

Planning activities in heritage projects

April 2008

You can get more copies of this guidance by:

- downloading it from www.hlf.org.uk;
- emailing enquire@hlf.org.uk;
- phoning our helpline on **020 7591 6042**;
- contacting us by textphone on **020 7591 6255**; or
- using Text Direct **18001 020 7591 6042**.

If you require a copy of this guidance in an alternative format (large print, braille or audio version), or if your first language is not English, we can provide it in the appropriate format or language if you ask us. It is also available in Welsh.

Planning activities in heritage projects

Welcome

The Heritage Lottery Fund (HLF) was set up in 1994 to distribute money raised by the National Lottery to heritage projects throughout the UK. In our first 12 years we awarded over £4 billion in grants to over 26,000 projects, from multi-million-pound investments in well-known sites and buildings to small grants making a big difference to community groups.

The Heritage Lottery Fund's strategic aims are to:

- conserve the UK's diverse heritage for present and future generations to experience and enjoy;
- help more people, and a wider range of people, to take an active part in and make decisions about their heritage; and
- help people to learn about their own and other people's heritage.

We produce a range of guidance to accompany our funding programmes and application materials. These are designed to illustrate the type of projects we can support and help you to prepare the information we need from you to assess your application. We also aim to help you plan your project effectively and achieve good-quality outcomes, for heritage and people.

We assess all applications to our **Heritage Grants** programme (grants over £50,000) in two rounds. This is so you can apply at an early stage of planning your project and get an idea of whether you have a good chance of getting a grant before you send us your proposals in greater detail. At the first round you can also apply for a development grant. If you are successful, this will contribute to the cost of planning and developing your project up to your second-round application.

All second-round applications must include an activity plan and therefore all applicants to the Heritage Grants programme should read this guidance.

You should also find it useful if you are applying under our other programmes:

- **Townscape Heritage Initiative** (grants £500,000–£2 million)
- **Landscape Partnerships** (grants £250,000–£2 million)
- **Parks for People** (grants £250,000–£5 million)

For a complete list of our guidance notes visit our website www.hlf.org.uk.

Planning activities in heritage projects

Contents

1.0	Introduction	4
1.1	Understanding our aims	5
1.2	The Heritage Grants application process and activity plan	6
1.3	Outline of an activity plan	7
1.4	Activity planning	8
2.0	Step-by-step planning framework	10
2.1	Step 1: Looking at where you are now	11
2.2	Step 2: Making strategic decisions about involving people	14
2.3	Step 3: Action planning	16
Appendices		
Appendix A		
	Action plan template	19
Appendix B		
	Detailed help with Steps 1–3 of the planning framework	21
Appendix C		
	Data tables for the second-round application form	32
	Our offices	34

Planning activities in heritage projects

1.0 Introduction

This guidance is designed to help you plan the activities you will offer the public as part of your Heritage Grants project.

Although it is specifically designed for Heritage Grants applicants, it will be useful for anyone thinking about a project at any scale or in any of our grant programmes as the process of planning activities is essentially the same.

Some people in Britain today still think that heritage is ‘not for the likes of me’, but thanks to the thousands of open days, workshops, trails, training courses, guided walks, schools programmes, audio tours and other activities created by dedicated staff and volunteers on HLF-funded projects throughout the country, this is an increasingly rare view. Heritage offers something for everyone and so all the projects we fund must meet our aim of helping people to learn about their own and other people’s heritage. In addition, if your project does not meet our Conservation aim, you must also meet our aim of helping more people, and a wider range of people, to take an active part in and make decisions about their heritage.

The guidance contains a step-by-step process to help you develop your heritage learning and participation activities from the outlines in your first-round application to the detail required in the second round, which you will submit in the form of an ‘activity plan’. However, the guidance does not tell you what activities you should do in your project; that is entirely your decision as it is individual to each project and each heritage asset. We hope the guidance will also be useful for thinking about the other information we require at the second round, including your plans for your organisation and its future development.

If you are reading this guidance before you submit a first-round application, it will also help you decide what development work you need to do between the first and second rounds, who will do it, what it will cost, and whether you will ask HLF for a contribution through development funding.

We hope that the guidance will help you carry out most of the planning work for a second-round application yourself. You may need to employ specialists for some work, for example to undertake consultation with target audiences or to develop a skills training programme, but the most vital part of the planning process – making choices that are right for your organisation and your project – can only be undertaken by you.

The level of activity you are planning should be commensurate with the size of grant you are requesting: the greater the investment from us, the higher the level of activity and the greater the impact we expect to see from your project. The level and type of activity should also reflect the size and nature of your organisation: we expect more of you if you have a national remit or if you are supported by a much bigger organisation (for example, you are part of a local authority). We also expect more of you if you are experienced and have a successful track-record.

Planning activities in heritage projects

1.1 Understanding our aims

This guidance draws on HLF's experience of funding projects which focus on heritage as wide-ranging as buildings and biodiversity, ships and cultural traditions, archives and public parks; and it aims to help an equally diverse range of organisations create successful heritage projects in the future. Throughout this guidance we use a number of terms which underlie our approach and particularly our strategic aims. These key terms are listed below with a description to help show what we mean by them. We hope they will help everyone creating an activity plan keep in mind that we want projects to be people-focused, as well as being heritage-focused.

Participation

If your project is not conserving your heritage, you must meet our aim to:

- help more people, and a wider range of people, to take an active part in and make decisions about their heritage.

We refer to this as Participation. There are three main ways you can meet our Participation aim:

- Create opportunities for people to volunteer in your project – for further information see *Thinking about volunteering*;
- Help your community to take an active part in your project, including helping people make decisions about heritage – for further information see *Thinking about community participation*; and
- Develop new and/or wider audiences for your heritage – for further information see *Thinking about audience development*.

Your project might do one of these things or a combination of them depending on its size and scope.

Learning

All the projects we fund must meet our aim to:

- help people to learn about their own and other people's heritage.

Learning is not just about schools, or children; it is about offering opportunities for everyone to develop their understanding of heritage in an active way appropriate to their needs, interests and background.

There are three main ways you can meet our Learning aim:

- Provide information about your heritage and interpret it for people – for further information see *Thinking about interpretation*;
- Create opportunities for people to gain new or increased skills – for further information see *Thinking about training*; and

Planning activities in heritage projects

- Hold events or activities to help the general public or particular groups of people learn about your heritage – for further information see *Thinking about learning*.

Your project might do one of these things or a combination of them depending on its size and scope.

Although you do not have to meet our Participation aim if you are carrying out conservation work to your heritage, we encourage you to think about how the public can take an active part in your project, for example in the conservation itself.

In this guidance we use ‘involving people’ as an umbrella term for all the ways in which you can help people relate to heritage and gain some benefit from it.

We use ‘audience’ to mean a group of people with identifiable characteristics who may be involved with your heritage; for example, people of the same age group, or people from the same cultural background, or people with the same interests. They may be involved in many different ways, for example: visiting your site; taking part in an event or a programme; working on a voluntary basis; being trained in heritage skills; advising; or making decisions about the heritage. We ask you to think about the current and potential audiences for your heritage in order to create your activity plan. *Thinking about audience development* contains advice on this.

1.2 The Heritage Grants application process and activity plan

In a Heritage Grants first-round application we ask you to describe briefly:

- why your heritage is important and to whom (Question 2b);
- how people are involved with, and learn about, your heritage now (Question 2d);
- what the problems and/or opportunities are for involving people (Question 2d);
- what your project will do – physical works and activities (Question 3b); and
- what you think the benefits for people will be (Question 4b).

If you are successful at the first round we expect you to work up your answers for the second round as an ‘activity plan’.

We use the term ‘activity plan’ for the specific document which every Heritage Grants second-round application must include. This is the document in which you set out everything you want to do in your project that is not capital works or physical works to the heritage.

This includes:

- all activity for and with the public designed to meet our Learning aim; and

Planning activities in heritage projects

- if appropriate, all activity for and with the public designed to meet our Participation aim.

Activity plans incorporate all of your project's public activities. You do not need separate plans for learning, participation, audience development, training, volunteering or anything else as you should tell us about all your activities in the one plan.

Regardless of how much research or consultation you do before you submit your first-round application, if you are successful you will need to review what you said about activities and agree your vision and aims with your whole project team so that you can create detailed plans for the second-round application. In many cases you will need to collect more information during the development period.

Your activity plan is specific to the heritage project you are asking us to fund; it is not the same as your plans for your everyday work or a general development plan for your organisation's activity.

When you have completed your activity plan you will attach it to your second-round application form. You will also use information from your activity plan to answer Question 4c of the second-round application form and to complete the budget for your project in Section 6 of the application form.

In the development period you may also be undertaking related planning work, the results of which will be included in another part of the second-round application. For example, an access audit is an essential part of planning capital works to a building or site. If your project is a major redevelopment of a site or museum the information you submit about the capital works will include the interpretation scheme.

1.3 Outline of an activity plan

There is no set format for presenting an activity plan except for Section 3 (the action plan) for which we provide a template, but there is specific information you must include in your plan; this is set out below.

Section 1: Where you are now

1a Your organisation

- Summarise your organisation's commitment to involving people; refer to key documents; describe any changes that you have made since your first-round application (e.g. to policies or strategies) and any that you will make during the project;
- Summarise the relationship between your heritage and people; refer to key documents; describe any changes that you have made since your first-round application and any that you will make during the project; and

Planning activities in heritage projects

- Describe how you created your Activity Plan, including: who has been involved in its writing; who has been involved in helping you to develop your ideas for activities; what you have learnt from others and your past activities.

1b Audiences

- Summarise what you know about the audiences for your heritage at present, and how you know this; and
- Describe the potential audiences and any barriers to involving people, and how you know this.

1c Activities

- Describe what you currently offer the public;
- Describe how your present audiences value the activities you offer, and how you know this;
- Describe how potential audiences value your heritage and the activities you offer, and how you know this; and
- Describe what you would like to do to build on good practice in other organisations.

Section 2: Strategic decisions about involving people

- Set out your aims for involving people which will be realised through the activities in your project;
- Set out how the project fits with your organisation's overall activity and is guided by your strategy and policies, and demonstrate your organisation's commitment to putting the activity plan into action;
- Summarise the choices you have made about audiences for your heritage in this project and tell us why these audiences matter to you;
- Give a concise description of what you will do to involve people with the heritage;
- Give an overview of the kinds of activities you will do and your reasons for choosing them;
- Summarise how you are meeting our aim for learning and, if appropriate, our aim for participation;
- Give a structure chart for the management of the activities in your project, job descriptions for project staff (with salaries) and volunteers, and briefs for any freelance workers or consultants;
- Set out your plans for how you will handle any potential difficulties in involving people with your heritage;

Planning activities in heritage projects

- Summarise your measures of success for involving people and your plans to evaluate your activities;
- Set out broadly what will happen once the project is complete to ensure the long-term benefits;
- Set out how your organisation will be different after the project and how you will continue to develop;
- Set out how you will share the lessons of your project; and
- Give a summary of the budget for activities.

Section 3: Action plan for your activities

- Your action plan (see template in Appendix A).

Appendices (if appropriate)

- A summary and the full findings of each piece of research or consultation undertaken in the development period; and
- New or revised policies relating to involving people.

You will find out more about each section and what to put in it as you work through the planning framework in Part 2 of this guidance.

1.4 Activity planning

We are asking that you take time to develop your activity plan and that you share your thinking with us in your plan. We are interested in how you reach your decisions about your activities as well as what those activities will be.

We expect you to start from a thorough understanding of where you are now in terms of involving people with your heritage and to show us how that understanding has led you to develop the activities in the project you want us to fund. We want you to tell us how the activities will make a difference to the heritage, to people and to your organisation. To do this you will have to assess the needs of current and future audiences (much as we ask you to assess the value and significance of your heritage items if you want to undertake conservation work) and you will need to assess what you currently do and how your organisation is set up to deliver change in the future.

If your project involves conservation work such as restoring a building or habitat, or redeveloping a museum or site, you need to integrate planning your activities with planning the rest of the project to make sure that the project is a coherent whole. You may also need to work with the people planning conservation work to resolve any potential conflicts between conservation and involving people. Talk to the people preparing the conservation management plan or maintenance plan about why the heritage is important and to whom; this will help you to understand your audiences and to use the stories of your heritage in your activities.

Planning activities in heritage projects

If your project will involve new facilities, such as learning spaces or play areas, make sure you work closely with your architects and designers. Experience shows that good communication within a project team is vital to good planning and that good ideas come from all sorts of places.

In the same way as we don't tell you what activities to do in your project or how long your activity plan should be, we can't tell you how much planning to do. The level of activity, and the time and effort it takes to plan it, is related to the size of your project, your ambitions for change, and the funding you are asking for.

2.0 Step-by-step planning framework

This section will take you through the three steps of creating your activity plan:

Step 1 Looking at where you are now

- your organisation and its current commitment to involving people;
- audiences (who is involved now and who could be involved); and
- activities (what you do now with and for audiences).

Step 2 Making strategic decisions about involving people

- where you want to be in the future; and
- what this means for your HLF project.

Step 3 Action planning

- creating an action plan for your project's activities.

This guidance takes you through each step in this planning framework in the same way:

- what the step is about;
- key questions to help you think through the issues; and
- success factors.

Appendix B contains more detailed tables with:

- ideas for how to go about answering the key questions;
- sources of help and advice; and
- a reminder of what to put in your activity plan.

We are expecting your activity plan to reflect where you want to be and the difference your project will make, based on a good understanding of where you are now. The planning framework, with its three steps, links directly to the activity plan you will submit as an essential part of your second-round application.

Planning activities in heritage projects

Steps 2 and 3 are interlinked and as you develop the detail of your activities (Step 3) so you will be able to refine the description of your project (Step 2). However, once you submit your activity plan it becomes a statement of the activities you will be delivering as part of your HLF project and we will assess your application against it.

The rest of this guidance takes you through each of the planning framework steps.

2.1 Step 1: Looking at where you are now

This step is about looking at your current situation and why you want to involve people with your heritage. It has three parts:

- your organisation and its current commitment to involving people;
- audiences (who is involved now and who could be involved); and
- activities (what you do now with and for audiences).

Step 1a: Where you are now – your organisation

It can be argued that heritage without people is dead heritage. What will get people involved with your heritage? Or, if people are already involved, what can you do to encourage more understanding or a deeper level of involvement? You need to make sure your organisation has the right things in place to help you to do this. No matter what size organisation you are, you might find other people's experience helpful in developing your project so we are also encouraging you to look outside your organisation.

This step in developing your plan is likely to throw up issues that are much wider than just the question of what activities you will do in this project. For example, it may mean you have to look at policy issues, or staffing, or organisational structures. Remember that you need to deal with any organisational changes as part of your development work so that everything is in place for your second-round application. If your project involves more than just activities, it is important that the people who are developing other parts of your application (such as the Conservation Management Plan or plans for new facilities) work closely together as many issues will be inter-related and we need to see how they will be joined up.

Questions to help you think through Step 1a

- Is everything in place to make the activities work within your organisation?
- Is there a good fit between your aim of involving people and the way you manage your heritage now and in the future?
- Who needs to be involved in the process of creating your activity plan?
- What works for other organisations who have heritage like yours?

Planning activities in heritage projects

- Where is there good practice in the things you find difficult to do at present, but which will help to deliver your activities?
- How have others successfully changed their organisations to deliver projects like yours?

Success factors for Step 1a

Being able to:

- show that you know what organisational arrangements are needed to deliver your aspirations;
- cite what others have done and how you will build on good practice; and
- list who can help you, whether as partners, volunteers, or peer support.

Beginning to:

- list what you might need to change in your organisation (you will firm this list up as you go through the steps).

Step 1b: Where you are now – audiences

This step is about looking at the people presently involved with your heritage and thinking about who could be involved in the future. The thinking in this step puts people at the heart of your planning and your activities. It also means linking the heritage to people, exploring the fit and seeing how people can benefit from the heritage, and how the heritage can benefit from people. You may not have much information about the people who are involved with your heritage and people who could be involved. As part of preparing your second-round application you will need to gather this information.

Questions to help you think through Step 1b

- Who are the current audiences for the heritage that is the focus of your project?
- What do you know about them? e.g. demographics; life styles; how they are involved; why they are involved; what they value about your heritage;
- Who are not currently audiences?
- What do you know about why they are not?
- What are the barriers to people becoming involved?
- What more do you need to know?
- Are there particular audiences you need to target?
- Does the nature of your heritage mean that particular audiences are special to you?

Planning activities in heritage projects

Success factors for Step 1b

Being able to show:

- who is involved in your heritage at present (with a description of audiences and their numbers); and
- who could be involved in your heritage through your project .

Beginning to:

- think about and show why your project is needed from a people perspective (you will firm up these thoughts as you go through the next steps).

Step 1c: where you are now – activities

This step is about looking at what you do to involve people in your heritage and to start thinking about what you could be doing to encourage and enable greater involvement.

As with Step 1b, you may not currently have enough information and as part of preparing your second-round application you will need to gather evidence and assess the implications of what people are telling you.

You might find it helpful to think about all the ways people relate to your heritage, including:

- visiting;
- taking part in an event, programme or course;
- being consulted;
- advising;
- living and/or working locally;
- volunteering;
- supporting or fundraising;
- enjoying; and
- governing.

Questions to help you think through Step 1c

- How do people take part in and learn about your heritage now?
- What do current audiences think of what you offer?
- What do potential audiences think of it?
- What more do you need to know?

Planning activities in heritage projects

- How does what you offer compare with other organisations?

Success factors for Step 1c

Being able to show:

- what you do now and how people are already involved with your heritage;
- how people feel about what you do – how well known it is; how well it is valued; how much involvement people have with it; and
- what you might build on for future activities.

Beginning to:

- develop ideas of what you could be doing (these ideas will give you options for the next step).

2.2 Step 2: Making strategic decisions about involving people

This step is about linking together the information you have collected, deciding what it all means for your project and making informed strategic decisions about the activities you will do, before you go on to plan the activities in detail in Step 3. You need to consider your options and come to a sound decision about what is best to do in your project, taking account of the needs and opportunities for heritage and people. You may have to prioritise some audiences and some types of activity as you may not be able to do everything in the one project; we don't expect you to do more than is reasonable for your organisation.

If your project involves more than just activities, this is also a crucial point to inform the other people involved in developing the whole project (e.g. the plans for conservation or capital works) about the decisions you are making. The aims and priorities of the whole project need to be refined in the light of your work to make sure everything is integrated.

At this point in the planning process there is a lot to think about and begin to decide, but you are not likely to be able to write all of Section 2 of the activity plan just yet; some of the information we need will only become available once you have planned the detail of your activities (which is Step 3).

Allow plenty of time for Step 2 as this is all about making sure you have the best possible project.

Questions to help you think through Step 2

Your project

- What are your overall aims for the activities in your project?
- How does this fit with your policies and organisational or business aims?
- How does this fit with other aspects of your project such as conservation?

Planning activities in heritage projects

- Who will lead this part of your project? Who will be involved? What will they do?
- Are there any disadvantages in involving people with your heritage? How will you overcome them if there are?

Audiences

- Which audience or audiences do you want to target in your project?
- Are these existing audiences that will be developed further or new audiences?
- What are your reasons for choosing these audiences?

Activities

- What kinds of activity are realistic and appropriate?
- How do your proposed activities link to the audiences you want to target?

Measuring success

- What are your measures of success (quantitative and qualitative) for these activities?
- How will you evaluate the activities?

Meeting HLF's aims

- How do your proposed activities help people learn?
- Are you intending to meet HLF's aim for participation? If so, how do your proposed activities increase participation?

Longer-term benefits

- How you will maintain the benefits of the activities after the project?
- How will the work you do in this project help your organisation change and develop for the future?
- How you will share the lessons of your project with others?

Costs

- What is the total cost of the activities element of your project?
- If your project involves more than activities, are the costs in proportion to the total cost of the project?

Planning activities in heritage projects

Success factors for Step 2:

Being able to show:

- why this project is best for your situation (your organisation, your heritage and people);
- that your plans meet the needs of the intended audiences;
- the integration of your heritage and people's involvement with it; and
- what else you have considered and why they are not such good options.

Beginning to think about:

- aims, targets (especially audience targets), resources, budget, timetable and measures of success for your project (you will firm these up as you go through Step 3 and develop your action plan).

2.3 Step 3: Action planning for your project

This step is about developing a detailed plan of what you are going to do to involve people with heritage in your HLF project.

This is the crucial stage of working out how you will deliver your activities. Drawing on all the information, thinking and strategic decisions in the first two steps, you can now plan the detail for your second-round application.

Questions to help you think through Step 3

- What activities will you offer?
- Who will benefit and how?
- Who will deliver the activities?
- Where will you get the skills and expertise?
- What will the activities cost?
- How will you measure success for each activity?
- Are your activities integrated with the rest of the project and taking advantage of opportunities offered?

Presenting your information in Step 3

As you go through Step 3 you need to transfer the detailed information about the activities to an action plan which meets our requirements. We have a set format for the presentation of this element of your activity plan – see Appendix A for the template and a worked example.

Planning activities in heritage projects

In Section 2 of your activity plan you have set out your aims for involving people which will be realised through the activities in your project. Now for each aim you should provide detailed information under the following headings:

- Your planned activities – a detailed description of what you will do;
- Your target audience(s) – who will benefit;
- The outcomes – how people will benefit;
- The resources you will need – this might include partners and in-kind help to deliver the activity;
- The costs you are putting in the project budget;
- Your timetable – when activities will be developed and delivered;
- Your targets and measures of success – quantitative (e.g. visitor numbers) and qualitative (e.g. visitor satisfaction rating)
- Your method(s) of evaluation; and
- Which HLF aim(s) you are meeting – learning and/or participation.

Using the information in this action plan you should also create a schedule for developing and delivering the activities in your project. This will help you to plan the use of your resources and be realistic about what can be done and by when.

You should also revisit Step 2 of the process – the strategic decisions you made – to check that they are still right. If they are, you should now be able to give all the information required in Section 2 of the activity plan (the strategic decisions) and thus complete the plan. If they aren't right you'll need to do some further thinking and revise your plan.

Your activity plan is an essential part of your second-round application, and if you are awarded a grant it forms part of the approved purposes of the project we are funding. You will need our permission if you wish to make significant changes during the life of the project.

Also don't forget to transfer data from your activity plan to Section 4 of the second-round application form if applicable, and in all cases to Section 6 of the form, as set out below.

Question 4c of the application form asks: What are the main groups of people who will benefit from your project? If your project is specifically aimed at a particular group or groups of people, you need to tell us who you are aiming to involve by completing the boxes on the application form. We need to understand the range of audiences that you are planning to attract with your project. We use this information to assess your plans for your project; we do not prioritise projects for any particular group. We also use the information to report on the benefits of our funding and to help determine our own activity to overcome barriers to involvement with heritage. The table in Appendix C shows you the boxes.

Planning activities in heritage projects

You also need to transfer data to the application form if your project:

- is a heritage attraction or site that has visitors all year round; and/or
- has volunteers; and/or
- is offering training to people.

The table in Appendix C shows you what you need to transfer. If you are awarded a grant we will also ask you to update this information during and after your project.

Section 6 of the application form asks for your budget. In your activity plan you will have worked out the costs of everything you want to do in your project that is not capital works. Put a summary of the detailed costs from your activity plan into the table in the application form so we can see the total amount for each budget heading.

Success factors for Step 3:

Being able to show:

- greater involvement by people with your heritage;
- that you meet HLF's Learning and/or Participation aims; and
- how you are going to achieve this through activities.

Having:

- an activity plan ready to attach to your second-round application; and
- the information for Sections 4 and 6 of the second-round application form.

Appendix A

Action plan template and example of the type of information you should provide about each activity in your plan

Activity: detailed description	Audience(s)	Benefits for people	Resources	Costs in project budget	Timetable	Targets and measures of success	Method(s) of evaluation	Meeting HLF aims
			Total £xx. Detail of each item £xx					L=Learning P=Participation

Example 1

Activity: detailed description	Audience(s)	Benefits for people	Resources	Costs in project budget	Timetable	Targets and measures of success	Method(s) of evaluation	Meeting HLF aims
30-minute audio tour specifically for people with a visual impairment outlining the history, architecture and use of the building and including orientation information. 10 handsets and 10 stopping points of main interest with markers.	Elderly and visually impaired visitors and their families, friends and/or carers.	Visitors will learn more about the heritage. Visually-impaired people have improved access to information and the building, and learn more about the heritage.	Project Manager: 2 days. Consultation with local Visually impaired group: 2 days. Budget.	Total £15,100 consisting of: £15,000 for creating the tour, stopping point markers, 10 handsets, charging unit and maintenance contract. £100 expenses for Visually Impaired Group.	Create: months 1-6 of project plan; test: month 7; install: month 9.	Visually impaired visitors are aware of the service and 100% of them use it. Positive user feedback.	Count how many times handsets are used. Observe their usage by visitors as they go around. Visitor feedback forms.	L

Appendix A

Examples of the type and level of information you should provide about each activity in your plan

Example 2

Activity: detailed description	Audience(s)	Benefits for people	Resources	Costs in project budget	Timetable	Targets and measures of success	Method(s) of evaluation	Meeting HLF aims
Training courses for volunteer hedge layers provided at three levels: introduction; Level 1 and Level 2.	New volunteers recruited to the project.	Volunteers and others will be safer on the site and will have increased skills and qualifications to take away from the project in return for their time and commitment.	Volunteers: 1-3 days each; Manager: 1 day; External trainer: 6 days; Volunteer expenses and course fees.	Total £2,000 consisting of volunteer expenses and course fees.	Deliver 3 courses pa in Years 1 and 2 of project.	6 courses delivered; 10 volunteers complete Introduction pa; 2 people pa achieve level 1 or 2 pa; all trainees receive NCFE accredited certificate.	Each volunteer on project encouraged to keep simple record of achievement file.	L and P

Example 3

A youth panel recruited and facilitated to advise museum staff on programming, events and publicity for museum during capital works phase.	Local people aged 14-19.	Young people will have fun, learn new communication and team building skills, and gain experience of a creative working environment to enhance their CV.	Outreach officer: 30 days; Facilitator: 10 days; Curator: 3 days; Design staff: 2 days. Materials and meetings expenses.	Total: £4,200 consisting of: £200 recruitment; £3,000 freelance fees; £1,000 young people's budget (exhibition and design costs included elsewhere.)	Set up in Year 2, Month 6 of project plan. Group to meet monthly for remaining 18 months of project.	A group of at least 8 young people meet regularly and feel confident to share ideas with museum staff. Identify and meet own training needs. Minimum of one temporary exhibition planned and implemented during Year 3.	Young people asked to devise own evaluation methodology; young people have opportunity to feedback directly to senior museum staff.	P and L
--	--------------------------	--	--	--	--	---	---	---------

Appendix B

Detailed help with Steps 1-3

Step 1a – Where you are now: your organisation

Questions to think about	What you can do	Help and advice	What to tell us and put in Section 1 of your activity plan
Is everything in place to make this part of the project work within your organisation? What might you need to change? How will you do it? Do you need help?	Review strategies and plans e.g.mission statement, corporate plan. Review policies e.g. education, interpretation, volunteering, training. Develop and agree policies if you don't have them. Look at lessons from previous projects and research, surveys or audits being undertaken for other parts of the project. Hold awareness sessions for staff, volunteers and governors to increase understanding of the issues and ownership of the project. Talk to key people in your organisation and to existing partners and stakeholders.	Try a self-assessment toolkit e.g. Inspiring Learning for All www.inspiringlearningforall.gov.uk/default.aspx PQASSO from the Charities Evaluation Services' www.ces-vol.org.uk/index.cfm?pg=42 EFQM Excellence Model www.efqm.org/Default.aspx?tabid=1 Try out the Arts Marketing Association's 'Thinking big!' worksheets www.a-m-a.org.uk/publications.asp Find a local university that does business studies and offer your project as a student assignment. Talk with other organisations who have done similar projects. Allocate a budget for professional development for staff, volunteers and governors. Ask a consultant to do an organisational audit; daily rates from £300 upwards.	Summarise your organisation's commitment; refer to key documents. Describe any changes that you have made since your first-round submission. Describe any further changes that you will make during the project. Include in an appendix any new policies that relate to involving people.

Appendix B

Detailed help with Steps 1-3

Step 1a – Where you are now: your organisation

Questions to think about	What you can do	Help and advice	What to tell us and put in Section 1 of your activity plan
<p>Is there a good fit between your aim to involve people and the way you manage your heritage now and in the future?</p> <p>What might you need to change?</p> <p>How will you do it?</p> <p>Do you need help?</p>	<p>Review policies and plans for how you look after your heritage e.g. conservation, maintenance, environmental sustainability.</p> <p>If your project involves more than just activities talk to the people developing other parts of your project.</p>	<p>Refer to HLF’s guidance on managing heritage: <i>Conservation management planning; Management and maintenance planning.</i></p>	<p>Summarise the relationship between heritage and people; refer to key documents.</p> <p>Describe any changes that you have made since your first-round submission.</p> <p>Describe any further changes that you will make during the project.</p>
<p>Who needs to be involved in the process of creating your Activity Plan?</p>	<p>Talk to key people about roles and responsibilities.</p> <p>Review people’s skills to do planning work and consider providing specific training and development to increase skills.</p>	<p>Do a training needs analysis. Refer to <i>Thinking about training.</i></p> <p>Talk with other organisations who have done similar projects.</p> <p>Have a look at the Our Place network www.ourplacenetWORK.org.uk</p>	<p>Describe how you created your Activity Plan, including:</p> <p>Who has been involved in its drafting.</p> <p>Who has been involved in helping you to develop your ideas about what you could do to involve people in your heritage.</p>
<p>Do you need additional support or resources?</p> <p>For example:</p> <ul style="list-style-type: none"> • More staff • More volunteers • Specialist help 	<p>Review your organisation’s capacity and consider where you might need additional support or to make changes to management arrangements.</p> <p>Consider bringing in expertise in areas you lack e.g. on governing bodies or advisory boards.</p>	<p>Try a self-assessment toolkit (see above).</p> <p>Get someone with the skills you don’t have on secondment from another organisation.</p> <p>Get specialist help from advisory services e.g. local volunteer bureau for volunteers.</p>	

Appendix B

Detailed help with Steps 1–3

Step 1a – Where you are now: your organisation

Questions to think about	What you can do	Help and advice	What to tell us and put in Section 1 of your activity plan
<p>What works for other organisations who have heritage like yours?</p> <p>Where is there good practice in the things you find difficult to do at present but want to do for the future?</p> <p>How have others changed their organisations to deliver projects like yours?</p>	<p>Research other projects.</p> <p>Visit other organisations and projects.</p> <p>Get advice from other organisations.</p> <p>Find out about and join professional networks and groups.</p> <p>Set up advisory boards.</p>	<p>Examples of projects on HLF website www.hlf.org.uk</p> <p>Search the web for advisory bodies, networks, conferences, training e.g. Museums, Libraries and Archives Councils, CyMAL, Scottish Museums Council, Northern Ireland Museums Council, English Heritage, Historic Scotland, Cadw, Group for Education in Museums. www.ourplacenetWORK.org.uk</p> <p>Black Environment Network, Council for the Care of Churches, Historic Houses Education Advisory Service, English Nature, Scottish Natural Heritage</p> <p>Organisations like yours who've done similar projects.</p> <p>Organisations not like yours but who have done similar projects.</p>	<p>What you have learnt from others.</p>

Appendix B

Detailed help with Steps 1–3

Step 1b – Where you are now: audiences	What you can do	Help and advice	What to tell us and put in Section 1 of your activity plan
<p>Questions to think about</p> <p>Who are the current audiences for the heritage that is the focus of your project?</p> <p>What do you know about them? E.g. demographics, motivation, what they value.</p>	<p>Review your existing information e.g. visitor data and surveys.</p> <p>If applicable, talk to the people preparing the conservation management plan about the information they have about why your heritage is important and to whom.</p>	<p>Refer to <i>Thinking about audience development</i> for tools and techniques for understanding your audiences</p> <p>Research into people and heritage e.g. <i>Not for the likes of you</i> – a study funded by HLF and others on new audiences. www.newaudiences.org.uk/feature.php?essential_audiences_20040601_1</p> <p>Taking part – England’s survey of leisure, culture and sport – shows who is and who isn’t taking part in heritage. www.culture.gov.uk/Reference_library/rands/taking_part_survey</p> <p>Arts Council England information sheets on audiences. www.artscouncil.org.uk/publications/information_sheets.php</p> <p>New audience website and resources www.newaudiences.org.uk</p> <p>Data on your local population: England & Wales. www.neighbourhood.statistics.gov.uk/dissemination</p> <p>Scotland. www.scotland.gov.uk/Topics/Statistics</p> <p>Northern Ireland. www.ninis.nisra.gov.uk</p> <p>Employ an audience development consultant to carry out research – daily rates from £300 upwards.</p>	<p>Summarise what you know about the audiences for your heritage at present.</p> <p>Put a summary and the full findings of each piece of research or consultation undertaken in the development period in an appendix.</p>
<p>Who are not currently audiences?</p> <p>What do you know about why they are not?</p> <p>What are the barriers to people becoming involved?</p>	<p>Review your existing information e.g. visitor data and surveys.</p> <p>Think about the gaps in what you know about these audiences (especially motivations for engaging with your heritage).</p> <p>Look at what others are doing to engage new audiences using activities.</p> <p>Look at local data e.g. the make-up of communities; why might your data be different?</p> <p>Look at surveys of involvement with heritage.</p>	<p>Describe the potential audiences for your heritage and any barriers to involving people.</p> <p>Put a summary and the full findings of each piece of research or consultation undertaken in the development period in an appendix.</p>	

Appendix B

Detailed help with Steps 1–3

Step 1b – Where you are now: audiences			
Questions to think about	What you can do	Help and advice	What to tell us and put in Section 1 of your activity plan
What more do you need to know?	Identify the gaps in your knowledge.	Refer to <i>Thinking about audience development</i> and <i>Thinking about community participation</i> for tools and techniques.	Describe the potential audiences for your heritage and any barriers to involving people.
Are there particular audiences you need to target with your activities?	Carry out specific research e.g. surveys, focus groups, talking to visitors. Carry out an access audit.	Visitor Studies Group (VSG) website – toolkits, consultants, training courses. www.visitors.org.uk	Put a summary and the full findings of each piece of research or consultation undertaken in the development period in an appendix.
Does the nature of your heritage mean that particular audiences are special to you?	Refer back to your organisation's reason for existing (e.g., your charitable objectives, your mission and objectives). Check your funding agreements. Review the nature of your heritage and its links to specific audiences e.g. local people, ethnic groups, communities of interest.	Arts Victoria (Australia) toolkits e.g. Audience Research Made Easy. www.arts.vic.gov.au/arts/publications/publications/research_guides.htm People to help might be: local access group to do the access audit; your staff and volunteers to do surveys; local university students able to do surveys as part of their course work. Training courses or seminars e.g. VSG, Group for Education in Museums; Heritage Link	
		Audience development consultants to do the work or train you to do it – daily rates from £300 upwards	

Appendix B

Detailed help with Steps 1–3

Step 1c – Where you are now: activities		
Questions to think about	What you can do	Help and advice
How do people take part in and learn about your heritage now?	Review the information you gave us in your first-round application. Bring together any more detailed information for use in planning the future.	<p>What to tell us and put in Section 1 of your activity plan</p> <p>Describe what you currently offer the public.</p> <p>Describe how your present audiences value the activities you offer.</p>
What do current audiences think of what you offer?	Review material you have from people who have been involved in your activities (e.g., evaluations, other surveys, comment books, letters, and so on).	Describe how potential audiences value your heritage and the activities you offer.
What do potential audiences think of it?	Review material you have (or others have) about how potential audiences see you and what you do.	Describe what you could be doing based on good practice in other organisations.
What more do you need to know?	Identify the gaps in your knowledge. Carry out specific research e.g. surveys.	Put a summary and the full findings of each piece of research or consultation undertaken in the development period in an appendix.
How does what you offer compare with other organisations?	Sample other people's activities. Be a mystery shopper. Become a member of a local 'benchmarking' group with similar organisations.	<p>Search the web – many organisations e.g. museums publish their data.</p> <p>Visit Britain publishes tourism data: www.tourismtrade.org.uk/MarketIntelligenceResearch/default.asp</p> <p>Use local or regional data sources e.g. tourist boards, heritage agencies.</p> <p>For large projects at heritage sites you might commission a consultant to do a benchmarking study.</p>

Appendix B

Detailed help with Steps 1–3

Step 2 – Making strategic decisions about involving people

This step is all about thinking through within your organisation what is right to do in your project. You may decide some of your initial ideas are not right after all. You may find it helpful to read again our guidance on the different types of learning and participation activities and our guidance *Evaluating your HLF Project*.

Questions to think about	What to tell us and put in Section 2 of your activity plan
What are your overall aims for involving people?	Set out your aims for involving people which will be realised through the activities in your project.
How does this work fit with your organisation's overall activity?	Set out how the project fits with the appropriate policies and your organisation's overall activity; and demonstrate your organisation's commitment to putting the activity plan into action.
Which audience or audiences do you want to target in your project?	Are these existing audiences that will be developed further or new audiences?
What are your reasons for choosing these audiences?	Summarise the choices you have made and tell us why these audiences matter to your organisation.
What can you realistically do in this project to involve people and help them learn about your heritage?	Give a concise and realistic description of what your project will do to involve people with the heritage that is the focus of your project.
What kinds of activity are most appropriate?	Give an overview of the kinds of activities you will do in your project and your reasons for choosing them (the detail of activities comes in Section 3 – the Action Plan)
Who will lead this work? Who will be involved? What will they do?	Give a structure chart for the management of the activities in your project. Give job descriptions (with salaries) for staff and volunteers, and briefs for any freelance workers or consultants.
Are there any disadvantages in involving people? How will you overcome them if there are? For example, managing access to a wildlife site. Do you need strategies and communication to manage people's expectations?	Set out your plans for how you will handle any potential difficulties in involving people with your heritage.

Appendix B

Detailed help with Steps 1–3

Step 2 – Making strategic decisions about involving people

Questions to think about	What to tell us and put in Section 2 of your activity plan
What are your measures of success for these activities?	Summarise your overall measures of success for involving people.
What are your quantitative targets? E.g. number of participants in programmes, number of new volunteers, an increase of x% in visit numbers.	You may need to wait to write this section until you have completed the action plan with specific measures of success for individual activities.
What are your qualitative targets? E.g. visitor satisfaction ratings.	
How will you evaluate your activities?	Summarise your overall plans for evaluation.
What methods will you use for different types of activity?	You may need to wait to write this section until you have completed the action plan with your methods of evaluating individual activities.
Refer to <i>Evaluating your HLF project</i> .	
Are you meeting HLF's aim for learning?	Summarise how you are meeting our aim for learning.
How do your proposed activities offer learning?	
If you are not intending to meet HLF's aim for conservation, you must meet our aim for participation.	If appropriate, summarise how you are meeting our aim for participation.
Are you? And how are you?	
How you will maintain the benefits of the activities after the project?	Set out broadly what will happen once the project is complete to ensure the long-term benefits.
Think about: ongoing development of resources and programmes; funding posts and activity from other sources; sustaining partnerships and/or developing new ones to continue the work of your project.	
How will the work you to do in this project help your organisation change and develop for the future?	Set out how your organisation will be different after the project and how you will continue to develop in this direction.
How you will share the lessons of your project with others?	Set out how you will share the lessons of your project.
Think about who will be interested and how you can reach them e.g. case studies, networking; conferences; helping other organisations	

Appendix B

Detailed help with Steps 1–3

Step 2 – Making strategic decisions about involving people

Questions to think about

What is the total cost of the activities in your project?

If your project involves more than activities, is the activities element in proportion to the total cost of the project?

What is the total in-kind contribution to your activities e.g. number volunteer days and their value; other in-kind contributions.

Is it all agreed with the overall Project Manager?

What to tell us and put in Section 2 of your activity plan

Give a summary of the budget for activities, which should be the same as you give in Section 6 of the Second Round application form.

(The detailed budget for activities will be in Section 3 of the activity plan)

Appendix B

Detailed help with Steps 1–3

Step 3 – Action planning for your project

This step is all about planning the detail of each activity you want to do in your project. You may find it helpful to read our guidance on the different types of learning and participation activities and *Evaluating your HLF project*.

The information you gather in Step 3 all goes into the action plan in Section 3 of your activity plan.

Questions to think about	What you can do
For each of the aims you set in Step 2:	
What are the activities you want to do?	Draw on all the information you have collected so far.
Who is the audience?	Review successful activities (yours and other people's).
How does the activity meet the audience's needs and interests?	Brainstorm for new ideas.
What are the outcomes you want – i.e. how will people benefit?	Involve your target audience in designing the activity.
When will the activity take place?	Write a mini project plan for each activity to make sure you have thought about everything to make it work. You may want to try out activities so you can review and refine them.
What resources do you need for each activity?	List the facilities, equipment, people needed for each activity.
Who can carry out the different kinds of activities?	List the skills and experience needed to deliver each activity.
Where will you get the skills and expertise?	Review existing staff and volunteer skills; consider training for people to be able to deliver activities. Put this training into your action plan as one of your project activities. Consider need for new staff, volunteers, freelance workers; write job descriptions; salaries or fees. Investigate partnerships with other organisations to bring you resources, skills and expertise.

Appendix B

Detailed help with Steps 1–3

Step 3 – Action planning for your project

Questions to think about	What you can do
For each of the aims you set in Step 2:	
What will each activity cost?	<p>Work out the direct costs of equipment, materials, freelance staff, travel etc.</p> <p>Work out the in-kind contributions e.g. volunteer time or other contributions.</p> <p>Work out the indirect costs e.g. staff time.</p> <p>Review costs and expected outcomes to decide value for money.</p> <p>For major activities e.g. a programme of workshops or an exhibition, write briefs for external suppliers, get quotes, decide value for money.</p> <p>Review the overall budget for direct costs and in-kind contributions you created under Step 2 and change as necessary.</p>
How will you measure success for each activity?	<p>Set targets for each activity and for each audience e.g. numerical targets for an increase in visits by a target audience.</p> <p>Qualitative targets e.g. for visitor satisfaction or for a specific outcome such as learning about the heritage.</p>
How will you evaluate the activities?	<p>Review the various methods e.g. surveys, observation, comments books.</p> <p>Decide which is appropriate for each activity.</p> <p>Consider the resources you need to undertake evaluation e.g. people, money, time.</p>
If your project involves more than activities, are your activities integrated with the rest of the project?	<p>Share your thinking with others involved in the project, especially the overall Project Manager.</p> <p>Talk to the other people planning parts of the project to make sure you have made the most of opportunities; for example: if there is conservation work in the project, have you developed activities that help the public learn about the conservation work or give opportunities to trainees?</p> <p>Share your timetable to make sure you have access to the necessary equipment and facilities for each activity.</p>

Appendix C

Data tables for the second-round application form

People who will benefit from your project

Ethnic group

Asian	Black	Chinese	Mixed	White
<input type="checkbox"/> Asian British	<input type="checkbox"/> Black British	<input type="checkbox"/> Chinese British	<input type="checkbox"/> White and Black Caribbean	<input type="checkbox"/> White British
<input type="checkbox"/> Asian English	<input type="checkbox"/> Black English	<input type="checkbox"/> Chinese English	<input type="checkbox"/> White and Black African	<input type="checkbox"/> White English
<input type="checkbox"/> Asian Irish	<input type="checkbox"/> Black Irish	<input type="checkbox"/> Chinese Irish	<input type="checkbox"/> White and Asian	<input type="checkbox"/> White Irish
<input type="checkbox"/> Asian Scottish	<input type="checkbox"/> Black Scottish	<input type="checkbox"/> Chinese Scottish	<input type="checkbox"/> White Scottish	
<input type="checkbox"/> Asian Welsh	<input type="checkbox"/> Black Welsh	<input type="checkbox"/> Chinese Welsh	<input type="checkbox"/> White Welsh	
<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Caribbean			
<input type="checkbox"/> Indian	<input type="checkbox"/> African			
<input type="checkbox"/> Pakistani				
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Irish travellers (Northern Ireland only)

Disability

People with disabilities (physical or mental problems which have a significant and long-term negative effect on a person's ability to carry out normal day-to-day activities)

Age

People aged

under 13 13 to 25 26 to 49 50 to 64 65 and over

Sex

Males Females

Religion

Protestant Catholic Other Christian Buddhist Hindu

Muslim Jewish Sikh Other No religion

People in lower socio-economic groups

You should tick this box if you know that your project particularly aims to benefit people living in households with incomes below the national average, or people living in the most deprived local-authority wards in England, Scotland, Wales or Northern Ireland.

People with dependants

People with dependants (for example, children or elderly relatives)

Sexuality

Gay and lesbian people Heterosexual people Bisexual people

Appendix C

Data tables for the second-round application form

People who will benefit from your project

Marital or civil partnership status

Single people (never married or in a civil partnership)

Married people (and living with their husband or wife)

Married people (and separated from their husband or wife)

Divorced people

Widowed people

In a civil partnership

Separated but still legally in a civil partnership

Formerly in a civil partnership which is now legally dissolved

Surviving partner from a civil partnership

Visits

If you have a heritage site that attracts visitors, how many visits have you had in the last 12 months?

visits

How many visits do you expect you will have in the 12 months after your project finishes?

visits

Volunteers

How many volunteers do you expect will work on your project from start to finish?

volunteers

Training

How many people will receive training through your project?

people

What skills will they be trained in? Tick all boxes that apply.

Construction

Delivering learning and interpretation

Conservation – land, habitats and buildings

Getting people to take part, including consulting communities and managing volunteers

Conservation – buildings

Managing heritage sites, including customer care and marketing

Conservation – collections (including oral history)

Technical skills, including building websites and making films

Archaeology

Our offices

East of England

Terrington House
13–15 Hills Road
Cambridge CB2 1NL
Phone: 01223 224870
Fax: 01223 224871

East Midlands

Chiltern House
St Nicholas Court
25–27 Castle Gate
Nottingham NG1 7AR
Phone: 0115 934 9050
Fax: 0115 934 9051

London

7 Holbein Place
London SW1W 8NR
Phone: 020 7591 6000
Fax: 020 7591 6001

North East

St Nicholas Building
St Nicholas Street
Newcastle upon Tyne
NE1 1RF
Phone: 0191 255 7570
Fax: 0191 255 7571

North West

9th Floor
82 King Street
Manchester M2 2WQ
Phone: 0161 831 0850
Fax: 0161 831 0851

Northern Ireland

51–53 Adelaide Street
Belfast BT2 8FE
Phone: 028 9031 0120
Fax: 028 9031 0121

Scotland

28 Thistle Street
Edinburgh EH2 1EN
Phone: 0131 225 9450
Fax: 0131 225 9454

South East England

7 Holbein Place
London SW1W 8NR
Phone: 020 7591 6000
Fax: 020 7591 6001

South West

Trinity Court
Southernhay East
Exeter EX1 1PG
Phone: 01392 223950
Fax: 01392 223951

Wales

Hodge House
Guildhall Place
Cardiff CF10 1DY
Phone: 029 2034 3413
Fax: 029 2034 3427

West Midlands

Bank House
8 Cherry Street
Birmingham B2 5AL
Phone: 0121 616 6870
Fax: 0121 616 6871

Yorkshire and the Humber

4th floor
Carlton Tower
34 St Paul's Street
Leeds LS1 2QB
Phone: 0113 388 8030
Fax: 0113 388 8031

Head office

7 Holbein Place
London SW1W 8NR
Phone: 0207 591 6000
Fax: 0207 591 6001

Textphone:
020 7591 6255

www.hlf.org.uk



Awarding funds from
The National Lottery[®]