Evaluation of the Casgliad y Werin Cymru / People’s Collection Wales Digital Heritage Programme

Impact Report Annex 2: User Survey Results
PEOPLE’S COLLECTION WALES USER SURVEY RESULTS 2016

This Annex accompanies the 2016 People’s Collection Wales Final Evaluation report and sets out the results of the People’s Collection User E-survey 2016, undertaken by ERS as part of the evaluation of the People’s Collection Wales programme. An analysis of a consultations question “Which six words would you use to describe the People’s Collection Wales programme” which was posed more widely to all consultation groups (not only User e-survey respondents) is also included. This document proceeds with a methodology overview followed by the survey findings. The findings are based on 38 completed responses to the e-survey and pertain to programme delivery between 2014-2016.

Methodology Overview

A People’s Collection Wales User e-survey was carried out in 2016. A previous User e-survey was administered by ERS in 2014. The majority of core questions remained unchanged for the 2016 survey to allow comparison. As in 2014, the survey was provided in both English and Welsh.

It is estimated by the programme team that there are around 3000 registered users of the People’s Collection Wales website. For data protection reasons it is not possible for ERS to send the survey directly to all registered users by e-mail. Considering a low response rate for the interim evaluation e-survey which was only able to be published on the website during the technical refresh period (15 completed responses), it was key that direct survey distribution methods for the final evaluation achieved a higher number of response rates to ensure robust results.

This time a link to the survey was placed on the PCW homepage and the survey was promoted on social media (in both cases, bilingually). In addition, the survey was circulated to PCW mailing list subscribers (385 individuals in total at time of survey). 38 complete responses were received (from a total of 70 respondents who began the survey) therefore a confidence interval of 11.58 +/-11.58% was achieved. This represents a considerable improvement on the previous study; however a confidence interval of under 10% is more desirable. 33 of the complete responses came through the English language survey and 5 through the Welsh version.

There was a spike in responses in conjunction with newsletter publication (13 total responses on February 16th) therefore it is highly likely that the respondents came from within the pool of 385 newsletter subscribers, rather than the 3000 total users. The survey responses presented within this report are therefore indicative and presented as individual opinions and/or case studies rather than as being representative of the total number of registered users. Further improvement of feedback and communication channels with users would be beneficial to build up the amount of available information on user behaviours, preferences, attitudes, and perceptions.
SURVEY FINDINGS

Who are the respondents?

The majority of respondents were located in Wales.

![Graph showing location of respondents]

Post Code Mapping

Analysis reveals that 3 respondents were located outside of the UK, with the majority located within Wales. There is a wide distribution of respondents across various regions of Wales, with a particular concentration within population centres.

Respondent Demographics:

- High proportion of respondents with higher-level qualifications
- More respondents within older age categories, especially those over 60.
- Respondents most often identified as Welsh and/or having Welsh family history.

What did respondents do?

From the list of options provided, respondents were most likely to say they had explored the People’s Collection Wales website. It was also common for respondents to have used the People’s Collection Wales to learn more about a specific topic, and/or to have used materials for their personal interest.

**Trails, Apps, and iBeacons**

Respondents were asked whether they had ever used any of the People’s Collection Wales trails, walks, or tours, such as audio trails, maps, or iBeacon trails. The majority of users had not, and the 5 who specified that they had did not provide any further details as to how this impacted upon their activities.

**How were users engaged?**
The most common way users had first heard of the People’s Collection Wales Programme was through a web search (25%). Other routes included engagement via their local museum, library or archive (15%), or through LinkedIn (11%), suggesting a likelihood of existing and/or professional involvement or engagement with the heritage sector. A quarter of respondents selected “other” and were asked to elaborate. In most cases, these particular respondents had heard about People’s Collection Wales through work or a work-related event or activity.

User Preferences

How did you first hear about People’s Collection Wales?

![Pie chart showing the distribution of how users first heard about People’s Collection Wales. The most common way was through a web search (25%). Other routes included engagement via their local museum, library or archive (15%), or through LinkedIn (11%). A quarter of respondents selected “other” and were asked to elaborate. In most cases, these particular respondents had heard about People’s Collection Wales through work or a work-related event or activity.]

How do you normally use the People’s Collection Wales website?

![Pie chart showing the distribution of how users normally use the People’s Collection Wales website. The most common way is through a desktop (48%). Laptop usage is 35%, tablet usage is 12%, and smartphone usage is 5%.]

People’s Collection Wales –Annex 2: User Survey Analysis—
2016
User Satisfaction

Users were asked the extent to which the People’s Collection Wales has met the needs they identified in the previous question (i.e. their motivations for getting involved). Positively, 80% of users reported that the programme has met their identified needs, with a roughly equal proportion stating “a fair amount” and “a great deal”.

Which THREE of the following types of Welsh content do you find most engaging?

- Images (e.g. historical photos)
- Text (e.g. documents or stories)
- Maps or similar representations
- Videos on aspects of Welsh heritage
- Web content e.g. articles or blog posts
- Audio files (e.g. oral histories, historical music)
- 3D visualisations of objects or locations
- Social media content e.g. Tweets, hashtags, or Facebook posts.
- Trails (e.g. for visits to a heritage site)
- Interactive information such as games, augmented reality etc.
Of those who responded “not at all” or “not much”, their initial motivations related to “how People’s Collection Wales could help my group/organisation” and “my own personal interest in culture or heritage”. The former respondent, who replied “not at all”, has explored the People’s Collection Wales website, so it may be that they did not find an answer to their specific query online.
User Motivations

Users who specified a motivation for getting involved which differed from the options provided mentioned research (e.g. for a Wikipedia article, for family history information, or for photos of a local area), to share items or experiences, or involvement for specific projects through work or education.

User Perceptions

The question, “Which 6 words would you use to describe People’s Collection Wales?” was asked uniformly across all consultations (External Stakeholder and Project Partners, Internal Strand Leaders, Core Team and Management Group) and e-surveys respondents to gather information on how the identity, brand and role of People’s Collection Wales is perceived across the respondent groups.

This research was undertaken at two previous points within the programme timeline. The question was posed by ERS as part of primary research conducted for the Interim Evaluation (2014). This, in turn, was a repeat of previous research¹ that was originally posed to: the PCW Advisory Group; senior Welsh Assembly Government employees; and the PCW Project Manager. It is hoped this question can act as a reference point to monitor changes in perceptions of the programme.

In total, 272 words were provided by respondents to the user e-survey. The vast majority of these were positive, with only 10 words categorised under the “negative” theme.

The individual words were classified into themes (a ‘theme’ was defined as an occasion where a minimum of three words could be described as synonymous or similar in meaning- any other words were classified in the ‘Other’ theme).

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¹ Johnson, R. (2010), Masters Dissertation
**Most Common Words by Group**

The word cloud below visualises all of the words received by respondents, with words appearing larger according to higher frequency of mentions.

Table 1 below represents the individual words with the greatest number of mentions for each of the respondent groups.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Top Words (by number)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Leaders &amp; Management Group</td>
<td>Innovative</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Bilingual/Trusted</td>
<td>(3 each)</td>
</tr>
<tr>
<td>Stakeholders &amp; Project Partners</td>
<td>Accessible</td>
<td>(4 each)</td>
</tr>
<tr>
<td></td>
<td>Culture / Flexible / History</td>
<td>(2 each)</td>
</tr>
<tr>
<td>User Survey / Community Groups</td>
<td>Interesting</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td>(11)</td>
</tr>
<tr>
<td></td>
<td>Historic</td>
<td>(9)</td>
</tr>
</tbody>
</table>

**Most Common Words by Theme**

The individual words were classified into themes (a ‘theme’ was defined as an occasion where a minimum of three words could be described as synonymous or similar in meaning- any other words were classified in the ‘Other’ theme). Using this method, a total of 23 themes (including the ‘Other’ theme) emerged.

Table 2 overleaf shows all of the words provided under the three themes which received the highest number of results overall, namely: ‘Interesting’; ‘educational’; and ‘heritage/preservation’. These words are colour coded by respondent group.
### Table 2: “Six Words” Themes

<table>
<thead>
<tr>
<th>Interesting (42 words*)</th>
<th>Educational (32 words*)</th>
<th>Heritage/preservation (28 words*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic</td>
<td>Educational</td>
<td>Archive</td>
</tr>
<tr>
<td>Dynamic</td>
<td>Educational</td>
<td>Archive</td>
</tr>
<tr>
<td>Enabling</td>
<td>Educational</td>
<td>Heritage</td>
</tr>
<tr>
<td>Engaging</td>
<td>Educational</td>
<td>Heritage</td>
</tr>
<tr>
<td>Engaging</td>
<td>Educational</td>
<td>Heritage</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>Educational</td>
<td>Heritage</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>Fostering understanding</td>
<td>Heritage</td>
</tr>
<tr>
<td>Entertaining</td>
<td>Information</td>
<td>Heritage</td>
</tr>
<tr>
<td>Entertaining</td>
<td>Information</td>
<td>Heritage</td>
</tr>
<tr>
<td>Exciting</td>
<td>Informative</td>
<td>Historic</td>
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<tr>
<td>Exciting</td>
<td>Informative</td>
<td>Historic</td>
</tr>
<tr>
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<td>Informative</td>
<td>Historic</td>
</tr>
<tr>
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<td>Informative</td>
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<tr>
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<td>Historic</td>
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<tr>
<td>Fun</td>
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<td>Historic</td>
</tr>
<tr>
<td>Fun</td>
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<td>Historic</td>
</tr>
<tr>
<td>Fun</td>
<td>Informative</td>
<td>Historic</td>
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<td>Historic</td>
</tr>
<tr>
<td>Interactive</td>
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<td>Historic</td>
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<td>Interesting</td>
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<td>History</td>
</tr>
<tr>
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<td>Knowledgeable</td>
<td>History</td>
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<tr>
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<td>Knowledgeable</td>
<td>History of Wales</td>
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<tr>
<td>Interesting</td>
<td>Knowledgeable</td>
<td>Past</td>
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<tr>
<td>Interesting</td>
<td>Learning</td>
<td>Preservation</td>
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<td>Interesting</td>
<td>Training</td>
<td>Preservation</td>
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<td>Interesting</td>
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<td>Protect</td>
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<td>Interesting</td>
<td>Informative</td>
<td>Social History</td>
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<td>Interesting</td>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td>Informative</td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td>Educational</td>
<td></td>
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<tr>
<td>Interesting</td>
<td>Revealing</td>
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<tr>
<td>interesting</td>
<td></td>
<td></td>
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<tr>
<td>Thought Provoking</td>
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<tr>
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<td>Thought Provoking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Including repeated words

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Leaders &amp; Management Group</td>
</tr>
<tr>
<td>Stakeholders &amp; Project Partners</td>
</tr>
<tr>
<td>Users / Community Groups</td>
</tr>
</tbody>
</table>
The full list of themes is provided in Table 3 below.

<table>
<thead>
<tr>
<th>Theme</th>
<th># Words in Theme</th>
<th>Theme</th>
<th># Words in Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>42</td>
<td>Educational</td>
<td>32</td>
</tr>
<tr>
<td>Heritage / preserving</td>
<td>28</td>
<td>New/Developing</td>
<td>6</td>
</tr>
<tr>
<td>Accessible</td>
<td>19</td>
<td>Trusted</td>
<td>6</td>
</tr>
<tr>
<td>Innovative</td>
<td>16</td>
<td>Bi-lingual</td>
<td>6</td>
</tr>
<tr>
<td>General Positive</td>
<td>12</td>
<td>Cultural</td>
<td>5</td>
</tr>
<tr>
<td>Community</td>
<td>10</td>
<td>Flexible</td>
<td>4</td>
</tr>
<tr>
<td>Negative</td>
<td>10</td>
<td>Leading</td>
<td>4</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>9</td>
<td>Visual</td>
<td>4</td>
</tr>
<tr>
<td>Valuable</td>
<td>8</td>
<td>Relevant</td>
<td>4</td>
</tr>
<tr>
<td>Geographic Scope</td>
<td>8</td>
<td>Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>Friendly</td>
<td>8</td>
<td>Other</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Words</strong></td>
<td><strong>272</strong></td>
</tr>
</tbody>
</table>

It is interesting to note which words were omitted by particular respondent groups. For example, e-survey respondents did not provide any words relating to the “agile” or “collaboration” themes. Stakeholders and partners did not mention any words relating to the “scope” or “bilingual” nature of the programme. Finally, Internal Strand Leaders, Core Team & Management Group (henceforth referred to as internal consultees) did not provide words on the following themes: Visual; Cultural; Engagement; Comprehensive.

The question clearly shows differing perceptions of the programme according to the various types of interaction different groups have with PCW.

**Comparison with Previous Research**

The user perceptions have remained consistent in terms of most closely associating PCW with educational value and enjoyment. Users mentioned “bilingual”, which was absent from the user group respondents in the interim survey.

The internal consultees have shifted perceptions in certain cases, with the emergence of the flexible or “agile” theme. As was the case previously, “preservation” was not mentioned by this respondent group, whilst it was emphasised by users.

**Returning to the User E-survey, when users were asked whether they considered the People’s Collection Wales programme to be unique, more than 75% of respondents answered “yes”.

Users were also asked to describe what People’s Collection Wales offers that they couldn’t find elsewhere. The responses were generally positive and though overlapping and varied, key themes include:

- **Access** to / **preservation** / **sharing** of resources which would otherwise be lost or hidden.
- The **specific** nature of the content i.e. dedicated to Welsh heritage.
- The **trusted** and unbiased nature of the site.

Some example quotes are provided overleaf.

“A digital platform based solely on Welsh Heritage.”
“In one place I can explore, share and engage with Welsh history and culture.”
“Specific cultural storybuilding in a community group with people interested in the value of Welsh history.”
“The originality and quality of the unique items, whether verbal, visual or oral posted on the site”
“The possibility to learn about Welsh past, history & the possibility of contributing towards it.”

“A personal perspective of times and places that would otherwise go unrecorded”
“Access to images and/or information not available elsewhere as easily as it is available on their site.”
“Access to valuable research material”
“Historical information otherwise unobtainable.”
“Information of quality on the history of Wales at any time - day or night”

“An unbiased, broad cross section of Welsh cultural interests with no hidden ideological agendas.”
“It seems a safer way to upload your history”
“We had a great deal of control about what we wished to include in our content. It might not seem important to some people, but it is important to us and we want to value it, and preserve it.”

Users were also asked where else they would look to find similar content. A couple of respondents reiterated that there was nowhere offering exactly the same content, though other suggestions included: Wikipedia, National Trust, National Library Wales, or Community history sites.

**Teachers’ Responses**

Four respondents indicated that they had used the People’s Collection Wales as part of their role as a teacher or educator. Respondents were involved with KS3 and 4 teaching, higher education, and adult learning, respectively (one user did not specify). In two cases, the respondents shared that their students had explored the website, and in two cases that they had utilised the People’s Collection Wales Learning Resources.

Teachers/educators were asked whether People’s Collection Wales has:

1. **Enabled increased Welsh content and context within their teaching**
2. Enabled increased use of the Welsh language in their teaching
3. Enabled greater participation in cultural heritage amongst your students
4. Increased students’ enjoyment
5. Engaged students in new ways
6. Led to more effective achievement of learning outcomes for some students
7. Contributed to your own Continuing Professional Development

The educator involved in Adult Learning felt that impacts had been achieved across most of the above areas “to some extent”. Another educator within higher education mentioned “a little” impact in terms of student enjoyment and increased use of the Welsh language within teaching. The KS3/4 teacher noted impact across all of the above areas, particularly 1, 2, 3, 4 and 6.

**People’s Collection Wales Champions**

18 User Survey Respondents considered themselves as People’s Collection Wales “Champions”. Of the options provided, almost a third of respondents cited one of their motivations for becoming involved as a Champion was to gain new skills. Respondents were also motivated by the opportunity to “make a difference” and to “improve career prospects”.

Almost a third of Champions listed an alternative motivation to the answer options provided; these were often in connection to a specific project as part of personal interest, personal study, or as part of a volunteering or employment commitment, for example:

“I have uploaded material for our Church to create and archive/history resource to help celebrate the centenary of the parish.”
“To do a project for my university course.”
“To share items from museum collections and also those that have been loaned to us on a project basis on a digital platform.”

This suggests that Champions may have already been involved with heritage prior to engaging with the programme, whether in a formal or informal capacity.

**Role as Champion**

The activities which People’s Collection Wales Champions have been involved with varies, from: attending training sessions; promoting different aspects of the programme through word of mouth; online, or through existing organisations; helping others to use the website and set up People’s Collection Wales accounts; organising training sessions for others; and uploading materials to the site.

This feedback indicates that the Champions are a valuable resource for the Programme, and that their enthusiasm and relevant skills assist in promoting the programme and increasing participation and access. If additional users could be “activated” to advocate on behalf of the programme this might generate further positive outcomes, provided that a positive volunteering experience and recognition of achievements could be maintained e.g. as carried out for the Champion celebration event.

Users were asked whether their role as Champion has fulfilled their expectations and the majority were clear that it had. Of those who were not sure, one user felt that “they had a bit more to do”, or they were not “officially” a Champion.

**Outcomes and Impacts**

Users were asked about a variety of outcomes and impacts which may have resulted from the programme.

**Social Impacts**

In terms of social impacts, the greatest proportion of users responding positively (i.e. “a fair amount” or “a great deal” of impact) was seen in response to whether interaction
with the programme had “been enjoyable” and whether People’s Collection Wales had increased “Interest or pride in Welsh heritage” (around 75% in each case), followed by “opportunities for new experiences” (around 40%).

How much has your interaction with People’s Collection Wales impacted on your social life? To what degree has it...

- increased your confidence?
- increased your interest or pride in local / Welsh heritage?
- provided you with opportunities for new experiences?
- enabled you to interact with people different from you i.e. different ethnicity,...
- been enjoyable?
- increased the number of people you socialise with?

Knowledge and Skills

To what extent has People’s Collection Wales improved your digital skills?

- Repurposing digital content using People’s Collection Wales tools
- Uploading content to websites
- Creating digital materials
- Searching for information
- Using the internet
A couple of users indicating that involvement with the People’s Collection Wales programme had not had a significant impact on their digital skills also took the opportunity within the comments to elaborate as follows:

“I’m pretty confident in this field” / “My work has taught me all I need to know”

**External Volunteering**

A number of respondents engage in volunteering activity external to their involvement with the People’s Collection Wales programme.

Please describe whether People's Collection has had any of the following impacts on your (external) volunteering activity:

- I have more skills to perform my role effectively
- I was able to take on a new or different role
- I enjoy my role more
- I contribute more volunteer hours as a result (please specify how many extra hours per month, on average)
The respondent citing additional volunteer hours contributed 6 additional hours per month to their volunteering role as a result of involvement with the programme.

**Career Progression**

Have any of the new skills or knowledge that you have gained through People's Collection Wales helped you to develop your career in the following ways (please tick all that apply)?

- Voluntary work: 43%
- Work experience: 17%
- Accredited training / supported achievement of formal qualification: 6%
- Increased motivation: 6%
- Increased confidence: 6%
- Continuing Professional Development: 8%
- Promotion: 12%
- Gaining paid employment: 6%
- None of the above: 2%
Cultural Tourism

Users were asked “Has your experience of People's Collection Wales encouraged you to visit a geographical area or physical heritage site?”. Over 25% of users indicated that their involvement with the programme had encouraged this. Of the users who had engaged in a heritage visit, the most common duration of trip was a day trip to an area, though one user did report a holiday or 5 days or more.

Respondents were asked for more information on how the People’s Collection Wales had contributed to their visit.

Which of the following statements are true about how you used People's Collection Wales as part of your visit (please tick all that apply):

- People's Collection Wales encouraged me to visit an area or site I would not have otherwise visited
- I was already planning a trip, but People’s Collection Wales helped me make decisions about which area or site to visit
- People’s Collection Wales helped me learn more about the history of a site or area PRIOR to my visit
- People’s Collection Wales helped me learn more about the history of a site or area DURING my visit
- People’s Collection Wales helped me learn more about the history of a site or area AFTER my visit
- After my visit I contributed content to People’s Collection Wales about an area or site
Value of People’s Collection Wales

“An entire culture can be lost in the passing of one generation.”

“Because Welsh Heritage and indeed our UK merits a platform with a global reach. It’s interesting!”

“By knowing our past we can perhaps make sense of the present.”

“Documents, images etc will be lost unless digitised, and the web allows access from anywhere in the world”

“Everyone has a story to tell and it is important to share these stories with the wider community. It shouldn’t just be left to museums and heritage organisations to record history, we all have a part to play.”

“It is the most used medium for communication in this day and age, need to reach out to as many people as possible who would like to know about these resources”
“There’s no substitute for documenting artefacts that may otherwise get lost or damaged over time. If something is of historical value or helps gives people an insight into the history of Wales and it’s people, it needs capturing and digitising.”

“Things could get lost forgotten. History is written by those in positions of power often with their spin, gives a chance for normal people to leave their marks too.”

“We cannot understand who we are unless we know what shaped us and the environment we live. People’s collection makes it easier to research and share our unique and wonderful nation.”

Users were asked the question, “If someone were to ask why they should get involved with People’s Collection Wales what would you say?

A selection of respondent quotes is provided overleaf.
“If they need to find resources on Wales, whether it is for genealogical or social history purposes, they will find so much on this site.”

“It ensures that our heritage will be protected for future generations - even if those rural communities have disappeared as schools, village shops, pubs, chapels, churches etc. are closing their doors and there are no community meeting places.”

“Opportunity to develop skills and participate in a valuable way to contribute to Welsh culture and history.”

“PCW gives people the opportunity to develop digital skills and tell the story of Wales. Once you start exploring the site you'll be shocked and excited by what you can find.”

“You are helping to save Welsh Heritage from the masses for the masses. It is a safe and honest look at everyday life.”