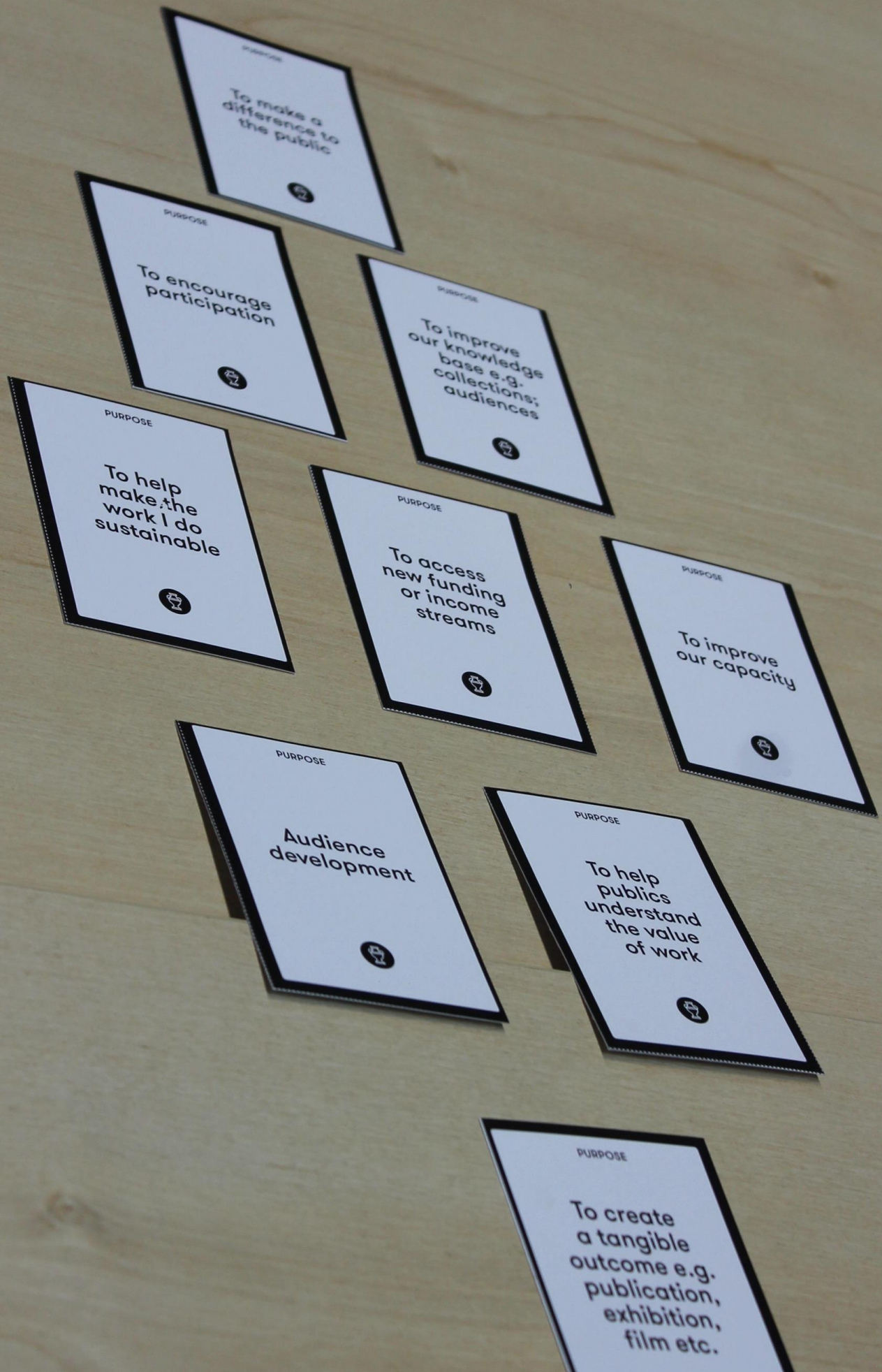


Appendix: Key terms, concepts, and resources



Planning Template

Strategic drivers for collaboration	
Archive	HEI
Summary of the proposed collaborative activity:	
Desired outputs and outcomes	
Benefits to collaborators	
Archive	HEI
Target audience	
Archive	HEI
Task	Lead person/ organisation
Project manager (PM)	
Organising meetings and maintaining project records	
Budget holder/ responsible for financial reporting	
Contract management	
Employment/ management of staff	
Project sponsors (the decision makers in each organisation)	
Archive	HEI
Timelines/ key dates relevant to this project? (decision meetings)	
Archive	HEI

Skills required	Resources required	Gaps
Costs (including staff time and back office functions)		
Archive	HEI	
In-kind Contributions		
Archive	HEI	
Insurance implications (policies checked)	VAT status(checked)	Copyright and licensing (checked)
Measuring impact: approach		
Disseminating results/ Publication strategy		
Method (articles, conference papers, online hosting)	Lead	Timeline
Access to collections		
Reader registration requirements	Document handling	
Booking appointments	Security and preservation	
University ethics board requirements for research (if relevant)		

Profile raising checklist

Activity	Completed
Include information about collections in aggregated catalogues and resources such as Discovery, the Archives Hub, and AIM25 where possible.	
Include information about the variety of material held by the archive service on your website and provide contact details for professional staff who can give greater insight to the collections and their potential for research.	
Include information about how to access collection material held by your archive service on your website, for example whether appointments are needed, reader registration requirements etc.	
Encourage your academic users to become advocates for your archive service and the collections.	
Provide guidelines on how to cite collection material in research and how to refer to your archive service (in an effort to standardise how your organisation is referred to in citation indices).	
Ask academics to let you know about publications that arise from research on the collections and if possible, to provide the archive service with a copy of any publication for the collection.	
Collect information in quantitative and qualitative form and re-use it in a variety of different contexts from management reporting to public engagement.	
Investigate the use of bibliographic data and citation tracking tools as a method of tracking the use of collection material (or references to the archive service) by academics, such as Google Scholar or JSTOR data for research	
Use social media and online tools to promote your collaborative working and any opportunities that you are keen to pursue.	

Key terms and concepts referred to in the guidance

Academia.edu

An online platform that allows academics to share research papers, monitor the impact of their research and track the research of academics they follow. It provides profiles of individual researchers, including their research interests and it facilitates communication between academics.

<https://www.academia.edu>

Archive sector accreditation

Archive Service Accreditation is the new UK wide standard scheme for archive services, replacing The National Archives' Standard for Record Repositories and its self-assessment programme for local authority archives in England and Wales.

The standard defines good practice and identifies agreed standards, thereby encouraging and supporting development. The scheme offers a badge of external recognition and endorsement of their service.

www.nationalarchives.gov.uk/archives-sector/accreditation.htm

Archives Hub

The Archives Hub is an online gateway to the descriptions of archives held in over 220 UK repositories, such as universities, company archives and local history centres deemed to be of value to the UK education and research communities.

Descriptions on the Hub vary in the level of depth provided. It generally represents the types of collections you find within higher education, local authority, business and specialist repositories, and includes the archives of people, such as writers, scientists, artists, and politicians, the archives of corporate and institutional bodies such as banks, breweries, universities, manufacturers and theatres, the archives of groups and societies such as charities, pressure groups and religious groups, and the archives of family estates.

www.archiveshub.ac.uk

CIPFA (The Chartered Institute of Public Finance and Accountancy) statistics

CIPFA statistics and research provide information on a range of issues such as service usage, service costs, customer satisfaction and policy development across a range of public sector services, including public libraries and archive services.

www.cipfastats.net/cipfastats/

Digital Humanities

Digital Humanities is a relatively new field of research, and teaching, combining methodologies from the humanities and social sciences with tools provided by computing. Advanced technology-related methods such as text mining, data mining, data visualization and information retrieval are used in arts and humanities research to analyse born-digital and digitised content.

Links to organisations:

Alliance of Digital Humanities Organizations <http://adho.org>

DH Commons <http://dhcommons.org/about> (describes itself as an online hub focused on matching digital humanities projects seeking assistance with scholars interested in project collaboration)

Digital Humanities at Oxford <http://digital.humanities.ox.ac.uk> (particularly the 'support' section)

European Association for Digital Humanities <http://eadh.org/index.html>

King's College London Digital Humanities Department

www.kcl.ac.uk/artshums/depts/ddh/index.aspx

King's College London Digital Laboratory

<https://www.kdl.kcl.ac.uk>

UCL Centre for Digital Humanities <http://www.ucl.ac.uk/dh>

Discovery (TNA)

Discovery is The National Archives' catalogue, holding more than 32 million records relating to Britain and British history held at The National Archives, around 2,500 archives and institutions across the UK, and some archives and institutions abroad. It includes data from The National Register of Archives and Access to Archives (A2A) which both closed in 2014, the ARCHON Directory and Manorial Documents Register and extensive research guidance.

<http://discovery.nationalarchives.gov.uk>

<http://nationalarchives.gov.uk/records/atoz/>

Evaluation

There are a number of tools available to help you to understand and carry out evaluations of activities. A selection is listed below:

Heritage Lottery Fund guide to measuring outputs, evaluating outcomes and assessing impact.

www.hlf.org.uk/evaluation-guidance

Inspiring Learning: an improvement framework for museums, libraries and archives. A self-help improvement framework for museums, libraries and archives, enabling organisations to assess strengths and plan improvements, improve strategic and operational performance, and provide evidence of the impact of activities through generic learning and generic social outcomes (GLOs and GSOs). The website includes useful pointers and templates for collecting both quantitative and qualitative data but it is worth remembering that the GSOs were developed in a particular policy context so you may need to update them.

<https://www.artscouncil.org.uk/advice-and-guidance/inspiring-learning-all-home-page>

Impact

Rather than measuring outputs or evaluating outcomes based on targets, impact evaluation assesses the societal or economic benefited (or changes) that can be attributed to a particular project, policy or activity.

Simon Tanner provides a useful overview of impact assessment for cultural heritage organisations in his paper “Measuring the impact of digital resources: The balanced value impact model” alongside the description of the model itself and how to apply it.

www.kdcs.kcl.ac.uk/fileadmin/documents/pubs/BalancedValueImpactModel_SimonTanner_October2012.pdf

JiscMail

A free service that enables groups of individuals to communicate and discuss education, research, and other professional issues using email discussion lists. It includes lists for archivists and librarians, as well as academics and students. Find a list in your field of interest at:

www.jiscmail.ac.uk/groups/

JSTOR data for research

An example of a bibliometric tool for exploring scholarly journal literature (in this case, literature on JSTOR). The category search terms do not make specific provision for entering (or searching) under holding organisation (e.g. archive service) but the resource gives an indication of the data that such tools make available.

<http://dfr.jstor.org/>

LinkedIn

A social media platform widely used by individuals from all professional spheres. In addition to providing individual profiles and enabling connections between individuals, LinkedIn provides a platform for online discussion forums, for example it has discussion groups for ‘archives professionals’ and for ‘historians, librarians and archivists’.

<https://www.linkedin.com>

Memoranda of Understanding (MoUs)

A memorandum of understanding (MoU) is an agreement between two or more parties, which commits them to working closely together to support each other's aims in general, or in relation to particular activities. It is often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. Whether or not a document constitutes a binding contract depends only on the presence or absence of well-defined legal elements in the text proper of the document.

More information on MoUs can be available as part of the suite of guidance from the Share Academy at: <https://shareacademy.co.uk/advice-documents>

National Student Survey

Commissioned by the Higher Education Funding Council for England (HEFCE) and run by Ipsos MORI, this annual survey collects opinions from final year undergraduates on the quality of their Higher Education experience. The survey's main purpose is to help students choose which institutions to study at. It provides data on students' satisfaction with teaching, assessment and feedback, academic support, organisation and management, learning resources, personal development and overall satisfaction.

The results are frequently widely publicised in the media and they often help to drive improvements at HEIs.

<http://www.thestudentsurvey.com>

Partnership agreements

Partnership agreements can provide a useful framework for clarifying how organisations will work together in collaboration. They sometimes are in place of MoUs.

The Heritage Lottery Fund provides guidance on partnership agreements to support one of its funding streams. The document clarifies relationships and expectations for

recipients of funding but may still be a useful general reference. A template partnership agreement is provided as appendix 1 of the following guidance document:

www.hlf.org.uk/looking-funding/our-grant-programmes/young-roots

Advice on developing and maintaining partnerships can be found at:

www.hlf.org.uk/forum/developing-and-maintaining-partnerships

Public engagement

Public engagement describes the ways in which the activity and benefits of research can be shared with the public, by definition a two-way process. In this way it differs from outreach which can be interpreted as a one-directional activity.

The National Coordinating Centre for Public Engagement (NCCPE) helps inspire and support universities to engage with the public, providing training, consultancy and a variety of resources, including the EDGE public engagement self-assessment tool.

www.publicengagement.ac.uk

Research Excellence Framework (REF)

The REF is the new system for assessing the quality of research in UK Higher Education Institutions, which has replaced the Research Assessment Exercise (RAE). Through the REF, expert panels assess the academic excellence of research, as well as the impact of research beyond academia. The results are used to determine how future public funding for research is allocated (from 2015-16).

www.ref.ac.uk

ResearchGate

Popular amongst scientists, ResearchGate is an online platform that connects researchers and makes it easy for them to share and access scientific output, knowledge and expertise.

<http://www.researchgate.net>

Useful resources

Archon

The ARCHON Directory listed record repositories in the United Kingdom and overseas with substantial collections of manuscripts noted under the indexes to the **National Register of Archives**. Data has now been integrated into **Discovery**.

<http://discovery.nationalarchives.gov.uk/archives-home>

AIM25 (Archives in London and the M25 area)

Electronic access to collection level descriptions of the archives of over 100 higher education institutions, learned societies, cultural organisations and livery companies within the greater London area. It does not provide item-level descriptions.

<http://www.aim25.ac.uk/>

Campaign for Voluntary Sector Archives

The Campaign for Voluntary Sector Archives raises awareness of the importance of voluntary sector archives as strategic assets for governance, corporate identity, accountability and research, and as part of the sector's wider public benefit responsibility. It encourages all charities, voluntary organisations, trusts and foundations to take responsibility for their archives by providing for their management, preservation, use and promotion. It has produced two pieces of draft guidance for voluntary sector organisations that own or look after archives.

<http://www.voluntarysectorarchives.org.uk/>

Gateway to Research

A system developed by United Kingdom Research and Innovation (UKRI) to enable users to search and analyse information about publicly funded research. It provides information about current research projects and the outcomes of past projects.

You may find it a useful resource to identify which organisations are carrying out research in fields relevant to collections in your archive service, or to find out which organisations have carried out research based on archive collections.

<http://gtr.ukri.org/resources/about.html>

Historical Association

The UK National Charity for History, which provides training and development resources for primary and secondary school history teachers. It works with heritage and public history bodies through the 'Campaign for History' and can provide useful communication channels and engagement opportunities for archive services and individuals seeking to make contact with academics and researchers.

<http://www.history.org.uk/>

History UK

History UK is the independent national body promoting and monitoring History in UK Higher Education. It is funded by history departments or their equivalents and campaigns on issues of concern to academic historians and the broader history community, particularly in the following areas:

- The profile of history in higher education and beyond
- The state of the profession, particularly the recruitment and career development of undergraduates, postgraduates, researchers and staff
- Research culture, including the research resources available to historians and the impact of the REF
- Audit culture, to ensure that the demands of external audit and quality measurement are appropriate to the discipline and light in touch

<http://www.history-uk.ac.uk>

Institute of Historical Research (IHR)

The IHR offers a range of onsite and remote services that promote and facilitate excellence in historical research, teaching and scholarship in the UK, by means of its library, seminars, conferences, fellowships, training, and consultancy. It provides a portal for the exchange of ideas and information and current developments in historical scholarship. It is a good source of information on current events and

conferences of interest to the academic community of historians and it provides communication channels such as its blog.

www.history.ac.uk

MASC25: Mapping access to Special Collections in the London Region

MASC25 is an online resource guide, which brings together collection level descriptions of printed special collections in libraries within the Greater London region. The database complements other resource mapping initiatives, such as AIM25 for archives. It does not provide item-level descriptions.

www.masc25.ac.uk

Share Academy

Share Academy was a partnership between University College London, University of the Arts London and the London Museums Group. Its aim was to build sustainable and mutually beneficial relationships between the higher education sector and specialist museums in London.

Its website includes a range of resources that will be of interest to archive services seeking to work with the HE sector including the following advice documents:

- Initiating cross-sector partnerships
- How to plan collaborative projects
- Arranging successful student internships
- Memorandum of understanding guidance
- Guidance on project planning and management

<https://shareacademy.co.uk/advice-documents/>

Museum-University Partnership Initiative (MUPI)

The Museum-University Partnership Initiative (MUPI) was funded by the [Arts Council England Museum Resilience Fund](#) and delivered by the National Co-ordinating Centre for Public Engagement (NCCPE) in partnership with the Share Academy

project and Paddy McNulty Associates. It ran for two years between October 2016 and 2018, and was built on learning from a successful pilot project from 2016. The MUPI pilot project demonstrated how the higher education sector can be opened up to smaller and medium sized museums whose unique collections and engagement expertise are often an underutilised resource, whilst at the same time adding value to the work of the museums involved and contributing to their long term resilience.

MUPI have published a wide range of resources and guidance to encourage cultural heritage and university partnerships including:

MUPI Match Guide

MUPI Purposeful Partnership Cards (Diamond 9 Cards)

MUPI Conversation Starters scales

MUPI Partnership Planning cards

Sector Jargon busters

University KPIs

These resources can be found at: <http://www.publicengagement.ac.uk/nccpe-projects-and-services/nccpe-projects/museum-university-partnership-initiative>

Vitae Research Development Framework

Vitae works all over the world in partnership with researchers, higher education institutions, research organisations, research funders and other organisations with a stake in realising the potential of researchers, both championing the needs of researchers and demonstrating their impact on economies and society. It is supported by Research Councils UK (RCUK) and the UK Higher Education funding bodies. The Vitae Researcher Development Framework (RDF) is a professional development resource designed to help researchers identify the skills and experience needed to acquire and chart professional development progress.

www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework