



National
Trust

Ways of Working with the National Trust

Guidance for Academic Partners



Ways of Working with the National Trust: Guidance for Academic Partners

About this Guidance

This guidance sets out the main ways that the National Trust typically works with university-based researchers. It explains how, in addition to underpinning the Trust's interpretation and programming with high-quality research, these partnerships have benefitted academics by allowing them to reach new audiences; raising the profile of researchers and their universities; and providing evidence of impact and public engagement with academic research.

The guide explains what each of the following ways of working involves for academics: joint research projects; collaborative interpretation projects; critical friends; collaborative PhDs; and research placements. By providing examples of each of these ways of working, as well as practical advice on how to set up and coordinate a working relationship with the National Trust, this guide aims to make it easier for academics to identify how they might want to work with the Trust on exciting, innovative, and enjoyable research collaborations.

Useful information

This guidance is based on the results of the recent Knowledge Transfer Partnership (KTP) between the National Trust and the University of Manchester, which evaluated existing partnerships between the Trust and academics and established new collaborations with universities and seven National Trust pilot properties across the North of England. In addition to the other guides produced as part of this KTP, academic researchers might find the following resources useful in identifying how best to engage with the National Trust (and other research-active organisations):

- The National Trust [Research Strategy](#), which sets out the organisation's research priorities and makes it easier to identify where collaborative projects might overlap with the Trust's research plans.
- Information about the National Trust's new [Independent Research Organisation](#) status. The IRO status means that the Trust can now be proactive about applying directly for UKRI funding and identifying partners to work with.
- Searchable Database of previous [REF Impact Case Studies](#) to explore previous examples of successful research impact.
- [UKRI Guidelines](#) on 'Pathways to Impact'.



Researchers from the University of Leeds planting trees on the Yorkshire Moors

Summary of ways working

Below is a brief summary of the ways the National Trust usually works with academic researchers, which will be explored in more detail throughout this guide.

Partnership	Benefits for academics	Who's involved	Duration	Funding	Possible outcomes for researchers
Joint Research Projects	<p>Fully collaborative, mutually beneficial projects that answer a research or interpretation need for all partners</p> <p>Raised profile of academic and university</p> <p>Opportunity to work alongside active NT researchers</p>	<p>Academics</p> <p>Funders</p> <p>Site-based NT staff</p> <p>Regional NT consultants</p> <p>Whole Trust staff may also be involved</p>	<p>Medium to long term, usually between two and five years from planning to delivery</p>	<p>Usually a joint funding bid to a UKRI or other funder</p> <p>May involve in-house funding from the university</p> <p>In some cases the NT may contribute either financially or in kind</p> <p>Universities and/or funders may need to organise and fund tailored evaluation for evidence of impact</p>	<p>Significant research funding</p> <p>Academic publications and conference papers</p> <p>Change in practice at the NT based on the partnership, which could be cited in an Impact Case Study</p>
Collaborative Interpretation Projects	<p>Existing/ongoing research can reach large new audiences, whose responses can be collected for evidence of impact</p> <p>Raised profile of academic and university</p> <p>Access to NT primary sources, staff expertise, sites and buildings</p>	<p>Academics</p> <p>Site-based NT staff</p>	<p>Medium to long term. Usually between 2 and 5 years from planning to delivery</p>	<p>May involve funding – either UKRI or university</p> <p>NT may provide some financial contribution for research process</p> <p>NT will generally fund all interpretation of research used on site</p> <p>Universities and/or funders may need to organise and fund tailored evaluation for evidence of impact.</p>	<p>Academic publications and conference papers</p> <p>Change in practice at the NT based on the partnership, which could be cited in an Impact Case Study</p>
Critical Friends	<p>Credited interpretation of research, knowledge, and advice given by academics at NT places</p> <p>Evidence of research impact and public engagement</p>	<p>Academics</p> <p>Site-based NT staff</p> <p>Regional NT Consultants and Whole Trust staff may also be involved</p>	<p>Usually ongoing with no set end date</p>	<p>Not usually needed</p>	<p>Publications; public talks; academic conference papers; credited input into NT exhibitions and programmes</p> <p>Often develops into Impact Case Study or other Partnership with the National Trust</p>

Summary of ways working

Below is a brief summary of the ways the National Trust usually works with academic researchers, which will be explored in more detail throughout this guide.

Partnership	Benefits for academics	Who's involved	Duration	Funding	Possible outcomes for researchers
Collaborative PhD Projects	<p>A long-term, research-based relationship with NT staff</p> <p>Increased employability and experience of PhD researcher</p> <p>Credited interpretation of PhD research</p>	<p>PhD Researcher</p> <p>Academic supervisor</p> <p>NT supervisor</p> <p>Funder</p> <p>University administrators</p>	<p>Long-term. At least three years for a full-time PhD, six years P/T</p>	<p>Either funded by a UKRI funder (secured by the university or the NT); internal funding; or the PhD researcher themselves</p> <p>Payment-in-kind contributions from the NT – including supervision throughout the project</p> <p>A financial contribution from the NT may be required</p>	<p>PhD thesis</p> <p>Research that can be interpreted at NT places</p> <p>Experience of public engagement /research impact that increases employability</p> <p>Academic publications and conference papers</p>
Postgraduate Research Placements	<p>Secondment from PhD researcher's studies that allows them to answer a research 'ask' defined by the NT, generating research that will benefit the NT</p> <p>Professional development and increased employability</p> <p>Credited interpretation of PhD student's research</p>	<p>Postgraduate researcher</p> <p>NT supervisor</p> <p>Academic supervisor</p> <p>PhD funder (university or UKRI body)</p> <p>University or consortia administration</p>	<p>Short-term. Usually between one and six months</p>	<p>PhD researchers will generally get an extension to their thesis deadline to accommodate the placement, which will be paid for by their funder or their university</p> <p>The NT provides a placement supervisor to manage the researcher</p> <p>NT may be expected to provide additional expenses</p>	<p>A research report that is used by the NT</p> <p>Often results in evidence of impact for the postgraduate researcher</p> <p>Experience of public engagement /research impact that increases employability</p>

Joint Research Projects with the National Trust

What is a Joint Research Project?

Joint Research Projects are collaborations in which the academic(s) involved and National Trust staff and/or volunteers carry out research in partnership and share their results. These projects can be developed with academics from any discipline.

Examples of Joint Research Projects:

Red Deer herd research (Biology; Edge Hill University); War Nurseries research (History, Liverpool John Moores University).

Why do them?

Joint Research Projects have significant potential to demonstrate the impact of academic research through staff and organisational changes at the National Trust as a result of the research, as well as increase the reach of the research to new audiences. They also have potential for co-authored publications and conference papers. Academic researchers will be drawing on internal National Trust expertise, sites, and resources during enjoyable and varied projects.

How Joint Research Projects work:

Depending on the scope and nature of the project, the researchers will examine one National Trust site or a range of sites. The academic team and the National Trust staff and/or volunteers will all be involved in the research process, and schedule regular meetings to monitor progress. Everyone involved should agree on the nature of the partnership – including agreeing on funding, roles and responsibilities for work streams, timescales, and outputs. See the guidance on documents and agreements for more information about this.

In projects that attract external funding, the National Trust is often named as a formal partner in university-led bids and provides payment-in-kind contributions, access to sites, collections and archives, and expert involvement in the research process as a part of the partnership. National Trust staff can also be named as Principal Investigators on funding bids to UKRI bodies, in which case the staff involved are likely to reach out to academic partners directly when setting up a Joint Research Project.

Joint Research Project Case Study:

Environmental Science research on the Lyme Estate

The rangers at Lyme had noticed a difference in the physical condition of the two herds of Red Deer on the estate. They believed that the deer that were in closer proximity to park visitors appeared to be in worse physical condition than the herd that lived on the exposed moorland. Due to a series of dog chases in the park, the rangers thought it possible that the parkland deer were more stressed than those on the moorland, and that this could be having an effect on the health of the herd.

How to start a Joint Research Project with the National Trust:

- **Identify a National Trust partner you'd like to work with.** Our 'Who to Contact' guidance should help with this.
- **If there is scope to work in partnership, develop the project together.** Fully collaborative projects will be designed jointly by the academics and National Trust staff, and the predicted outcomes should bring benefit to both sides.
- **Work out how the project will be funded.** If funding is needed for the project, the bid should be developed collaboratively. This might involve a joint funding bid to a UKRI body, an internal university or National Trust funding stream, or a combination of these. Conversations about funding should happen as early as possible in the partnership.
- **Establish who is responsible for which elements of the project.** Clearly setting this out at the start of the process is good practice and avoids problems later on.
- **Schedule regular meetings throughout the project.** Where possible, these meetings should be face-to-face and should monitor the progress of the project, discuss any necessary changes, and evaluate the project.



Red Deer at Lyme

In order to test the rangers' hypothesis, Environmental Science academics from the Department of Biology at Edge Hill University worked with the ranger team at Lyme to compare the behaviour of and measure the levels of cortisol in the deer herds. The results supported the observations of the rangers, and this research has enabled the team to rethink the management of the deer herds.

The outputs of this project include a Master's dissertation on the experiments conducted during the research; a co-authored publication by the academics and the lead Ranger, which is currently under review in *The Journal of Wildlife Management*; and plans to create a dog-free section of the deer park at the property, while still welcoming dog walkers elsewhere at Lyme.

Collaborative Interpretation Projects with the National Trust

What are Collaborative Interpretation Projects?

Collaborative Interpretation Projects are partnerships in which published research, or ongoing academic research, is interpreted and used at a National Trust site. Though National Trust staff will not be involved in the research process itself, they will work with the academics to determine how their research will be presented to visitors, or how it can be used to train staff and volunteers. Collaborative Interpretation Projects can involve academics from any discipline, but are most often focused on research on the arts and humanities.

Examples of Collaborative Interpretation Projects:

'Colonial Countryside' (see below); 'Early Modern Soundscapes' (<https://emsoundscapes.co.uk/>); 'How We Used to Sleep' (<https://www.nationaltrust.org.uk/little-moreton-hall/features/how-we-used-to-sleep>).

Why do them?

Collaborative Interpretation Projects enable academic research to reach large new audiences whose responses can be measured, evaluated, and used to provide evidence of public engagement and impact. These projects can also lead to academic publications and conference papers; credited onsite interpretation that raises the profile of the academic researcher and the university; access to primary sources and buildings owned by the National Trust; and the involvement in varied and enjoyable ways of working.

How Collaborative Interpretation Projects work:

The academic will work with staff based at a National Trust site (or sites) that is related to their own research – for instance, a university-based historian with a research interest in eighteenth-century history might identify a Georgian property (or vice versa) and work with them. The academic will discuss their research and what they want to get out of working with the Trust (e.g., increased audience for the research through talks; credited onsite and digital exhibitions; a training programme for staff and volunteers that results in changes made at the property; access to archives and places), and the National Trust staff will work with the academic to identify how their research might be used at a particular property. However the research is used, the academic will be credited and National Trust staff will be able to help facilitate the collection and evaluation of evidence of the impact that the research has had.

Collaborative Interpretation Project Case Study: Colonial Countryside

Dr Corinne Fowler from the University of Leicester is the Principal Investigator on the Colonial Countryside project, which is funded by the Arts Council and the National Lottery Heritage Fund. This project involves 11 National Trust properties that have colonial links that have not been fully explored or described to their visitors. The project aims to generate research that provides National Trust staff with the knowledge, training, and confidence to reinterpret the colonial connections of these properties in an accurate, responsible, and inclusive way.

Colonial Countryside works with local primary school pupils who form Child Advisory Boards at each of the properties. These Boards work alongside creative writers to interpret academic research

in a way that the National Trust can use for exhibitions. The National Trust staff involved in the project work with Dr Fowler to plan how her research can be best interpreted onsite. Research has been interpreted in a variety of ways, including exhibitions, commemoration events, digital displays, training for staff and volunteers, and new tours around the properties that properly acknowledge the role of colonialism in many of the places the National Trust cares for.

How to start a collaborative interpretation project with the National Trust:

- **Identify a National Trust partner you'd like to work with.** Our 'Who to Contact' [link] guidance should help with this.
- **Discuss how your research fits into the future priorities of the property.** Identifying how your research overlaps with the property's planned programme or potential future programmes will help to identify how best to make use of your research.
- **Discuss your needs.** Be clear about what you want to get out of providing your research for use at the property. The guidance about Agreements and Documents [link] gives information about the expected outputs in research partnerships of this type.
- **Schedule regular meetings throughout the project.** Where possible, these meetings should be face-to-face, and should include monitoring project progress, any changes to plan, and ongoing evaluation.



Speke Hall, one of the properties involved in Colonial Countryside

"Working with the National Trust is a brilliant way to experience the amazing benefits of co-production. In working with the organisation, I have learnt so much about novel approaches to interpretation, curation, and communication with staff and visitors. I have found that the fastest way of getting the highest possible impact is to understand in detail how the Trust works. In order to set up the collaboration, I arranged a meeting with staff at Heelis, the National Trust HQ. I did this at grant-writing stage (to Heritage Lottery and Arts Council England). However, while Heelis develops Trust strategy, it is essential to work closely with curators and house and collections managers in – or attached to – the houses themselves. There is a lot of talent and passion within the organisation and people are waiting for opportunities to pick up something good and run with it. The Trust is very good on social media and that has become a major platform for informing the public about both me and my project".

Dr Corinne Fowler, University of Leicester

Critical Friends at the National Trust

What are Critical Friends?

Critical Friends are academics from any discipline who act in an ongoing advisory capacity. They work with a specific National Trust site or property, with a region, or with the organisation as a whole. They have knowledge and research expertise on a subject relevant to the needs of the part of the National Trust that they are working with, and they provide input on the direction the Trust takes in this area.

Examples of Critical Friends:

Historical Advisors at Quarry Bank and Nostell; regional Academic Working Groups; the Whole Trust Research Strategy Group (a group of senior academics from a range of disciplines that informs the strategic direction of the National Trust in terms of the organisation's research priorities).

Why be a Critical Friend?

Critical Friends provide credited ongoing, long-term input into National Trust strategy and the direction a particular place takes in interpreting research to the public. They develop close working relationships with National Trust staff, presenting the opportunity to collect evidence of research impact. Critical Friends often develop other projects with the National Trust, including Collaborative Doctoral Awards and joint funding bids.

How Critical Friends work:

Critical Friends provide advice based on their research expertise. This could be research that gives contextual information that allows the Critical Friend to make recommendations based on this: for example, an academic might provide data about international coastal erosion, and give practical advice that could be used by the Trust to make decisions about conserving a particular stretch of coastline under the Trust's care. Alternatively, the research could be more focused on a specific site: for example, an academic with an in-depth knowledge of the history of a National Trust site might regularly advise on the exhibitions and programmes at that property. Many existing Critical Friends have worked with the National Trust for several years and are often called on to provide ongoing, expert guidance, rather than being involved in one particular project or programme.

Critical Friend Case Study:

Hannah Barker at Quarry Bank

Professor Hannah Barker of the University of Manchester started working with the National Trust team at Quarry Bank after she was approached by its General Manager, who wanted to find a historian to act as a Critical Friend on a new interpretation project. The Quarry Bank site – which includes a cotton mill, Apprentice House to accommodate child workers, workers' cottages, and the owner's house, all of which are set within landscaped gardens and woodland – was largely constructed between 1780 and 1840, which was the period when the mill was in its heyday. As Professor Barker's research expertise focuses on the north of England in this period, she was able to draw on her existing research – in particular, the results of an ESRC-funded project, 'Family and Business During the Industrial Revolution' – to inform her input at Quarry Bank. Her role quickly changed as her involvement with the re-interpretation of the site became more extensive. It developed into a joint interpretation project, in which her work with the Trust was funded by an ESRC Impact Accelerator Account placement at the site. Professor Barker worked with visitor experience, interpretation and programming staff at the site, as well as with Trust volunteers, to produce new storylines across the site, supported by staff and volunteer training and guidebooks.



Professor Hannah Barker,
University of Manchester

Professor Barker also successfully applied with the Trust for an ESRC collaborative doctoral award to fund a PhD student to work on the social history of the site. There are plans to incorporate her research, as well as that of the student, in a revised history of the site that will be available to visitors to purchase. Her involvement at Quarry Bank will form the basis of an Impact Case Study for the REF.

“Working with the National Trust team at Quarry Bank was hard work but great fun. Though I was there to share my historical expertise, I also learnt a lot about how to explain what I do to non-academic audiences, how to engage the public, and how different audiences react to different types of storytelling. I definitely felt that I got as much out of the collaboration as I gave back, if not more.”

Professor Hannah Barker

How to become a Critical Friend:

- **Identify which aspect of the National Trust's work best fits with your expertise.** This could be related to a specific site or property which is relevant to your research interests, or could be a relationship with Whole Trust. The guidance on Who to Contact will help with this.
- **Establish the nature of your role and, if needed, ask for an agreement.** While Critical Friends can be relatively informal relationships, you might like to have a title (such as 'Historical Advisor' or 'Environmental Advisor', and an agreement that sets out the nature of your involvement). Our guidance on Agreements and Documents will help.
- **Update the National Trust staff you're working with if you'd like to develop the relationship.** It's common for Critical Friends working with the National Trust to develop their involvement into a Collaborative Interpretation Project or other partnership. When this happens, be clear about what you'll need for the new project – particularly in terms of funding applications and evaluation.

Collaborative PhDs with the National Trust

What are Collaborative PhDs?

Collaborative PhDs are co-supervised studentships where the doctoral researcher produces a PhD thesis based – at least in part – on National Trust places, collections, and archives. Their research can also be interpreted at National Trust sites and properties that are involved in the project.

Examples of Collaborative PhDs:

The National Trust currently co-supervises over 30 collaborative PhDs across a wide range of academic disciplines, including: ‘Understanding the Impact of Injury and Infection Among the Workers and the Wealthy of Quarry Bank Mill (1847-1920)’ (Biological Sciences and History, University of Manchester); ‘Georgian Paper Traces: Women’s Stories, Ephemeral Texts, and Hidden Objects’ (English Literature, University of York); ‘Eating Together: Commensal Dining in Gentry Houses 1450-1750’ (History, Manchester Metropolitan University).

Why supervise a collaborative PhD?

Collaborative PhDs are often cited in Impact Case Studies as evidence of research impact with the National Trust. They also provide the benefits of a long-term relationship with National Trust staff: the doctoral candidate benefits from the expertise and experience of National Trust staff, as well as from gaining experience in research impact and public engagement, and from increased employability linked to practical work experience.

How Collaborative PhDs work:

Before the PhD starts, a doctoral research project is developed between university researchers and National Trust staff. A representative from the Trust (usually the same person who will be the industry supervisor throughout the project) will be involved in the selection of the doctoral candidate. Funding for Collaborative PhD studentships usually comes from a UKRI body – secured either by the university or by the National Trust – or from internal university funding. It is important that everyone involved in planning the project is aware of the financial responsibility that comes with the collaboration from the beginning. Universities will usually have their own forms of agreement that need to be signed at the start of the project – sometimes in addition to any funders’ agreement. The Trust also has a Studentship Agreement that should be signed at the start of the project, along with the documents that the university requires, to set out the nature of the collaboration.

How Collaborative PhDs work (continued):

Once recruited, the doctoral researcher will work on their project in the same way as a researcher on a traditional PhD programme. The National Trust supervisor should regularly attend supervision and panel meetings, and should actively contribute to the students' thesis. They will also advise the researcher on industry-specific elements of the PhD – including internal collections and archives; how the ongoing research might be used at National Trust sites (always with agreement from the research student and their academic supervisor); and any potential training, impact, and engagement opportunities for the student.



Dr Chloe Wigston Smith,
University of York

“I’m excited to co-supervise the ‘Georgian Paper Traces’ English Literature Collaborative PhD with the National Trust. This is a timely and innovative project that will richly integrate literary studies with National Trust archives and properties, some of which have received little scholarly attention to date. I identified a National Trust supervisor from the regional consultancy, and we worked together to assess the most relevant sites and case studies for the project. The National Trust supervisor provided key support for the application to AHRC White Rose Consortium and in the selection of the candidate. The project’s findings have the potential to generate significant public impact through visitor engagement. It was designed to contribute to the legacy of the National Trust’s ‘Women and Power’ National Public Programme, while making an original contribution to eighteenth-century studies and providing heritage experience and collaborative opportunities for the PhD researcher.”

How to set up a Collaborative PhD:

- **Identify potential National Trust supervisors and discuss possible projects.** Our ‘Who to Contact’ guide will help to identify who best to work with.
- **Consult during the production of any funding proposal.** Successful proposals will clearly define how the project will benefit the National Trust and generate an original contribution to academic knowledge, as well as set out how working with the Trust will benefit the researcher. They will also state the contribution that the National Trust is making to the project – whether financial or in payments-in-kind through staff time and resources.
- **Recruit the doctoral candidate and plan the supervision of the student.** Once the student starts their studies, set out when the supervision meetings will take place and how they will work. Aim to schedule any relevant site visits within the first few months of the PhD.
- **Regularly check that the researcher is benefitting from the National Trust’s involvement in the project.** The collaborative element of a Collaborative PhD is a real benefit for the doctoral candidate, who should be getting access to source materials, expertise, and training that are not available to other PhD researchers. Make sure that your student is making the most of the opportunities available to them at regular reviews.

Research Placements for Postgraduate Students

What are Research Placements?

Research placements are a secondment away from an MA or PhD student's studies to work on a project identified by the National Trust. Typically, the placements will result in a written report that responds to a specific research need set out by the National Trust, which will usually not be directly related to the research student's thesis. Such placements are designed by the universities, funding bodies, or consortia to increase the employability and experience of postgraduate researchers.

Examples of Research Placements:

'Music and heritage research at Lyme' (University of York, Department of Music); 'Fallow Deer observation research at Dunham Massey' (Edge Hill University, Department of Biology); 'Slavery and Speke Hall' (University of Manchester, Department of English and American Studies).

Why do Research Placements?

For the postgraduate researcher, the benefits of research placements include professional development; generating credited work that has a tangible impact on the Trust's ability to interpret research for a large audience; varied and enjoyable work; and hands-on experience of working in the UK's largest conservation and heritage organisation. Academics supervising postgraduate student placements have become involved with the National Trust in other capacities as a result of the placement, and have also cited their relationship with the Trust in Impact Case Studies.

How Research Placements work:

Research placements are between one and six months in length, and the researcher will have a named National Trust supervisor throughout their placement. It is likely that the student will spend some of their time at the National Trust site that their research is focused on, but they will work independently and spend parts of the placements elsewhere, including external archives and libraries.

These projects are either paid for by the body that funds the researcher's postgraduate programme, or by the university's own placements scheme (where available). In some cases, it may be possible for the Trust to meet some of the costs for the researcher's travel and other expenses, although this will need to be agreed in advance with the placement host. For PhD researchers, the funding that the researcher receives for their programme will usually be extended to accommodate the placement with their completion deadline extended accordingly.

Postgraduate Research Placement Case Study: Garden Archaeology at Acorn Bank

Marion Shiner, PhD Candidate in Archaeology at the University of Sheffield, came to Acorn Bank to carry out an archive review for the Sunken Garden. Marion's brief was to review and catalogue existing information on the garden, undertake onsite fieldwork, and present a written report that detailed her findings after four weeks. The report was to inform National Trust staff who were planning a restoration of the garden, and who wanted to plan the future design and presentation of the sunken garden in a way that reflected its historical importance.



The sunken garden at Acorn Bank

Heather Birkett, Senior Gardener at Acorn Bank who supervised the placement, says: "The time Marion spent with us turned out to be hugely beneficial to both parties, and Marion's work will underpin much of our planning for garden restoration over the next ten years. I would definitely consider further research projects with students and have no hesitation in recommending it to other properties. Importantly, the entire project was cost-free to Acorn Bank, and will support our planning more many years. Acorn Bank has made a friend for life, as have I!"

"For my Researcher Employability Project, I did an archival review for Acorn Bank, addressing four key areas of interest but prioritising the history of the sunken garden and the history and provenance of its gates, sculpture, sundial, and courtyard door. As well as being an incredibly enjoyable experience, the placement has raised my profile and therefore my future employability. The National Trust consultant archaeologist for the north of England described my report as 'a real contribution to our knowledge' and I am writing an article for the National Trust Collections website about my research. I'll also be giving a public talk on the project and its findings later this year".

Marion Shiner, University of Sheffield

How to set up a Research Placement:

Placements of this type will need the permission of the academic supervising the researchers, and are generally brokered between the postgraduate researcher and the National Trust staff member that they work with, with the support of university-based administrators.

Similar placement opportunities are sometimes available for undergraduate students, although specific arrangements and funding for these vary between universities, and capacity to supervise on-site undergraduate student placements will depend on the site and the nature of the research.

Other Ways of Working

Commissioned Research

The National Trust occasionally contracts external academic and non-academic researchers to conduct research on a pre-defined topic. For these projects, the National Trust pays the researcher to do the research, and owns the copyright of the results and final report. Because of the financial investment involved, and because The Trust has recently invested in developing its own research culture, this is not a common way of working for research projects outside of creating objective evaluation reports for the Trust's programmes and strategies. The researcher is not usually credited in these projects, and researchers are generally invited to bid for the research work.

An example of this type of research with a public output is the Areas of Outstanding Natural Beauty report, (<https://www.nationaltrust.org.uk/news/protecting-englands-special-countryside>).

Knowledge Transfer Partnerships

Knowledge Transfer Partnerships (KTPs) are three-way partnerships between a UK-based business or not-for-profit organisation; a university or research organisation; and a suitably qualified graduate who can lead a strategic business project. The National Trust has been involved with two Knowledge Transfer Partnerships, both match-funded by the AHRC. The first was with the University of Oxford (2015-17), which generated the 'Trusted Source' initiative: <https://www.nationaltrust.org.uk/features/trusted-source>; and the second with the University of Manchester (2017-19), which strengthened the Trust's ties with universities across the North of England (this guidance is one of the outputs of this KTP). Both KTP Associates are now working for the Trust. For more information about these projects, contact Alice Purkiss (formerly Oxford KTP Associate, now Partnership Lead with the University of Oxford), alice.purkiss@nationaltrust.org.uk, and Ben Wilcock (formerly Manchester KTP Associate, now Academic Partnerships Manager for the National Trust North Region), ben.wilcock@nationaltrust.org.uk.

With its new Independent Research Organisation status, it is no longer possible for the National Trust to act as the non-research organisation partner in KTPs, although the Trust can still act as the knowledge base in such projects. This means that it is unlikely that the National Trust will be looking for a university partner for future KTPs.

Hopefully this guide has given helpful information about the varied ways in which academics can work with the National Trust, and has been useful in explaining how they can work together on enjoyable and mutually beneficial research partnerships.

For more information about research at the National Trust, please get in touch with our research team at research@nationaltrust.org.uk.