orientated towards universities but providing lots of guidance on community based participatory research (CBPR), including consideration of social and ethical issues. The site includes links to publications produced as part of the AHRC Connected Communities programme, including: *Community-based participatory research: A guide to ethical principles and practice* (2012); and the associated *Ethics in community based participatory research: Case studies, case examples and commentaries* (2012).

The Place Standard Tool: This simple 14 question framework covers the physical and social aspects of a place. It can be applied at various scales, to existing and planned sites. It can be used to structure initial conversations (principally with communities of place) about the historic environment and how/if it contributes to their wider lived experiences: https://placestandard.scot/.

Plural Heritages of Istanbul: This collaborative project has produced a series of six toolkits for practitioners that cover working with communities, recognising multiple heritages, and how the past is valorised and can be presented in the present. Toolkit number 3 is on Creating Memory Maps and number 6, on Community Co-production, includes sections on film, photography and audio methods: https://pluralheritages.ncl.ac.uk/#/research.

Scottish Community Development Centre. 2016. ***National Standards for Community Engagement***: https://www.scdc.org.uk/what/national-standards/. The National Standards are

good-practice principles designed to improve and guide the process of community engagement. Developed to help in putting the Community Empowerment (Scotland) Act 2015 into practice, they provide detailed performance statements for best practice in participation, engagement and community empowerment in Scotland (with indicators and examples).

Further Reading

The following sections provide a selection of the available literature. The publications have been sub-divided to help with navigation but please be aware that there is significant overlap between the groupings. For example, many publications on participatory methods also discuss collaborative approaches and vice versa.

Links for online access are provided where available. You may find other resources that are equally or more helpful (if so, please let us know so we can update this section with your recommendations).

Research Approaches

- Ancarno, C., O. Davis, and D. Wyatt. 2016. “Forging Communities: the Caerau and Ely Rediscovering Heritage project and the dynamics of co-production.” In *After Urban Regeneration: Communities, Policy and Place*, edited by D. O’Brien and P. Matthews, 113-129. Bristol: Policy Press.
- Beebe, J. 1995. “Basic Concepts and Techniques of Rapid Appraisal.” *Human Organization* 54 (1): 42-51. https://www.jstor.org/stable/44126571
- Cooke, B., and U. Kothari. 2001. “The Case for Participation as Tyranny?” In *Participation: The New Tyranny?*, edited by B. Cooke and U. Kothari, 1-15. London: Zed Books.
- Cruikshank, B. 1999. *The Will to Empower: Democratic Citizens and Other Subjects*. Ithaca: Cornell University Press.
- Durose, C., and L. Richardson. 2016. *Designing Public Policy For Co-Production: Theory, practice and change*. Bristol: Policy Press.
- Ellard-Gray, A., N.K. Jeffrey, M. Choubak, and S.E. Crann. 2015. “Finding the Hidden Participant: Solutions for Recruiting Hidden, Hard-to-Reach, and Vulnerable Populations.” *International Journal of Qualitative Methods* 14 (5): 1-10. https://doi.org/10.1177%2F1609406915621420
- Graham, H., and J. Vergunst, eds. 2019. *Heritage as community research: legacies of co-production*. Bristol: Policy Press.
- Jeffrey, S., A. Hale, C. Jones, S. Jones, and M. Maxwell. 2015. "The ACCORD project: Archaeological Community Co-Production of Research Resources " In *CAA2014 21st Century Archaeology: Concepts, methods and tools. Proceedings of the 42nd Annual Conference on Computer Applications and Quantitative Methods in Archaeology, 22.4.2014 - 25.4.2014, Paris*, edited by Giligny F., Djindjian F., Costa L., Moscati P. and Robert S., 289-295. Oxford: Archaeopress. http://hdl.handle.net/1893/23882
- Jones, S. 2004. *Early Medieval sculpture and the production of meaning, value and place: The case of Hilton Cadboll*. Edinburgh: Historic Scotland. https://www.historicenvironment.scot/archives-and-

research/publications/publication/?publicationId=992a1e1d-aca0-4ba2-907b-a5ad00fbac23

- Jones, S., H. Cobb, M. Giles, K. Shone, and R. Colton. 2015. *Whitworth Park Community Archaeology and History Project: An Evaluation Report for the Heritage Lottery Fund*. Manchester: University of Manchester. http://hdl.handle.net/1893/23869
- Jones, S., S. Jeffrey, M. Maxwell, A. Hale, and C. Jones. 2017. "3D heritage visualisation and the negotiation of authenticity: the ACCORD project." *International Journal of Heritage Studies* 24 (4): 333-353. https://doi.org/10.1080/13527258.2017.1378905
- Low, S. 2008. "Social Sustainability: People, History, and Values" In *The Heritage Reader*, edited by G. Fairclough, R. Harrison, J. H. Jameson Jnr. and J. Schofield, 392-404. Abingdon: Routledge.
- Madgin, R., D. Webb, P. Ruiz, and T. Snelson. 2016. *Engaging youth in cultural heritage: time, place and communication*. Project Report. Youth and Heritage: http://sro.sussex.ac.uk/id/eprint/59455/
- Matthews, P., and A. Hastings. 2013. "Middle-Class Political Activism and Middle-Class Advantage in Relation to Public Services: A Realist Synthesis of the Evidence Base." *Social Policy and Administration* 47 (1): 72-92. https://doi.org/10.1111/j.1467-9515.2012.00866.x
- Palmer, J., C. Pocock, and L. Burton. 2017. "Waiting, Power and Time in Ethnographic and Community-based Research." *Qualitative Research* 18 (4): 416-432. https://doi.org/10.1177%2F1468794117728413
- Pink, S., and J. Morgan. 2013. "Short-Term Ethnography: Intense Routes to Knowing." *Symbolic Interaction* 36 (3): 351-361. https://doi.org/10.1002/symb.66
- Taylor, M. 2011. *Public Policy in the Community*. Basingstoke: Palgrave Macmillan.

Research Methods

Some of these publications cover more than one type of method.

- Alaszewski, A. 2006. *Using Diaries for Social Research*. London: SAGE Publications Ltd.
- Braun, V., and V. Clarke. 2006. "Using thematic analysis in psychology." *Qualitative Research in Psychology* 3 (2): 77-101. https://doi.org/10.1191/1478088706qp063oa
- Bryman, A. 2016. *Social Research Methods*. 5th ed. Oxford: Oxford University Press.
- Clark, K. 2019. *Playing with the Past: Exploring Values in Heritage Practice*. Berghahn: New York.
- Foster, S., and S Jones. 2019. "Concrete and non-concrete: exploring the contemporary authenticity of historic replicas through an ethnographic study of the St John's Cross replica, Iona." *International Journal of Heritage Studies* 25 (11): 1169-1188. https://doi.org/10.1080/13527258.2019.1583272
- Foster, S., and S. Jones. 2008. "Recovering the Biography of the Hilton of Cadboll Cross-Slab." In *A Fragmented Masterpiece: Recovering the Biography of the Hilton of Cadboll Pictish Cross-Slab*, edited by H. James, I. Henderson, S. Foster and S. Jones, 205-284. Edinburgh: Society of Antiquaries of Scotland.

- Garduño Freeman, C. 2010. “Photosharing on Flickr: intangible heritage and emergent publics.” *International Journal of Heritage Studies* 16 (4-5): 352-368. https://doi.org/10.1080/13527251003775695
- Gauntlett, D. 2011. *Making is Connecting: The Social Meaning of Creativity, from DIY and Knitting to YouTube and Web 2.0*. Cambridge: Polity Press.
- Giaccardi, E., ed. 2012. *Heritage and Social Media: Understanding Heritage in a Participatory Culture.* Abingdon: Routledge.
- Gillham, B. 2000. *Case Study Research Methods*. London: Continuum.
- Harper, D. 2012. *Visual Sociology*. Abingdon: Routledge.
- Harrison, R. 2011. “‘Counter-Mapping’ Heritage, Communities and Places in Australia and the UK.” In *Local Heritage, Global Context: Cultural Perspectives on Sense of Place*, edited by J. Schofield and R. Szymanski, 79-98. Farnham: Ashgate Publishing Limited.
- Kiddey, R. 2016. “Punks and drunks: counter-mapping homelessness in Bristol and York.” In *Who needs experts?: counter-mapping cultural heritage*, edited by John Schofield, 165-179. Abingdon, England: Routledge.
- Kozinets, R.V. 2010. *Netnography: ethnographic research in the age of the internet*. London: SAGE.
- Krueger, R.A., and M.A. Casey. 2015. *Focus Groups: A practical guide for applied research*. 5th ed. Thousand Oaks, California: Sage Publications Inc.
- Latham, A. 2003. “Research, Performance, and Doing Human Geography: Some Reflections on the Diary-Photograph, Diary-Interview Method.” *Environment and Planning* (35): 1993-2017. https://doi.org/10.1068%2Fa3587
- MacDowall, L.J., and P. de Souza. 2018. “‘I’d Double Tap That!!’: Street Art, Graffiti, and Instagram Research.” *Media, Culture & Society* 40 (1): 3-22. https://doi.org/10.1177%2F0163443717703793
- Mason, J., and K. Davies. 2009. “Coming to our Senses? A Critical Approach to Sensory Methodology.” *Qualitative Research* 9 (5): 587-603. https://doi.org/10.1177%2F1468794109343628
- Matthews, P. 2015. “Neighbourhood Belonging, Social Class and Social Media—Providing Ladders to the Cloud.” *Housing Studies* 30 (1): 22-39. https://doi.org/10.1080/02673037.2014.953448
- McAra, M. 2020. “‘Living in a postcard’: creatively exploring cultural heritage with young people living in Scottish island communities.” *International Journal of Heritage Studies*: 1-17. https://doi.org/10.1080/13527258.2020.1795905
- Packard, J. 2008. “‘I’m gonna show you what it’s really like out here’: the power and limitation of participatory visual methods.” *Visual Studies* 23 (1): 63–77. https://doi.org/10.1080/14725860801908544
- Pink, S. 2007. *Doing Visual Ethnography: Images, Media, and Representation in Research*. 2nd ed. ed. London: Sage Publications.
- Seidman, I. 2006. *Interviewing As Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York: Teachers College Press.
- Silverman, D. 2014. *Interpreting Qualitative Data*. 5th ed. London: SAGE Publications Ltd.

- Taplin, D. H., S. Scheld, and S. Low. 2002. “Rapid Ethnographic Assessment in Urban Parks: A Case Study of Independence National Historical Park.” *Human Organization* 61 (1): 80-93. https://www.jstor.org/stable/44126969
- Vergunst, J. 2011. “Technology and Technique in a Useful Ethnography of Movement.” *Mobilities* 6 (2): 203-219. https://doi.org/10.1080/17450101.2011.552900
- Watt, S., and J. Scott Jones. 2010. “Let’s Look Inside: Doing Participant Observation.” In *Ethnography in Social Science Practice*, edited by Scott Jones J. and Watt S., 107-125. Abingdon: Routledge.
- Yin, R. 2014. *Case Study Research: Design and Methods*. 5th ed. London: Sage.
- Zimmerman, D.H., and D.L. Wieder. 1977. “The Diary:Diary-Interview Method.” *Urban Life* 5 (4): 479-498. https://doi.org/10.1177%2F089124167700500406

Social Values in Context

- Clark, K. 2010. “Values in cultural resource management.” In *Heritage Values in Contemporary Society*, edited by G.S. Smith, P. M. Messenger and H.A. Soderland, 89-99. Walnut Creek: Left Coast Press.
- Coffey, A. 1999. *The Ethnographic Self: Fieldwork and the Representation of Identity*. London: SAGE.
- Davies, C.A. 2008. *Reflexive Ethnography: A Guide to Researching Selves and Others*. 2nd ed. London: Routledge.
- Emerick, K. 2009. “Archaeology and the Cultural Heritage Management “Toolkit”. The Example of Cawood, North Yorkshire.” In *Taking Archaeology out of Heritage*, edited by E. Waterton and L. Smith, 91-116. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Flyvbjerg, B. 2006. “Five Misunderstandings About Case-Study Research.” *Qualitative Inquiry* 12 (2): 219-245. https://doi.org/10.1177%2F1077800405284363
- Jones, S. 2017. *Wrestling with the social value of heritage: problems, dilemmas and opportunities*. Journal of Community Archaeology and Heritage, 4 (1), pp. 21-37. https://doi.org/10.1080/20518196.2016.1193996
- Jones, S., and S. Leech. 2015. *Valuing the Historic Environment: a critical review of existing approaches to social value*. Manchester: Arts and Humanities Research Council. http://hdl.handle.net/1893/23881

Glossary

Character [with reference to a site] The physical environment, the type and age of the site and the legal status (i.e. a formal heritage designation).

Co-design Approaches that allow for meaningful input from communities in defining the research problem, deciding on methods, and co-producing the outcomes.

Collaboration Approaches that bring professionals and community members together in a process of mutual exploration and understanding, often through co-creative techniques.

Community A self-identifying group of people that share a connection based on location, interest or identity. Individuals may simultaneously be members of multiple communities. Communities are diverse, with members potentially expressing or enacting contradictory or conflicting social values.

Context [with reference to a site] The social environment (including levels of community engagement and diversity of social, economic and cultural backgrounds, etc.), management and conservation arrangements (including use, ownership etc.), and whether there are 'live' issues/conflicts/changes (recent, proposed or on-going).

Hard to Reach Used in recognition that some groups are: a) hard to reach due to their physical or social location; b) marginalised, disenfranchised or vulnerable; or c) hidden (no records of their experience exists). It should not be read as implying any deficit on the part of these potential participants, merely that particular consideration is required in order to achieve their inclusion within the research process.

Historic Environment Following the definition in *Our Place in Time*, this is "the physical evidence for human activity that connects people with place, linked with the associations we can see, feel and understand". It is not limited to formally designated sites. These historic environments are understood to be dynamic and productive of communities, identities, and values in the present.

Participation The involvement of community members in the assessment process (also participatory approaches). This may or may not involve a collaborative or co-designed process, where community members have a degree of influence over the direction of the research.

Social Value The significance of the historic environment to contemporary communities, including people's sense of identity, belonging,

attachment and place. The social nature of these related elements means that values are contextual and evolving. There are likely to be multiple social values associated with an historic place, and these may be divergent or contradictory.

Frequently Asked Questions

What is social value?

There is no single agreed definition of social value. For the purposes of this Toolkit, 'social value' refers to the significance of the historic environment to contemporary communities, including people's sense of identity, belonging, attachment and place. The social nature of these related elements means that values are contextual and evolving. There are likely to be multiple social values associated with an historic place, and these may be divergent or contradictory.

This definition of social value draws from international heritage instruments (such as the Burra Charter) and critical heritage approaches. It follows the Scottish Archaeological Research Framework *Future Thinking on Carved Stones in Scotland* in making a distinction between values and benefits; between "*understanding value* (the ways in which something is meaningful and relevant to society) and *engaging and experiencing* (the mechanisms to create social benefits by promoting appreciation of values and of significance - the access, interpretation, learning and tourism that *OPIT* places in its Value section)" (Foster et al 2016, italics original).

Why develop another Toolkit?

The aim of the Toolkit is to enhance effectiveness in understanding and evidencing the social values associated with the historic environment. In spite of the emphasis on social value in policy, a gap was identified when it came to the assessment of social value in practice. This Toolkit is based on the systematic trialling of qualitative social methods, which have been shown to be effective in capturing the dynamic processes of valuing the historic environment. The case studies show how these methods can be applied in 'real world' contexts and how the resulting understandings connect to existing conservation and heritage management processes. It is hoped that this approach complements and goes beyond existing resources for heritage professionals, providing guidance that is both practically and theoretically grounded.

Who is this Toolkit for?

The primary target audience for this phase of the Toolkit is heritage professionals working within institutional contexts who need to understand the social values associated with the historic environment as part of their work conserving and managing the historic environment.

The Toolkit is being published and made publicly available online. It is intended for use by sector professionals, however, as the guidance is modular and scaleable, it may also have

wider applications. If there is interest in so doing, we may explore adapting or developing additional materials for other purposes in due course.

How do I use this Toolkit?

The Toolkit is a guide to support practitioners involved in designing, undertaking, or reviewing social value assessments: determining what type of assessment is optimal/possible and considering the implications of the methods used at each stage. There are suggested routes through the content (Process Pathways), depending on the process that the practitioner is involved in (see links on the home page of the online platform). However, different sections can also be used as stand-alone guidance and read individually.

The Toolkit has aspects of a workbook, with suggested questions for consideration and reflection, as well as practical tips based on the results from the academic research and informed by practitioner experiences. Users are encouraged to annotate and use the guidance according to their needs.

Do share your feedback on using the Toolkit. Knowing how it is used in practice can help inform subsequent editions and project phases.

Is this Toolkit a training guide?

In short, no. The Toolkit does not replace or replicate specialist training, though it may be useful as part of on-going, experiential learning and professional development. The Toolkit describes a selection of methods and technical approaches, but it is not intended to function as a self-taught social sciences module or to be used as a handbook to facilitate assessments by untrained staff.

Who was involved in the *Wrestling with Social Value* project?

The research underpinning the Toolkit was conducted through a Collaborative Doctoral Award (University of Stirling MATCH Studentship, co-funded by University of Stirling and HES). The project team were Elizabeth Robson (doctoral student and principal researcher); Siân Jones (Primary Supervisor, University of Stirling); Judith Anderson (Primary Supervisor, HES); Peter Matthews (Co-Supervisor, University of Stirling); Karen Robertson (Co-Supervisor, HES). The project was ethically approved via the University of Stirling General University Ethics Panel.

Project Website: www.wrestlingsocialvalue.org

Other questions or feedback on the Toolkit?

If so, please let us know via the email address in the Contact Us section of the website.

Annex I: Recording Approach and Methods Selection

Feel free to edit this template to add questions or create space for extra notes on the developing process (multiple modifications may be needed)

Completed by	**Site Name/Reference**	**Date Completed**	**Date Updated**

Key question	**Initial proposal/assumptions**	**Subsequent modifications**
1. What knowledge is already available? [this may be formally documented or informal]		
2. What new understandings (and other outcomes) do you seek from this assessment process?		
3. What is the proposed approach and why has it been adopted? How does it respond to the context?		
4. Which communities have been identified and how are they involved? Who may be missing/excluded?		
5. Which methods are likely to be effective in the given context and why? How do they work with the proposed approach?		

6. What 'work' do those methods do, i.e. what types of knowledge are likely to be revealed? [check alignment with Q2]		
7. What are the anticipated challenges and opportunities in using the proposed methods and approaches? [consider internal and external linkages]		
8. What time and other resources are required? [consider community inputs as well]		
9. What is the scope for, and potential impact of, modification to the planned approach and methods? [some change is likely]		
10. Has the proposed approach passed ethical review?	[confirmation to be attached separately]	

Annex II: Sample Release Form (used in the Cables Wynd House study)

RELEASE FORM

Version 1: 07 June 2018

Research Project Title: Wrestling with Social Value: An Examination of Methods and Approaches for Assessing Social Value in Heritage Management and Conservation

I, _____, agree to take part in the above named research project that seeks to understand how historic environments are valued by communities today.

USE OF MATERIAL

I hereby agree that images, photos or recordings that I produce or feature in can be used in the following ways:

1. In publications relating to the research YES/NO

2. For educational purposes, e.g. in presentations about the research YES/NO

3. Online on sites relating to the research
   - Images can be made available online YES/NO
   - Sound excerpts can be available online YES/NO

Do you wish to be identified by name as the originator of your work?[1] YES/NO

If YES, how would you like your name to appear? _____

Do you wish to add any restrictions? YES/NO

If YES, please give details

_____

_____

_____

COPYRIGHT CLEARANCE

I hereby agree that the material I have produced can be used free of charge for the purposes indicated above.

Signed (participant): Date:

[1] This in no way affects you right to confidentiality and anonymity in any other aspect of the research.

UNIVERSITY of STIRLING

HISTORIC ENVIRONMENT SCOTLAND | ÀRAINNEACHD EACHDRAIDHEIL ALBA

Annex III: Sample Participant Information Sheet (Semi-structured Interviews)

Participant Information Sheet

Version 1a: 07 June 2018

1. **Research Project Title:** Wrestling with Social Value: An Examination of Methods and Approaches for Assessing Social Value in Heritage Management and Conservation

2. **Background, aims of project**
   My name is Elizabeth Robson and I am a PhD student at the University of Stirling. I would like to invite you to take part in a research project that is seeking to understand how historic environments are valued by people today. The project aims to provide heritage managers with the tools they need to better understand these social values and incorporate them into heritage management decisions. As part of this project, I will be talking to people about a selection of study sites in Scotland.

3. **Why have I been invited to take part?**
   You have been invited because you live nearby to, have visited, or have expressed an interest in, at least one of the study sites.

4. **Do I have to take part?**
   No, you do not have to take part. If you do decide to take part, you can withdraw your participation at any time without needing to explain, and without penalty, by advising the researcher of this decision. You will be given this information sheet to keep and be asked to sign a consent form.

5. **What will happen if I take part?**
   You will be asked to attend an interview, which would typically last about 1 hour and not exceed 2 hours. The interview will take place at a convenient time and venue to be agreed between us. This will normally be a public place and not in your home, but somewhere your privacy can be ensured. You will be asked about your personal history and current daily routines.
   Depending on the outcomes of our discussion, you may be asked for another interview, and/or invited to participate in tasks such as mapping a place of significance, photographing or modelling a site, or joining a focus group discussion. Participating in the initial interview doesn't place you under any obligation to participate in any follow up activities if you do not wish to.

6. **Are there any potential risks in taking part?**
   The following risks are involved in taking part:
   - This research will ask about personal memories and feelings, which *may* have the potential to be distressing or emotional.
   - Due to the site-specific nature of the findings, it will not be possible to anonymise the study sites in the final reports. This means there is a chance that your contributions may be identifiable to close members of your community or co-participants from group activities.

   To help prevent these risks:

- You are not required to answer any questions or participate in any activities that you are uncomfortable with and you have the right to withdraw from the process at any time. If you become upset or distressed, I will bring our discussion to a close as quickly and sensitively as possible. Where relevant, information on appropriate support services will be shared.
- All contributions will be anonymised in the final reports. If you have any concerns about being identified, we will discuss how, or if, this information is to be included. Very specific data may be omitted or only included as part of a consolidated data set covering multiple sites.

7. Are there any benefits in taking part?

There will be no direct benefit to you from taking part in this research, though we hope that you will enjoy the process and find it interesting. There will be no payment for taking part.

8. Legal basis for processing personal data

As part of the project we will be recording personal data relating to you. This will be processed in accordance with the General Data Protection Regulation (GDPR). Under GDPR, the legal basis for processing your personal data will be public interest/the official authority of the University.

9. What happens to the data I provide?

The research data will be kept secure using password and encryption protection.
Personal/confidential information will be stored anonymously. You will be asked whether you give permission for the use of any direct quotes on the consent form.
Your personal data will be kept for a maximum of 5 years and then will be securely destroyed.
Please be aware that, under UK law, I have an obligation to report anything related to child protection offences, the physical abuse of vulnerable adults, money laundering and crimes covered by the prevention of terrorism legislation.

10. Recorded media

Before an interview, you may be asked if you consent to the use of a voice recorder or video camera. This is to assist in accurately capturing your contributions. With your consent, some excerpts may be used in sharing the research findings. You can decline to have your interviews recorded in this way and can ask to stop recording at any time.
Some activities may involve you taking photographs or being photographed. These images will be principally used in data analysis but, with your approval, some may also be included in the final reports. No photographs that you have taken or in which you are featured will be used without your consent.

11. Will the research be published?

Site-specific findings will be reported back to participants as part of the research process.
Where applicable, the results will be incorporated into Historic Environment Scotland's Statements of Significance for the properties they manage, which are available online.
The findings will inform the development of a heritage practitioner 'toolkit', which will also be made available online.
It is our intention to publish the research findings in both academic and professional journals. The findings will also be presented at relevant conferences and workshops. It is possible that

there may be other publications, such as book chapters, and the findings may be reported in general public media. You will not be identifiable by name in any report or publication.
The University of Stirling is committed to making the outputs of research publically accessible and supports this commitment through our online open access repository (STORRE). Unless funder/publisher requirements prevent us, this research will be publicly disseminated through STORRE.

12. Who is organising and funding the research?

This is a collaborative project funded by the University of Stirling and Historic Environment Scotland.

13. Who has reviewed this research project?

This project has been ethically approved via The University of Stirling General University Ethics Panel.

14. Your rights

You have the right to request to see a copy of the information we hold about you and to request corrections or deletions of the information that is no longer required.
You have the right to withdraw from this project at any time without giving reasons and without consequences to you. You also have the right to object to us processing relevant personal data however, please note that once the data are being analysed and/or results published it may not be possible to remove your data from the study.

15. Who do I contact if I have concerns about this study or I wish to complain?

If you would like to discuss the research with someone you can contact the researcher, Elizabeth Robson, at e.m.robson@stir.ac.uk or her supervisor, Siân Jones, at sian.jones@stir.ac.uk.
You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (https://ico.org.uk/concerns/).
The University's Data Protection Officer is Joanna Morrow, Deputy Secretary. If you have any questions relating to data protection these can be addressed to data.protection@stir.ac.uk in the first instance.

You will be given a copy of this information sheet to keep.

Thank you for your participation!

Annex IV: Sample Participant Consent Form

Participant Consent Form

Version 1: 07 June 2018

Study Number _____ Participant number _____

Research Project Title: Wrestling with Social Value: An Examination of Methods and Approaches for Assessing Social Value in Heritage Management and Conservation

	Please initial box
I confirm that I have read and understood the Participant Information Sheet Version ___ dated _____ explaining the above research project and I have had the opportunity to ask questions about the project.	
I understand that my participation is voluntary and that I am free to withdraw at any time during the study and withdraw my data without giving a reason, and without any penalty. I understand that once data analysis has started and/or results have been published it may not be possible to remove my data from the study.	
I understand that my responses will be kept anonymous and agree that a pseudonym can be allocated when anonymising my contributions.	
I consent to being audio recorded/video recorded/having my photo taken [**please delete any that do not apply**]	
I understand how audio/video/photographs will be used in the research.	
I am aware that I will not be named in any research outputs but I could be identified by people I know through the stories I tell.	
I give permission to be quoted directly in research publications against my pseudonym.	
I agree to take part in this study.	

Name of Participant: **Signature:**

Date: Click here to enter a date

Name of Researcher: Elizabeth Robson **Signature:**

Date: Click here to enter a date

UNIVERSITY of STIRLING

HISTORIC ENVIRONMENT SCOTLAND | ÀRAINNEACHD EACHDRAIDHEIL ALBA