



WILDER DODDINGTON

# Wilder Connections: **Impact Measurement Plan**

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**Heritage  
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## 1. Background to Wilder Connections

The Doddington Hall Conservation Charity ('DHCC') believes that everyone should have the opportunity to discover and connect with Nature. The DHCC has established the ambitious Wilder Connections project in order to realise targeted opportunities to achieve this that are arising from the Wilder Doddington nature recovery programme.

The vision is to create a long-term, financially viable model for nature recovery that yields deep, meaningful and much-needed ecological, social and economic benefits. This will be achieved through the delivery of four strands:

- Enhancing, measuring and monitoring the nature recovery at Doddington for maximum impact
- Inspiring other landowners and managers, policy-makers, opinion-formers, funders and Third Sector organisations by creating a practical, replicable, business model that demonstrates delivery of social and economic benefits alongside nature recovery
- Pioneering and championing people-powered nature recovery by creating opportunities for volunteering, research, work and skills development at Wilder Doddington
- Empowering diverse local communities through Nature Connectedness so they can benefit from the nature on their doorstep and play their part in a more sustainable future.

## 2. Purpose and audience for this Plan

### 2.1 Who is this Plan for?

This document has been compiled by Heritage Insider, external evaluation specialists with significant contributions from University of Lincoln. Heritage Insider was appointed by the DHCC to **support** the project development process and grant applications, including helping to ensure robust impact measurement is in place for the Delivery Stage.



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This Plan intends to:

- Articulate the roles and functions of all parties concerning impact measurement
- Establish timescales for the evaluation process
- Set out a plan for what data should be collected and how
- Provide guidance on when reporting should happen and how the information should be used.

This document is for use by the Management Team overseeing the project, and by the external evaluation contractors (see **Appendix 2** for brief) and delivery staff in order to guide monitoring, evaluation and learning anticipated within the Wilder Connections project. It should be read in conjunction with the Wilder Connections Activity Plan.

### 2.2 What does this Plan include?

This document is both a theoretical framework and practical plan to how we will understand what difference the Wilder Connections project has made, and how lessons learned from its delivery will be developed and shared.

It includes all monitoring and evaluation of the Wilder Connections project across the different staff and contractors, stakeholders, project management and resourcing. It also includes mechanisms by which the project will crystallise lessons learnt and act upon them.

Monitoring and evaluation plans are not definitive and will continue to evolve as the project develops. This document should therefore be considered a work in progress. It will be reviewed and added to at the start of the project delivery phase, and templates will be produced by the external evaluator to assist staff and Wilder Doddington partners and contractors in evaluating their activities.

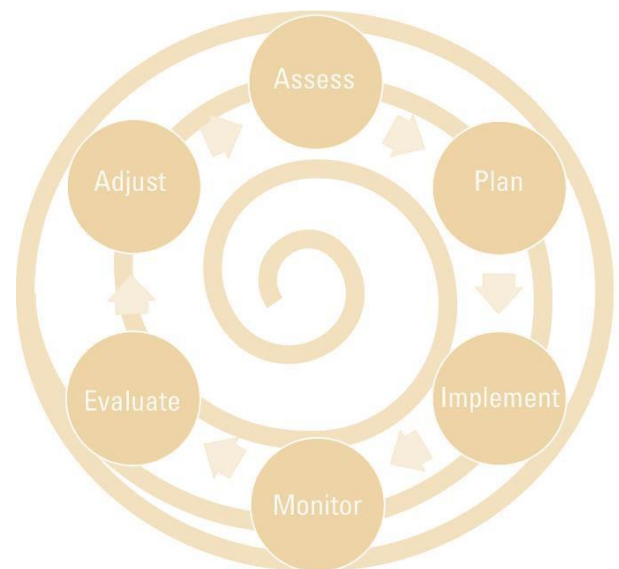
This document refers to monitoring, evaluation and learning. **It is important to understand the distinction between the three processes.**

**Monitoring** is the **continual monitoring of data** to check whether a project is reaching its goals and to generally assess how it is delivering against plans. Examples of monitoring data are species or taxa surveys, hectares of habitat restored or created, counting the number of participants and counting the number of volunteers and the hours they have given to the project. Monitoring is generally done regularly as a **progress check** and helps to track project progress against output targets. It often indicates ‘what’ has been delivered and provides an idea of scale of delivery by giving a measure of quantity of desired outputs.

**Evaluation** refers to a deeper assessment of how efficient and effective an activity or capital works are, the impact it is having, its relevance and its sustainability. Evaluation helps develop a rich picture of what change the programme is bringing about and track the project’s progress along its Theory of Change (see **Section 4**). Evaluation asks ‘so what?’; telling us what difference Wilder Connections is making to nature, people and communities living alongside, and close to the Estate.

Evaluation is often used as a **spot check** to investigate how well a project has done – in the case of Wilder Doddington, this will be formally undertaken in the middle (interim) and at the end (summative) of the project – and to capture **lessons learned** for the future.

In this context, ‘**learning**’ refers to how the DHCC and its partners, as well as individual staff members and peers can themselves learn from the process of delivering Wilder Connections and from the impact it has. This process of learning is vital if most benefit for Doddington and the sector are to be derived from the process, and best value-for-money is to be gained from the investment in the project. Learning during the life of the project also informs the process of adaptive management, see diagram right<sup>1</sup>:



**Figure 1:** Diagram to show the cycle of adaptive management. Under a Creative Commons Public Domain Mark 1.0 licence.

<sup>1</sup> Source: Hess, Jeremy & McDowell, Julia & Luber, George. (2012). Integrating Climate Change Adaptation into Public Health Practice: Using Adaptive Management to Increase Adaptive Capacity and Build Resilience. Environmental health perspectives. 120. 171-9. 10.1289/ehp.1103515.



### 3. Why are we evaluating and what's important to consider?

#### 3.1 Drivers for evaluation

The DHCC has established the ambitious Wilder Connections project in order to realise targeted opportunities arising from the Wilder Doddington nature recovery programme.

The project is using innovative techniques and a focus evaluation is therefore essential to understand if the concepts being applied work, and to help fine-tune the delivery model. The partnerships, infrastructure, projects and reputation developed will ensure longevity and financial viability for Wilder Connections - evaluation is therefore pertinent to securing the project's legacy.

Robustly monitoring and evaluating our Wilder Connections project will have many benefits. For example, it will:

- ✓ Assess **quality** of delivery, project against its outputs and help identify and monitor risks
- ✓ Determine if the **project's aims, objectives and outcomes** are being or have been met, and if not, the reasons why and any barriers to delivery
- ✓ Understand who in target communities is **engaging** with the project and how they are benefitting
- ✓ Evaluate the effectiveness of the **new ways of working** this project is piloting including micro-volunteering and arts-based approaches
- ✓ Assessing the effectiveness of **partnerships** and quality of collaboration
- ✓ Help **meet funder requirements** and provide evidence to funders of the impact of this model of working of nature-based solution
- ✓ Identify **strengths and weaknesses** (and where resources should be directed in future)
- ✓ Serve as a **professional development** tool for staff, partnerships and peers
- ✓ To **motivate** staff and volunteers by providing feedback on the impact of their work
- ✓ Ensure that **learning is shared and acted upon** within the partner organisations and target communities, and to help identify and plan legacy opportunities as part of the wider vision for management of the catchment and DCRT's work within this
- ✓ Be a tool for **evidence-based advocacy** and case studies to help inspire other land owners and managers
- ✓ To feed into **legacy** planning and delivery and help **leverage support**.

It is of vital importance that the Wilder Doddington team and External Evaluator make sure evaluation and monitoring is safe, legal, fair and valid. See **Appendix 1** for guiding principles.

#### 3.2 Key considerations

In developing the approach for monitoring, evaluation and learning, we have taken into account several considerations:

**Supporting 'adaptive management'** - To get best value from the project's investment (and investment in evaluation), any findings need to feed into the project in a timely way to help adapt and change as project delivery progresses. A large proportion of evaluation resource is therefore allocated to the interim evaluation process and developing a set of practical recommendations for tweaks and changes to make delivery more effective and efficient.

In addition, the team will employ reflective practice to allow them to reflect on what's been successful and what's been challenging, why this matters and how their approach needs to adapt in response.

**Short-term monitoring and evaluation** – The Theory of Change (see **Section 4**) leads to ‘long-term impacts’ that last after the life of the funded project - some 100-years.

Some of the project outcomes and impacts will therefore not come to fruition until after the end of the funded project and some will take a considerable length of time to deliver outcomes – for example, habitat creation/restoration associated with the Wetter Better elements of the project. These lend themselves to longer-term study beyond the life of the funded project, for example, ongoing habitat assessment or ecological monitoring as part of the Doddington Estate **Management and Maintenance Plan** and integrated into ongoing Management Plans for the adjacent sites (for example, the responsibility resting with the Environment Agency if it is part of their statutory obligations, or neighbouring land owners such as the Woodland Trust).

**Balance qualitative and quantitative data** – To effectively build a robust and rich picture of the difference the project makes, both qualitative and quantitative data are required. For example, quantitative data such as counting the number of volunteer hours given and area of habitat enriched, can help tell the story of how the project has contributed to community, improved the environment and helped combat the impacts of climate change at a local level. However, qualitative data is needed to assess areas such as whether participant wellbeing or employability has increased as a result of involvement in the project. Section 6 provides an overview of evaluation tools needed to gather such data.

**Minimising bias** – Every evaluation has bias, which the External Evaluator and project team should work to minimise, as well as acknowledging areas of significant bias. Bias will be kept to a minimum by putting place a range of measures – for example:

- Ensuring that staff, volunteers and contractors are appropriately represented in the evaluation process and that the Equality, Diversity, Inclusion and Belonging (EDIB) good practice is followed when designing evaluation tools, sampling and undertaking analysis
- Making sure staff and volunteers are well-trained in the importance of robust evaluation and in practical evaluation skills
- Using well-planned and trialled evaluation questions and tools, and, where possible, standard research tools that are based upon peer-reviewed protocols or data sets. Bringing in additional external expertise where this is helpful to support specialist areas of evaluation
- Protocols for biological and abiotic data are agreed and where appropriate, use national frameworks for example, butterfly transects (protocol set by Butterfly Conservation), breeding bird surveys (protocol set by British Trust for Ornithology), Rothamsted Moth trap all allow comparison with other local and national sites.

## 4. What do we want to find out?

### 4.1 The change we expect to see, and for whom

The National Lottery Heritage Fund (NLHF) has a defined list of outcomes (NLHF, 2023). We need to monitor and evaluate how this project addresses the following NLHF outcomes (N.B. the 6 Priority Outcomes and 3 others):

- A wider range of people will be involved with heritage (Mandatory outcome)
- Doddington Hall Conservation Charity will become a more resilient organisation (NLHF wording: ‘The funded organisation will be more resilient’)
- People will have greater wellbeing
- People will have developed skills
- The local area will be a better place to live, work or visit

- The local economy will be boosted
- Heritage will be in better condition (in this case natural heritage)
- Heritage will be identified and better explained
- People will have learnt about heritage, leading to change in ideas and actions.

In addition to these medium-term intermediate NLHF outcomes, the project team has identified the following immediate outcomes which will help Wilder Connections build towards the intermediate outcomes.

In delivering these outcomes, the following audiences will be targeted (see **Activity Plan Section 2.2**):

**COMMUNITY GROUPS** - Some of the most economically, socially & nature-deprived wards are within 6 miles. Bring community members to benefit from nature-connectedness, wellbeing, confidence & skills development.

Barriers: Cost, mobility, transport, perception Doddington isn't for them, lack of familiarity

Solution / Activities: Partnerships with DevelopmentPlus, YMCA, Renew, Lincoln City Communities Team to organise group visits; offer organisations Wild-House space to deliver regular activities; pathway from organised visits to supported volunteering; host events for ethnic groups, such as picnics; transport via CallConnect Minibus; Wild-House

Numbers: 586 visits <10 communities

**YOUNG LEARNERS AT-RISK OF BEING EXCLUDED** – Big un-met demand for Alternative Provision for those struggling in formal settings.

Barriers: Not known as provider; safeguarding; staff recruitment/retention difficult; lack of experience in-house.

Solutions: Hill Holt Wood refers/supports capacity-building.

Numbers: 320 sessions

**YOUNG SEND LEARNERS** – Big un-met demand for Enrichment for those struggling academically and help students develop skills and strengths beyond the classroom.

Barriers: Not known as provider; safeguarding; staff recruitment/retention difficult; lack of experience in-house.

Solutions: Hill Holt Wood and Lincolnshire Wildlife Trust supports capacity-building.

Numbers: 216 sessions

**DIVERSE YOUNG PEOPLE ASPIRING TO BE ECOLOGISTS** – Young Darwin Scholarships deliver biodiversity training/mentoring, leading to green careers/volunteering. Attract neurodiverse participants & provide life-changing experiences. Pilots extremely successful with diverse participants & exceptionally good feedback.

Barriers: Field Studies Council move Young Darwin locations every 3 years.

Solutions: Build capacity in years 1 and 2, and launch Lincolnshire version of the programme (year 3) with subsidy from local companies

Number: 60 participants

**STRUGGLING FAMILIES WITH YOUNG CHILDREN** – un-met demand for Forest school in the area. Ideal site at Doddington; provider interested.

Barriers: Transport/ cost

Solutions: Hill Holt Wood will construct outdoor classroom and compost loo with SEND service-users; partnership with Wild in the Woods to reach families from Birchwood (3 miles away, top 10% of social, economic and nature deprivation) to offer regular free/heavily subsidised Forest School sessions. Transport from CallConnect.

Numbers: 266 free sessions

**SCHOOL CHILDREN** – Need to ensure no child misses the wonder and awe of nature because they lack finance/confidence. Meet curriculum objectives & specific coursework requirements.

Barriers: Transport costs, risk aversion, lack of outdoor teacher experience;

Solution: Partnership with Lincolnshire Wildlife Trust to build capacity across both our sites; prioritise building long-term school relationships in target communities.

Numbers: 5,000 pupil visits

**UNIVERSITY STUDENTS** – A traffic-free cycle route connects the Lincoln campus to Doddington. Expand existing strong collaboration to include wellbeing, volunteering & work-experience.

Barriers: Resource intensity, quality control; low awareness

Solutions: Interventions to support students from diverse backgrounds who might not think getting to Doddington is possible, easy or 'for them'. Regular mini-bus transport, wellbeing visits, outreach via nationality-based support/social groups, bursaries.

Numbers: 700 interactions/visits by 350 students

#### **ADULT AUDIENCES -**

Solutions: Subsidised adult learning courses to broaden participant base and reduce barriers. Encourage community group participants to participate.

Barriers: Transport; lack of familiarity with site; difficult to find people with the aptitude from challenged communities: use subsidies, CallConnect transport, our networks to promote.

Numbers: 420 attendees

**LOCAL VOLUNTEERS** – Huge appetite for nature volunteering; much wider range of roles than originally anticipated: remote volunteering, supported volunteering, assisting with learning, wellbeing & community group activities.

Barriers: Low diversity; transport costs; confidence/awareness; resource intensive.

Solutions: Structured pathways from group visits to supported volunteering; CallConnect transport; travel expenses; dedicated resourcing; buddies to support less-confident volunteers.

Numbers: 100 volunteers over the life of the project with at least 50 retained on the team by the end

**EXISTING VISITORS TO DODDINGTON** - Not currently engaged with Wilder Doddington.

Barriers: Lack of awareness

Solution: Hierarchy of trails; interpretation, orientation, waymarking, nature-connectedness activities & citizen science.

Numbers: c.50,000 users of trails/year, 70,000 engaged digitally/year

#### **OTHER AUDIENCES –**

Existing staff & volunteers - 200 staff, 120 volunteers: - training & tours; micro-volunteering & work-experience; exploring Wilder Doddington; become Ambassadors



Landowners, managers, advisors, policymakers, funders – Inspire them towards more sustainable land-use  
 Expert groups such as Lincolnshire Naturalists Union – Can support monitoring, learning etc  
 Corporate/ Local businesses – Micro-volunteering/staff engagement/sponsorship.

## 4.2 How we expect change to happen

The project team, supported by Heritage Insider, has worked together<sup>2</sup> to build a Theory of Change for the Wilder Connections project as a key part of the activity planning process. This will be reviewed and refined (if necessary) in the start-up stage of the project, in discussion with a range of stakeholders.

While the Theory of Change itself is not an evaluative method, it can be an invaluable tool in the evaluation against which the External Evaluator can assess the success of the whole project against the vision, test assumptions and evidence outcomes.

The Wilder Doddington project team will use the Theory of Change to better understand its achievement against its aspirations both within the lifetime of the programme (the Theory of Action) and, given the performance of the programme, the likelihood of attaining the long-term vision after the lifetime of the programme (Theory of Change and long-term vision).

The Theory of Change on the following page maps out the relationship between activity and capital delivery, and impact.

Starting from the left-hand side, it shows how each of the project activities and strands is designed to deliver key outputs (see **Theory of Change** and **Activity Plan** for list of these), which should lead to immediate outcomes, which combine to deliver intermediate outcomes (taken from the NLHF-outcomes framework).

Together the outcomes should help affect change within the key Domains of Change and in this way, hopefully attain the project vision and move Doddington further towards its 100-year vision.

There are three cross-cutting principles that span the whole project work and impact:

1. **Evidenced impact** - monitoring, evaluation and learning will enable a robust Portfolio of Evidence to be developed concerning the effectiveness of the approach the project is putting in place. This can then be used to help leverage future resources and to influence peers, funders etc.
2. **Equality, Diversity, Inclusion and Belonging** - it is imperative that this ethos runs through all of the work of Wilder Connections if a wider range of people are to be reached and empowered by the project
3. **Sustainability** - this has dual meaning in that project delivery should be environmentally sustainable and socially responsible, and that anything delivered by the project should be sustainable after the life of the NLHF-funding.

The evaluation process will gather data by which to 'test' if this theory has been delivered in practice, where assumptions were correct or not, and to document a picture of where the journey to the project vision varied from that set-out in project plans (for example, due to the context for the project changing, tweaks being made to improve the effectiveness or efficiency of delivery or to take advantage of new opportunities).

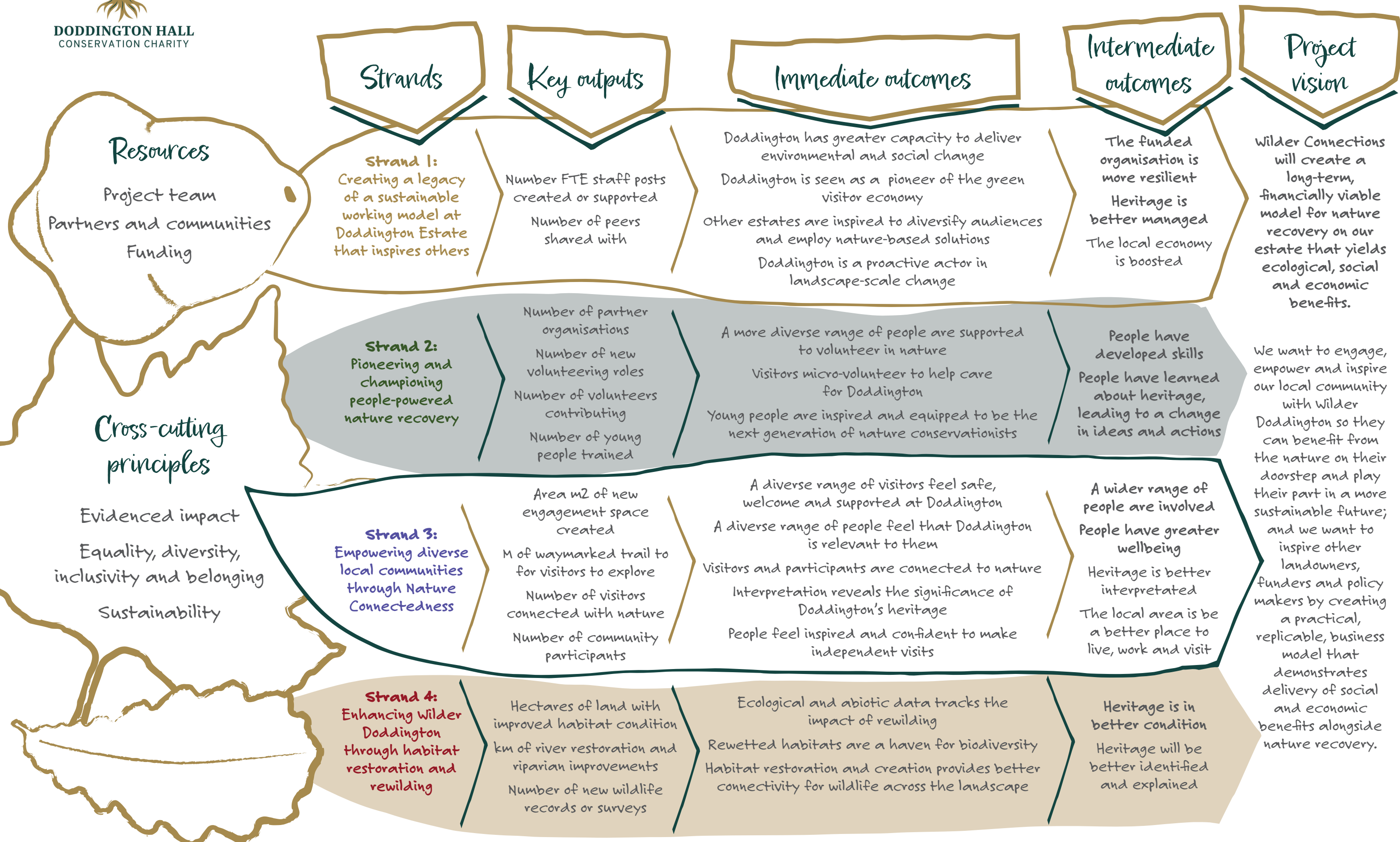
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# Wilder Connections - the change we want to make



The partnerships, infrastructure, projects and reputation developed will ensure longevity and financial viability for Wilder Connections. The detailed picture of what the project will deliver, (see **Activity Plan, Action Plan**) should be considered alongside this Monitoring, Evaluation and Learning Plan.

### 4.3 What we want to find out

Key Evaluation Questions (KEQs) help to frame the evaluation and to guide the data collection and interpretation processes, and to form findings. The External Evaluator will use these questions alongside the Theory of Change (see **Section 4.2**) to assess the overall success of the Wilder Connections project during the summative evaluation. Below are the Key Evaluation Questions for the Wilder Doddington project:

#### How the project was run and what it delivered

1. Have project management systems, risk management, resourcing and contracting been appropriate and effective?
2. **Partnership** - Has partnership working been effective and what have the benefits been of this way of working?
3. **Successes** - What has gone well and what have the key enablers been?
4. **Knock-on effect** - Has the project been a 'springboard' from which to leverage other resources or develop other activities or capital works?
5. **Challenges** - What could have been improved and what have the major barriers been?

#### The difference it made

6. **Extent and depth of difference made** - To what extent have the intended outputs and outcomes (with reference to **Theory of Change** and **Activity Plan Action Plan**) been achieved across the project?
7. **Beneficiaries** - Who has benefitted from Wilder Connections, and how? Specifically, how successful has DHCC been in building trust and developing effective and impactful relationships within the target communities and audiences?
8. **Place-making** - to what extent has Wilder Connections contributed towards making the local area a better place to live, work and study?

#### Resilient organisation and longer-term impact

9. **Inclusive space** - Is Doddington Hall and estate a more inclusive and accessible place as a result of the project, and what barriers (if any) still exist? Does supported engagement lead to follow-on engagement/volunteering/visits? Does this provide a useful model for 'democratising' historic estates?
10. **Lessons learnt** - What has DHCC learned from the project? To what extent has the project influenced wider DHCC and DHLLP work?
11. **Capacity** - Has the project been able to build capacity and establish sustainable models of working? Including opportunities that are attractive and accessible to a diverse range of people
12. **Sharing learning** - has DHCC been successful in influencing peers, other land owners and managers, funders, decision-makers etc with the model trialled as part of Wilder Connections? What impact has this had?
13. **Long-term impact** – Considering the outputs and intermediate outcomes, what are the longer-term impacts of the project likely to be, and how will the ongoing benefits be managed? What are the next steps for DHCC?

## 5. How will we answer the Key Evaluation Questions, and test the Theory of Change?

Evaluation will explore the extent to which (and how, why and when) Wilder Doddington project intended outcomes have been achieved and look to identify unexpected outcomes of the project. It will look at the quality of project delivery using outcome indicators (formulated during the development phase).

External evaluators will be appointed (see [Appendix 2](#) for brief) to support the project team in understanding the impact of Wilder Connections. The External Evaluators will bring their own specialist knowledge and approaches to data collection (and the methodologies employed to do this).

Data will be collected by the project team (staff and volunteers), partners and contractors and the external evaluators. Section 6 provides further detail on the roles and responsibilities of different stakeholders within the monitoring, evaluation and learning process.

The resulting data will be synthesized together<sup>3</sup> and used to answer the Key Evaluation Questions (including evidencing the outputs and outcomes) and in order to stress-test the Theory of Change to see if change is happening and happening as planned.

Some of this information will be standard monitoring information collected by the Project Team (which the evaluators will collate and synthesise into their evaluation) in the normal run of managing the project, for example, attendance numbers and volunteer hours. Much of the data will be collected by the project staff, volunteers and partners/contractors in the run of delivering the project. Some will be specialist additional data collected specifically for the external evaluators for the purposes of assessing outcomes and impacts in line with the Theory of Change and the Project Outcomes listed above.

A detailed picture of what the project will deliver is contained in the Action Plan of the Activity Plan. This also maps out how each individual activity will be monitored and evaluated. The monitoring and evaluation matrix on the following page provides an overview of how data will be collected to enable assessment of each strand, including indicators and evaluation tools.

The outcome indicators provide primarily quantitative evidence and an 'indication' of whether the outcome has been achieved. However, evaluation tools are needed to gain a rounded picture of the extent to which the outcome has been achieved.

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<sup>3</sup> Data synthesis combines multiple data sets (for example, gathered by different monitoring and evaluation tools) into a single source of truth to understand the commonalities between individual data sets and ultimately, draw out key findings. Synthesis is like a puzzle where each data set (e.g. responses to a survey, event feedback forms, reflective practice notes) we collect is a separate piece of the puzzle.



Strand	Key output targets	Intermediate outcomes	Outcome indicator target	Measurement method	Evaluation tools
<b>Cross-project tools</b>	N/A	N/A	N/A	Outputs monitoring and activity log	Project team reflective diary Facilitated reflective practice events Staff PDR process Quarterly partner progress and impact reports Annual partnership reviews
<b>Strand 1: Creating a legacy of a sustainable working model at Doddington Estate that inspires others</b>	No. FTE staff posts created and supported No. of peers shared with No. of staff benefitting (DHCC, DHLLP and partners)	The funded organisation is more resilient Heritage is better managed The local economy is boosted	£1m investment in local economy 20,000ha of wider land impacted	Project management records Feedback from partners	Key informant telephone interviews Review of post-project Management Plans Staff survey Annual review of stakeholder/beneficiary group Terms of Reference Critical review of sample of project communications by Stakeholder/beneficiary group Assessment of the level of interactions with and contributions to WildMap, citizen science, data creation via monitoring engagement stats, user feedback and reflective practice review Desk-based review of legacy plans and any awards by external evaluator as part of end-of-project evaluation
<b>Strand 2: Pioneering and championing</b>	No. of partners No. of new volunteering roles	People have developed skills	No. of qualifications attained	Learner records	Participant observation and informal interviews with volunteers and learners

Strand	Key output targets	Intermediate outcomes	Outcome indicator target	Measurement method	Evaluation tools
people-powered nature recovery	100 volunteers contributing  596 young people gaining experience/training	People have learnt about heritage, leading to a change in ideas and actions	Equivalent of £1m well-being benefits to local communities from nature volunteering	Social Return on Investment calculation <sup>4</sup>	Annual volunteer survey (with potential different version for virtual volunteers)  Reflective diaries for young people  Log of outputs from UoL student study based on Doddington
<b>Strand 3:</b> Empowering diverse local communities through Nature Connectedness	430m <sup>2</sup> of engagement space created  10 communities worked with and 986 visits  4km waymarked trail for visitors to explore  120,000/yr visitors connected with nature (onsite and online)  6,000 participants take action  4,909 pupils benefit	A wider range of people are involved with heritage  People have greater wellbeing  Heritage will be better identified and explained  The local area is a better place to live, work and visit	Participant Nature Connectedness score and/or % of participants showing evidence of NHS 5-ways to wellbeing	Nature-connectedness Index <sup>5</sup>	People counters  Participant observation and informal interviews with volunteers and learners  Participant mini survey cards  Community leader surveys  In-session pupil feedback (adapted to ensure accessibility for SEND students) and teacher surveys/follow-up interviews  Comparison of survey results to Natural England's People and Nature survey  Well-being star and inclusive evaluation approach for more intensive programmes including one-to-one discussions with participants

<sup>4</sup> Leeds Beckett University, 2019. Source: [www.wildlifetrusts.org/sites/default/files/2019-09/SROI%20Report%20FINAL%20-%20DIGITAL.pdf](http://www.wildlifetrusts.org/sites/default/files/2019-09/SROI%20Report%20FINAL%20-%20DIGITAL.pdf)

<sup>5</sup> The Nature Connection Indicator Working Group developing a national indicator for connection to nature - with University of Derby, Natural England, the RSPB, National Trust, Historic England, the Wildlife Trusts and others. The research has revealed physical contact with nature and nature connectedness provides extra but independent benefits to wellbeing and pro-environmental behaviours. The work has also revealed the level of nature connectedness across people's lifespan, identifying a sharp dip in teenage years. Source: [www.derby.ac.uk/research/centres-groups/nature-connectedness-research-group/](http://www.derby.ac.uk/research/centres-groups/nature-connectedness-research-group/)

Strand	Key output targets	Intermediate outcomes	Outcome indicator target	Measurement method	Evaluation tools
					'Mystery visit' by Stakeholder group and/or community groups
<b>Strand 4: Enhancing Wilder Doddington through habitat restoration and rewilding</b>	<p>210Ha land restored/habitat created</p> <p>30 new wildlife features</p> <p>No. of new wildlife records or surveys</p>	<p>Heritage is in better condition</p> <p>Heritage will be better identified and explained</p>	<p>Ha land with improved habitat condition</p>	<p>Rapid Habitat Assessment for ponds</p> <p>Additions to species list</p>	<p>Ecological and habitat monitoring by Wilder staff, volunteers, University students; using recognisable repeatable methods and specialists such as dragonfly county recorder</p> <p>AceNature to monitor and record landscape-scale changes using drone footage, camera traps and citizen science</p> <p>Fixed-point photography</p>

This matrix aims to ensure that appropriate evaluation data is collected and analysed so that the NLHF, Doddington Hall and Estate, and any delivery partners on the project are able to make credible claims about impact of project, that the capacity to secure more collaborations / support and contributing to research is enhanced, and there is a contribution to policy development and understanding around connecting people with nature.

It also aims to ensure that the evaluation uses established techniques grounded in wider research where appropriate. For example, the project team will use the methodology or concepts used by the Nature Connectedness Research Group at the University of Derby (Nature Connectedness Research Group, 2010) to build an understanding of Nature Connectedness amongst participants, staff and volunteers.

Each evaluation tool will investigate a range of lines of questioning that will evidence the intended outcomes with quantitative and/or qualitative evidence that will compliment monitoring data. For example, the team reflective practice sessions will allow time for the project team to mindfully consider the project delivery and management process, the challenges and opportunities encountered, lessons learnt and potential actions needed as a result.

This will compliment monitoring of project progress via project management records and budgetary management tools. This will contribute towards evaluation across all outcomes, and especially 'the funded organisation will be more resilient'.

This matrix will be finalised during the start-up phase of programme delivery and revised at mid-term if required. The External Evaluator will head-up the process in consultation with the Project Manager and staff team. This will be done in tandem with reviewing and refining the Theory of Change.



## 6. Organising the impact measurement process

### 6.1 Roles and responsibilities

This project and its evaluation is expected to run for 4 years (48 months divided into 16 quarters). The expected milestones and timelines for managing the monitoring, evaluation and learning elements, and the respective identified responsible roles are indicated in the table below.

External Evaluators will be appointed with responsibilities for reporting on the evaluation, for specialist data collection and analysis and to help facilitate organisational learning; the evaluators will produce an independent report to support the project team in articulating the impact and the legacy of this project.

Monitoring and evaluation is integral to all staff role profiles and an induction programme will provide a guide to **integrating** monitoring and evaluation into everyday work. In addition, monitoring and evaluation has been integrated into contractor briefs and partnership agreements.

Monitoring, evaluation and learning tasks	Lead	Timelines
<ul style="list-style-type: none"> <li>Manage External Evaluation Team and contract</li> <li>Ensure reports are sent to DHCC Board and any identified risks escalated and appropriately managed or mitigated as a result</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager</li> </ul>	Q1–Q16
<ul style="list-style-type: none"> <li>Support liaison between Evaluators and charity staff / others (ensuring necessary access and input to evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (enablers)</li> <li>Evaluator (advisor/actor)</li> <li>Other staff and partners (actors/responders)</li> </ul>	Q1–Q16
<ul style="list-style-type: none"> <li>Produce Quarterly written progress reports aligning with NHLF requirements</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator (provides input to this process when appropriate)</li> <li>Management Team (owners)</li> </ul>	Q1–Q16
<ul style="list-style-type: none"> <li>Receive and review partner progress and impact reports</li> </ul>	<ul style="list-style-type: none"> <li>Management Team</li> </ul>	Q1–Q16
<ul style="list-style-type: none"> <li>Facilitate Mid and End Point organisational learning workshops</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (organisers)</li> <li>Evaluator (input and facilitation)</li> </ul>	Q8 and Q15
<ul style="list-style-type: none"> <li>Review Learning Lessons and legacy</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Q8 and Q15
<b>At the Start of the Project:</b>		
<ul style="list-style-type: none"> <li>Establish an effective working relationship with the Project Management Team (agreeing key activities and ways of working)</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Q1 and Q2 (minimum 6 monthly review meetings to be scheduled throughout the project)
<ul style="list-style-type: none"> <li>Review and if necessary extend or revise the Theory of Change and intended outcomes to fully reflect any changes within the project</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Q1-Q4 (and annually thereafter. Reporting this at start, midpoint and end of project)
<ul style="list-style-type: none"> <li>Explore and collate useful baseline material</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator (advisor)</li> <li>Management Team (owners/collators)</li> </ul>	Q1-Q8 (year 1) most in first 2 Qtrs

Monitoring, evaluation and learning tasks	Lead	Timelines
<ul style="list-style-type: none"> <li>Guide development of monitoring and data collection plans within the project</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator (advisor)</li> <li>Management Team (owners)</li> </ul>	Q1-Q4 and 6-monthly after that
<ul style="list-style-type: none"> <li>Create Templates for data collection</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator with input from staff and Management Team</li> </ul>	Q1-Q4
<ul style="list-style-type: none"> <li>Identify and engage key stakeholders in the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (owners) identifying and managing changes/additions to current agreements</li> <li>Evaluator (advisor/actor)</li> </ul>	Q1 and Q2 (ongoing review/activity thereafter)
<ul style="list-style-type: none"> <li>Design any additional specialist data collection and analysis to be undertaken by the independent evaluator</li> </ul>	<ul style="list-style-type: none"> <li>Both (as outlined in project tender received)</li> </ul>	Q4-Q8
<ul style="list-style-type: none"> <li>Agree the governance, roles, staff involvement and reporting for this evaluation project</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Q1 and Q2 (ongoing annual review)
<b>In the early stages</b>		
<ul style="list-style-type: none"> <li>Undertake any specialist initial data collection to finish Baseline data if required</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators and/or staff team TBC</li> </ul>	Yr1 and Yr2
<ul style="list-style-type: none"> <li>Plan internal group data collection and reflection events</li> </ul>	<ul style="list-style-type: none"> <li>both</li> </ul>	Yr1
<ul style="list-style-type: none"> <li>Discuss with staff and partners how to embed data monitoring and appropriate data collection methods within existing activities</li> </ul>	<ul style="list-style-type: none"> <li>Management Team</li> </ul>	Yr1 (and ongoing)
<ul style="list-style-type: none"> <li>Check that evaluation is integrated into the Communications Delivery Plan</li> </ul>	<ul style="list-style-type: none"> <li>Management Team</li> </ul>	Yr1
<b>At the mid-point of the Project ....</b>		
<ul style="list-style-type: none"> <li>Collect Initial Specialist information (e.g. first rounds of interviews with stakeholders or analysis of volunteer diaries so far). Analyse and Synthesise results</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator</li> </ul>	Y2
<ul style="list-style-type: none"> <li>Produce a written mid-term report and presentation for use by Doddington Hall Conservation Charity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluator (author)</li> <li>Management Team (owners)</li> </ul>	Y2 (Qtr7-8)
<ul style="list-style-type: none"> <li>Receive report and recommendations</li> <li>Agree which recommendations are to be taken forward and any additional actions or changes to these</li> </ul>	<ul style="list-style-type: none"> <li>DHCC Board</li> </ul>	Y2 (Qtr8)
<ul style="list-style-type: none"> <li>Advise and support staff to respond to the midterm evaluation</li> <li>Monitor delivery of any agreed recommendations and associated actions</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (owners)</li> </ul>	Y2 (Qtr8)
<ul style="list-style-type: none"> <li>Plan and deliver organisational learning events</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Support the organisation to present their findings on wider platforms (e.g. National events or industry networks)</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (with input from Evaluators)</li> </ul>	Y3
<ul style="list-style-type: none"> <li>Plan the later stage evaluation process (including any changes and additions to original plan)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators (with ownership from Management Team)</li> </ul>	Yr3 (Qtr 9)
<ul style="list-style-type: none"> <li>Options Appraisal and development of new, activities to provide legacy income streams</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (with input from Evaluators)</li> </ul>	Yr3 (Qtr 9)

Monitoring, evaluation and learning tasks	Lead	Timelines
<ul style="list-style-type: none"> <li>Review evaluation recommendations, agree actions as a result</li> </ul>	<ul style="list-style-type: none"> <li>DHCC Board</li> </ul>	Yr3
<ul style="list-style-type: none"> <li>Track and report progress against actions as a result of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager</li> </ul>	Yr3
<b>Towards the end of the Project...</b>		
<ul style="list-style-type: none"> <li>Produce a written final report and presentation for use at Doddington Hall Conservation Charity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators</li> </ul>	Yr3 (Qtr 12)
<ul style="list-style-type: none"> <li>Produce a designed final report for public dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators</li> </ul>	Yr3 (Qtr 13-16)
<ul style="list-style-type: none"> <li>Produce two designed Wilder Connections case studies (long and short version)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators and staff team</li> </ul>	Yr3 (Qtr 13-16)
<ul style="list-style-type: none"> <li>Produce a designed Powerpoint presentation of the Wilder Connections case studies</li> </ul>	<ul style="list-style-type: none"> <li>Evaluators and staff team</li> </ul>	Yr3 (Qtr 13-16)
<ul style="list-style-type: none"> <li>Plan and deliver internal organisational learning events</li> </ul>	<ul style="list-style-type: none"> <li>Both</li> </ul>	Yr4
<ul style="list-style-type: none"> <li>Review evaluation recommendations, agree actions as a result</li> </ul>	<ul style="list-style-type: none"> <li>DHCC Board</li> </ul>	Yr4
<ul style="list-style-type: none"> <li>Track and report progress against actions as a result of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager</li> </ul>	Yr4
<ul style="list-style-type: none"> <li>Update the Legacy Plan – and implement final stages</li> <li>Ensure mechanisms and resources are in place to deliver the Legacy Plan</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (with input from Evaluators and in liaison with DHCC and DHLLP)</li> </ul>	Yr4
<ul style="list-style-type: none"> <li>Support the organisation to present their findings on wider platforms e.g. National events or industry networks</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (with input from Evaluators)</li> </ul>	Yr4
<ul style="list-style-type: none"> <li>Review end of contract and project close</li> </ul>	<ul style="list-style-type: none"> <li>Management Team (owners/actors)</li> <li>Evaluators</li> </ul>	Yr4

## 6.2 Timescales and reporting

To ensure accountability and to capture the benefits delivered by project activity, capital works and partnership working, a protocol for reporting needs to be established and maintained.

Evaluation takes a significant investment of time and resource and does not happen all the time. **Evaluation should happen at key set points** in the programme and have resource allocated to undertaking it. Evaluation of the project will happen:

- **Quarterly** - to NLHF via the portal and other funders as required
- **Annually** – Reflective practice session for the project team to help crystallise lessons learnt and feed into adaptive management. This will be especially important at the end of the first year of operation to help ensure processes and procedures are refined
- **At mid-term stage** – a high-level independent process and progress evaluation linked to legacy planning. This should include a suite of practical recommendations for improving the project where required and the project team should allocate time to addressing issues raised as part of an adaptive management approach
- **Near the end of the project** –
  - **Independent end of project evaluation focussing on impact.** To review what has been achieved, opportunities which have arisen, challenges faced and what areas warrant further development
  - **External version** of the above to use for evidence-based advocacy
  - **Case studies or histories** and accompanying slide pack in order to disseminate good practice and lessons learnt
  - **Final legacy plan** including an update of the Management Plan in response to the results of the monitoring and evaluation and the Options Appraisal.

DHCC Board will receive evaluation reports, review evaluation recommendations, agree actions as a result and the Project Manager will track and report progress against these.

In addition to the above, a number of data communication tools will be provided by ACENature and help to both gather and interpret data for visitors and target audiences (see Visitor Experience Plan). This will focus on establishing a Wildmap instance and populating it with some drone-based aerial imagery, links to videos, fixed point photography, and Point Sightings data:

### Setting up a WildMap instance to include the following contents:

- Maps and aerial images (inc. Swipe and Compare functionality, OSM basemap, the recent and wayback satellite images, and aerial images)
- Species list (from NBN & from the Point Sightings App)
- Diaries and Videos – links into YouTube/Vimeo etc
- Stories
- Fixed point photography



### Drone-based aerial imagery

- Drone flying – We can also use imagery flown by others and ACENature can provide technical and procedural guidance for capturing suitable imagery for mapping – e.g. support in defining flight area, path etc if needed
- Image processing and uploading map to Wildmap

### Fixed-point Photography App

This App enables users to define fixed point locations, take photos, download photos to their phone, and upload photos to WildMap where they are animated into a timelapse. Currently users need to have the App on their phones, and cannot share photos with each other. Future versions will be web-based (ie. will not require downloading of the App), and sites will be sharable so that different people can add photos to the collection for each site. As this App is still in development, we will initially get free use.

### Point Sightings App

The Point Sightings App can be accessed via a QR code at designated wildlife viewing points. It shows a photo of the view, and users can tap the photo to add sightings. The sightings are automatically recorded in the database, and the user is able to download a copy of the photo complete with all their sightings, as a memory of their visit. There is also a 'timed point count' option, which enables knowledgeable bird watchers to record sightings in a more scientific way. This can be used by employees and the public.

## 6.3 Ensuring learning and adaptive management

Delivering any project is a learning journey. The lessons learnt during this project will not just be of value to Doddington Hall in informing our future work but also to others. Lessons learnt could help:

- Partner organisations and stakeholders could benefit by helping to shape future interventions in the target communities within the area
- Peers could benefit by helping to make their future community programmes more effective and efficient.

As well as internal reports, we have allocated resource to create external-facing summaries and case studies that can help inform the work of others and inspiring others in the sector.

## 7. Impact measurement budget overview

The investment in delivery of the Impact Measurement Plan is **£50,000 ex VAT**, plus staff, partner, volunteer and contractor time. This includes where other budget lines will also contribute to impact measurement and sharing learning processes.

The table below provides further details of the intended breakdown of this budget:

Activity area	Budget ex. VAT
External Evaluator, see <b>Appendix 2</b>	£35,000
ACE Nature support including Wildmap, apps and tech services	£10,000
Budget for incentives, evaluation materials, graphic design etc.	£5,000
<b>Total Impact Measurement Plan budget allocation, ex VAT</b>	<b>£50,000</b>

Project goods and services chosen following Doddington Hall Procurement Policy.

Budgets will be managed centrally by the Doddington Hall Project Manager and will be part of the usual Doddington Hall budget and reforecast cycle. A summary of activity and spend will be sent to the Doddington Hall Board and any risks that require escalation. See the Activity Plan for details of the project management structure.

## Appendix 1 Making sure evaluation is safe, legal, fair and valid

The Project Manager will have overall responsibility for ensuring that the monitoring and evaluation process is ethical, legal and of quality, with advice from the External Evaluators (see [Appendix 2](#)).

### Guiding principles

For any evaluation, there needs to be clarity about what will be considered a quality and ethical evaluation. The monitoring and evaluation process will be guided by the following guiding principles:<sup>6</sup>

**Clarity:** Evaluations should be designed, conducted and reported with a clear purpose that is transparent to all who are part of the evaluation.

**Integrity:** The practice of evaluation should demonstrate responsibility to participants according to agreed ethical principles and assure the veracity and validity of the findings.

**Independence:** Evaluations should be independent of vested interests and power differences.

**Accessibility:** Findings of evaluations should be available in the public domain and communicable to agreed audiences.

**Trust:** No evaluation can effectively proceed without trust, which needs to be developed and nurtured through agreed ethical procedures for conduct and reporting that are fair and just to all.

**Equity:** The conduct of evaluation should respect the perspectives and human dignity of all participants and stakeholders, irrespective of their position in professional contexts or social structures.

**Transparency:** The principles underlying an evaluation, its approach, ethical practices, limitations and uses should be made explicit to all stakeholders.

**Diversity:** Evaluation should respect cultural, gender and age differences and strive to include all relevant standpoints, including those of the traditionally disenfranchised, marginalised or hard to reach.

### Data protection

Doddington Hall have their own data protection policies. These set out the responsibilities of employees or volunteers to manage personal information in accordance with the Data Protection Act 1998 and the General Data Protection Regulation (GDPR) (EU) 2016/679. They will apply to any data relating to partnerships, consultants, contractors, community groups, members, volunteers, event attendees and members of the public.

### Data validity

NLHF evaluation guidance states that statistical accuracy of confidence interval to within +/-5% is very good for most projects and that +/-10% is often acceptable.

Data quality standards and protocols for collecting, storing and sharing ecological data will be subject to normal DHCC standards and quality control as part of the Wilder Connections project.

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<sup>6</sup> Taken from the UK Evaluation Society *Guidelines for Good Practice in Evaluation Principles*.

## Appendix 2 Brief for EVALUATION TENDER

# Project Evaluation support – Invitation to Quote

### The Client

Doddington Hall Conservation Charity (DHCC)  
Doddington Hall and Gardens  
Main Street  
Doddington  
Lincoln  
LN6 4RU

### Contact

Claire Birch  
[clairebirch@doddingtonhall.com](mailto:clairebirch@doddingtonhall.com)  
01522 683 537  
07900 555 368

## Purpose of this Document

Quotes are currently invited from suppliers for a specialist consultant to support the evaluation of a NLHF community project. The service is required as part of the **Wilder Connections** project, which is mostly funded through a National Lottery Heritage Fund Heritage Grant.

The deadline for the quote is 8am on Monday 29<sup>th</sup> January 2024. Any questions relating to the proposed services or the quote process should be directed to the Doddington Hall Conservation Charity's (DHCC's) Chair by email ([clairebirch@doddingtonhall.com](mailto:clairebirch@doddingtonhall.com)) before 26<sup>th</sup> January 2024. All questions raised, and answers provided will be circulated to the parties who have been invited to tender for this work.

The grant secured for this work is **£35k** (exclusive of VAT), and we would expect the tenderer to work within this budget and provide a breakdown of their costs. There is a separate ring-fenced budget for evaluation materials and graphic design.

## Overview

The Doddington Hall Conservation Charity ('DHCC') believes that everyone should have the opportunity to discover and connect with Nature. The DHCC has established the ambitious Wilder Connections project in order to realise targeted opportunities to achieve this that are arising from the Wilder Doddington nature recovery programme.

The vision is to create a long-term, financially viable model for nature recovery that yields deep, meaningful and much-needed ecological, social and economic benefits. This will be achieved through the delivery of four strands:

- Enhancing, measuring and monitoring the nature recovery at Doddington for maximum impact
- Inspiring other landowners and managers, policy-makers, opinion-formers, funders and Third Sector organisations by creating a practical, replicable, business model that demonstrates delivery of social and economic benefits alongside nature recovery
- Pioneering and championing people-powered nature recovery by creating opportunities for volunteering, research, work and skills development at Wilder Doddington
- Empowering diverse local communities through Nature Connectedness so they can benefit from the nature on their doorstep and play their part in a more sustainable future.

## The Brief

We are looking for a specialist consultant to support the evaluation of the project to meet or exceed NLHF guidance and contractual requirements. In particular, the External evaluators will help DHCC ensure that it gathers robust data to answer the following Key Evaluation Questions:

### How the project was run and what it delivered

14. Have project management systems, risk management, resourcing and contracting been appropriate and effective?
15. **Partnership** - Has partnership working been effective and what have the benefits been of this way of working?
16. **Successes** - What has gone well and what have the key enablers been?
17. **Knock-on effect** - Has the project been a 'springboard' from which to leverage other resources or develop other activities or capital works?
18. **Challenges** - What could have been improved and what have the major barriers been?

### The difference it made

19. **Extent and depth of difference made** - To what extent have the intended outputs and outcomes (with reference to **Theory of Change** and **Activity Plan Action Plan**) been achieved across the project?
20. **Beneficiaries** - Who has benefitted from Wilder Connections, and how? Specifically, how successful has DHCC been in building trust and developing effective and impactful relationships within the target communities and audiences?
21. **Place-making** - to what extent has Wilder Connections contributed towards making the local area a better place to live, work and study?

### Resilient organisation and longer-term impact

22. **Inclusive space** - Is Doddington Hall and estate a more inclusive and accessible place as a result of the project, and what barriers (if any) still exist? Does supported engagement lead to follow-on engagement/volunteering/visits? Does this provide a useful model for 'democratising' historic estates?
23. **Lessons learnt** - What has DHCC learned from the project? To what extent has the project influenced wider DHCC and DHLLP work?
24. **Capacity** - Has the project been able to build capacity and establish sustainable models of working? Including opportunities that are attractive and accessible to a diverse range of people
25. **Sharing learning** - has DHCC been successful in influencing peers, other land owners and managers, funders, decision-makers etc with the model trialled as part of Wilder Connections? What impact has this had?
26. **Long-term impact** – Considering the outputs and intermediate outcomes, what are the longer-term impacts of the project likely to be, and how will the ongoing benefits be managed? What are the next steps for DHCC?

Further, more detailed questions and lines of enquiry are provided in Annex 1.

### **Scope of services required**

During project start-up, the Consultant will:

- Establish working relationship with consultants, Peatland Progress partnerships and community projects



- Support the client (and project partnerships – external organisations) in reviewing the existing Impact Measurement Framework including the matrix
- Make changes to the Key Evaluation Questions, Theory of Change and MEL matrix in response to Board and staff feedback
- Work with the client team to identify if any data needs to be collected to create a robust baseline (where needed) and assist them in designing mechanisms to collect this/collect it
- Guide the process of developing monitoring and evaluation tools and develop tools where necessary
- Ensure all monitoring and evaluation tools are in place and staff are familiar with them and confident to use them
- Support the staff team in undertaking an evaluation needs assessment to establish priorities for evaluation
- Stress-test tools and quality-check the first batch of data.

During the life of the programme, the Consultant will:

- Undertake independent data collection (as detailed in the Impact Measurement Framework)
- Support annual reflective practice sessions for the project team, and annual volunteer surveys and feed into the quarterly reporting as appropriate
- Support staff data collection and reporting
- Support legacy planning and review draft plans.

At mid-term, the Consultant will:

- Analyse and synthesize all data (including summaries from reports sent by other external consultants) and create findings
- Write and present short independent progress and process Mid-Term (progress and process) report including practical recommendations
- Support staff team and Board to deliver recommendations
- Support legacy planning.

Near the end of project, the Consultant will:

- Analyse and synthesize all data (including summaries from reports sent by other external consultants) and create findings
- Write and present End-of-project (impact) report, including lessons learned, identifying barriers and opportunities for future work
- Create an external designed version of the above
- Work with the team to create case studies or histories and associated slide pack
- Support staff team and Board to integrate recommendations into the Legacy Plan.
- Desk-based review of Legacy Plan.

### Special considerations

All outputs arising from this contract will be the intellectual property of the DHCC and may be used by any Project Partners, organisations or funders associated with the Wilder Connections project.

### Timeframe

The Wilder Connections Project will start in January 2024 and will run for 4 years and conclude December 2027. The evaluation support will run for the entire life of the project

Activities and capital investment that need to be evaluated will run from February 2024

### How to quote

You are invited to submit a quote proposal for the services requested and outlined above. Quotes should include the following:

- A short summary statement of your understanding of the services required
- Work within the budget to advise a scope of services to concur with those outlined in this document
- An outline timetable for completing the required work including milestone dates
- A short CV (no more than two pages) for the individual leading the commission, including relevant experience on projects of this nature
- Provide two relevant examples from the last three years of your organisation undertaking similar projects (no more than one page per example)
- Fee proposal. Please make sure this is broken down so that it is clear what requested services cost. All fees should be inclusive of normal disbursements and expenses but exclusive of VAT.

#### **Response time for return of tender**

- Request for quotations issued 1<sup>st</sup> December 2023
- Send queries about the project to the Claire Birch by 26<sup>th</sup> January 2024
- Deadline for submissions 8am Monday 29<sup>th</sup> January
- Quotes to be valid for 3 months from submission deadline
- We will notify those quoting of the outcome of the tendering process before 16<sup>th</sup> February 2024

Please return your quote electronically by the tender period deadline of 8am on Monday 29 January 2024 to [clairebirch@doddingtonhall.com](mailto:clairebirch@doddingtonhall.com).

Quotes will be assessed by a project panel and each tender will be judged on merit by the panel and consideration will be given to cost and quality at a weighting of 20% and 80% respectively.

## Quote Return

The tender is to be returned, along with any supporting/associated information, using the below form:

### Quote for the Wilder Doddington Project

#### (Name and Address of Tenderer)

Relating to the services outlined above in support of the development of a Stage 2 application to the NLHF for the All Hands on the Don project ("the services"). We offer to execute the whole of the services described in your Invitation to Tender dated:

#### Total Price excluding VAT: [PRICE]

We confirm:

1. That we have not communicated and will not communicate to any person under any agreement or arrangement, the amount of this Tender;
2. That the amount of this Quote has not been adjusted under any agreement or arrangement with any person;
3. Having examined the Conditions and Specification for the above mentioned services we offer to complete the services for such sum as may be ascertained in accordance with the Quote Documentation;
4. We undertake to complete the services comprised in the Contract within the time stated in the Invitation to Tender;
5. Unless and until an Agreement is prepared, executed and completed this Quote, together with your written acceptance thereof, shall constitute a binding contract between us;
6. We understand that you are not bound to accept the lowest or any quote you may receive.

#### Name of Consultant/Consultancy

.....

#### Signature

.....

#### Print Name

.....

#### Date :

.....

## Annex 1

### Volunteer Activities

The evaluation will explore if the hypothesised pathway for disadvantaged people (coming first through organised community groups, then building their confidence to a point where they might consider supported volunteering, upskilling with courses and experience etc and eventually moving on to be a more productive volunteer) is actually happening.

- **More and Wider Range of People:** Which people volunteer and for what roles? Do we understand expectations for volunteering and impact on nature? Are we engaging with disadvantaged groups?
- **Wellbeing:** Do volunteers report increased nature connectedness and wellbeing? What is the nature of this and how can it be developed?
- **Organisational Resilience:** How is volunteering organised and governed? How does it fit at part of the overall business? What are the challenges and opportunities it creates?
- **Natural Heritage:** Is increased learning about Natural Heritage evident and does it lead to better condition of this Natural Heritage? Does it lead to other reported changes in behaviour outside the project?

### Organised Learning Events

- **More and Wider Range of People:** What is the range of people and organisations partnering and engaging with Doddington in educational and learning experiences?
- **Wellbeing:** Do learners report increased nature connectedness and wellbeing? What is the nature of this and how can it be developed?
- **Organisational Resilience:** How sustainable are the educational partnerships and contracts and what lessons are learnt for long-term business modelling?
- **Natural Heritage:** How does this relate to the wider operations of the Estate?
- **More and Wider Range of People:** What is the range of people and organisations learning from this project's experience and what is the quality of these learning opportunities?
- **Organisational Resilience:** What Project Management learning took place over the project (about the project and the management of the project)? To what extent did the Project meet its original objectives and how have these changed during the course of the project?
- **Organisational Resilience/ Natural Heritage:** How can this project help the wider understanding of what can be possible across the sector (including learning from less successful activities)?
- **Natural Heritage:** How does the Social Impact of this project relate to the Ecological Impacts of the wider project/Estate? (sharing learning on the positive and negative impact on the natural environment of building additional connections with people and organisations and how could any negative impacts might be mitigated?)