

# Authentic and Meaningful Participation in Heritage or Related Activities



## AMPHORA

for  
Mental Health  
and  
Wellbeing



## Checklist for Project Providers

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# PROJECT PREPARATION: 1. Aims and Benefits

What should AMPHORA projects aim to do? It is essential that projects:

<b>Improve Wellbeing by:</b>	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Educating participants and enhancing their skills via formal and informal learning, inspiring future research and new projects, and enhancing skills leading to further education and employment opportunities.	<input type="checkbox"/>	
Creating a purpose and focus by engaging participants in meaningful activities with clearly defined goals and outcomes.	<input type="checkbox"/>	
Promoting diversity and inclusion by enhancing access to heritage, creating a sense of community, and by raising awareness of mental health.	<input type="checkbox"/>	
Empowering participants by ensuring participants' views are valued and respected, boosting their self-esteem and confidence, and creating a sense of belonging.	<input type="checkbox"/>	
Creating a safe environment for participants to carry out activities.	<input type="checkbox"/>	
Encouraging social skills and connectedness, and promoting teamwork.	<input type="checkbox"/>	
Generating further support by signposting to further support and promoting social prescribing as an enabling mechanism.	<input type="checkbox"/>	
<b>Enhance Heritage by:</b>		
Widening perspectives by engaging with a wide range of participants.	<input type="checkbox"/>	
Offering a new dimension to heritage through the contribution of stories and experiences of those taking part.	<input type="checkbox"/>	

# PROJECT PREPARATION: 2. Group Composition

**What types of groups should take part?** This is flexible, but organisations **must ensure** that composition of the group is:

	<input checked="" type="radio"/>	<i>Notes on delivery:</i>
Determined by the aims and objectives of the project organisers. For example, supporting participants with a specific mental health issue or those with shared experiences.	<input type="radio"/>	
Connected to the resources available to the project. For example, a heritage project that seeks to engage people with complex mental health issues would require more resources to run safely.	<input type="radio"/>	

# PROJECT PREPARATION: 3. Initial Contact and Joining a Project.

How can we tell people about the project and support them in joining us? It is essential that you:

<b>Provide information:</b>	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Ensure that signing up to the project is clear and straightforward.	<input type="checkbox"/>	
Offer participants an orientation pack, containing detailed information on the project and what it will involve.	<input type="checkbox"/>	
<b>Plan Initial Contact:</b>		
Allow a trusted contact, a peer or former participant to accompany the person to the project's first session.	<input type="checkbox"/>	
<b>Collaborate:</b>		
Collaborate with other professionals/ organisations to co-create wellbeing plans for each participant.	<input type="checkbox"/>	
Collaborate with other professionals/ organisations to ensure highly trained staff are present if a participant needs them.	<input type="checkbox"/>	
Collaborate with other professionals/ organisations to offer access to external mental health support if a participant needs it.	<input type="checkbox"/>	
<b>Prior to the activity taking place, collaborate with other organisations and professionals to arrange conversations or assessments with potential participants to:</b>		
Identify their needs or potential triggers and jointly create strategies to cope with these.	<input type="checkbox"/>	
Identify individual goals and co-create plans to support these.	<input type="checkbox"/>	

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# PROJECT PREPARATION: 3. Initial Contact and Joining a Project.

How can we tell people about the project and support them in joining us?

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*Notes on delivery:*

**It is also recommended that projects:**

Collaborate with other professionals and organisations, for example mental health professionals, volunteer organisations and social prescribers, to generate greater awareness among potential participants or actively refer individuals to the project.



Consider offering taster sessions or open days to help potential participants to overcome anxieties or other barriers to full participation.



# PROJECT DELIVERY: 4. Working in Partnership

**Why should we work in partnership?** You should consider partnerships with organisations, professionals, and those with lived experience to deliver the best project you can.

<b>It is essential that:</b>	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Projects include support/mentoring from mental health <b>and</b> heritage professionals.	<input type="checkbox"/>	
All individuals facilitating or offering support are vetted for their suitability <b>and</b> their roles are clearly defined.	<input type="checkbox"/>	
Projects are co-created with people with lived experience of mental health issues.	<input type="checkbox"/>	
<b>Enhanced Link Working:</b>		
Organisations/projects can use partners to signpost to projects through varied methods such as:  Health care networks. Charity and community groups. Social prescribing. Cultural and heritage groups. Online media. Word of mouth. Personal testimonials.	<input type="checkbox"/>	
To avoid excluding those unaffiliated with organisations or without digital access consider using:  Local press. Leaflets. Events and fairs.	<input type="checkbox"/>	

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# PROJECT DELIVERY: 4. Working in Partnership

**Why should we work in partnership?** You should consider partnerships with organisations, professionals, and those with lived experience to deliver the best project you can.

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*Notes on delivery:*

## **It is recommended that:**

Organisations could also benefit from partnering with other organisations and/or individuals to organise and carry out projects.



Organisations could also benefit from support offered by peers, volunteers, and carers.



An organisation lacking in resources and knowledge could benefit from first engaging with smaller projects and then build the scale of projects based on experience.



# PROJECT DELIVERY: 5. Safeguarding Responsibilities

**How can we run a project that protects participants and heritage?**  
To safeguard your participants and the heritage you are working with you **must ensure that:**

	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Heritage sites have policies and procedures in place to protect the safety of its audiences, participants, collections and heritage assets before the activity takes place.	<input type="checkbox"/>	
Training should be provided for any activity that requires it.	<input type="checkbox"/>	
Staff are appropriately prepared prior to the activity and debriefed following its completion.	<input type="checkbox"/>	
Enough staff are in place to run the activity.	<input type="checkbox"/>	
Ongoing support is offered to staff/volunteers involved in programme delivery.	<input type="checkbox"/>	
There are reflective opportunities for staff and volunteers to talk about what went well/ not well.	<input type="checkbox"/>	
Health and safety equipment appropriate to the activity is in place.	<input type="checkbox"/>	
Quality control standards are in place for activities that require it.	<input type="checkbox"/>	
It is essential that activities that will irreversibly impact the historic environment or damage objects and buildings (archaeological excavations, restoration activities) are appropriately supervised so that projects comply with the standards of the relevant professional body while also delivering benefits to participants.	<input type="checkbox"/>	



# PROJECT DELIVERY: 6. Enabling Participation

How can we run a project that supports participation? It is essential that you:

	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Recognise you have a duty to help a person seek appropriate support or report the information to relevant authorities if someone discloses a risk of harm to themselves or others.	<input type="checkbox"/>	
Ensure a code of conduct is signed by all taking part.	<input type="checkbox"/>	
<b>Practical steps to support participants should include:</b>		
Arranging shared mealtimes or snack times to encourage conversation and social bonding.	<input type="checkbox"/>	
Providing practical support to participants such as food, transport and/or accommodation if the activity is taking place away from home.	<input type="checkbox"/>	
Allowing flexibility for participants that have family or work commitments.	<input type="checkbox"/>	
<b>Organisations should consider emotional/psychological factors for enabling participation by ensuring:</b>		
All participants derive some benefit from the activities.	<input type="checkbox"/>	
Reports of inappropriate or discriminating behaviour are recorded and investigated.	<input type="checkbox"/>	
For residential projects a responsible person should be available at all times to provide immediate assistance or support to individuals should the need arise.	<input type="checkbox"/>	
“Safe spaces” are provided if people need them.	<input type="checkbox"/>	

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# PROJECT DELIVERY: 6. Enabling Participation

How can we run a project that supports participation? It is essential that you:

continued from previous page...	<input checked="" type="radio"/>	<i>Notes on delivery:</i>
There is flexibility when someone is unwell and cannot participate.	<input type="radio"/>	
A range of activities that are interesting and at varying levels is provided.	<input type="radio"/>	
The wellbeing of participants is monitored throughout their involvement.	<input type="radio"/>	
Carers that participants would like to accompany them are allowed to do so.	<input type="radio"/>	
Efforts should be made to avoid participants developing dependency on support staff or the project.	<input type="radio"/>	

# PROJECT DELIVERY: 7. Staff Expertise and Training

What expertise and training should our staff and volunteers have? It is essential that you:

	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Have at least one mental health first aider on site, with more for larger groups.	<input type="checkbox"/>	
Ensure that training is provided by a trained instructor or a reputable provider.	<input type="checkbox"/>	
Offer Mental Health Awareness training to all staff/volunteers that are supporting the project.	<input type="checkbox"/>	
Offer Equality and Diversity training to all staff/volunteers that are supporting the project.	<input type="checkbox"/>	
Offer General Data Protection Regulation training to all staff/volunteers that are supporting the project and have not already received GDPR training.	<input type="checkbox"/>	
Offer Mental Health First Aid training to some of the staff/volunteers that are supporting the project.	<input type="checkbox"/>	
Offer Safeguarding of Vulnerable Adults training to some of the staff/volunteers that are supporting the project.	<input type="checkbox"/>	
<b>It is recommended that:</b>		
Staff and volunteers could also benefit from training in <b>Coaching Skills</b> and <b>Transformative Skills</b> .	<input type="checkbox"/>	

# PROJECT DELIVERY: 8. Model of Delivery

**What sort of project should we run?** The type of activities you offer will depend on the available expertise and resources. But it is **essential** that all projects:

	<input checked="" type="radio"/>	<i>Notes on delivery:</i>
Have some structure to their delivery based on its <b>objectives</b> and on the <b>capabilities of those organising it.</b>	<input type="radio"/>	
Allow flexibility to accommodate <b>emerging interests</b> and <b>individual needs.</b>	<input type="radio"/>	

# PROJECT FOLLOW UP: 9. Expectations for Evaluation

## How should we evaluate the project?

	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
<b>Evaluation of AMPHORA projects is essential</b> to understand if and how the project has supported mental health and wellbeing.	<input type="checkbox"/>	
Organisations <b>should measure wellbeing</b> by a method that is agreed by the participant.	<input type="checkbox"/>	
<b>The following methods could be used for evaluation:</b>  Feedback from staff/volunteers.  Audience surveys.  Organisation data.  Feedback from participants.  A previously agreed upon, validated psychological measure/scale.  Financial information to evaluate the sustainability of the project, assess positive economic impact derived from the project and/or to assess whether new audiences for the heritage site were created because of the project.	<input type="checkbox"/>	

# PROJECT FOLLOW UP: 10. Post Project Support

**How can we support people after the project?** It is **essential** that participants are supported at the end of a project and you should do this by:

	<input checked="" type="checkbox"/>	<i>Notes on delivery:</i>
Signposting to further support for participants that need it.	<input type="checkbox"/>	
Informing participants if there are any possibilities to take part in future projects.	<input type="checkbox"/>	
Encouraging post project contact with other participants.	<input type="checkbox"/>	
Offering some post project contact with participants to check on their wellbeing.	<input type="checkbox"/>	
Encouraging independent participation within heritage or progression to a new role within the project for those that are interested in further involvement.	<input type="checkbox"/>	
<b>It is recommended that:</b>		
Heritage organisations may also wish to consider the value of providing guidance on <b>career goals and progression</b> to participants who wish to be involved in future projects or seek employment or education opportunities.	<input type="checkbox"/>	

