



Project Evaluation Report

June 2020



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1 Introduction

This report is the culmination of an evaluation undertaken of the Discovering Dunkeswell Abbey project (DDA), which was a community archaeology project centred on a relatively remote and little known but nationally important site within the Blackdown Hills.

Over 12 months from June 2019 to June 2020, Heritage Arts People (HAP) delivered the DDA project, with a grant from National Lottery Heritage Fund (NLHF), as well as funds from the Blackdown Hills Area of Outstanding Natural Beauty (BH AONB) and Devon County Council (DCC). HAP worked with both heritage professionals and the local Dunkeswell community to record and better interpret the scheduled 13th century Cistercian abbey remains within its surroundings.

This project evaluation aimed to understand and evidence the difference that this community archaeology project and related archaeological investigations have made to 3 areas of outcome – the site’s heritage, the people who volunteered with the project, and the local community who participated through a diverse programme of sharing heritage. This evaluation report demonstrates some of the rich and varied changes that the DDA project has brought about to local community members and project volunteers, as it raised the profile and increased people’s understanding to celebrate the rich heritage of Dunkeswell Abbey in ways that met their needs and interests. As a result of DDA, more people now place a greater value on the site’s heritage significance and are caring for it and protecting its future.

This report also captures lessons learned along the way and highlights the key legacy areas that the funding, in combination with dedicated people working in collaboration, has enabled.

Who is HAP?

Heritage, Arts and People is an Exeter-based Community Interest Company which focuses on enabling people of all ages to explore and enjoy their local heritage, bringing new, fulfilling and enriching experiences to participants and volunteers.

1.1 Approach to Evaluation

The evaluation of Discovering Dunkeswell Abbey was embedded from the start of the project and has been relatively light-touch, in keeping with the overall project budget. It has been delivered with support from an external Evaluation Consultant, in combination with input by project staff. The evaluation took a summative outcomes-based approach, concerned with proving the project's impact against its stated aims. Mixed methodologies were used, and both qualitative and quantitative evidence was gathered over the duration of the project to prove the project's impact. Table 1 summarise stakeholder feedback methods, collected throughout the project.

Key features of the evaluation methodology include the following:

- The evaluation embraced the principles in the NLHF's evaluation guidance, which are to look beyond the outputs, to tell the project's story of change, to involve people in the evaluation so it's a conversation, and to choose indicators that really matter.¹
- An indicator framework was conceptualised from a logic-model (as seen in Table 2), which clarified the relationship between the project's activity and its short and longer term impact.
- Associated data collection and monitoring was the responsibility of the Project Manager (both activity and feedback recording).
- An end-of-project reflection was facilitated by the Evaluation Consultant with the project team to capture key learning points around success factors, weaknesses, barriers and distil advice for future projects.

Table 1 - DDA Stakeholder Feedback Summary

Type of feedback	Nature of Feedback	Number of responses
Volunteer Survey	3-page questionnaire issued at end of project.	8 (of 15 vols.)
Volunteer Interviews	Phone interviews to develop Ambassador case studies	2
Community Event Feedback	Shorter comment forms from Community participants to capture overall impressions/impact of event. Brownie feedback exercise	20
Teacher Survey	1-page paper survey issued at completion of school workshops	5 (of 6)
Heritage Open Day feedback	Verbal feedback recorded on clipboard from tours	10 (of 50)
Review with Project Team	End-of-project review process to identify key successes, challenges and learning.	1
Partner Feedback	Emails/ quotes from project partners on their views	2
TOTAL		48

Pertinent quotes form a meaningful part of this report, as explaining the difference that a project can bring about for individuals is often best understood using their own words. To help to confirm the evaluation techniques used and demonstrate the attempts to avoid any bias, the appendices of this report contain copies of some survey templates used.

¹ Source, <https://www.heritagefund.org.uk/publications/evaluation-guidance>

Table 2 - The Project's Logic Model

INPUTS		OUTPUTS		OUTCOMES
The resources that go into make the project happen		The activities that the project undertakes	What is produced through those activities	The changes or benefit that result from the participation, which the project brings about
<div><p>SITUATION: Dunkeswell Abbey is a scheduled monument of particular importance yet is on HE's Risk Register, and there is little knowledge or value of the site amongst the wider community.</p><p>GOAL: Increase the knowledge and understanding of the site through archaeological investigations to enable more people to value the site's heritage significance, thus caring for it and protecting its future.</p></div> <div></div>	NLHF and other funding	Undertake variety of archaeological investigation techniques, report and archive appropriately.	Heritage will be better recorded through the community archaeology programme.	SHORT TERM 15 people will have had volunteered time and had a rewarding volunteer experience and acquired new skills. 5 will continue volunteering as Ambassadors.
	HAP Project Staff and Consultant skills, knowledge and time	Install interpretation boards on site.	Heritage will be better interpreted and explained through the DDA on Tour activities, the reconstruction image, the webpage and interpretation board.	People in the Blackdown Hills community will have had an enjoyable rewarding experience connecting with their landscape. They will have learnt about Dunkeswell Abbey heritage and the effect it had on shaping the landscape.
	In-kind support such as volunteers	Share findings and project updates on websites and social media	Free public access to new information online.	The site's profile will be raised to help more people connect with the site. More people and a wider range of people will have engaged with the heritage through the project.
	BHAONB partnership input	Develop and train 15 volunteer Ambassadors, to work alongside professional archaeologists and receive mentoring and support.	Ambassadors will share their knowledge with the wider community.	MEDIUM TERM Through the project and the Ambassadors ongoing legacy efforts, people will have changed their attitudes and the local community will be more aware of Dunkeswell Abbey and its history, leading them to take more care of the site. More people will have a deeper interest in their local heritage.
	Equipment	Deliver creative curriculum linked sessions in 3 schools	There will be more ways for local people to participate in the Abbey heritage.	LONG TERM People will feel a greater connection with the site and help in its long-term management to remove it from the Historic England's Heritage At Risk Register.
Develop and tour a range of related interactive activities into the community, including 2 public celebration events				
Multi generational engagement - from school children, youth, community groups and older people.				
KEY ASSUMPTIONS & EXTERNAL INFLUENCING FACTORS				
• Dunkeswell Abbey heritage is of interest and relevant to the community, enough for them to value, support and care for it • Commitment and sustained enthusiasm of suitable Ambassadors •				

2 Summary of Project Outcomes and Key Achievements

NLHF FUNDED OUTCOMES	KEY PROJECT DELIVERY AREAS
Heritage will be better identified recorded	<ul style="list-style-type: none"> ✓ Heritage is better recorded through the community archaeology programme. ✓ 5 investigations were undertaken using different archaeological techniques. All were successful in enhancing the understanding of the heritage of the area and important new information was added to the Historic Environment Record.
Heritage will be better interpreted and explained	<ul style="list-style-type: none"> ✓ Heritage has been better interpreted and explained through the Dunkeswell Abbey on Tour activities, the reconstruction image, the AONB webpage and on-site interpretation board.
People will have learnt about heritage in an enjoyable way	<ul style="list-style-type: none"> ✓ Students and Teachers at 3 primary schools have learnt about the heritage of Dunkeswell Abbey and the effect it had on shaping the Blackdown Hills landscape in an enjoyable and engaging way. ✓ Community members and the public have learnt about the heritage of Dunkeswell Abbey through enjoyable and rewarding experiences.

People will have volunteered time	<ul style="list-style-type: none"> ✓ 36 people have volunteered 246 hours and had a rewarding experience sharing their talents, including 5 Abbey long term Ambassadors.
People will have developed skills	<ul style="list-style-type: none"> ✓ Volunteers have developed research and fieldwork skills by working alongside professionals. ✓ Volunteers have told us they gained in knowledge and understanding. ✓ Core volunteers have developed skills in sharing heritage.
People will have changed their attitudes or behaviour	<ul style="list-style-type: none"> ✓ 5 Ambassadors are more aware of and connected to Dunkeswell Abbey and its history ✓ They have told us how they plan to take more care of the site in the future.
More and a wider range of people will have engaged with heritage	<ul style="list-style-type: none"> ✓ Over 600 of people across the Blackdown Hills Community, including groups of older and younger people, have directly engaged in the 'Dunkeswell Abbey on Tour' through carefully targeted activities, that connected people with their local heritage. ✓ Interactive activities were tailored to meet needs of different generations. ✓ Abbey Ambassadors are continuing to their outreach work to share the site with the wider community.

3 What the Project Set Out to Achieve

3.1 Background

Dunkeswell Abbey was founded in 1201 as a Cistercian monastery. It was in use for over 300 years until it was forced to close in 1539 following the Dissolution of the Monasteries during the reign of Henry VIII.

The Abbey is a Scheduled Ancient Monument on Historic England's Heritage 'At Risk' Register and is an important part of the Blackdown Hills historic landscape. However prior to this project, few people were aware of the significance of this substantial monastic complex, since there was no signage or interpretation information at the site and only fragments of the 13th century Cistercian abbey survives above ground. There were also many questions left unanswered about the extent and significance of Dunkeswell Abbey landscape.

In 2018 the team at Heritage Arts People (HAP) developed a community archaeology programme to help solve these unanswered questions and increase understanding and awareness of this nationally-significant abbey complex.

The Discovering Dunkeswell Abbey (DDA) project has been delivered by Heritage Arts and People (HAP) CIC, in partnership with the Blackdown Hills AONB and supported by Charlotte Russell, Heritage at Risks Projects Officer, Historic England and Bill Horner, County Archaeologist, Devon County Council.

3.2 Project Baseline

The Abbey site was identified as being of particular importance, but it was a site which was not known or understood in the wider community, with few people being aware of the significance of the substantial monastic complex. In the absence of any signage or interpretation information at the site, it was difficult for the community to connect with or understand the site.

I have lived here for 10 years and never been there. Didn't have a clue it was there. When they said we were visiting the abbey I was thinking 'What Abbey'? - Local Primary Teacher

The HAP team held an information stall at an annual community event in June 2019, in order to raise awareness of the project amongst the estimated 300 local attendees. This experience demonstrated that the community knowledge of the site was very limited, with a minority stating they visited or had much knowledge of the site.

I live in Dunkeswell. You just know where it is. When things are on your doorstep you don't visit. - Local Resident

3.3 Project Aims and Outputs

The Discovering Dunkeswell Abbey project aimed to raise the profile, and increase understanding, of the scheduled Dunkeswell Abbey, through a community archaeology programme and multi-generational community engagement activities.

There were 3 distinct phases to delivering the project.

Phase I – Community Archaeology Programme

The community archaeology programme planned to engage with a group of local volunteers with the aim of creating Dunkeswell Abbey Ambassadors. This would be group of local people who would develop a sense of ownership of the project and knowledge of the site that enables them to reach out and engage with the local community beyond the lifetime of the project. During the project, the Ambassadors were to work alongside professional archaeologists learning skills and gaining knowledge about both the abbey and the techniques being used to further understand it. They would have the opportunity to take part in a range of activities including: a geophysical survey of earthworks; test pits; and river walking to investigate reports of pottery middens.

Phase II – Sharing Heritage - ‘Dunkeswell Abbey on Tour’

During the second phase of the project, the results of the Phase 1 investigations were to be shared with the wider community by taking the DDA project on tour to a wide cross-section of the Blackdown Hills community e.g. through delivering engaging sessions with schools and community groups. Larger celebration type events were also planned to share results from the archaeological investigations.

Phase III – Interpretation

To provide a lasting legacy for the project, a reconstruction drawing of the Abbey complex would be commissioned, and an interpretation board showing the reconstruction drawing would be erected on site. Information would also be made available on BHAONB website.

NLHF approved project purposes

The above three phases would enable the delivery of the following 5 key outputs:

1. Recruit 15 volunteers to the project with an aim to secure at least 5 of these as longer term Dunkeswell Abbey Ambassadors.

2. Work with volunteers and appointed professionals carry out a geophysical survey, orchard survey and river walk survey to further understand the extent and significance of Dunkeswell Abbey.
3. Deliver a programme of learning within 3 local primary schools along with production of education pack.
4. Deliver a programme of talk to local Health Centre, older and younger people clubs and promote the project through Heritage Open Day.
5. Produce reconstruction illustration of the Abbey based on the results of the project and provide interpretation on site and online (Blackdown Hills AONB).

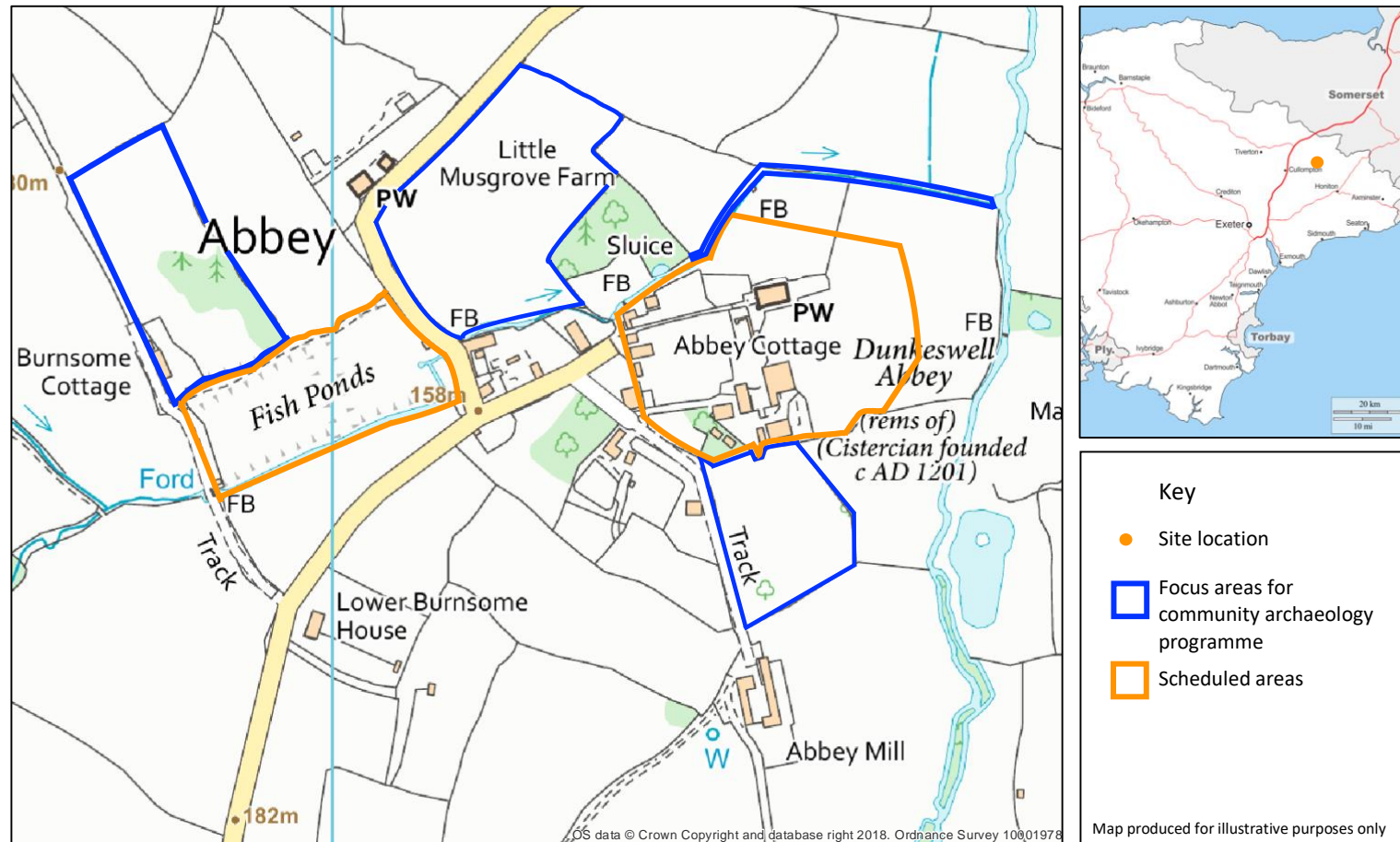
Key Project Stakeholders were:

- Blackdown Hills AONB
- Historic England
- County Archaeologist, Devon County Council
- Blackdown Hills Community Heritage Forum
- Various Blackdown Hills community groups
- Local Schools
- Dunkeswell Abbey Church Trust

3.4 Project Funding

Sources of Funding	Amount £
NLHF Grant	9,700
Blackdown Hills AONB	3,500
Devon County Council Historic Environment Team	2,450
TOTAL	15,650

Figure 1 - Discovering Dunkeswell Abbey Project, Location Map



4 Review of Project Achievements

4.1 Outcomes for Heritage

The first phase of the DDA project involved desk-based research and fieldwork to investigate features identified by the Blackdown Hills AONB and East Devon River Catchments Aerial Investigation and Mapping Survey. Five different investigations were undertaken using different archaeological techniques. All were successful in enhancing the understanding of the heritage of the area and important new information was added to the Historic Environment Record.

Geophysical survey

Four geophysical surveys were conducted in two areas, at Little Musgrove Farm and Bursome Forde, Dunkeswell Abbey (see Figure 1 DDA Location Map). The purpose of these surveys was to refine the understanding of the known archaeological features in these areas and to identify potential new anomalies. The geophysical surveys were carried out by GeoFlo and assisted by local Dunkeswell Abbey volunteers on the 13th and 14th May 2019.

The geophysical surveys were successful, and the findings corresponded well with the existing information recorded in the Devon Historic Environment Record. The results from the survey at Bursome Forde were consistent with the area being a possible iron production site with few further anomalies identified. The results from Little Musgrove Farm corresponded with the linear features previously identified along with the addition of locating areas which may possibly represent spreads of

building rubble. The survey results are fully recorded by GeoFlo in the technical report².

Earthwork survey

Hazel Riley, Consultant in Landscape History, undertook a metric survey of an area of earthworks in the orchard at Abbey Mill Farm, south of Dunkeswell Abbey between 4th and 7th June 2020. The purpose of the investigation was to record and interpret the earthworks function and identify if there is relationship between the earthworks and the abbey. Volunteers from the local area assisted in the survey.

The results of the survey suggest that the earthworks represent remains of part of the inner precinct boundary of the Cistercian Abbey with the remains of two building platforms which may be the sites of a service building for the cloister. This new discovery has enhanced the understanding of the Abbey complex and contributed to the Devon Historic Environment Record. The full results are recorded in the technical report by Hazel Riley³.

River walking survey

On the 20th and 23rd July 2019, John Allan, pottery specialist, and the HAP team led a river walking survey of the water course north of the site of Dunkeswell Abbey. The survey was assisted by a team of volunteers. The purpose of the survey was to investigate anecdotal reports of archaeological finds being washed down the watercourse, possibly due to riverbank erosion. As no reference to suitable methodologies could be found in the literature, a field walking approach was successfully adapted to suit the river walking exercise. Following the field work, volunteers washed and packaged the archaeological artefacts at Wildside, Dunkeswell.

² GeoFlo (2019) *Dunkeswell Abbey Geophysical Survey*

³ Hazel Riley (2019) *Earthwork Survey of Abbey Mill Farm Orchard*

The results of the survey exceeded the expectations of the project by recovering a substantial assemblage of artefacts derived from the former abbey buildings including floor tiles and peg tiles. Most significantly, within the assemblage is evidence for peg tile production on the site of the abbey, in the form of wasters (tiles which failed during the firing process). The complete results are recorded in the technical report⁴



Test pitting

Archaeological test pit investigation was undertaken at Burnsome Ford, Dunkeswell Abbey, Devon on the 8th and 9th November 2019 at a site that lies immediately north of well-preserved fish-ponds associated with Dunkeswell Abbey. The test pit investigation was initiated to investigate the potential of the site to contain features and deposits related to historic iron production and, if possible, to characterise and date any such deposits.

The investigation was carried out in consultation with Devon County Council (DCC) and Historic England (HE) and engaged the voluntary assistance of professional archaeologist Alex Farnell and local Dunkeswell Abbey residents.

The findings of the test pit investigation confirmed the presence of substantial iron slag and furnace waste deposits on the site. Charcoal recovered from these deposits has been radiocarbon dated to the late Roman period. There was tentative evidence for more complex remains to be present beneath the slag and furnace waste. The unexpectedly early radiocarbon date suggests that the iron working activity predates the earliest origins of the abbey. The full results are presented in the technical report⁵



Reconstruction drawing and interpretation

To provide a lasting legacy for the project, a reconstruction drawing of Dunkeswell Abbey showing the extent of the abbey complex was commissioned. Richard Parker, Historic Building Specialist and Illustrator combined the results of the fieldwork with his documentary and cartographic research to produce a visual representation of the full Abbey complex in the 1500s.

Interpretation boards showing the reconstruction drawing of the Abbey have been erected in the Holy Trinity Church and the red telephone box at the site of Dunkeswell Abbey (see Figure 2). Leaflets showing the reconstruction drawing have also been produced and used post-project

⁴ Allan and Farnell (2019) *Dunkeswell Abbey Devon, A River Walking Survey*

⁵ Farnell, A. (2020) *Land East of Burnsome Cottage, Dunkeswell Abbey, Devon, Archaeological Test Pit Excavation*

by Ambassadors to engage the wider community in the history of the Abbey (Figure 3). The results of the project have been shared on the Blackdown Hills AONB website along with the reconstruction drawing and all the technical reports.

A shortcoming of the evaluation process has been the inability to gauge the impact of the installed interpretation, as this final stage was completed at the same time this report was written. Although some initial feedback is very positive. The BHAONB website material has also only just been uploaded, so downloads and usage data is not yet available, but HAP plan to track this in the future.

The outputs of this first phase of the DDA project have already been recognised by Historic England as useful in enhancing academic knowledge of this internationally significant historic site.

Many of the activities carried out have provided solid advances in academic knowledge, relating to new-found building materials and methods at the Abbey. The activities have been useful also in indicating the time depth and good quality of archaeological remains at the site, providing new avenues for future research and the bare bones of a new narrative for the local history of the area, which is just waiting for further research. – Charlotte Russell, Heritage at Risk Projects Officer, Historic England

What worked well?	What didn't work so well?
<ul style="list-style-type: none"> • All field work produced new results which have enhanced the understanding of the Abbey and its environs and contributed to the Devon Historic Environment. • The discovery of Roman activity predating the Cistercian monastery provides avenues for further research. • A new successful fieldwork methodology was developed for the river walking survey. Results far exceeded expectations. • Through sensitive community collaboration, DDA was able to investigate private areas of land that had previously not been accessible. 	<ul style="list-style-type: none"> • Difficult to match professional archaeologists and volunteer's availability. As professional archaeologists work during weekdays there was reduced opportunity for working and school-age volunteers to participate. • Inclement weather during earthwork survey reduced the opportunity for volunteer involvement.

Figure 2, Design for Interpretation Board

DUNKESWELL ABBEY

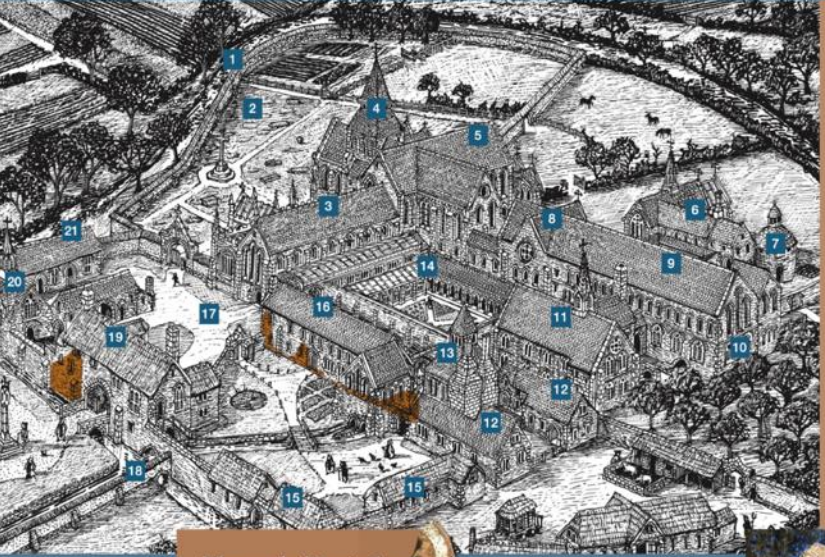
Please take care as historic sites can be dangerous.
Children welcome, please supervise them closely.

For further information visit
blackdownhillsaonb.org.uk

Dunkeswell Abbey was founded in 1201 as a Cistercian monastery. It was in use for over 300 years until it was forced to close in 1539 following the Dissolution of the Monasteries during the reign of Henry VIII.

Monasteries were an essential part of medieval life and acted as the centre of worship, learning and charity. Dunkeswell Abbey was the 'daughter' of Forde Abbey. The Cistercians would have chosen to build the Abbey at Dunkeswell because of its rural location and proximity to water, timber and other natural resources.

The Cistercians were skilled at managing water and diverted local watercourses to supply the large fish ponds where they farmed fish. The earthworks of these fishponds are still visible today.



This reconstruction drawing of Dunkeswell Abbey in the 1300s shows the extent of the abbey complex.

The limited remains of the Abbey are highlighted in orange on the plan.


1. Watercourse
2. Cemetery
3. Lay brothers' church
4. Bell tower
5. Monks' church
6. Infirmary
7. Devotee
8. Chapter house
9. Monks' dormitory
10. Monks' dayroom
11. Refectory
12. Larder/stores
13. Kitchen
14. Cloisters
15. Farm buildings
16. Lay brothers' dormitory
17. Inner court
18. Water supply
19. Gatehouse
20. Guest hall
21. Stables

Who were the Cistercians?

Cistercians were monks who believed in living a very simple life and valued hard work, study, prayer and self-denial. They were known as the 'white monks' as they wore undyed tunics to distinguish themselves from Benedictines who wore black.

A fragment of an inlaid medieval floor tile found at Dunkeswell Abbey. Decorative tiles depicting a range of images including plants, people on horseback and even an elephant have been found at Dunkeswell Abbey.

The remains of the western range (16) where the lay brothers lived. The Holy Trinity church, built in 1142, can be seen in the background. The lay brothers supported the monks and acted as ploughmen, dairymen, shepherds, carpenters and masons.



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Figure 3, DDA Leaflet

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Discover... DUNKESWELL ABBEY

...founded in 1201 as a Cistercian monastery, a centre of worship, learning and charity.

4.2 Outcomes for Volunteers

The community archaeology programme has achieved all its stated aims and surpassed the intended number of volunteers. The project involved a core team of 10 -15 volunteers who took part in a range of activities, working alongside the professional archaeologists learning skills and gaining knowledge of the abbey and the techniques being used to further understand it.

Total project volunteer numbers swelled to **36 volunteers who gave 246 hours** of their time, as friends and relatives volunteered for one-off events alongside core volunteers. The core group of volunteers were local to the area, aged over 55 and motivated by an interest in history or local heritage or the local environment. Volunteer records demonstrate that majority of volunteer hours were spent in fieldwork, where training was integrated into the sessions (training was not a separately recorded activity). Several school aged and younger people also volunteered alongside friends and family members.

A quality volunteer experience based on rich learning opportunities

Core volunteers were invited to complete a survey at the conclusion of the project. The 8 responses demonstrate the volunteers had a very positive experience, particularly enjoying the hands-on learning opportunities in the context of a social experience where they made new friends and contacts. Survey results demonstrate the following outcomes for this core group, as a direct result of the project:

- All volunteers rated their enjoyment of volunteering highly, as a 4 or 5 out of 5. The river walking was a particular highlight. The HAP team were also credited as making the volunteer experience fun and enjoyable.
- 7 volunteers described a 'large gain' in their skills and knowledge as a result of their volunteer experience, with all 8 rating the training opportunities as 'very valuable' to their volunteering.
- All volunteers agreed that they now have a better understanding of both the specialist skills used to discover more about the Abbey, as well as how the Abbey changed the local environment.
- All volunteers agreed the project has made them 'feel more connected to the local historic landscape' and 'more connected to their community'.
- 7 volunteers agreed, 'the project improved their quality of life or sense of wellbeing'.

It's been an amazing, educational journey for me. – DDA Volunteer

It was well organised with interesting activities and good involvement with local residents – DDA Volunteer

Ambassadors plan to continue their involvement

Core volunteers have received training in how to give tours of the site. Survey responses demonstrate that 5 volunteers feel empowered to continue in an Ambassador role, learning more about the Abbey, continuing to care for the site, and promoting the Abbey to the wider community. Core volunteers were asked about their ideas and plans for future involvement with the Abbey now the project has ended.

Further work stabilizing the Abbey remains and promotional work – DDA Volunteer

Will definitely remain involved in promoting the Abbey – DDA Volunteer

Would like to continue work on Dunkeswell Abbey as still a great deal to do – DDA Volunteer

Be more engaged in promoting the Abbey and try to explore the opportunities for further study – DDA Volunteer

These ambassadors have been provided with resources (copies of leaflets and reconstruction drawing) to help them continue to share the Abbey's significance.

On the following pages are 2 case studies that provide a more in-depth account of an DDA Ambassador's experience of the project, their rich and rewarding learning experience and why they plan to continue caring for and promoting an important aspect of their local heritage.

What worked well?	What didn't work so well?
<ul style="list-style-type: none"> The DDA Community Archaeology Programme achieved all its aims for volunteering and exceeded total numbers of people involved. There was a natural progression as volunteers spread the word and the project gained momentum and support from the local community. By enabling volunteers to work alongside professional archaeologists regularly, this allowed the volunteers to develop a 	<ul style="list-style-type: none"> It was difficult to attract core volunteers from a younger cohort, although those who did volunteer were representative of the local demographic profile. The lack of any facilities on site meant that volunteer sessions needed to be relatively short (no longer than 2 hours) and the limited car parking made travel arrangements more difficult.

<p>depth of understanding about the processes involved in archaeological research.</p> <ul style="list-style-type: none"> Volunteer enthusiasm expanded the river walking survey from 1 events into 3 events (2 days plus pot washing). The river walk was so appealing as there was a fun sense of actually finding 'treasure' from the past. There project succeeded in taking volunteers on a journey, developing a sense of ownership and a strong legacy of co-creation amongst the ambassadors. 	
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IN FOCUS – A Volunteer Perspective

As a local to Dunkeswell, Brian had visited the abbey site before, but didn't have much knowledge of its significance. Brian works from home part-time and heard about the volunteer opportunity through the local parish magazine. *I was looking for something new to sink my teeth into, as working from home can drive you a little mad sometimes and this role appealed to my interest in history and would hopefully keep me active.*

Volunteering with the Discovering Dunkeswell project has enabled Brian to learn an incredible amount about the abbey's history and its substantial local impact. *I now know far more about Cistercians, the background to the abbey, and even what it would've looked like. I've learned about what happened to it post dissolution. I've done a lot of extra reading around this as well.*

It's been great to work with some astonishing experts

Brian's involvement with the abbey has connected him in a deeper way to his local historic environment by giving him the opportunity to consider medieval Dunkeswell. *I knew it was a big abbey but I hadn't appreciated what a fantastically important site it actually is. When you talk to most people around here about Dunkeswell's history they only talk about the war - as if that's the only history that exists, but of course there is an awful lot before that, so it's really deepened my understanding of the local heritage.*

While the archaeological opportunities, such as the river walking session and digging test pits were very enjoyable, the highlight of the project for Brian has actually been making new friends and contacts. *Meeting like-minded people and making new local connections has been fantastic, especially finds-expert John Allan.*

Spurred on by interaction with experienced and enthusiastic people, Brian's interest in the abbey has developed into a spin-off research project. During the river walk exercise, John Allan shared the story of the missing Dunkeswell Abbey tiles. The Simcoe family removed these tiles when they excavated the abbey to build a parish church on the site. The tiles were then re-used in the family's nearby Welford Chapel, but have since disappeared. Brian is now determined to investigate further. *It's been great to work with some astonishing experts on this. I've spent many hours investigating what happened to the missing 13th century abbey tiles. It's really mushroomed, and I've even managed to track down someone in Tanzania whose MA thesis was on these particular tiles.*

Brian has thoroughly enjoyed this rich and rewarding volunteer experience and credits part of this to the HAP team, Cat and Marie, for their well-managed project. *I can't praise them enough, they're incredibly good with people. Marie as volunteer lead is quite motivational and her enthusiasm was infectious.*

Brian's involvement in this project has left a legacy for the abbey site as well as him personally. Brian intends to continue to protect, care for and share the importance of Dunkeswell Abbey by volunteering with several other organisations on related projects. *I really enjoyed doing the guided tours so would like to help the Abbey Trust deliver tours for their Heritage Open Days. I've also now volunteered to help Historic England with some of the scrub clearance of the site to do some physical work. When you do a sedentary job it's great to get out and do something physical. I'm also going to get involved with the AONB in some of their local environmental and historic projects.*

IN FOCUS – A Volunteer Perspective

Pauline, a retired nurse, is local to the area after moving to Dunkeswell with her husband 3 years ago. The Discovering Dunkeswell Abbey project was Pauline's first volunteer role and she came across the opportunity through an item in the local paper. *I'm interested in history I suppose and being fairly new to the area I'd never heard of Dunkeswell Abbey, so I thought it would be interesting to find out about it.*

Pauline's role involved helping with fieldwork. A highlight of Pauline's volunteer experience was the river walk as it was a chance to do something active and out of the ordinary, helping to recover fragments of tile, brick and glass. *I found the river walk really interesting. I didn't find much myself and got my wellies full of water, but it was so fascinating. And the cleaning up of the artefacts afterwards was interesting too. It was amazing to see what had been found, particularly the tiles. We were allowed to use some of the equipment too, which was quite good fun.*

The whole volunteer experience has been positive for Pauline and she has learned a lot. *It's been an eye-opener because I wasn't really aware of what archaeology was all about.*

Pauline was impressed to learn just how vast the nationally-significant Abbey complex actually was. *What surprised me was discovering the size of the site. I had imagined it was just where the ruins were, but in fact, it is so much bigger.* Another benefit to Pauline from volunteering has been gaining a better connection to the local historic landscape, particularly as Pauline is relatively new to the area. *Knowing about its past makes you feel a bit more bonded towards the area.*

Pauline describes herself as a lady of advancing years and particularly enjoyed how volunteering enabled her to do something physically active, hands-on as well as social. *It was nice to be part of something else with younger people and nice to meet new people who like similar sorts of things. We all got on really well and the biscuits were passed around at regular intervals. Cat and Marie were really very good- they were very helpful, kept me informed about what was going on and just pleasant people.*

This volunteer experience has helped Pauline to develop her interest in, and enthusiasm for, local history and she plans to continue with this interest. Pauline also plans to keep in touch with Cat and Marie at HAP about any upcoming local projects and volunteer opportunities. *It was just a really interesting experience and a great way to get to know people, so if the occasion arises I would like to volunteer again.*

Knowing about its past makes you feel a bit more bonded towards the area.



4.3 Outcomes for the Dunkeswell People and Community

More and a wider range of people have engaged with the Abbey Heritage

Following on from the Community Archaeology Programme, Phase 3 of the project aimed at sharing the Dunkeswell Abbey heritage with the wider community through 'Dunkeswell Abbey on Tour'. This has been another successful aspect of the project and involved the HAP team getting out into the local Blackdown Hills community attending or organising:

- 12 community events,
- that reached an **audience of over 600 people**,
- 80 of these were primary school children.

Engagement events were targeted to reach a wide cross-section of the community such as school children, youth, the retired and elderly, heritage stakeholders and interested professionals, as well as the general public. Details of each community event by audience size can be found in appendix 8.1. Events included:

- Community events
- Heritage Open Day
- Schools programme
- Workshops for community groups. e.g. Brownies and retired people groups
- Talks and celebration event.

People had an enjoyable time learning

Participant/audience feedback was gathered at 9 of the 12 community events which demonstrate that people had an overwhelming enjoyable learning experience, with many requesting return visits.

Everyone today at Brightside thoroughly enjoyed the talk, very clear information... Very helpful and members enjoyed the activities – Please come again!! Excellent – Brightside Leader

Really great. Well thought out, children really engaged. Please come again – Brownie Leader

Not only did people enjoy the hands on activities or Cat's depth of knowledge on the Abbey topic but feedback demonstrates that key learning objectives for the public events have been achieved by the DDA project.

Learning Objective 1: The wider public know where Dunkeswell Abbey is and that they can visit it.

I knew a bit before, but I learned a damn site more today – I'll have to go and check it out – Brightside Event

Really interesting morning. Knew the abbey was here but always wasn't sure what there was to see.

Also not clear which bits were accessible. So to be shown was lovely. – HOD

Visitor

Very interesting to see what is on our doorstep – looking forward to the reconstruction of the abbey.

– HOD Visitor



Learning Objective 2 :The wider public know that Dunkeswell Abbey is a special place and a forms a significant part of the heritage and history of the Blackdown Hills AONB.

It's a special place. It is 800 years old and I would like to go there –
Hemyock Brownie

I did not realise how significant in terms of Cistercian history the abbey was. A most informative experience and well worth the visit. - HOD Visitor

I found the tiles and their amazing drawings on them very fascinating – they are 800 years old! – HOD Child Visitor

Dunkeswell Abbey on Tour Schools Programme

A focus of the sharing activity was on local school children and 3 schools took part on the programme, with 82 pupils and 6 staff from the following schools in the Blackdown Hills area:

- Broadhembury Primary
- Culmstock Primary
- Upottery Primary

Teachers were asked to complete a feedback form at the end of the sessions (See in appendix 8.2), and the 5 returned demonstrate that the schools programme was immensely successful. Each session was rated as 'Good' or 'Outstanding' in relation to the quality of the session, the students engagement with the activities, and how well the session linked to the curriculum.

The aim of the sessions was to help students understand that Dunkeswell Abbey is a special and important place and part of their local heritage and history of the Blackdown Hills. All teachers agreed this had been met, during the session, with 3 of the 5 rating this as 'exceeded'. All staff were 'extremely likely' to recommend the session to other teachers.

All surveyed teaching staff agreed that they learned about how the local historic environment can be a useful teaching resource, as a result of the session.

This combined with the DDA education packs are likely to see teachers continue to link to the Abbey in their future teaching, widening the audience further. Teachers had very positive feedback.

Most of our students didn't know the Abbey was there! Being at the Abbey was invaluable! – Primary Teacher

The communication with the Children was fab, they thoroughly enjoyed it. – Primary Teacher

The knowledge Cat has about the Abbey was great. She was able to answer all of our questions – Primary Teacher

The 'hands on' approach was of real benefit, especially for those pupils with additional needs. – Primary Teacher



Positive Publicity

The project received a helpful amount of positive publicity, being picked up by local press Wellington Weekly News and special interest groups e.g. Devon Countryside Access Forum. Project partner BHAONB promoted the project through their regular e-newsletters, and HAP posted numerous

blogs and promoted across their social channels. Several volunteers cited press and newsletters as the way the first heard about the project.

What worked well?	What didn't work so well?
<ul style="list-style-type: none"> The hands-on approach, including finds-handling and mini-excavation worked really well to engage people of all ages (hands-on is not just for a younger audience). The output of the field work and community archaeology phase was very effective at awareness raising of the Abbey. People were fascinated by the aerial photographs, medieval floor tiles, and finds from the river work. The objects functioned as a 'hook' to capture community interest, giving the project energy and momentum. There have been a lot of unexpected 'spin-offs' generated from the Dunkeswell Abbey on Tour initiatives e.g. A local Councillor got in touch with HAP to request an abbey map after he attended one of the heritage talks. 	<ul style="list-style-type: none"> There were practical limitations when focussing a community heritage project on a site with no facilities or parking. Not all school groups could realistically visit the site due to their class size. The school groups that did the field trip had a small class and could arrange transport in cars. It is unfortunately difficult for larger school groups to visit. Timetabling with community groups was difficult with limited availability dates

<p>He has since visited the site with other people.</p> <ul style="list-style-type: none"> There have been more sharing events delivered than was planned. The sharing heritage phase was very successful at introducing a new audience to archaeology, dispelling the myth it is only about excavation, and demonstrating how much can be learned from seemingly inconsequential elements visible above ground, e.g. Hazel Rliey was great 'opening people's eyes' enabling them to understand the significance of and connect to features in their local landscape. 	
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Project Photos - A broad approach to engaging the community with Dunkeswell Abbey



5 Key Stakeholder Feedback

Blackdown Hills AONB - Project Partner

The Blackdown Hills Area of Outstanding Natural Beauty (AONB) were delighted to work in partnership with Heritage, Arts and People on the Discovering Dunkeswell Abbey project. What soon became apparent in the project was just how excited and intrigued local people were about the 13th century abbey and how it is remarkably unknown, even amongst locals who have lived in the local area all their lives.

By taking a replica of how the abbey would once have looked (plus recent archaeological finds) along to local schools and groups, the project really brought the abbey to life and created a lasting legacy. River walking and other activities also engaged local people hands on with their heritage.

A transformative and brilliant project- and all in just 1 year

– Tim Youngs, Manager of Blackdown Hills ANOB

Historic England

The Discovering Dunkeswell Abbey project was very much welcomed by Historic England. The outcomes have been excellent, the HAP team have sought out and brought together interested local people and individuals as well as people from further afield. They have demonstrated that there is a good and growing audience of interested volunteers from school age to retirees, who are keen to engage with the site and with expanding their archaeological understanding through it. Practical outcomes such as the signage, which was produced to a very high quality, are also very welcome as a way to extend and sustain interest for visitors to the Abbey. It was really impressive to see the commitment and dedication demonstrated by the HAP team being ably communicated to volunteers and local people, some of whom have continued to work on aspects of research and conservation at Dunkeswell Abbey even after the project closed. This level of expanding engagement bodes well for developing the use of the site in future.

– Charlotte Russell, Heritage at Risk Projects Officer, Historic England

6 Lessons Learned and Recommendations



Success was underpinned by the breadth of the project

A key factor driving the success of DDA was the scope and scale of the project, which in reality represented significantly more amounts of professional and management time than planned. Numerous heritage professionals went 'above and beyond' with their time and enthusiasm because they believed in the importance of the project and were passionate about sharing the Abbey heritage. Project Management was overstretched, as more ended up being delivered than planned, particularly in the sharing heritage phase. *The success of the project was its breadth. I was really keen for the project to reach beyond the regular heritage participants in community archaeology projects and engage a new audience of people who don't know they are interested yet!* – Cat Farnell, DDA Project Manager

- ✓ A huge amount of commitment of some very dedicated people is required to effectively deliver projects of this scope at a 15k budget. The goodwill amongst the right type of contacts are built up over a long period of time.
- ✓ In future, more Project Manager time would be allocated to coordination. Liaising and communicating with contractors (4 sets of professional archaeologist organisations), Volunteers and coordinating a community programme took much more time than planned.
- ✓ Every event and activity in the project were unique and every session was tailored and had its own challenges. In future project design, consideration should be given to building in some repeat delivery elements to increase efficiency.



Ensuring a quality volunteer experience

As part of the community archeology phase, contracted heritage professionals were asked in their roles to lead on introducing the technical aspects and train volunteers in conducting field work. While this did happen, in reality a HAP team member was also required to be present and actively host each session to ensure a quality volunteer experience. HAP ensured sessions had a clear structure, with risk assessments in place, ensuring introductions and facilitating opportunities for asking questions and even bringing additional resources along to sessions such as find trays and handling collections to maximize learning.

- ✓ Factor in time for 'hosting' volunteers. They often have a better experience and a more social experience if their key contact is on-hand to support them, even when sessions are led by other professionals.
- ✓ Ending each session with refreshments is a great opportunity to gather informal feedback to develop and tweak plans, so budget for this too.



A 'Personal Touch' helped people to be more committed and invested in the project

The HAP team successfully created interest, established trust and a richer connection from the local community and landowners by adopting a personal touch to engagement and communication. For example, handwritten notes were put through people's doors. This led to one local resident bringing out his collection of archeological fragments and finds and letting the Heritage Educator use them as part of the handling items in the community events. Another note to another

resident led to the resident enabling school children on their property to gain a better view of the Abbey remains. The Volunteer Coordinator for the project, Marie, strived to communicate with volunteers in ways that suited them. While emails were still used, courtesy phone calls and dropping letters through the door, helped to engage and keep people up to date on the project.

- ✓ While this approach creates a lot of goodwill, it is important to be aware that adopting a personal touch takes more management time and volunteer coordinator time, which needs to be budgeted.
- ✓ Its best to have a dedicated person who can manage the communication process.
- ✓ Use a generic email address (non- named) for the project. This way you can handover post project, if feasible e.g. to volunteers



Engaging volunteers is a journey and the language around volunteering matters

Feedback from volunteers on the initial volunteer Job Description for the project highlighted that many people are put off by a formal approach to volunteer schemes, with formalities and structure implying serious commitment and hard work. The label 'Ambassadors' was not always a helpful term, with the role sounding like a lot of responsibility. In reality, the volunteering aspect of the project was larger than planned, with a core group of people investing a tremendous amount of time, enthusiasms and energy, but they don't all want to think of themselves as a project 'Ambassadors' with a particular role or job description. Careful messaging was needed to keep the tone low-key fun, accessible to generate interest and momentum.

- ✓ Volunteering language can be off-putting when it's about something in people's 'own back yards' in a small community.

Ambassadors is not a useful term amongst community relationships (more useful to explain the concept to funders). When people are invested you don't always need a label.

- ✓ Think about the journey, get people interested first through initial experiences. Let people get passionate about the project and once people are hooked then ask them to take on a responsibility.

7 Conclusion

This evaluation has demonstrated that Discovering Dunkeswell Abbey has been a tremendously successful community archaeology programme. All 5 NLHF approved purposes have been achieved, and in delivering these to time and budget the project has delivered on all its aims. Through a well-designed project and well-executed archaeological fieldwork phase, DDA's archaeological investigations confirm what were previously assumptions, and have made new discoveries that enhance the Historic Environment Record. While this has importantly increased academic knowledge, it was cleverly leveraged in the multi-generational community engagement activities to create excitement and interest within the Dunkeswell Abbey on Tour phase. This has improved people's knowledge and understanding of the site to enable more and a wider range of people to value the site's heritage significance, both in the Blackdown hills community and beyond.

The ambassador volunteer role has established a clear legacy for the project. In building a core volunteer team and taking them on a journey, starting with exciting fieldwork alongside experts, their enthusiasm and passion for the relatively unknown but nationally important scheduled monument has grown. Feedback demonstrated these people now have a sense of ownership of the historic site and are keen to champion the site and take the required further action to care for it and protect its future. There have already been numerous spin-offs from DDA, with volunteers linking up with other projects or continuing with research. The

ambassadors are all in contact with each other, already organically responding to opportunities as they arise, using the leaflets and interpretation resources produced during the project.

This evaluation bears witness to HAP's sound depth of knowledge in delivering community archaeology projects, as well as a genuine enthusiasm for them. Both of these were found to be crucial to the success of the project in delivering the ambitious scope and reaching a new audience through tailored and relevant community sharing element. As part of HAP's cycle of continuous development, lessons have been learned which will improve future project design, costing and delivery. This approach is now a tried and tested model that HAP will take into future heritage projects.

In achieving the short to medium term aims of raising the engagement level and profile of the site, DDA has generated an impressive lasting legacy towards the longer term management of the At-Risk scheduled monument. By testing the levels of engagement with local stakeholders, DDA has helped Historic England to take a step forward in their aims to make this archaeological and historic site a resource for community learning and wellbeing activities in the future.

8 Appendices

8.1 Discovering Dunkeswell Abbey on Tour Events Record



Discovering Dunkeswell Abbey on Tour events record

Date	Event type	Event	Location	No. of participants	Notes	Evaluation /comment	Photos
16/06/19	Community	Pring's Farm Community Cream Tea	Madford	c. 300	Public charity event. HAP had a table there to promote the DDA project.	✓	✓
25/07/19	Talk	Blackdown Hills Community Heritage Forum	Hemyock	c. 30	Public event Speakers: Cat Farnell - Introducing the DDA project Hazel Riley - Earthwork survey at Abbey Mill as part of the DDA project	✗	✓
14/9/19	Community	Heritage Open Day at Dunkeswell Abbey	Dunkeswell Abbey	50 + volunteers	Guided tours given of Dunkeswell Abbey by volunteers. Teas and cake sold to raise money for the church.	✓	✓
18/9/19	School	Broadhembury Primary School visit to Dunkeswell Abbey	Dunkeswell Abbey	20 pupils + 3 adults	KS2 class (yrs 3,4,5 and 6) Field trip to Dunkeswell Abbey	✓	✓
18/9/19	School	Broadhembury Primary School session	Broadhembury Primary School	20 pupils + 2 adults	In class activities (see session plan)	✓	✓



1/10/19	School	Culmstock Primary School session	Culmstock Primary School	32 pupils + 2 adults	In class activities (see session plan)	✓	✗
7/10/19	Talk	Blackdown Hills Partnership management group	Ferne animal sanctuary	25	Profession audience with specialist interest. Local and district councillors, Somerset Wildlife Trust, Natural England, Nation Trust, Enviro agency etc.	✗	✗
12/11/19	Community	Hemyock Brownies group	Hemyock	18 children + 4 helpers	Interactive activities (giant floor plan, stained glass pictures, artefact handling, mini medieval tile making, tile reconstruction pictures).	✓	✓
15/11/19	Community Celebration Event	Blackdown Hills Heritage Forum	Luppit village Hall	c.40	Public event Speakers: Cat Farnell – DDA update Richard Parker – Reconstruction drawing of Dunkeswell Abbey John Allan – Archaeological finds from Dunkeswell Abbey Charlotte Russell – update on Historic England work at Dunkeswell Abbey	✗	✓
25/11/19	Community	Cameo Club	Healthy living centre, Hemyock	18 participants + 6 helpers	The Cameo Club is a group that runs twice a week and cares for the elderly and frail and for those affected by memory loss. CF gave talk and ran hands on activities (artefact handling, mini excavation, medieval tile making)	✓	✓
10/01/2020	Community	Brightside	Healthy living centre, Hemyock	24 participants + 3 helpers	Retirement group that meets once a month. Talk followed by hands on activities. Finds handling and mini excavation.	✓	✗
21/01/20	School	Upottery Primary School session	Upottery Primary School	30 pupils + headteacher	In class activities	✓	✗

8.2 Feedback Sample

Teacher Questionnaire

HERITAGE FUND
Dunkeswell Abbey

Discovering Dunkeswell Abbey - Teacher Feedback Form
Can you please take a few minutes to tell us how we did.

Name: _____ Date: 18.9.19
School: Broadhembury C of E Primary class: 2 (KS2)

1. For each of the below please tick which word best describes...

	Inadequate	Requires improvement	Good	Outstanding
the quality and appropriateness of the activities that we offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
your students' attitude, engagement and participation with our activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
how well we linked to and supported the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the knowledge, skill and enthusiasm of the people delivering our activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Please rate us on how well we met our student learning objectives today? Objective: help students understand Dunkeswell Abbey is a special/ important place as part of their local heritage.

☐ Not met ☒ Met ☐ Exceeded

3. What other benefits did your students gain from the session today?
Most of our students didn't know the Abbey was there! Being at the Abbey was invaluable.

4. As a result of the session today, have you learned anything about how the local historic environment can be a useful teaching resource?

☐ No learning ☒ Learned a little ☐ Learned a lot

5. Can you suggest any improvements to our session? _____

6. If you feel we did anything particularly well can you please explain what it was and why?
The knowledge Cat has about the Abbey was great. She was able to answer all of our questions.

7. As a result of the workshop today, how likely are you to recommend these sessions to other teachers?

Extremely unlikely ☐ Unlikely ☐ Neutral ☐ Likely ☐ Extremely likely ☒

HAP HERITAGE ARTS PEOPLE
Thank you for helping us improve!

Community Comment Form

Nov 2019
Dunkeswell Abbey

HAP HERITAGE ARTS PEOPLE
Discovering Dunkeswell Abbey - Session Feedback

Please can you tell us what you thought of today's session.

On Behalf of everyone at the Cameo Club our members have very much enjoyed this morning with Cat's. Farnell, very interesting & would love Cat to visit anytime

T.J. Howe.

Thank you

Poster Feedback from Brownies Session

can we go to Dunkeswell Abbey please it is great for history and learning.

Dunkeswell is 800 years old.

can we go to dunkeswell abbey

It is a special place. It's 800 years old. I would like to go there.

I would tell my friends it was really interesting history about monks it is 800 years old

Dunkeswell Abbey is a really special place as history.

beautiful busy historical

I would really like to go to Dunkeswell because it has really pretty places and I would like to see them.

I would tell them that it was a interesting place in History

I would tell my parents it was a really good place to go and they like going on adventures

who would always have that place to see? You should go when you have the chance. It's NOW or NEVER!

I would tell my parents to look at it every day.

Volunteer Survey Template



Discovering Dunkeswell Abbey Volunteer Survey

We would be very grateful if you could find the time to complete this survey about your volunteer experience. Please answer honestly - this is NOT an assessment of you! Our volunteer programme encouraged people to get involved in, and assist on, various research fieldwork and learning opportunities at and about Dunkeswell Abbey. Our funder, National Lottery Heritage Fund, would like to understand what you thought about our work and what you got out of volunteering. If you have any questions about this survey please contact marie@heritageartspeople.uk.

SECTION 1: YOUR VOLUNTEERING

1. Your name (optional): _____

2. Which of the following describes your motivations for volunteering? (Tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> To give something back | <input type="checkbox"/> To boost confidence |
| <input type="checkbox"/> For career development or work experience | <input type="checkbox"/> To learn and expand skills and knowledge |
| <input type="checkbox"/> To help others | <input type="checkbox"/> Other, please explain |
| <input type="checkbox"/> To meet new people and socialise | |

3. During your volunteering experience, you will have taken part in various fieldwork and learning opportunities. How valuable would you say this training was to your volunteer experience?

- ☐ Not valuable ☐ Moderately valuable ☐ Very valuable

4. How would you describe the gains you have made in skills and knowledge as a result your volunteer experience?



- ☐ No gain ☐ Almost no gain ☐ Some gain ☐ Large gain ☐ Very large gain

4b. If you feel you have improved your knowledge or skills through your volunteer experience please tell us what knowledge or skills (For example, tour guiding, or how to organise events)

5. What are the main things you have gained from volunteering with the Dunkeswell Abbey project? (For example, personal benefits such as new friends, new opportunities, increased confidence)

6. What are the main things you intend to do, or will continue to do in the future, as a result of your involvement in this project? (For example, be more engaged in promoting Dunkeswell Abbey, read more about local history, attend a talk etc)

7a. Overall, how much have you enjoyed volunteering with the Discovering Dunkeswell Abbey Project (please rate on a scale of 1 to 5, where 5 is enjoyed a great deal and 1 is not enjoyed at all)

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

7b: Why do you say that?

8. What aspects of your volunteering did you enjoy the most?

9. What aspects of your volunteering did you enjoy the least? And what improvements can you recommend we make to our future volunteer positions?

10. Please indicate how much you agree with the following statements specifically about your volunteering (tick one for each line).

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
a) As a result of volunteering with this project, I have a better understanding of how the Abbey has changed the local environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I now have a better understanding of the specialist skills that are used to find out about the history of the Abbey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) This project has made me feel more connected to the local historic landscape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Volunteering has made me feel more connected to the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e) Volunteering has improved my ☐ ☐ ☐ ☐ ☐
quality of life or sense of wellbeing.

11. Is there anything else you would like to say about your volunteer experience?

12. Has taking part in this project made you feel there is another community heritage project you would like to see happen?

SECTION 3: ABOUT YOU

Our project funder (NLHF) would like to know a little more about our volunteers. The information you give here will not be used for any other purpose than for research purposes and reporting to funders.

13. Your UK postcode _____

14. Which best describes your gender?

☐ Male ☐ Female ☐ In another way ☐ Prefer not to say

15. Which age group do you belong to?

☐ under 16 ☐ 40 - 54 ☐ Prefer not to say
☐ 16 - 19 ☐ 55 - 64
☐ 20 - 25 ☐ 65 - 74
☐ 26 - 39 ☐ 75 or older

16. What is your ethnic group? *(Tick one only)*

☐ Asian or Asian British (Bangladeshi, Indian, Pakistani, Chinese, Other Asian background)
☐ Black or Black British (Caribbean, African, Other Black background)
☐ White (English/Welsh/Scottish/Northern Irish/British/ Irish/ Other White background)
☐ Mixed ethnic background
☐ Other
☐ Prefer not to say

17. Do you identify as a D/deaf or disabled person, or have a long term health condition? *(tick one only)* ?

☐ Yes ☐ No ☐ Prefer not to say

Thank you so much for your time and insight!

Acknowledgements

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Courtesy of HAP

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