

*Report undertaken on behalf of*

# Heritage 2020

**Mapping collaborative interactions between Higher  
Education Institutions in the UK and the Heritage  
Sector**

*Scoping Study*

*Commissioned from*

Newcastle University

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Arts & Humanities  
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## **Context**

This report was written for the Heritage 2020, Discovery, Identification and Understanding Group.

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## Foreword

As vice chair of the Heritage 2020 Working Group on Discovery, Identification and Understanding, under whose auspices this report was commissioned, I would like to welcome this report. The report will help the working group develop its thinking about how to achieve the aim set out in Heritage 2020 to build stronger bridges between the heritage and higher education sectors. It helps to provide a richer understanding of the rich tapestry of collaborations which sustain the heritage research and innovation ecosystem and therefore provides stronger foundations and focus for efforts to build even stronger bridges in the future. I would like to thank the team at Newcastle University and all those who contributed their experience and insights to this report.

I would also like to welcome the report in my capacity as Associate Director at the Arts and Humanities Research Council (AHRC), part of UK Research and Innovation (UKRI), one of the co-funders of the report with Newcastle University. For the AHRC, it adds further depth to our understanding of the complex patterns of reciprocal relationships which underpin the strength and international reputation of the UK's heritage and research ecosystems. In this regard, this report reinforces the finding of several other recent AHRC reports. For example, a recent review of AHRC's funding for collaborative doctoral studentships (J D Hill & A Meek, 2019) has underscored the importance of collaboration between the heritage and university sectors in developing future generations of highly skilled researchers and heritage professionals. The *A Decade of Success* report (AHRC 2017) highlighted the achievements of research led by, or conducted in collaboration with, the growing group of cultural and heritage organisations with independent research organisation status and the vital research capabilities and assets located within the heritage sector.

As this report notes the scale of collaboration between the research and heritage sectors is not new or surprising. From an AHRC perspective the strength of engagement within the arts and humanities is not a surprise,

given that previous studies have reported on the high levels of ‘connectivity’ with society across the arts and humanities academic research community - debunking the myth of the arts and humanities being characterised by ‘ivory tower’, ‘lone scholar’ academics. When the strength of collaborations in research and professional training and the vital role the heritage sector plays in providing the underpinning ‘infrastructure’ for heritage research is added to the evidence in this report, the picture of a highly inter-dependent heritage research ecosystem becomes even more apparent.

Perhaps also not surprising, given the emergence of heritage science as a field of leading edge cross-disciplinary research [but still nonetheless important in the context of the bringing together of the Research Councils under UKRI], is the presence of significant numbers of heritage impact case studies across a wide range of ‘disciplinary areas’ under all four main REF panels. This is particularly the case when it is recognised that REF impact case studies represent the ‘tip of an iceberg’ in terms of collaborative interactions. It is clear that collaborative discovery research drawing across a very wide range of disciplines, technologies and expertise is likely to have a continuing important role in helping unlock the value of our diverse heritage assets, and in better understanding and articulating the cultural, economic and societal value of heritage. Moreover, the geography of heritage interconnections revealed in the report is interesting given the growing recognition of the importance of heritage and universities in place-based regional development strategies.

Nevertheless, given the diversity of the heritage sector, it is perhaps inevitable, as the report notes, that there are some ‘colder spots’ and areas of untapped potential in terms of collaborative interactions. There are also lessons to be learnt for how to better support and sustain collaboration and maximise the benefits from it for all participants. There are areas where stronger bridges undoubtedly need to be built. For example, the recent AHRC-funded *Common Cause* Project (Bryan et al, 2018) noted that “the UK research landscape does not reflect the views, experiences, cultures, interests and needs of the UK population as a whole” and there is a need to

further unlock the richness of the diverse heritages across gender, race, disability, identity and many other characteristics so that heritage reflects and resonates much more fully with societal diversity.

As we look forward major opportunities are opening up for collaborative interactions. For example: the growth of heritage science drawing on leading edge research across a wide range of disciplines and technological advances; the potential offered by digital innovation and for interconnecting heritage data and assets; developments towards more participative, engaged and co-produced heritage research and social innovation; intersections between heritage and the vibrant experience and creative economies; greater understanding of the role that heritage can play in social inclusion, health and wellbeing as well as the interconnections with environmental sustainability and challenges such as changing landscapes, waste and climate change; and increasing opportunities for international collaboration in heritage research - to name just a few. Given the pace at which such opportunities are emerging, and time lags in these being captured through exercises such as the REF, it is interesting to speculate how the rich retrospective picture of collaboration presented in this report, might already have changed by 2020 and how different it might look in the decade after 2020.

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## Mapping collaborative interactions between Higher Education Institutions in the UK and the Heritage Sector

### Summary

This report seeks to scope collaborative interactions between Higher Education Institutions in the UK and the UK heritage sector, as a contribution to the Heritage 2020 goal of strengthening these interactions. The main way it does this is through considering 100 impact cases studies from the Research Excellence Framework of 2014 that reference heritage. A number of other data sources are also considered and in particular a small number of qualitative interviews (nine) were undertaken.

Much collaboration takes and has long-taken place between HEIs and heritage-sector organisations, but there are new pressures from both sides to further develop collaboration and much untapped potential. Whilst much collaboration has often tended to occur late in the research-cycle, there are encouraging signs that collaboration is more frequently occurring up-stream. There are some ‘bigger players’ on both sides, in terms of some of the bigger heritage sector partners (particularly those with Independent Research Organization status) and HEIs with a breadth of expertise across the institution, but much collaboration occurs episodically and locally across a wide-range of sector organisations and HEIs.

Within the impact case studies that we considered there are some prevalences and some absences. From an academic perspective, there were predictably present disciplines (e.g. archaeology) and others that might be less expected (e.g. English). Known bodies of work, and especially the heritage and science programme, were notably largely invisible within our dataset. However, it certainly seems to be the case that collaborative work around the wider historic environment is a ‘cold spot’.

The report finishes by highlighting potential specific issues for stakeholders in the heritage 2020 process and involved in such collaborations more widely, as well as specific recommendations for Heritage 2020 and the Historic Environment Forum.



## Mapping collaborative interactions between Higher Education Institutions in the UK and the Heritage Sector

### 1. Introduction to Heritage 2020

*Heritage 2020 is a major new initiative to strengthen partnerships and collaborative working across the historic environment sector in order to sustain and promote the historic environment of England, encourage access and broaden knowledge for a variety of audiences.*

*Organisations from across the historic environment sector are working together to address priorities for collaborative working which are set out in the [Heritage 2020 Framework](#) under five strategic themes: Capacity building, Constructive Conservation & Sustainable Management, Discovery Identification & Understanding, Helping Things to Happen, and Public Engagement.*

Thus, the Heritage 2020 process, initiated and led by the Historic Environment Forum, the high-level cross-sector committee for the historic environment sector, seeks to address how heritage organisations across England can work together in the coming years to add value to the work of individual bodies and follows from the National Heritage Protection Plan 2011-2015, published by English Heritage in 2010. Each of the five strategic themes set out above are linked to a working group.

It should be noted that Heritage 2020 is framed in terms of the *historic environment*, whereas this report focuses more widely on *heritage*. Heritage 2020 is managed by the Heritage Alliance, an umbrella group for the heritage sector in England, with over a membership of over 100 very diverse organisations. However, a focus on the historic environment potentially suggests a focus on *place*, rather than wider manifestations of heritage that we include in this report. Furthermore, Heritage 2020 has a remit to very specifically address England. In this report, whilst our primary focus is England, our reach extends across the UK.

## 2. Brief for a scoping study of existing research linkages

This report was undertaken under the aegis of the Heritage 2020 Discovery, Identification and Understanding working group. A vision identified for the Group is:

*Joint working with the higher education sector will be extended and strengthened to address the strategic and front-line priorities for the historic environment*

From this flows the priority for collaboration of *Building stronger bridges with the higher education sector*.

This study is a preliminary contribution to addressing that objective. To extend and strengthen working between the heritage sector and higher education demands some understanding of the current situation; where there is great strength, certainly evident in many places, and where some of the ‘cold spots’ might lie.

Thus this study aims to develop a picture of connectivity between the UK heritage sector and UK higher education. From this it aims to help develop some understanding with regard to:

- Different parts of the heritage sector. For example is the nature of connection different between the museums and built environment sectors?
- The geography of the heritage sector. For example, are connections richer with London given the concentration of the major cultural institutions in the capital? Are there any particular hot or cold spots in provincial England? Is there a correlation between the location of the heritage sector partner and higher education institution?
- Are there patterns in terms of the ‘thickness’ of connections or their longevity?

There is a further qualitative dimension to developing an understanding of the relationship between HEIs and the heritage sector. Where connections exist, these may take many forms varying between, for example, the simple transmission of information between individuals or organisations to long-term, collaborative relationships. All these forms of linkage maybe valid and useful to heritage sector partners at times.

### 3. Approaches to mapping and possible data sources

Establishing a comprehensive rigorous picture of existing collaborations between the heritage sector and higher education institutions (HEIs) would be an enormous and difficult research exercise in itself, extending in scope and scale many times beyond the scope of this study.<sup>1</sup> This is a problem a number of organisations have, in various ways and for various reasons, been grappling with. For example, we are aware that AHRC (in terms of the work they fund) and Historic England have sought to undertake analyses using existing data. Work carried out by the Museums University Partnerships Initiative (MUPI) since 2011 has focussed on evaluating the relationships between museums and universities, albeit within the wider context of cultural, creative and heritage sectors.<sup>2</sup> Its findings are valuable for informing the work undertaken for this study notwithstanding our specific focus on the concept of heritage. Published in 2016, the MUPI report on the ‘Impact of Strategic Agencies on University Partnerships with Cultural Heritage Organisations’ collates information about best practice working elicited by five strategic organisations tasked with ‘researching, facilitating or advocating for collaborative activities between universities and museums in England’ (Dent and Willcocks 2016, p. 3). The report highlights types of collaboration, successes in, and barriers to, partnerships between HEI and non-HEI (including issues of access, sustainability and legacy). It concludes that museums often rely on local networks and collaboration is often the result of university-initiated activities. Such findings echoed many of the concerns, frustrations (and also solutions) contained within the summary report from the *Research for Community Heritage Summit* (2013). The final report of the AHRC’s Connected Communities programme provides the much broader context for what follows (Facer and Enright 2016). Yet, despite such work no dataset has been created with the specific goal we are seeking to address, an understanding of the relationships and collaborations between the heritage sector and HEIs. In undertaking this work we therefore considered which data set might serve as the best proxy for this objective.

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<sup>1</sup> As is reflected in initiatives led by the government and HEFCE to map the research landscape across the UK. *The UK Knowledge and Research Landscape: A report on available resources* 1<sup>st</sup> edition: February 2016 <https://www.gov.uk/government/collections/uk-knowledge-landscape>; HEFCE [n.d] Research Activity at UK Institutions, <http://www.hefce.ac.uk/analysis/maps/research/>

<sup>2</sup> The MUPI reports referred to in this document arose from work produced by Share Academy and the National Co-ordinating Centre for Public Engagement, the latter part of a £9.2m project ‘to inspire a culture change in how UK universities engaged with the public’.

We considered the most effective way to do this was to look for direct evidence of academic research affecting heritage practice. The proxy measure that has been developed in academia is impact. The major part of this report therefore focuses upon our consideration of a dataset resulting from the Research Excellence Framework in 2014 (see below) and the case studies relating to heritage that were submitted to this. In doing so, we are mirroring the approach taken by a MUPI report from 2016 which focussed on museum-university partnerships in relation to the REF impact case studies (NCCPE 2016) and which will therefore be referred to as a comparator where relevant in this report. We are also working within the much larger context provided by the extensive report by Grant et al (2015) on the ‘nature, scale and beneficiaries of research impact’ as a whole.<sup>3</sup>

However, before doing this, it is worth briefly considering datasets that we *might* have sought to interrogate but did not, in the end, consider.

#### 1. Evidence of research activity and research quality

A weaker measure of research-practice connection is research activity more generally. Much academic heritage-research continues without collaborating partners, albeit such work might still be influential in due course upon practice.

Research activity can be measured through research funding or through research outputs. Considering research outputs as a measure of research activity would be highly problematic, given the diversity of heritage research and, therefore, the diversity of research outputs produced. Outputs might include monographs, book chapters, peer-reviewed journal articles, reports of different sorts, web-based materials and creative output creations. As heritage research and heritage researchers are scattered across many disciplinary homes there is no current collation of this data in the way that REF does to some degree for more ‘traditional’ disciplines. A possible approach would be to take a particular sub-set of journals within the heritage field and audit the origin of contributing authors, but for the reasons set out, there any results would have to be highly qualified.

Heritage research funding comes from a variety of sources. Whilst again there is no guarantee of collaboration the now strong emphasis in most funded research in achieving

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<sup>3</sup> The AHRC also publishes annual reports on the impact of its research (AHRC 2016, 17a)

non-academic impact means that in most new awards there is likely to be at least a notional degree of interaction with heritage sector. The following sources could be considered:

- a. RCUK database. There is a searchable database of all RCUK awards. Whilst heritage-related research maybe funded by most of the research councils it seems clear that the AHRC is the primary funder of heritage-related work. Some of the work funded, including for example working on co-produced community heritage research, seem particularly relevant. It is understood the AHRC is undertaking its own analysis of awards made.
- b. Evidence of the outcomes of RCUK research awards are gathered on the database Researchfish. Again, it is understood AHRC is undertaking some analysis of this.
- c. HLF awards made with an academic partner could be examined. Given the direct public benefit necessary for HLF-funding, it is highly likely awards involving universities will have non-HEI collaborators. However, at the time of writing this report there was no single HLF database where this aspect could be investigated.
- d. Other UK research funders (e.g. Leverhulme/ Wellcome/ Arts Council) could be considered.
- e. The primary non-UK based funder of heritage research in the UK is the EU. Framework 7 and Horizon 2020 awards could be examined. Specifically there have been a range of calls specifically related to heritage in H2020. The EU has followed a similar trajectory to the UK in terms of the impact agenda so more recent awards are likely to involve non-HEI collaborators. At the European-level, there have also been a number Joint Programming Initiative calls focused upon cultural heritage. However, whilst trans-national these projects are principally funded by national agencies; in the case of the UK this usually means the AHRC.

## 2. Mapping networks

Mapping networks might demonstrate some evidence of connection between academic and practice communities but would not, in itself, identify collaboration. One advantage of this approach is it turns the relationship round. That is, with impact, research funding etc we are ultimately looking at how HEIs seek to connect with practice to support HEI goals (albeit best practice involves close collaboration on an equal footing and 'voice' with sector partners).

Conversely, networks are often sector-led, giving more control over the agendas pursued and could be linked with more qualitative research focusing upon research outcomes from HEI-co-operations from a sector perspective. Given the nature of Heritage 2020 a starting point is to look at the regional Historic Environment Forums that sit beneath the national HEF. Available data is shown in Appendix A that shows a patchy representation of HEIs on HEFs. There may be an opportunity here for HEFs to more systematically engage with the HEI sector. There are a variety of other networks that could be considered connecting practice and the academy, such as the Museums and Universities Partnership Initiative (MUPI).<sup>4</sup>

### 3. Mapping training.

An alternative lens to research would be to look at collaborations between HEIs and heritage sector partners in terms of training. In principle this might occur at undergraduate, masters or doctoral level. In practice doctoral level collaborations might be easier to identify and are more likely to have a research emphasis embedded in the collaboration (for example, the Marie Skłodowska-Curie Innovative Training Networks, CHEurope: Critical Heritage Studies and the Future of Europe: Towards an integrated, interdisciplinary and transnational training model in cultural heritage research and management and the newly awarded HERILAND: Cultural HERItage and the planning of European LANDscapes). It would be very difficult to identify all doctoral projects that are heritage-related but we understand work currently being carried out by JD Hill at the British Museum in relation to CDPs and DTPs across all subject areas would provide the context for a heritage-specific focus.

### 4. Impact case studies Research Excellence Framework (REF) 2014

As noted above, in seeking to better understand the relationships that currently exist between UK HEIs and the heritage sector we have focused upon the proxy measure of non-academic impact of academic research. Specifically, our primary data source is the Impact Case Studies submitted by UK HEIs for the REF2014. The Research Excellence Framework (REF) is the system for assessing the quality of research in UK universities. In 2014 the REF requirements for UK Higher Education Institutions extended from academic research by

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<sup>4</sup> The ongoing Mapping Museums project will also provide invaluable baseline data for the museums sector in this regard. Candlin and Poulouvassilis (2018) <http://blogs.bbk.ac.uk/mapping-museums/about/>

‘output’ (for example journal publication) and the strength of research environment to include how research undertaken has created non-academic ‘impact’. Impact is defined as:

an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia (Hefce).

All impact case studies have to be linked back to underpinning academic research. In this sense they should be distinguished from *engagement*, whereby HEIs or universities might give support and expert input to non-academic partners in a wide variety of ways. They should also be distinguished from *dissemination*, where academic partners make the results of their work more widely known beyond the academy.

Published on a searchable database these impact case studies –

... provide a unique and invaluable source of information on the impact of UK research. UK higher education (HE) research has wide and varied benefits on the economy, society, culture, policy, health, the environment and quality of life — both within the UK and overseas. Universities engage with a range of public, private and charitable organisations and local communities. Analysis found that these wider impacts and benefits often stem from multidisciplinary work (Hefce).

We used impact case studies submitted to the 2014 REF to identify the nature of connection between the UK HEIs and the heritage sector and to give a picture of who is working/ connecting with who and what the geographical reach of that connection might be. Due to the fundamental purpose and requirements of the REF there are limitations as to how the case studies can be interpreted. The purpose of the impact case studies is for the HEI to demonstrate the success of research impact beyond academia. To that end, and as other researchers looking at REF impact case studies have stressed (Grant et al. 2015; Dent and Willcocks 2016), the case study is written from a university perspective with the specific instrumental purpose of demonstrating the impactful nature of the work undertaken. Indeed, what comes through is inevitably skewed by the particular tactics deployed by institutions based upon their interpretation of ‘REF rules’. The HEI is not necessarily seeking to describe the nature of its collaboration with external partners, although in practice this will often be thought to be a significant feature of impactful research and thus feature in the case study. In practice some of the impact case studies we analysed included focused

collaborations with a single organisations whereas others described much more diffuse impacts, with impact asserted across the sector but not necessarily with such close on the ground collaboration. Furthermore, exemplary collaboration (for example, between a HEI and a local museum) may only be judged to have modest non-academic impact.

Impact case studies were submitted to REF on a pro-forma under the following headings.

Institution
Unit of Assessment
Title of case study:
1. Summary of the Impact (100 words)
2. Underpinning Research (500 words - indicative maximum of six references)
3. References to the Research (indicative maximum of six references)
4. Details of the Impact (750 words)
5. Sources to Corroborate the Impact (max 10 - indicative maximum of 10 references)

The REF impact database contains 6637 case studies (of 6975 of case studies submitted). Using the database search facility it is possible to identify case studies that mention a search term in the impact case study text. However, whilst a useful facility, such a search reveals little about case studies per se. In effect it creates a sub-set of impact case studies that can then be examined. For this report, as we describe below, an initial sieve exercise identified 837 impact case studies worth further examination (c. 12.5% of all searchable case studies). The only effective way of identifying evidence of collaboration between HEIs and heritage sector partners was to read the entirety of these case studies. This was an extremely labour-intensive exercise, involving reading c. 1.25 million words.<sup>5</sup>

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<sup>5</sup> In contrast, Grant et al. note in their report on the entirety of impact activity in REF 2014 that they used automated text mining to collate their results. They point out that this has the disadvantage that



## 4.1 Data Set

The search term *heritage* identified 815 case studies. To heritage we added *museum* and two key heritage agencies (National Trust and English Heritage) plus a key funder (Heritage Lottery Fund). Taken individually these search terms identified:

- Heritage 815 case studies
- Museum 811 case studies
- National Trust 89 case studies
- English Heritage 103 case studies
- Heritage Lottery Fund 113 case studies

In practice, as might be expected, there was much overlap between the case studies identified using different terms. The combined data set gave a total of 837 impact case studies submitted by HEIs across the UK. These 837 case studies were reviewed on the basis of identifying a collaboration between the HEI and heritage sector partners. Our goal was to identify evidence of meaningful relationship between the HEI and one or more heritage sector partners.

Within this large group of case studies it was evident that there were significant qualitative variations in the strength and quality of collaborative arrangements. In practice collaboration between HEIs and heritage sector bodies was not especially evident in many of the case studies for a number of reasons. At the most basic level, despite referencing 'heritage' a significant number of cases and their underpinning research appeared to have only a tangential relationship to heritage issues (even when broadly conceived). Other case studies focused on the dissemination or transmission of academic research and had no clear partnerships apparent.

On the basis of this initial sieve we identified 100 Impact Case Studies across a range of HEIs and heritage organisations to look at more closely. In settling on 100 cases we wish to make clear there is a degree of arbitrariness about the precise extent of our selection. Cases were chosen on the reading of the narrative of impact presented the HEIs and are not tagged to

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it 'can be dangerous and dirty: dangerous, as it is possible to misinterpret information in the text; and dirty, as it involves a lot of experimentation and trying by doing.' (2015, p. 6). While our project avoids these risks it brings with it others, as discussed below.

precise criteria. It appeared to the research team that this sub-set represented a qualitative step-up in collaboration from many of the other impact case studies referencing heritage. However, at the same time we freely acknowledge it is highly likely we have missed exemplary examples of collaboration and that, conversely, not all the case studies we choose will necessarily represent good practice. For this reason in our analysis we generally stick to describing broad patterns rather than giving percentages, which might give a false sense of precision. We should add that our focus was upon seeking to identify collaboration, rather than academic excellence. The focus we took was therefore somewhat different from the MUPI study on museum-university partnerships in REF impact case studies referred to above, which initially looked at all case studies mentioning museum(s) before narrowing in the discussion on a quarter of these. However, we should note that it seemed in our reading of the case studies that we broadly concur with many of the MUPI findings (at least insofar as the cases linked to museums) on factors such as when collaborations occurred in the research cycle (generally quite late rather than at the point the ideas for research were being developed) and areas of museum practice featured. There are two areas where our sample seems to have a slightly different profile from MUPI. First, MUPI reported that “Russell Group universities dominate the case study sample”. In our case, the 100 case studies reflected a diverse range of HEIs, with more than 50 institutions represented, with slightly more than half of the selected case studies submitted by Russell Group institutions. Thus, evidence of relevant heritage-related work was found in a wide-range of HEIs. Equally, there was evidence of a concentration and volume of work in the research-intensive Russell Group institutions. Most Russell Group universities are represented in our 100 cases (20 of 24) and six had four or more case studies (Birmingham, Glasgow, Oxford, Sheffield, Newcastle, UCL). The only conquerable non-Russell Group institution was Leicester. Second, MUPI found a preponderance of partnerships with national and international museums; a slightly different profile to the collaborations we mapped, described below.

The following sections give an overview of the 100 cases considered (these are listed in Appendix B). We then discuss four selected case studies in greater depth.

## 4.2 Units of Assessment: subject areas

Submissions to the REF were made in 36 units of assessment, each representing a subject area, organised into four main panels. The main panels were untitled but broadly equated to:

- A: Life sciences
- B: Engineering and physical sciences
- C: Social sciences
- D: Arts and humanities

The units of assessment for the 2014 REF are set out in the table below, with each of our 100 case studies linked to the sub-panel it was returned to. The 100 impact case studies were dispersed across 15 units of assessment, albeit with 82 falling in just four of these UoAs: Geography, Environmental Studies and Archaeology; History; English Language and Literature; and Art and Design: History, Practice and Theory. The prominence of the first two of these UoAs is perhaps not surprising; whilst the range of the UoA17 (Geography, Environmental Studies and Archaeology) is broad the case studies we identified are often linked to the archaeological discipline and collaborations with archaeological sites or museums. Equally there is perhaps a natural relationship between historians linking to heritage organisations for collaboration, principally with a diverse range of museums and heritage sites.

The number of our case studies to be found in English and Art and Design is perhaps more surprising. Case studies in the English UoA were quite diverse, sometimes, but by no means always, focusing on well-known literary figures (e.g. Robert Burns, Charles Dickens, John Ruskin) or particular types of literature (e.g. children's literature, literature of travel and exploration). It is also worth noting there were a number of digital tools featured in the case studies from this UoA. In the Art and Design UoA the case studies range through creative practice, to art history, to technical conservation practice, to curatorial practice, to increasing the impact of British art. The large number of case studies linked to Art and Design mirrored the finding in the MUPI report; the largest number of case studies referencing museum/s were returned to this panel.

These results broadly correlate to those in the 'heat map' of research impact as linked to UoA produced by the large data mining survey (Grant et al. 2015, see p33). Following a

process of coding, Grant's research team plotted three heritage-related themes against UoA (cultural and heritage preservation; historical archives; and museums and exhibitions). What is noticeable from these results, however, is that UoA 31, Classics, had the largest number of returns for 'cultural and heritage preservation', while UoA 28, Modern Languages and Linguistics also featured significantly in relation to 'historical archives'.

What is clear from this previous work, as well as this present study, is that the collaborative potential for heritage working with the social and hard sciences is still underexplored. This is something, however, which the updated AHRC heritage strategy aims to address (AHRC 2018).

One particular surprise was the lack of visibility for heritage and science work, given the degree of research council and sector investment there has been in this area and the known outcomes that have resulted. We can only speculate on the reasons for this but they may include issues of timing in relation to the REF. There may also be issues of disciplinary cultures; in crude terms science disciplines may not have considered heritage work as amongst their strongest impacts.

We would also note that the areas of tourism, architecture, built environment and planning are notably underrepresented. Similarly to heritage science, we can only speculate why this might be so. One factor might be that work in the wider historic environment is likely to require more plural connections and have other complexities versus, say, collaborating with a museum that makes impact harder to track and a case study be perceived as more risky.

Main panel		Unit of Assessment	
A	1	Clinical Medicine	
	2	Public Health, Health Services and Primary Care	
	3	Allied Health Professions, Dentistry, Nursing and Pharmacy	
	4	Psychology, Psychiatry and Neuroscience	
	5	Biological Sciences	1
	6	Agriculture, Veterinary and Food Science	
<i>A total</i>			<b>1</b>
B	7	Earth Systems and Environmental Sciences	1
	8	Chemistry	
	9	Physics	
	10	Mathematical Sciences	
	11	Computer Science and Informatics	
	12	Aeronautical, Mechanical, Chemical and Manufacturing Engineering	
	13	Electrical and Electronic Engineering, Metallurgy and Materials	
	14	Civil and Construction Engineering	
	15	General Engineering	
<i>B total</i>			<b>1</b>
C	16	Architecture, Built Environment and Planning	1
	17	Geography, Environmental Studies and Archaeology	29
	18	Economics and Econometrics	
	19	Business and Management Studies	
	20	Law	
	21	Politics and International Studies	
	22	Social Work and Social Policy	
	23	Sociology	
	24	Anthropology and Development Studies	1
	25	Education	
	26	Sport and Exercise Sciences, Leisure and Tourism	
<i>C total</i>			<b>31</b>
D	27	Area Studies	1
	28	Modern Languages and Linguistics	1
	29	English Language and Literature	15
	30	History	24
	31	Classics	4
	32	Philosophy	1
	33	Theology and Religious Studies	2
	34	Art and Design: History, Practice and Theory	14
	35	Music, Drama, Dance and Performing Arts	2
	36	Communication, Cultural and Media Studies, Library and Information Management	3
<i>D total</i>			<b>67</b>

#### 4.3 Sector Partners, case study focus and type

It is less easy to be precise about the nature of the collaborating partner. Whilst in many cases it is relatively straightforward, in others it is complicated by there being multiple partners. The most frequently claimed partners were the national heritage agencies of English Heritage/ Historic Scotland, cited 15 times. Next was the National Trust/ National Trust for Scotland with 9 citations. As we had also used these as search terms, this preponderance is not surprising but is nevertheless testament to the fact that a significant amount of academic work relating to heritage is channelled through these key organisations. This is no doubt due to an expectation by the academic community that they can facilitate wider impact.

The 100 cases were more or less equally split between those that focused on one key partnership and those that claimed multiple relationships. With the latter group, some were still focused on one principal heritage site whereas with others impact was indicated as programmatic across multiple places. Four case studies were not analysed further as on closer reading they did not really attach to a particular heritage site. This included, for example, public history programmes. The remaining cases were classified according to the type of heritage asset concerned; usually, but not always, predictable upon the nature of the collaborating organisation. To this was added the process of 'community engagement' as this was the central feature of a number of case studies. The classes used were:

Archaeological site
Gallery
Historic environment
Museum (including archives)
Heritage site (including country houses, castles, cathedrals etc)
Community engagement

Some cases were coded across more than one of these classes where that seemed to be supported by significant evidence. Usually, however, cases were classed by one lead type of site or activity. This was especially the case with community engagement – this was an impact claimed by many case studies but we only coded this where community engagement appeared to be the lead and primary activity.

Overall, the most common type of collaboration was around museums, with 38 of our cases indicating this. In descending order other collaborations were around other heritage sites (around a quarter), archaeological sites, community engagement processes, galleries. Only four cases were directly focused upon the non-archaeological historic environment. Collaborations with museums, other heritage sites and archaeological sites were immensely varied but often followed familiar themes around developing understanding, interpretation and dissemination.

Given the historic environment focus of Heritage 2020, it is worth briefly illustrating the case studies coded against community engagement and the archaeological and non-archaeological historic environment further. The four case studies coded against the non-archaeological historic environment encompassed research into working class entertainment stimulating regeneration activities in Blackpool and specifically of the Winter Garden (University of Sheffield); providing evidence on the social significance of the historic environment to national heritage agencies (University of Manchester); shaping planning and regeneration policies in Edinburgh and Leicester (University of Leicester); and supporting local organisations in Scotland in developing funding bids for HLF Heritage Landscape Partnership grants with research into place names (University of Glasgow). These case studies were underpinned by, in order, research in UoAs 29 (English Language and Literature), 17 (Geography, Environmental Studies and Archaeology) and 28 (Modern Languages and Linguistics). The more numerous community engagement category included projects using community story-telling; enhancing community archaeology skills; improving skills and aspirations of school students and disadvantaged communities, and; using historical material in community regeneration. Archaeology was a more numerous category again. The majority of these were “traditional” in nature; that is, they were related to partnership research and interpretation around particular archaeological sites. Other cases tended to be either community archaeology focused or were making a contribution across a particular issue (examples included archaeological processes in wetlands and marine landscapes and a thematic study of battlefields).

The team at Kings College London who built the impact case study database coded all case studies according to a standardised typology of impact. The data set used for this report all fall within the categories of Societal, Cultural or Environmental. Of the 100 case studies 79 fall into the Cultural category, 16 Societal and 5 Environmental.

We further sought to classify the case studies on whether the collaborations were with national organisations or local organisations and were with a single organisation or multiple organisations. We judged just over half of collaborations to be local in nature. It was reasonably balanced between whether these cases featured a single principal sector partner or multiple engagements, with a slight majority towards the former. Most, but by no means all, of these collaborations were reasonably proximate to the HEI. Around 30 cases were considered to be national-level collaborations – these included working with national bodies (e.g. English Heritage, National Trust) with broad geographical representation across England (or the other nations, as appropriate). The pattern of whether case studies were based around single or multiple relationships was similar to the locally-connected case studies, with a small majority focused on a single principal connection. Twenty cases were not easily classified as national or local, generally as they involved multiple organisations of different types. Therefore, all these cases have multiple partners.

We were interested to look a little further at the geography of collaboration of national organisations, especially those without a developed regional infrastructure. It is perhaps natural for geographically proximate collaborations to occur between local heritage sector bodies and HEIs. The multiple locations of bodies such as English Heritage and the National Trust tends to mean their partnerships are spread over the country. But would national organisations with a single or small number of limited number of locations work across the country or a nearby HEI? Nine case studies fell into this category. The sector partners concerned are the Imperial War Museum (London and Manchester), National Portrait Gallery (London), Victoria and Albert Museum (London and Dundee), Royal Palaces (various sites around the London region plus Belfast), the National Arboretum (Burton on Trent and Tetbury) and the British Museum (London). In practice six of the nine collaborations were with what could be considered a local HEI.

Just over one fifth of the case studies stressed skills and training in their impact narrative. Of these, training for volunteers was mentioned most frequently, followed by opportunities for postgraduate students (in terms of placements, skills training and a collaborative doctoral award), and for staff.



#### 4.4 Mapping the 100 cases

The geographical location of the HEI and the collaborating partner have been imported to create a Google map of activity. There are 52 HEIs and 100 collaborating partners.

Key information was identified during an initial review of case studies that gave information with which to group potential examples of collaboration. The following information was used to enable a physical mapping exercise of the activity –

- Institution and Post Code location
- Collaborating Organisation and Post Code Location

The interactive map is illustrated on the next page and can be viewed at:

<https://drive.google.com/open?id=1gWxUO5TfUEknaUJ72nODfkmbI4A&usp=sharing>

The map plots the geographical spread of the collaborating institutions involved in the 100 case studies that are the focus of this report. It details the HEIs involved, the collaborating partners, the title of the impact case study, and the REF Unit of Assessment to which the case study was returned.<sup>6</sup>

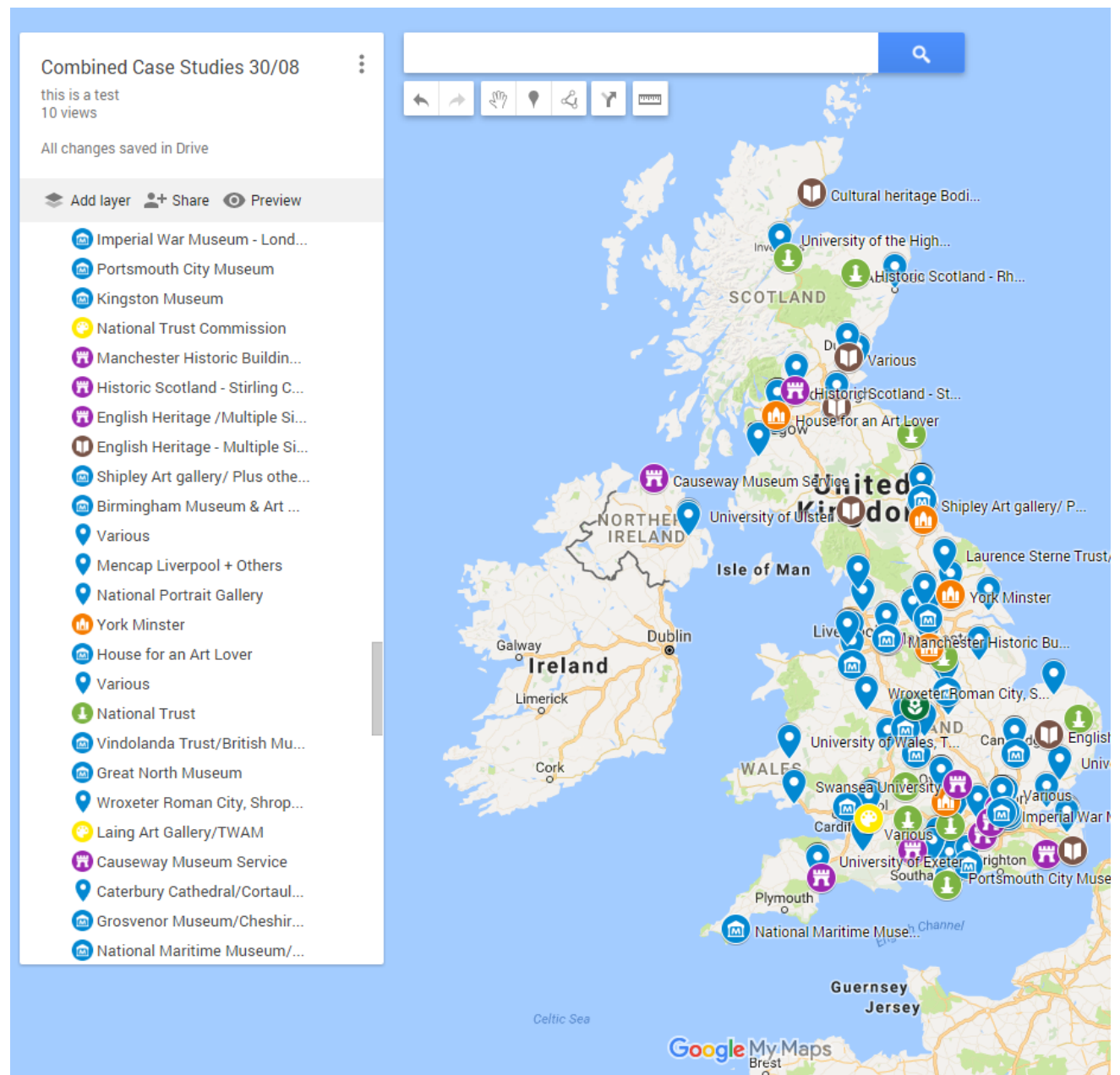
The majority of the collaborations took place within a close physical geographical area to the partnering HEI. In comparison to the findings by MUPI, it seems that sustained collaborative work on heritage tends to occur within local networks, although where multiple partners were involved and where digital output was produced then the ‘reach’ of the project could be UK wide.

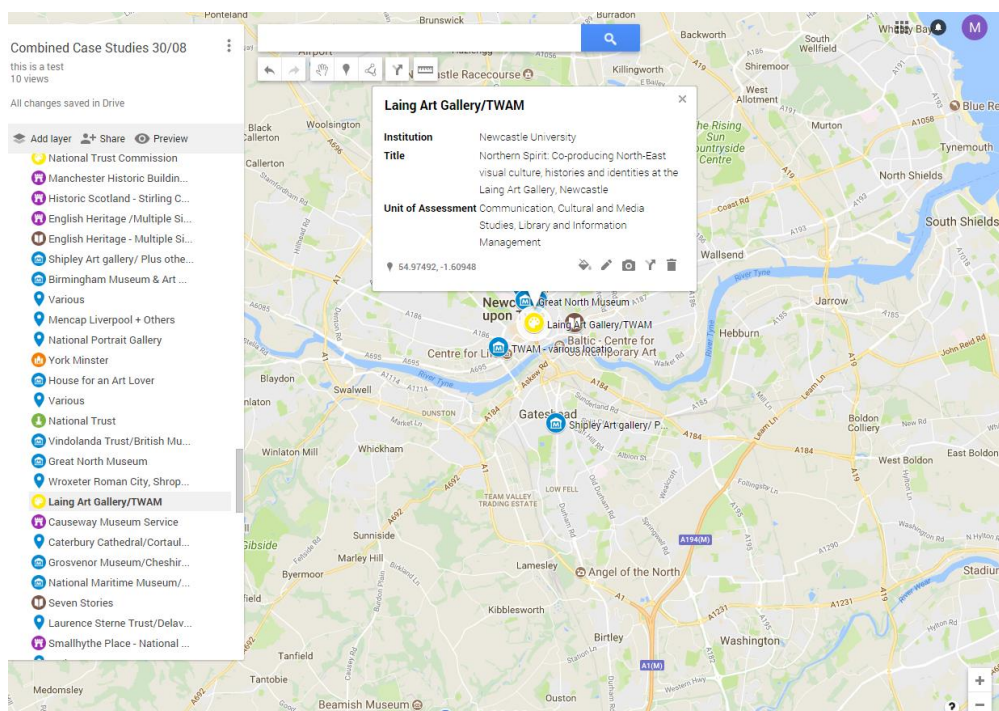
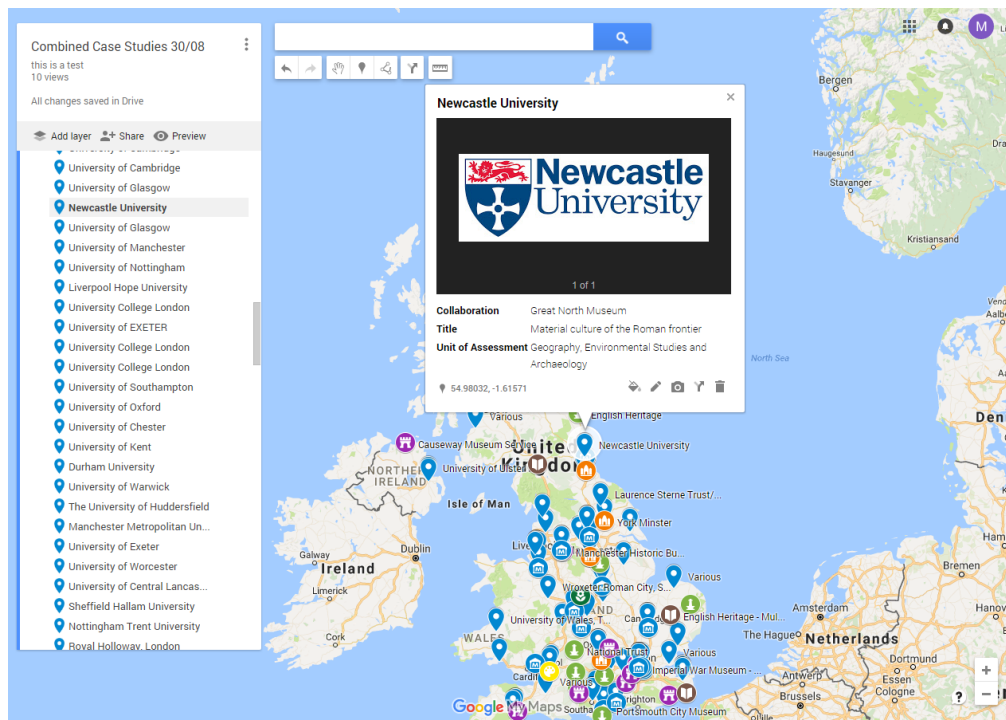
There are areas of significant clustering of collaboration including, unsurprisingly, London, Manchester, Liverpool and Leeds. The east and south west of England, along with Wales, are less represented in our case studies. There is surprisingly little heritage-related work focussed on the national parks, particularly in the Dales and Lake District. This is, of course,

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<sup>6</sup> Selecting either an HEI or a collaborating institution from the left-hand panel on the opening screen brings up brief details of the collaboration. Hovering over an icon on the map itself gives details by HEI and collaborating partner or vice versa. Involvement of multiple HEIs or collaborating partners are shown as ‘various’.

not to say that such collaborative heritage work isn't going on, just that it wasn't reflected in the REF2014 case study submissions we selected.





## 4.5 Four Case Studies

To further demonstrate the types and spread of collaboration we found between the Universities and heritage organisations we have outlined four short case studies. These are purely illustrative and chosen to represent a spread of different types of case study. Whilst on the evidence we have these each seem to represent good practice we do not wish to suggest that they are superior in any way to other case studies in our 100 sub-set, nor do we know, of course, how they performed in REF terms. The information below is all taken from the impact case study submitted to REF.

The case studies are collaborations between:

- The University of Sheffield and the Cresswell Heritage Trust over an archaeological site at Cresswell Crag;
- Newcastle University and the Laing Art Gallery;
- The University of Winchester and Clarendon Park Project over a royal landscape;
- The University of Exeter and National Maritime Museum Cornwall.

### Case Study 1

#### University of Sheffield & Creswell Heritage Trust

**Institution:** University of Sheffield

**Collaborator(s):** Creswell Heritage Trust (CHT)

**Unit of Assessment:** Geography, Environmental Studies and Archaeology: Archaeology

**Summary Impact Type:** Cultural

**Geographical Distance:** Between HEI and Collaborator 23 miles (approx.)

**Title:** Cultural, economic and political impacts resulting from the discovery of Ice Age Cave Art at Creswell Crag

Sheffield University indicates that this collaboration led to:

- an increase in academic, public and media awareness of the site – Creswell Crag
- increased visitor numbers to the site (providing economic benefits and increasing public awareness and understanding of Ice Age Britain)
- the viability and construction of a new visitor centre and other site developments
- the site gaining inclusion on the UK's tentative list of potential future World Heritage Sites.

The University of Sheffield has maintained a close relationship with archaeological research at Creswell Crags since 1976 and in 1990, it was one of the founders of the Creswell Heritage Trust (CHT), the charitable organisation that manages and interprets the natural and cultural heritage of Creswell Crags and its caves. The University nominates a representative member to the Council of Management of the Trust and provides archaeological advice to the officers of the Trust.

In 2003 a team of researchers from Sheffield University discovered engravings on the walls of three of the caves at Creswell Crags, and subsequent research demonstrated that these artworks dated to the last Ice Age approximately 14,000 years ago. The engravings are the only known in situ art from this time period in Britain. The large increase in visitor numbers due to the Ice Age discoveries and subsequent efforts to raise media and public interest, led to a state-of-the-art new museum and visitor centre being built during 2009, funded by £4.2m Heritage Lottery funding. The visitor centre uses the research findings of academics at the University of Sheffield to provide exhibitions and permanent educational displays that use archaeological finds from the site to tell the story of Ice Age Britain.

## Case Study 2

### Newcastle University & Laing Art Gallery

**Institution:** Newcastle University

**Collaborator(s):** Laing Art Gallery

**Unit of Assessment:** Communication, Cultural & Media Studies, Library & Information

**Summary Impact Type:** Cultural

**Geographical Distance:** Between HEI and Collaborator 0.5 miles (approx.)

**Title:** Northern Spirit: Co-producing North-East visual culture, histories and identities at the Laing Art Gallery, Newcastle

The 'Northern Spirit' research project entailed the co-production of a new gallery about the visual culture, histories and identities of North-East England at the Laing Art Gallery, Newcastle. Newcastle University indicates that this collaboration led to impact on the following areas:

- Cultural life: It contributed to the production of a new permanent display which challenged, changed and enhanced the ways that the visual culture of North-East England is presented.
- Civil society and public discourse: It brought together diverse members of the local community including marginalised and disadvantaged groups, making their perspectives visible in the gallery for the first time.
- Policy making: It explored and theorised the opportunities and challenges of working collaboratively with diverse community groups on the production of a public gallery display, resulting in the production of new policy guidelines and feeding into the gallery working and wider staff training.
- Public services: Through the production of a new permanent and well-received gallery display it directly enhanced the provision of cultural services, promoting the artistic heritage of the region and increasing visitor figures for the Laing.

‘Northern Spirit’ is part of a long trajectory of research undertaken in the International Centre for Cultural and Heritage Studies (ICCHS) at Newcastle University, which focuses on the representations of identities within the museum and within visitor and non-visitor groups.

This research has benefitted a diverse range of audiences including artistic and museological communities of practice, local community groups and Laing visitors. It made a significant impact upon Tyne and Wear Archives and Museums (TWAM) by directly contributing to their gallery redevelopment and leading to an enhanced public presentation of the visual culture of North-East England.

### Case Study 3

#### University of Winchester & Clarendon Park Project

**Institution:** University of Winchester

**Collaborator(s):** Clarendon Park Project (CPP)

**Unit of Assessment:** Geography, Environmental Studies and Archaeology

**Summary Impact Type:** Cultural

**Geographical Distance:** Between HEI and Collaborator 30 miles (approx.)

**Title:** The Clarendon Park Project: a royal landscape researched, conserved and presented

Over the last 20 years the Clarendon Park Project (CPP) has investigated and sought to conserve the royal palace, park and hunting lodge of England's Norman and Plantagenet

kings at Clarendon, Wiltshire. CPP has broken new ground in both the approach taken and the results obtained, namely in:

1. Opening of an architecturally and historically important site (Clarendon Palace) to the public.
2. Communicating new ideas on the organisation/management of medieval 'country' palaces.
3. Establishing an approach whereby building conservation can take place with involvement/funding from a statutory body (English Heritage), a private landowner, volunteers and a University.

Clarendon Park is best known for its royal palace, a rare example of a royal residence outside London in the period 1070-1660. The present Clarendon Estate, with the palace ruins at its centre, is thus uniquely coterminous with the medieval royal park – the largest in England– and therefore of considerable significance.

The project examined and published the backlog of unpublished archaeological excavations by previous investigators from 1933-1965 to contextualise the palace and thus established a base for the conservation and interpretation of the site and surrounding landscape. Subsequently with English Heritage (EH), Clarendon Park Estate (CPE), AHRB, British Academy and Institute of Historical Research funding, the next phase of works in the mid-1990s to early-2000s comprised survey and the reinterpretation of the palace within a contemporary theoretical framework. The third phase of work, funded by EH and CPE, took place from the late 1990s onwards and comprised the restoration/conservation and display of the Palace site to the public. Latterly the Palace site has been cleared of trees so that the entire structure and vistas from it are visible to visiting members of the public.

The Clarendon Park Project has been a project by staff and students of the University of Winchester and, since 1994, it has also involved members of the local and regional public. Volunteers are provided with training in archaeological survey, building recording and building conservation, and while working they also develop a knowledge of the archaeology and history of their landscape. Such volunteer participants are now the mainstay of the Friends of Clarendon group, which not only coordinates the ongoing work on the palace, but also organises an annual Clarendon Lecture in the Salisbury and South Wiltshire Museum.



The work of CPP has resulted in Clarendon Palace being one of the most visited historic sites in rural Wiltshire and a key element of the Clarendon Way long distance footpath. The conservation works have rendered Clarendon Palace open and legible to the public and unique at the point of instigation in formally linking a statutory body (English Heritage), a private landowner (Andrew Christie-Miller) and an HEI in a restoration and presentation project.

#### Case Study 4

##### University of Exeter & National Maritime Museum Cornwall (NMMC)

**Institution:** University of Exeter

**Collaborator(s):** National Maritime Museum Cornwall (NMMC)

**Unit of Assessment:** Geography, Environmental Studies and Archaeology

**Summary Impact Type:** Cultural

**Geographical Distance:** Between HEI and Collaborator 100 miles (approx.)

**Title:** Transforming museums through experimental maritime archaeology

Research into maritime and experimental archaeology at Exeter has played a major role in transforming how museums connect modern communities with their seafaring heritage through experimental archaeology and the innovative approach of ‘construction-as performance’. The National Maritime Museum Cornwall is a fully independent museum. The result of collaboration between the National Maritime Museum, Greenwich and the former Cornwall Maritime Museum in Falmouth, the museum was officially opened in 2003 and is located on the Discovery Quay in Falmouth, south Cornwall. The museum celebrates and explores the overwhelming influence of the sea on history and culture, including the maritime heritage of Falmouth and Cornwall. As home to The National Small Boat Collection the museum also promotes an understanding of small boats and their place in people’s lives.

A major project held at the NMMC, supported by an AHRC Knowledge Transfer Fellow, has demonstrated the value of experimental maritime archaeology in engaging the public with the past. In addition to greatly increasing their visitor numbers, this project received considerable regional, national and international media coverage, and has given the NMMC the confidence to undertake subsequent projects and so develop their own research capacity.



This project had the full-scale reconstruction of a Bronze Age sewn-plank boat as its focus, undertaken in front of the public (the concept of ‘construction as performance’), thereby providing visitors with a new perspective on the size and complicated design of such a vessel. The project’s aims were to connect local, regional and national communities with their ancient maritime heritage, and to support building the NMMC’s research capacity to enable its re-positioning as a centre of research excellence. These objectives addressed the strategic aims of the EU Objective One programme for Cornwall in assisting the economic recovery of the region, in particular through developing high-quality tourism and a stronger knowledge-based economy. Over the course of the project, opportunities were also seized to increase the impact of the Exeter/NMMC project through promoting the concept of ‘construction-as-performance’ generally, and the theme of connecting communities to their maritime heritage specifically, to a wider professional audience. This has led to it being adopted elsewhere, including in Finland where a log-boat has already been reconstructed in this way. Further projects inspired by the Exeter/NMMC project are planned at the NMMC, the British Museum, and in Italy.

The transformation of the NMMC into a centre of research excellence in experimental maritime archaeology has made significant progress. This is evidenced by the co-authorship of academic papers published in international peer-reviewed journals that report on the reconstruction of the Bronze Age sewn-plank boat and the way that the NMMC are now building upon their experience and have commissioned two further projects.

## 4.6 Impact case study summary

The key points arising from the impact case studies we analysed are:

- Impact is the best proxy of HEI-sector collaboration we could identify, but it is a proxy. In the cases we looked at it was often opportunistic and late in the research process.
- Collaboration appears to be happening with a broad range of both HEIs and sector partners. Whilst the Russell Group is strongly represented, it is not the full story. Equally within the Russell Group (and Leicester without) it would seem there are some institutions that would seem to have a particular breadth and volume of heritage-related work.
- A diverse range of subjects in HEIs are engaged in relevant heritage work, albeit there is a concentration in particular UoAs; archaeology/ geography, history, english and art and design. Equally notable is the absences – with few impact cases coming from the wider built environment or material science.
- This is turn was evident in the sort of heritage site and process covered by the case studies, with very few focused upon the wider historic environment.
- From the heritage sector, there is plenty of evidence of the national heritage agencies working with HEIs. However, given the distributed nature of these organisations we don't know whether there is a strategic organisation to these collaborations.
- Geographical proximity between partners is often evident, but there are notable examples where this is not the case.
- Skills and training feature quite strongly in many of the selected cases. It would be interesting to look deeper at this component and connect it to other work in this area.
- Length of relationship was a strong feature in some impact case studies and often helped make narratives of collaboration more convincing.

As a footnote it is worth remarking that the REF2014 impact case studies were essentially post-hoc. That is, the impact dimension of the REF evolved during the REF lead-in period and universities were often in the position of trying to hurriedly assemble an evidence-base for the impacts asserted. The MUPI report remarks “it is striking that relatively little use was made of robust evaluation data or studies”. We would remark that this is striking but not surprising; universities were not generally well prepared for this process nor will they

necessarily have traditionally evaluated the outcomes of research in the way heritage-sector partners might.

However, the notion of impact is now much more institutionalised within the university-sector. This not only means that the nature of evidence is likely to be different in the next and subsequent REFs, but that universities will have thought more about the nature of impact and, linked to this, the nature of the partnerships and collaborations they have with non-HEIs. Furthermore, within the arts and humanities and the social sciences there has been a lively debate about the nature of impact and a wish to shift from a model of linear transmission (research-dissemination-impact) to more fluid models involving co-production (AHRC 2018). This presents opportunities for the heritage sector as universities will often be looking to engage on new terms, for example, in terms of shifting collaboration “upstream”.

## 5. Interviews with Key Stakeholders

Nine interviews were undertaken with key stakeholders in the sector (listed in appendix C) to triangulate the preliminary findings of the REF impact analysis and the other data gathered and to inform the conclusions/ recommendations. We were interested in testing our findings and adding qualitative “colour” to our understanding of sector/ HEI cooperation. Our interviewees supported our findings on a number of the themes raised from the impact case study analysis. However they also raised a number of additional themes.

### 5.1 Diversity of the heritage sector.

As observed during the first phase of this scoping study, certain heritage organisations, or parts of the sector, are more likely to be represented in collaborative projects than others, with the larger heritage agencies, such as the National Trust and Historic England being cited most frequently on those case studies put forward for the 2014 REF. In contrast, we noted the underrepresentation of other parts of the heritage sector.

Data collected during interviews with the National Trust, Historic England and the IHBC appeared to confirm this finding. Whilst participants from the National Trust and Historic England characterised their interactions with the universities as one of ‘multiple

partnerships’ (Strachey 03.08.2018) our interview with Sean O’Reilly of the Institute of Historic Building Conservation revealed a much more limited interaction with the university sector which, in his view, did not progress much beyond the facilitation of educational courses and participation in multi-partnered professional networks. Where in-roads to collaboration were made between the IHBC and researchers, these were largely the product of pre-formed personal relationships and not as the result of the IHBC being identified as a natural project partner for a research project. This tendency for research collaborations to arise from personal relationships was also emphasised by the curator at the Fishbourne Museum and the head of the South East Regional Museum Development Network, suggesting that such networks are critical for smaller organisations’ contacts with the university sector.

The comparative frequency with which agencies such as Historic England and the National Trust are asked to participate in research programmes can (as identified earlier in this report) be understood in the context of the 2014 Impact Agenda. Indeed, interviews with all of our heritage agencies, except the IHBC, noted the rise in academic requests for collaboration as a consequence. Whilst some of these organisations cited a slight frustration at the idea of being regarded purely as research disseminators, and were actively pursuing policies to try and change this, it was also generally acknowledged that effective public communication of research was an area where they could make a significant contribution to a project and was also identified as a skill that heritage agencies could bring to the university sector.

## 5.2 Geography of the heritage sector.

Broadly correlating to the evidence gathered from our analysis of the impact case studies, we found some correspondence between the geographic proximity of universities and their collaborative heritage partners. All of our sector interviewees noted proximity to a local university as a motivating factor in pursuing a collaborative relationship. However, the importance placed on proximity was, again, dependent on the size of the organisation, and more national agencies, such as the National Trust and Historic England, were clear about their commitment to diversifying their portfolio of collaborations. The Chair of the IROs, Suzanne Bardgett, was particularly clear about ‘try[ing] to make geography not matter’ in pursuing new collaborations – an idea reinforced by Phillip Pollard, who noted a shift within Historic England towards more nationally-oriented projects and collaborations. However,

contradicting this somewhat, were suggestions from various interviewees that engaging with the local sector and opportunities would be the best route forward for those academics looking to establish a research partnership with a heritage organisation, suggesting a civic university type model is still highly valued and prioritised on all sides.

In terms of where the majority of collaborations are perceived to happen, a diversity of places and HEIs were mentioned by our interview participants which went well beyond the Russell Group Sector, suggesting that the priority for these organisations was not merely academic profile, but was, as Suzanne Bardgett has suggested, one of ‘the fit for the purpose’ (Bardgett, 09.08.18) – an unspoken policy that the National Trust also appear to be adopting in this regard. And for those smaller organisations, who perhaps have less agency when it comes to instigating collaborative work, geography or reputation of the university in question seemed to matter far less than the basic opportunity to get involved with a research project.

### 5.3 Thickness/longevity of collaborations.

A preference for more sustained and longitudinal collaborative partnerships was generally expressed across all of the interviews. Interestingly, it was amongst those smaller organisations where collaborations happen infrequently, that more longitudinal relationships appear to be formed with key individuals from the university sector. Whether the relative scarcity of collaborative opportunities for these smaller organisations makes them more enthusiastic about maintaining longer term relationships with individual researchers or universities is unclear, however it was also notable that the national agencies, such as the National Trust and Historic England spoke about the sheer ‘profusion’ (Strachey, 03.08.18) of existing collaborations as being, in some way problematic, in that they did not necessarily best serve the agency’s developing business model. As a result of this, a number of our participating organisations spoke about the shift towards a more strategic approach as being a necessity in helping them identify collaborative partners that would, in the long term, help them develop their research framework in its own right and enable them to be more ‘proactive partner[s]’ in future research bids (Strachey, 03.08.18).

One possible barrier to building longer-lasting collaborative relationships with universities that was mentioned repeatedly across all of our interview data, was the issue of timescales. As highlighted by Rob Symmons of the Fishbourne Museum, the long gap between an

organisation's initial involvement in a research project, and the publication of any publically usable material from a project can leave organisations thinking 'well we did all this stuff and we're not seeing anything concrete back in terms of information or story or things like that' (Symmons, 16.08.18). This timescale issue was also identified by Helen Derbyshire of the SE Museum Development Network as a potential difficulty, in so far as most museum projects are funded for a maximum of three years at a time, making it difficult to justify working with the academics, whose timescales may necessarily be longer. This was less of an issue for those agencies that already have the capacity to act as PIs and CIs on projects through their IRO status, whereby their active involvement in the shaping of the research project also means they are able to take advantage of any research benefits as they develop, rather than post-hoc.

#### **5.4 Emphasis on collaboration as an opportunity for skills development.**

A number of interviewees suggested that a distinction between collaborations based on research and those based on either education or training, was artificial. Indeed, for many of the larger organisations, including the head of the Independent Research Organisation, involvement in doctoral programmes was seen as one of the more productive types of working relationship, particularly in so far as the ability to act as Principal Investigator on doctoral training partnerships often provided an opportunity for agencies to advance their research agendas and have research questions that were useful to them as individual organisations met. In terms of the skills that such researchers bring to the heritage sector, it was noted by Phil Pollard of Historic England that there is a shift towards a more pragmatic approach to postgraduate recruitment and training in general, matching postgraduate projects to skills shortfalls in the heritage sector, but also with the intention of priming a new generation of academics for effective collaborative work in the future.

#### **5.5 Shift towards strategic thinking.**

There is an evident a shift in the thinking of some larger heritage agencies with regards to research and academic collaboration towards a more strategic and sustainable long term approach. For those organisations with IRO status, the key factor in these new, strategic partnerships, is their ability to set the agenda and select the projects and partners they want to work with on the basis of the questions they need answered. Interestingly, however, even for those currently without IRO status, such as the National Trust and the South East

Museums Development Network, the shift from a 'reactive scenario into a proactive scenario' (Strachey, 03.08.18) is still occurring and is concomitant with the development of framework agreements at all levels that clearly articulate the benefits of collaboration for the participating heritage organisation. Such a shift in perspective has been attributed by a number of interviewees to the changing funding landscape, which has both put a squeeze on resources, at the same time as new Arts Council funding initiatives are pushing organisations towards engaging further with academic research. These twin pressures are a double-edged sword and key for the university sector to understand.

## 5.6 Linguistic and cultural barriers.

This leads to the final strand from these interviews, which was that of the linguistic and cultural barriers currently prohibiting more fruitful collaborations between the university and heritage sector. As Anooshka Rawden articulated 'researchers sometimes have unrealistic expectations of museums' (Rawden, 09.08.18). Such expectations include a desire for organisations at all levels to be producers of 'big data', regardless of size and for all museum collections to be digitised and remotely accessible for interested researchers – a shift that Rawden notes the local museum sector has been slow to embrace. In addition to this, both Rawden and Symmons noted an ignorance of some of the fundamental workings of museums, particularly when it came to the processes surrounding destructive sampling, as another area requiring work for the future.

However, this mismatch in terms of expectation and culture and language was also identified by the IROs as being the source of some teething problems in the early days of collaboration. Part of these problems can be caused by the sheer mystification that surrounds the bureaucratic and academic life of the university sector, which can make it hard for individual organisations to know who to approach, or what a department's priorities might be, when considering collaboration. More than one interviewee suggested that formulating some kind of nation-wide database, which contains an authoritative list of academics' research interests and collaborative interests, would be useful in this regard. However, this lack of confidence also extends to other areas of the collaborative process, including the kind of language used by academics on research funding bids or when outlining aspirations for a project, which can, as Paul Manners of the NCCPE has acknowledged 'mean very different things' (Manners, 17.08.18) to the heritage sector, leading to potential misunderstandings. A couple of the larger organisations we spoke to already have in place,

or have plans to put in place an ‘intranet of glossary terms’ to help workers in the heritage sector adapt to this ‘new language’ (Bardgett, 09.08.18).

Other suggestions put forward by our interviewees for the university sector, both to transcend this cultural divide and help raise the quantity and quality of collaborations in the future, included a researcher in residence programme, which would help act as a broker of relationships between the HEI and heritage sector, more meaningful understandings of the value of public engagement beyond mere ‘impact’ and more responsiveness in the building and design of new research projects, which both involves heritage agencies from the start and ‘embed[s] processes of co-design and co-production into their practice’ (Manners, 17.08.18). Specific, existing projects, such as the First World War Engagement Centres, were also mentioned as examples of good practice by a number of interviewees.

## 6. Conclusions and recommendations

### 6.1 Preamble

It is evident and no surprise that much useful and productive collaboration currently takes place between the heritage and university sectors. Indeed, it has been ever thus. Equally, institutional pressures from both sides have placed additional emphasis upon the importance of such relationships. For universities, REF has become a powerful institutional driver and for the heritage sector a scarcity of resources, amongst other factors, has reinforced the value of collaboration. As a consequence of this direction of travel some larger heritage sector organisations and, perhaps, some universities have become more strategic about how they approach collaborative ventures.

Historically there has been a common (although never universal) model of universities approaching sector partners late in the process of formulating research proposals or in the prosecution of research projects, as a means of achieving support for their proposal or dissemination (latterly labelled impact) for research undertaken. We do not consider this as necessarily bad practice per se and there are probably always circumstances when this might happen (e.g. in responding to short-window funding calls), but, on the one hand, it is evident that this sometimes *is* poor practice, with sector partners perceived as purely a resource to be mined by university researchers. On the other hand, we detect an



encouraging shift of collaboration to more upstream, co-produced projects. Clear recommendations for improving good practice in collaboration aimed at the key bodies in setting the infrastructure of collaboration are set out by Facer and Enright (2016, see pages 156-160).

## 6.2 Beyond Research

Whilst the focus of this report is upon research collaboration, it is clear that for many heritage sector partners that research should not be separated from training nor, indeed, from interactions with universities more broadly as part of building and sustaining a relationship. Training programmes in turn can encompass a wide diversity of activities from work placements to co-supervised doctoral projects.

## 6.3 Distinctions within the heritage sector and distinctions between universities

Both the heritage sector and the university sectors are heterogeneous in nature. For the heritage sector the crude distinction we would like to make is between the relatively few IROs and other large-research based organisations, typically national in scope, and the multiple smaller, often local and regional bodies that make up the rest of the sector (although in reality this binary is, of course, a spectrum). It seems clear from our interviews that the larger organisations are increasingly seeking to think and act strategically and, to a degree, assert their position within the research community. As such, they are typically aiming to look across the diverse university sector and find the best matches and expertise that can help them fulfil their research and other needs, and be proactive about their research needs. Equally it appears that whilst many universities have pockets of relevant expertise, there are a few which have a breadth and depth of heritage-related work that sets them apart. Whilst we have not specifically sought to investigate the ways that these institutions are looking to act more strategically, we are aware that a number of universities are doing so through the formation of new centres, better points of access etc.<sup>7</sup>

However, for many heritage sector partners and for many universities, co-operations on heritage projects will be more episodic and opportunistic or will be crystallised around a small number of key relationships. Geographical proximity will typically be more of an issue, with most relationships occurring between partners in the same region. This is natural and in

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<sup>7</sup> As one example we give our own institution: <https://research.ncl.ac.uk/heritage-newcastle/>

itself unproblematic. Probably the critical factor in making such relationships work is mutual trust, which more easily develops whilst working together over an extended time period.

#### 6.4 Distinctions across the heritage sector

One of our most marked findings is the disparities in levels of engagement with HEIs between different parts of the heritage sector. Looking from a university perspective, our impact case study work showed a concentration of cases around the arts and humanities and a paucity of cases from the wider built environment or material science. This is not likely to be fully reflective of practice. So, for example, it maybe that heritage work does not feature strongly in some disciplinary cultures (e.g. UoA 16 Architecture, Built Environment and Planning), or at least in terms of how impact is understood. Certainly, given the prominence of the Heritage Science programme we might have expected more evidence of impact within the physical sciences.<sup>8</sup> However, it does seem clear that there is a much weaker relationship between some parts of the heritage sector and HEIs than others and, importantly for Heritage 2020, the wider historic environment seems to be one of these 'cold spots'. These findings were supported by our interviews.

#### 6.5 Facilitating improved interactions: issues and recommendations

Whilst it is clear that there is much co-operation between HEIs and the heritage sector already occurring and this co-operation is upon an upwards trajectory, it is equally clear there is much untapped potential. In our view the role of Heritage 2020 in unlocking this potential might be best orientated towards identifying facilitation mechanisms. Whilst there is no doubt much work still to be done in the museums sector, we have been struck by the work undertaken by the MUPI initiative in acting as a bridging mechanism and this perhaps presents a model for improving relationships across other parts of the heritage sector. Also of importance, in a more time-bound discrete way, seem to be particular initiatives such as the AHRC World War One Engagement centres, which came up as good practice in a number of our interviews. One general comment we would make is that thought should be given to the sustainability of any initiative – a theme that came up with some our interviewees is the frustrations that can be caused by well-intentioned initiatives that evaporate after one or

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<sup>8</sup> This is something that the AHRC Heritage Strategy (2018) aims to address.

two interactions. What follows are some thoughts and recommendations for future actions, divided into themes:

### Issues for the academic research community

It appears the only viable body that can provide a strategic lead from the HEI-sector is the AHRC. Whilst other research councils may fund heritage work (sometimes in conjunction with the AHRC) the AHRC is clearly central to much academic research upon heritage issues, both directly and, for example, as the UK-funder involved in the cultural heritage JPI.

Heritage is a strategic priority for the AHRC and AHRC's (2018) strategy for heritage makes explicit reference to enhancing HEI-sector interactions in various ways. It is for the AHRC to consider how it might best fulfil this role, but as mentioned the World War One Engagement Centres seem to present one model which, among many other things, have enabled the extensive mapping of potential collaborators and networks of collaboration (and which will presumably provide points of contact for years to come). Other possibilities could include, for example, directing network funding calls involving HEI and non-HEI collaboration towards 'cold spot' areas, such as the wider historic environment including, for example, networking seminar programmes to extend and develop sector-HEI relationships.

It maybe that some HEIs have the strategic capacity to invest in facilitation mechanisms which are more orientated towards enhancing engagement processes (potentially with the support of the AHRC or other funders) including:

- Staff training in good practice in collaboration
- Co-funded posts with sector partners
- Researchers in residence
- Public engagement officers
- Visiting researcher status for heritage professionals

As noted above, much work has already been done on the mechanisms which facilitate efficient and productive collaboration between HEI and non-HEI sectors and the barriers to such work. There is arguably still much scope for those interested in collaboration around heritage to respond systematically to such work (e.g. Facer and Enright (2016) for the recommendations see pp. 157-160)

Our interviewees raised particular areas where they would want to see collaboration with HEIs (including collections research and mapping, co-design, digital expertise and

audiences). The challenge is to provide a framework for collaboration which responds to these needs, links them to broader strategies and funding opportunities (including, for example, the governmental and UKRI calls around Audience of the Future - <https://www.ukri.org/innovation/industrial-strategy-challenge-fund/audience-of-the-future/>) and to work that has already been done in the heritage sector which can be disseminated and provide ways forward (for example, the work on digital skills in the museums sector- Barnes et al, 2018).

### Issues for the IROs and the heritage sector

National organisations, and IROs in particular, are increasingly taking a geographically national view of collaboration, rather than falling back upon the temptation of older relationships based upon proximity and this is a direction of travel we would encourage, whilst acknowledging working at a distance is not cost-free in various ways.

Equally, it is evident that the degree of collaboration between universities and sector organisations is highly variable depending upon which particular piece of the sector we are referring to. Improving and enhancing collaboration will therefore depend upon the nuances of the particular heritage sub-sector concerned. One role IROs perhaps already play but might be formalised and enhanced, would be to mentor and help develop the research culture and capacity of smaller heritage sector organisations.

Furthermore, there are areas of heritage practice that require more strategic intervention if a deeper culture of collaboration between HEIs and non-HEIs is to develop. For example, as stated, the wider historic environment is an area of comparatively weak collaboration (compared to museums and archaeological and otherwise defined heritage sites). In such a case, we would recommend that a body with a national standing (e.g. Historic England) work with AHRC on improved facilitation mechanisms.

There are, however, ways in which other heritage sector bodies might seek to more systematically engage with HEIs. For example, professional conferences might routinely reserve space for supported-slots for academic early career researchers, introducing fresh research into professional arenas and building relationships with academics at the early stage of their careers.

## Issues of geography: local and global

At a more local level our main recommendation is to seek ways of enhancing regional communities that combine heritage sector bodies and academics. The intention here is about achieving thicker networks and building relationships that might, in time, lead to more goal-orientated collaborations. One possible mechanism for making improvements in this regard might be to encourage regional HEFs to act as such a forum.

Many of the funding opportunities for universities in the next few years are likely to have an international dimension, given the significance of the Global Challenges Research Fund. It is understood that the AHRC see heritage (and transnational heritage work) as a particularly rich potential area of work within the remit of the arts and the humanities. However, as well as the opportunities presented to university researchers, there are clearly also opportunities for at least some of the IROs and larger sector research organisations. Given that many such organisations already maintain international links with other heritage partners, work that captures and shares information about the practicalities and benefits of such links would seem both necessary and valuable.

## Recommendations and possible next steps for Heritage 2020 and the Historic Environment Forum

### Short-term

1. Seek to widely disseminate this report
2. Consider developing more explicit guidance and/ or a tool-kit on collaborative work between the sector and HEIs. The material to undertake this already exists in large-part.
3. Consider further work looking more closely at, for example, doctoral collaborations or sector perspectives on outcomes of working with HEIs.

### Medium term

4. Consider engaging with regional HEFs as a mechanism for closer HEI- sector working

5. Encourage Heritage 2020 stakeholders to engage with and action issues raised in this report. It is particularly important that AHRC and Historic England do so if progress is to be made.
6. The value of MUPI for working between museums and HEIs came up a number of times in our work. More recently we have seen the development of a Community-University Partnership Initiative (CUPI). There may be value in thinking about something similar for the historic environment.
7. An alternative might be (for the AHRC) to think of an initiative akin to the WWI Engagement Centres, along the lines of regional ARHC Heritage Engagement Centres.

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<https://histbeke.org/>



## **Appendix A: Academic membership of Historic Environment Forums in English Regions**

The regional Historic Environment Forums are understood to be highly variable in nature and operation. The following was gleaned from the Heritage Alliance web-site in terms of academic representation – individual academic representing other organisations (e.g. professional bodies) were not necessarily identified. The amount of information available on regional HEFs on the HA website is highly variable and in some cases quite old.

### **East Midlands**

University of Leicester (education representative)

### **Yorkshire and Humberside**

No academic representation

### **North East**

Durham University

Newcastle University

### **North West**

No information

### **West Midlands**

No academic representation

### **South East**

No academic representation

### **South West**

University of West of England and ToR indicate should be university representation.

### **London**

University of Westminster

### **East of England**

No information

## Appendix B: 100 case studies

<b>UoA 24: Anthropology and Development Studies</b>	
The University of Manchester	The Big Picture Show: Depictions of Truce at the Imperial War Museum
<b>UoA: 16 Architecture, Built Environment and Planning</b>	
University of Liverpool	Architecture and the Moving Image: City, Culture and Identity
<b>UoA27: Area Studies</b>	
University of Portsmouth	Popular Culture and the City: Exhibiting Inclusive and Challenging Urban Histories
<b>UoA34: Art and Design: History, Practice and Theory</b>	
Kingston University	Improvements to the practices and capabilities of Kingston Museum
University of Leeds	Discover Turner's Yorkshire: public-oriented research and commercialisation
Leeds Metropolitan University	The expanded field of performance art
University of Manchester	Putting Critical Museology into Practice
University of Glasgow	Restoration of Stirling Castle Palace: Providing insight into life at the royal court
University of Lincoln	Informing the Decoration, Renovation and Understanding of Historic Buildings through Architectural Paint Research
University of Leicester	Uncovering the Impact of Renaissance and Reformation in England
University of Northumbria	Making Histories: design curation and curricula in Britain and the US
University of Birmingham	Birmingham Histories: Engaging with the Public Sector
University of Bristol	New research on British art benefits museums and their visitors in the UK and overseas
University of Reading	Enhancing access and interpretation in museums and heritage sites for people with learning disabilities.
The Courtauld Institute of Art	Making Art in Tudor Britain, research project participation by Aviva Burnstock, Courtauld Conservation and Technology
University of York	Stained Glass Apocalypse: The Conservation of the Great East Window, York Minster
The Glasgow School of Art	British Empire Exhibition 1938: a permanent display at a heritage centre
<b>UoA5: Biological Sciences</b>	
University of Oxford	Securing the future of the globally threatened Large Blue butterfly
<b>UoA31: Classics</b>	
University of Birmingham	Representing Chedworth Roman Villa
University of Oxford	Decoding Our Ancient Past: Writing Tablets from Around the World
Newcastle University	Using Research Collections to Inform Public Understanding of the Ancient Greek and Etruscan Past
University of Birmingham	Communicating Wroxeter's significance
<b>UoA36: Communication, Cultural and Media Studies, Library and Information Management</b>	
Newcastle University	Northern Spirit: Co-producing North-East visual culture, histories and identities at the Laing Art Gallery, Newcastle
University of Leicester	Measuring visitors' learning in museums, libraries and archives
University of Leicester	Stories of a Different Kind: stimulating and shaping new approaches to the representation of disabled people and disability history, arts and culture.
<b>UoA7: Earth Systems and Environmental Sciences</b>	
University of Ulster	Rediscovering the lost town of Dunluce Castle - heritage, community engagement and sustainability in Northern Ireland
<b>UoA29: English Language and Literature</b>	
University of Kent	Changing heritage practice and influencing the content and the form of doctoral education: Centre for Medieval and Early Modern Studies (MEMS)
Swansea University	Mapping Medieval Chester: driving heritage policy, expanding heritage audiences and creating new cultural and economic opportunities.
Nottingham Trent University	The Literature of British Travel and Exploration
Newcastle University	Promoting the preservation, presentation and public understanding of children's literature with Seven Stories, the National Centre for Children's Books
University of Northumbria	Eighteenth-Century Literature and Heritage Partnerships in the North East

University of Hull	Ellen Terry and Edith Craig: Theatrical Lives and Letters
University of Sheffield	Working Class Entertainment: Economic and Cultural Impact on Blackpool
University of Salford	Writing Lives
University of Glasgow	Centre for Robert Burns Studies: Locating Burns in Scottish and Global Culture
University of Leicester	Charles Dickens: Sexuality, Gender and Modernity
University of St Andrews	Scotland's Bard: Developing the Cultural and Economic Impact of Robert Burns
University of Cambridge	Ruskin at Walkley: Reconstructing the St George's Museum
Queen Mary University of London (QMUL)	Exhibiting cultures: Renaissance Studies research and its impact on museums and galleries
Kingston University	Cultural and economic impact on Hampton Court Palace from research-base visitor experience
University of Essex	Memory Maps - A Collaboration with the Victoria and Albert Museum
<b>UoA17: Geography, Environmental Studies and Archaeology</b>	
University of Oxford	Bringing the Iron Age and Romans to life in southern Britain: Danebury hillfort and Brading villa
Durham University	Embedding participatory research in museum practice
Durham University	Sharing expertise: community archaeology and training in north-east England
University of Sheffield	Archaeology in the City: cultural, educational and environmental benefits from researching post-medieval Sheffield
University of Sheffield	Cultural, economic and political impacts resulting from the discovery of Ice Age Cave Art at Creswell Crags
University of Sheffield	Stonehenge and its landscape; changing perceptions, informing the next generation and benefitting the local economy
University of Wales, Trinity Saint David	The Newport Medieval Ship Project
University of Winchester	The Clarendon Park Project: a royal landscape researched, conserved and presented
University of Leicester	Coin Hoards and Helmets: Iron Age treasure boosts tourism, underpins museum expansion and inspires new sense of community pride
University of Exeter	Transforming museums through experimental maritime archaeology
University of Reading	Silchester Town Life Project: enhancing public awareness, knowledge and understanding of the archaeology of Iron Age and Roman Britain
University College London	Thames Discovery Programme: Community archaeology on the foreshore
University of Southampton	Revealing Avebury's prehistoric landscape
University of Liverpool	Stepping stones to the Neolithic. Islands, maritime connectivity and the 'western seaways' of Britain, 5000-3500 BC
University of Cambridge	Using Medieval Village Research to Improve the Skills and Aspirations of Secondary School Students and Disadvantaged Adults
University of Cambridge	Research at the Scott Polar Research Institute (SPRI) and its impacts on wider audiences through the Polar Museum
University of Glasgow	Conservation of pre-medieval sculptures on 6th century Christian site and regeneration of the surrounding area
Newcastle University	Material culture of the Roman frontier
University of Glasgow	Commemoration and protection of battlefields in policy and practice
University of Manchester	Social significance and authenticity in heritage conservation and management.
University of Nottingham	Community archaeology as Citizen Science: embedding research into a regional heritage agenda
Liverpool Hope University	Sand Dune and Shingle Network: linking science and management
University College London	Healing Heritage: Facilitating and evaluating the impact of museums and museum encounters on health and wellbeing
University of Exeter	The sustainable management of wetland environments
University College London	Peoples-based conservation: Caring for Hinemihi, the Maori meeting house at Clandon Park, UK
University College London	Illuminating the black presence in London before 1948
University of Southampton	Protecting Maritime and Coastal Heritage at home and overseas
University of Oxford	Inspiring and Educating Communities through Archaeological Fieldwork in South Oxfordshire
University of Chester	Early Medieval Carved Stones And Landscape: Rhynie Environs Archaeological Project (REAP)

<b>UoA30: History</b>	
University of Kent	Public understandings of the history of Christmas
Durham University	The Lindisfarne Gospels exhibition, Durham 2013: cultural heritage, education and tourism
University of Warwick	Selling Consumption: Digitalising Eighteenth-Century Advertising and Consumer culture
The University of Huddersfield	Mental Health and Learning Disabilities: Heritage and Stigma
Manchester Metropolitan University	Zion 100: Assisting A Community To Retrieve It's Heritage
University of Exeter	Re-Presenting Heritage through Community Research: Poltimore House
University of Worcester	Supporting public remembrance and commemoration and the development of the UK's first national centre for remembrance
University of Central Lancashire	Co-operation, voters and reform: a partnership for two capital museum and archive projects
Sheffield Hallam University	Women Activists' Place in Britain's History and Heritage
Nottingham Trent University	Transforming visitor experience across museums and heritage sites Museum organisation and evaluation
Royal Holloway, London	The ethical imperatives of 'Public History'
University of St Andrews	Communities, Climate Change, Culture and the Coast
University of Dundee	Urban and Architectural History of Scotland, c.1500-c.1800
University of Birmingham	Communicating the Material Culture and Cultural Heritage of Shakespeare's England
University of Leicester	Knowledge Exchange Partnerships for Tourism: supporting the tourist economy and improving visitor experience at historic destinations.
University of Leicester	Valuing Urban Heritage: policy and practice
Canterbury Christ Church University	Folkestone: Public History, Heritage and Identity
University of the West of England (UWE)	Transforming public awareness of the impact of the Atlantic Slave Trade on British culture
University of the Highlands and Islands	The Northern Highlands of Scotland and Emigration: Working with cultural heritage bodies to change public understanding of the region's past
University of Aberdeen	Jacobites, Hanoverians, and the Making of the British State: Impacts on Tourism, Cultural Life and Public Discourse in Scotland
University of Southampton	Henry VIII: Dressed to Impress
University of Stirling	Enhancing community engagement with the historic environment
Lancaster University	Sharing Our Heritage: fostering public engagement with regional archives and 'doing history'
University of Chichester	Enhancing the Visitor Experience at an Open Air Museum
<b>UoA28: Modern Languages and Linguistics</b>	
University of Glasgow	Place-name research supports local investment and community initiatives
<b>UoA35: Music, Drama, Dance and Performing Arts</b>	
Queen's University Belfast	Sounds of the City: Engaging Communities in Sonic Arts
University of Bristol	Performing the Archive: Bristol research projects make live art and performance archives accessible and inspire their creative re-use in performances and exhibitions
<b>UoA32: Philosophy</b>	
University of Leeds	Using Place to Promote Understanding of Science and its History
<b>UoA33: Theology and Religious Studies</b>	
University of Sheffield	Changing Perceptions of King James' Bible
University of Leeds	Representing Living Religions in Diaspora: Shaping Public Understanding of Faiths in Society

## Appendix C: List of interviewees

<b>Name</b>	<b>Organisation</b>	<b>Role</b>	<b>Date of Interview</b>
Suzanne Bardgett	Independent Research Organisations Group	Chair	09.08.2018
Helen Derbyshire	South East Museums Development Programme	Museum Development Officer & Head of Research	24.08.2018
Gary Grubb	AHRC	Associate Director AHRC	22.08.2018
Paul Manners	National Co-ordinating Centre for Public Engagement.	Director	17.08.2018
Seán O'Reilly	Institute of Historic Building Conservation	Director	23.07.2018
Phillip Pollard	Historic England	Postgraduate Research and Skills Officer	20.08.2018
Anooshka Rawden	South East Museums Development Programme	Programme Manager	09.08.2018
Nino Strachey	National Trust	Head of Research and Specialist Advice	03.08.2018
Rob Symmons	Fishbourne Museum	Curator	16.08.2018