Heritage at Risk and Wellbeing

Handbook

for Volunteer Wellbeing Support Toolkit

Introduction

What is the Toolkit?

The HARAW Toolkit comprises five tools (found in separate Word files and/or at the end of this document if in PDF format) along with a handbook (this document) to help staff support wellbeing in in volunteers on HAR interventions. The Toolkit integrates the insights delivered by the HARAW research including our understanding of the inputs provided by Historic England and volunteers, the activities which are associated with wellbeing, and the positive wellbeing outcomes associated with these activities. These are articulated in the concluding logic model of the 2021 report into Heritage at Risk and Volunteering (Lewis et al 2021, Fig. 6.2).

What is the Toolkit for?

The Toolkit is intended to help ensure that volunteering on HAR interventions is associated with wellbeing.

This Toolkit relates **only to wellbeing**: it does not aim to encompass actions needed for wider project planning.

What does the Toolkit aim to achieve?

The aim of the Toolkit is threefold: to help identify whether proposed HAR interventions are suitable for volunteers; to help project planning/delivery to ensure that volunteers' wellbeing-related aims and aspirations are identified and supported; and to help capture data on the volunteer experience which will enable staff, Historic England and volunteers appreciate the benefits accrued, demonstrate the additional public value of HAR interventions, and plan and develop future interventions.

In developing Toolkits to embed wellbeing support in HAR projects, we deliberately avoid using surveys using positive and negative emotional affects (PANAS) (or similar). This is because demonstrating a causal link between activity and affective requires an intensive suite of activity including (a) before-and-after surveys using (b) potentially distressing questions about emotional state and (c) the use of control groups of non-participants. Even then, (d) complex analysis is needed to exclude or control for the possibility that experiences unrelated to their volunteering have caused the change in volunteers' mental wellbeing, and this becomes increasingly more difficult as more time passes. None of this is easily achieved, thus attempting to embed it as part of core HAR activity would require considerable expertise and substantial resources. In addition, use of such a strategy would risk discouraging volunteers who might not want to explore potentially difficult personal areas in this way.

Thus we recommend that as the HARAW research has shown in considerable detail the types of opportunity that are associated with wellbeing in volunteers, standard practice in Historic England does not need to re-prove this association: it can simply use this knowledge. Accordingly, we suggest the priority for Historic England should be (a) to ensure that these wellbeing-associated opportunities are available to HAR volunteers and (b) to capture monitoring/outcomes data which focus on volunteer experience rather

than emotional state. The Toolkit aims to provide a light touch means to do this which can be embedded easily and effectively into existing HAR practice, offering reminders and indicators of useful actions and questions presented in a structured format.

In using the Toolkit, it must be borne in mind that every intervention will be different, so decisions and inferences made using the tools will always require the professional judgement of HAR team members. We do not therefore recommend rigid cut-off thresholds for decision-making; rather that the tools are used to make observations and collect data which will help staff apply their professional judgement in arriving at decisions regarding activity planning and in making inferences about their effectiveness.

What does the Toolkit include?

This Toolkit includes five tools.

- A flowchart to help integrate volunteer wellbeing into HAR interventions;
- A checklist for scoping the potential of planned HAR interventions to support volunteer wellbeing;
- A framework for monitoring wellbeing-associated volunteer experience, aims, aspirations and outcomes;
- A framework for tracking the development of skills, knowledge and experience;
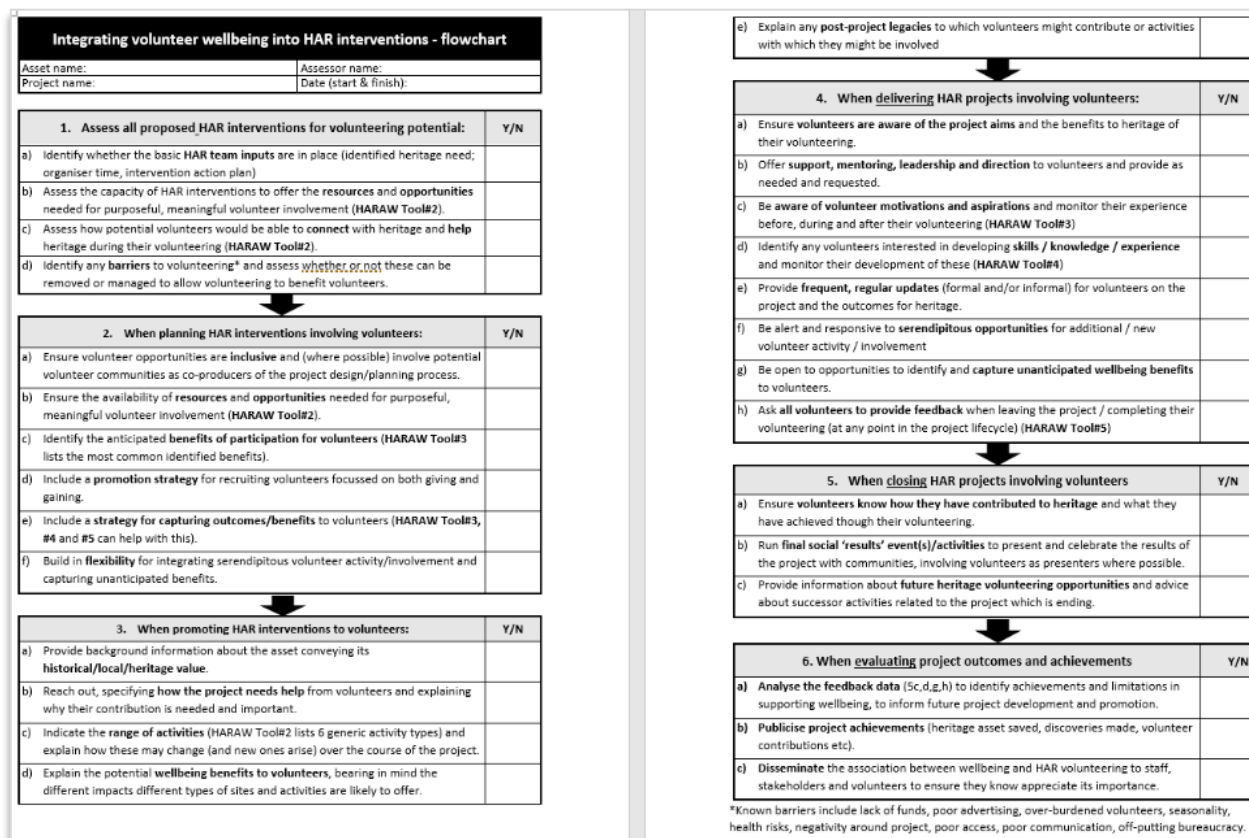- A feedback form for capturing outcomes focussed on volunteer experience.

The tools are supplied as text (Word) documents structuring the actions we recommend, but these can be converted to any platform used by HAR teams (eg printable pdf, Microsoft Forms etc). The tools are intended to be simple to use but effective in ensuring future HAR interventions will be able to achieve and demonstrate wellbeing in association with volunteering. All tools are designed in black/white/greyscale to maximise cost-effectiveness if hard copy forms are used.

Tool	Purpose	Content	For use by/with
#1. Flowchart for integrating wellbeing support into the planning and delivery of HAR interventions	To help staff plan the support and evaluation of wellbeing in HAR volunteers.	A 2-page flowchart listing the actions needed for HAR interventions to support wellbeing in volunteers, which can be used to structure planning and/or as a delivery checklist.	For use on by staff on **all HAR interventions involving volunteers**.
#2. Framework for scoping resources and opportunities for volunteer wellbeing	To identify whether a planned HAR intervention is likely to be suitable for volunteers.	A 1-page table listing the resources and opportunities needed to support volunteer wellbeing with space to enter and score details from proposed HAR interventions.	HAR staff should use this to assess **all proposed HAR interventions**.
#3. Framework for monitoring	To support volunteer	3 x 2-page surveys to be used at the beginning	HAR staff / project leads should use

the volunteer experience	wellbeing by tracking volunteer experience over time.	(survey 1), during (survey 2) and end (survey 3) of volunteering asking for Likert-style tick-box and free-text answers including experiences known to be associated with wellbeing.	this to assess **longer-term volunteers** who agree to be tracked.
#4. Framework for tracking the development of skills, knowledge and work/life experience	To support volunteer wellbeing by recording skills, knowledge and / or experience over time.	3 x 1-page self-assessment forms for skills (form 1), knowledge (form 2) and experience (form 3) asking for Likert-style tick-box and free text answers	**Volunteers who want to track skills etc** gain should use this, independently or in discussion with HAR staff / project leads.
#5. Volunteer pre- and post-participation feedback forms	To capture a range of data on the volunteer experience (with longitudinal option).	2 x 2-page pre- and post-participation self-assessment forms asking for Likert-style tick-box and free-text answers about volunteer experience, benefits, attitudes, the future and demographic data.	**All volunteers** should be strongly encouraged to complete both forms. This enables longitudinal tracking, but each can be used standalone.

1. HARAW Tool#1 – Flowchart for integrating wellbeing support into the planning and delivery of HAR interventions

This flowchart is intended to provide a list of the actions needed for HAR volunteering to support wellbeing in volunteers, and to provide a checklist for the completion of those actions to help staff plan, deliver and report.

Integrating volunteer wellbeing into HAR interventions - flowchart

Asset name:
Project name:
Assessor name:
Date (start & finish):

1. Assess all proposed HAR interventions for volunteering potential:	Y/N
a) Identify whether the basic HAR team inputs are in place (identified heritage need; organiser time, intervention action plan)	
b) Assess the capacity of HAR interventions to offer the resources and opportunities needed for purposeful, meaningful volunteer involvement (HARAW Tool#2).	
c) Assess how potential volunteers would be able to connect with heritage and help heritage during their volunteering (HARAW Tool#2).	
d) Identify any barriers to volunteering* and assess whether or not these can be removed or managed to allow volunteering to benefit volunteers.	

2. When planning HAR interventions involving volunteers:	Y/N
a) Ensure volunteer opportunities are inclusive and (where possible) involve potential volunteer communities as co-producers of the project design/planning process.	
b) Ensure the availability of resources and opportunities needed for purposeful, meaningful volunteer involvement (HARAW Tool#2).	
c) Identify the anticipated benefits of participation for volunteers (HARAW Tool#3 lists the most common identified benefits).	
d) Include a promotion strategy for recruiting volunteers focussed on both giving and gaining.	
e) Include a strategy for capturing outcomes/benefits to volunteers (HARAW Tool#3, #4 and #5 can help with this).	
f) Build in flexibility for integrating serendipitous volunteer activity/involvement and capturing unanticipated benefits.	

3. When promoting HAR interventions to volunteers:	Y/N
a) Provide background information about the asset conveying its historical/local/heritage value.	
b) Reach out, specifying how the project needs help from volunteers and explaining why their contribution is needed and important.	
c) Indicate the range of activities (HARAW Tool#2 lists 6 generic activity types) and explain how these may change (and new ones arise) over the course of the project.	
d) Explain the potential wellbeing benefits to volunteers, bearing in mind the different impacts different types of sites and activities are likely to offer.	

e) Explain any post-project legacies to which volunteers might contribute or activities with which they might be involved		

4. When delivering HAR projects involving volunteers:	Y/N
a) Ensure volunteers are aware of the project aims and the benefits to heritage of their volunteering.	
b) Offer support, mentoring, leadership and direction to volunteers and provide as needed and requested.	
c) Be aware of volunteer motivations and aspirations and monitor their experience before, during and after their volunteering (HARAW Tool#3)	
d) Identify any volunteers interested in developing skills / knowledge / experience and monitor their development of these (HARAW Tool#4)	
e) Provide frequent, regular updates (formal and/or informal) for volunteers on the project and the outcomes for heritage.	
f) Be alert and responsive to serendipitous opportunities for additional / new volunteer activity / involvement	
g) Be open to opportunities to identify and capture unanticipated wellbeing benefits to volunteers.	
h) Ask all volunteers to provide feedback when leaving the project / completing their volunteering (at any point in the project lifecycle) (HARAW Tool#5)	

5. When closing HAR projects involving volunteers	Y/N
a) Ensure volunteers know how they have contributed to heritage and what they have achieved though their volunteering.	
b) Run final social 'results' event(s)/activities to present and celebrate the results of the project with communities, involving volunteers as presenters where possible.	
c) Provide information about future heritage volunteering opportunities and advice about successor activities related to the project which is ending.	

6. When evaluating project outcomes and achievements	Y/N
a) Analyse the feedback data (5c,d,g,h) to identify achievements and limitations in supporting wellbeing, to inform future project development and promotion.	
b) Publicise project achievements (heritage asset saved, discoveries made, volunteer contributions etc).	
c) Disseminate the association between wellbeing and HAR volunteering to staff, stakeholders and volunteers to ensure they know appreciate its importance.	

*Known barriers include lack of funds, poor advertising, over-burdened volunteers, seasonality, health risks, negativity around project, poor access, poor communication, off-putting bureaucracy.

It is suggested that all proposed HAR interventions are assessed for their suitability for involving volunteers in ways that are likely to be associated with wellbeing. This may show that some are interventions are not suitable for volunteers because they are unlikely to support wellbeing (if this is the case, it will be difficult to justify volunteers being involved). On the other hand, it may identify others that are suitable which might otherwise have been overlooked.

Actions are listed on the flowchart under six main steps: 1. Assessment; 2. Planning; 3. Promotion; 4. Delivery; 5. Closing; 6. Evaluation. Each step includes a number of actions we recommend should be included under this step, with a box beside each action which can be used check off each action as it is completed.

Staff should work through the flowchart, indicating in the right-hand column whether each action has been completed and when.

Once initial scoping is completed, the flowchart can be used throughout the life-cycle of the intervention to plan and track recommended actions relating to volunteer wellbeing.

1.1. Step 1: Assessment

As noted above, we suggest all proposed HAR interventions are assessed for their potential for supporting wellbeing in volunteers, and the first step in the flowchart includes four actions which will enable staff to do this. The first action relates to inputs from the HAR team (heritage need; organiser time, action plan), of which the only one which may not be in place is organiser time. Actions 2-4 can be carried out using HARAW Tool#2 (see below) and should be a quick process. If interventions are found to be unsuitable for volunteer involvement because they lack the necessary resources and activities, they can either (a) be redesigned and Step 1 repeated, or (b) the decision can be made not to involve volunteers. In the latter circumstance, no further steps on this flowchart need be taken.

1.2. Step 2: Planning

Six actions are listed as reminders that interventions which *will* involve volunteers need to be inclusive; that the resources and opportunities associated with wellbeing need to be available; that the anticipated benefits to volunteers need to be identified; that there need to be agreed strategies for promoting and evaluating the volunteering opportunities; and that flexibility will need to be built in to make use of serendipitous opportunities. 2b, 2c and 2e can make use of HARAW Tools #2, #3, #4 and #5.

1.3. Step 3: Promotion

Five actions are listed here drawn from HARAW insights into people's motivations for volunteering on HAR projects. These suggest it is particularly important to highlight the historic/local/heritage value of the asset; to show how and why the project needs volunteers to help; to show the range of activities available (HARAW Tool#2 lists 6 main types of activity); to highlight the potential wellbeing benefits to volunteers (HARAW Tool#5 Q3, Q4, Q7 and Q8 list the most frequently observed); and post-project legacies volunteers are likely to be able to help generate.

1.4. Step 4: Delivery

Eight actions listed here will ensure volunteers gain the greatest possible wellbeing benefit as they will aware of the value of their input, have the support they want, be able to identify their aims and aspirations so these can be monitored. It is important that all volunteers are asked to provide feedback on their experience.

Longer-term volunteers (more than a few weeks) should be offered the opportunity to have their aims, aspirations and/or skills formally identified and monitored. This should be entirely optional, but if taken up self-assessment reviews should be undertaken using HARAW Tool#3 and HARAW Tool#4 (see below, p 11-20).

All volunteers should be asked to complete a final feedback form (HARAW Tool#5). This asks volunteers to self-report on generic experiences known to be associated with wellbeing (Q3, Q4, Q7 and Q8).

1.5. Step 5: Project closure

The three key actions relating to wellbeing when closing HAR projects are to ensure volunteers are clearly aware of what they have contributed and achieved; to ensure the outcomes of the intervention/volunteering are presented back to local communities, and to ensure volunteers have the chance to explore future opportunities or plans.

1.5. Step 6: Evaluation

The three actions under this final step complete the volunteering cycle as ensuring the project outcomes are analysed using feedback data, publicised and disseminated to stakeholders will help develop future interventions able to attract and benefit an ever more diverse range of volunteers.

1.6. Interpreting data:

If all actions on the flowchart are completed, staff can be confident that the project will have (a) provided volunteers with opportunities and experiences known to be associated with wellbeing and (b) captured outcome data which can be used to show the added public value of the intervention and to design and promote future activities. If staff decide to omit any actions listed on the flowchart, they should use their professional judgement to consider the impact of this on volunteers, on the project and on reporting, and decide whether these actions should be built back into the project. This may not be necessary in all cases but considering options at an early stage will ensure no disadvantage is suffered.

2. HARAW Tool#2 – Framework for scoping resources and opportunities for volunteer wellbeing

This tool is intended to help scope whether a planned HAR intervention is likely to be suitable for volunteers, by ascertaining whether the sorts of resources and opportunities needed to support volunteer wellbeing will be part of the planned intervention.

Scoping for wellbeing using this tool should be carried out as part of the first stage of planning every agreed HAR intervention. Staff should work through the document summarising available resources and opportunities and scoring these according to the guidelines below.

Scoping resources and opportunities for supporting wellbeing in HAR projects						
Project resources			**Project opportunities**			**How volunteers can connect with heritage**
Resources needed	**Project resource details**	**Score /5**	**Opportunities available**	**Project opportunity details**	**Score /5**	
1. Heritage asset (any type or condition) with a need and a historic value / story			1. Opportunities to connect with and learn from heritage / history / archaeology / place			
2. Tasks/roles appropriate to volunteer capacity, interests, aspirations and availability			2. Opportunities to have a positive impact on asset / place / people			
3. Specialist heritage-related advice and expertise available to volunteers			3. Opportunities for public / community engagement			**Connect score** /15
4. Help with project/task management including mentoring/bureaucracy available to volunteers			4. A range of activity types (physically demanding / sedentary, heritage-specific / generic, indoor /outdoor)			**How volunteers can help heritage**
5. Processes for 2-way staff / volunteer communication and capturing feedback			5. Different approaches to activity/volunteer management – supervisor managed and self- directed.			
6. Support for end-of-project closure and reporting			6. Activities which can be scheduled by staff or be timetabled by volunteers			
7. Support for scoping / embedding future activity and continuing involvement			Other			**Contribute score** /15
Resources score total		/35	**Opportunity score total**		/35	**Total score** /100

Scoping using this tool will identify interventions that *are* suitable for volunteers and will also provide a *list* of the anticipated types of wellbeing-associated opportunities which can be used to help plan the intervention. As there are a wide range of such opportunities, scoping is likely to identify volunteer opportunities in HAR interventions which might otherwise have been overlooked: use of this tool should aim to achieve this if possible.

This tool can also be used to structure the project design and to promote volunteering opportunities highlighting the range of opportunities and the likely benefits to volunteers.

On the other hand, scoping may indicate that an HAR intervention is likely *not* to be suitable for volunteers if it does not offer any opportunities shown by the HARAW research to be associated with wellbeing. In this case, professional judgement should be used to ascertain whether (a) alternative activities will be offered which staff consider *are*

likely to support wellbeing therefore the intervention should involve volunteers; or (b) the proposed intervention can be redesigned so that wellbeing-related opportunities are included or (c) the intervention should not involve volunteers. If (c) is the chosen option, then no further steps on this flowchart need be taken.

2.1. Resources:

Seven types of resource were shown by the HARAW research to be necessary for an HAR intervention to be most able to support wellbeing in volunteers: a heritage asset with a recognised need and historic value (all HAR interventions should of course have this); tasks/roles appropriate for volunteers; specialist advice available to volunteers; help with project/task management; feedback processes; support with project closure; and support for post-intervention planning.

For each criterion, the ways in which the intervention will offer this resource should be noted briefly in the column under 'project resource details'. Each resource should be scored out of 5 with 0 = 'none'; 1 = 'insufficient'; 2 = 'limited'; 3 = 'adequate'; 4 = 'good'; and 5 = 'excellent'.

Use of the results should be as follows, bearing in mind that while all of these resources are desirable, not all volunteer-supporting interventions will necessarily need all of these resources as some volunteers/volunteering structures may be very independent.
- All interventions involving volunteers should score 3 or above on criteria 2. and 3.
- If any intervention scores below 2 on more than one category, we recommend careful consideration is given to (a) whether the intervention is suitable for volunteers; or (b) why volunteers do not in this case need these resources.
- If the total score is below 15/35 careful thought be given to whether the intervention is suitable for volunteers as it risks being unable to offer purposeful volunteer involvement which will be meaningful, substantive and impactful to volunteers and others.

2.2. Opportunities:

Six types of opportunity/activity were shown by the HARAW research to be necessary for an HAR intervention to be most able to support wellbeing in volunteers: opportunities to connect with the past, have a positive impact and engage with wider publics; a range of activity types, approaches to volunteer management, and timetabling. If the intervention being scoped offers a unlisted type of opportunity, this can be added into row 7.

For each criterion, the ways in which the intervention will offer this opportunity should be noted briefly in the column under 'project opportunity details'. Each opportunity should be scored out of 5 with 0 = 'nothing'; 1 = 'insufficient'; 2 = 'limited'; 3 = 'adequate'; 4 = 'good'; and 5 = 'excellent'.

Use of the results should be as follows, bearing in mind that any volunteer-supporting intervention can achieve a strong association with wellbeing even if only one or two of these opportunities are available.
- All interventions involving volunteers should score 3 or above on criteria 1. or 2.

- Any intervention involving volunteers should score 4 or more on at least one criterion.
- If the total score is below 9/35 careful thought be given to whether the intervention is suitable for volunteers as it risks being unable to offer purposeful volunteer involvement which will be meaningful, substantive and impactful to volunteers and others.

2.3. Connecting with heritage:

The chance to *connect* with history/archaeology/the past is a unique selling point of heritage volunteering and HARAW research showed this to be a major factor motivating volunteers. In scoping the suitability of an intervention for volunteers, a summary of how it will enable volunteers to connect with heritage should be entered into the upper right-hand column of the scoping document and scored out of 15 where 0-5 = 'very limited, superficial or non-existent engagement with history/archaeology/the past'; 6-10 = 'fair degree of engagement...'; and 11-15 = 'very extensive or deep engagement....

Interventions scoring 5 or below are unlikely to be suitable for volunteers as they risk being unable to offer involvement which will be meaningful and substantive to volunteers.

2.4. Helping heritage:

The chance to *help* heritage is another unique selling point of much heritage volunteering (and especially of HAR interventions), and was shown by HARAW research to be a major factor motivating volunteers. There are many ways in which volunteers can make a difference, such as restoring physical condition to welcoming visitors (amongst many more). In scoping the suitability of an intervention for volunteers, a summary of how volunteers will be able to help heritage should be entered into the lower right-hand column of the scoping document. This should be scored out of 15 where 0-5 = 'volunteers' contribution can make little or no difference to heritage or people's engagement with it'; 6-10 = 'volunteers can make a reasonable difference...'; and 11-15 = 'volunteers can make a significant or transformative difference...'.

Interventions scoring 5 or below are unlikely to be suitable for volunteers as they risk being unable to offer involvement which will be substantive and impactful to volunteers and others.

2.5 Interpreting results:

As a rule, the overall score (out of 100) is less important than individual criterion scores in determining whether an intervention is likely to be able to support wellbeing in volunteers. This is because some interventions will offer opportunities which, while they may be narrow and have limited support available, are nonetheless very well-suited to a particular identified volunteer audience. Nonetheless, an overall score below about 35/100 should prompt careful consideration whether the intervention is suitable for volunteers. If this indicates that it *is*, then an explanation should be given.

If scoping indicates that the intervention *should* go ahead *with* volunteers, the scoping document will help with project planning/tendering, promotion and delivery as the

activities and opportunities likely to be associated with wellbeing will have been clearly identified.

If scoping indicates that interventions are *not* suitable for volunteer involvement (because they have been shown to lack the necessary resources, activities and/or opportunities to connect with or help heritage), they can either be redesigned (and scoping repeated), or the decision can be taken that they should go ahead without involving volunteers.

3. HARAW Tool#3 – Framework for monitoring the volunteer experience

This tool is intended to help support volunteer wellbeing by identifying volunteers' motivations and priorities for their volunteering; monitoring their actual experience; and recording their feelings about this. The aim is to record whether volunteers experience outcomes known to be associated with wellbeing, and to capture data on the impact of this. The framework is structured around the 19 outcomes associated with wellbeing in HAR volunteers in the HARAW research.

All people volunteering **for more than two weeks** should be offered the chance to have their experience monitored at the beginning and end of their volunteering (using Tool#3). Staff should explain to volunteers that completing the form is **entirely optional** and that it is intended to help ensure they have the best possible volunteering experience by monitoring the sorts of activities and outcomes they are experiencing. Volunteers should be advised that the form is likely to take 15-30 minutes to complete, to give them the chance to set aside time and put the kettle on before starting. (NB Even if volunteers *do* opt to complete this survey, they should also be asked to complete the general pre- and post-participation surveys (HARAW Tool#5)).

People who do opt in and are volunteering on longer-term programmes (more than one month) should additionally be asked to complete the two-page **Interim** survey midway through their volunteering or annually (whichever is most frequent).

Volunteers may complete the monitoring form themselves (on paper or online), alternatively staff can go through the questions with them if this is preferred by volunteers. Completing the surveys in face-to-face meetings will allow volunteers to discuss aspirations and issues more informally with staff, while completing surveys in private offers anonymity and may elicit more frank responses less affected by social

desirability bias. Decisions about which approach to use will depend on individual circumstances and management styles.

The forms include some questions requiring tick-box answers and others requiring free-text answers. Each of the Commencement, Completion and Interim Surveys includes a box at the bottom of page 2 for volunteers to create a unique personal identification code. This allows responses can be provided anonymously while still allowing responses over time from the same volunteer to be tracked.

3.1. Commencement survey:

The Commencement Survey aims to establish a baseline for volunteers' aspirations and priorities.

On page 1 in column 1, volunteers are asked why they are interested in this project/ activity and invited to tick as many of 14 options (identified as frequent motivations in HARAW research), and add any additional reasons. Tick box responses should be quick and easy to answer, and volunteers should be advised that they don't need to spend too much time agonising over these answers, gut feeling usually provides the most accurate response. These questions are only asked in the commencement survey, and the answers may help target future opportunities and potential volunteers.

On page 1 in column 2, volunteers are asked to consider their aspirations with reference to 19 frequent (wellbeing-associated) outcomes of HAR volunteering and to indicate whether or not each is a priority/high priority/not a priority for them. Again, tick box responses should be answered quickly without too much soul-searching. These questions are repeated in the interim and completion surveys so that volunteers' experience can be tracked.

Page 1 provides baseline **quantitative** data which can be compared with interim and completion surveys.

Page 2 of the Commencement Survey (Q 20-23) gives volunteers the chance to write in their own words (should they wish to) about what they are looking forward to in their volunteering; any concerns they have; anything they would particularly like to do; and anything else they would like staff to be aware of. Answers to these questions provide **qualitative** data which may add detail and nuance to the quantitative responses from page 1.

The final questions ask for project name, date of response and the respondent's unique id. code so that they can be to responses in subsequent surveys. Respondents have the chance to provide contact details if they wish to discuss any response, but providing this information is strictly optional.

Responses from the Commencement Survey should be saved for reference and/or entered onto a spreadsheet to enable easy tracking.

3.2. Interim survey:

The **interim** survey is intended to allow staff to monitor the extent to which volunteers' priorities are being met in their volunteering and assess whether they have experienced

outcomes know to be associated with wellbeing. The Interim Survey should be completed by volunteers at the mid-point in their volunteering or annually, whichever is the most frequent. The unique id. code allows Interim Survey responses to be matched to Commencement Survey responses without compromising volunteer anonymity.

Page 1 of the Interim Survey asks volunteers to tick which of the 19 frequent (wellbeing-associated) outcomes of HAR volunteering are *now* (still) a priority for them and indicate how often they are experiencing each one and how they feel about this (positive, neutral or negative). Again, tick box responses can be answered quickly without too much soul-searching. These questions are repeated in the Completion Survey so that volunteers' experience can be tracked. They provide **quantitative** data on the volunteer experience, focussed on outcomes known to be associated with wellbeing.

Page 2 of the Interim Survey asks for free-text answers following up Q20-23 in the commencement survey. The interim survey adds two more (Q24 and 25) asking how volunteers feel about the opportunities they have had to *connect* with and *help* heritage. This is an important part of the HAR volunteering offer, strongly associated with volunteer motivation and wellbeing, and responses to Q24 and Q25 provide qualitative data recording volunteers' feelings about this.

The Page 2 free-text responses will add **qualitative** detail and context to the quantitative data from Page 1.

Responses from the Interim Survey should be saved for reference and/or entered onto a spreadsheet to enable easy tracking.

3.3. Completion survey

The Completion Survey is intended to allow staff to record the extent to which volunteers' priorities were met during their volunteering and to identify whether they have experienced outcomes associated with wellbeing. It should be completed by volunteers at the end of their volunteering. The unique id. code allows Completion Survey responses to be matched to responses in the Commencement and Interim Surveys without compromising volunteer anonymity.

Page 1 of the Completion Survey asks volunteers to tick which of the 19 frequent (wellbeing-associated) outcomes of HAR volunteering were a priority for them and indicate how often they experienced each one and how they feel about this (positive, neutral or negative). Again, tick box responses can be answered quickly without lengthy consideration. These questions provide **quantitative** data on the volunteer experience.

Page 2 of the Completion Survey asks for free-text answers exploring volunteers' feelings about their volunteering experience, specifically following up interim questions about connecting with and helping (Q23 and Q24) and asking about wellbeing.

The Page 2 free-text responses will add **qualitative** detail and context to the quantitative data from Page 1.

Responses from the **completion** survey should be saved for reference and/or entered onto a spreadsheet to enable evaluation.

3.4. Interpreting results

Responses from the commencement survey should be reviewed to identify outcomes that are a high priority for the volunteer and match these against planned intervention activities to ensure volunteers will have opportunities to fulfil their aspirations. If there is a poor match (ie if suitable opportunities to fulfil high priority outcomes are not offered in the particular project), volunteer expectations may need to be discussed with the volunteer.

Responses from the interim survey/s can be matched to those from the commencement survey by using the unique volunteer id. code, providing longitudinal data. Responses and trends should be reviewed to identify whether outcomes identified as priorities in the commencement survey are (a) being experienced and (b) how volunteers feel about this. All 19 tick box outcomes are known to be associated with wellbeing, therefore if volunteers are experiencing any of these outcomes often or very often, and feel positive about this, it can be inferred that their volunteering is associated with wellbeing. Bear in mind that experiencing just one or two or these outcomes, if viewed positively, is evidence that volunteering is associated with wellbeing.

Free-text responses can be analysed for positive and negative associations relating to wellbeing, and also to identify any actions requested.

Within individual responses, if comparative analysis shows that high priorities from the commencement survey are rarely being experienced and/or feelings about this are negative, then staff should consider whether any ameliorative action is needed to tackle this. Any responses which tick 'negative' in answer to the 'How do you feel about this?' question should be noted and consideration should be given to whether any issues need to be addressed. If a volunteer is feeling negative about something they are *rarely* experiencing they may want to do more of this and if they have chosen to give details which allow them to be contacted, this should be discussed with them. If a volunteer is feeling negative about something they are *often* experiencing there may be an issue with the ways activities are being experienced, and if volunteers have chosen to give details which allow them to be contacted, this should be discussed with them. A *large proportion* of low-positivity responses (rarely/neutral/negative) may be a more serious sign that a volunteer is not having a positive experience.

If low-positivity responses are replicated across *numerous different respondents* then consideration might need to be given to addressing the way volunteer activities are designed and run.

Responses from the completion survey will provide quantitative data on how often volunteers experienced different sorts of wellbeing and how they felt about this. Frequency is less important than feeling in determining how successful the intervention has been in supporting wellbeing. A good outcome will be one with few or no negative responses to the 'How do you feel about this?' question. A very good outcome will be if the majority of the responses to this question are positive. These data can be used to report on the wellbeing outcomes of the HAR intervention overall, which can if desired be compared with other interventions where the same data has been collected. Analysis of the 19 outcomes will also help staff characterise the particular wellbeing associations

of this intervention, under the six HARAW themes (1-3 = 'purpose'; 4-6 = 'being'; 7-9 = 'capacity'; 10-12 = 'sharing'; 13-15 = 'self-nurture'; 16-19 = 'self-actualisation') or with reference to NEF/NHS domains ('connect with others'; 'be physically active'; 'give'; 'learn', 'be mindful').

A **longitudinal** perspective on volunteer responses can be gained by using the unique volunteer id. code to match individual responses from the **commencement, interim** and **completion** surveys. This can show whether outcomes that were priorities for volunteers were in fact experienced, and how volunteers felt about this. It can also show whether (and if so, how) volunteers' priorities changed over the course of their volunteering, offering insights into the impact of volunteering. A good outcome will be one in which most of the volunteers' priorities were experienced and volunteers mostly felt positive about this. A very good outcome will be one in which all of the volunteers priorities were experienced and felt positive about all of these.

Qualitative data from free-text responses can add nuance and detail to this reporting, and may be particularly useful for eliciting the particular impact of being close to heritage and helping heritage. They can be analysed for positive and negative associations relating to wellbeing and may also provide quotable material that can be used in reports and/or to promote future HAR projects.

4. HARAW Tool#4 – Framework for tracking the development of skills, knowledge and work experience by volunteers

HARAW research showed that some volunteers are motivated by a desire to build personal capacity (ie 'ability to do a particular thing') and that achieving this was associated with wellbeing. Some volunteers may wish their progress to be formally tracked, and HARAW Tool#4 offers a flexible light-touch means to do this. It provides a framework for volunteers to choose the skills, knowledge and/or work/life experience they want to develop, and to self-report quantitative measures and qualitative comments at self-selected intervals (independently or in discussion with their mentor/team leader/other person). Reviews provides an opportunity to discuss progress, and tracking data enables staff to monitor the effectiveness of the HAR opportunities in helping volunteers build personal capacity.

The aim of tracking is to *support* volunteers, so every opportunity should be taken to discuss aspirations and progress in ways which will encourage, motivate and reward volunteers and enable them to achieve the best possible outcomes.

Tool#4 comprises three forms: 1. Skills; 2. Knowledge and 3. Work/life experience. Some volunteers may want to use all three forms (ie tracking development of skills, knowledge *and* work/life experience), others only one or two. Each form is provided in the Toolkit as a single three-page document, but digital copies can be edited to include only one page (ie skills, knowledge *or* workplace experience) and/or multiple copies of these for longitudinal tracking of responses over time.

Self-assessment and/or mentor reviewing: Each form can either be completed by volunteers independently simply for use as a personal record; or completed by volunteers in consultation with project staff to create a formal record which allows volunteer development to be tracked and volunteers' comments to be discussed.

Review frequency: Professional judgement will be needed to decide the frequency with which reviews are conducted, as this will depend on factors such as the capacity being developed, anticipated length of volunteering etc: every circumstance may be different. At the very least, reviews should be conducted annually or at the beginning, mid-point and end of volunteering/development of this capacity (whichever is the most frequent). Some volunteers/circumstances may require more frequent progress reviews.

Notes below explain how to use the forms to track the development of skills, knowledge and work/life experience: these are described separately, although the process is broadly the same in each.

4.1. Skills

First assessment: When completing this form for the first time, volunteers can identify the skill/s they would like to develop (or staff can suggest options) and write these into column 1. These may be heritage-related skills (eg vegetation clearing, lime mortaring) and/or generic/transferrable skills (eg verbal communication, using word processing software), but they should be skills that volunteers can acquire as part of their volunteering. Each different skill should be added on a new line (the Word document can be extended to include more than six skills if required).

For each skill listed, volunteers should self-assess the level they feel their competence to be by placing a tick in one of the five 'current level' columns (1 = 'no competence'; 2 = 'very little competence'; 3 = 'some competence'; 4 = 'good competence'; 5 = 'excellent competence'). If they have opted to complete the form in discussion with a mentor / reviewer, they can discuss this assessment together. (NB The first time this form is completed, it would be expected that no skill would be top-rated (excellent), as this would indicate there was no need/little scope for further development). This part of the form provides quantitative data which can be compared with subsequent reviews.

Volunteers can then add any comments they want to about each skill in free-text responses on each row. If they are completing the form with a mentor/reviewer, then the latter can also record any comments. Volunteers can then use the lower row to comment overall on how they feel about their skills and their aspirations regarding developing these further or using them. These sections provide qualitative data which can add detail and nuance to understanding of the impact of volunteering.

At the bottom of the form, volunteers should add their name and the date the form was completed. If a mentor/reviewer has been involved, they should add their name and ensure they keep a copy of the form.

Progress reviewing: To review progress, a copy of the form should be made including the skill/s from the first form in column 1. If volunteers have identified any additional skills since the previous review that they would like to track, these can be added into new rows on the form. The assessment process should then be carried out as before by placing a tick in one of the five 'current level' columns and adding free text comments on progress and aspirations, name and date. As before, this process can be completed by volunteers independently or in discussion with a mentor/reviewer.

If reviewing is being done in discussion with mentors/reviewers, they should keep copies of each review form completed and enter quantitative data into a spreadsheet to enable progress to be tracked.

4.2. Knowledge

First assessment: When completing this form for the first time, volunteers can identify the topic/area of knowledge they would like to develop (or staff can suggest options) and write these into column 1. Topics may be as general (eg history) or specific (about a single artefact) as volunteers want, but they should be subjects which volunteers can learn about either as part of their volunteering or through independent study. Each different topic should be added on a new line (the word document can be extended to include more than six topics if required).

For each topic listed, volunteers should self-assess the level they feel their knowledge to be by placing a tick in one of the five 'current level' columns (1 = 'none/minimal'; 2 = 'limited'; 3 = 'adequate'; 4 = 'good'; 5 = 'excellent'). If they have opted to complete the form in discussion with a mentor/reviewer, they can discuss this assessment together. (NB The first time this form is completed, it would be expected that no listed subject would be top-rated (excellent), as this would indicate there was no need/little scope for further development). This part of the form provides quantitative data which can be compared with subsequent reviews.

Volunteers can then add any comments they want to about each subject in free-text responses on each row. If they are completing the form with a mentor/reviewer, then the latter can also record any comments. Volunteers can then use the lower row to comment overall on how they feel about this knowledge and their aspirations regarding developing it further or using it. These sections provide qualitative data which can add detail and nuance to understanding of the impact of volunteering.

At the bottom of the form, volunteers should add their name and the date the form was completed. If a mentor/reviewer has been involved, they should add their name and ensure they keep a copy of the form.

Progress reviewing: To review progress, a copy of the form should be made including the subjects from the first form in column 1. If volunteers have identified any additional subjects/areas since the previous review that they would like to learn about, these can be added into new rows on the form. The assessment process should then be carried out as before by placing a tick in one of the five 'current level' columns and adding free text comments on progress and aspirations, name and date. As with 'skills' tracking, this process can be completed by volunteers independently or in discussion with a mentor/reviewer.

If reviewing is being done in discussion with mentors/reviewers, they should keep copies of each review form completed and enter quantitative data into a spreadsheet to enable progress to be tracked.

4.3. Work/life experience

First assessment: When completing this form for the first time, volunteers can identify the aspect/s of work/life experience they would like to develop (or staff can suggest

options) and write these into column 1. These may relate to work experience (eg writing a project design) or life experience (eg help someone, do something you've never done before) and be heritage-specific (eg take part in an archaeological dig) or general (eg run a social media account), but they should be activities that volunteers can experience as part of their volunteering. Each different work/life experience should be added on a new line (the word document can be extended to include more than six topic if required).

For each area listed, volunteers should self-assess their current level of experience by placing a tick in one of the five 'current level' columns (1 =' no experience'; 2 = 'minimal experience'; 3 = 'some experience'; 4 = 'quite a lot of experience'; 5 = 'a lot of experience'). If volunteers have opted to complete the form in discussion with a mentor/reviewer, they can discuss this assessment together. (NB The first time this form is completed, it would be expected that no listed experience would be top-rated (a lot), as this would indicate there was no need/little scope for further development). This part of the form provides quantitative data which can be compared with subsequent reviews.

Volunteers can then add any comments they want to about each area in free-text responses on each row. If they are completing the form with a mentor/reviewer, then the latter can also record any comments. Volunteers can then use the lower row to comment overall on how they feel about this area of experience and their aspirations regarding developing it further or using it. These sections provide qualitative data which can add detail and nuance to understanding of the impact of volunteering.

At the bottom of the form, volunteers should add their name and the date the form was completed. If a mentor/reviewer has been involved, they should add their name and ensure they keep a copy of the form.

Progress reviewing: To review progress, a copy of the form should be made including the listed areas of experience from the first form in column 1. If volunteers have identified any additional experience since the previous review that they would like to gain, this can be added into new rows on the form. The assessment process should then be carried out as before by placing a tick in one of the five 'current level' columns and adding free text comments on progress and aspirations, name and date. As before, this process can be completed by volunteers independently or in discussion with a mentor/reviewer.

If reviewing is being done in discussion with mentors/reviewers, they should keep copies of each review form completed and enter quantitative data into a spreadsheet to enable progress to be tracked.

4.5. Interpreting results:

During each review, if a mentor/reviewer is involved they should discuss level scores and comments by volunteers compare the latest assessments with earlier one/s for each skill/knowledge subject/area of experience. The quantitative ('current level') data can be compared to identify trends over time - entering these onto a spreadsheet can be helpful for this, especially with larger numbers of volunteers.

The discussion/comments should be reviewed to identify whether the volunteer is making progress they are happy with. Responses can be analysed for positivity and negativity, and associations relating to wellbeing. They may also provide quotable

material that can be used, anonymised or with the respondent's permission, to promote the project if it is ongoing.

A good outcome will be where volunteers at each review feel they have the same or increased level of competence, knowledge or experience as before in all areas targeted for development and most comments are positive. A very good outcome will be where volunteers feel they have an increased level in all/ nearly all areas and comments are all/ nearly all positive. If a good outcome is *not* achieved (ie 'current level' assessments are declining over time and/or comments are frequently negative), consideration should be given to whether (a) volunteer expectations need to be discussed or (b) changes need to be made to the volunteering activities.

4.4. Completion:

The process of tracking the development of skills, knowledge and experience may either continue until the end of a pre-determined period of time; or extend over the whole period of the volunteering; or continue until the volunteer has achieved a level they are satisfied with. Deciding which of these options to adopt should be based on volunteer preferences or particular HAR programme circumstances.

Volunteers should be offered a written summary of their achievements after the completion review. This may be provided in an adapted version of the review forms, including each skill/topic/area of work/life experience.

A **longitudinal** perspective on volunteer responses can be gained by comparing individual responses from the **commencement, interim** and **completion** surveys. This can show whether outcomes that were priorities for volunteers were in fact experienced, and how volunteers felt about this. It can also show whether (and if so, how) volunteers' priorities changed over the course of their volunteering, offering insights into the impact of volunteering.

Data on volunteer progress can be useful (a) as a measure of volunteer satisfaction/ self-esteem/ self-fulfilment, important aspects of wellbeing; (b) for assessing the impact of the volunteering; and (c) for providing references if required. As doing and learning something new has been shown by the HARAW research to be associated with wellbeing, if this has been achieved then it can be inferred that wellbeing has been supported.

5. HARAW Tool#5 – Volunteer pre- and post-participation survey

This is a general survey which **all volunteers** should be **strongly encouraged** to complete. It is the simplest and easiest way to capture a large amount of information on the volunteer experience, including key data about wellbeing and activities known to be associated with wellbeing.

The survey is structured in two parts. Part 1 (pages 1-2), the pre-participation survey, is for completion by volunteers at the **start** of their volunteering, Part 2 (pages 3-4), the post-participation survey, at the **end** of volunteering Volunteers should be asked to complete both parts, unless there is low tolerance for form-filling in which case the Post-Participation Survey can be used alone. Used standalone, the Post-Participation Survey can be record volunteer experience and outcomes but not to measure change over time.

If **both parts** of the survey (pre- and post-) are completed, responses can be compared over time, both at cohort level and individually if the unique identity code is supplied in both surveys.

However, *if unavoidable*, the **Post-Participation Survey** (3-4) has been designed to be used **standalone** to capture data that will be useful for evaluating experience and outcomes. Using only the Post-Participation Survey has the advantage that volunteers will only be asked to fill in one form, on just one occasion (as they finish their volunteering), and it can also be used to capture data from volunteers who, for any reason, did not complete the Pre-Participation Survey – perhaps because they joined unexpectedly, or late, or when staff were not present to ask them to complete the pre-participation survey. In this case, it will not be possible to track longitudinal

change/impact, and it should be noted that inferences reliant solely on self-reported opinion at one time point are more susceptible to recollection/response bias.

If only the **Pre-Participation Survey** is completed (which may happen if volunteers leave unexpectedly or when staff were not present to ask them to complete the post-participation survey), data can nonetheless provide insights into volunteers' motivations, interests and priorities for their volunteering, and on attrition rates (non-completion of second survey). This may be more useful if demographic data requested on p2 has been provided.

Staff should explain to volunteers that completing the form is **optional** but that it will be very helpful indeed, as it will help Historic England understand what people want from their volunteering, what its impact is (particularly in relation to wellbeing) and ensure that strengths are built on and issues addressed.

Volunteers should be assured that all responses are **anonymous** and any personal data given at the end of the form (age, gender, ethnicity etc) will be used to assess wider demographic trends, not to identify individuals.

Volunteers should be advised that the form is likely to take **15-30 minutes** to complete, to give them the chance to set aside time and put the kettle on before starting

Volunteers should be given the option to complete this form **in-person or online** (using an emailed copy of the form or an online platform such as Microsoft Forms). If the forms are being completed in-person, paper copies can be used, but completion rates may be higher (and response bias lower) if digital/online options for completion are also available.

5.1. Pre-participation survey

The Pre-Participation Survey comprises seven questions requiring free-text and Likert stye tick-box responses about motivations for volunteering; current wellbeing-related behaviour; attitudes to heritage; personal aspirations for volunteering; and anonymous demographic information. Throughout, the focus is on experience and aspirations not emotional state.

All volunteers should be asked to complete the pre-participation survey, whether they expect to volunteer for just a few hours or for years.

The survey should be completed **before their volunteering** starts (at the **beginning of their first session** if it is not possible to send the survey out before). This may be done in person or online.

The aim is to capture data on volunteers' prior experience, aims and aspirations including baseline data that can be compared the Post-Participation Survey to assess the impact of volunteering. Even if volunteers do *not* ultimately complete the post-participation survey, the Pre-Participation Survey will still provide useful data on volunteer motivations and aspirations which will aid planning during the intervention and promoting the volunteering to others.

At the beginning of the Pre-Participation Survey volunteers are asked to create a **unique anonymous identity code**. This is used to match responses given by the same person in pre- and post-participation surveys without asking people to enter their name, thus preserving respondent anonymity.

Questions 1-3 focus on **current motivations, expectations and attitudes**. Questions 1 and 2 invite free-text responses about respondents' motivations for (Q1) and expectations of (Q2) volunteering. Question 3 asks about attitudes to heritage, history, archaeology and place, inviting respondents to indicate on a 5-point Likert scale how much they agree or disagree with four statements.

Questions 4 and 5 focus on **pre-volunteering activity related to wellbeing**. Question 4 asks how often respondents engage in the five sorts of activity **NEF/NHS** recommend to support wellbeing (connecting with others; being physically active; learning; giving; and enjoying the moment). Response options on the Likert scale are (1 = 'never'; 2 = 'hardly ever'; 3 = 'sometimes'; 3 = 'quite often'; 5 = 'all or almost all the time').

Question 5 is structured around the six themes identified in HARAW research as **associating wellbeing specifically with heritage volunteering**: 1. Purpose (doing meaningful activity which benefits someone other than me); 2. Being (doing things that suit personal interests and attitudes to life); 3. Capacity (developing new skills, knowledge or experience); 4. Sharing (doing/sharing things with other people); self-nurture (doing oneself good); self-fulfilment (fulfilling aspirations). Respondents are asked to indicate how much they would like to have these opportunities in their volunteering, with responses given on a Likert scale in which 1 = 'very unimportant to me'; 2 = 'unimportant to me'; 3 = 'not sure'; 3 = 'important to me'; 5 = 'very important to me'.

Question 6 asks respondents to indicate how important they think the development of skills, knowledge and experience are for them during their volunteering. Respondents are asked to indicate how much they would like to have these opportunities in their volunteering, with responses given on a Likert scale in which 1 = 'very unimportant to me'; 2 = 'unimportant to me'; 3 = 'not sure'; 3 = 'important to me'; 5 = 'very important to me'.

The questions on **page 2** ask firstly about place/date of volunteering as (a) this information can be used together with the unique id. code to match responses by the same person in pre- and post-participation surveys; (b) if general patterns are observed in responses (eg lots of volunteers interested in a particular thing), staff will be able to identify the project to which these relate; (c) comparisons can be made between different projects. The remainder of the questions in this section are about identity (gender, ethnicity, age, special needs, nationality, group membership, occupation and previous interest in heritage). This information can help Historic England identify who is taking part in volunteering opportunities and whether any engagement gaps exist.

5.2. Post-participation survey

The Post-Participation Survey comprises ten questions requiring free-text and Likert stye tick-box responses. Throughout, the focus is on experience rather than emotional state. The aim is to capture data which can be compared with responses in the Pre-

Participation Survey so outcomes can be identified and the impact of volunteering can be measured. However, if volunteers have not completed the pre-participation survey, the Post-Participation Survey will also provide useful data on the outcomes and impact of volunteering and will work as a standalone survey.

All volunteers should be asked to complete the post-participation survey, whether their volunteering has lasted for just a few hours or for years, and whether or not they completed a pre-participation survey. Staff may find it useful to invite people whose volunteering lasts for more than a year to complete post-participation survey/s midway or annually, whichever is the most frequent.

If staff choose to restrict the number of surveys that volunteers are asked to complete to **just one**, completed at a single time point, **this Post-Participation Survey is the one to use**.

At the beginning of the Post-Participation Survey volunteers are asked to re-create their unique anonymous identity code – this will be the same as in the Pre-Participation Survey (none of the data will have changed) so can be used to match responses given by the same person in both surveys without compromising people's anonymity.

Questions 1-2 ask respondents to **rate their volunteering experience** overall and in relation to their expectations, using five-point Likert scales from lowest to highest.

Question 3 asks about post-volunteering **attitudes to heritage, history, archaeology and place**, inviting respondents to indicate on a 5-point Likert scale how much they agree or disagree with four statements. This is the same as Question 3 in the Pre-Participation Survey so that responses can be compared and any changes over time which may relate to the volunteering can be identified.

Question 4 asks how often during their volunteering respondents engaged in the five sorts of **NEF/NHS-recommended wellbeing activity**. Again, this is the same question as in the Pre-Participation Survey so that any changes over time in responses can be identified.

Questions 5 and 6 focus on the **wellbeing benefits volunteers have gained** with reference to activities known from the HARAW research to be associated with wellbeing in HAR volunteers (Q5), and skills, knowledge and work/life experience specifically (Q6). Again these are the same questions as in the Pre-Participation Survey so that responses can be compared.

Questions 7 and 8 ask for **free-text responses about the volunteering experience**, in order to capture qualitative data which can add context, detail and nuance to the quantitative responses from Questions 1-6. Question 7 asks specifically about the impact of volunteering on wellbeing, Question 8 gives volunteers the opportunity to make any other comments about their volunteering, making it clear these can include positive and negative comments.

Question 9 asks for tick-box and free-text responses about the impact volunteers expect to have on their interest in heritage in the future, and their attitude to volunteering on a heritage project (for themselves and others)

Question 10 repeats the same demographic questions as in the Pre-Participation Survey so that this contextual data is captured whether or not respondents completed the earlier survey when they started volunteering.

5.3. Interpreting results

Data from the pre- and post-participation surveys can be analysed to show the impact of volunteering on individuals (if the pre- and post- responses are matched using the unique id. codes) and on entire cohorts.

Question 1 shows how much volunteers enjoyed their volunteering – such response are often quite positive, thus at least 60% would be expected to return positive ('excellent' and 'good') responses in a successful programme. If responses include a combination of in-person and digital/online returns, it can be useful to compare data to see if the survey format is influencing returns - people are often more inclined to give a more positive response if staff they know (and may want to please/not let down) are physically present when responses are being given (social desirability bias).

Question 2 asks volunteers how their volunteering compared to their expectations. The experience of having one's expectations exceeded can be important in positively affecting people's sense of optimism and willingness to try something new in the future (both associated with wellbeing) so high numbers of positive ('more'/'lot more') responses should be noted. It is also useful to contextualise Q2 responses with Q1 response, because a response indicating someone enjoyed it as much as they expected can be interpreted much more positively if their overall rating is 'excellent' than if it is 'very poor'.

Question 3 is asked in both pre- and post-participation surveys. Any changes in attitude over the period of the volunteering can be measured by comparing pre- and post- scores. Here the range (difference between lowest and highest score) is 5, and change can be calculated by subtracting the pre-participation score from the post-participation score: if the answer is a positive number this represents a positive change (eg if the pre-participation score was 2 and the post- participation score 5, there is a positive change of +3). Change can be measured across all 4 Q3 statements in the same respondent (eg post participation score (5+4+5+4) – (2+1+2+1) = 12 so the total positive change is +12. Positive changes in interest and engagement with heritage and place and community is likely to be associated with raised wellbeing. They also provide useful evidence for the value to *heritage* of the volunteering, because people who feel more interested and engaged with heritage are more likely to support it in other ways.

If pre- and post-participation surveys have been completed by a number of volunteers then responses can be averaged by totalling the sum of positive change scores and dividing this by the number of volunteers. The percentage of scores at different levels at different times can also be compared (eg 30% of respondents make have ticked 'important to me', 'excellent' and 'very often' in the pre-participation survey, but 70 did so in the post-participation survey). This can also show the impact of the volunteering at cohort level, and be used to compare different projects.

If a larger number of volunteers have completed both surveys, responses can be compared between different demographic groups to spot any patterns. (Conventionally at least 100 responses would be needed for this sort of quantitative analysis to have

serious validity, but if responses have been received from a high proportion of volunteers then smaller numbers can be acceptable.)

When reporting on the impact of the project using comparative statistics from the pre- and post-participation form, it is important to bear in mind that this does not constitute *proof* that any observed change (positive or negative) is *caused by* the volunteering, unless volunteers have done literally nothing else than volunteer (and had no contact with the outside world) in the period between completing the two surveys (this is of course extremely unlikely ever to happen). For example, the impact of Covid19 could have caused people to feel more interested in heritage because they had more time to read about it under lockdown. However, the larger the cohort, the more reasonable it is to infer that the volunteering is likely to be the cause of any change observed across the cohort, as the volunteering is more likely to be the one thing all will have in common (going back to the example above , not all volunteers may have had more time to read during lockdown as some may have been key workers).

Question 4 is also the same in both pre- and post- surveys, thus the frequency with which volunteers have been engaging in the five 'steps' recommended by NEF/NHS for wellbeing before and during volunteering can be compared. Change can be calculated in the same way as for question 3, with the same caveats regarding small datasets and relating cause and effect. A positive change in the frequency with which volunteers have been able to engage in any of these five activities is likely to be associated with increased wellbeing. With larger datasets, any differences between the averaged scores for different domains can be noted, and may be useful for promoting future HAR activity of a similar nature. Likewise, any differences between different demographic groups.

Exactly the same principles apply to Question 5, focussed on heritage-related wellbeing associations. A positive change in the frequency with which volunteers have been able to experience any of the six listed outcomes is likely to be associated with increased wellbeing. With larger datasets, any differences between the averaged scores for different themes can be noted, and may be useful for promoting future HAR activity of a similar nature. Likewise, any differences between different demographic groups.

Questions 7-9 provide self-reported qualitative data reflecting back on the volunteer experience and considering aspects of future impact. Question 7 is about wellbeing specifically (defined in the question as 'feeling good or functioning well'). Responses to Q7-9 may be affected by volunteers' thoughts while answering questions 3-6, or may focus on something completely different. Responses to these questions may add context and nuance to patterns seen in the quantitative data; may highlight specific strengths or weaknesses in the volunteering programme; and/or may provide comments that can usefully be quoted (anonymised) in reports and in developing future volunteer recruitment programmes, particularly if specific (eg under-represented) sectors are to be targeted. Question 9 may also offer some useful statistical data, eg that XX% of volunteers would recommend this volunteering to others.

5.4. Conclusion

Overall, the Pre- and Post-Participation Survey is a powerful tool which can be pragmatically adapted to the realities of data collection using survey forms to provide a range of quantitative and qualitative data. These can be related to known wellbeing-associated outcomes and can be analysed and cross-contextualised with text-based

comments to provide robust evidence for the impact of interventions of any type and length involving volunteers.

HARAW Tool#1

Integrating volunteer wellbeing into HAR interventions - flowchart

Asset name:	Assessor name:
Project name:	Date (start & finish):

1. Assess all proposed HAR interventions for volunteering potential:	Y/N
a) Identify whether the basic **HAR team inputs** are in place (identified heritage need; organiser time, intervention action plan)	
b) Assess the capacity of HAR interventions to offer the **resources** and **opportunities** needed for purposeful, meaningful volunteer involvement (**HARAW Tool#2**).	
c) Assess how potential volunteers would be able to **connect** with heritage and **help** heritage during their volunteering (**HARAW Tool#2**).	
d) Identify any **barriers** to volunteering* and assess whether or not these can be removed or managed to allow volunteering to benefit volunteers.	

2. When planning HAR interventions involving volunteers:	Y/N
a) Ensure volunteer opportunities are **inclusive** and (where possible) involve potential volunteer communities as co-producers of the project design/planning process.	
b) Ensure the availability of **resources** and **opportunities** needed for purposeful, meaningful volunteer involvement (**HARAW Tool#2**).	
c) Identify the anticipated **benefits of participation for volunteers** (**HARAW Tool#3** lists the most common identified benefits).	
d) Include a **promotion strategy** for recruiting volunteers focussed on both giving and gaining.	
e) Include a **strategy for capturing outcomes/benefits** to volunteers (**HARAW Tool#3, #4** and **#5** can help with this).	
f) Build in **flexibility** for integrating serendipitous volunteer activity/involvement and capturing unanticipated benefits.	

3. When promoting HAR interventions to volunteers:	Y/N
a) Provide background information about the asset conveying its **historical/local/heritage value**.	
b) Reach out, specifying **how the project needs help** from volunteers and explaining why their contribution is needed and important.	
c) Indicate the **range of activities** (HARAW Tool#2 lists 6 generic activity types) and explain how these may change (and new ones arise) over the course of the project.	
d) Explain the potential **wellbeing benefits to volunteers**, bearing in mind the different impacts different types of sites and activities are likely to offer.	

e)	Explain any **post-project legacies** to which volunteers might contribute or activities with which they might be involved	

4. When <u>delivering</u> HAR projects involving volunteers:	**Y/N**

a)	Ensure **volunteers are aware of the project aims** and the benefits to heritage of their volunteering.	
b)	Offer **support, mentoring, leadership and direction** to volunteers and provide as needed and requested.	
c)	Be **aware of volunteer motivations and aspirations** and monitor their experience before, during and after their volunteering (**HARAW Tool#3**)	
d)	Identify any volunteers interested in developing **skills / knowledge / experience** and monitor their development of these (**HARAW Tool#4**)	
e)	Provide **frequent, regular updates** (formal and/or informal) for volunteers on the project and the outcomes for heritage.	
f)	Be alert and responsive to **serendipitous opportunities** for additional / new volunteer activity / involvement	
g)	Be open to opportunities to identify and **capture unanticipated wellbeing benefits** to volunteers.	
h)	Ask **all volunteers to provide feedback** when leaving the project / completing their volunteering (at any point in the project lifecycle) (**HARAW Tool#5**)	

5. When <u>closing</u> HAR projects involving volunteers	**Y/N**

a)	Ensure **volunteers know how they have contributed to heritage** and what they have achieved though their volunteering.	
b)	Run **final social 'results' event(s)/activities** to present and celebrate the results of the project with communities, involving volunteers as presenters where possible.	
c)	Provide information about **future heritage volunteering opportunities** and advice about successor activities related to the project which is ending.	

6. When <u>evaluating</u> project outcomes and achievements	**Y/N**

a)	**Analyse the feedback data** (5c,d,g,h) to identify achievements and limitations in supporting wellbeing, to inform future project development and promotion.	
b)	**Publicise project achievements** (heritage asset saved, discoveries made, volunteer contributions etc).	
c)	**Disseminate** the association between wellbeing and HAR volunteering to staff, stakeholders and volunteers to ensure they know appreciate its importance.	

*Known barriers include lack of funds, poor advertising, over-burdened volunteers, seasonality, health risks, negativity around project, poor access, poor communication, off-putting bureaucracy.

Scoping resources and opportunities for supporting wellbeing in HAR projects

Project resources			Project opportunities			How volunteers can connect with heritage	
Resources needed	**Project resource details**	**Score /5**	**Opportunities available**	**Project opportunity details**	**Score /5**		
1. Heritage asset (any type or condition) with a need and a historic value / story			1. Opportunities to connect with and learn from heritage / history / archaeology / place				
2. Tasks/roles appropriate to volunteer capacity, interests, aspirations and availability			2. Opportunities to have a positive impact on asset / place / people				
3. Specialist heritage-related advice and expertise available to volunteers			3. Opportunities for public / community engagement			**Connect score**	**/15**
4. Help with project/task management including mentoring/bureaucracy available to volunteers			4. A range of activity types (physically demanding / sedentary, heritage-specific / generic, indoor /outdoor)			**How volunteers can help heritage**	
5. Processes for 2-way staff / volunteer communication and capturing feedback			5. Different approaches to activity/volunteer management – supervisor managed and self- directed.				
6. Support for end-of-project closure and reporting			6. Activities which can be scheduled by staff or be timetabled by volunteers				
7. Support for scoping / embedding future activity and continuing involvement			Other			**Contribute score**	**/15**
Resources score total		**/35**	**Opportunity score total**		**/35**	**Total score**	**/100**

HARAW Tool#3

Commencement questionnaire (page 1)					
Why are you interested in this project/activity? (tick all that apply, add any others)	**What are your priorities for your volunteering? (tick one box in each row)**				
1. I have time		A high priority	A priority	Not a priority	Unsure
2. I would like to apply my energy / enthusiasm / commitment	1. I would like to indulge / nurture my interest in history, archaeology and/or heritage				
3. I would like to gain new skills, knowledge and/or experience	2. I would like to do something altruistic / for others				
4. I would like to connect with other people	3. I would like something to dedicate myself to / focus my attention on				
5. I am interested in history / heritage	4. I would like to do something which expresses the sort of person I am and my interests in life				
6. I believe in the value of history / heritage	5. I would like to strengthen my sense of belonging				
7. I would like to help preserve the site/structure and/or save it from threat	6. I would like to make a meaningful contribution that I can feel good about				
8. I would like to occupy my time purposefully	7. I would like to learn new skills				
9. I care about the site/structure	8. I would like to gain new knowledge				
10. I care about the place/community where the site/structure is	9. I would like to do something new or gain some different experience				
11. I think the volunteering will help me give to the community	10. I would like to share my enthusiasm for the site/project and its heritage with others				
12. I think the volunteering will help me connect with nature / be out in the countryside	11. I would like to connect more closely with heritage/place/community				
13. I think the volunteering will enable me use my existing skills / knowledge	12. I would like to connect with a wider and more diverse range of people				
14. I think the volunteering will help me develop or maintain my physical and mental abilities	13. I would like to be more physically active				
15.	14. I would like to enjoy myself / feel psychologically better in myself				
16.	15. I would like to meet / interact with new people / make new friends				
17.	16. I would like to change attitudes to / knowledge about the site / structure or to heritage generally				
18.	17. I would like to improve the place/area I am volunteering in or improve attitudes to it				
19.	18. I would like to feel my contribution is valued				
20.	19. I would like to think about what else I would like to do / explore my aspirations for the future				

Commencement questionnaire for volunteers (page 2)	
20. What are you looking forward to in your volunteering?	
21. Please tell us about anything you are concerned about regarding your volunteering	
22. Is there anything you would particularly like to do as part of your volunteering?	
23. Is there anything else you would like to tell us as you start your volunteering?	If you would like a personal response to any comments, please add contact details

Project name		**Unique anonymous id. code** (the last two letters of your surname followed by the first four numbers of your birthday and the first two letters of your mother/primary carer's given name – for example if your surname is Smith, your birthday is 2nd June and your mother's name Sarah, your code would be TH-0206-SA)	
Today's date			

Interim review questionnaire for volunteers (page 1)

What are you experiencing in your volunteering? (tick any that are a priority for you)	Now a priority	(ticked options) How often do you do this?				How do you feel about this?		
		Very often	Often	Rarely	Not sure	Positive	Neutral	Negative
1. I am indulging / nurturing my interest in history, archaeology and/or heritage								
2. I am doing something altruistic / for others								
3. I have something to dedicate myself to something / focus my attention on								
4. I am doing something which expresses the sort of person I am and my particular interests in life								
5. My sense of belonging is being strengthened								
6. I am making a meaningful contribution that makes a difference / that I feel good about								
7. I am learning new skills								
8. I am learning new things								
9. I am doing something new or gaining some different experience								
10. I am able to tell others about the site/structure and its heritage								
11. I am connecting with heritage / place / community								
12. I am connecting with a wider and more diverse range of people								
13. I am being physically active								
14. I am enjoying myself / feeling psychologically good in myself								
15. I am meeting / interacting with new people / making new friends								
16. I am helping change attitudes to / knowledge about the site / structure or to heritage generally								
17. I am helping improve the place/area or improve attitudes to it								
18. I feel my contribution is valued								
19. I have a chance to think about what else I would like to do / explore my aspirations for the future								

20. What have you enjoyed about your volunteering so far?		
21. What have you not enjoyed about your volunteering so far?		
22. Is there anything else you would like to do as part of your volunteering which you have not been able to do so far?		
23. Is there anything else you would like to tell us about your volunteering?		
24. Do you feel you are connecting with heritage through your volunteering? (yes/no/not sure)		If you would like a personal response to any comments, please add contact details
25. Do you feel you are helping save/sustain heritage through your volunteering? (yes/no/not sure)		

Project name		Unique anonymous id. code (the last two letters of your surname followed by the first four numbers of your birthday and the first two letters of your mother/primary carer's given name – for example if your surname is Smith, your birthday is 2nd June and your mother's name Sarah, your code would be TH-0206-SA)	
Today's date			

Completion questionnaire for volunteers (page 1)								
What have you experienced in your volunteering? (tick any/all that apply)	**Was a priority**	**(ticked options) How often did you do this?**				**How do you feel about this?**		
		Very often	Often	Rarely	Not sure	Positive	Neutral	Negative
1. I have indulged / nurtured my interest in history, archaeology and/or heritage								
2. I have done something altruistic /for others								
3. I have been able to dedicate myself to something / I have had something to focus my attention on								
4. I have done something which expresses the sort of person I am and my particular interests in life								
5. My sense of belonging has been strengthened								
6. I have made a meaningful contribution that has made a difference / that I feel good about								
7. I have learnt new skills								
8. I have learnt new things								
9. I have done something new or gained some different experience								
10. I have been able to tell others about the site/structure and its heritage								
11. I have connected with heritage / place / community								
12. I have connected with a wider and more diverse range of people								
13. I have been physically active								
14. I have enjoyed myself / felt psychologically good in myself								
15. I have met / interacted with new people / made new friends								
16. I have helped change attitudes to / knowledge about the site / structure or to heritage generally								
17. I have helped improve the place/area or improve attitudes to it								
18. I feel my contribution has been valued								
19. I have had a chance to think about what else I would like to do / explored my aspirations for the future								

HARAW Tool#3

20. Overall, how do you feel about your volunteering?	
21. To what extent / in what ways have your aims and aspirations for volunteering been achieved? How do you feel about this?	
22. In what ways do you feel you have connected with heritage through your volunteering? How do you feel about this?	
23. In what ways do you feel you have helped save/sustain heritage through your volunteering? How do you feel about this?	
24. How do you think volunteering on the project has affected your personal wellbeing?	

Project name		**Unique anonymous id. code** (the last two letters of your surname followed by the first four numbers of your birthday and the first two letters of your mother/primary carer's given name – for example if your surname is Smith, your birthday is 2nd June and your mother's name Sarah, your code would be TH-0206-SA)	
Today's date			

HARAW Tool#4

Skills - development and monitoring

1. Skill Insert details of each chosen skill on a new row	2. Current level of competence (tick one box only in each row)					3. Comments Volunteers and/or mentor may add comments
	1. No competence	2. Very little competence	3. Some competence	4. Good competence	5. Excellent competence	

Overall, how do you feel about your skills development? What are your aspirations for this?	

Volunteer name		Date of review		Mentor name (if applicable)	

HARAW Tool#4

Knowledge - development and monitoring

1. Knowledge Insert details of any knowledge you are interested in developing, each on a new row	2. Current knowledge (tick one box only in each row)					3. Comments Volunteers and/or mentors may add comments
	1. None / minimal	2. Limited	3. Adequate	4. Good	5. Excellent	

Overall, how do you feel about your knowledge development? What are your aspirations for this?					
Volunteer name		Date of review		Mentor name (if applicable)	

HARAW Tool#4

Work/life experience - development and monitoring

1. Work/life experience insert details of experience you wish to develop / extend, with a new row for each	2. Current level of experience (tick one box only in each row)					3. Comments Volunteers and/or mentors may add comments
	1. I have no experience in this	2. I have minimal experience	3. I have some experience	4. I have quite a lot of experience	5. I have a lot of experience in this	

Overall, how do you feel about your workplace experience development? What are your aspirations for this?	

Volunteer name		Date of review		Reviewer name (if applicable)	

Volunteer survey form (pre-participation)

Unique anonymous id. code (the last two letters of your surname, day + month of your birthday and 1ˢᵗ two letters of your mother's given name (eg if your surname is Smith, birthday is 2ⁿᵈ June and mother's name Sarah, your code is TH-0206-SA)

1. Why did you choose this project/activity?

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....
....
....

2. What are you looking forward to about your volunteering?

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....
....
....

3. How do you feel about history, archaeology, heritage and place? (1 = 'strongly disagree'; 2 = 'disagree'; 3 = 'neither agree nor disagree', 4 is 'agree' and 5 = 'strongly agree')

1. I am interested in and/or care about **history / archaeology / heritage / the past**					2. I am interested in and/or care about the **place** where I live and/or will be volunteering					3. I feel closely **connected** with a heritage site or the past / history / archaeology in general					4. I would like to **help** a heritage asset / the place / the community				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

4. **Before starting your volunteering, how often have you done the following, in an average month?** (1 = 'never'; 2 = 'hardly ever'; 3 = 'sometimes'; 3 = 'quite often'; 5 = 'all or almost all the time')

Connect with other people					Be physically active					Learn, make discoveries					Give back, help out					Enjoy the moment				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

5. **Before starting your volunteering, how often have you done the following, in an average month?** (1 = 'never'; 2 = 'hardly ever'; 3 = 'sometimes'; 3 = 'quite often'; 5 = 'all or almost all the time')

1. **Purpose** – Something meaningful that benefits someone / something other than me					2. **Being** – Something that feels right for me, my interests and my attitudes to life					3. **Capacity** – Develop new skills, knowledge and/or experience					4. **Sharing** – Do /share things that are important to me with others and/or like-minded people					5. **Self-nurture** Do myself good - physically, mentally and/or socially					6. **Self-fulfilment** – Fulfil personal ambitions, make a difference or plan for the future.				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

6. Which (if any) of the skills etc listed below would you like to develop? (1 = 'very unimportant to me'; 2 = 'unimportant to me'; 3 = 'not sure'; 3 = 'important to me'; 5 = 'very important to me')

1. Developing **heritage related skills** - eg clearing vegetation, archaeological excavation					2. Developing **general skills** eg teamwork, using computers, social media, problem-solving, project management					3. G... **knowledge about the past** (history / archaeology / heritage / the site)					...w **general knowledge**, eg about a place, the environment, local community etc					3. Developing **heritage-related experience** – eg helping run a museum, seeing a heritage site transformed					6. Getting **new experience** – eg working with different people, working on a new challenge / in a new place.				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

7. About you:

Place/start date of your volunteering:		**Your gender:**	
Your ethnicity:		**Your age:**	
Any special needs:		**Your nationality:**	
Any groups (heritage, community, sport etc) you belong to:		**Your occupation (add previous if now retired):**	

What was your interest in heritage before this volunteering?	A lot	A bit	Never	Unsure
I have watched history/archaeology news stories, documentaries and/or films				
I have visited historic sites and/or museums				
I have taken part in heritage activities (eg digs, metal detecting, re-enactment)				
I have volunteered on heritage sites				
Other (write in)				

Thank you for your help. [Name of project supervisor] [project contact – email address/website link]

Volunteer survey form (post-participation)

Unique anonymous id. code (the last two letters of your surname, day + month of your birthday and 1st two letters of your mother's given name (eg if your surname is Smith, birthday is 2nd June and mother's name Sarah, your code is TH-0206-SA)

1. **Overall, how would you rate your volunteering?**

1.Very poor	2.Poor	3. OK	4. Good	5. Excellent

2. **How did your volunteering compare to expectations?**

1. I enjoyed it a lot less than expected	2. I enjoyed it less than expected	3. I enjoyed it as much as expected	4. I enjoyed it more than expected	5. I enjoyed it a lot more than expected

3. **How do you feel about history, archaeology, heritage and place?** (1 = 'strongly disagree'; 2 = 'disagree'; 3 = 'neither agree nor disagree', 4 is 'agree' and 5 = 'strongly agree')

1. I am interested in and/or care about **history / archaeology / heritage / the past**					2. I am interested in and/or care about the **place** where I live and/or will be volunteering					3. I feel closely **connected** with a heritage site or the past / history / archaeology in general					4. I would like to **help** a heritage asset / the place / the community				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

4. **When volunteering, how often have you been able to do the following?** (1 = 'never'; 2 = 'hardly ever'; 3 = 'sometimes'; 3 = 'quite often'; 5 = 'all or almost all the time')

Connect with other people					Be physically active					Learn, make discoveries					Give back, help out					Enjoy the moment				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

5. **To what extent have you experienced the following outcomes in your volunteering?** (1 = 'strongly disagree'; 2 = 'disagree'; 3 = 'neither agree nor disagree', 4 is 'agree' and 5 = 'strongly agree')

1. **Purpose** – I have had something meaningful to do that benefits someone/something other than me					2. **Being** – I have been doing something that felt right for me, my interests and my attitudes to life					3. **Capacity** – I have been developing new skills, knowledge and/or experience					4. **Sharing** – I have been doing/sharing things that are important to me with others and/or like-minded people					5. **Self-nurture** – I have been doing myself good - physically, mentally and/or socially					6. **Self-fulfilment** – I have fulfilled ambitions, made a difference and/or thought about next steps				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

6. **How has the volunteering helped** **listed below?** (1 = 'hindered a lot'; 2 = 'hindered'; 3 = 'not made any difference'; 4 = 'helped; and 5 = 'helped a lot')

1. **Heritage related skills** - eg clearing vegetation, archaeological excavation					2. **General skills** eg teamwork, using computers, social media, problem-solving, project management					3. Learning **about the past** (history / archaeology / heritage / the site)					1. Gaining new **general knowledge**, eg about a place, the environment, local community etc					3. Developing **heritage-related experience** – eg helping run a museum, seeing a heritage site transformed					6. Getting **new experience** – eg working with different people, on a new challenge / in a new place				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

7. **Please tell us about any ways in which your volunteering helped you feel good or function better**

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8. Is there anything else (positive, negative or neither) you would like to tell us about your volunteering?

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....

9. The future
What impact do you think your volunteering will have on you and your interest in heritage in the future?

....
....
....

Would you volunteer on a heritage project/site again?   Yes ❑   Maybe ❑   No ❑
Please tell us why / why not…………………………………………………………………………………………………..

....
....
....

Would you recommend this volunteering to others?   Yes ❑   Maybe ❑   No ❑
Please tell us why / why not…………………………………………………………………………………………………..

....
....
....

10. About you? (all questions are anonymous and optional, but all answers will help future planning)

Place/dates (start & finish) of your volunteering:		**Your gender:**	
Your ethnicity:		**Your age:**	
Any special needs:		**Your nationality:**	
Any groups (heritage, community, sport etc) you belong to:		**Your occupation (add previous if now retired):**	

What was your interest in heritage before this volunteering?	A lot	A bit	Never	Unsure
I had watched history/archaeology news stories, documentaries and/or films				
I had visited historic sites and/or museums				
I had taken part in heritage activities (eg digs, metal detecting, re-enactment)				
I had volunteered on heritage sites				
Other (write in)				

Thank you for your help. [Name of project supervisor] [project contact – email address/website link]