



Activity plan guidance

October 2012

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.

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1 Introduction

1.1 What is 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 to engage people. In it we ask you to tell us about the activities you will do in order to deliver your project objectives and achieve against our outcomes for people and communities. We also ask you to describe the process which led you to decide which particular groups of people you want to engage with and why.

Your activity plan is an important document. It will serve as a ‘working manual’ for your project delivery team. We will use it to monitor your project.

1.2 Who should read this guidance?

This guidance is designed to help you plan the activities you will offer the public as part of your Heritage Grants project. All second-round applications must include an activity plan and therefore all applicants to the Heritage Grants programmes should read this guidance, ideally before they make a first-round application.

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.

This 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. If you need ideas, we provide a range of online good practice guidance and case studies giving examples of how people have been successfully engaged with heritage.

1.3 The Heritage Grants application process and your activity plan

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

- what is the heritage that your project focuses on? (Question 2a);
- what your project will do - capital works and activities (Question 3a); and
- which of our outcomes you want to achieve and what difference your project will make (Question 4).

If you are successful at the first round we expect you to work up your answers for the second round as an ‘activity plan’. This guidance contains a step-by-step process to help you plan and develop the activities you outlined in your first-round application to the detail required at the second round.

When you have completed your activity plan, including a detailed action plan produced to our template, you will attach it to your second-round application form. You will also use information from your activity plan to answer questions in the second-round application form and to complete the budget for your project in Section 7 of the application form.

If you are reading this guidance before you submit a first-round application, it will help you decide what you need to do during your development phase, who will do it, what it will cost, and whether you will ask HLF for a contribution through a development grant.

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. Your activity plan should incorporate all of your planned activities. You do not need separate plans for learning, audience development or training as you should tell us about all of your activities in one plan. If your project includes significant capital costs relating to interpretation you may need to have a separate exhibition or interpretation plan. In this case, ensure that relevant information is briefly cross-referenced; your interpretation will be informed by your audience and activity planning.

In the development phase you may also be undertaking other 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 but might also help inform your activity plan.

If you will be applying for a grant to do activities that are new to your organisation you might want to pilot them – in a proportionate way to inform your thinking - as part of your development work; you can include a small budget to do this work in any request for 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. We also expect more of you if you are experienced and have a successful track-record as an HLF applicant or in delivering activities.

1.4 Terminology

In this guidance we use 'engaging people and communities' as an umbrella term for all the ways in which you can help people benefit from heritage.

We use 'audience' to mean a group of people with identifiable characteristics who may be engaged with your heritage; for example, people of the same age group, disabled people or people from the same cultural background, or people with the same interests. They may be engaged 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.

2 The activity planning process

We ask 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 engaging 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, to communities 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 capital or conservation work such as restoring a building or habitat, redeveloping a museum or site, or digitising an archive, 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 engaging people. If relevant to your project, talk to the people preparing the Conservation plan or Management and 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 the heritage in your activities. If your project will involve new facilities, such as learning spaces or play areas, make sure you work closely with your architects and designers and any in-house education team and talk to others who have developed similar facilities. 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. Most applicants find the process takes months not weeks.

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 in Section 2.

2.1 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 engaging people and communities;
- audiences (who is engaged now and who could be engaged); and
- activities (what you do now with and for audiences).

Step 2 Making strategic decisions about engaging 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.

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 before our investment. The planning framework, with its three steps, will help you generate the content of your activity plan.

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; we will assess your application against it and, if you are successful, use it to monitor your progress.

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

2.1.1 Step 1: Looking at where you are now

This step is about looking at your current situation and why you want to engage people and communities with your heritage.

Where you are now – your organisation

It can be argued that heritage without people is dead heritage. What will get people interested in your heritage? Or, if people are already engaged, what can you do to encourage more understanding or a deeper level of engagement? 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 and what outcomes you will achieve in your 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 work closely together as many issues will be inter-related and we need to see how they will be joined up.

Where you are now – your audiences

In Step 1 we encourage you to look at the people presently engaged with your heritage and to think about who could be engaged in the future. We ask you to put people at the heart of your planning and activities, 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 engaged with your heritage and people who could be engaged. As part of preparing your second-round application you will need to gather this information.

Where you are now – your activities

As part of your planning process you will need to look at what you already do to engage people and communities with your heritage, if anything, and to start thinking about what you could be doing to encourage and enable greater engagement.

People might already be engaged with your organisation in a number of ways, including:

- taking part in an event, programme or course;
- visiting;
- being consulted;
- using material online;
- advising;
- volunteering;
- supporting or fundraising;
- enjoying; and
- governing.

Again, you may not have enough information about how they currently experience your organisation 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.

Questions to help you think through Step 1:

Organisation

- Who needs to be involved in the process of creating your activity plan?
- Is everything in place for your organisation to undertake more or new activities?
- Is there a good fit between your ambitions to engage people and the way you manage your heritage now and in the future?
- What works for other organisations who have heritage like yours? Where is there good practice in the things you find difficult to do at present? How have others successfully changed their organisations to deliver better activities that more people value?

Audience

- Who are the current audiences for your heritage?
- What do you know about them? E.g. demographics; life styles; how they are engaged; why they are engaged; 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 engaged? How could your project activities help overcome them?

- What more do you need to know?
- Are there particular audiences you want to target?
- Does the nature of your heritage mean that particular audiences are special to you?

Activities

- How do people learn about your heritage now?
- What do current audiences think of the opportunities for engagement that you offer?
- What do potential audiences think of your current offer? Is it relevant to them?
- What more do you need to know?
- How does what you offer compare with other organisations?

Actions to consider during Step 1:

Reviewing your policies and practice

- 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; you will find lots of examples online.
- Hold awareness sessions for staff, volunteers and governors to gain their views on your ideas and talk to key existing partners and stakeholders to increase understanding of the issues and ownership of the project.
- Review your organisation's capacity and consider where you might need additional support or to make changes to management arrangements.
- Review people's skills to do planning work and consider providing specific training and development to increase skills. Allocate a budget for professional development for staff, volunteers and governors.
- Talk with other organisations who have done similar projects and visit other organisations and projects.
- Try a self-assessment toolkit e.g. Inspiring Learning for All or try out the Arts Marketing Association's 'Thinking big!' worksheets.
- Find out about and join professional networks and groups and organisations that offer training e.g. Group for Education in Museums, Black Environment Network, Natural England, Visitor Studies Group.

Your existing data

- Review your existing user information e.g. in house visitor data and material you have from people who have been involved in your activities e.g. evaluations, comment books, letters etc.

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- 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.
- Review the nature of your heritage and its links to specific audiences e.g. local people, ethnic groups, communities of interest.

Other sources of information

- Collect data on your current user profile if you don't have it or if it is out of date – consider carrying out specific research e.g. surveys, focus groups, talking to visitors. You might ask audience development consultants to do the work or train you to do it.
- Look at local data e.g. the make-up of communities; is the profile of your users different and, if so, why might this be?
- Look at national or general heritage research into people and heritage e.g. *Taking Part – England's survey of leisure, culture and sport* shows who is and who isn't taking part in heritage and Visit Britain publishes tourism data. You can also use local or regional data sources e.g. from tourist boards, heritage agencies;
- Review material you have (or others have) about how potential audiences see you and what you do. You might want to do or contract someone else to do specific surveys of non-users;
- Think about the gaps in what you know about these audiences (especially motivations they might have for engaging with your heritage);
- Think about the barriers that some audiences typically face when engaging with heritage, for example, physical and sensory, cultural, organisational or intellectual; and
- Look at what others are doing to engage new audiences using targeted activities.

Success factors for Step 1 of the activity planning process

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;
- list who can help you, whether as partners, volunteers, or peer support;
- detail who is engaged with your heritage at present (with a description of audiences and their numbers);
- set out who could be engaged with your heritage through your project;
- describe what you do now and how people are already engaged with your heritage;
- demonstrate how people feel about what you do - how well known it is; how well it is valued; how much engagement people have with it; and
- what you might build on to develop future activities and engagement.

Beginning to:

- list what you might need to change in your organisation (you will firm this list up as you go through the three planning steps);
- 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); and
- develop ideas of what you could be doing (these ideas will give you options for the next step).

When you come to draft the plan, in this section:

- summarise your organisation's commitment to engaging the public and the relationship between heritage and people; 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;
- describe how you created your activity plan, including:
 - who has been involved in its drafting;
 - who has been involved in helping you to develop your ideas about what you could do to engage people in your heritage; and
 - what you have learnt from others.
- summarise what you know about the audiences for your heritage at present;
- describe the potential audiences for your heritage and any barriers your organisation might face in engaging people, for example, access barriers at your site, a lack of child-friendly activities, costs or opening hours;
- describe what activities you currently offer;
- describe how your present and potential audiences value the activities you offer;
- describe what you could be doing based on good practice in other organisations; and
- put a summary and the full findings of each piece of research or consultation undertaken in the development period in an appendix, together with any new policies that relate to engaging people.

2.1.2 Step 2: Making strategic decisions about engaging more 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 and firm up the outcomes you will achieve 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, people and communities. You may have to prioritise targeting some audiences and some types of activity as you may not be able to follow through all your ideas in the one project; we don't expect you to do more than is reasonable for your organisation and your grant request.

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 objectives 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 is your project seeking to achieve? What outcomes do you want to achieve for people and communities?
- How do they fit with your policies and organisational or business aims?
- How do they fit with other aspects of your project such as conservation and interpretation?
- Who will lead the activities in your project? Who will be involved in the planning? What will they do?
- Are there any disadvantages in engaging 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, new audiences or both?
- What are your reasons for choosing these audiences?
- Are these audiences likely to have specific needs? How will you research what they are, for example, through an access audit or focus groups?

Activities

- What kinds of activity are realistic and appropriate for the audiences you have chosen? We suggest you will need to consult with them during your development phase and you might want to try them out in a small-scale pilot.
- If applicable, what activities do you need to do to inform your interpretation? For example, if you are preparing an exhibition, it will be informed by your audience consultation and engagement and may usefully be supported with other activities that help create the content or ensure it is widely accessible.
- How do your proposed activities link to the outcomes you want to achieve and 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?

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 will you 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, such as conservation, are the costs in proportion to the total cost of the project, demonstrating your commitment to engaging people with heritage?

Success factors for Step 2:

Being able to show:

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

Beginning to think about:

- objectives, how they fit with our outcomes, targets (especially audience targets but also for any outputs you will produce, for example, leaflets, smartphone apps or workshops), 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).

You may need to wait to complete this section until you have drafted the action plan including your methods of evaluating individual activities.

When you come to draft the plan, in this section:

- set out what activities you want to do in your project and which of our outcomes you want to achieve;
- 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;

- summarise the choices you have made and tell us why these audiences matter to your organisation;
- give a concise and realistic description of what your project will do to engage people with the heritage that is the focus of your project. Make links to any exhibition or interpretation plans;
- 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);
- set out your plans for how you will handle any potential difficulties in engaging people with your heritage;
- give a structure chart for the management of the activities in your project;
- provide job descriptions (with salaries) for staff and volunteers, and briefs for any freelance workers or consultants;
- think about whether your proposed costs are realistic;
- summarise your overall plans for evaluation your measures of success for engaging people;
- set out how you will share the lessons of your project;
- set out broadly what will happen once the project is complete to ensure the long-term benefits. Think about how your work with audiences, the interests you generate and the materials you use could help sustain the benefits of your project;
- set out how your organisation will be different after the project and how you will continue to develop in this direction; and
- give a summary of the budget for activities, which should be the same as you give in Section 7 of the second round application form. (The detailed budget for activities will be in Section 3 of the activity plan and your project spreadsheet).

2.1.3 Step 3: Action planning for your project

This step is about developing a detailed plan of what you are going to do to engage people and communities 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?
- What outputs will you produce?
- Which of our outcomes will you achieve as a result of this activity? What difference will it make to people and communities?

- Who will benefit and how?
- Who will deliver the activities?
- Where will you get the skills and expertise you need to deliver the activity and outputs?
- What will the activities cost?
- How will you measure success for each activity/output/outcome?
- Are your activities integrated with the rest of the project, for example, if you are doing capital work are there ways of engaging the public with it directly?

Actions to consider during Step 3

Discuss and reflect

- Draw on all the information you have collected so far.
- Review successful activities (yours and other people's).
- Consult people to create new ideas. You may want to involve your target audience in designing activities that will meet their needs and interests.
- Talk to the other people planning your project to make sure you have made the most of opportunities; for example, have you developed activities that help the public learn about any conservation work or provide opportunities for new trainees?

Think about practicalities in detail

- Draft a mini project plan for each activity to make sure you have thought about everything to make it work.
- For major activities e.g. a programme of workshops or an exhibition, write briefs for external suppliers, get quotes, decide value for money.
- List the facilities, equipment and other resources needed for each activity.
- List the skills and experience needed to deliver each activity.
 - Review existing staff and volunteer skills; consider training for people to be able to deliver activities. You could put this training into your action plan as one of your project activities.
- Investigate partnerships with other organisations to bring you resources, skills and expertise.
- Consider the need for new staff, volunteers, freelance workers; write job descriptions; set a reasonable salary or fee.

Work on the budget

- Work out the direct costs of equipment, materials, freelance staff, travel etc.
- Work out the in-kind contributions e.g. volunteer time or other contributions.

- Review the overall budget for direct costs and in-kind contributions you created under Step 2 and change as necessary to ensure they are realistic and offer value for money.

Think about evaluation

- Review the various evaluation methods available to you e.g. surveys, observation, comments books and decide which is appropriate for each activity.
- Set targets for each activity and for each audience e.g.:
 - numerical targets for an increase in visits by a target audience; and
 - qualitative targets e.g. for visitor satisfaction or for a specific outcome such as learning about the heritage.
- Consider the resources you need to undertake evaluation e.g. people, money, time.

Discuss and reflect again

- Share your thinking and draft timetable with others involved in the project, especially the overall Project Manager.

Success factors for Step 3:

Being able to show:

- a plan of action which details how people will engage with your heritage;
- that you demonstrate that you will achieve the appropriate number and range of outcomes for the size of grant you are requesting; and
- how you are going to achieve these outcomes through activities.

Having:

- an activity plan ready to attach to your second-round application; and
- the information for Sections 4 and 7 of the second-round application form.

2.2 Writing your action plan

In Section 1 of your activity plan you will have described your current situation and the potential activities you have explored. In Section 2 you will have set out in draft the aims for your project and the outcomes you are seeking to achieve, to be realised through the activities you undertake in your project.

As you go through Step 3 you need to transfer the detailed information about the activities you have planned 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 1 for the template and just three examples of activity. Once completed your action plan is likely to be a substantial table stretching over multiple pages and we suggest you present it as clearly as possible; you may want to set the pages to A3 to make it readable on paper.

To support each aim of your project you should provide detailed information under the following column headings:

- your planned activities – a detailed description of what you will do;
- your target audience(s) – who will benefit;
- the specific outcomes of your project – how people will benefit, ensuring they relate directly to the outcomes we describe in Section 4 of the Heritage Grants application guidance;
- 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. participant or user numbers) and qualitative (e.g. participant or user satisfaction rating); and
- your method(s) of evaluation.

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.

Finally 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 7 of the form, as set out below.

Question 4d of the application form asks: What are the main groups of people that 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 engage by completing the table on the application form.

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;
- has volunteers;
- is creating jobs; and/or
- is offering training to people.

Section 7 of the application form asks for your top level project costs and we ask you for a separate detailed spreadsheet. 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. Include these costs in summary in the application form and make sure they are consistent with your overall project spreadsheet.

3 Tips for successful planning

Do it for the right reasons

Use the process as a positive planning tool. If you just produce the plan because you think we want you to, the process will be of limited benefit.

Involve people

Use the process to bring together the people who will be essential to the success of your project. Make sure the document includes a wide range of views. Delays and extra costs can arise if the right people are not involved. If appropriate, you should involve your partners in drawing up the activity plan and make sure that their views are taken into account.

Get specialist help

You and your team may well need a specialist to help you prepare your plan and perhaps to make sure you and your team have the skills to implement it, especially if you don't have a track record in engaging the public. The right advice can also save you time and money in the long term.

Working with consultants

If you ask consultants to prepare a plan, make sure you work closely with them; you should plan to dedicate some time to this dialogue. Make sure you are happy with their work, that they are making use of your knowledge and that of your staff or volunteers, and that they produce a document that helps you.

Manage it

Be prepared to take an active role in managing the planning process. Make sure that the plan you prepare or commission helps you engage the public in ways that meet their needs and help achieve your chosen outcomes. Manage the process from the first discussion of the idea through to the commissioning process, to make sure that people use the plan in the long term.

Mediate

Use the plan to mediate between different ideas about heritage. For example, buildings specialists and learning specialists might have different ideas about how to manage and open up your site. It is important everyone in your organisation is happy with the activity plan.

Adopt it and use it

There is no point in preparing a plan unless you are going to use it.

Appendix 1

1. Action plan template

Set out your action plan using these columns:

Ensure that the detailed costs of activities are reflected in the project costs spreadsheet that you submit with your application.

Activity: detailed description	Audience	Benefits for people	Outcome	Resources	Costs in project budget	Timetable	Targets & measures of success	Method(s) of evaluation
					Total £xx Detail of each item £xx			

2. Worked examples of the type and level of information you should provide about each activity in your action plan

Activity: detailed description	Audience	Benefits for people	Outcome	Resources	Costs in project budget	Timetable	Targets & measures of success	Method(s) of evaluation
Smartphone tour app usable by people with a visual impairment among others which outlines the history, architecture & use of the building & including orientation	Visually impaired visitors and general visitors.	Visitors will learn more about the heritage. Visually-impaired people have improved access to information and the	People will have learned about heritage; More people and a wider range of people will have	Project Manager: 4 days. Consultation with local visually impaired group: 2 days. Someone to	Total £10,200 consisting of: £10,000 for creating the app and stopping point markers £200	Create - months 1- 6 of project plan; test - month 7; install - month 9	Visually impaired visitors are aware of the service & 100% of them use it. Positive user feedback.	Data on downloads. Evaluate user feedback. Observe usage by visitors as they go

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information. 10 stopping points of main interest with markers.		building, and learn more about the heritage.	engaged with heritage	create app Budget.	expenses for visually impaired group to test app.			around. Visitor feedback forms.
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.	People will have developed skills People will have volunteered time	Volunteers: 1-3 days each; Manager: 1 day; External trainer: 6 days; Volunteer expenses and course fees	Total £2000 consisting of volunteer expenses and course fees	Deliver 3 courses pa in Yrs 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; at least half of the individuals stay committed to the project until the end	Each volunteer on project encouraged to keep simple record of achievement file
A youth panel recruited and facilitated to advise museum staff on programming, events and publicity for museum during capital works	Local people aged 14-19	Young people will have fun, learn new communication and team building skills, and gain experience of	Skills Enjoyment More/wider	Outreach officer: 30 days; Facilitator: 10 days Curator: 3 days	Total: £4,200 consisting of: £200 recruitment; £3,000 freelance fees;	Set up in Yr 2, Mth 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	Young people asked to devise own evaluation methodology; young people have opportunity to feedback

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phase		a creative working environment to enhance their CV.		Design staff: 2 days Materials and meetings expenses	£1,000 young people's budget (exhibition and design costs included elsewhere.)		own training needs. Minimum of one temporary exhibition planned and one publicity idea implemented during Yr 3.	directly to senior museum staff.
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