Section 4:
Developing collaborative working
Guide to collaboration between the archive and higher education sectors

Once the hard work has gone in to developing relationships and building trust between individuals and organisations, the opportunities for building on collaboration grow. There are two particular aspects to think about:

1. How to build on a successful collaboration.

2. How to embed collaboration within your organisation.

4.1 Building on collaboration

You may find that collaborative working becomes easier as your experience increases: you have trusted partners, a track record, experience of processes, and the encouragement of your parent body. But it is important to balance your enthusiasm for new projects with new risks associated with increased complexity.

Research by OCLC research suggests that collaboration takes place along a continuum\(^1\). The ‘collaboration continuum’ identifies five phases to collaboration, starting with contact and moving through cooperation, coordination, and collaboration to convergence.

The collaboration continuum offers a framework for thinking about the development of collaborative working. Figure 1 (below) gives examples of how each phase might manifest in collaborative working between the archive and higher education sectors. Each phase (from left to right across the diagram) involves greater commitment from each party and brings with it an increased need to formalise working practices as well as potentially greater benefits and risk. For each new venture it is important that you go through the planning checklist (section 3) to consider the goals, benefits, processes and resources involved.

Moving towards convergence on the collaboration continuum, a number of archive and HE organisations have established shared services, transforming their approach to service delivery and the way that they work together.

Collaboration Continuum

Figure 1: Phases of the collaboration continuum, adapted from 'Beyond the Silos of the LAMs: Collaboration Among Libraries, Archives and Museums', OCLC Research, 2008, p. 1

The following case studies demonstrate how collaborative projects have developed and resulted in mutual benefits for the organisation involved.
Case study 5

Title: The Hull History Centre: Convergence – operating a shared service
Archive: Hull City Archives and Local Studies Library
HEI: University of Hull
Theme: Creating a shared service

The Hull History Centre provides access to material held by the City Archives & Local Studies Library, and Hull University Archives.

The idea of creating a service run jointly by the City Council and University of Hull was first mooted in 1995 when both parties found that they were running out of space for storage and engagement activities, the HLF existed as a possible funding source, both parties recognized that they would have a greater chance of success in attracting funding if they worked together, and they were able to identify high-level and long-term synergies from operating a joint service.

The parent organisations identified high-level strategic goals in common. Both organisations sought to contribute to improving the reputation of the city, increase social capital and educational attainment, and attract external investment. Working together was recognised as a means of achieving these goals.

The joint service is run as a partnership – the Hull History Centre is not a legal entity in its own right, staff are employed by either the City Council or University. Working structures and relationships were defined and established during the development phase. The new joint service was defined from scratch, with processes established for its operation, using good practice from each of the three existing services, setting boundaries and clarifying overlaps.

There is a strong single-service approach to delivery so that front-of-house operates as a single team – users interact with History Centre staff and collections. Some ‘behind the scenes’ aspects of operation remain separate, in particular custodianship and collection management. Depositor agreements and relationships are with either the City Council or University and the two organisations operate separate collection management systems (and have separate repository codes), merging data for a single on-line search interface.
What worked?

- The role of individuals during the project initiation phase was critical – to advocate, build and maintain momentum.

- During the design phase (which included an architectural competition) and build phase both the University Archivist and the City Archivist were clear about what was needed to provide a successful service and given sufficient autonomy to define requirements and specification for staff, collections and public areas.

- The partnership is based on collaboration at all levels, strategic, management and operational. It is not reliant on a separate legal entity. It means that the role of individuals remains crucial.

- All three sites closed for either a year or six months before the formal opening of the new building – this was essential for collections work and to enable knowledge exchange and team building. Staff were coming together to work on new (neutral) territory and team leaders were explicit about the need to become familiar with each other’s collections and develop mutual trust.

- The building is popular and there is a strong sense of ownership by the local community which is reflected in its use.

- More outreach and engagement activities are possible as a consequence of the new building.
Case study 6

Title: From cooperation to coordination - developing collaborative working

Archive: Aberdeen City & Aberdeenshire Archives and the National Records of Scotland
HEI: Aberdeen University
Theme: Developing collaborative practice

Aberdeen City Archives holds the Aberdeen Burgh Records (volumes 1-8 of which are recognised by UNESCO as of outstanding importance). A proof-of-concept project was set up involving the City Archives, the National Records of Scotland and Aberdeen University to make these records available to a wider public. As a result of this project, the collaborative activity developed into two distinct pilot projects each of which built on different aspects of the original ‘cooperation’ phase.

What happened?

In what might be described as the ‘cooperation’ phase, the National Records of Scotland provided digital camera facilities for the imaging of the earliest 25 volumes (amounting to 16,000 TIFF images) of the Burgh Records and facilitated free public access to the images online via the ScotlandsPlaces website.

Moving to the ‘coordination’ phase, the Research Institute of Irish and Scottish Studies at Aberdeen University then approached the Archives with a proposed pilot project, ‘Connecting and Projecting Aberdeen’s Burgh Records’, to employ (and fund) a research assistant for 6 months to transcribe and translate a sample of 100 consecutive pages of the digitised records and test the creation of an online, publicly accessible database linking the transcriptions and translations to corresponding images.

The work, and any potential future projects were supported by an MoU which clarifies the areas of collaboration, methods of collaboration and issues such as copyright.

2 Connecting and Projecting Aberdeen’s Burgh Records, Accessible at: www.abdn.ac.uk/riiss/about/pilots-138.php
3 The pilot database is accessible at: www.abdn.ac.uk/aberdeen-burgh-records-database/
Subsequent to this, a distinct but related pilot project was undertaken by the Department of Computing Science at Aberdeen University (funded by dot.rural, the RCUK Digital Economy Hub) to explore the development of a text analytic tool that could be applied to the 100-page transcription. The aim was to make the resources machine-readable, enhance searchability and support the development of linked data applications.

What worked?

- Each partner brought specific skills to the collaboration to create something which no one partner could have achieved on their own.

- The pilot projects have enabled the testing of key elements of the work and provide evidence to support future, larger grant applications.

- The involvement of the University in the collaboration gave access to a wide range of research skills, from historical to information technology.

- Pilot project meetings, academic symposia, and less formal workshops and discussion meetings, fostered regular and constructive dialogue between partners, and other collaborators.

- In relation to these collaborations, opportunities have been (and continue to be) developed to engage undergraduate and postgraduate teaching with the pilot project outputs.

- The realisation of substantive academic outputs, including a collection of essays for a prospective special section of the journal *Urban History*

### 4.2 Embedding collaboration

Embedding collaboration within organisations can be challenging because it often requires shifting relationships from individuals to organisations. Collaborations that rely heavily on relationships between individuals are fragile and risk ending when one of the individuals changes roles or institution. The steps identified in this guidance, such as recognising mutual benefits to the organisations at strategic and operational levels, using frameworks to clarify expectations and responsibilities, and...
ensuring that the reporting requirements of both organisations are met, will help to embed collaboration within organisations.

Identifying ‘champions’ for collaborations from within, and outside of, organisations can also contribute to their sustainability. Many collaborations between organisations start as a single project, often with specific funding attached. Building a network of advocates and using them to promote the benefits of your collaborative work can help to raise the profile of activities with a wider range of stakeholders than you would be able to achieve as individual organisations. This can help to make the case for funding for further projects or ideally, to embed the collaboration into the core working practices of the organisations (as identified in the collaboration and convergence phases of the collaboration continuum).

Issues of sustainability not only apply to relationships and funding but also to the outputs of distinct collaborative projects, particularly digital resources and websites. Careful planning needs to go into the funding, maintenance, and management of these resources once a project has officially ended.
4.3 Opportunities for future collaboration

The research underpinning this guidance asked individuals to identify what they see as the future opportunities for collaboration between archive services and HEIs and these are:

- Uncatalogued material
- Higher education frameworks
- Beyond the Humanities
- Digitised content

<table>
<thead>
<tr>
<th>Uncatalogued material</th>
<th>Digital Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education frameworks</td>
<td>Collaborative Doctoral Partnerships</td>
</tr>
<tr>
<td>Beyond the Humanities</td>
<td>Development of cross-sectoral forums</td>
</tr>
<tr>
<td>Digitised content</td>
<td>Development of income-generating services</td>
</tr>
</tbody>
</table>

Each of these will now be examined in turn.

4.3.1 Uncatalogued material

Uncatalogued archive collections present unique opportunities for carrying out original research on primary source material. This is attractive to many academics as they are evaluated on the originality of their research. Although archive services may be reluctant to provide access to such material for reasons of security and possibly preservation, research based on such collections can also bring considerable benefits to the archive service including the listing of the collections, specialist information about them and exposure of them to wider audiences.

4.3.2 Higher education frameworks

Detailed below are three key higher education frameworks that can help drive and develop collaboration between the archive and higher education sector.

**Research Excellence Framework (REF)** – This framework is intended to measure outputs and impact of higher education research, and specifically requires institutions to consider academic, economic, and societal impact.
Teaching Excellence and Student Outcomes Framework (TEF) – This framework measures various elements of higher education teaching, student experience, and student outcomes.

Knowledge Exchange Framework (KEF) – This framework is driven by the desire for knowledge exchange across the higher education, public, and private sectors.

The most obvious framework to which archives can contribute is the REF, with its focus on research. However, archives and archivists should take time to fully understand the TEF and KEF frameworks. In particular, as the TEF becomes more established there will be more opportunities for archives to work with HEIs to improve student experience and employability outcomes.

Section 5 of this guide explains these frameworks in more detail.

4.3.3 Beyond the humanities

The use of archive collections to support historical research and other branches of the arts and humanities is relatively widespread. However, there is potential for collections to be used to engage in collaborative research in other areas, notably science, social sciences, technology, mathematics, engineering and medicine, business studies and management subjects, and to support art & design related subject areas such as graphic design, textile design, publishing and social media.

Identifying opportunities ‘beyond the humanities’ may seem daunting if you do not have established contacts or relationships in these areas. Many HEIs and departments have dedicated sector ‘brokers’ who are responsible for bringing together HEIs and other organisations. Take time to identify who these are and make contact with them.

The case study below, from the Cornwall Records Office, Falmouth University, and the University of Exeter (Penryn Campus), shows how archive and universities worked together to promote the use of archives as conceptual; and creative sources for textile and design development.
Case Study 7

Title: Making: Archives

Archives: The Archive and Special Collections: Falmouth University and the University of Exeter (Penryn Campus), Cornwall Record Office

HEI: Falmouth University, University of Exeter (Penryn Campus)

Source: Hannah Maughan MA (RCA), Senior Lecturer, BA (Hons) Textile Design

Theme: Archives as creative sources, textile design, print, weave, mixed media

The Textile Design course at Falmouth University runs a 7 week External Engagement module for 2nd year students, which includes the Making: Archives option. The project encourages students to consider the potential of non-textile based archives as conceptual and creative sources for textile and design development. The Archive and Special Collections service at the Penryn Campus manages collections for both Falmouth University and University of Exeter.

The project is a co-created collaboration between the course academics and archive team on the Penryn campus. The purpose of the project was to challenge students to work off-line with primary object based resources and to challenge perceived notion of archives. It also aimed to showcase and promote the Universities archival resources as a conceptual and creative resource to inform contemporary design.

Because of the project, students’ engagement with the archives has transformed their perception of archives, their use and creative potential; they no longer viewed the archives as a theoretical/essay writing resource only. Pedagogical development and methodologies developed over the course of the project have provided academic research for published papers, including the innovative/collaborative working relationship between the archive team and academics. Other outputs include:

- spin off practical stitch workshops working directly from the archival materials
- student exhibitions
- commissions and competition wins
- work placements with the archive team
• deposits of selected student work back into the archive, building on the resource.

The project has been in running for 4 years, and in 2018 it was extended to include Cornwall Record Office (CRO) who hold the county’s vast archives. CRO are currently being rehoused into a new multi-million-pound building, Kresen Kernow, and students were invited to design fabrics and artefacts for the interior space.

*Making: Archives* continues to evolve, seeking opportunities for further collaborations, to upscale the project across the University and beyond.


### 4.3.4 Digitised content

Research and learning opportunities may be based on archival material that has been digitised, or it may support the process of digitising collections.

For example, research and learning based on digitised content can take place over greater geographical distances and are not limited to local HEIs; it could also take
place through groups of geographically dispersed HEIs. It can enable researchers and students to visually access source material without the need to travel. Similarly, geographically dispersed collections or items can be ‘digitally reunited’ and made available for research.

Other opportunities for collaboration could involve working with HEIs to create and enhance digitised content. For example, academics may be able to contribute their expertise to niche subject areas to enhance metadata and catalogue descriptions; or to inform future digitisation priorities by identifying collections of significant research value.

4.3.5 Digital humanities

The digital humanities are the application of computer technology to enable research in the humanities. Advanced technology-related methods such as text-mining, data-mining, data visualisation and information retrieval are used in arts and humanities research to analyse born-digital and digitised content. Digital humanities research and teaching has grown significantly over the last ten years. For some academics they are seen as the natural ‘next step’ in humanities research and for others it is a subject area in its own right and highly interdisciplinary.

For archive services, this area of research offers opportunities to explore and represent collections in new ways. Much work is based around using technology to manipulate, process and analyse text. Other examples include the use of imaging techniques to reveal information from damaged texts illegible to the naked eye, or the application of ‘digital forensics’ to (born) digital collections to investigate evidence from the past and to support the preservation of digital content for the future.

To attract digital humanities researchers and exploit these possibilities, archive services need to understand how to make data available so that it can be used

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4 For example, refer back to the case study of Aberdeen University and Aberdeen City & Aberdeenshire Archives and the development of the text analytic tool applied to the Aberdeen Burgh Records.
5 For example, Multispectral imaging of Magna Carta at the British Library
http://britishlibrary.typepad.co.uk/collectioncare/2014/10/800-year-old-magna-carta-manuscript-reveals-its-secrets.html
6 For example, the Digital Lives project at the British Library, UCL and University of Bristol,
effectively. Whilst many archives have digital images, there is scope for other forms of digital data to be utilised in the field of digital humanities, and potential opportunities for physical collections to be explored and utilised using digital technologies. Archive services should consider their approach to the management, preservation, and licensing of digital material so that it supports easy and shared access to material across collections and institutions, and delivery through systems that allow access at scale.

If some of this sounds out-of-reach at the moment, remember that collaboration with academics working in the field of digital humanities may provide a route to developing the infrastructure that will support the process. Digital humanists are motivated by many of the same things as researchers in other fields: originality of research, attracting research funding, opportunities to publish scholarly outputs, demonstrating impacts of their research beyond higher education, and providing experience for students. They are looking for opportunities to adapt and apply new technology to the humanities, drawing on technologies emerging from science, computing, information management, and engineering (and providing a useful bridge to these disciplines). It is worth spending time looking at examples of digital humanities research to improve your understanding of what digital humanities means to you or your archive service. Some links are provided in the ‘key terms, concepts and resources’ section.

**Case Study 8**

**Title**: Not another database: digital humanities in action  
**Archives**: Aberdeen City & Aberdeenshire Archives  
**HEI**: University of Aberdeen, Research Institute of Irish and Scottish Studies  
**Source**: Dr Jackson Armstrong, Deputy Head of School of Divinity, History & Philosophy  
**Theme**: Interdisciplinary collaboration: Archives, History and Computing Science

The first eight volumes of the Aberdeen Council Registers, covering the period 1398-1511 are Scotland’s oldest and most complete run of civic records. The registers have been inscribed on the UNESCO UK Memory of the World Register, in recognition of their historical significance.
Funded by a three-year grant (2016-19) from the Leverhulme Trust, the project ‘Law in the Aberdeen Council Registers 1398-1511’ (LACR) is creating a Text Encoding Initiative (TEI) compliant transcription from these volumes, amounting to some 1.75 million words of Middle Scots and Latin.

This is not a conventional digitisation project. High-quality images already exist and the aim of this project is not to produce a database. Instead, the goal is to create a digital textual resource from the registers, which is as open as possible to future analysis.

LACR involved a team of third-year Computing Science students to develop, as part of their degree study, a prototype web-based platform to present and search the LACR resource. LACR co-investigator Dr Adam Wyner supervised the students.

A second group of third-year History students led by LACR principal investigator Dr Jackson Armstrong, undertook a field trip to the City Archives, participated in a seminar with LACR Postdocs who ran an exercise which included palaeography, Middle Scots language, and the ‘genre’ of a register entry.

Finally, the History and Computing students together conducted an evaluative exercise of the prototype platform, in which the History students performed a range of tests designed and run by the Computing students.

The Computing Science student team reported: ‘It was an extremely enlightening experience … to be part of such an interesting project. Being part of such an expansive domain - digital humanities - gave our team the chance to build something that we believe can have a big impact’.

The LACR resource in due course will be hosted by Aberdeen City Council, starting from the prototype platform built by the students.
4.3.6 AHRC Collaborative Doctoral Partnerships (CDPs)

Collaborative Doctoral Partnerships (CDP) were established in 2012 and developed out of original Collaborative Doctoral Awards programme (CDA). CDAs are now a central element of the Doctoral Training Partnerships and Doctoral Training Partnerships II schemes (see below).

The CDP scheme aims to facilitate collaboration between HEI's and a range of non-HEI cultural organisations, including museums, libraries, archives, and heritage organisations. Successful candidates are jointly supervised by subject specialists at both the HEI and non-HEI organisations.

CDP research topics are developed annually by the cultural organisations and HEI's working collaboratively.

More information Collaborative Doctoral Partnerships can be found at:
http://www.ahrc-cdp.org

**Case Study 9**

**Title:** 'Women in Chancery: An Analysis of Chancery as a Court of Redress for Women in Late Seventeenth Century England'.

**Archives:** The National Archives (TNA)

**HEI:** University of Hull

**Source:** Dr Amanda Capern & Dr Amanda Bevan

**Theme:** Historical research (legal, social, economic, gender), cataloguing, doctoral/ECR training.

Summary: AHRC Collaborative Doctoral Partnership via The Thames Consortium (AH/M004384/1). Principal Investigators Dr Amanda Capern (Senior Lecturer in Early Modern History) and Dr Amanda Bevan (Principal Records Specialist [Legal Records] at TNA). The collaborative research was conducted 2014-2017 and made valuable first use of fully-searchable digitised metadata for Chancery pleadings in collection C 5 (Bridges). The research considerably enhanced knowledge and
understanding of the bureaucratic organization of the court of Chancery and equity law and the social practices of early-modern English litigation.

Research outcomes: exciting outcomes included a bank of quantitative data on women’s property holding and litigation in late seventeenth-century England revealing some of the structural reasons for historical gender inequality; new research relationships forged between TNA and the Gender, Place and Memory research team at the University of Hull; digital tagging and checking catalogue metadata for the Equity Project at TNA, opening up academic and public access to large-scale data; public engagement work through blogs and workshops; deep levels of archivist engagement with the records providing new opportunities at TNA (now an Independent Research Organisation); multiple conference presentations by both PIs and the doctoral student; 2 book chapters and 1 peer-reviewed journal article; benefits accrued to the postgraduate student through the dual expertise in the supervision of the doctorate and training in multiple interdisciplinary and cross-professional skills (PhD submitted and full cognate employment attained in 2018).

Future plans: further publications including one methodological peer-reviewed journal article (Bevan and Capern) and a monograph on early-modern Chancery being written during a Leverhulme Fellowship awarded 2018 (Capern); two further grant applications to AHRC including a network grant to bring together at TNA researchers on early-modern law courts.
4.3.7 **AHRC Doctoral Training Partnerships (DTP)**

Doctoral Training Partnerships (DTPs) are block grant awards made to either individual Research Organisations (ROs), or consortia of ROs. They support postgraduate studentships across the breadth of the AHRC’s subject remit. DTPs provide innovative training environments for doctoral-level research and provide training for research students across the full range of the arts and humanities, as well as across areas of interdisciplinary research located at the boundaries with the sciences and social sciences.

More information on Doctoral Training Partnerships can be found at: [https://ahrc.ukri.org/funding/apply-for-funding/archived-opportunities/doctoral-training-partnerships/](https://ahrc.ukri.org/funding/apply-for-funding/archived-opportunities/doctoral-training-partnerships/)

4.3.8 **Development of cross-sectoral forums to provide access to information on research trends**

Identified as a need by both archive practitioners and the higher education community, the development of a resource to bring together information about research interests and under-explored collections could itself form the subject of collaboration between the archive and HE sectors.

4.3.9 **Development of income-generating services**

Reduced funding presents an opportunity to think creatively about income generation. Opportunities may exist for archives to generate income or investment by providing services to HEIs in areas such as storage and conservation, or the use of public spaces.

An example of a digital archive service that is using its expertise to generate income by charging for the deposit and preservation is the Archaeology Data Service (ADS). ADS manages and provides access to digital resources that are created from archaeological excavation and research by commercial, educational, and public

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7 Archaeology Data Service, available at: [http://archaeologydataservice.ac.uk/about/background](http://archaeologydataservice.ac.uk/about/background)
bodies. There may be parallels here with what archive services could develop and provide in collaboration with HEIs.

Some funding streams (such as those related to Knowledge Exchange programmes) include support for enterprise activities and it may not be too great a leap to consider collaborations between archive services, HEIs and business as a route to the development of income generating services or activities. The Department for Business, Energy & Industrial Strategy (BEIS) has invested in encouraging businesses and universities to work together more closely, for example around the commercialisation of research and the piloting of geographical ‘University Enterprise Zones’ to increase innovation and growth. Such initiatives may provide opportunities in which archive services can collaborate alongside business and HEIs.

4.4 Sources of funding

It is difficult to provide definitive advice on sources of funding as many funders’ aims, objectives, and programmes change overtime. The information in this section should be considered a signpost to potential funding streams, and you should always research and identify the most relevant and up-to-date funding streams to support potential collaborators.

Through the ‘Fundraising for Archives’ programme (which concluded in Spring 2018) The National Archives have produced toolkits and sources of advice that can be downloaded. These can be found at: [http://www.nationalarchives.gov.uk/archives-sector/projects-and-programmes/fundraising-for-archives/](http://www.nationalarchives.gov.uk/archives-sector/projects-and-programmes/fundraising-for-archives/)

Some trusts, foundations and the Heritage Lottery Fund will support collaborative projects between the archive and higher education sectors. For example, the Leverhulme Trust which funds the Artist in Residence grants, and Arcadia, which provides grants to support endangered cultural heritage and enable open access to the materials. Many archive services are well acquainted with fundraising from trusts and foundations and as these sources tend not to be specific

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9 The Leverhulme Trust: [www.leverhulme.ac.uk/funding/funding.cfm](http://www.leverhulme.ac.uk/funding/funding.cfm)

10 Arcadia grant funding: [www.arcadiafund.org.uk/about-arcadia/about-arcadia.aspx](http://www.arcadiafund.org.uk/about-arcadia/about-arcadia.aspx)
to funding collaboration with HEIs, they are not elaborated on in this guidance document.

The higher education sector has access to funding streams that, whilst unavailable to archive services in terms of making direct applications to the funds, can be used to support collaborative work. Developing your knowledge of these opportunities and the requirements of the funders will help you to understand the context in which HEIs are developing research bids and other programmes of activity. It may also alert you to specific funding calls (areas of research) to which your archive service can contribute and prompt you to make contact with an HEI with which you can collaborate.

**Research Councils** are the most significant funding streams for academic research in the UK and may offer opportunities for cross-sector collaborative funding. Following the Higher Education and Research Act (2017) a new body, **United Kingdom Research and Innovation (UKRI)**, was established, bringing together the seven existing research councils, Innovate UK, and creating Research England. Each research council has a specific focus. The seven research councils are:

- Arts and Humanities Research Council (AHRC)
- Biotechnology and Biological Sciences Research Council (BBSRC)
- Engineering and Physical Sciences Research Council (EPSRC)
- Economic and Social Research Council (ESRC)
- Medical Research Council (MRC)
- Natural Environment Research Council (NERC)
- Science and Technology Facilities Council (STFC)

Innovate UK is focused on research and development between higher education, business, and supports the Knowledge Transfer Programme (KTP). Research UK oversee UKRI England focused research and funding priorities.

The **AHRC (Arts and Humanities Research Council)** is one of the most significant funders of projects involving archive services or research on archive collections. The AHRC issues periodic targeted funding calls as well as operating open calls throughout the year. Archive services cannot apply directly for funding (unless they
have Independent Research Organisation status) but they can be partners in funded research projects. Partners are usually expected to make an in-kind (or cash) contribution to the research project but the project can be designed to include funded public engagement activities, such as exhibitions or learning programmes, which may be of benefit to the archive service. Alternatively, the archive service can act as a consultant to the HEI (rather than a partner in the project).

To explore the research council funding opportunities archives and archivists should visit the relevant research council website.

**The British Academy** is the UK’s national body for the humanities and social sciences. One of its principle roles is funding that supports new UK and international humanities and social sciences research. More information can be found at https://www.britac.ac.uk/funding-opportunities

The sources identified above give an overview of some of the major sources of funding available to support collaborations between the archive and higher education sectors. Interdisciplinary research and partnership working is popular amongst almost all funders at the moment and archive services are in a strong position to contribute their knowledge, experience and source material to collaborative projects. Many funders provide e-bulletins that you can sign up to receive news about forthcoming calls. Even if your archive service is not able to apply directly for the funding available, it is useful to know which themes are being funded so that you can target your approach to higher education institutions that may be interested in working on projects with you.

**The Leverhulme Trust** awards grants and scholarships for the support of research and education. It was established by the Will of William Hesketh Lever and is ‘one of the largest all-subject providers of research funding in the UK’. More information can be found at https://www.leverhulme.ac.uk

The **Wellcome Trust** is a global charitable foundation which supports scientists and researchers. Funding schemes support individuals, teams, resources, seed ideas, places and major initiatives in the following areas: biomedical science, population health, product, development and applied research, humanities and social science
and public engagement and creative industries. More information can be found at: https://wellcome.ac.uk/funding

At present there may be opportunities for funding from European sources, for instance through Horizon 2020, though it is unknown whether continued access will be available after 2019.

As a first port of call for funding advice and to navigate funding opportunities, including those available to support collaborative working with HEIs, contact the Archive Sector Development Team at The National Archives, asd@nationalarchives.gov.uk.