Authentic and Meaningful Participation in Heritage or Related Activities

AMPHORA

for
Mental Health
and
Wellbeing

Guidance for Social Prescribers

Stakeholder Research Funded by:

MARCH Network

UK Research and Innovation

Production of Guidance Document Funded by:

University of Winchester

Introduction

Taking part in heritage projects, like archaeology, has become a really popular way to improve mental health and wellbeing and they really can help people. But there can be times when projects might not have the right set up to make sure that the participants and the historic remains are well looked after.

Through a Delphi consultation we brought together 44 people including those with lived experience of mental health issues along with heritage and mental health professionals. Through their expertise, we built a set of best practice guidelines to help make sure that people are safe and looked after when they take part and that we look after the things and places that mean something to us.

The guidelines have three sections; project preparation, project delivery, and project follow-up. In each section are a number of detailed items.

Project preparation

- Project aims and anticipated benefits
- Group composition
- Initial contact and joining a project

Project delivery

- Working in partnership
- Safeguarding responsibilities
- Project delivery to enable participation
- Staff expertise and training
- Model of delivery

Project follow-up

- Expectation for evaluation
- Post-project support

Important Definitions

Throughout the toolkit we use the terms **heritage project** and **mental health issues.**

By **heritage project**, we mean a project set up as an intervention to offer active, hands on, participation to support mental health and wellbeing.

By **mental health issues**, we mean symptoms and feelings that impact on every day life and relate to, for instance, anxiety, depression and PTSD. They are different from wellbeing.

We have produced three toolkits to share the guidelines with:

- project providers to help set up and deliver projects
- social prescribers to help identify projects that run to best practice
- potential participants to learn about the projects and support available

While these guidelines have been developed for heritage projects that support people with mental health issues, other types of projects with other types of participants in mind could benefit from them.

Take part in our survey

The Team

Dr Karen Burnell
Solent University
Principal Investigator

Dr Paul Everill
University of Winchester
Co-Investigator

Dr Louise Baxter
Formerly of Bournemouth University
Co-Investigator

Eva Makri
Solent University
Reseach Associate

Dr Kathryn Watson
King's College London
Co-Researcher

In partnership with Historic England

PROJECT PREPARATION: 1. Aims and Benefits

What do AMPHORA projects aim to do? Heritage projects aim to improve wellbeing and enhance heritage by:

Educating participants and enhancing their skills via formal and informal learning. Doing so will inspire further research, new projects and create further education and employment opportunities.

Creating a purpose and focus. Engaging participants with meaningful activities that have clearly defined goals and outcomes.

Promoting diversity and inclusion. Help enhance access to heritage by creating a sense of community and raising awareness of mental health.

Empowering participants. Ensuring participants' views are valued and respected, boosting their self-confidence and creating a sense of belonging.

Broadening perspectives by engaging with a wide range of participants.

Adding new dimensions to heritage through the contribution of participants, such as their stories and experiences.

Creating a safe environment. Making certain participants can carry out activities in a safe space they feel comfortable in.

Encouraging connectedness between participants. Promoting teamwork and social skills.

Generating further support. Signposting additional sources of support and using social prescribing as an enabling mechanism.

PROJECT PREPARATION: 2. Group Composition

What types of groups can participants expect to be part of? This is flexible, but organisations must ensure that:

The project's **aims and objectives determine the composition of the group.** For example, supporting participants with a specific mental health issue or those with shared experiences.

The composition of the group should be **clearly communicated** with potential participants.

The **resources available to the project are suitable** for the composition of the group. For example, a heritage project that seeks to engage people with complex mental health issues would require more resources to run safely and successfully with appropriately trained staff.

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

What support can participants expect when joining projects? There are several ways projects will make contact and support participants:

By providing information:

Ensuring that signing up to the project is **clear and straightforward.**

Providing participants with an **orientation pack**, containing detailed information on the project and what it will involve.

By sharing information:

Collaborating with other organisations and professionals to **co-create wellbeing plans** for each participant.

Working with other organisations and professionals to **provide highly trained staff** and **access to external mental health support** should participants require them.

By planning Initial Contact:

Allowing a trusted contact, a peer or former participant to accompany the person to the project's first session.

By collaborating with Professionals:

Prior to the activity taking place, collaborating with other organisations and professionals to arrange conversations or assessments with potential participants to **identify their needs or potential triggers** and jointly **create strategies** to address these. Also ensure participants **identify individual goals** and co-create plans to support them working towards and achieving them during the project.

It is also recommended that projects:

Work with other organisations and professionals, 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 with mental health issues to overcome barriers to full participation.

PROJECT DELIVERY: 4. Working in Partnership

Why is it important that AMPHORA projects work in partnership? By working with external partners heritage projects can ensure that:

Projects include **support/mentoring from mental health and heritage professionals**.

All individuals facilitating or offering support are **vetted for their suitability** and **their roles are clearly defined**.

Projects are **co-created** with people with lived experience of mental health issues.

Organisations could also **benefit** from **partnering with other organisations and/or individuals** and from **support offered by peers, volunteers, and carers.**

An organisation lacking in resources and experience could benefit from **first engaging with smaller schemes** and then building the scale of projects.

Enhanced Link Working

Heritage projects can use partners to **signpost to projects through varied methods** to avoid excluding those unaffiliated with organisations or without digital access.

Consider signposting projects through:

- Health care networks.
- Charity and community groups.
- Social prescribing.
- Online media.
- Word of mouth.
- Personal testimonials.
- Local press.
- Leaflets.
- Events and fairs.

PROJECT DELIVERY: 5. Safeguarding Responsibilities

What safeguarding responsibilities can we expect on AMPHORA projects? To safeguard participants and heritage, projects must ensure that:

Projects have policies and procedures in place to **protect the safety** of their participants and heritage assets.

Training should be provided for any activity that requires it.

Staff are **appropriately prepared** prior to the activity and debriefed following its completion.

Enough staff are in place to run the activity.

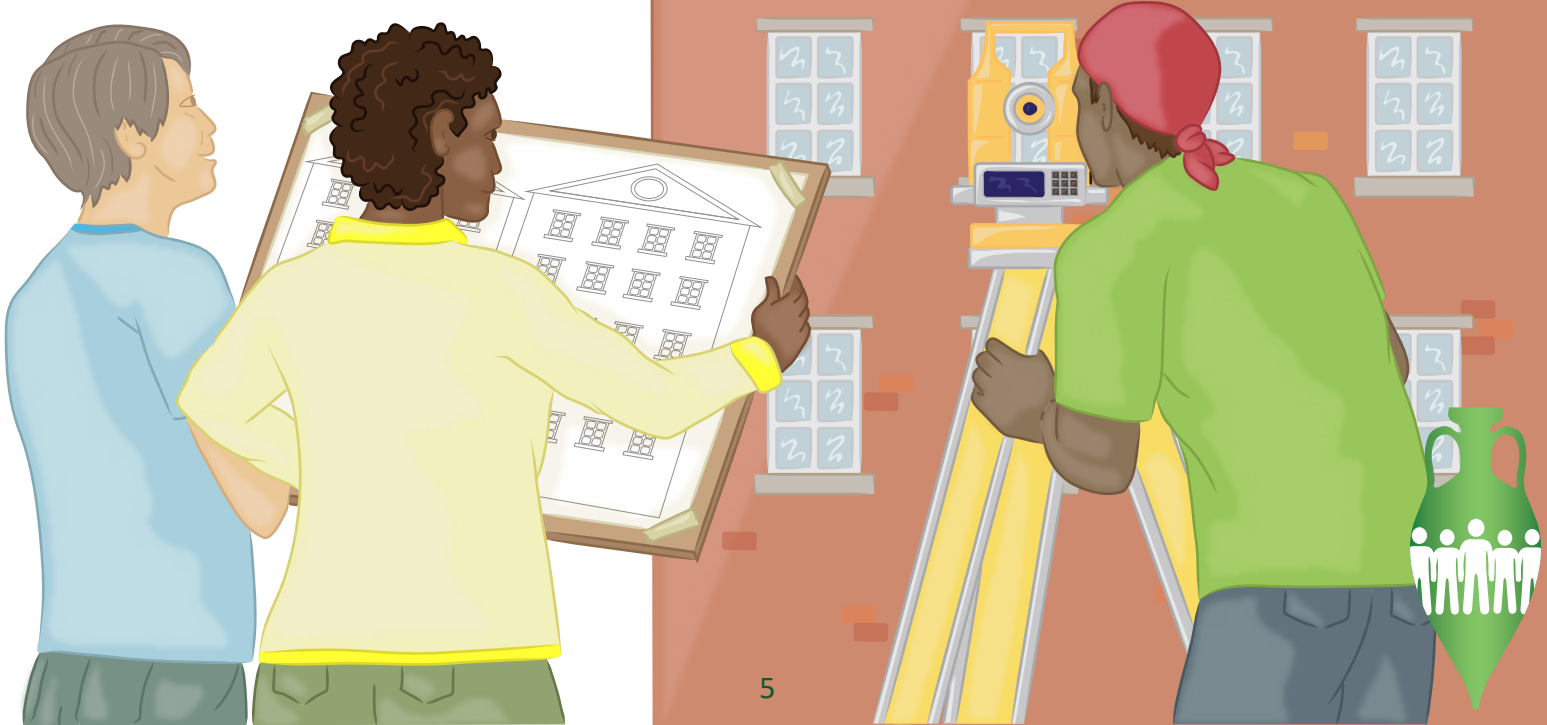
Ongoing support is offered to staff/ volunteers involved in programme delivery.

There are **reflective opportunities for staff and volunteers** to talk about what was successful and less successful.

Health and safety equipment appropriate to the activity is in place.

Quality control standards are in place for activities that require it.

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 **professional standards** while also **delivering benefits to participants**.



PROJECT DELIVERY: 6. Enabling Participation

How do AMPHORA projects ensure that participation is fully supported? AMPHORA projects must:

Recognise they 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**.

Ensure a **code of conduct** should be signed by all taking part.

Practical steps to support participants should include:

Arranging shared mealtimes or breaks to **encourage conversation and social bonding**.

Providing support to participants such as **food, transport and/or accommodation** if the activity is taking place away from home.

Allowing **flexibility for participants** that have family or work commitments.

Organisations should consider emotional/psychological factors for enabling participation by ensuring:

All participants derive some **benefit from the activities**.

Reports of inappropriate or discriminating behaviour are recorded and investigated.

For **residential projects** a responsible person should **be always available** to provide immediate assistance or support to individuals should the need arise.

"Safe spaces" are available if people need them.

There is **flexibility** when someone is unwell and cannot participate.

A **range of activities** that are interesting and at varying levels is provided.

The **wellbeing** of participants is monitored throughout their involvement.

Carers that participants would like to accompany them are allowed to be involved.

Efforts should be made to **avoid participants developing dependency** on support staff or the project.

PROJECT DELIVERY: 7. Staff Expertise and Training

What expertise and training should you expect teams offering AMPHORA projects to have? It is essential that projects:

Have at least one **mental health first aider** on site, with more for larger groups.

Ensure that training is provided by a **trained instructor** or a reputable provider.

Offer **Safeguarding of Vulnerable Adults** training to some of its staff/volunteers that are supporting the project.

Offer **Mental Health Awareness** training to any of its staff/volunteers that are supporting the project.

Offer **Mental Health First Aid** training to some of its staff/volunteers that are supporting the project.

Offer **Equality and Diversity** training to any of its staff/volunteers that are supporting the project.

Offer **General Data Protection Regulation** training to any of its staff/volunteers that are supporting the project and have no prior GDPR knowledge.

Staff and volunteers could also benefit from training in **Coaching Skills** and **Transformative Skills**.

PROJECT DELIVERY: 8. Model of Delivery

What sort of activities are offered on AMPHORA projects? Activities are varied and will depend on the expertise of project providers. But is essential that all projects:

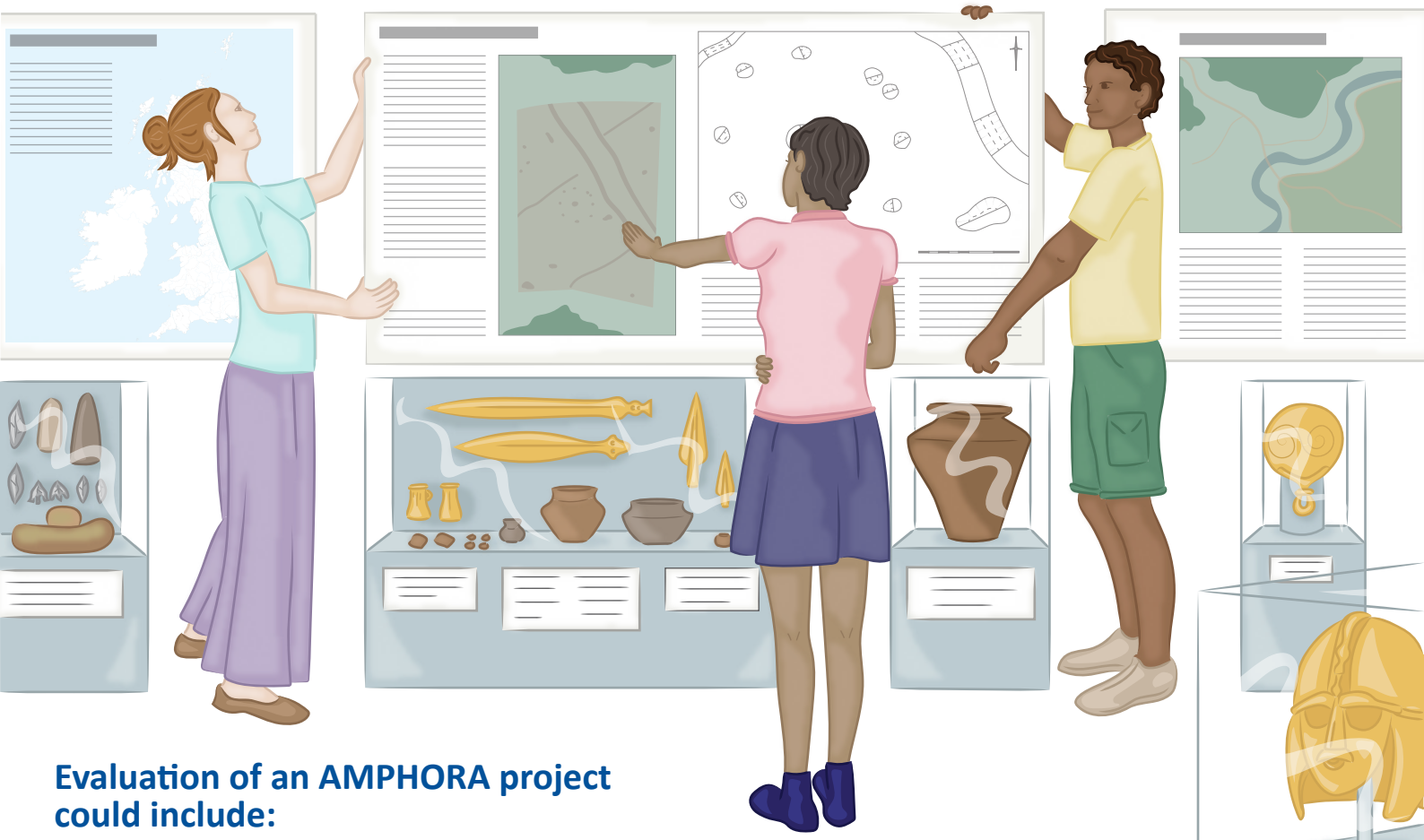
Have some structure to their delivery based on its **objectives** and on the **capabilities of those organising it**.

Allow flexibility to accommodate **emerging interests** and **individual needs**.

PROJECT FOLLOW UP: 9. Expectations for Evaluation

Will projects be evaluated, and if so, how?

It is **essential** to evaluate AMPHORA projects to understand if and how the project has supported mental health and wellbeing. However, the evaluation should measure wellbeing by a method that is **agreed by the participant**.



Evaluation of an AMPHORA project could include:

Feedback from staff/volunteers.

Feedback from participants.

Audience surveys.

A previously agreed upon, validated psychological measurement to assess wellbeing.

Organisation data.

Financial information to evaluate the **sustainability of the project**, to 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.

We recommend that any approach used is within the expertise of the evaluator or that external expertise is sought.

PROJECT FOLLOW UP: 10. Post Project Support

Can participants expect to be supported after taking part? It is essential to provide support following a project and this should be done by:

Signposting further support for participants that need it.

Informing participants if there are any possibilities to take part in **future projects**.

Encouraging post project **contact with other participants**.

Offering some post project contact with participants to **check on their wellbeing**.

Encouraging independent participation within heritage or progression to new roles within the project to those that are interested in further involvement.

Heritage organisations may also wish to consider the value of **providing guidance on career goals and progression** to participants.

With thanks to our Delphi stakeholder panel, including the following who waived their anonymity after the process concluded:

Becky Aldridge, CEO Dorset Mental Health Forum
Dickie Bennett, Director of Services, Breaking Ground Heritage
Katie Buckley, Chief Operating Officer, Waterloo Uncovered
Dr Stephen Calver
Dr Karina Croucher
Sarah Dhanjal, Museum Learning Facilitator, Hampshire Cultural Trust
Laura Drysdale, Director, the Restoration Trust
Liz Ellis, Policy Project Manager, National Lottery Heritage Fund
Mark Evans, CEO, Waterloo Uncovered
Dr Kathryn Fielden CPsychol
Joe Flatman, Consultancy Manager, The National Trust
Hollie French, Policy Manager at Test Valley Borough Council
Jan Hawkins-Kitson, Social Prescriber Help & Care
Stephen Humphreys PhD RPA, CEO, American Veterans Archaeological Recovery
Mrs Naiomi Kempton, National Heritage Policy Advisor, Canal & River Trust
Briony Lalor, Operation Nightingale and Breaking Ground Heritage
Janice Lobban, Senior Art Psychotherapist, Combat Stress
James Moody, Head of Strategy and Innovation at Test Valley Borough Council
Professor Dominic Murphy, Head of Research at Combat Stress and President of the UK Psychological Trauma Society
Rev'd Barbara Jane O'Sullivan, Church of the Guardian Angel, Baltimore MD, USA
Richard Osgood, Senior Archaeologist DIO (MOD) – Lead Archaeologist, Operation Nightingale
Tony Pollard, Professor of Conflict History and Archaeology, University of Glasgow, and Academic Lead, Waterloo Uncovered
Will Rathouse PhD, Senior Community Archaeologist, Thames Discovery Programme, MOLA
Lt Col Michelle Richardson, Defence Archaeology Group (DAG)
Jenny Shepherd, Research and Impact Manager, Canal & River Trust
Dr Linda JM Thomson, Senior Research Fellow, University College London
David Ulke, Honorary Visiting Fellow (University of Leicester School of Archaeology & Ancient History) and Wellbeing Support Team lead for Waterloo Uncovered
Zoë Umpleby BA(Hons) MA, Museum Professional, PhD researcher at the University of Winchester
Associate Professor Ben Wadham, Director Open Door Veteran Transition Integration Wellbeing Research Initiative, Flinders University SA
Giles Woodhouse, Chief Strategy Officer, Wessex Archaeology and doctoral student at the Institute of Policy Research, University of Bath

The AMPHORA guidance is endorsed by:

American Veterans Archaeological Recovery
Archaeology Scotland
British Archaeological Jobs and Resources
Breaking Ground Heritage
CIfA Chartered Institute for Archaeologists
Combat Stress For Veterans' Mental Health
IDAG
Enabled Archaeology Foundation
Hampshire Cultural Trust
help & care
MOLA
National Academy for Social Prescribing
Operation Nightingale Archaeology
Restoration Trust
Scotland's Archaeology Strategy
Waterloo Uncovered
wessex archaeology
York Archaeological Trust

Illustration and design by VickiHerring.com @vhillustration