

**HG-014-08167 The Hold**

**1. Activity Plan**



# The Hold

## Activity Plan

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HERITAGE  
CAPITAL PROJECTS  
FUNDING  
STRATEGIC PLANNING

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## 1. Summary

### 1.1. Reaching out across the country

The Hold will be a world-class heritage destination on Ipswich's Waterfront. A landmark building, The Hold will have state-of-the-art storage facilities for Suffolk's rich and important archive collection, an accessible searchroom for researchers, a learning space for schools, a lecture hall and seminar rooms for use by the University and The Hold for talks and conferences, a special exhibitions space that will showcase the best of the collection, large airy public spaces that can be used as events and meetings spaces and a café to tempt people in who would not normally think to visit.

The Hold will be a gateway to the Suffolk's heritage, enticing people over its threshold through the quality of its exhibitions and events; reaching out into the county through its formal and informal outreach programmes and capturing national and international audiences and participants by showcasing its exceptional collections online.

The Suffolk Record Office has an extraordinary partnership with The Hold's neighbour, the University of Suffolk. A University that was founded by and for the community, the partnership will engage with young people from across the county with the archives and will bring skills, expertise and ideas that will place the collections and its programmes on a regional, national and international stage.

But The Hold is much more than a building. The project is the engine that will transform the whole of Suffolk Record Office into an archive service for the 21<sup>st</sup> century, driving change, innovative ways of working, new activities, new collections and engagement with new audiences across the county.

### 1.2. Testing the ideas

The ideas for Hold were discussed with a range of stakeholders, users and non-users, including:

- an online survey of 440 users
- eleven individual stakeholder interviews with SRO and UoS staff and councillors
- community consultation has included:
  - two non-user focus groups: in Ipswich with working aged adults and in Lowestoft with low income adults
  - two focus groups with young people in Leiston and BAME parents in Ipswich
  - interviews with community leaders, volunteers and community members from the Bangladeshi Support Centre



- two interviews with WEA and NADFAS
- learning consultation has included:
  - four telephone conversations with primary school teachers
  - five telephone conversations with secondary school teachers
  - one telephone call with supplementary school support worker
  - four telephone interviews with University of Suffolk Student Support Staff
  - consultation with 10 students from University of Suffolk.
- consultation with over 15 potential groups in the course of setting up the Sharing Suffolk Stories programme.
- five ideas from the proposed activity programme were piloted with target audiences.

Many of the people interviewed for the project had a strong interest in their own stories, their neighbour's story or the story of their town or village:

*I've often thought of looking things up, but I'm not from Lowestoft anyway, and with my mother being adopted we don't really know the real family. So, I would love to trace them like, but I wouldn't know how to start because she was adopted.* [Lowestoft adult]

But no-one knew where to begin or had been to their local Record Office. It was clear, too, that few people were willing to travel to find out and they wanted the help, the history and the records brought to them or provided online. The only thing that might draw people living outside Ipswich to The Hold were exhibitions of regional/national significance, such as a display of the Sutton Hoo finds, and young people, in particular, were more interested in Suffolk's role on the world stage, such as World War II.

However, some groups such as the Black, Asian and Minority Ethnic communities could not readily see how the existing records could relate to them. The Hold's programme will work hard to overcome these perceptions, involving people in the creation of their archives, filling gaps in the existing archive, by recording their stories and gathering their material heritage suggesting themes or subjects for contemporary collecting.

Lack of literacy and computer skills and confidence in using archives were also very evident in some of the group discussions and The Hold's programmes will reach out to these communities to build their confidence and skills so that they have the choice to join in.

Schools were resistant to travelling across Suffolk to The Hold, but wanted excellent resources and loans material and will participate in Sharing Suffolk's Stories projects. Local schools were keen to engage and the closest school to The Hold wishes to develop a special relationship, testing resources and ideas for the new venue.

University students will be very prominent users of the building and they wanted a space to relax and socialise. The interaction of students, researchers and visitors will need to be carefully thought through in the design and dynamics of

the building. Interactive and engaging exhibitions will appeal to students, as will training programmes to help their careers.

### **1.3. Engaging audiences**

The Hold will be the flagship of the Suffolk Record Office. With its new storage and retrieval systems, the venue will provide an enhanced service for researchers on site and online, and the close partnership and shared use with the University will bring a fresh and dynamic ingredient to the programmes and the feel of The Hold. The building block for many of the programmes will be the sorting, cataloguing and digitisation of significant material by volunteers, making the archives more accessible to users.

One of the key aims of The Hold is to attract and engage new audiences with archives. The café will draw people from the Waterfront and surrounding area, and collections displays around the building and in the new changing exhibition space will showcase archives in an interactive, fun and engaging way, introducing people, almost by stealth to archive and its potential. People wanted to connect Suffolk with national and international events and The Hold will stage a series of blockbuster exhibitions, borrowing items from national institutions to supplement its own collections. A whole range of imaginative and surprising events and activities will aim to overcome some of the negative perceptions uncovered during the consultation. Staff and volunteers will give visitors a personal welcome, introducing them to the building and its treasures. But The Hold will also be a digitally welcoming and engaging building, where visitors can consult a Personal Digital Assistant to enhance experience and knowledge.

The Suffolk Record Office will take its archives on the road. Not only physically through touring exhibitions, the Sharing Suffolk's Stories project, county-wide oral history recording, outreach events and activities, but also digitally through its renewed website, where people will be able to access the collections online, engage with exhibitions, listen to TED talks and oral histories, participate in conversations and download resources. Active use of social media will publicise and share content from events and activities and promote debate and discussion.

There will be new and imaginative sessions for primary and secondary schools, inspired by the collection, and special relationships will be forged with local schools, to pilot sessions and help develop the learning service. The SRO will produce quality online and hard copy resources for schools and will develop loans boxes, taking the collections out to schools.

The partnership with the University of Suffolk will be much more than a shared building with lecture space and seminar rooms. The University will use the collections on a range of its courses; there will be skills and expertise sharing between staff at The Hold and across the rest of the service; projects and volunteering for students and joint lecture series and conferences.

The Hold project will provide opportunities for skills and careers development for young people, including students, at the start of their career, including volunteering, work placements, apprenticeships and internships.



## **1.4. Piloting the ideas**

Suffolk Record Office has piloted several activities from the Action Plan set out in Chapter 6 to test and evaluate the efficacy of some of the ideas, events and activities for engaging new audiences, and learn valuable lessons to apply when delivering the Action Plan, both in the Delivery Phase and beyond. The pilots are written up in Chapter 4 and in full in Appendix 9.

The pilots were:

1. Three trials of 'Sharing Suffolk Stories' - with Northgate High School, Headway (Brain Injuries Trust) and Quay Place (Suffolk Mind)
2. A touring exhibition on the Red Barn Murder
3. A play delivered by young people (18-24), also on the theme of the Red Barn Murder
4. Oral history 'pop-ups' – one at the site for The Hold on Ipswich Waterfront, and three around the county, tied to the theme of the 'Great Suffolk Mantelpiece'
5. A TED-style talk delivered by students and filmed in front of an audience of secondary and sixth form students

The five pilots were well received and provide three things:

- suggestions for improving activities eg considering film format for people to record memories
- highlighted problems with the practicalities of some activities eg for Sharing Suffolk's Stories maps are not suitable for some groups (Headway)
- confirmed the choice of activities eg music, rap and slam will appeal young people, the 'kit of parts' exhibition approach to the touring exhibition was very versatile and the Red Barn Murder pilots confirmed enduring appeal of gory subjects.

## **1.5. Resources to support the project**

Seven new members of staff will be appointed to support the project during the delivery phase of the project. They are:

- Project Co-ordinator (full-time)
- Strategic and Commercial Manager (full-time)
- Community and Learning Officer (West) (full-time)
- Community and Learning Officer (East) (full-time)
- Exhibition and Interpretation officer (full-time)
- Volunteer Engagement Coordinator (full-time)
- Marcomms Officer (part-time).

Six of the seven posts will become permanent (apart from the Project Manager), once the HLF funding has ended and all the posts at The Hold will be managed by the Strategic and Commercial Manager, who will report to the Suffolk Record Office Manager.

The Suffolk Record Office already has 85 volunteers across its three branches and the project will offer 141 new volunteering opportunities. Currently, volunteer effort is concentrated behind the scenes on cataloguing and research; the new roles will continue to support the collections functions, but will cover a much broader range of roles, including welcomers in the searchroom, assisting with the delivery of events, workshops and talks at The Hold, undertaking projects, such as oral history research and supporting social media and the website. The Volunteering Plan is in Appendix 2.

A comprehensive Training Plan (Appendix 3) will upskill volunteers and staff to deliver the programmes, and will also provide traineeships and internships for young people at the start of their career.

The cost of the activity programme will be £1,386,941 over the four years of the project funding, from Spring 2018 until Spring 2022.

## **1.6. Achieving the HLF outcomes**

### **1.6.1. Outcomes for heritage**

The archives will be better managed under one roof at The Hold, improving access for researchers and enabling efficient management of archives for staff. In preparation for Sharing Suffolk's Stories, many maps and documents will be repaired, sorted, catalogued and digitised, also improving access to collections and the new state-of-the-art storage facilities will mean the records will be held in better conditions.

For the first time, the Record Office will have a dedicated changing exhibitions space that will showcase the collections, interpreting them for visitors to The Hold. A touring exhibitions programme, held in community venues across the county, will display archives from the collections and the stories generated by the Sharing Suffolk's Stories projects will produce their own mini-exhibitions and research, which will be part of the new website and shared through social media.

The Sharing Suffolk's Stories project will mean that people will be identifying and recording their community's heritage and this new research and supporting archives will be fed back into the Record Office's collections. The oral history project will uncover new stories and histories that will be made available locally, at The Hold, online and through social media.

### **1.6.2. Outcomes for people**

The three Suffolk Record Offices currently have 85 volunteers, mostly working behind the scenes on cataloguing and sorting records. The new volunteering programme outlined in Appendix 2 will broaden the range of volunteering roles to support the new activity programme. Those roles will include welcoming visitors



to The Hold, assisting with activities, recording new oral histories, developing the website and engaging new audiences through social media.

The Training Plan in Appendix 3 will provide a comprehensive training programme that will upskill volunteers and staff to be able to deliver the new activity programme and improved services at The Hold and at the branches. The project proposes INSET for teachers, Arts Award and traineeships, internships and work placements for young people.

Visitors to The Hold will learn about heritage through special exhibitions and associated walks, talks, workshops and activities; the Suffolk community will learn about heritage through the Sharing Suffolk's Stories project and the associated exhibitions and events and the wider community will learn about heritage through the digitisation of the collections, research and exhibitions on the website and sharing of information on social media. The new learning space at The Hold will enable the service to engage schools and students with the archives through carefully developed curriculum-related programmes.

An important aim of this project is to engage new audiences with archives and their heritage – changing the perception that archives do not relate to their lives. The project will achieve this through engaging groups and individuals through the Sharing Suffolk's Stories project, through engaging and accessible activities at The Hold and at community venues in their villages and towns and through effective use of different social media platforms, aimed at different audiences.

One of the key points to come through the consultation is that The Hold's offer must be fun and interactive to catch the attention of people who would not normally think to come. The exhibition programmes, website, projects and activities will aim to be enjoyable and fun, as well as informative and rewarding.

### 1.6.3. Outcomes for communities

Ipswich Record Office currently receives an average of 7,000 visitors per annum and the project will increase that number to 24,200 in the first year of operation, settling at 19,500 by Year 3<sup>1</sup>, attracting a diverse range of audiences through the exhibitions, activity programme and new café. In addition, it is estimated that 12,000 students will visit the auditorium for lectures and the facilities at The Hold to encourage those students to linger and engage with the heritage. In addition, the Sharing Suffolk's Stories project aims to engage over 2,000 people over the lifetime of the project who might not think of researching their own history. Digital engagement, through the website and use of social media, will also make the collections accessible to an increased number of people. Success will be measured through the evaluation programme.

Ipswich's Waterfront is a popular destination for local people during the summer months, with its bars and restaurants. The building of the University of Suffolk's campus adjacent to the Waterfront has given the area an enormous boost and the building of The Hold will add a new dimension and offer for visitors and residents, helping Ipswich and the Waterfront area to be a better place to live, work and visit.

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<sup>1</sup> The Hold Business Plan, 2017. Fourth Street

Suffolk Record Office will become more resilient as a whole through diversification of its income streams at The Hold, such as the café and venue hire; through attracting new and diverse audiences who will engage with the new programmes; through training of staff and volunteers in new skills and through a robust volunteering programme that will increase capacity and enrich the service.

## **1.7. Changes since the Round 1 submission**

### **1.7.1. Sharing Suffolk's Stories**

In the Round 1 submission for The Hold, it was proposed that the central core of the Activity Plan would be based on a single, countywide, community engagement project called 'Mapping Suffolk's Stories'. The original concept of this project can be summarised as follows:

- a group of volunteers (who are to some extent already engaged in archives/local history) would research a theme or story of interest, starting from the initial stimulus of SRO's historic map collections. There would be a minimum of seven such core groups established across the county every year of the delivery phase
- a second group of volunteers (from a target audience group e.g. young people, mental health service users, BAME, schools) would explore the first group's work further, and respond to it creatively with their own research or artistic project. Again, there would be a minimum of seven such audience groups for every year of the Delivery Phase.

The work of both groups would be shared/exhibited with as broad a constituent as possible; online (especially through an interactive Sharing layer on the SRO website), displays/exhibitions, publications, talks etc.

Through the consultations carried out in the development phase, it became clear that people were confused by the title of the project and that a much broader range of events and activities would be needed to engage target audiences with Suffolk's archive collections and encourage them to visit The Hold. The name has been changed to 'Sharing Suffolk's Stories' and, while the Action Plan (Chapter 6) still includes Sharing Suffolk's Stories as a strand, it is now just one of a wider array of proposals, rather than the backbone of the Plan.

### **1.7.2. Oral history**

The original intention at Round 1 was that oral history, providing a snapshot of Suffolk at the time of the development of The Hold, would be part and parcel of the Sharing Suffolk's Stories project, and aligned to the work of the core groups, audience groups, or both.

While this may still be the case, another countywide oral history project has been included in the Action Plan which will concentrate on families with poor ICT and literacy skills. It will use accessible themes such as WWII, family history, sports, and international events.

### 1.7.3. Staff

At Round 1, it was proposed that two new posts would be added to the SRO workforce during the delivery phase and kept on after the project finishes, to maintain the new model of community engagement offered by Sharing Suffolk's Stories. These were a full-time Community Archives Officer and a full-time Community Engagement and Learning Officer. Furthermore, it was proposed an archivist post would be turned into a Digital Archivist post to reflect the greater need for digital skills in the 21<sup>st</sup> Century archive sector generally, and the headway SRO has already made in terms of digital preservation.

It became apparent during the development phase that the addition of these posts would not be sufficient to, for example, deliver the full ambition of the new schools offer, or to manage the large number of volunteers envisaged to sustain the wider Action Plan, both at The Hold and countywide.

A much larger range of new posts is therefore proposed, all of which (save for the temporary Project Coordinator post) will be sustained after the end of the HLF-funded project. These are described in Chapter 5, section 5.6. There will also be a wholesale revision of the existing SRO workforce's job descriptions, to ensure they are fit for purpose and reflect appropriate standards in e.g. customer and collections care, commercial activity, and ICT skills.

It is now felt that dealing with digital records is part and parcel of being an archivist in the 21<sup>st</sup> Century, and therefore that a special Digital Archivist post is less important than ensuring the skills are embedded into all collections staff's job descriptions.

### 1.7.4. Trainees

The Round 1 proposal had four paid trainee positions for people at the start of a heritage career, two per annum in the second and third years of the delivery phase.

Following consultations with students and young people, it is now proposed to offer a more diverse range of paid trainee opportunities, including internships, paid summer placements for post-16s, as well as two paid year-long traineeships for University of Suffolk graduates. The latter have been written with the upcoming 'Skills for the Future' project in mind, so that trainees on that programme and trainees at The Hold can learn from and support each other.

### 1.7.5. Costs

As might be expected, the broadening-out of the Action Plan from Sharing Suffolk's Stories to a greater range of events and activities has led to the redistribution of Round 1 budgets and some increases; however, reduced costs in other areas (e.g. map and document digitisation) through doing more work 'in house', has kept the Activity Plan overspend to a minimum. See Chapter 6, section 6.3 for a full breakdown of Activity Plan costs.

## 2. Where are we now – our organisation

### 2.1. Introduction

This chapter considers:

- the scope of the project
- introduces the partners – Suffolk Record Office (Suffolk County Council) and the University of Suffolk and describes the nature of the future partnership
- the strategic fit of The Hold project with local, regional and national plans and policies
- lastly, summarises the Activity Plan methodology and process.

### 2.2. The Hold

#### 2.2.1. Project vision

The Hold is a partnership between Suffolk County Council and the University of Suffolk that will create a new, flagship heritage facility and a reshaped service, launching people, young and old, on new voyages of discovery.

Located within Ipswich's unique and regenerating Waterfront, The Hold will house Suffolk's nationally and internationally significant archives and will be the engine for a transformed, audience-focused service that will reach out to the diverse communities in Ipswich, the county and the nation through its activity and digital programmes, engaging them with Suffolk's rich archival heritage in new and exciting ways.

The Hold will open its doors to reveal Suffolk's treasured past and inspire Suffolk's future.

#### 2.2.2. Project aims

##### **For heritage**

- to safeguard Suffolk's irreplaceable collections with state-of-the-art accommodation
- to create an efficient building and service, bringing more of Suffolk's heritage together on one site
- to create space to showcase Suffolk's heritage and provide interpretation to a broader audience
- to provide an enhanced online offer and allow visitors anywhere in the world to interact with Suffolk's collections
- to enhance Suffolk's collections through an ambitious Activity Plan.



### For people

- to forge a sustainable, learning partnership with one of the UK's newest universities; the University of Suffolk (UoS)
- to have a positive impact on the employability of UoS students
- to create new learning opportunities and drive the renaissance of Suffolk Archives' schools offer
- to remove barriers to engagement and increase our reach to diverse audiences
- to diversify our volunteer base and increase levels of engagement in the service.

### For communities

- to create an environmentally sustainable building reflecting best practice
- to contribute positively to the critical mass of regeneration activity on Ipswich Waterfront
- to create a resilient, commercially-focused and outward-facing Suffolk Archives Service
- to empower communities in undertaking their own heritage activities.

## 2.3. The Record Offices

There are three branches of the Suffolk Record Office operating in the county:

- Ipswich Record Office (IRO)
- Bury Record Office (BRO)
- Lowestoft Record Office (LRO).

### 2.3.1. Funding, staffing and volunteering

All the branches are owned and operated by Suffolk County Council (SCC) and are operating at full capacity with some collections being held in far from ideal conditions. The IRO at Gatacre Road will close, with the collection held there transferring to The Hold, along with some of the records currently held at BRO and LRO. The collections at each of the branches will be reorganised to reflect their catchment area, but remain in their community-based locations.

Table 1: Record Office expenditure 2015/16

	SRO total	IRO	BRO	LRO
Staffing	£682,018	£348,354	£219,064	£114,600
Premises	£157,776	£88,038	£61,812	£7,926
NNDR	£88,370	£60,091	£24,527	£3,752
Supplies and services	£110,858	£76,019	£23,446	£11,393
Transport	£5,427	£3,853	£1,085	£488



Internal charges	£70,282	£49,535	£14,362	£6,385
Third party payments	£8,180	£0	£0	£8,180
<b>Total expenditure</b>	<b>£1,122,911</b>	<b>£625,890</b>	<b>£344,296</b>	<b>£152,725</b>

Table 2: Record Office income 2015/16

	<b>SRO total</b>	<b>IRO</b>	<b>BRO</b>	<b>LRO</b>
Operating income	£86,910	£44,239	£30,500	£12,171
Fundraising and financial support	£1,610	£1,143	£322	£145
<b>Total earned income</b>	<b>£88,520</b>	<b>£45,382</b>	<b>£30,822</b>	<b>£12,316</b>
<b>SCC subsidy</b>	<b>£1,034,391</b>	<b>£580,508</b>	<b>£313,474</b>	<b>£140,409</b>

The current service has 24.15 full time equivalent (FTE) staff representing 34 permanent staff, 12 casual staff and 85 volunteers spread across the three branches, with some staff working across two branches.

Table 3: Record Office staffing

	<b>SRO total</b>	<b>IRO</b>	<b>BRO</b>	<b>LRO</b>
Staff permanent FTE	21.7	10.14	7.3	4.24
Staff casual FTE	2.45	1.04	1.04	0.37
Volunteers	65	39	20	6

## 2.4. University of Suffolk (UoS)

Established in 2007 as University Campus Suffolk it became the first and only independent university in Suffolk in August 2016, and was renamed University of Suffolk (UoS) with the motto *A university for a changing world*.

It is located in the prestigious Ipswich Waterfront Regeneration Area and consists of six main buildings: the Waterfront, James Hehir Building, the Atrium, the Arts Building, the East Building and the Library Building. These are located around the Waterfront with public access throughout the campus, giving it a welcoming feel. The Hold is to be located at the centre of the campus in an area that is currently used as car parking with an old print block which will be demolished.

Adjacent to the campus is the Suffolk New College, with which the University has strong links, creating what is called the University or Education Quarter.

UoS has partner colleges in Bury St Edmunds, (West Suffolk College) and Great Yarmouth (in Norfolk), along with strong ties with Lowestoft college.

## 2.5. The partnership

UoS is part-funding The Hold, which will house a lecture theatre and seminar rooms which will be used by the University in term time.

SRO is currently represented on the UoS BA History Course Committee, participates in the *Quality Assurance Agency Review* and has input into the



history skills, career planning and dissertation modules. It provides students with ten days' work experience in a heritage environment helping them develop archival knowledge and skills in accessioning, cataloguing, preservation packing, and much more.

'Live projects' linking to The Hold have already given students across other disciplines, the opportunity to show their talents, as well as providing professional practice opportunities.

UoS are currently joint partners on the Project Board and Project Group and are involved in the development of the Activity Plan, design and Business Plan. The Hold project is beginning to create a network of key partners within the UoS and has developed a shared vision, with an agreed Memorandum of Understanding or framework, which will enable The Hold staff to work more closely with Course Committees and Leaders, gaining greater familiarity with their specialist fields and modules to suggest how the collections might add a new dimension.

## **2.6. The policy and operating environment**

The following section demonstrates how The Hold project will support local, regional and national aims and objectives.

### **2.6.1. Ipswich Borough Council**

#### **Turning our town around. The Vision for Ipswich. East Anglia's Waterfront Town, July 2015**

The Plan is a partnership between Ipswich Borough Council, the University of Suffolk, the Local Enterprise Partnership, Suffolk County Council, Ipswich Central (The Business Improvement District company), Ipswich's MP and the Ipswich Chamber of Commerce.

The Ipswich Vision is to create 'East Anglia's Waterfront Town' and demands:

- a town centre that will attract new investment
- a town centre that is true to its history
- a town centre that is bold and ambitious
- a town centre that recognises the need for change
- a town centre that will excite those who visit it
- a town centre that will appeal to those beyond its immediate catchment.

The Ipswich Vision assigns a key role to each area of the town centre, within the triangle of the railway station, the centre of town and the waterfront, with the aim of connecting them together by a 15-minute walk.

The Vision identifies ten 'quarters' and the Waterfront Quarter is an anchor site, with The Hold seen as a crucial development, contributing to the critical mass of facilities and attractions on the waterfront and an important heritage offer,

adding to the current mix of commercial, leisure, residential and educational uses. This area is fast becoming a centre for excellence in high-tech goods and services as well as cutting-edge creative arts.

## 2.6.2. Suffolk County Council

### Strategic fit

Below is a table that shows how The Hold project aligns with and supports the Council's strategic aims:

Table 4: Project support for Council strategic aims

Corporate priority	Project objective
Raise educational attainment and skill levels (including Raising the bar transformational programme)	<p>The accessible learning environment of The Hold will enable pupils and teaching staff to access collections more easily, to assist with learning objectives and facilitate the new GCSE and A Level history curricula.</p> <p>Young people are currently unlikely to engage with the service on an individual and self-motivated basis. Having a modern, bright and inviting new building nearer the town centre, coupled with having more information online, and a specifically targeted Activity Plan will drive and shape their increased use of the SRO.</p> <p>The more prominent location of The Hold, with its welcoming and exciting studying spaces, will make collections more accessible to learners, researchers and communities.</p> <p>The enhanced programme of exhibitions, talks, courses etc in The Hold and across the county, run with the help of local groups, and businesses, will attract new learners. The activities planned with teachers will help to attract high quality teachers to Suffolk, foster school to school support, and sharing good practice and innovations in teaching to improve educational attainment.</p>
Support the Local Enterprise Partnerships (LEP's) to increase economic growth (including Suffolk Growth Strategy enabling programme)	<p>Through the public procurement process, The Hold will provide business for commercial partners during the design, construction and fitting-out of the building, supporting job creation and local businesses.</p> <p>Improved facilities and a more visible presence in Ipswich will increase more visitors to the Record Office, leading to further spending in the local economy.</p> <p>The Hold in partnership with UoS will bring in a projected extra 100 Students per year boosting the local economy.</p> <p>It will promote one of Suffolk's unique selling points – its heritage - and encourage economic growth in Suffolk's key tourism sector. Businesses in this sector are important contributors to the local economy and include</p>

Corporate priority	Project objective
	<p>leisure activities that attract spending all year round, as well as the more conventional tourism associated with people visiting from outside the region on day trips, taking short breaks, and longer summer holidays.</p> <p>Ipswich as the County Town and its surrounding areas acts as a focal point for a significant proportion of the expected growth including housing and jobs. Having The Hold in Ipswich will contribute to the offer for new residents, the regeneration of the Waterfront area, and Educational Quarter, creative industries and ICT as well as supporting skills development.</p>
Empower local communities	<p>Being more accessible and more inviting for all groups, with opportunities for community use of the facilities, The Hold will provide a venue and the Activity Plan will provide a programme that will help develop community pride and a sense of belonging and help people live full, active and healthy lives.</p>
Support those most vulnerable in our communities (Supporting Lives, Connecting Communities is the transformational programme)	<p>By providing a more accessible and more inviting building for all groups, with opportunities for community hire of the facilities, The Hold supports the objective of helping people live independently, and will help develop community pride and a sense of belonging.</p> <p>The Health and Wellbeing strategy is the overarching prevention strategy for Suffolk with the aim of increasing healthy life expectancy and decreasing health inequalities. Realising heritage's potential to be a wellbeing tool through a wide-ranging Activity Plan that creates new support networks and enhances the offer to vulnerable people in Suffolk.</p> <p>The Hold and its Activity Plan will offer opportunities for older people to have an excellent quality of life, as well as purposeful activity for those with disabilities or recovering or in rehabilitation from health problems. It will improve the connections of individuals and families with their neighbours and local community, helping to address social loneliness and isolation in line with Suffolk's Joint Health and Wellbeing, Prevention and Family Strategies.</p>
Develop Suffolk's infrastructure and maintain roads	<p>The Hold will promote walking, cycling and local public transport. The Hold would be served by 13 Ipswich area bus services, enabling a larger number of staff and customers to access the building by public transport.</p> <p>The new building will also have better energy performance than existing SRO estate and will aspire to target BREEAM 'excellent' standards.</p> <p>The project will support the Council's roll-out of superfast broadband across the county by transforming the</p>

Corporate priority	Project objective
	heritage content accessible online to communities, schools, individuals and businesses.
The corporate vision of Suffolk County Council is for a lean, focused and motivated organisation	The Hold will achieve this through partnership working sharing the costs of running the more efficient new building with UoS, e.g. security and caretaking.

The County Council Heritage Strategy Document Feb 2014, has a vision:

*To protect, preserve, and enhance Suffolk's Heritage by sharing and creating a critical mass of heritage resources which reflect and capitalise on Suffolk's strong past, boosting tourism, economic development and contributing to health and wellbeing and creating a strong sense of place, pride, and belonging*

The Hold, as a new facility, will help support these aims, and is an outcome of some of the core strategic actions, such as: developing a 'centre of excellence' for heritage; developing partnerships to 'add value' to Suffolk's heritage resource; enhancing and promoting Suffolk's heritage; and creating a solution for the Suffolk Record Office's storage needs.

Priority 2 of the document is most relevant to The Hold, focusing on the following themes:

- the role of heritage in children's education
- the role of heritage in lifelong learning
- outreach programmes
- health and wellbeing
- the role of the volunteer
- heritage groups and societies
- partnership working
- employment and education.

The Hold, with its ambitious Activity Plan, has been designed with all these themes in mind and will develop and promote them across the county using, The Hold itself and the rich heritage network across the county that it will develop in partnership with UoS and other heritage organisations, with the help of the Strategic Heritage Forum.

#### 2.6.4. University of Suffolk (UoS)

##### Strategic fit

The University's key document is its 'Vision for Change: 2016-2021'. This is the way that The Hold will support the University's values and operating principles:

Table 5: Project support for UoS strategic aims

Values and operating principles	Project objective
To act as a beacon of aspiration and achievement	<p>The Hold will be a unique asset to UoS, which they can market to prospective students on a regional, national and international basis.</p> <p>The Hold will improve the student experience by providing direct access to unique research materials and associated SRO expertise and offer a great space to see exhibitions of material from local and national collections relating to the county.</p>
To actively serve and be accountable to our communities	<p>The activity programme at The Hold and across the county will enhance the University's interface with the public, meeting its strategic objectives of widening participation, and achievement. It will also enable the University to work with more partners to improve economic activity and prosperity.</p>
To excel in meeting the expectations of our students	<p>The Hold will improve the social and cultural facilities at UoS, providing a dynamic and responsive learning environment. It will encourage interdisciplinary study, inter-professional practise and inter-departmental curricula helping students to become more rounded individuals.</p> <p>Students accessing The Hold for learning will develop a range of transferable employability skills, such as archival research, searchroom skills, and hierarchical catalogue use.</p> <p>Those participating in supervised internships, and work placements will develop skills, such as palaeography, digital preservation, digitisation, conservation, customer service, marketing and promotion and a range of ICT skills (particularly database manipulation). This supports the University's aim to focus on applied skills and knowledge ensuring graduates are 'business ready'.</p>

Values and operating principles	Project objective
To provide a great working environment to work and study	<p>The Hold will provide a flexible and inclusive learning environment, where students can study the unique collections and secondary sources alongside existing SRO customers and members of the community.</p> <p>The Hold will add value to the student experience by encouraging them to use originals sources in more intimate, analytical, creative, critical, enjoyable and individualistic ways than is possible at many other universities.</p>
To drive a spirit of exploration, innovation and creativity.	<p>The presence of unique and rich primary collections on campus will help the University gain a national and international research reputation, and to attract, support and retain high calibre academics.</p> <p>It will support the growth of the number of postgraduate research students, facilitate interdisciplinary research and help it to respond to changing research needs.</p>
To be enterprising and entrepreneurial	<p>The Hold will generate income through the hire of the facilities (corporate and community), joint courses, public lectures and events, which will be shared by the partners (SCC and UoS). There will be increased opportunities for the partners to collaborate on externally-funded projects, tapping into funding streams which they could not otherwise secure individually.</p> <p>The University will help the Record Office engage with the local business community and its archive collections will also be available for developments in technology, germinator and incubation work and spin-out companies.</p>
To consistently maintain the highest standards and uphold academic freedom	<p>The Hold's collections and archival expertise are open to all. Fostering the use of original material will help students to avoid the pitfalls of plagiarism.</p>
To be inclusive; valuing the contribution of every member of the institution	<p>The UoS is committed to admitting and graduating students with a wide range of backgrounds and qualifications. The Hold's Activity Plan will help the University to reach out to a wider audience.</p>
To relish challenge and enjoy success	<p>The partnership will undoubtedly bring its own challenges, but both partners realise that the joint venture will bring great rewards and benefits to each organisation.</p>

Values and operating principles	Project objective
To work with strategic partners for long-term mutual benefits	The partnership with Suffolk County Council and The Hold enhances the strategic position of UoS in the county and both partners will benefit from the collaboration.

### University of Suffolk: a 'Community Impact' Higher Education institution

The commitment to community engagement and playing an active role in civic life sets UoS apart from many other universities. It sees itself as a community university. It was established by the community and serves local students across six learning sites in Ipswich (UoS and Suffolk New College), Bury St Edmunds, Great Yarmouth, Otley and Lowestoft. The University's describes its aims for community engagement as:

*UoS has, at the heart of its mission, a responsibility to be a model for a new type of civic university – embedded, influential and a focus of societal and economic change in all the communities it serves. Our network will continue to reach out to communities locally, nationally and across the globe connecting with people and organisations to create relationships, collaborations and partnerships that can make a real difference.*

*Our community engagement is about communicating and sharing knowledge, consulting and collaborating with the local community, enriching cultural life and providing a service to our communities. All of this activity will be mutually beneficial both to the public and to the University and complement our primary contribution to society of providing education.*

The University's community focus is a tremendous asset to The Hold and to the service as a whole. It is committed to partnership working and to providing learning facilities that give local people, including their students, access to knowledge, culture and learning opportunities.

#### 2.6.5. National strategies

### The National Archives (TNA): Archives Unlocked, Releasing the Potential, 2017

#### The vision

*Archives will strengthen society through the trust they inspire, the enrichment they offer and their openness to all. We will be home of world leading archives, both digital and physical. People will be able to find and navigate collections and have confidence that reliable archival evidence exists to support their research. Our collections will reflect all society, so that whether an individual, community or organisation, archives can tell us who we are and how we got there.*



The ambitions at the heart of the vision are:

- trust: people and institutions trust in the authenticity of archive records, and how they are preserved and presented
- enrichment: archives enhance and enrich our society intellectually, culturally and economically
- openness: archives cultivate an open approach to knowledge and are accessible to all.

The Hold project will deliver TNA's vision and ambition by developing the best archive possible for the people of Suffolk and beyond, enhancing the digital offer and engaging in activities that increase their confidence in using the archive.

Expanded to welcome all members of society, especially developing new audiences with SSS and other targeted activities, The Hold will offer the resources to express the identity of Suffolk people.

This will be done by:

- investing in state-of-the-art archival storage, retrieval and the development of a more diverse professional workforce, which will underpin authenticity and trust in the collections and knowledge
- concentrating on the strengths of the collections, enriching the user's experience and by working with the universities innovation centre and course leaders we will explore opportunities for digital transformation, technological change, and the use of data and information in new ways
- providing a welcoming culture, The Hold will be open and accessible to everyone developing and expanding local, national and global audiences encouraging the democratisation and exploitation of information by communities, businesses, academics and the creative industries.

All this will be supported by the activity programme (explained in detail in Chapter 6), where activities are focused on expanding our user base by engaging new audiences on site and online, and by nurturing our existing users.

## **2.7. Implications of the strategic environment for the project**

At a local level, The Hold will be an important building block in the regeneration of Ipswich, which sees the Waterfront as one of three key development areas for the city.

At a regional level, because of The Hold project, the archive service will be able to deliver on many of the County Council's strategic priorities for raising educational attainment, providing skills and learning opportunities and supporting community cohesion and pride in place. The University's strong commitment to community engagement and partnership working is important to the success of





the project and their values and operating principles will shape and be supported by the project.

Nationally, it is important to satisfy TNA's concerns about storage accrual space, and accessibility, and The Hold project is well placed to both address this and meet their vision and ambitions for archives more generally.

The Heritage Lottery award is a Major Grant and the ways in which the project will satisfy its outcomes of Heritage, People and Communities at local, regional and national level is summarised in Chapter 1 and described in Chapter 5, section 5.5.



## 3. Where we are now – our activities

### 3.1. Introduction

This chapter examines the existing activity programmes of the three SRO branches (Ipswich Record Office, Bury St Edmunds Record Office and Lowestoft Record Office) and also that of the University of Suffolk.

The chapter ends with an analysis of the implications of the partners' existing activity programmes on the future programming of the Hold.

### 3.2. Suffolk Record Office (SRO)

#### 3.2.1. Opening Hours

IRO, BRO, LRO, all have the same opening hours Monday to Saturday 09.30 to 16.30, apart from Wednesday when they all are closed for cataloguing and digitisation. There is no admission charge at any branch.

#### 3.2.2. Users<sup>1</sup>

In 2015/16 SRO received over 18,000 visitors to its three branches, with the following user profile:

		<b>BRO</b>	<b>IRO</b>	<b>LRO</b>	<b>SRO</b>
<b>Gender</b>	Male	39%	53%	57%	50%
	Female	61%	48%	43%	51%
<b>Age</b>	Mean	45	48	54	49
<b>Ethnic group</b>	Asian	0%	0%	0%	0%
	Black	0%	0%	0%	0%
	Mixed	0%	3%	0%	1%
	White	100%	97%	100%	99%
	Other	0%	0%	0%	0%
<b>Disability or Condition</b>	None or n/a	82%	84%	81%	82%
	Mobility	7%	7%	17%	10%
	Hearing	9%	11%	8%	9%
	Vision	1%	0%	3%	1%
	Dexterity	1%	0%	2%	1%
	Learning / understanding / concentrating	0%	3%	2%	2%
	Mental health	3%	0%	3%	2%
	Memory	3%	1%	3%	2%
	Other	0%	1%	0%	0%

<sup>1</sup> Public Service Quality Group Survey of Visitors Autumn 2016

A fuller breakdown of the IRO profile is in Chapter 4, section 4.2.

### 3.2.3. Premises

#### **Ipswich Record Office (IRO)**

The IRO is located in a Victorian school building in a residential and commercial area to the north west of the City Centre. It is 25 minutes-walk from the railway station, is served by bus routes and has free car parking. The old building houses searchroom, microform, education, and map rooms and a conservation workshop, whilst a new annex contains the strongroom and offices. One half of the Victorian building is used by Eastern Angles Theatre company.

- the strongroom at IRO is nearly at full capacity. The layout has evolved rather than been planned, resulting in less than optimal flow of materials from strongroom to searchroom
- the school environment is not welcoming to visitors and the confusing layout means there is no clear rationale as to where to get initial help.
- the location is not central to Ipswich, with only limited potential to attract passing casual interest
- there is one education room, with limited facilities, which also serves as an overflow local books store and struggles to accommodate a class of 30. The room has a high ceiling, windows that are difficult to open, but nevertheless do not block out traffic and other street sounds
- the central heating system is antiquated and noisy. The Record Office can be very hot in summer and very cold in winter, making uncomfortable working conditions which are not conducive to either research or learning
- display space is limited to one small cabinet for archives and some wall space for posters. There is another small cabinet and a table to display goods for sale
- the facilities for six customers to have a break and refreshments are in an uncomfortable thoroughfare area.

#### **Bury Record Office (BRO)**

BRO public facilities are housed in a two storey, Grade II listed former library building situated approximately one mile away from the railway station and 10 minutes-walk from the historic centre of Bury St Edmunds. The ground floor consists of a reception room with an area for microfiche with the strongroom located behind the reception desk. There is also an education room and staff room and access to a cellar which is used for storage.

- an acute lack of accrual space in the main strongroom and annexe is a significant problem
- collections in the outstore are more vulnerable due to the lack of a fire suppression system and widely fluctuating temperatures and relative humidity



- the production route for documents to and from the strongroom annexe, which is some distance away from the main building, is problematic. It is impractical and time consuming for staff to retrieve documents for public access and frustrating for researchers who have to order documents in advance or make another visit. The annex is located within the curtilage of a new pre-school site and vehicular movements need to be managed against the presence of pupils in the playground
- customer access to the ground floor microform and education rooms from the front of the building involves negotiating several sets of steps and there is no customer lift to the searchroom on the first floor. There is no allocated parking and very limited on-street parking available.

### **Lowestoft Record Office (LRO)**

The LRO is located in the centre of Lowestoft, just off the main shopping street, sharing the public library building. The small searchroom is on the first floor, which has a reception desk and offices. It has a small display cabinet for original archives and there is another case in the library part of the building which the SRO team uses to promote collections and sales material. There is a small sales area in the searchroom.

- there is no education room and the LRO team book the library meeting room for outreach events. This is heavily used by the library for other events and activities and, as they rely on it for making income, the Record Office events are not their top priority. Record Office customers do, however, have the benefit of the library café
- the strongroom is located in a cellar below street level in an area at risk of flooding at times of high spring tides and from large internal rainwater and other pipes bringing water down through the building. It is full and collections are already being stored at IRO. Fire protection in the strongroom is basic with no gas suppression system and fire resistance is understood to be less than that required by the standards.

In short, all the SRO branches are severely limited by the quality of the collections care and accessibility they can provide due to the lack of accrual space, specialist storage for photographs and other modern media and in which to decontaminate, dry, clean, sort and catalogue collections. There is generally a lack of space for exhibitions, outreach and education events and for customers and volunteers. 21<sup>st</sup> century visitors to heritage experiences expect much more including café and shop areas.

#### **3.2.4. Collections**

SRO's rich collections are exceptional, providing a comprehensive and detailed record of Suffolk life dating back 900 years and hold information which traces the history of the county even further back. They have formed the backbone of and inspiration for the activity programme in Chapter 6.

The collecting of material is still very much on-going and split into two clearly defined types:

- the Archival Collection (including SCCAS archives) of original primary source material
- the Local Studies Collection of books, newspapers, printed maps etc.

These are more fully described in the Conservation Plan<sup>2</sup> but the most notable collections are:

- Manorial Records (1200s-1900s): 70% of all Suffolk's Manorial records are held by SRO, notably those for Walsham Le Willows which has been studied internationally for the effects of the Black Death (1349)
- De Saumarez Family Archive (1200-2000): accepted in lieu of taxes, it includes significant Naval papers from the Napoleonic wars and three Repton Red Books
- Iveagh Manuscripts (1119-1906): this collection includes a charter from 1119, the oldest document in the SRO collection. This is a very rich source of evidence for the county's Medieval history
- The Farce of Sodom (c.1685): an erotic play by Earl of Rochester of national and international importance, earliest of 10 surviving handwritten copies. The first work ever to be censored in England on the grounds of obscenity
- Suffolk Regiment Archive: records how men of Suffolk have been engaged in global conflicts from 1697 to 2008 ranging from the Battle of the Boyne to the Second World War
- Ipswich Borough Archives (1255-1835): a very comprehensive set of records with national significance including the important Portmanmote Roll of 1255
- Bury St Edmunds Psalter: a marvellous example of an English monastic service book (c.1400 –1410), it belonged to the Abbey of St Edmund and contains exquisite figure decoration
- Oral History Collection/Suffolk Voices Restored Project (c1966-2008): an original tape collection of over 700 oral histories from 1980s to early 1990s, with a digitised version available (funded by Heritage Lottery Fund), described by Nick Patrick as "possibly one of the most comprehensive oral history projects in the UK" and a matchless source of local dialect
- Tayler & Green (1830-1986) Lowestoft architectural firm who were recognised nationally and internationally for their pioneering rural social housing in the 1940s-1950s
- Map collections – SRO has the finest collection of maps pertaining to the county in existence as well as some of national and international significance e.g. a 1630 map of Naseby gives an impression of the Civil War battlefield
- Ipswich Freehold Land Society (1636-1975) archives span the county and beyond (some relate to Barbados) recording the growth and development of

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<sup>2</sup> Conservation Plan for SRO Archives Collections, 2017. National Conservation Service



local housing estates and the history of what became the Ipswich Building Society

- Port of Lowestoft Research Society collection is an amazing record of the thousands of vessels which were built in or have used this port over the past 200 years and complement other exceptional maritime and naval records held
- Elizabeth Garrett Anderson Letters and Papers (1861-1998) tell the unique story of one of Suffolk's most famous daughters as the first woman to qualify as a physician and surgeon in Britain, a pioneering feminist and the first female mayor and magistrate in Britain
- Garrett and Son of Leiston – this nationally and internationally significant collection was purchased in 1982 with grant aid from the Fund for the Preservation of Scientific Material. The company was a large exporter of agricultural engineering products manufactured in one of the world's first flow-line assembly halls.
- St Audry's Hospital Records (1841-1985): Suffolk county Lunatic Asylum Collection, which demonstrate it was pioneering treatments and techniques which have resonance today
- The Cullum Collection: a fine example of a family Library of a 19th century gentleman George Milner-Gibson Cullum with 4000 volumes from 17th century onwards on a variety of subjects notably natural science
- Local Studies Collection: the local studies printed book collection is made up of over 33,000 volumes dating from 1548 to the present day. There are also thousands of Ordnance Survey maps, newspapers, pamphlets and periodicals.

These collections and many others or parts of others of significance locally, regionally, nationally, and internationally are at risk from the poor storage and collections care facilities. Access to them both physically and virtually is affected, as customers are unable to find the specific records and items of interest they require due to limited online catalogue information and it not being clear that other information exists. Many users therefore cannot find out about content without visiting or contacting the service.

### 3.2.5. Activities

SRO has an extensive network of links with local and community groups, through the Suffolk Strategic Heritage Forum and more local organisations, such as Ipswich Heritage Group and Suffolk Local History Council parish recorders. It is extending these links to communities that have no previous experience of or contact with the SRO through projects, such as the Ipswich Caribbean Experience (ICE) and Bangladeshi Curry and Culture projects and working with Supplementary Schools.

SRO currently undertakes a range of education and outreach activity based on its collections or linked to international, national and local commemorative events, celebrations and initiatives e.g. WWI, the Olympics, Heritage Open Days etc. Programmes of activity are co-ordinated centrally by SRO managers and

professional staff and are delivered across all three branches in collaboration with other partners, tutors and authors.

Table 6 shows the types of activities across the Suffolk Record Office in 2017/18:

Table 6: Level of activity 2017/18 (planned)

Activities	IRO	BRO	LRO	Charge pp
Talks	6	16	1	£7.50
10 week courses	2	3	0	£75.00
5 week courses	0	2	1	£37.50
Workshops	2	0	2	£12.50
Walks	0	0	2	£7.50
Free sessions	0	2	3	
Adult learners' week	1	1	0	
Taster sessions	0	0	2	£7.50
Total	11	24	11	

See [www.suffolkarchives.gov.uk](http://www.suffolkarchives.gov.uk) for more detail.

Audiences for outreach activities are the same as those for the service as a whole (see 3.2.2) and are primarily in their late forties or older and white/British.

Evaluation of talks, workshops, courses, walks, visits from local organisations is done through counting number and completion of simple feedback postcards, which provide qualitative information. University students provide feedback during and at the end of their work experience or visits informally to SRO staff and provide more formal feedback to their lecturers, who summarise and share any key points that require addressing.

### Small scale commercial activities

IRO and BRO both have very simple hot drinks and biscuits for sale and all branches sell a limited amount of local history related books and stationery.

#### 3.2.6. Volunteering

SRO has 85 volunteers across the three branches. 43 in IRO, 32 in BRO and 10 in LRO. Their roles are back-of-house with no public facing responsibilities. Volunteers undertake a variety of tasks including inputting old catalogues to the CALM electronic cataloguing system, helping to sort, accession and catalogue collections and with preservation projects and transcribing. Their work is, however, hampered by lack of space, equipment and staff resources to supervise their activities.

SRO current staffing resources do not allow outreach into Suffolk's communities to work with people on their home ground, which greatly restricts the number of virtual volunteers. A few work at home inputting in Excel and using Optical Character Recognition software to scan old catalogues for imputing and editing.

Volunteers are recruited through existing heritage newsletters and magazines such as Suffolk Local History Council (SLHC), Suffolk Institute of Archaeology and The Friends of Suffolk Record Office (FOSRO). Training and support is provided and volunteers are managed by a dedicated member of staff. However, several longstanding volunteer groups have their own volunteer co-ordinators.

Volunteers are mainly older, well-educated and white (both male and female) and tend to be loyal and longstanding. SRO currently turns away volunteers because it does not have the staff capacity to grow their number whilst ensuring their experience remains high quality.

### 3.2.7. Friends of Suffolk Record Office (FOSRO) and Suffolk Archive Foundation (SAF)

Friends of the Suffolk Record Office is a registered charity, formed in 1983 to:

- promote the service and lobby on its behalf
- provide details of archives which may be in danger of loss or dispersal
- facilitate the acquisition and conservation of archival material of relevance to the historic County of Suffolk
- publish a newsletter and details of the new items received by the Suffolk Record Office.

FOSRO has a committee of ten people and there are 185 members. It raises funds for cataloguing and equipment for the Record offices.

The newly formed Suffolk Archives Foundation (SAF) is gaining in the skills and confidence required to fund raise for the new building and associated activities.

### 3.2.8. Marketing

SRO has no dedicated marketing staff but maintains a varied and active marketing programme which includes the following:

- a website which provides information on visiting the SRO, collections, events, The Hold, Sharing Suffolk's Stories, volunteering, blogs and can accept payments for services and limited downloadable document surrogates
- social media which includes Twitter (1,229 followers) YouTube (13 subscribers) Instagram (130 followers), Facebook (190 likes)
- a monthly double page spread in Waterfront Life - a community centred publication and lifestyle brand for Waterfront residents, businesses and visitors
- a project newsletter to distributed to the heritage community
- a volunteer newsletter for people who sign up



- a monthly slot on BBC Suffolk Radio's Lesley Dolphin programme, where SRO staff talk about topical stories from the archive and promote The Hold project and Sharing Suffolk's Stories
- as part of Suffolk County Council (SCC), SRO annually has a presence at the Suffolk Show promoting its services, and this year, The Hold project and Sharing Suffolk's Stories. The show is one of the country's top agricultural shows attracting a large national audience
- a twice-yearly events brochure highlighting what's happening at the SRO
- press releases from SCC central media and marketing department highlighting key milestones in The Hold's progress
- attendance at heritage events around the County
- talks to professional bodies in Suffolk and local groups
- SRO works with the Ipswich Institute for Heritage Open Days.
- SRO contributes to Archives Explored, Volunteer Week, Adult Learning Week etc.
- occasional articles are written for Family History publications and adverts placed within them.
- SRO and some of its collections have featured on several television programmes, including episodes of *Who do you think you are*.

### 3.3. University of Suffolk

Established in 2007 as University Campus Suffolk, it became the first and only independent university in Suffolk in August 2016, and was renamed University of Suffolk (UoS) with the motto *A university for a changing world*.

#### 3.3.1. Students

The University of Suffolk has approximately 5,751 students enrolled on undergraduate and postgraduate programmes. The majority of these students are based at the main Ipswich Waterfront Campus, although significant numbers are enrolled on programmes across the University of Suffolk Learning Partnership.

Table 7: University of Suffolk student numbers (2015-16)

UoS Location	Number
UoS Ipswich Campus	4,550
Suffolk New College	97
West Suffolk College	689
East Coast College	415
<b>Total</b>	<b>5,751</b>

International recruitment is expanding, but a high proportion of students are currently 'UK Home' with a large proportion drawn from Suffolk and the surrounding parts of wider East Anglia. Traditional 18-21 year old students



comprise a significant proportion of the student body, alongside a sizeable population of 'non-traditional' students, reflecting the commitment of the University to widening participation.

Table 8: University of Suffolk student profile – principal features (2015-16)

<b>Gender</b>	Male	1,864
	Female	3,906
<b>Age</b>	18-21	36%
	22 and above	64%
<b>Geographic origin by UK postcode area</b>	IP (Ipswich, Suffolk)	55%
	CO (Colchester, Essex)	11%
	CB (Cambridge, Cambs)	3%
	NR (Norwich, Norfolk)	17%
	Other	14%
<b>Ethnic group</b>	British White	87%
	BME	13%
<b>Disability</b>	No disability	85%
	Disability	15%

### 3.3.2. Premises

The University is located in the prestigious Ipswich Waterfront Regeneration Area and consists of six main buildings: the Waterfront, James Hehir Building, the Atrium, the Arts Building, the East Building and the Library Building.

UoS has partner colleges in Bury St Edmunds, (West Suffolk College) and Great Yarmouth (in Norfolk), along with strong ties with Lowestoft College.

### 3.3.3. Academic programmes

Suffolk is a fledgling institution having recently (August 2016) been awarded full teaching degree awarding powers and, as such, is still establishing a national reputation. However, there are already discipline areas which demonstrate a significant degree of nationally and internationally expertise and student satisfaction. The University has developed one of the first degrees in evidence-based policing at postgraduate level (MSc) in the United Kingdom in collaboration with Suffolk constabulary and its BA Psychology has recently gained accreditation from the British Psychological Society.

Within the Business School at University of Suffolk, the Maastricht-Suffolk Executive MBA is a triple internationally accredited (AMBA, IACBE and ACBSP) management degree offered in partnership with the Maastricht School of Management. BA Sports Science has developed links with specialist, high-profile sporting organisations such as Arsenal Football Club and Ipswich Football Club Academy. National Student Survey results for a range of UoS courses at Ipswich including History, Diagnostic Radiotherapy, Graphic Design (Illustration), English, Mental Health Nursing and Film regularly achieve scores of 100% student satisfaction, alongside Music Production (West Suffolk College).

The material contained and preserved within the collections of the Suffolk Record Office is of such variety and richness that all courses (undergraduate and postgraduate) at UoS will derive direct benefit from working with the collection. There are currently a number of courses and academic areas already working in partnership with the Suffolk Record Office (Ipswich) and this activity has demonstrated the potential benefits of engagement for all courses at UoS. BA History currently deliver five modules in cooperation and partnership with the Suffolk Record Office (Ipswich), including training-placements for final year students. BA Interior Design students have worked in partnership with the SRO to produce potential designs for the interior spaces within the new building.

#### 3.3.4. Public programming

The University of Suffolk is committed to active engagement with the communities it serves.

The University of Suffolk Community Grant Scheme provides small grants on a bi-annual basis to support local events or activities that benefit local communities in Suffolk and Great Yarmouth.

The Open Lecture Series, based at the Ipswich Waterfront campus, provides a free programme of academic lectures to local people featuring experts from across a wide range of disciplines drawn from both inside and outside the University.

The University of Suffolk maintains an active programme of school's engagement encompassing relationships with primary and secondary schools, colleges and sixth-forms and school-aged students (7-18 years). This work is embedded within the activity of academic course teams. It is co-ordinated and driven by the University's Directorate of External Relations and specifically by the Student Recruitment and Outreach team. Engagement with schools and school-age students occurs through specific programmes and events including, taster-sessions, taster-days, campus visits and conferences.

In addition, the University is involved in enhanced outreach and project work with schools and school-aged children, from primary level upwards, specifically in Suffolk, where participation in higher education has historically been below both the national and regional average. The University is a partner in Suffolk County Council's 'Raising the Bar' initiative, which aims to increase rates of participation in higher education across the County. The University is also engaged in further project work to raise participation in higher education among under-represented groups in the County.

#### 3.3.5. Volunteering

The University of Suffolk's Careers Team actively work with organisations, particularly those from the 'third sector', to promote volunteering opportunities. This can often involve brokering links between specific employers and courses (e.g. the Citizens Advice Bureau have forged links with the BA Law and BA Business Management students and Anglia Care Trust have developed connections with BA Psychology and BA Sociology students). Volunteering



opportunities are promoted weekly to the University's students via the UoS Job Shop, the careers newsletter and social media. A 'Careers - Making a Difference Fair' is held annually at the University of Suffolk in the late Autumn at which voluntary/3rd sector organisations promote their volunteering opportunities to UoS students.

### 3.3.6. Internships

The University of Suffolk Careers Team support and broker a range of internships, including those that are part-time and undertaken alongside study and those of a full-time nature undertaken during study breaks or by graduates. A dedicated Employer Liaison Adviser oversees these internships and provides a personalised service to organisations and students. Those internships promoted by the Careers Team are paid at the National Living Wage /National Living Wage (or age equivalent).

Internships are promoted to students and academic course teams via the internal intranet and social media, the UoS Job Shop and a weekly careers newsletter. Many external organisations actively promote internship opportunities at the Annual UoS autumn 'Graduate Schemes and Internships Fair' held every Autumn and the general 'UoS Careers Fairs' held annually over two days every March.

## 3.4. **Implications of the current activity programme for the project**

Suffolk Record Office has exceptional collections with many items of national significance, but these collections are at risk from inadequate storage. This project will provide state-of-the-art collections storage with accrual space for twenty years and the specialist collections management spaces required for quarantine, cleaning, drying, sorting, accessioning, cataloguing, digitisation and conservation. These new spaces will also enable the SRO team to work in conjunction with the University and local museums, with more volunteers and work placements on collections management, helping to develop knowledge and skills across the county and the next generation of heritage professionals.

Access to the collections is limited online. The digitisation programme associated with the Activity, Conservation and Management and Maintenance Plans will greatly enhance accessibility to information on collections and the availability of online scanned images, surrogates, databases, exhibitions and stories.

Existing experience in the service for hosting talks, walks, workshops and courses across the three branches of SRO, will be invaluable in shaping the expanded offer at The Hold. The successful talks programmes organised by the University will also provide an existing framework to build on.

At present, there is very little outreach work undertaken or proactive engagement with young people, families, BAME groups and no resources for marketing to these groups. Similarly, there is little engagement with schools and the provision of dedicated learning space and staff will mean that The Hold will

be able to offer programmes and resources to schools at The Hold, at their school and online.

The location at Gatacre Road is some distance from the town centre with no possibility of casual visitors and, even if there were, there are no facilities, such as a café or exhibition room to entice people in. The Hold will be located in the vibrant Waterfront and University area of Ipswich with a welcoming presence, café, shop and exhibition space to draw the casual visitor in and then encourage them to undertake some of their own research, go on a guided walk or attend a lecture.

Having a larger, secure, properly equipped and dedicated exhibition space will showcase the archives and unlock the stories held in the collections. The new Funding, Exhibitions Interpretation and Community and Learning Officers will attract the resources and develop projects to enable local people and visitors to see items from national collections in Suffolk alongside our own holdings.

The SRO already works in a limited way with the University, with student placements and one-off projects but little else. The Hold project will offer the opportunity to considerably expand and enhance these joint formal and informal programmes due to the specialist spaces and increased staffing resources (see Chapter 2).

Marketing of the existing events programme is limited to a twice-yearly newsletter that is distributed to subscribers and is on the website, the talks are promoted on twitter and recently YouTube and Instagram but the net result is an audience consisting of people predominantly over 60. The new Marketing and Communications Officer, working in conjunction with the Suffolk County Council and University marketing teams and further developments of the website, will enable the new facility and its activities to reach a much wider audience.

There is a strong volunteer group working across the three Archive services, but they are almost exclusively working on back-of-house functions. The Hold project will provide the opportunity to diversify the volunteering roles and demographic profile of the volunteers, who are mostly elderly and white. The location of The Hold on the University campus will make it easier for students to volunteer.

While feedback forms exist, they are rarely used and no formal evaluation of the events is carried out other than a record of attendees. Formal and regular evaluation of activities will be an integral part of The Hold's programming.

## 4. Where we are now – our audiences

### 4.1. Introduction

This chapter describes:

- the current visitors to the Record Offices, which sets out the benchmark data and highlights gaps in audiences
- the market for The Hold's offer, which, set against current audiences begins to reveal potential audiences for consultation
- consultation undertaken stakeholders, users, non-users, community groups and formal learning organisations to understand their needs and interests and what might stop them from engaging
- findings from the pilot projects.

The implications of the research are detailed at the end of the chapter. The detailed market analysis, primary research, consultation findings and evaluation of pilot projects can be found in Appendices 6 - 9, which form a separate appendices document.

### 4.2. Current visitors and users

Suffolk Record Office has three branches at Ipswich, Bury St Edmunds and Lowestoft. As set out in the Business Case<sup>1</sup> Suffolk Record Office (SRO) is one of the most visited Record Offices in England, with over 18,000 per annum visitors across the three branches<sup>2</sup>. There were 6,675 visitors to the Ipswich branch.

The number of users of the three Suffolk Record Office branches in 2015-16 were:

Table 9: Users of Suffolk Record Office Branches 2015-16

User type	Number
Visitors in person	18,033
Telephone enquiries	6,237
Postal and email enquiries	4,035
Internal outreach	3,859
Digital engagement: Website visits	507,770
Digital engagement: Website individual users	72,282
Twitter followers	1,229
Facebook likes	190

<sup>1</sup> Annexe 1 Business Case for the delivery of The Hold; Suffolk County Council & University Campus Suffolk; 2015

<sup>2</sup> CIPFA 2015-16 figures



A quick comparison of statistics between Suffolk Record Office and the record offices across the country that form part of its CIPFA family benchmarking group<sup>3</sup> show that it is well-used in terms visitor, telephone, postal enquiries and website visits. Areas for development are the actual number of remote users and use of social media.

Table 10: Record offices user comparison

User type	Cumbria	Glos	Norfolk	Somerset	Warwicks	Suffolk
Visitors in person	9,633	72,890	15,926	14,225	6,196	<b>18,033</b>
Telephone enquiries	4,737	1,433	4,866	11,808	0	<b>6,237</b>
Postal and email enquiries	2,898	1,610	5,638	4,339	1,949	<b>4,035</b>
Digital engagement: Website visits	180,858	9,704,568	196,793	410,018	267,630	<b>507,770</b>
Digital engagement: Website individual users	43,324	1,030,884	62,329	119,109	88,860	<b>72,282</b>
Twitter followers	817	662	21,150	1,464	719	<b>1,229</b>
Facebook likes	0	0	869	583	457	<b>190</b>

Of the comparators Cumbria, Norfolk and Somerset have received capital investment in the last ten years and are operating mature archive services. A research report into the impact of capital investment in archives<sup>4</sup> concluded that typically the capital investment can generate a 30% to 50% increase in annual visitor numbers, as a conservative estimate, with larger, transformative projects attracting even higher increases (e.g. Hull History Centre saw a 160% visitor increase from their project). Hence on current figures, the project could uplift the existing numbers by 30%, at a conservative estimate, to 23,442 in-person users per annum.

CIPFA<sup>5</sup> reporting for 2016 revealed that the users of the main Ipswich Office were older (47% aged between 45 and 64 years and 31% between 65 and 74 years), were white and had travelled an average distance of 39km to specifically visit the Record Office. Hence the gaps in the profile to explore were young people, working aged adults and people from diverse backgrounds.

<sup>3</sup> 2015 - 16

<sup>4</sup> Research into the Benefits of Capital Investment in Archives Elizabeth Oxborrow-Cowan, March 2012

<sup>5</sup> Survey of Visitors to UK Archives 2014, Benchmarking Report; The Chartered Institute of Public Finance and Accountancy; October 2014



## 4.4. Market assessment

### 4.4.1. Introduction

This section examines the market for The Hold and its activities and, along with the gaps in current audiences, determines the groups selected for consultation and potential target audiences for activities.

Data used for the analysis includes:

- 2011 Census statistics for the local authorities of:
  - Ipswich
  - Waveney (the area including Lowestoft)
  - St Edmundsbury (the area including Bury St Edmunds)
- school and college student numbers
- the populations resident within a 30-minute drive of:
  - The Hold in Ipswich
  - Bury St Edmunds
  - Lowestoft
- tourism statistics for the region.

We chose to analyse the potential catchment areas for all three Record Offices because, although The Hold will be the flagship, the other branches will manage some of the outreach projects in their catchment area, particularly Sharing Suffolk's Stories.

A full report of the research can be found at Appendix 5.

### 4.4.2. General

The characteristics of the population in the three local authority areas are summarised in the table below. Where a demographic is over-represented when compared to the national average it is shown in red, with the national average as a comparison. When under-represented the figure is shown in green.

There profiles highlighted a number of audiences to explore through consultation and indicators for activity programming. From the table below, the stand-out audiences are Black, Asian and Minority Ethnic communities in Ipswich, low income groups in Lowestoft and older people in St Edmundsbury and Lowestoft. The significant number of people with no qualifications in Ipswich suggests the opportunities for training opportunities at The Hold.





Table 11: Local population profile

	Ipswich	Waveney (Lowestoft)	St Edmundsbury	England
Population	133,384	155,254	111,008	54,613,400
Families	16,810	12,872	13,152	6,423,941
Age under 15	18.32%	16.06%	17.15%	17.68%
Age 15 – 64 (working age)	66.81%	60.09%	63.94%	65.99%
Aged 65+	14.87%	23.85%	18.91%	16.34%
Long-term health or disability	17.65%	22.31%	16.41%	17.64%
BAME	11.09%	2.31%	3.96%	14.58%
Unemployment rate	5%	5.3%	3.2%	4.9% (GB)
Benefits claimants (job seekers)	1.6%	1.3%	0.7%	1.5% (GB)
Benefits claimants (other benefits)	11.1%	13.3%	7.2%	10.3% (GB)
No educational qualifications	11.3%	9.3%	7.8%	8.6% (GB)

The characteristics of the populations living within a 30-minute drive time area of Ipswich, Bury St Edmunds and Lowestoft were examined, all of which will be the focus of outreach activities for The Hold. Maps showing the extent of the areas covered by the 30-minute drive time can be found in Appendix 5.

The characteristics of these populations are summarised in the table below.

The populations resident within the drive time catchments are older, white and less diverse than national averages (apart from Ipswich, which has a more diverse population) and there are fewer families with dependent children. Lowestoft contains a greater proportion of residents with no qualifications, working in the lowest socio-economic classifications and with above average levels of unemployment. There are lower socio-economic groups in the catchment area of Bury St Edmunds, but particularly around Lowestoft there are deprived communities, higher than average unemployment and numbers of people without qualifications. These are the target audiences for outreach and the Sharing Suffolk Stories projects.



Table 12: Populations within 30-minute drive catchments of the activity hubs

Characteristic	30 minute drive time from Ipswich	30 minute drive time from Bury St Edmunds	30 minute drive time from Lowestoft	England
Population estimate 2013	200,738 (167,641 15+years)	276,298 (22,743 15+years)	200,738 (167,641 15+years)	54,390,144 (44,679,588 15+years)
Households	88,412	116,660	88,412	22,722,241
Families with dependent children	22,887 (39%)	79,564 (39%)	22,887 (39%)	6,408,564 (43%)
Under 24 years	123,896 (30%)	75,774 (29%)	55,915 (28%)	16,307,596 (31%)
Over 65 years	73,601 (18%)	50,099 (19%)	43,497 (22%)	8,660,529 (16%)
Social grades:				
AB	29,056 (23%)	16,691 (21%)	7,599 (13%)	3,751,684 (23%)
C1	40,515 (31%)	24,636 (31%)	15,646 (27%)	5,051,687 (31%)
C2	28,065 (22%)	19,223 (24%)	15,014 (26%)	3,372,058 (21%)
DE	31,209 (24%)	19,021 (24%)	19,042 (33%)	4,164,424 (25%)
Ethnicity:				
White	386,656 (93%)	256,033 (96%)	191,507 (97%)	45,281,142 (85%)
Mixed	8,941 (2%)	3,991 (1%)	2,304 (1%)	1,192,879 (2%)
Asian/Asian British	12,109 (3%)	3,537 (1%)	2,108 (1%)	4,143,403 (8%)
Black	5,338 (1%)	1,951 (1%)	788 (0%)	1,846,614 (3%)
Other	2,498 (1%)	783 (0%)	380 (0%)	548,418 (1%)
Unemployment	11,414 (5%)	5,887 (4%)	7,565 (8%)	1,702,847 (6%)
Full time students	9,348 (4%)	4,906 (3%)	3,478 (4%)	1,336,823 (5%)
Qualifications:				
Degree or equivalent	86,811 (26%)	51,783 (24%)	26,527 (16%)	11,769,361 (27%)
No qualifications	75,068 (22%)	51,057 (23%)	50,118 (31%)	9,656,810 (22%)

#### 4.4.3. Formal learning sector

Table 13: School pupils<sup>6</sup>

	Nursery	Primary	Secondary	Special	Pupil Referral Units	Independent
Suffolk	105	55,216	43,896	977	247	7,702
<b>TOTAL</b>	<b>108,143</b>					

There are 108,143 school children within Suffolk and 19,500 in Ipswich. Within a one mile walking distance of The Hold there are 12 primary schools and 3 secondary schools representing 2,952 and 1,016 school children respectively. These will be the schools to form a special relationship with and partner in projects.

Within a 10-mile radius of the Waterfront there are 193 primary schools and 53 secondary schools representing 27,492 primary school children and 27,035 secondary school children. The geographical area spans Felixstowe, Harwich, the outskirts of Colchester, Hadleigh, Manningtree and Woodbridge. This is the wider target catchment area for schools.

Estimated student numbers attending significant further and higher education institutions within the catchment are:

Table 14: Higher and Further Education students<sup>7</sup>

	Students
University of Suffolk (UoS)	5,060
West Suffolk College	11,010
Suffolk New College	3,879 (16-16 years)
Lowestoft College	1,108 (16-18 years)
Easton & Otley College	5,000
<b>TOTAL</b>	<b>26,727</b>

UoS's students are spread across its campuses in Ipswich (the main campus), Bury St Edmunds, Great Yarmouth and Lowestoft. Additional study centres are found in Otley and within Suffolk New College. 3,554 are based at UoS Ipswich. Of those students based at Ipswich, it is estimated 600 will be interested in using the resources of The Hold, including those studying History, English, Psychology, Sociology, Criminology and Youth Studies degrees. In addition, 12,000 students will visit The Hold's auditorium for lectures.

<sup>6</sup> Source: School Census 2015, Department for Education

<sup>7</sup> Source: Higher Education Statistics Agency and direct contact with college admissions departments

#### 4.4.4. Levels of engagement

As part of the specially commissioned 30-minute drive time data, the potential market has been segmented according to needs and motivation. as a basis for the segmentation.

The base population over the age of 15 years was used in the segmentation. Where a segment is **over-represented** when compared to the national average it is shown in red, when shown in green the segment is **underrepresented**.

Table 15: Audience segmentation of Suffolk residents<sup>8</sup>

Level of engagement with arts, heritage & culture	Segment	% of 30 minute drivetime from Ipswich	% of 30 minute drivetime from Bury St Edmunds	% of 30 minute drivetime from Lowestoft centre	% living within England
Highly engaged	Metroculturals	0%	0%	0%	5%
	Commuterland Culturebuffs	10%	8%	2%	11%
	Experience Seekers	7%	3%	0%	8%
Some level of engagement	Dormitory Dependables	19%	20%	7%	15%
	Trips & Treats	24%	29%	16%	17%
	Home & Heritage	15%	16%	19%	10%
Not currently engaged	Up Our Street	9%	10%	21%	8%
	Facebook Families	9%	8%	16%	12%
	Kaleidoscope Creativity	2%	1%	7%	9%
	Heydays	5%	4%	13%	5%

The catchment areas, particularly Ipswich and Bury St Edmunds, contain a higher than average proportion of those with some level of engagement in heritage, arts and culture. Lowestoft has larger than average audiences which are not currently engaged with cultural pursuits.

Profiles of the most over-represented segments in the catchment areas follow<sup>9</sup>:

#### **Trips and Treats (24% in Ipswich; 29% in Bury St Edmunds)**

This group are comfortable families, who also like mainstream arts and popular culture, but their activities are led by their children's interests or recommendation of friends and family.

<sup>8</sup> The Audience Agency data, using data from The Arts Council's annual *Arts Audiences Insight* and from their annual *Taking Part* survey tracking cultural participation in England

<sup>9</sup> Descriptions by The Audience Agency



These are families that might find themselves on the Quay but, given that they are led by their children, there is very little to offer children on the Waterfront at the moment and The Hold's programme will not be a big enough draw on its own.

### **Dormitory Dependables (19% in Ipswich; 20% in Bury St Edmunds)**

*Dormitory Dependables* are well off mature couples or busy older families, with a preference for heritage activities and mainstream arts.

This group, as well as Home and Heritage below, will be on the Quay as visitors and The Hold's café and programmes will attract them to the building. These audiences will also be the target of the outreach programmes, such as Sharing Suffolk's Stories.

### **Home and Heritage (15% in Ipswich; 16% in Bury St Edmunds; 19% in Lowestoft)**

*Home and Heritage* is a more mature group that is generally conservative in their tastes. A large proportion are National Trust and they are likely to look for activities to match their needs and interests, such as accessible day-time activities or content exploring historical events.

### **Up Our Street (21% in Lowestoft)**

*Up Our Street* are often living reasonably comfortable and stable lives. Many are older and have some health issues and live on average or below average household incomes, so access in all its forms can be an issue. They are characterised as modest in their habits and in their means, value for money and low-risk can be important factors in leisure decision making. These groups are unlikely to come to The Hold, but may well engage with the outreach programmes.

### **Facebook Families (16% in Lowestoft)**

*Facebook Families* are a younger, cash-strapped group living in suburban and semi-urban areas of high unemployment. They are least likely to think themselves as arty, and arts and culture generally play a very small role in the lives. A very difficult group to engage with archives and the best route may well be through the schools' programmes, where children encourage their parents to participate.

### **Heydays (13% in Lowestoft)**

This group is least likely to attend arts or cultural events. They tend to believe that the arts are no longer as important or relevant to them as perhaps they once were. Many live in sheltered or specially adapted accommodation for older people and are often excluded from many activities due to a raft of health, access and resource barriers. This is a group to be targeted through outreach programmes, such as reminiscence activities.

#### 4.4.6. Tourism

The domestic tourist market (overnight stays) is not predicted in the Business Plan to be a large proportion of visitors and there was an average of 260,000 visits made to the Ipswich area per annum and most (57%) were visiting friends and relatives (VFR).

VFR tourists tend to be led by their hosts in their choice of activities, and hence if The Hold is to attract a greater number of domestic tourists, it needs to first establish itself as a popular attraction for local residents, through events and exhibitions programming.

Overseas tourists to Ipswich are estimated at 71,000 visits a year<sup>10</sup> and hence the total day and overseas market equates to 331,000 annual visits.

The Hold's Business Plan<sup>11</sup> predicts that The Hold will attract 19,500 visitors per annum by the settled year, Year 3 of operation and that 8.2% will be domestic tourists 2% will be overseas visitors.

#### 4.5. Trends in visits to archives

As well as local and regional trends, The Hold project and its activities will be affected by changes in national visiting habits, which is tracked by the Government's household survey of cultural behaviour, *Taking Part*<sup>12</sup>. For 2015-16, it reported that the number of adults visiting archives in person is declining. The people who did visit in person were characterised as older adults from the upper socio-economic group, from the non-working population, and who did not have a disability or illness.

In contrast to all other cultural sectors in the *Taking Part*, a higher proportion of adults visited an archive or records office online than in person to view digitised documents or search an archive catalogue.

Hence, The Hold is likely to reach its traditional users more effectively through digitised collections, rather than through visits in person.

#### 4.6. Implications of the market analysis

The market assessment findings shaped the choice of audience segments selected for consultation:

- families, young people and BAME audiences are gaps in the current Record Office's profiles and yet are well-represented in local catchment area of Ipswich. The consultation sought to explore their needs and activities that might attract them to engage with archives online or onsite.

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<sup>10</sup> The Hold Business Plan, 2017. Fourth Street

<sup>11</sup> The Hold Business Plan, 2017. Fourth Street

<sup>12</sup> Source: Taking Part 2015/16 Quarter 4 statistical release, Department for Culture Media & Sport, July 2016



- low income adults are under-represented as record office users nationally. The consultation investigated what might attract those groups to engage, by consulting with low income older adult groups in Lowestoft, which were highlighted in the market assessment. The consultation also wished to test the propensity to travel to The Hold.
- disabled people are also under-represented in visitors nationally, and one of the pilots for Sharing Suffolk's Stories was selected to focus on disabled groups
- schools are currently a gap in the Record Office's user profile and are clearly well represented locally and across the county. This audience was selected as a Sharing Suffolk's Stories pilot and for consultation
- there is a high number of students in Ipswich and, given that the University is a partner, students and university staff were selected for consultation.

## 4.7. Consultation and research

Based upon the market assessment, the following consultation approach was designed to gather information from stakeholders, users, non-users and hard to reach groups:

- an online survey of 440 users
- eleven individual stakeholder interviews with SRO and UoS staff and councillors
- community consultation has included:
  - two non-user focus groups: in Ipswich with working aged adults and in Lowestoft with low income adults
  - two focus groups with young people in Leiston and BAME parents in Ipswich
  - interviews with community leaders, volunteers and community members from the Bangladeshi Support Centre
  - two interviews with WEA and NADFAS
- learning consultation has included:
  - four telephone conversations with primary school teachers
  - five telephone conversations with secondary school teachers
  - one telephone call with supplementary school support worker
  - four telephone interviews with University of Suffolk Student Support Staff
  - consultation with 10 students from University of Suffolk.
- The Activity Plan Officer has consulted with over 15 potential groups in the course of setting up the Sharing Suffolk Stories programme.

In response to the draft activity proposals staff tested five pilot projects between July and September on a range of community groups and target audiences.

## **4.8. Findings from the consultation**

The full write up of the consultations are in Appendix 6, 7 and 8, but the headline findings with implications for the Activity Plan, are detailed below:

### **Events and exhibitions**

- Ensure there are events and exhibitions that are interactive and fun, not too text or image heavy. The associated marketing campaign needs to emphasise the interactivity of the material on display and events offered
- there is an appetite for talks, guided walks, hands-on workshops and courses amongst users, community interest groups and some non-users and WEA is a potential collaborator
- families want interactive events, such as treasure hunts and trails
- events programme targeted at students, which makes The Hold fun and the place to be seen – such as ‘Locked in The Hold’, ‘Lates at The Hold’
- exhibitions have emerged as a key driver for users and non-users to visit The Hold, on site, in the community and online
- the café is also a key driver for non-users (less important for users) and should be used as a place for displays and potentially, activities
- exhibitions and events that show the impact of international events on the local area e.g. the rise of communism and the fall of Leiston, WWII and the Cold War would be popular
- touring exhibitions need to be accompanied by an events programme that will help people understand and choose to engage with the exhibitions
- people are generally interested in topics that relate to their own lives, such as family history and the history of their town or village
- programming for events and exhibitions need to ensure there is an embedded approach to diverse histories
- young people and students expressed interest in project work and traineeships
- develop a programme where parents get to speak English. This could be in conjunction with a programme at The Hold with the Supplementary Schools. Therefore, when a class from the Supplementary School visit The Hold there is also an opportunity for parents to come and talk about family histories with indigenous English speakers.

### **Sharing Suffolk’s Stories/community engagement**

- Sharing Suffolk’s Stories needs to offer a week’s project for 13/14 year olds during the summer holiday or run in the evening for one day a week in the winter for 15/16/17 year olds
- provide a significant transport budget to ensure that projects can fund the travel expenses to get young people to Ipswich if necessary





- community engagement is seen as an active ongoing process. A member of staff/trainee is responsible for growing the networks and ensuring that all the participants of Sharing Suffolk's Stories are aware of the other opportunities at The Hold. Engagement is based on face to face conversations not literature
- collecting policies need to include collecting diverse histories and ensuring that all participants of Sharing Suffolk's Stories and events realise that it is their histories that will make the archive of the future
- a community space is needed in The Hold that can be rented out for an affordable cost. It needs to hold 200 people with flexible seating arrangements, and have a kitchen and meeting rooms
- projects/temporary exhibitions that encourage cross-cultural understanding
- supplementary schools to be involved in Sharing Suffolk's Stories.

### **Formal education**

- The Hold should have a twice-yearly teachers' forum. However, this will be targeted at Ipswich based schools. Therefore, additional telephone or survey consultation should be carried out with schools further from The Hold
- The Hold should develop a special relationship with Clifford Primary School, where they participate in special projects, help test new resources and exhibitions
- travel is the biggest issue for all schools outside of Ipswich. Therefore, the aim should be to keep costs to £10.00 a head for school visits to include transport and admittance costs. With ever rising costs of hiring buses The Hold needs to keep the charge for secondary and primary school groups to a minimum
- because of travel issues both primary and secondary schools want loan material that they can have in their schools. Staff at The Hold could create additional loans boxes for the loans services run by Bury St Edmunds Museum and Ipswich Museum. The museums would then administer the boxes
- physical and online local maps are the key resources that schools need
- changing interactive exhibitions that are dynamic and relevant to the National Curriculum are a key way to get school (and family) groups in to The Hold
- schools will be interested in being involved in Sharing Suffolk's Stories, but they do not have spare budget to contribute to it
- few schools in Suffolk do the Arts Award currently. But there is a regional push from the Arts Award to get more schools involved. Therefore, staff at The Hold could deliver the Arts Award
- high quality online and physical history resources would be well received. They should be developed in consultation and collaboration with secondary school teachers. However, it may be difficult to find the teachers and schools that are willing to be involved in the development



- high quality interactive exhibitions should be targeted at 6<sup>th</sup> Form students as they are more likely to be able to go on trips. All exhibitions need to have a strong cross-curricular message in the publicity
- to accompany any exhibition, resources need to be developed that will have longevity after the exhibition and not just be of use in the exhibition
- KS3 and GCSE are less likely to go on trips so need online resources
- the lecture theatre needs to hold up to 50 students
- Sharing Suffolk's Stories would probably not be delivered within the school day but a History After School Club may be interested in working with staff at The Hold to deliver a project
- a volunteering programme for school work placements needs to be developed that will help students show their passion for History. This is both for one-week placements but also longer term
- the geography of Suffolk means that a Teachers Forum may be difficult for secondary school teachers. However regular surveys or telephone consultations may help to frame the service offered
- link the archives to the University's 'Summon' library catalogue  
<http://libguides.uos.ac.uk>

### **Traineeships and volunteering**

- Young people said they would be interested short part-time traineeships that would help them choose a career
- consultation with UoS Student Support and the students identified the need for paid traineeships and internships once they had finished their degrees
- there needs to be a member of staff who has responsibility for recruiting secondary school and university students for volunteering and traineeships. They will also be responsible for developing and supporting interesting volunteering packages
- traineeships will need to have an accompanying training package
- traineeships, internships and volunteering roles to be advertised through the University's careers and Employability department. All posts to be advertised in January and then again in May if necessary for traineeships and internships to start in June.
- The Hold staff to participate in the work fairs in October and June at the University.
- students were interested in defined volunteering projects at The Hold, otherwise the idea of volunteering received a mixed response as would be expected, although 49 people expressed an interest in the user survey.

### **Marketing**

- marketing channels used need to be tailored to the differing audiences and age groups



- older groups used Facebook and more traditional methods, such as newspapers, school book bags and TV; younger groups used Facebook too, but more social media
- ensure there is an interesting Facebook page and pay for adverts for it to attract young people when there are appropriate events. Use posters around towns to advertise events and exhibitions. Creating and advertising the space as an interesting and interactive place for the family should help entice them in; particularly as they are already visiting the marina as family groups
- ensure marketing budget for leaflets and posters
- budget to translate leaflets into Russian, Romanian and Bangladeshi
- create a Community Champion programme, where the champions send a text to five friends about an interesting event or exhibition
- develop an awareness perception management campaign about parking in Waterfront Ipswich
- use the WEA and NADFAS networks to advertise events and exhibitions
- use Facebook to advertise events and Instagram to record events.

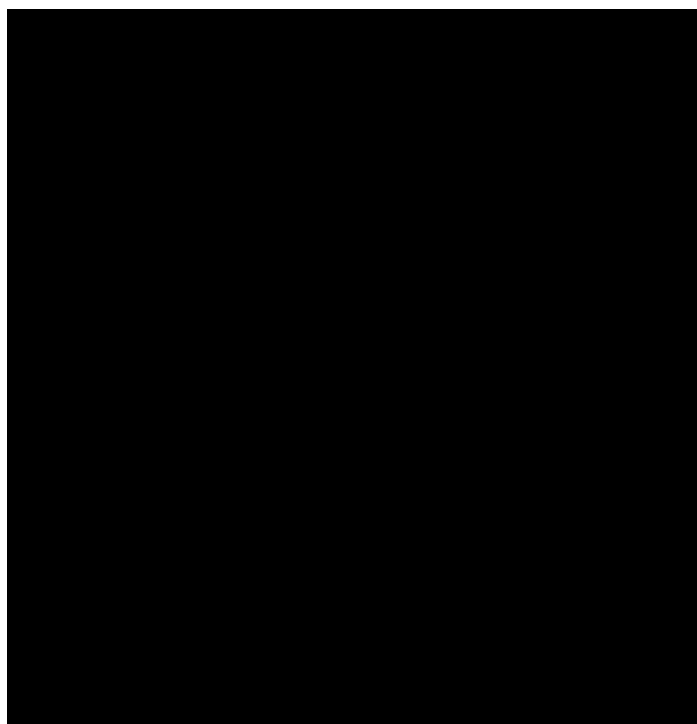
## 4.9. Pilot projects

Suffolk Record Office has piloted several ideas from the Action Plan set out in Chapter 6 to test and evaluate the efficacy of some of the ideas, events and activities for engaging new audiences, and learn valuable lessons to apply when delivering the Action Plan, both in the Delivery Phase and beyond.

The recommendations from the pilot programme has been incorporated into the Action Plan (Chapter 6), the Volunteering Plan (Appendix 2) and Training Plan (Appendix 3).

The pilots were:

1. Three trials of 'Sharing Suffolk Stories' - with Northgate High School, Headway (Brain Injuries Trust) and Quay Place (Suffolk Mind)
2. A touring exhibition on the Red Barn Murder
3. A play delivered by young people (18-24), also on the theme of the Red Barn Murder
4. Oral history 'pop-ups' – one at the site for The Hold on Ipswich Waterfront, and three around the county, tied to the theme of the 'Great Suffolk Mantelpiece'
5. A TED-style talk delivered by students and filmed in front of an audience of secondary and sixth form students

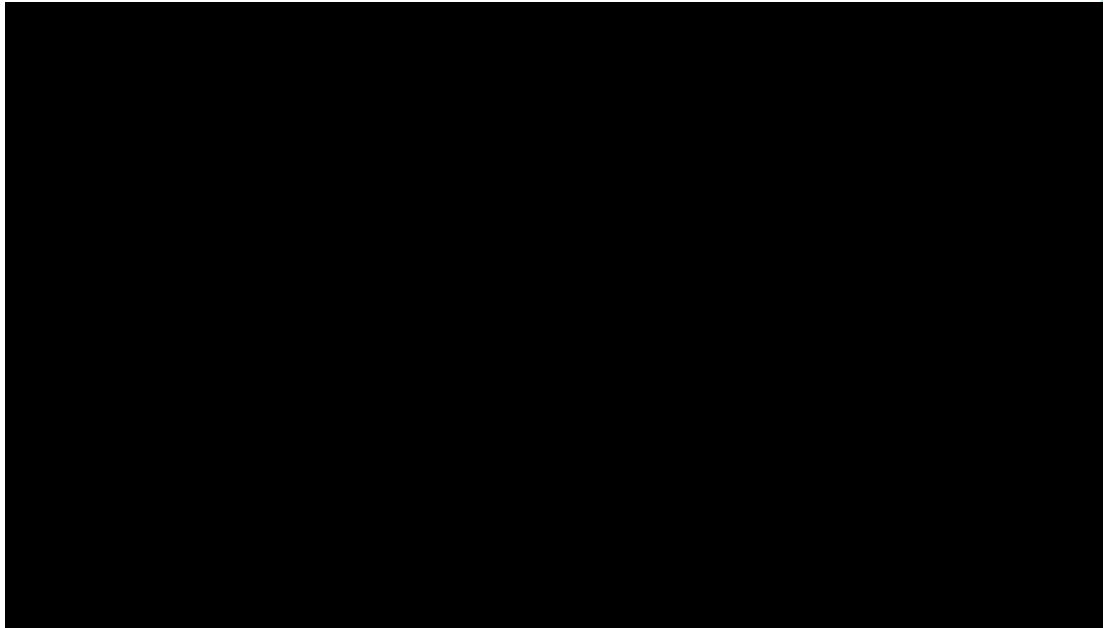


Volunteer, [redacted] delivering the TED-style talk

The pilots are evaluated in full in Appendix 9. The key lessons learned from each pilot and how they will be applied to relevant areas of the Action Plan, are summarised in the table below.

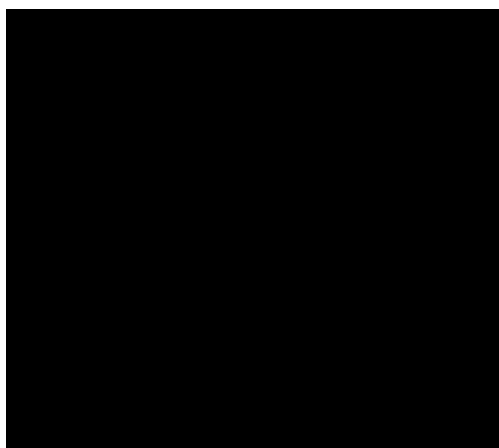
<b>1. Sharing Suffolk Stories</b>	
<b>Action Plan activities</b>	<b>How will we apply the learning</b>
1.3 Displays and exhibitions at The Hold	Groups had difficulty thinking how they could display their work – this will require more facilitation than first envisaged ( <i>Quay Place</i> ).
1.7 Engaging community groups (Sharing Suffolk's Stories)	Ensure copies of maps and trade directories are available to participating groups as well as photos ( <i>Northgate</i> ). Not all groups will respond to maps ( <i>Headway</i> ). Apply more initial effort to ensuring groups have clear focus and execution plan (including resources required), but be prepared to be flexible and intervene if groups go off-track ( <i>Quay Place</i> )
1.8 Recording Suffolk Memories	Consider film format for young people/schools, as well as audio recordings ( <i>Northgate</i> ). Link to reminiscence initiatives where possible ( <i>Headway</i> )
2.1 Upskilling staff and volunteers	Working with 'low achievers' needs to be covered in the training programmes ( <i>Northgate</i> ) and working with people with mental health diagnoses ( <i>Quay Place</i> ) and groups in a primary care environment ( <i>Headway</i> )

2.2 Upskilling teachers	Share results with teachers in other schools so that the benefits to pupils of a) working on personal histories and b) allowing pupils to interact with SRO staff direct can be spread ( <i>Northgate</i> )
2.8 Special relationship with Clifford Road school	Seek to work with their 'low achievers' in a similar way ( <i>Northgate</i> )
2.14 Loan boxes of archival resources	Include trade directories and maps ( <i>Northgate</i> ) and photos ( <i>Headway</i> )
2.16 Travel expenses for schools	Pilot confirms the desirability of this fund to support further participation ( <i>Northgate</i> )
2.20 New volunteering opportunities	Opportunities to assist SRO staff and teachers with similar 'low achieving' groups going forward – potentially very satisfying volunteer role, with some pupils' attitudes 'transformed' ( <i>Northgate</i> )
3.1 Co-created in the community (exhibitions - Sharing Suffolk's Stories)	Include film as an output for groups to share their work – gave the pupils a sense of 'creating history' and this should work for other groups ( <i>Northgate</i> )
3.2 Special exhibitions, events, activities etc	Including some very simple, craft-based activities in the programme will provide a therapeutic element supporting audiences with mental health needs ( <i>Quay Place</i> )
3.13 Evaluation of Activity Plan	<p>A structured, yet simple evaluation method required for school pupils (e.g. 'heads, hearts, feet') and diversity monitoring needs to be captured (<i>Northgate</i>). Measuring differences in participants' mental wellbeing can be done via Warwick-Edinburgh questionnaires; need to ensure there are identifiers on 'before and after' questionnaires so individual changes can be tracked (<i>Quay Place</i>). May not work at all for participants with literacy problems (<i>Headway</i>).</p> <p>Qualitative feedback provides some real insights into the contribution this kind of activity can make to mental health (<i>Quay Place, Headway</i>).</p>



Northgate pilot pupils finalising plans for their film

2 & 3 Red Barn Murder – play 'Blood Red Barn' & Touring Exhibition	
Action Plan activities	How will we apply the learning
1.3 Displays and exhibitions at The Hold	This 'kit of parts' can easily be adapted to complement corresponding exhibitions at The Hold and get them touring around the county ( <i>exhibition</i> )
1.4 Archives on tour	Include drama activities linked to same theme as displays ( <i>play</i> ). Include 3D objects as a 'must' ( <i>exhibition</i> )
1.7 Engaging community groups, SSS	Themes/stories which participants already familiar with are effective ( <i>play</i> ). Community groups could easily form a display unit of their own following this template ( <i>exhibition</i> )
2.1 Upskilling staff and volunteers	Training programmes need to cover working with 18-24-year olds ( <i>play</i> ) and hands-on training to assemble touring 'kit of parts' will be required ( <i>exhibition</i> )

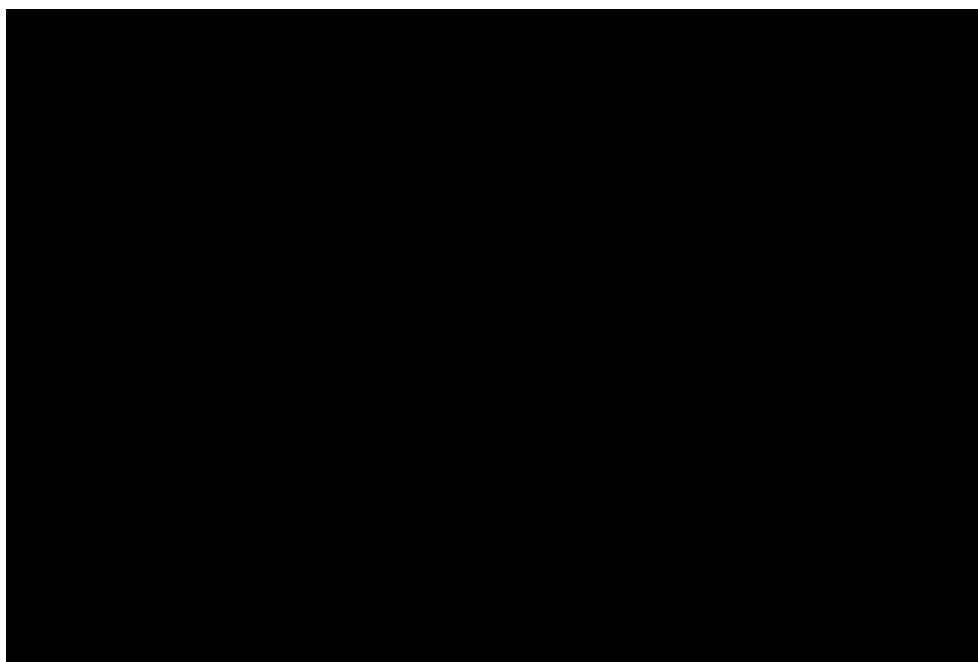


Red Barn touring exhibition





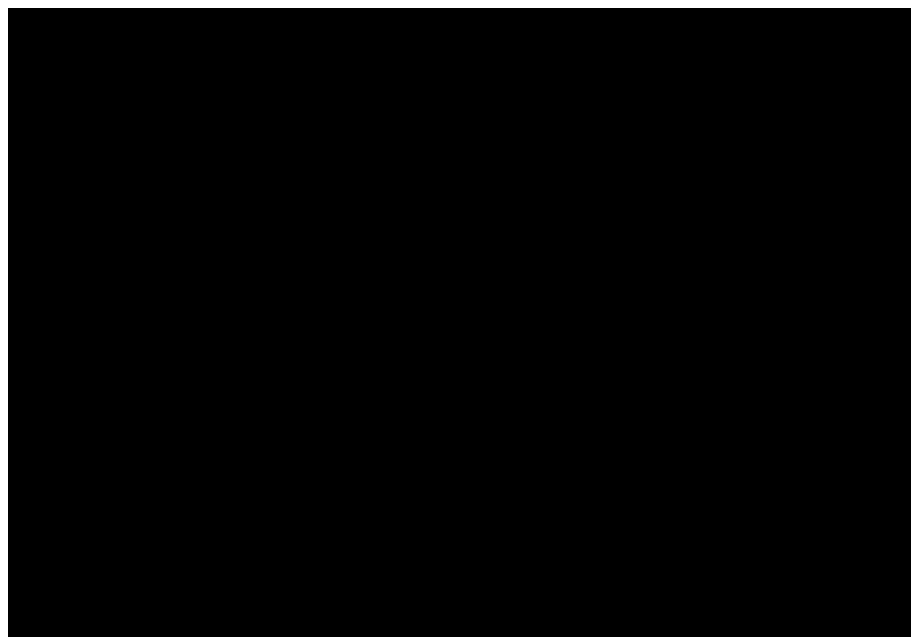
2.10 History sessions on witches and war	Pilot confirms the enduring appeal of 'gory' themes generally ( <i>play &amp; exhibition</i> )
2.20 New volunteering opportunities	Opportunities for volunteers to help run the research sessions as well as event-day volunteering ( <i>play</i> ). Moving and assembling touring exhibitions from venue to venue will require volunteers to help ( <i>exhibition</i> ).
3.2 Special exhibitions events etc	Include drama and continue to work with groups like BOYD in the programme ( <i>play</i> )
3.3 Archives for families	Ensure good mix of puzzles and interactives for children to capture their attention while adults look at facsimiles/print ( <i>exhibition</i> )
3.7 Social media to engage new audiences	Marketing absolutely crucial to promote ticket sales and connect with younger people ( <i>play</i> )
3.8 Music, rap, slam poetry etc	Confirms these creative activities will help make SRO more approachable to young people, but will require initial facilitation best done as a private session/s; volunteers can help with the workload ( <i>play</i> )
3.9 Events at The Hold	Drama can easily be performed at The Hold - this pilot showed any space can be made to work ( <i>play</i> )
3.13 Evaluation of Activity Plan	Ensure audience monitoring data is gathered in the future ( <i>play</i> ). Measuring interactions will need to be done on an observation basis. Qualitative feedback best achieved by talking to people 1-2-1 as comment cards rarely completed ( <i>exhibition</i> )



Rehearsals for the Red Barn Murder play: 'Blood Red Barn'

<b>4. TED-style talk</b>	
<b>Action Plan activities</b>	<b>How will we apply the learning</b>
1.7 Engaging with community groups, SSS	Community groups could do their own talk as part of the sharing of their SSS work
2.1 Upskilling staff and volunteers	Having some staff or volunteers trained to operate a video camera (cannot rely on UoS film students all the time, especially in the summer) will be helpful
2.5 Heritage traineeships for over 16's 2.6 Trainee heritage assistants for students 2.7 Summer internships	This kind of activity lends itself very well to the trainees and interns who will likely be familiar with the TED format. The researching and presenting of the talk will support and enrich their own learning Cannot rely on students to offer discretionary effort over summer holidays (apart from summer interns)
2.16 Dynamic Ted Style talks	Relatively easy to deliver, easy to distribute end result – infinite range of topics can be covered (could ask for topic suggestions from the public via Facebook/website)
2.20 New volunteering opportunities	Volunteers needed to help promote the talks, identify relevant collections, assist on filming days
3.13 Evaluation of Activity Plan	Ensure live audiences are asked to complete a feedback card on the day and include diversity monitoring data





Students participating in the pop-up oral history pilot

<b>4. Pop-up Oral History</b>	
<b>Action Plan activities</b>	<b>How will we apply the learning</b>
1.3 Displays and exhibitions at The Hold, 1.4 Archives on tour	For oral history sessions/pop ups, displays need to be big, bold and bright displays needed to attract attention and draw people in to participate
1.7 Engaging with community groups, SSS	Communities participating in SSS could easily incorporate oral histories into their outputs and would be quite low cost to provide the equipment and training to do so
1.8 Recording Suffolk Memories	Recording Suffolk's Memories will need targeted promotion and longer lead-in times than previously thought - promotion needs to start early to build interest and momentum
2.1 Upskilling staff and volunteers	Use of digital recorders needs to be covered thoroughly. Key staff and volunteers need to be trained to use 'Audacity' sound editing software if recordings are to be quickly uploaded online and meet participant expectations
2.20 New volunteering opportunities	Specialist volunteer role could develop and provide resource for Recording Suffolk's Memories
3.13 Evaluation of Activity Plan	Oral history participants need to be sent a follow-up questionnaire and a link to the end online product

## 5. Involving people in the project

### 5.1. Introduction

Chapter 5 draws together the research, assesses the implications and barriers, considers target audiences and numbers - all of which start to shape the activity and engagement programme that appears in Chapter 6.

The Chapter considers how the project will deliver HLF outcomes, details the resources needed to deliver the programmes, outlines the framework for evaluation and ends with the legacy of the project and the ways in which The Hold will share its learning points with others.

### 5.2. Project vision and aims

#### 5.2.1. Project vision

The Hold is a partnership between Suffolk County Council and the University of Suffolk that will create a new, flagship heritage facility and a reshaped service, launching people, young and old, on new voyages of discovery.

Located within Ipswich's unique and regenerating Waterfront, The Hold will house Suffolk's nationally and internationally significant archives and will be the engine for a transformed, audience-focused service that will reach out to the diverse communities in Ipswich, the county and the nation through its activity and digital programmes, engaging them with Suffolk's rich archival heritage in new and exciting ways.

The Hold will open its doors to reveal Suffolk's treasured past and inspire Suffolk's future.

#### 5.2.2. Project objectives

##### **For heritage**

- to safeguard Suffolk's irreplaceable collections with state-of-the-art accommodation
- to create an efficient building and service, bringing more of Suffolk's heritage together on one site
- to create space to showcase Suffolk's heritage and provide interpretation to a broader audience
- to provide an enhanced online offer and allow visitors anywhere in the world to interact with Suffolk's collections
- to enhance Suffolk's collections through an ambitious Activity Plan.

### For people

- to forge a sustainable, learning partnership with one of the UK's newest universities; the University of Suffolk
- to have a positive impact on the employability of UoS students
- to create new learning opportunities and drive the renaissance of Suffolk Archives' schools offer
- to remove barriers to engagement and increase our reach to diverse audiences
- to diversify our volunteer base and increase levels of engagement in the service.

### For communities

- to create an environmentally sustainable building reflecting best practice
- to contribute positively to the critical mass of regeneration activity on Ipswich Waterfront
- to create a resilient, commercially-focused and outward-facing Suffolk Archives Service
- to empower communities in undertaking their own heritage activities.

## 5.3. Breaking down barriers for people

The market research, stakeholder and audience consultation has identified a number of key barriers that could prevent potential audiences from visiting and enjoying The Hold. The table below identifies the barriers articulated in the consultation in Chapter 4, and looks at the way in which the project might tackle to solve them. The activities laid out in the action plan (Chapter 6) develop this further by detailing a number of specific ways to minimise and or eradicate these barriers and maximise engagement from the target audiences.

Table 16: Barriers

<b>Organisational</b>	The ways in which The Hold will operate and be managed which may in turn serve to exclude or deter potential visitors and users
<b>Learning and intellectual</b>	Where people have difficulty learning about The Hold and its collections because of the way the experience is presented and/ or because of how the information is provided.
<b>Social and cultural</b>	Social and cultural barriers arise if The Hold and its offer do not address interests and life experiences of people from a range of cultures and different social backgrounds

<b>Financial</b>	Financial barriers derive from an audience's ability to afford the experiences The Hold offers, as well as the perceived value for money.
<b>Physical and sensory</b>	Physical and sensory barriers relate to those issues which may affect actual access to The Hold and its offer and limit the potential experience to all senses.

Table 17: Barriers and Project Opportunities

<b>Barriers</b>	<b>Project opportunities</b>
<b>Organisational barriers</b>	
<p>Non-users associate The Hold with academic research, it is not seen as a place for the general visitor.</p> <p>Staff and volunteers are not felt as welcoming to families and casual visitors.</p> <p>The Hold is perceived as difficult to travel to because public transport links and car parking.</p> <p>Schools often make a full day trip to ensure maximum use of time and financial outlay.</p> <p>Users and non-users unsure which archives are held at The Hold and within Bury St Edmunds and Lowestoft branches.</p>	<p>Programmes of events and exhibitions highlight the local history and social angle of The Hold.</p> <p>Recruit and train younger volunteers and have trainees to broaden the workforce.</p> <p>Undertake perception management by highlighting parking and public transport links on website</p> <p>Ensure there are tailored programmes to their needs and links to the museums in Ipswich.</p> <p>Ensure catalogues are digitised and available on website to ensure that visitors can see what is available before they visit.</p>
<b>Learning and intellectual barriers</b>	
<p>Non-users see archives as 'difficult'.</p> <p>If interpretation does not follow accessibility guidelines and offer different ways in e.g. layers of information, it will not engage potential visitors.</p> <p>Visitors bring a range of experience and understanding, and also access information in a variety of ways. Interpretation and activities should provide diverse learning opportunities.</p> <p>School children in groups have diverse needs and specific curriculum requirements so close working and</p>	<p>Hands-on activities and interactive exhibitions will bring the archives alive for families and young people.</p> <p>An Exhibitions Officer appointed to manage the content of the exhibitions and ensure they are relevant and of interest to target audiences.</p> <p>Volunteer and staff training to take account the different learning styles of a range of visitors.</p> <p>Establish a Teachers' Forum to consult at regular opportunities about the development of the learning programme. Test all</p>

Barriers	Project opportunities
<p>regular consultation with teachers will ensure that these needs are met.</p> <p>Poor literacy and computer literacy skills amongst older residents</p> <p>Potential visitors do not have the 'confidence' to visit The Hold.</p> <p>The diverse communities in Ipswich do not all speak fluent English</p> <p>The exhibitions and events subject matter is not of interest to diverse audiences</p>	<p>resources and session with school groups to ensure they are meeting their needs.</p> <p>Ensure that there are community engagement programmes that take the opportunities out of The Hold and Record Offices into the community and build people's confidence in their own abilities and knowledge.</p> <p>Consider having guides in Russian and Bengali</p> <p>Ensure there is a diversity of topics and stories told in the events and exhibitions programme.</p>
Social and cultural barriers	
<p>Record offices and archives, if they are known about at all, are associated with dry research.</p> <p>Parents may feel uncomfortable or nervous about taking children to an archive.</p> <p>Hands-on activities are needed to bring the archives to life for families and young people.</p> <p>Students need to feel that they are welcome at The Hold and it is a place where they can have a social visit as well as learn.</p> <p>The archival material not thought to be representative of those whose families have moved from another part of the UK or abroad.</p> <p>Making time to engage with heritage</p>	<p>Ensure that The Hold appears to be an interesting place to visit from the outside of the building and through the publicity.</p> <p>Develop a digital programme to enable people to see the archives in a different light before they visit.</p> <p>Have hands-on events and exhibitions that are targeted and publicised to families through schools.</p> <p>Have fun and interesting events that are targeted at students. Have informal spaces where they can sit, meet friends, study etc</p> <p>Develop a community engagement programme that takes material out to communities and includes a contemporary collecting programme.</p> <p>Ensure that the offer is interesting and becomes a high priority for people when they do have time away from work.</p>

Barriers	Project opportunities
<b>Financial barriers</b>	
<p>Visitors need to know that The Hold and the exhibitions held there are free to enter.</p> <p>The costs of using the archives is unknown to potential users</p> <p>Transport costs are a barrier for many lower-income groups and for school groups.</p>	<p>Free touring exhibitions around Suffolk need to give a taster of what is available at The Hold.</p> <p>A professional Exhibitions Manager is needed to ensure that the exhibitions are designed to the highest quality.</p> <p>All costs of using the archives, including items that are free, need to be clearly stated on website.</p> <p>Marketing materials need to show what visitors will see when they visit The Hold.</p> <p>Keep resources and learning session costs for schools and other young people groups to an affordable level.</p> <p>Offer a wide range of resources that can be used in schools as an additional, but less expensive option.</p> <p>Include digital element to the programme to ensure that financial constraints do not stop people from engaging with the material</p>
<b>Physical and Sensory</b>	
<p>The Hold needs to ensure physical and intellectual access to those with mobility impairments, blind and partially sighted people, deaf or hard of hearing, people with learning disabilities, people with cognitive impairment and those with long-term mental health problems.</p> <p>Residents in north, west and east Suffolk are less likely to visit Ipswich than Norwich or Cambridge as their nearest cultural centre.</p> <p>The Hold's Waterfront location is perceived as separate to the centre of Ipswich and therefore not part of a regular visit to the town.</p> <p>Perceived lack of parking and public transport to The Hold.</p>	<p>Ensure The Hold is Equality Act compliant, interpretation appealing to different learning styles and targeted activities (through relevant local charities). Engage volunteers from the Suffolk Coalition for Disabled People in the design process.</p> <p>Exhibitions and events to take place across Suffolk to ensure that those that cannot or will not visit Ipswich will have access to the material and will understand what The Hold is.</p> <p>Ensure that the buses stop at the Waterfront.</p> <p>Use the website to show the access and directions to The Hold.</p> <p>Create joint marketing with the shop, restaurants and tourist</p>

Barriers	Project opportunities
	<p>attractions on the Waterfront to encourage visitors.</p> <p>Signpost The Hold from the railway station and from the town centre.</p>

## 5.4. Target audiences

Based on the market research and consultation, eight target audiences have been identified for this project:

- low income older adults (65 years+)
- families with children aged 5 – 12 years
- diverse communities
- people with dementia
- university students
- young people aged 18 – 24 years
- school children (primary schools and 6<sup>th</sup> form students)
- visitors to the Waterfront and to Ipswich.

These are in addition to The Hold's core audiences:

- older adults
- interest groups
- independent researchers
- university students.

### 5.4.1. Target audience sizes

Target audiences are described and quantified below:

#### **Lower income older adults 65 years and older**

The local older population will form an important visitor segment to develop. Those on low incomes in particular can suffer from isolation and loneliness, so stand to benefit from the activities offered by The Hold.

Partnering with local community groups, such as local history societies, the U3A and older people's service providers will be a good way to engage with this group, and partnership working may help to overcome some of the perceived barriers to visiting.

### *Market size*

Within Ipswich 5,310 older people claimed Pension Credit in 2012, of which 1,990 claimed the Guarantee Element only, meaning that they are on a low income and do not have savings or earnings from a private pension<sup>1</sup>.

### **Families with children aged 5- 12 years old (any, not low income)**

Families will form an important growth audience for The Hold, and will be tempted to visit through events, activities and targeted programming. These will all aim to make families who do not think archives are for them feel welcome. Practical facilities, such as buggy parks and affordable food and drink in a family friendly café, will also help attract this audience.

### *Market size*

Ipswich has 16,810 family households, and 25,988 children aged 15 or younger.

### **Diverse communities**

Although Ipswich's non-white population is lower than the national average the city has around 11% Black, Asian and Minority Ethnic (BAME) residents. Local community organisations representing people from BAME backgrounds should be engaged at an early planning stage to ensure that the stories of people from different cultures and ethnicities who have contributed to the City's history are told.

### *Market size*

14,788 residents or 11.09% of Ipswich's population are non-white as the table below shows:

Table 18: Ethnicity

	White	Mixed/ multiple ethnicities	Asian/ Asian British	Black/ African/ Caribbean/ Black British	Other
Ipswich	88.91%	3.61%	4.3%	2.32%	0.85%
England	85.42%	2.25%	7.82%	3.48%	1.03%

### **People with dementia**

Research conducted for Dementia UK shows that, in 2013, there were 815,827 people with dementia in the UK 773,502 of these people with dementia were aged 65 years or over. This represents one in every 79 (1.3%) of the entire UK population and 1 in every 14 of the population aged 65 years and over.

<sup>1</sup> Source: Office for National Statistics, August 2012





### *Market size:*

Therefore approximately 1.3% of Ipswich's population has dementia or 1,300 people; many of whom will be cared for at home and whose carers will be in need of Dementia Friendly organisations.

### **University students**

Partnering with universities and colleges both locally and across the region will prove mutually beneficial. Students from UoS, in particular, should be targeted as users, volunteers, trainees and ambassadors for the new facility.

The student populations across the county are numerous as the table below shows:

Table 19: Higher and Further Education students<sup>2</sup>

	<b>Students</b>
University of Suffolk (UoS)	5,060
West Suffolk College	11,010
Suffolk New College	3,879 (16-16 years)
Lowestoft College	1,108 (16-18 learners)
Easton & Otley College	5,000
<b>TOTAL</b>	<b>26,727</b>

### **Young people aged 18 – 24**

Young people are frequently absent from cultural venues and are considered hard to engage with. Working with the University, local schools and youth groups will help to target younger audiences and build relationships.

### *Market size*

There are 13,118 people aged between 18 and 24 years in Ipswich.

### **Formal Education: Primary aged school children and 6th Form students**

The Hold will offer a diverse programme of activity for schools. Changes to the national curriculum in recent years provide an opportunity for the learning programme to be developed in collaboration with local teachers.

### *Market size*

There are 99,112 primary and secondary school age pupils in Suffolk, as the table below shows. There are 19,500 school pupils in Ipswich. Within one mile walking distance of The Hold there are 12 primary schools and 3 secondary schools representing 2,952 and 1,016 school children respectively. These will be the schools to form a special relationship with and partner in projects.

<sup>2</sup> Source: Higher Education Statistics Agency and direct contact with college admissions departments

Table 20: School pupils<sup>3</sup>

	Nursery	Primary	Secondary	Special	Pupil Referral Units	Independent
Suffolk	105	55,216	43,896	977	247	7,702
<b>TOTAL</b>	<b>108,143</b>					

### Visitors to the Waterfront and to Ipswich

The Hold's prominent position on the Waterfront at Ipswich mean that it will be well placed to attract visitors to the Quay. Inviting welcoming spaces, eye-catching programming and an interesting and varied events programme will help to draw in passing visitors.

#### *Market size*

Ipswich received an average of 260,000 domestic tourism visits each year between 2013 and 2015 and 71,000 overseas visits.

#### 5.4.2. Target numbers

##### **In person**

It is estimated that there will be 24,200 visits to The Hold in the first year of it being open to the public, settling to a figure of 19,500<sup>4</sup> by Year 3 of operation. It is also anticipated that the Bury St Edmunds Record Office and the Lowestoft Record Office will both receive a 30% increase in their visitors, based upon the research about the impact of capital projects on archive facilities. This will mean that Bury St Edmunds Record Office will see 9,800 visitors and the Lowestoft Record Office 3,800 visitors in the first year of The Hold being open.

The tables below estimate the target percentage and numbers for each of the target audiences who will visit The Hold in person; the numbers engaged in Sharing Suffolk's Stories and the number of people accessing The Hold and SRO digitally.

<sup>3</sup> Source: School Census 2015, Department for Education

<sup>4</sup> The Hold Business Plan, November 2017. Fourth Street

Table 21: In person to The Hold

Target audiences for development	Segment size within Ipswich	Current % of visits <sup>5</sup> to IRO	Current numbers to IRO	Target figures as % of Year 3 total of 19,500 visits	Target numbers of visits <sup>6</sup>
Low income older adults	5,310	Unknown	Unknown	3%	600
Families	16,810	0%	0	5%	1,000
Diverse communities	14,788	2%	2	5%	1,000
People with dementia	1,300	Unknown	Unknown	0.5%	100
University students	26,727	4%	3	3%	500
Young people 18 - 24	13,118	As above	As above	0.5%	100
School children	108,143	0%	0	6%	1,500
Visitors/tourists	331,000	3%	3	10%	2,000
<b>Total target audience</b>				<b>35%</b>	<b>6,800</b>

## Sharing Suffolk's Stories

Table 22: Sharing Suffolk Stories projected participants and audiences

Target audiences for development	Target numbers per annum	Target for life of the project (4 years)
Interest group participants	70 per annum	280
Target group participants	35 per annum	140
Volunteers	14 per annum	42
Audiences	700 per annum	2,800
<b>Total number of participants/audiences</b>		<b>3,262</b>

<sup>5</sup> Survey of Visitors to UK Archives 2014

<sup>6</sup> Estimated visitor number of 24,200 visitors in Year 1, 19,500 in Year 3. Students, school children and day and overseas visitor numbers based on The Hold's Business Plan.

## Virtual and digital demand

Table 23: Projected digital demand

Target audiences for development	Current	Target
Website visits	507,770	1,000,000 – 2,000,000 (depending on the reach of activities in the County)
Website users	72,282	150,000 – 200,000
Facebook	190 likes	4,000 – 5,000 likes
Twitter	1,229 followers	1,500 – 2,000 followers
Instagram	130 followers	1,500 – 2,000 followers
You Tube	13 subscribers	150 – 250 subscribers (depending on the frequency of the PDA videos)

The target figures are based upon the estimates of the project's digital consultant.

## 5.5. Delivering HLF outcomes

The activities in Chapter 6 (the action plan) are grouped around HLF's three key outcomes for Heritage, People and Communities and below is a summary of the way in which the activities fulfil these outcomes.

Table 24: Meeting HLF outcomes

HLF outcome	How the project will meet this outcome
<b>Outcomes for heritage</b>	
Heritage will be better managed	The Hold will bring more of the collections under one roof, improving access to archives for researchers and more efficient management of archives for staff. The archives to be used in the Sharing Suffolk's Stories project will be sorted, catalogued and digitised, making these collections more readily available through the renewed website and on site through the Hold's Personal Digital Assistant (PDA)
Heritage will be in better condition	The Hold will provide be the first Record Office built to conform with the revised PD5454 storage conditions: BS EN 16893 Conservation of cultural heritage – new sites and buildings intended for the storage and use of collections and BS 4971 Conservation and care of archive and library collections. Documents and maps

HLF outcome	How the project will meet this outcome
	will be repaired and conserved in preparation for use by the Sharing Suffolk's Stories project groups.
Heritage will be better interpreted and explained	<p>The archives in the Record Office will be better interpreted and explained through six new display areas throughout The Hold, helping people to make connections across the collections. In addition, there changing exhibition programme, some of which will be supplemented by loans from national archives and museums and others co-created with the community. Touring exhibitions will be held in venues throughout the county. The renewed website will include information about current exhibitions and object highlights and social media will tell people about exhibitions in their area and encourage debate about the themes and stories.</p> <p>Special events, activities and workshops linked to the exhibitions will explore and explain the themes.</p> <p>The archives will be the inspiration for new walk and talk programmes that will engage people with the heritage of their local area.</p>
Heritage will be better identified/recorded	Through the Sharing Suffolk's Stories, communities will be identifying and researching their own heritage and this fresh information will be fed back into the Record Office's collections and will build the Citizen's Archive online. An oral history project, inspired by the collections, such as 'our family', 'our house' or picking up on exhibition themes, such as 'fishing' 'migration' and 'Suffolk and the world' will uncover new stories that will be made available at the Hold, online and through touring exhibitions.
<b>Outcomes for people</b>	
People will have developed skills	The Training Plan in Appendix 3 provides a comprehensive training programme that upskills volunteers and staff to deliver the new activity programme, enhances digital

HLF outcome	How the project will meet this outcome
	<p>capacity and lays the foundations for future sustainability of the service. Specifically, the project proposes INSET for teachers and Arts Award. But the project will offer a ladder of opportunity to gain skills, from volunteering, traineeships and internships, for young people and students.</p>
<p>People will have learned about heritage</p>	<p>The Hold will develop onsite and outreach programmes to engage primary and secondary schools with the collections. Presently, there is no provision for schools.</p> <p>The Hold will develop special relationships with local primary and secondary schools to help develop the onsite and off-site programmes, and online and hard copy resources based on the archives and relevant to the National Curriculum.</p> <p>The interactive website content and active use of social media will enable visitors to learn about heritage without having to visit The Hold.</p> <p>A series of dynamic TED-style talks will be developed by University of Suffolk students to showcase the collections and how to access and use them - aimed the public, schools and University students. They will be available on the website and available for live streaming in the building. The University and The Hold will collaborate on a series of public lectures and hold a joint annual conference in partnership with the History Department.</p>
<p>People will have changed their attitudes</p>	<p>One of the key aims of this project is to engage new audiences with archives and their heritage – people who would not have dreamt of using archives. We will do this through the Sharing Suffolk's Stories project, through fun and accessible exhibitions and activities at The Hold and in villages and towns across Suffolk and through a vivacious website, lively use of</p>

HLF outcome	How the project will meet this outcome
	social media and providing a digitally welcoming and engaging building.
People will have had an enjoyable experience	One of the strongest points to come through the consultation with non-users was that The Hold's offer must be fun, colourful and interactive to engage their attention. The exhibition programmes, digital content, projects and activities will aim to be enjoyable and fun, as well as informative and rewarding.
People will have volunteered time	<p>The current volunteering programme is concentrated on delivering tasks behind-the-scenes. The new volunteer programme outlined in Appendix 2 details 141 new volunteering opportunities in a variety of new roles that complement the existing volunteering tasks, ranging from welcomers to assisting with activities, to running oral history programmes and developing the website and social media. The success of the volunteering programme will be assessed through feedback from volunteers and from audiences.</p> <p>The project will create and support Community Champions who will promote The Hold within their communities and a Teachers' Forum will be established that will shape the way in which The Hold works with schools.</p>
<b>Outcomes for communities</b>	
Environmental impacts will be reduced	The Hold will target the Building Research Establishment's Environmental Assessment Method (BREEAM) excellent standard and the strongrooms will use passive environmental control, which will use less energy
More people and a wider range of people will have engaged with heritage	Ipswich Record Office currently receives 7,000 visitors per annum and the project will increase that number to 24,200 in the first year of operation, settling to 19,500 by Year 3, attracting a diverse range of audiences through the exhibitions, activity programme and new café. Success will be

HLF outcome	How the project will meet this outcome
	<p>measured through the evaluation programme.</p> <p>The interactive website and social media will be used effectively to reach out to new audiences within Suffolk and beyond, and a suite of events and activities will be specifically aimed at target audiences, using music, rap and poetry collections to attract young people, imaginative use of the collections for families, events and talks exploring diverse histories and online ESOL resources, for example using the Ipswich Caribbean oral history collections.</p> <p>The Sharing Suffolk's Stories project will engage a more diverse range of people from year 2 onwards by using the initial project groups as champions to promote the project to groups who might not think of researching their own history.</p>
Your local area/community will be a better place to live, work and visit	<p>Ipswich's Waterfront is a popular destination for local people during the summer months, with its bars and restaurants. The building of the University of Suffolk's campus adjacent to the Waterfront, together with numerous ongoing and planned regeneration projects, has given the area an enormous boost and the building of The Hold will add a new dimension and offer for visitors and residents. The events programmes will energise the Waterfront, using national events such as Black History Month, International Women's Day, Night at the Museum, The Big Draw and National Science week as pegs to entice people over the threshold. The Hold will offer a café and a range of display spaces where the collections can be showcased and new stories told</p>
Your organisation will be more resilient	<p>Suffolk Record Office will become more resilient through diversification of its income streams at The Hold, such as the café and venue hire; through attracting new and diverse audiences who will engage with the new programmes;</p>



HLF outcome	How the project will meet this outcome
	through training of staff and volunteers in new skills and through a robust volunteering programme that will increase the capacity of the Record Office.

## 5.6. Resources needed to support our activities

### 5.6.1. Staff and volunteers

The Strategic and Commercial Manager at The Hold will have overall responsibility for the delivery of the Activity Plan.

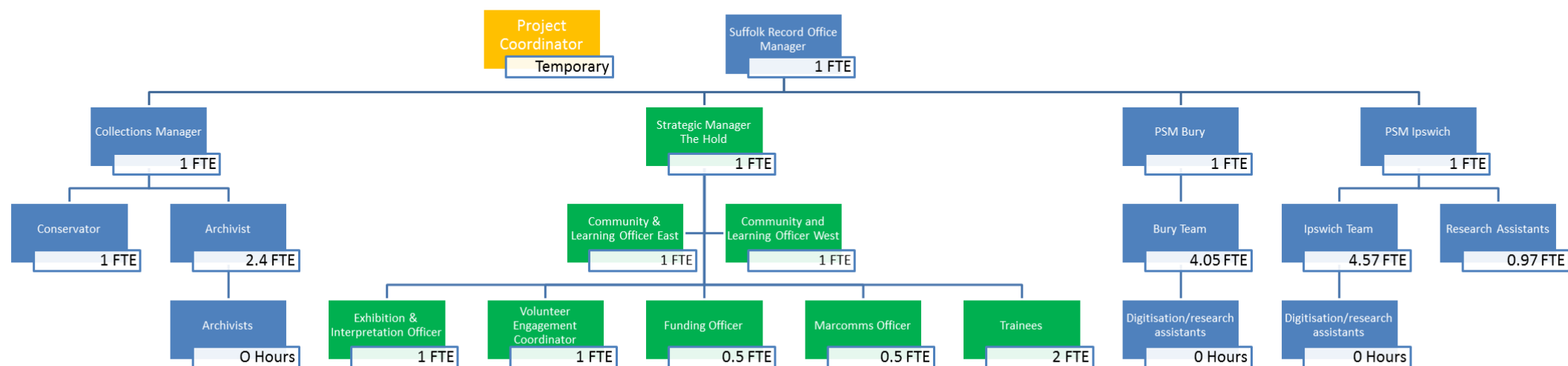
The project will see the appointment of seven new HLF-funded members of staff to support the programme, six of which will be sustained in the future after the HLF funding has ceased:

- Project Coordinator f/t (2 years HLF funded until 2020 - post ends with appointment of Strategic and Commercial Manager)
- Strategic and Commercial Manager f/t (2 years HLF funded then permanent - takes over from Project Coordinator in Spring of 2020, the formal opening of The Hold)
- Community and Learning Officer (West) f/t (4 years HLF funded then permanent – appointed at the beginning of the Delivery Phase in Spring 2018 to deliver SSS)
- Community and Learning Officer (East) f/t (2 years HLF funded then permanent – appointed in Spring of 2020, the formal opening of The Hold)
- Exhibition and Interpretation Officer f/t (3 years HLF funded then permanent – appointed in Spring of 2019 to allow lead-in time for first shows at The Hold when it opens)
- Volunteer Engagement Coordinator f/t (3 years HLF funded then permanent – appointed in Spring of 2019)
- Marcomms Officer p/t (appointed Autumn 2019 with soft opening of The Hold, to prepare comms and marketing for the formal opening and beyond).

The Job Descriptions for these posts are Project Execution Plan and the line management of these roles and how they fit into the current staff structure is shown overleaf.

## SRO Structure

OFFICIAL-SENSITIVE (IN CONFIDENCE)





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### 5.6.2. Volunteers

The volunteering roles will be managed by the Volunteer Engagement Co-ordinator and roles post opening will include:

- explainers and welcomers to The Hold
- explainers and welcomers in the searchroom
- Community Champions, promoting The Hold in their networks and neighbourhoods
- assisting with the delivery of Sharing Suffolk's Stories
- participating in Sharing Suffolk's Stories
- helping with the decant of collections from existing branches and stores to The Hold
- digitising the collections
- researching online resources for informal learners
- assisting with display research
- giving guided tours of the locality
- assisting with the delivery of events, workshops, talks at The Hold, the branches and across the county
- assisting with the delivery of formal learning activities at The Hold, the branches and across the county
- undertaking the oral history and other project work
- curating loans boxes and undertaking reminiscence work
- moving and assembling touring exhibitions
- undertaking evaluation of exhibitions, activities and events
- assisting with marketing
- supporting social media and the website.

The volunteer recruitment will focus on broadening the current profile of volunteers to include more young people.

### 5.6.3. Training

The staff and volunteers will be supported by a comprehensive training programme, detailed in the Training Plan in Appendix 3. The Plan covers such things as volunteer management training, customer care training, building digital capacity, equality and diversity, introduction to the archives, storytelling and public speaking.

The Training Plan includes supporting the traineeships and interns to enable them to maximise their experience of working at The Hold. The role descriptions for these traineeships are in Project Execution Plan. In addition, there are

opportunities for teacher CPD, work placements for school children and university students and the Arts Awards for young people.

#### 5.6.4. Partnership and collaboration

##### **University**

The prime partnership is between Suffolk Record Office and the University, which will see history, tourism, digital, criminology, childhood, health and marketing students using primary sources for their course work and undertaking project work, such as creating and delivering TED talks, curating exhibitions and creating exhibitions, development of trails, leisure and learning resources and development of gamification of activities. University lecturers and researchers will also contribute content to exhibitions, talks, walks and resources. The University has a strong schools' engagement programme and The Hold will work alongside their activities and project work to enhance and complement the existing formal learning offer.

Students will be a significant target audience for volunteering and will help to develop, organise and deliver large events at The Hold and smaller ones, such as Archives for families, create exhibitions, hard copy and online resources and develop content for the website and use social media to promote The Hold.

The Hold will work with the University to develop and deliver traineeships and internships for students and The Hold and UoS will work together on public lecture series and joint conferences.

##### **Schools and learning organisations**

The Hold will build a special relationship with local school, Clifford Road Primary School, to develop and test sessions and resources; partnerships with local schools for work placements and the Young Archivist project and will collaborate with the WEA to develop and deliver adult talks.

##### **Museums, archives and heritage organisations – local, regional, national**

The Hold will work closely with Colchester and Ipswich Museums:

- to develop joint or complementary exhibitions
- staff from SRO have been invited to join the museum's exhibition programming group (they look 3 -5 years ahead)
- The Hold joining the museum's teachers' advisory partnership to look at (for example) curriculum linkages
- linking with the museum's review of its adult learning programme
- developing loans boxes together for The Hold's schools programme during the delivery phase
- harmonising the museum and SRO's collecting policies especially around contemporary collecting

- providing joint training opportunities, contact points, and exchanges between The Hold's 2 paid trainees and the CIMS 'Skills for the Future' trainees (see Chapter 6).

A partnership with the National Trust at Sutton Hoo is likely to include:

- joint exhibition programming (e.g. Sutton Hoo have temporary exhibition space in The Treasury) on shared themes (e.g. river connections, international connections, Anglo-Saxon legacy)
- cross promotion and facilitation of visitors travelling between the two destinations
- sharing/exchange of volunteers to maximise skills e.g. opportunities for The Hold's volunteers to learn the art of storytelling and work with the collections at Sutton Hoo
- The Hold using the 'Discovery' room at Sutton Hoo during The Hold's construction phase for outreach/public engagement
- linkages with Sharing Suffolk's Stories (e.g. a group exploring the history and ownership of the site itself)
- ensuring learning programmes link-up
- Loans of material for exhibitions are being discussed in principle with the British Museum and National Maritime Museum, but these will be developed further when the exhibition programme is firmed up in the delivery phase.

### **Community organisations**

The Hold will work with community organisations, such as Dementia Alliance events, Suffolk Mind, Housing Associations, the Rural Coffee Caravan, Punch Studios, The Wolsey Theatre and Bangladeshi Support Centre to develop and deliver activities and reach target audiences.

### **Interest groups**

Interest groups, such as the Suffolk Family History Society, Suffolk Local History Council, Friends of Suffolk Record Office, the Suffolk Institute of Archaeology and History and the Suffolk Records Society will continue to provide invaluable support for The Hold but, in particular, will help recruit volunteers for a family history help desk in The Hold's searchroom.

#### **5.6.5. Spaces**

The activity planners have worked closely with the architects to ensure that the building meets the needs of the users. The key areas that came out of the consultation was that the potential audiences wanted:

- special exhibitions area where people can see the collections and which change regularly
- an education space for up to 35 students or 15 adults
- an accessible and easy to navigate searchroom

- comfortable spaces to relax in
- a café to buy refreshments
- a shop with items on sale that are made by local artists and crafts people
- toilets that are unisex, particularly for baby changing.

The key words that came out of the consultations again and again was that the potential users wanted The Hold to be 'fun and interactive' from the outside in.

The welcomers in The Hold will provide a friendly, trusted first point of contact for everyone entering the building encouraging visitors to explore the exhibition, and more importantly to visit the searchroom. Staff and volunteers will answer initial enquiries using the continuously improving electronic catalogue information and digital surrogates. They will encourage them to stay and browse and try things for themselves. They will help some visitors to make the best use of the exhibition spaces, media screens, touchtables, oral history benches/pods, interactives, and apps, (others will happily self-drive) so everyone discovers in a fun and informal way more about items that have just been catalogued, digitised or put on exhibition. They will be able to suggest what new catalogue information, images and sound recordings it would be useful to add to the touchtables etc. They will also market new events, activities, walking tours etc developed from the contents of new and long-standing collections. They will encourage visitors to leave their own comments on what they have seen.

The Personal Digital Assistant (PDA) will be available to all visitors, acting like a virtual member of staff, guiding people around the building, collections and displays. Excellent for when staff are not available or for those who prefer to explore at their own pace.

There will be spaces at both the Bury St Edmunds and Lowestoft branches for activities and events, which will be supported by the Community and Learning Officers and volunteers.

Whilst this report was being drafted, decisions have been taken about the future of the Lowestoft branch by the SRO. All the collections will be transferred to The Hold and a new, more visible, access point created on the first floor of the library, with an adjacent small meeting room. The access room will have local studies collections of maps and plans, plus digital access to the collections and will have the space to host exhibitions, events and Sharing Suffolk Stories activities, which will be supported by the new HLF-funded Community Engagement Officers.

#### 5.6.6. Marketing, website and social media

The Marketing Framework<sup>7</sup> written during the development phase examined the ways in which the target audiences might be attracted to engaging with The Hold, and looking each audience's perceptions, drivers and barriers (based on the consultation in the Activity Plan), as well looking at the offer needed to attract

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<sup>7</sup> The Hold – a marketing framework, 2017. Upshot Marketing

those audiences, key messaging, networks of communication (such as Housing Associations), the most effective media channels and the cost implications.

The table below is a summary of the most effective networks and media channels for each target audience.

Table 25: Networks and media channels

Audience	Network	Media
Low income adults	<ul style="list-style-type: none"> <li>Local community groups</li> <li>Service providers and support services</li> <li>Housing associations</li> </ul>	<ul style="list-style-type: none"> <li>Come and see' events co-hosted with community groups and housing associations, including either a guided tour, or a quick ancestry demo, or trip down memory lane.</li> <li>Leaflets in public places</li> <li>Stand at community events, volunteer outreach</li> <li>Bus advertising</li> <li>Radio – BBC, Town 102FM and Smooth</li> <li>Local news ads (Ipswich Star)</li> </ul>
Families	<ul style="list-style-type: none"> <li>School visits</li> <li>Family websites</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> party websites</li> <li>Events listings</li> <li>Leaflets, distributed via schools</li> <li>Outdoor advertising</li> <li>Radio – BBC, Town 102FM</li> <li>Facebook content and ads + PPC ads</li> <li>Stand at Suffolk, community and heritage events</li> </ul>
Diverse communities	<ul style="list-style-type: none"> <li>Community groups</li> <li>Church groups</li> <li>Community Champions</li> </ul>	<ul style="list-style-type: none"> <li>Leaflets in school book bags</li> <li>Bus advertising</li> <li>Venue discounts for church/community group promotion</li> <li>Radio – BBC, Town 102FM</li> </ul>



Audience	Network	Media
		<ul style="list-style-type: none"> <li>Community engagement and volunteers</li> </ul>
University students	<ul style="list-style-type: none"> <li>Student Union – find a representative to recruit student volunteers and work with them to shape the youth offer</li> </ul>	<ul style="list-style-type: none"> <li>Radio – Heart FM</li> <li>Print ads on campus</li> <li>Ads in volunteering/careers advice packs</li> <li>Facebook content and ads</li> <li>Twitter for specific event and volunteer posts</li> <li>Instagram – for key assets and events</li> </ul>
Young people	<ul style="list-style-type: none"> <li>University</li> <li>Colleges</li> <li>Schools</li> <li>Youth groups</li> <li>Link with the Poetry People and host Suffolk Poetry competition <a href="http://www.poetrypeople.co.uk/the-competition/4592237525">http://www.poetrypeople.co.uk/the-competition/4592237525</a></li> </ul>	<ul style="list-style-type: none"> <li>Posters in colleges and schools</li> <li>3d tours on website</li> <li>Facebook content, ads and PPC ads</li> <li>Twitter content</li> <li>Bus ads</li> <li>YouTube content</li> </ul>
School children	<ul style="list-style-type: none"> <li>Local schools</li> <li>Teachers' Forum (Ipswich Museum)</li> <li>History teacher network (secondary)</li> </ul>	<ul style="list-style-type: none"> <li>Suffolk Headlines (weekly eNews)</li> <li>Stand at Historical Association and School History Project Conferences</li> <li>Leaflets in book bags for major exhibits</li> <li>Teaching resources</li> </ul>
Visitors/tourists	<ul style="list-style-type: none"> <li>Tourism offices and websites</li> <li>Hotels, B&amp;Bs, holiday rentals</li> <li>Taxi drivers</li> <li>Other attractions</li> </ul>	<ul style="list-style-type: none"> <li>Hosted sessions for channels</li> <li>Leaflets in tourist locations (channels)</li> <li>Bus advertising</li> <li>3rd party websites</li> </ul>

Clearly from the analysis, The Hold needs to exploit a myriad of existing networks and a whole range of marketing media to attract target audiences. However, the

Framework acknowledges the growing importance of digital marketing for all audiences and how the offer of The Hold, which is based on storytelling, lends itself to the digital medium.

The Digital Strategy<sup>8</sup> stresses the importance of the renewed website *to inform and engage audiences*, and of social media *to develop its relationship with an existing audience and reach out to new communities*. The website will include clear visitor information, about parking, opening hours, transport etc, but more than that, it needs to be an exciting window onto The Hold, the wider Suffolk Records Office and its collections, giving easy access to its stories, offering access to archives, online exhibitions, interactive content and magazine articles, blogs and social media conversations, downloadable resources for families and schools and web pages for volunteers. Each social media platform will have a different target audience and a different focus, and The Hold will use Twitter, Facebook, Instagram and YouTube to publicise and share content from its events and activities and encourage debate and discussion.

The Marketing Framework will be developed into a Marketing Plan during the delivery phase.

#### 5.6.7. Expenditure

The breakdown of activity costs across the three outcome areas is below, with a total of £1,386,941 for four years of delivery, between Spring 2018 and Spring 2022.

Table 26: Expenditure

	Activity	Three year programme cost
1	Heritage	£ 343,220.00
2	People	£ 139,952.00
3	Community	£ 903,769.00
	<b>Total</b>	<b>£ 1,386,941.00</b>

### 5.7. Evaluation and measuring success

The Hold team will undertake regular evaluation to ensure that the project (including Sharing Suffolk's Stories) is meeting all the targets and outcomes set.

There is a budget for an evaluation consultant to develop an evaluation framework and advise the project during the delivery phase. The brief is in the Project Execution Plan. The results of the evaluation will be used by The Hold to review aspects of the programme, as necessary.

The data will be collected and collated on a quarterly basis and used to inform activity and business planning and funder reports.

The outline framework is in Appendix 4.

<sup>8</sup> A Digital Strategy for The Hold, Vissch+Stam, 2017



## **5.8. The legacy and sharing our experience**

### **5.8.1. Staffing**

Of the eight new posts created through The Hold project, seven will be sustained in the future after the HLF funding has ceased. Of all the legacies of the project, the continuation of staff is most important because they will remain the drivers for the project and will ensure that all the programmes, networks and partnerships established during the project will endure. They add new skills to the permanent team of community engagement, formal learning, exhibition production, volunteer engagement, fundraising and marketing and those skills, and sharing those skills and mentoring their colleagues and volunteers, will ensure the resilience of the whole service, not just The Hold. The project will leave behind new ways of working and a completely different experience for the visitor who currently comes to Gatacre Road.

### **5.8.2. Volunteers**

Currently, most volunteering is focused on back of house functions. The project's volunteer programme will expand the volunteer roles to almost all areas of the service operation. Those volunteers will be developed and nurtured through the project and many will go on to find new jobs and careers, but the framework for volunteer recruitment, management, training and support will remain in place after the HLF funding has ended and those skilled volunteers will add value and capacity to all aspects of the service and heritage general in Suffolk

### **5.8.3. The collections**

The programme of sorting, cataloguing and digitising the general collections is already in hand. The HLF funding will accelerate the sorting, cataloguing, conservation and digitisation of the pre-1700 map collection, enclosure maps and awards and 50 inch Ordnance Survey maps which will be online and available for everyone to access. The Conservation and Management and Maintenance Plans form the basis for work on other collections. These and the Digitisation Plan will be continually reviewed and updated in consultation with UoS, other stakeholders, users and volunteers to ensure the best balance continues to be maintained to make collections more accessible whilst ensuring their long-term preservation.

The Hold will be the first Record Office built to conform with the revised PD5454 storage conditions: BS EN 16893 Conservation of cultural heritage – new sites and buildings intended for the storage and use of collections and BS 4971 Conservation and care of archive and library collections and the collections will continue to benefit from state of the art storage conditions and collections processing facilities.

The legacy of the new searchroom will be to transform access to the collections. It will be light, bright, welcoming, easy to use, non-threatening, flexible and efficient. Visitors will see the searchroom as an extension of the inviting spaces on the ground floor. Tables inside the room will be mirrored by tables outside for people to sit and have a coffee with friends and feel encouraged to come in and

look around, even if they know nothing about archives. Improved signage will allow people to immediately see what's available and to start their research without having to rely on staff input. Volunteers and staff will be available to help new users navigate the website and provide support to those with limited IT skills.

The IT network will allow customers and staff to work efficiently across the building, meaning that customers can take advantage of the increased digital content.

The new searchroom will bring together the resources that are currently spread throughout the map room, searchroom, education room (books only) and microform room at Gatacre Road. This will allow customers to move seamlessly between the different types of sources.

The close proximity of the auditorium and seminar rooms to the searchroom will enable students, lecturers and those attending courses to do research before and afterwards, making more efficient use of their time.

#### 5.8.4. The Hold

The building and its facilities will be a lasting legacy for the Waterfront, for Ipswich, for Suffolk and beyond. It will be a visually striking building and a permanent home for the County's important collections, showcasing them to the visiting public throughout the building and continuing to tell new stories through changing displays and exhibitions; it will provide learning spaces, community spaces, an auditorium and seminar rooms where learning and community programmes can continue beyond the project funding, and it will provide a shop and café, both of which will enhance the commercial offer on the Waterfront and draw people to the building.

#### 5.8.5. Partnerships

Suffolk County Council and the Record Office already have a strong partnership with the University, particularly through volunteering and training programmes at Gatacre Road. The project will cement this relationship, both financially and through sharing the building, through projects and programming. The partnership will undoubtedly grow and expand into areas not yet identified by the Activity Plan.

Other partnership working, such as loans from national institutions, shared training and mentoring with other heritage organisations across the County will grow and mature, driven by the legacy staff based at The Hold and at the other branches.

#### 5.8.7. Programming

Budgets and staffing will be available for the events, workshops, learning programmes and exhibitions to continue after the HLF funding has ended. Some of the exhibitions, events, talks and learning programmes will be charged for, cross-subsiding a range of smaller, free activities.<sup>9</sup>

#### 5.8.8. Digital

The development of the website during the project and upskilling staff and volunteers to use social media will leave a lasting legacy. Using social media will be a part of everyone's job, enabling The Hold to keep up with pace of digital development and to use social media and the website effectively to engage people with the collections, programmes and the building.

SRO will work with the University Innovation Centre, digital film production and computer games design students to develop the interactive offer, based around collections.

The introduction and extension of the use of barcoding on archive containers in the strongrooms, together with barcoded locations, a barcode field in the catalogue, an automated ordering system, and handheld scanners, will enable items to be tracked throughout the building whether they are being produced for a customer to view, to be digitised, conserved or to go on exhibition.

#### 5.8.9. Sharing experience

The Hold team will share their experience and learning points by:

- meeting individually or as a group with people who are in the middle of their HLF project
- digitally, through online articles, blogs on their own and the HLF's website and through social media
- participation in seminars and workshops.

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<sup>9</sup> The Hold Business Plan, 2017. Fourth Street.

## 6. Action plan

### 6.1. Introduction

This chapter draws together all the audience research completed so far and suggests the type of activities that we are thinking of developing, based upon consultation and inspired by the collections. The activities are grouped around the three Heritage Lottery Fund outcomes of Heritage, People and Communities.

The audiences for development are:

- lower income older adults (65 years+)
- families with children aged 5 – 12 years
- diverse communities
- people with dementia
- university students
- young people 18 – 24 years
- school children (primary schools and 6th form students)
- visitors to the Waterfront and to Ipswich.

Core audiences (existing audiences)

- older adults
- interest groups
- independent researchers
- university students.

The activity table addresses the following factors:

- what activities will happen
- who will benefit and how
- what the impact will be of the activities (outcomes)
- who will deliver the activities
- how much the activities will cost
- when the activities will be delivered
- what the targets are for each activity
- how the project and its partners will measure and evaluate success for each activity.

The action plan has considered the notable collections listed in the Conservation Plan<sup>1</sup> and sought to use them as inspiration for activities.

Those records consistently referenced are:

- Manorial Records (1200s-1900s)
- De Saumarez Family Archive (1200-2000)
- Iveagh Manuscripts (1119-1906)
- The Farce of Sodom (c.1685)
- Suffolk Regiment Archive
- Ipswich Borough Archives (1255-1835)
- Bury St Edmunds Psalter
- Oral History Collection (c1966-2008)
- Tayler & Green (1830-1986)
- Map collections
- Ipswich Freehold Land Society (1636-1975)
- Port of Lowestoft Research Society Collection
- Garrett and Son of Leiston
- Elizabeth Garrett Anderson Letters and Papers (1861-1998)
- St Audry's Hospital Records (1841-1985)
- The Cullum Collection
- Local Studies Collection
- Basil Brown Archive
- Suffolk Photographic Survey
- Stopher family WWI letters
- Ickworth Estate and Hervey family collection
- Ipswich Caribbean Experience project archive
- Curry and Culture Bangladeshi Heritage project
- Rous family archive
- Cullum family archive
- Grafton family archive
- Old Poor Law collections.

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<sup>1</sup> The Hold Conservation Plan, NCS, 2017

## 6.2. Action plan

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
<b>1. Heritage</b>									
<b>Heritage will be better managed</b>									
1.1	<b>Digitise the document and map collections</b>  Volunteers to digitise maps and documents  Oversize maps and documents to be outsourced to contractors  Access to the collections on the renewed website and on site through public wifi in the building	All audiences  Independent researchers  SSS participants  Remote users	People will learn new skills  People will have easy access to collections, encouraging and facilitating discovery  People will be encouraged to start their own research	Heritage will be better managed  People will have learnt about heritage  More and a wider range of people will have engaged with heritage	Digitisation for maps and original documents by SRO Digitisation Assistant  Staff time  Volunteer time	Total: £34,700  Document and map digitisation £12,700  Backfill Digitisation Assistant £22,000	Starting at beginning of delivery phase April 2018	All maps and documents needed for SSS digitised  Number of visits to pages on website	Data collection  Google analytics
<b>Heritage will be in better condition</b>									
1.2	<b>Sort, repair and catalogue the document and map collections</b>  For use in the SSS project and for access online	All audiences  Independent researchers  SSS participants  Remote users	People will learn new skills  People will benefit from the resources being more accessible	Heritage will be in better condition  Heritage will be better managed  People will have developed skills	Freelance conservator  SRO Archivists and trainee  Volunteer time	Total: £45,000  Document and Map repair £10,000	Starting at beginning of the delivery phase April 2018	All maps and documents needed for SSS catalogued, repaired, and sorted	Data collection



	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	A freelance conservator to prepare maps for digitisation assisted by volunteers			Heritage will be identified/recorded		Freelance conservator £35,000			
<b>Heritage will be interpreted and explained</b>									
1.3	<b>Displays and exhibitions at The Hold</b>  See Interpretation/Exhibition Plan and Business Plan.  The temporary exhibition space will host four exhibitions per annum  There are also seven other areas for displays throughout The Hold, each of which will explore a particular theme  The exhibitions will be the inspiration for the events outlined in 3.2.  Each exhibition will have an online element on The	Each exhibition will have a target audience eg  Adults  Families  Diverse audiences  Young people 18 – 24  Primary schools  Secondary schools	People will learn about the heritage of Suffolk, their town or village and the national and international stories that have affected the Suffolk and the people who have lived here.  People will learn about archives  An exhibition that draws in new audiences  SRO will collect new material	Heritage will be better interpreted and explained  People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of people will have engaged with heritage	Managed by: Exhibition and Interpretation Officer assisted by the trainee, SRO Archivists and UoS staff  Volunteer researchers  University students create and curate an exhibition as part of their course work  Partnership with local, regional and national	Total: £100,000  Showcased collections funded from capital budget  Special exhibitions budget of £20,000 for three blockbuster exhibitions and £10,000 for two curated exhibitions  Marketing: £5,000 per	Appoint Exhibition and Interpretation Officer in Spring 2019  Two community exhibitions pa from summer 2020  One curated exhibition pa over the summer	Aim for 19,500 visitors to The Hold by Year 3 (settled year)  Exhibitions seen by 15,800 people per annum (2,100 per community exhibition, 3,200 curated exhibition, 8,400 blockbuster)	Data collection  Comments cards  Annual visitor survey  Specific questionnaires  Individual or group interviews

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Hold's website and will be publicised through social media, aimed at engaging potential physical and virtual audiences and will be included in the Citizen Archive (see 1.5)</p> <p>The digitally welcome building will ensure that visitors can engage physically and digitally on site.</p>	Visitors to the Waterfront and Quay			<p>archives, museums (such as Colchester and Ipswich Museums) and National Trust</p> <p>Teachers' Forum</p> <p>Clifford Road Primary School Community Champions help promote</p>	blockbuster exhibition £15,000	One blockbuster pa with charged admission	<p>People say that the exhibitions are high quality and easy to use</p> <p>People say that the displays have enhanced their understanding of Suffolk's heritage and archives</p>	
1.4	<p><b>Archives on tour</b></p> <p>Deliver touring community exhibitions to communities in Suffolk. Pilot work confirmed that including 3D objects is important.</p>	<p>Each exhibition will have a target audience e.g.</p> <p>Adults</p> <p>Families</p>	<p>People will learn about the heritage of Suffolk, their town or village</p> <p>People will learn about archives</p>	<p>Heritage will be better interpreted and explained</p> <p>People will have learnt about heritage</p> <p>More people and a wider range of</p>	<p>Managed by: Exhibition and Interpretation Officer</p> <p>Assisted by the Community and Learning Officers and</p>	<p>Total: £37,200</p> <p>Exhibition budget: £5,000 per exhibition</p> <p>6 exhibitions in total</p>	<p>Deliver two exhibitions a year in delivery phase from summer 2020</p>	<p>Aim for 200 visitors to each exhibition</p> <p>People say that the exhibitions are high</p>	<p>Data collection</p> <p>Comments cards</p> <p>Annual visitor survey</p>

Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>								
<p>Elements of the community exhibitions outlined in 1.3 will be reshaped into pop up exhibitions in community venues</p> <p>The kit of parts approach developed for the touring exhibition during the pilots worked well</p> <p>To accompany these exhibitions regular events will be developed to reflect the exhibition theme, as outlined in 1.7.</p> <p>The archives on tour will be used as an opportunity to collect digital documents for the Citizen Archive</p> <p>Social media will tell the local people about the exhibitions in their area, and used to discover and provoke discussions about</p>	<p>Diverse audiences</p> <p>Young people 18 – 24</p> <p>Primary schools</p> <p>Secondary schools</p> <p>People with dementia</p>	<p>People will see exhibitions in their own community, gaining a sense of place and personal and community identity</p> <p>People will have the opportunity to connect with their past</p> <p>People will be encouraged to deposit or digitise their own archives</p>	<p>people will have engaged with heritage</p> <p>Your local area will be a better place to live, work or visit</p>	<p>trainee and SRO Archivists</p> <p>Volunteer researchers, develop and deliver and install the exhibitions</p> <p>Community Champions help promote</p>	<p>Travel budget: £1,200 (hire of van £100 a day)</p> <p>Marketing: £1,000 per exhibition total £6,000</p>		<p>quality and easy to use</p> <p>People say that the displays have enhanced their understanding of Suffolk's heritage and archives</p>	<p>Questionnaires</p> <p>Individual or group interviews</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	further stories related to the theme of the exhibition and encourage further engagement with The Hold								
1.5	<b>Exhibitions online</b>  Host The Hold, touring and co-created exhibitions on the website.  There will also be interactive and crowdsourced material developed in collaboration with partners, such as part of the Sharing Suffolk's Stories (1.7), as part of the Intern programme (2.6) that will feed into the Citizen Archive, the website content and online exhibitions.	All audiences	People have the opportunity to see exhibitions remotely  People can learn about Suffolk's history and the SRO collections  People can explore the stories in the Archives and the wider community without having to visit the Hold.	Heritage will be better interpreted and explained  People will have learnt about heritage  More people and a wider range of people will have engaged with heritage  People will contribute their time to the project	Managed by: Exhibition and Interpretation Officer  Assisted by the Community and Learning Officers, SRO Archivists and trainee  Volunteers deliver content  University students develop online exhibitions as part of course work or as volunteers	Total: £40,000 [To be confirmed by Digital Consultant]	From April 2019	Number of people viewing the exhibitions  Visitors say they came to The Hold because of the quality of the website	Google analytics  Online annual survey

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
1.6	<p><b>Walk and talk</b></p> <p>Use the archives, material from Sharing Suffolk's Stories and the oral history project to develop guided walks in Ipswich and from the Lowestoft and Bury St Edmunds Record Offices</p> <p>Advertising walks through blue badges, Record Offices and tourist information</p> <p>Including walks and talks that are specifically targeted at people with early onset dementia to help them remember their local area and to improve their fitness.</p> <p>Create digital walking tours to accompany walks (e.g. izi.travel app)</p>	<p>Older adults</p> <p>Interest groups</p> <p>Visitors to the Waterfront and to Ipswich</p> <p>People with dementia</p>	<p>People understand their local history</p> <p>Improved health of participants</p>	<p>People will have learnt about heritage</p> <p>People will have had an enjoyable experience</p>	<p>Managed by: Community and Learning Officers</p> <p>Assisted by volunteers, students, trainee and SRO Archivists</p> <p>Volunteers deliver walks</p> <p>Community Champions help promote</p>	<p>Total: £520</p> <p>Training for volunteers to deliver walks and talks: £420</p> <p>Marketing: £100</p> <p>Free events</p>	<p>In delivery phase, spring 2019 onwards</p>	<p>Three walks a year in each area.</p> <p>Total of 18 walks over 3 years</p> <p>Events programme engages 180 people in first year</p> <p>People say they have learned something new about their local history</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
<b>Heritage will be identified/recorded</b>									
1.7	<p><b>Engaging community groups with archives: Sharing Suffolk's Stories</b></p> <p>Deliver seven core projects a year using the initial focus of digitised maps to create bespoke and imaginative projects that illustrate unique Suffolk's Stories.</p> <p>Pilot work suggested that:</p> <ul style="list-style-type: none"> <li>trade directories and photographs were also important</li> <li>the kit of parts exhibition approach used in the Red Barn pilot was very effective and could be used by SSS groups</li> <li>SSS groups could make their own TED talks</li> </ul>	<p>All audiences.</p> <p>Each SSS project will have a target to reach new audiences</p>	<p>A wide range of people will be engaged with archives and Suffolk's history</p> <p>New resources will be created</p> <p>People will have learnt about the history of their town/village</p> <p>People's wellbeing improved Increase people's confidence in using record offices</p> <p>Participants understand the relevance of the archives to their lives</p>	<p>Heritage will be identified and recorded</p> <p>More people and a wider range of people will have engaged with heritage</p> <p>People will have developed new skills</p> <p>People will have had an enjoyable experience</p>	<p>Managed by: Community and Learning Officers</p> <p>Volunteers will help deliver SSS</p> <p>Chronicle (digital story telling provider) will support SSS groups</p> <p>Partnership with Housing Associations to reach target audience groups</p>	<p>Total: £82,600</p> <p>Transport £12,000</p> <p>Display materials £14,000</p> <p>Activity materials £2,000</p> <p>Scanners, laptops £25,000</p> <p>Events £1,400</p> <p>Learning materials £1,000</p> <p>Artists £12,000</p>	<p>Throughout delivery phase spring 2018 to spring 2022</p>	<p>Seven core projects achieved per annum</p> <p>3,200 people engaged with the SSS over four years</p> <p>Seven supplementary projects achieved</p> <p>Visitors/researchers at The Hold say the new findings are an important part of Suffolk's heritage</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p> <p>Regular and structured feedback from volunteers and staff</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<ul style="list-style-type: none"> <li>oral history could be an effective output from the groups</li> </ul> <p>New archive material will be generated and kept in The Hold, on the Citizen Archive and in the online collection.</p> <p>Social media will be used to engage and inform communities about the programme</p>		New archive material will be uncovered or generated and kept in The Hold			<p>GIS specialists £11,200</p> <p>Backfill teachers involved in the project £4,000</p>		SSS participants say their story is important to Suffolk's heritage	
1.8	<p><b>Recording Suffolk memories</b></p> <p>Work with individuals and community groups to record family histories that contrast with the family trees and written records held in archives</p> <p>Pilot work suggested that film would be a more effective medium for young people and schools</p>	<p>Lower income older adults</p> <p>Diverse communities</p> <p>Older adults</p> <p>Families</p> <p>People with dementia</p>	<p>Increase people's confidence in using the Record Office</p> <p>Stories/histories recorded for the archive</p> <p>Opportunity for residents with poor literacy and ICT skills to tell their stories in</p>	<p>Heritage will be identified and recorded</p> <p>People will have learned new skills</p> <p>People will have learnt about heritage</p> <p>People will have volunteered time</p>	<p>Managed by: Community and Learning Officers, assisted by SRO archivists</p> <p>Volunteers to record histories and have their stories recorded</p> <p>Partnership with Housing</p>	<p>Total: £3,200</p> <p>Oral history equipment: £1,000</p> <p>Refreshments budget: £1,000</p> <p>Exhibitions budget (see aim 1.2)</p>	<p>In delivery phase, spring 2019 – spring 2022</p>	<p>Two projects and exhibitions for each area on different themes in response to the local community</p> <p>40 people interviewed in total</p>	<p>Data collection</p> <p>Follow up questionnaire for participants</p>

Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>								
<p>and that oral histories could form part of the SSS projects</p> <p>SRO existing oral collections used as inspiration and family records and papers collections.</p> <p>Oral histories will contribute to touring exhibitions in 1.4 and digital exhibitions in 1.5</p> <p>The oral histories made available digitally through the website, extracts being posted on social media and on the Citizen Archive.</p> <p>Social media will be used to engage and inform communities about the programme</p>		<p>ways that they may not have felt possible before.</p> <p>As part of each project the participants will also be introduced to new ICT skills and the work of the Record Office</p>		Associations and the Rural Coffee Caravan	<p>Travel budget: £1,000</p> <p>Marketing: £200</p>		<p>15 people volunteered time</p> <p>Visitors/researchers at The Hold say the new findings are an important part of Suffolk's heritage</p>	



	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
<b>2. People</b>									
<b>People will have developed skills</b>									
2.1	<b>Upskilling staff and volunteers</b>  32 training opportunities to equip them to deliver the activity programme  Access to the Skills for The Future training programme  See Appendix 3 for the Training Plan	Staff  Existing and new volunteers  Target audiences  Community Champions	The participants on training courses will benefit from learning new skills and increased confidence  The visiting public and will benefit from well-trained volunteers and staff delivering all aspects of the activity programme Formal and informal learners will benefit from well trained staff	People will have developed skills  People will have learnt about heritage	Managed by: Strategic and Commercial Manager Assisted by Volunteer Engagement Coordinator and Community and Learning Officers  Partnering with the National Trust for volunteer skill sharing Support from UoS, CIMS	£23,700	In delivery phase, from spring 2018	Number training opportunities provided  Visitors comment on quality of volunteers  Volunteers and staff gain new skills	Data collection  Regular and structured feedback from volunteers and staff  Annual visitor survey

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
2.2	<b>Upskilling primary and secondary teachers</b>  Three INSET sessions for primary and secondary teachers a year to help them understand how to use the resources at The Hold and the regional hubs, as well as the digital resources including the Citizen Archive and the PDA  Pilot work suggested that one theme might be sharing successful project work with other teachers	Primary school teachers and children  Secondary school teachers and children	Teachers will understand the facilities available through The Hold  Teachers understand the local history and geography they are teaching.  School children learn and understand the heritage of Suffolk and place it in a regional, national and international context.	People will have developed skills  People will have learnt about heritage	Managed by: Community and Learning Officers  Assisted by volunteers (including students) and SRO Archivists  Working with CIMS's teachers' advisory partnership	Total: £800  Refreshment and resources: approx. £90 per session  Charged for event at £100 per teacher (See Business Plan)	In delivery phase, from spring 2020	3 sessions per annum  Up to twenty teachers attend each INSET meeting  Teachers say that they understand how to use the archive	Data collection  Questionnaire  Individual interview
2.3	<b>Young archivists</b>  Develop a programme with local schools that trains young people in skills about archiving/ studying local history/	Secondary school children  Young people 16 – 18 years	New skills will be learned  School children learn and understand the heritage of Suffolk how to interpret a	People will have learnt new skills  People will have learnt about heritage	Managed by: Community and Learning Officers assisted by the trainee	Total £1,000	In delivery phase, spring 2020 – spring 2022	Six young archivists each year  Meeting qualification standards of the Badge	Data collection  Questionnaire  Individual or group interviews

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>digital archiving and storytelling</p> <p>Work in conjunction with the Digital Badge scheme developed by Digitalme.com</p> <p>The Digital Badges contain all records of their course and can be used by them for references CVS etc</p> <p>Young archivists to use social media to engage and inform peers about the programme</p>		<p>variety of sources, gain confidence, and sense of identity in their immediate family, wider community and the world.</p>	<p>People will have had an enjoyable experience</p> <p>People will have developed skills</p>	<p>Partnerships with local schools</p> <p>Volunteers</p>			<p>Young people indicate an interest in archives as a career</p>	
2.4	<p><b>Heritage traineeships for post 16s</b></p> <p>Host two paid part time post-16 years traineeships for 8 weeks each in the summer of Year 3: 2020</p> <p>As part of the traineeship they will also get an</p>	<p>Secondary school children</p> <p>Young people 18-24 years</p>	<p>Two trainees will have experience of working in archives</p> <p>The trainees will have direct employment experience, gained knowledge</p>	<p>People will have learnt skills</p> <p>People will have learnt about heritage</p> <p>More people and a wider range of people will have</p>	<p>Managed by: Volunteer Engagement Coordinator assisted by the Community and Learning Officers.</p> <p>Staff at The Hold to</p>	<p>Total: £3,486</p> <p>£72.63 per day including NI contributions at National Living Wage</p>	<p>In delivery phase, summer 2020</p>	<p>Two successful trainees.</p> <p>Trainees consider and ideally continue into heritage and / or paid employment</p>	<p>Regular and structured feedback from volunteers and staff</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	introduction to the UoS and the courses available.  Each traineeship to be targeted at a school in Ipswich that has a large number of children on the Pupil Premium.  The role description is in the Project Execution Plan		and skills to put on their CV	engaged with heritage The local area will be a better place to work	develop small projects for the trainees  Partnerships with schools and University of Suffolk	3 days a week £1,743.12 each			
2.5	<b>Trainee Heritage Assistants for students</b>  Host two full-time (or part time) trainees for 12 months aimed at University students  Both posts will include a monthly training day from a mixture of in-house training and access to training through organisations such as SHARE, Archives and Records Association;	University students	Two new trainees will have experience of working in archives and museums  The trainees will have direct employment experience putting their academic knowledge into practice in a work environment building their CV	People will have learnt new skills  People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of people will have engaged with heritage	Managed by: Volunteer Engagement Coordinator  Staff at The Hold to create work plans for relevant work  Partnership with University of Suffolk  Collaboration with Suffolk Skills	Total: £43,668  £21,834 each including NI and Pension Contributions  Training budget: £500 each	In delivery phase, summer 2019 to summer 2020	Two trainees have an enjoyable experience that they feel was worthwhile  Trainees go on to get paid work in an area related to their traineeship	Data collection  Questionnaire Individual or group interviews  Interviews with partners

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Community Archives and Heritage Group.</p> <p>Both posts will also include one week work placements as part of Suffolk Museums Skills For The Future HLF project at Colchester and Ipswich Museum Service, National Heritage Centre for Horseracing and Sporting Art, Museum of East Anglian Life and the Long Shop Museum</p> <p>The posts will be advertised through the University's Careers and Employability dept. and Jobshop Online</p> <p>The role description is in the Project Execution Plan</p>			People will have developed skills	for the Future project				
2.6	<b>Summer internships for students</b>	University students	Six interns will have experience of working in archives	People will have learnt about heritage	Managed by: Volunteer Engagement Coordinator	Total: £32,148 £72.63 per day including NI	In delivery phase, summer 2018 to	Six successful internships.	Regular and structured feedback from

Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>								
<p>Host a 12-week summer internships over three years (2 per annum)</p> <p>Examples of projects: working with the UoS' Innovation Centre to develop a Virtual Reality of Ipswich in the 19th century; a film production student to develop TED talks on The Hold or developing interactives for children with Early Childhood Studies student.</p> <p>Developed in collaboration with the University of Suffolk</p> <p>Advertised through the University's Careers and Employability Department and the Jobshop Online</p> <p>The role description is in the Project Execution Plan</p>		<p>The interns will have direct employment experience, putting their academic knowledge into practice in a work environment building their CV and confidence.</p>	<p>People will have had an enjoyable experience</p> <p>More people and a wider range of people will have engaged with heritage</p> <p>People will have developed skills</p>	<p>Staff at The Hold to create work plans for relevant work Partnership with the University of Suffolk</p>	<p>contributions at National Living Wage £4,358 per internship for a 12 week placement. Total for 6 interns is £26,148</p> <p>Budget for 6 interns of £6,000 to be divided up as necessary to cover equipment needed to deliver their project</p>	<p>summer 2021</p> <p>Summer 2022 will be dependent on external funding</p> <p>Each internship will be advertised in the January before the June they are anticipated to start.</p>	<p>All interns continue into paid employment at the end of the degrees.</p> <p>Six useful projects delivered</p>	<p>volunteers and staff</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
2.7	<b>University of Suffolk Careers Fair</b>  Participate in the bi-annual Careers Fair in June and October in Year 2, 3 and 4.  An opportunity for the Hold to explain to students the benefits of working in heritage and encourage people who have not thought of a heritage career to consider the possibilities.	University students	Students will think about the possibility of a heritage career early in their academic career or become a volunteer	People will have gained skills  More and a wider range of people will have engaged with heritage  People will have volunteered time	Managed by: Volunteer Engagement Coordinator  Partnership with the University of Suffolk.	None	In delivery phase, 2019 - 2022	Staff at Careers Fair talk to students.  Students are signed up to consider volunteering at The Hold	Data collection  Regular and structured feedback from volunteers and staff
<b>People will have learnt about heritage</b>									
2.8	<b>A special relationship with Clifford Road Primary School</b>  The Hold will work closely with Clifford Road Primary School.  The school participate in yearly Kids Takeover Days, develop and test	Primary school teachers and children  All audiences	The Hold programmes benefit from the involvement of children  Children and families from the school view The Hold as 'their	People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of	Managed by: Community and Learning Officers  Volunteers to be involved where relevant	Total £1,000  £1,000 for projects and testing resources	In delivery phase, from 2018	At least two projects a year tested and developed with Clifford Road Primary engaging 90 pupils	Data collection  Questionnaire  Interviews with partners

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	physical and digital resources and help shape the exhibition programmes, interactives and events.  Develop relationships with other nearby schools during Delivery/Operational phases		place' and will encourage their friends and neighbours to be involved too	people will have engaged with heritage  People will have volunteered time  Heritage will be better interpreted and explained				Families from Clifford Road Primary attending family events at The Hold	
2.9	<b>History sessions on witches and war</b>  Develop high quality sessions and accompanying digital resources for 6 <sup>th</sup> Form students that are delivered to accompany temporary exhibitions and the archives held at The Hold to link to the local history curriculum, 17 <sup>th</sup> century witch trials and WWI. These were topics that surfaced during	Secondary school teachers and children	Pupils get a better understanding of their local history and how this fits into the national and international picture.  Pupils and teachers gain a better understanding of how The Hold works and are encouraged to use it for other subjects	People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of people will have engaged with heritage	Managed by: Community and Learning Officers supported by SRO archivists Volunteers and trainee to assist with the delivery of sessions	Total: £1,200  £1,000 for development of resources  Marketing: £200  Free to all schools during HLF project as will be badged as the 'HLF sessions'. Post project	In delivery phase, developed from 2020 Delivered in The Hold from 2021	Two sessions developed and delivered to 200 pupils  Pupils say they have a better understanding of archives  Pupils say they have learned	Data collection  Questionnaire  Individual interview





	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	consultation in the Development Phase.  Sessions tested with local 6 <sup>th</sup> Forms					charges will be introduced		about the history of Suffolk/their town/village  Pupils say the sessions have prompted them to find out more	
2.10	<b>Using the SRO collections to inspire cross-curricular activities for schools</b>  Develop high quality History, English, Music, Drama, Maths, Art, RE, Science and Geography cross-curricular sessions and accompanying resources that are delivered at The Hold to support temporary exhibitions and draw on	Primary school children	High quality sessions developed and delivered for local primary schools  Pupils get a better understanding of their local history and how this fits into the national and international picture.	People will have learnt about heritage  People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of people will have	Managed by: Community and Learning Officers supported by SRO Archivists and UoS staff  Volunteers (including students) to develop and deliver	Total: £3,000  Budget £500 per session for development and delivery of resources  Marketing to schools through flyers: £1,000  Free to all schools during	In delivery phase, developed from 2019  Delivered in The Hold from 2020	Four sessions developed and delivered to 1,500 school children a year  Pupils say they have a better understandi ng of archives	Data collection  Questionnaire  Individual interview

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	the archives held at The Hold, such as the Basil Brown collection; the Iveagh manuscripts; de Saumarez collection; Bury Psalter; Freehold Land Society; Elizabeth Garrett Anderson letters and papers; the Suffolk Photographic Survey; maps and local studies; Ipswich Caribbean Experience; Curry and Culture archive and the oral history collection.		Pupils get a better understanding of sources, and how they can be used	engaged with heritage  People will have volunteered time Heritage will be better interpreted and explained	Sessions tested with local schools  Clifford Road Primary School  Teachers' Forum	HLF project as will be badged as the 'HLF sessions'. Post project charges will be introduced		Pupils say they have learned about the history of Suffolk/their town/village  Pupils say the sessions have prompted them to find out more	
2.11	<b>Online cross-curricular resources for primary schools</b>  Online printable resources of images, historical information and worksheets suggestions for primary schools with a cross- curricular focus  Flexible resources that can be amended by	Primary school teachers and children	School children learn and understand the heritage of Suffolk  Teachers have resources that meet their needs	People will have learnt about heritage  Heritage will be better interpreted and explained  More people and a wider range of people engaged with heritage	Managed by: Community and Learning Officer supported by SRO Archivists and UoS staff  Volunteers (including students) assist with the	Design costs: £2,000  Community and Learning Officer to research and write resources  Free for use	Test and launch resources in delivery phase from 2020	50 downloads in first year  Teachers say the resources meet their curriculum needs	Data collection  Questionnaire  Individual interview  Teachers Forum

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>teachers that help support the teaching of History, Geography, English, Music, Drama Maths Art, Science and RE, particularly local history, The Home Front and Anglo Saxons</p> <p>To include the highlights from the notable collections</p>				<p>development of resources</p> <p>Test resources with local schools eg Clifford Road Primary School</p> <p>Develop in consultation with Teachers Forum</p>			<p>Teachers say they are confident to teach Suffolk's history using The Hold's resources</p>	<p>Testing with schools</p> <p>Google analytics</p>
2.12	<p><b>Interactive online resources on the Black Death, witches and wars for secondary schools</b></p> <p>Flexible resources to that investigate a local history study into medical care in Suffolk and WWI and the impact of the Black Death on Suffolk.</p> <p>Collections would include the Manorial Records</p>	Secondary school teachers and children	<p>School children learn and understand the heritage of Suffolk</p> <p>Teachers have resources that meet their needs</p>	<p>People will have learnt about heritage</p> <p>Heritage will be better interpreted and explained</p>	<p>Managed by: Community and Learning Officers supported by SRO Archivists and UoS staff</p> <p>Volunteers assist with the development of resources</p>	<p>Design costs: £2,000</p> <p>Community and Learning Officer to research and write resources</p>	<p>Test and launch resources in delivery phase from 2020</p>	<p>Twenty downloads in first year</p> <p>Teachers say the resources meet their curriculum needs</p> <p>Pupils say they have learned</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual interview</p> <p>Teachers forum</p> <p>Testing with schools</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	1200s - 1900s, Suffolk Regiment Archive; Stopher Letters; hospital records including St Audry's; photographic collections; Ipswich, Aldeburgh and Bury St Edmunds Borough Archives; Quarter Sessions and local studies.				Project work with students to develop interactive resources  Test resources with local schools  Develop in consultation with Teachers Forum			about the history of Suffolk/their town/village  Teachers say they are confident to teach Suffolk's history using The Hold's resources	
2.13	<b>Loans boxes of archival resources</b> to bring the National Curriculum to life and to be used with people with dementia  Develop loans boxes that are integrated into Ipswich Museum, Bury St Edmunds Museum (Moyses Hall), Lowestoft Museum and Suffolk	School children  Low income adults People with dementia	The research from The Hold to be taken directly into schools. Develop partnership with museums and libraries which is mutually beneficial.  The research from The Hold used to	People will have learnt about heritage  People will have had an enjoyable experience  More people and a wider range of people will have engaged with heritage	Managed by: Community and Learning Officers supported by SRO Archivists, UoS staff and the trainee  Volunteers assist with the development of boxes	Total £3,200  Cost of £400 per box.  All boxes loaned by the host organisation and charged at the same rate as their other loans	Test and launch boxes in delivery phase from 2020	Developing 8 boxes  Teachers say the boxes meet their teaching needs  Teachers say they are confident to	Data collection  Questionnaire  Individual or group interviews  Interviews with partners

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Library Services loans service. The Museums and Library service will administer and maintain the boxes.</p> <p>The boxes will include maps, photographs, prints, oral history recordings, other archives and local studies records and material relating directly to the local area that the boxes are administered from. Pilot work suggested they should also include trade directories, maps and photographs.</p>		<p>ignite people's memories of Suffolk</p> <p>Schools and teachers benefit from having loans boxes from archives with surrogates of primary material to use alongside secondary library sources and 3D museum objects.</p>		<p>Partnership working with regional museums and Suffolk Library Services</p> <p>Clifford Road Primary School</p> <p>Teachers' Forum</p>	boxes. No income for The Hold.		<p>teach Suffolk's history using The Hold's resources</p> <p>Dementia leaders say the boxes that people have responded well to the boxes</p>	Test boxes in development with local schools
2.14	<p><b>An Arts Award Centre</b></p> <p>Train the Community and Learning Officers to be an Arts Awards Assessors to deliver high quality arts and digital engagement</p>	<p>Secondary school children</p> <p>Young people 18 - 24</p>	<p>There will be an increase in Arts Award take up in Suffolk with another accredited organisation</p>	<p>People will have learnt about heritage</p> <p>People will have had an enjoyable experience</p> <p>More people and a wider range of</p>	Managed by: Community and Learning Officer	£1,000 to train staff to be Discover, Explore, Bronze, Silver and Gold Adviser	In delivery phase from 2021	<p>20 participants over two years</p> <p>Quality of work produced</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	for students across Suffolk.		Participants will be more aware of creative opportunities  Opportunities to diversify the future workforce.	people will have engaged with heritage  People will have volunteered time  Heritage will be better interpreted and explained					
2.15	<b>Dynamic TED-style talks.</b>  A series of dynamic TED-style talks to be developed and filmed that show different elements of The Hold.  Each talk to have a different target audience in mind, whether it is A level students or university students. To include how to undertake research, what is held at The Hold and the temporary exhibitions at The Hold.	University students  Young people 18 – 24  School children	People benefit from having information delivered to them, where and when they want it  People understand what The Hold can offer  People will have developed skills	People will have learnt about heritage  People will have volunteered time	Managed by: University of Suffolk Intern  Archivist and Community and Learning Officer to help form the content of the talks  Partnership with the University of Suffolk	Part of intern project budgets	In delivery phase in 2019	At least two talks delivered  Talks available on website and watched by 300 people per annum  Talks cited as seen by users of The Hold and schools	Google analytics  Annual visitor survey

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Topics for TED talks could come from the public via Facebook.</p> <p>To be delivered as one of the University intern projects.</p> <p>Talks to be written, delivered and filmed in collaboration with students. Pilot learning indicated that voluntary student input over the holiday periods is a problem.</p> <p>Available on the website and in the building</p>								
2.16	<p><b>Travel expenses for schools</b></p> <p>Establish a pot for schools with a high number of children on Pupil Premium to visit special exhibitions to encourage visits to The Hold</p>	School children	Increase access to The Hold for schools that have said they couldn't travel that far because of expense of travel	<p>People will have learnt about heritage</p> <p>People will have had an enjoyable experience</p> <p>More people and a wider range of</p>	Managed by: Community and Learning Officer	£3,000 over two years	In delivery phase from 2020	Targeted at schools in the northern part of the county, particularly in areas of deprivation, such as Lowestoft	Data collection

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	In the legacy phase, we would seek sponsorships/contributions from local businesses to sustain this pot			people will have engaged with heritage				12 schools funded over three years	
2.17	<p><b>WEA lecture series</b></p> <p>Get a member of staff or volunteer on the WEA register to give seven week course on the contents of The Hold and using the archive. This will be delivered across Suffolk to encourage new users to The Hold.</p> <p>Staff use social media to promote the talks, the work of the Hold and the WEA</p>	<p>Older adults</p> <p>Lower income older adults</p> <p>Interest groups</p> <p>University students</p>	<p>People, including new audiences, enjoy high quality, well attended lectures</p>	<p>People will have learnt about heritage</p> <p>People will have had an enjoyable experience</p> <p>People will have developed skills</p>	<p>Managed by: Community and Learning Officer</p> <p>Talk for WEA developed with Archivists and UoS staff, in liaison with CIMS</p>	<p>Self-funding</p> <p>Charged at about £47.00 for the course, with the intention of making them accessible to a cross-section of the local community.</p>	<p>In delivery phase from 2020</p>	<p>Seven week course (7 talks) per annum for two years</p> <p>Aim for 60 to 150 per talk in The Hold</p> <p>Participants of the WEA lecture series translate into visitors and users of The Hold</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p>



	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
2.18	<b>Contribute to University of Suffolk Open Lecture Series</b>  Topics inspired by wider themes within the collections (e.g. sociology, art, literature, technology)  Lectures held at The Hold and the Waterfront Building (as currently).  Lectures to be live streamed on social media and used to encourage sharing	Older adults  Lower income older adults  Interest groups  University students  Diverse groups	People, including new audiences, enjoy high quality, well attended lectures that are free of charge	People will have learnt about heritage  People will have had an enjoyable experience  People will have developed skills	Managed by: Community and Learning Officer (East)  Archivists develop lecture content with UoS staff	Archivist time to research and write talks  Online marketing and promotion	In delivery phase, from Spring 2020 onwards  2 lectures developed per annum	2 talks per annum over three years  Aim for 60 to 150 per talk	Data collection  Questionnaire
2.19	<b>Organise joint conferences with the University of Suffolk</b>  An annual conference at The Hold developed in partnership with the History Department at UoS.	Older adults  Lower income older adults  Interest groups  University students	People, including new audiences, enjoy high quality, well attended conference that is free of charge	People will have learnt about heritage  People will have had an enjoyable experience  People will have developed skills	Managed by: Community and Learning Officer (East) assisted by Volunteer Engagement Coordinator  Archivists develop	Total: £5,500  £3,000 for guest speaker fees and expenses  £1,000 for conference fliers/leaflets/posters	In delivery phase, from Summer 2020 onwards  1 conference developed per annum	Aim for 200 attendees per conference	Data collection  Questionnaire

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Conference could lead to a self-funded publication.</p> <p>Attendance free of charge.</p> <p>Possible early conference themes in tribute to figures like John Blatchly or Norman Scarfe.</p> <p>Conference to be live streamed on social media and used to encourage sharing</p>				<p>conference content with UoS staff</p> <p>Volunteers (including students) assist with event management</p>	<p>£1,500 refreshments</p> <p>Online marketing and promotion</p>			
<b>People will have volunteered time</b>									
2.20	<p><b>141 new volunteering opportunities</b></p> <p>See Appendix 2 for the Volunteering Plan</p>	<p>Low income older adults</p> <p>University students</p> <p>Young people 18 - 24</p> <p>Families</p> <p>Diverse groups</p>	<p>Visitors benefit from skilled and knowledgeable volunteers</p> <p>Volunteers benefit from new skills, improved job prospects, improved confidence, improved well-</p>	<p>People will have volunteered time</p> <p>People will have developed skills</p> <p>People have learned about heritage</p> <p>More people and a wider range of</p>	<p>Managed by: Volunteer Engagement Coordinator</p> <p>Community Champions help promote</p> <p>Partnership with Housing Associations to</p>	<p>Travel and expenses £12,700</p> <p>As detailed above</p>	<p>From Spring 2018</p>	<p>Target number of volunteers met within 3 years</p> <p>Diversity of volunteers</p> <p>Volunteers say they have</p>	<p>Data collection</p> <p>Regular and structured feedback from volunteers and staff</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
		School children (added after pilot work)	being, making new freinds	people will have engaged with heritage	reach target audiences  Partnering with the National Trust for volunteer skill sharing			benefited from the role	
2.21	<b>Create Community Champions Programme</b>  Where volunteers sign up to let five friends know about forthcoming events and exhibitions using word-of-mouth, email, social media  Training provided for Champions.  Perks include invites to Private Views, discount in café etc.	Older adults  Older low income adults University students Young people 18 – 24 years  Diverse groups	People are more likely to attend an event if they have heard about it through word-of-mouth  A diversification of audiences	People will have volunteered time  More people and a wider range of people have engaged in heritage  People will have learned new skills	Managed by: Volunteer Engagement Coordinator Volunteers disseminate information	£200 for refreshments/celebration events over the two years	In delivery phase from Spring 2019	10 Community Champions  Visitors cite a Community Champion as the reason for attending  Champions say they have gained skills from their work	Data collection  Regular and structured feedback from volunteers and staff  Annual visitor survey

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
2.22	<b>Teachers' Forum</b>  Twice yearly Teachers Forum to help shape how The Hold works with Primary Schools on site but also online	Primary school children and teachers	School children learn and understand the heritage of Suffolk Teachers benefit from shaping resources to their needs and gain confidence in the use of original material, and resources they can use to work with a variety of abilities and ages	People will have volunteered time  Heritage will be better interpreted and explained	Managed by: Community and Learning Officer Supported by Learning Volunteers	Total: £350  Refreshments: £50 a session for five sessions	In delivery phase from Spring 2019	Up to ten teachers attend each meeting  Teachers return to meetings  Teachers say that they know how to use archives for their teaching	Data collection  Questionnaire Individual interview
2.23	<b>Locate a volunteer-supported family history help desk within The Hold</b>  Work with the Suffolk Family History Society (SFHS) Suffolk Local History Council (SLHC), Friends of the Suffolk Record Office (FOSRO),	All target audiences  Independent researchers  Visitors to the Waterfront and Ipswich	Visitors to The Hold will gain new skills and knowledge  Volunteers on the Help Desk will learn new skills  Cements the relationship	People will have volunteered time  People will learn new skills  People will have learnt about heritage	Managed by: Volunteer Engagement Coordinator  Volunteers and trainee  Additional support and training	Costs covered in volunteer budget	In delivery phase from Spring 2020	Help desk is regularly used  A reasonable reduction in routine SRO enquiries is achieved	Data collection  Questionnaire  Individual or group interviews  Regular and

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	Suffolk Institute of Archaeology and History (SIAH), Suffolk Records Society (SRS), members of the Ipswich Heritage Forum etc to recruit volunteers to man the desk at set hours to give free advice to new researchers and demonstrate the PDA and Search tables, when necessary		between the new building and transformed service and important existing stakeholders.	People will have had an enjoyable experience	provided by SRO staff				structured feedback from volunteers and staff
<b>3. Community</b>									
<b>More people and a wider range of people will have engaged with heritage</b>									
3.1	<b>Co-created in the community</b>  Develop exhibitions and the Citizen Archive as part of the Sharing Suffolk's Stories project (outlined above in 1.7)  Exhibitions based on the oral history project to be toured around the county.	Older adults  Interest groups	People will learn about the heritage of Suffolk, their town or village People will learn about archives  People will see exhibitions in their own community gaining a sense of	More people and a wider range of people will have engaged with heritage People will have learnt new skills  People will have had an enjoyable experience	Managed by: Exhibition and Interpretation Officer  Assisted by Community and Learning Officer, SRO archivists and trainee	Included in 1.7	Deliver two exhibitions a year in delivery phase from Summer 2020	Aim for 200 visitors to each exhibition  People say they have begun using archives/The Hold as a direct result of the	Data collection  Annual visitor survey  Observation  Specific questionnaires

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>The kit of parts approach, developed for the Red Barn exhibition pilot could be used by community groups</p> <p>Pilot work suggested that sharing work through film on the website and in the building</p> <p>Programme championed through the social media channels and newsletter</p>		<p>place and personal and community identity</p> <p>People will be encouraged to deposit or digitise their archives ensuring they are preserved and made accessible to all.</p>	<p>Your local area will be a better place to live, work or visit</p>	<p>SSS volunteer researchers, develop and deliver and install the exhibitions Community Champions help promote</p>			<p>exhibitions/a activity programme</p>	<p>Individual or group interviews</p>
3.2	<p><b>Special outreach exhibitions events, activities and workshops</b></p> <p>Developed and delivered to support the themes of the touring and co-created exhibitions, to be delivered directly into the community</p> <p>Programmes to include talks and walks for adults,</p>	<p>Low income older adults</p> <p>Families</p> <p>Diverse communities</p> <p>Young people 18 – 24</p> <p>People with dementia</p>	<p>People that will not or cannot get to The Hold will have an opportunity to discover more information about the subjects in the exhibition</p> <p>Improved health of participants</p>	<p>More and a wider range of people will have engaged with heritage</p> <p>People will have an enjoyable experience</p>	<p>Managed by: Community and Learning Officers assisted by the trainee</p> <p>Volunteer assist with delivery of events</p> <p>Clifford Road Primary School</p>	<p>Total £4,000</p> <p>Budget £2,000 for each region for a three year programme</p> <p>Some charged for (see Business Plan)</p>	<p>In delivery phase, from Spring 2019 to Spring 2022</p>	<p>Each exhibition (2 per annum) seen by 50 people</p> <p>Eight events per annum attended by an average of 120 people</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Observation</p> <p>Individual or group interviews</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>activities for families, events for young people.</p> <p>Pilot work suggested including some simple craft-based activities to support people with mental health needs. Pilot work also underlined the effective use of drama as part of the programme.</p> <p>Delivered in partnership with the host organisations, including members of the Ipswich Dementia Action Alliance</p>				<p>Teachers' Forum</p> <p>Community Champions help promote</p>			<p>Events attended by people who would not go to The Hold</p> <p>People say they have begun using archives/The Hold as a direct result of the exhibitions/ activity programme</p>	
3.3	<p><b>Archives for families</b></p> <p>Family events delivered one Saturday a month using the collection, temporary exhibitions and building for inspiration for arts and science based activities</p>	Families with children 5 – 12 years	<p>Families enjoy visiting The Hold</p> <p>Families engage with the archive in creative ways</p>	<p>More people and a wider range of people will have engaged with heritage</p> <p>People will have learnt about heritage</p>	<p>Managed by: Community and Learning Officers supported by SRO Archivists and the trainee</p> <p>Resources for workshops</p>	£1,000 to develop resources needed to run events Free events during Delivery Phase	In delivery phase from Spring 2020	<p>12 events in first year of The Hold opening attended by 6 families per session</p> <p>People say they have</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p>

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<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>Pilot work suggested that puzzles and interactives were important for children, whilst their parents were examining archives</p> <p>The temporary exhibitions and notable collections will be used for inspiration.</p> <p>Activities to be supported by activities and information on the PDA</p> <p>Events will be publicised through social media and the results of the events, where practical, will be distributed through social media</p>			People will have had an enjoyable experience	<p>Learning and student volunteers help run events</p> <p>Community Champions help promote Partnership with Housing Associations</p>			<p>begun using archives/The Hold as a direct result of the exhibitions/a activity programme</p>	<p>Comments cards</p> <p>Regular and structured feedback from volunteers and staff</p> <p>Annual visitor survey</p>
3.4	<p><b>Diverse histories</b></p> <p>Use the archive to develop an integrated events and talks programme exploring</p>	All	Diverse histories are incorporated into the programme and not seen as an addition.	Heritage will be better interpreted and explained	Budget for speakers and projects included in the other projects.	None - incorporated into all other project budgets	In delivery phase from Spring 2019	At least one exhibition and 5 events a year to investigate and	<p>Data collection</p> <p>Questionnaire</p>



Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>								
<p>diverse histories, such as BAME and LGBTQ+</p> <p>The diverse histories strand could be a temporary exhibition, talks for adults or students, family events etc.</p> <p>The results of this strand will be available in the Citizen Archive and the online catalogues</p> <p>Links to the collection might be censorship and the Farce of Sodom; the Elizabeth Garrett Anderson letters and papers; Benjamin Britten; St Audry's Hospital Records; Suffolk County Lunatic Asylum; Workhouse records, Ipswich prison register; Suffolk Anglo-Polish Society records; collection; Ipswich Caribbean Experience (ICE); oral history project</p>		<p>People learn about diverse histories People will have developed skills</p> <p>People and organisations feel included develop a greater sense of belonging and pride in their identity and the value of their history</p> <p>SRO adds more diverse collections to its holdings which in turn will have to attract a more diverse audience.</p>	<p>People will have learnt about heritage</p> <p>People will have had an enjoyable experience</p> <p>More people and a wider range of people will have engaged with heritage</p>	<p>This needs to be incorporated into all the planning by the Community and Learning Officers</p> <p>Volunteers assist with the delivery of events</p>			<p>disseminate diverse histories</p> <p>Exhibition and events programme engages 1,100 people</p> <p>People say they have begun using archives/The Hold as a direct result of the exhibitions/ activity programme</p>	<p>Individual or group interviews</p> <p>Comments cards</p> <p>Regular and structured feedback from volunteers and staff</p> <p>Annual visitor survey</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	and the Abolition materials within the local studies collections  Social media will be used to advertise to and engage diverse audiences in this strand								
3.5	<b>Online resources for teaching of English and Citizenship</b>  Using the SRO collections, develop English for Speakers of Other Languages (ESOL) resources to support the teaching of English and Citizenship in the local community and Supplementary Schools  Collections might include the Curry and Culture collection; Manorial Records; Suffolk Anglo-Polish Society records; Ipswich Caribbean Experience (ICE); oral	Diverse communities  Primary school children	Resources will help new residents to understand the history of Ipswich and Suffolk and improve their English  SRO will diversify and grow its collections.	More people and a wider range of people will have engaged with heritage  People will have developed skills  People will have learnt about heritage	Managed by: Community and Learning Officers  Partnership with the Bangladeshi Support Centre  Partnership with Housing Associations Community Champions help promote  Advertising through the Supplementary	Total: £1,200  £1,000 for design of resources  Testing of resources: £200	In delivery phase developed and tested form Spring 2020  Launched 2021	Resources are used by three Supplementary Schools and three ESOL classes  There are repeat uses of the resources  Supplementary schools and ESOL groups bring their classes to The Hold	Data collection  Questionnaire  Individual or group interviews  Testing resources with Supplementary Schools

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>history project; photographic, maps; and the Abolition material in local history collections.</p> <p>To be developed and tested by the Bangladeshi Support Centre and Ranelagh Road Primary School Supplementary School.</p> <p>Social media to be used to advertise the resources and engage diverse audiences</p>				Schools Support worker and through the ESOL programmes at Bangladeshi Support Centre			when it opens.	
3.6	<p><b>Archives online</b></p> <p>Develop and further expand the SRO's existing website to reach out to new audiences:</p> <ul style="list-style-type: none"> <li>• More collections online</li> <li>• Crowdsourced exhibitions</li> <li>• Exhibition highlights</li> <li>• Magazine-type articles</li> </ul>	<p>All audiences</p> <p>Visitors to the Quay and Ipswich</p> <p>Independent researchers</p> <p>Interest groups</p>	<p>People will be able to engage with The Hold and the collections remotely</p> <p>People will have information to decide whether to visit or participate in events and projects</p>	More people and a wider range of people will have engaged in heritage	<p>Managed by: Marcomms Officer</p> <p>Volunteers (including students) to develop content</p> <p>Audiences will also be</p>	Total cost £30,000	From winter 2018	<p>1 -2 million web visits</p> <p>150,000 – 200,000 web users</p> <p>The time spent by visitors online</p>	<p>Google analytics</p> <p>Annual visitor survey</p> <p>Online survey</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<ul style="list-style-type: none"> <li>• Oral history online</li> <li>• SSS research and stories</li> <li>• The Citizen Archive</li> <li>• Online quests</li> <li>• Tutorials</li> <li>• TED talks</li> <li>• Blogs</li> <li>• Social media conversations</li> <li>• Live chat as part of the PDA</li> <li>• Schools pages, including downloadable resources</li> <li>• Downloadable resources for teaching English and Citizenship</li> <li>• Downloadable resources for children</li> <li>• Downloadable resources for students</li> <li>• Downloadable apps</li> <li>• Resources for volunteers</li> <li>• Visitor information</li> </ul>				encouraged to provide content			Visitors to The Hold say their visit/ participation was prompted by the website	

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<ul style="list-style-type: none"> <li>• Booking systems</li> <li>• What's on</li> <li>• Webshop</li> <li>• FAQ</li> </ul> See Digital Strategy <sup>2</sup> .								
3.7	<b>Social media to engage new audiences</b>  Further develop the SRO Facebook page with a distinct voice that includes all events and exhibitions and features excerpts from individual stories (oral history, volunteer) and invites people to discover fascinating facts about the place they live and its people  Record all events through Instagram and Twitter  In addition, pay for advertising on Facebook	All audiences  Families  Young people  University students	People will be able to engage with The Hold and the collections remotely and feel more involved  People will have information to decide whether to visit	More people and a wider range of people will have engaged in heritage	Managed by: Marcomms Officer  Volunteers (including students) to develop content, Tweet etc	Total: £1,200  Budget for Facebook adverts 6 times a year at £3 a day: £600 a year	In delivery phase from Spring 2019	4,000 – 5,000 Facebook likes  1,500 – 2,000 Twitter followers  1,500 – 2,000 Instagram followers  150 – 200 You Tube subscribers	Google analytics  Annual visitor survey

<sup>2</sup> A Digital strategy for The Hold, Vissch+Stam, 2017

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>to attract new audiences to events</p> <p>Further develop the SRO YouTube channel to promote activities and events at The Hold</p> <p>Pilot work underlined how crucial marketing through social media is to promote ticket sales</p> <p>See Marketing Plan and Digital Strategy.</p>							<p>Increased visitors to website</p> <p>V Visitors to The Hold say their visit/participation was prompted by the social media</p>	
<b>Your local area/community will be a better place to live/work or visit</b>									
3.8	<p><b>Music, rap, slam poetry, animation and story making events inspired by the collections</b></p> <p>Dynamic and fun events for teenagers that use digital engagement to build capacity</p>	<p>University students</p> <p>Young people 18 – 24 years</p> <p>Secondary school children</p> <p>Tourists to the Waterfront and to Ipswich</p>	<p>Popular events that mean The Hold becomes a place 'to see and be seen'</p> <p>Participants understand the relevance of the archives to their lives</p>	<p>More people and a wider range of people will have engaged in heritage</p> <p>People will have learnt about heritage</p> <p>Your local area/community will be a better</p>	<p>Managed by: Community and Learning Officers</p> <p>Partnerships with University of Suffolk and local organisations</p> <p>Community Champions to help promote</p>	<p>Total: £3,000</p> <p>Seed funding of £500 per event for first 6 months and then afterwards, charging audiences for attending (see Business Plan)</p>	<p>In delivery phase from Spring 2020</p>	<p>10 events per annum, approximately 30 young people attend each event</p> <p>Participants say that the range of events has</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Individual or group interviews</p> <p>Observation</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	<p>The events will use the expertise of organisations already working with young people and departments within the University of Suffolk and the Student Union</p> <p>Pilot work suggested that the events need initial facilitation and piloting</p> <p>Events will be publicised through social media and the results of the events, where practical, will be distributed through social media and the Citizen Archive</p> <p>(See Business Plan)</p>		<p>The Hold is seen as an important part of Ipswich's cultural landscape</p>	<p>place to live/work or visit</p> <p>People will have had an enjoyable experience</p>	<p>Student volunteers to help organise and publicise</p> <p>Organisations to work with might include Punch Studios and The Wolsey Theatre</p>			<p>encouraged them to use The Hold/archive</p> <p>Participants/visitors say The Hold has surprised them and exceeded expectation</p>	<p>Annual visitor survey</p> <p>Digital interactions (if they put outputs online)</p>
3.9	<p><b>Events @ The Hold</b></p> <p>High profile events that are fun and engaging, such as 'Locked in @ The</p>	<p>University students</p> <p>Young people 18 – 24 years</p>	<p>The Hold will become somewhere 'to see and be seen'.</p>	<p>More people and a wider range of people will have engaged with heritage</p>	<p>Managed by: Strategic &amp; Commercial Manager</p> <p>All members of staff involved.</p>	<p>Budget: cost neutral</p> <p>Admission charge (see Business Plan)</p>	<p>In delivery phase from Spring 2020</p>	<p>Two events per annum, 200 over two year</p> <p>Each event to engage at</p>	<p>Data collection</p> <p>Questionnaire Individual or group interviews</p>

Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>								
<p>Hold' or 'Lates @ The Hold'</p> <p>The events use the whole building and include events happening simultaneously, such as a band playing, a cat walk, whittling, net making, poetry writing and sea inspired cocktails.</p> <p>Events developed in close collaboration with the UoS student volunteers and the interns.</p> <p>Events will be publicised through social media and the results of the events, where practical, will be distributed through social media used to inspire young people to develop the next series of events</p> <p>(See Business Plan)</p>		<p>Popular events will draw in more young people. Young people will engage with The Hold's collections in interesting ways</p>	<p>Your local area/community will be a better place to live/work or visit</p> <p>People will have had an enjoyable experience</p>	<p>Student volunteers to help design and run the event</p> <p>Trainee to be heavily involved in organising these events</p> <p>Partnership with University of Suffolk staff and students</p>	<p>National Museums Scotland have a budget of £13,000 for each Late event with a capacity for 1,500. They sell tickets for them and also get corporate sponsorship and make a profit from each event</p>	<p>2 events during HLF project</p>	<p>least 200 people per event</p> <p>Participants say that the range of events has encouraged them to use The Hold/archive</p>	<p>Observation</p> <p>Regular and structured feedback from volunteers and staff</p> <p>Annual visitor survey</p>



	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
3.10	<p><b>Link with national initiatives</b></p> <p>Hold regular events to link with national events such as Black History Month; International Women's Day; Open Heritage Weekend; Night at the Museum; Big Draw; National Science Week; Mela.</p> <p>Link events to the collections, including the Curry and Culture collection, Abolition material in local history collections (Black History Month), Elizabeth Garret Anderson Letters and Papers (International Women's Day) Garrett and Son of Leiston (National Science Week), The Bury Psalter, map collection (Big Draw).</p>	<p>Families with children aged 5 – 12 years</p> <p>Older adults</p> <p>Diverse communities</p> <p>University students</p>	<p>People engage with the collections in interesting and unexpected ways.</p> <p>People learn about archives and their potential</p>	<p>Your local area/community will be a better place to live/work or visit</p> <p>People will have had an enjoyable experience</p> <p>More people and a wider range of people will have engaged with heritage</p>	<p>Managed by: Community and Learning Officers supported by the trainees</p> <p>Student volunteers and event volunteers to help run and organise</p> <p>Partnership with Housing Associations Community Champions help promote</p>	<p>Total: £4,000</p> <p>Budget: £1,000 for each event – 2 a year for 18 months</p> <p>Marketing: £1,000</p> <p>Some free, some charged for (See Business Plan)</p>	<p>In delivery phase from Spring 2020</p>	<p>Choose 2 national initiatives per annum each attended by 60 people</p> <p>Participants say that the range of events has encouraged them to use The Hold/archive</p> <p>Participants/visitors say The Hold has surprised them and exceeded expectation</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Observation</p> <p>Regular and structured feedback from volunteers and staff</p>

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	Use social media and hashtag campaigns to link to existing digital communities								
3.11	<p><b>Annual Hack Days</b></p> <p>An annual MuseoMix event will turn The Hold inside out.</p> <p>Digital creatives, makers, hackers, and other from the community will be invited to develop prototypes of new tools and products for the organisation, all in one weekend, with operational products as a result. <a href="http://www.museomix.org">www.museomix.org</a>.</p> <p>Using The Hold's collections for inspiration ideas can be developed far beyond The Hold's staff's ideas</p>	<p>Older adults</p> <p>University students</p> <p>Young people</p>	<p>People engage with the collections in interesting and unexpected ways.</p> <p>People learn about archives and their potential</p> <p>People share their skills and ideas</p>	<p>Your local area/community will be a better place to live/work or visit</p> <p>People will have had an enjoyable experience</p> <p>More people and a wider range of people will have engaged with heritage</p>	<p>Managed by: Community and Learning Officers supported by the trainees Student volunteers and event volunteers to help run and organise</p> <p>Community Champions help promote</p>	<p>Total: £7,000</p> <p>Budget: £2,000 for each event – 2 a year for 18 months</p> <p>Marketing: £1,000</p>	<p>In delivery phase from Spring 2020</p>	<p>Events programme engages 100 people in first year</p> <p>Participants say that the range of events has encouraged them to use The Hold/archive</p> <p>Participants/visitors say The Hold has surprised them and exceeded expectation</p>	<p>Data collection</p> <p>Questionnaire</p> <p>Observation</p> <p>Regular and structured feedback from volunteers and staff</p>



	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
<b>Your organisation will be more resilient</b>									
3.12	<b>Appoint 7 new members of staff to support the programme</b> <ul style="list-style-type: none"> <li>• Project Coordinator (f/t) 2 years</li> <li>• Strategic and Commercial Manager (f/t) 2 years</li> <li>• Community and Learning Officer West (f/t) 4 years</li> <li>• Community and Learning Officer East (f/t) 2 years</li> <li>• Exhibitions and Interpretation Officer (f/t) 3 years</li> <li>• Volunteer Engagement Co-ordinator (f/t) 3 years</li> <li>• Marcomms Officer (p/t)</li> </ul>	All audiences	Visitors and participants will benefit from suitably qualified staff who can design programmes and exhibitions for a sustainable future of The Hold	Your organisation will be more resilient  People will have developed skills	Managed by: Record Office Manager	Total: £789,069  Salaries: £770,069  One off recruitment: £4,000 Travelling expenses: £15,000	2018 - 2020	Staff recruited  Job specifications fulfilled	Regular and structured feedback from volunteers and staff

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	See the Project Execution Plan for the Job Descriptions								
3.13	<b>Develop a marketing and communications strategy</b>  Build on the Marketing Framework to develop a Marketing Plan which includes an enhanced website (see 3.6) and effective use of social media (see 3.7) and use of marketing materials such as radio, newspaper, social media adverts, leaflets, flyers, banners and posters	All audiences	Improved access to information for potential visitors High profile locally and regionally for The Hold  Events and exhibitions targeted at audiences across Suffolk.	Your organisation will be more resilient  Heritage is better interpreted and explained	Managed by: Marcomms Officer Volunteers generate content  Collaboration with local and regional partners (eg CIMS and National Trust)	£30,000  Some set out in the costings above and some for general publicity of The Hold	In delivery phase from 2019	19,500 visitors to The Hold by Year 3 (settled year)  Target number of digital users	Data collection  Google analytics
3.14	<b>Evaluation of the activity programmes</b> during the Delivery Phase and post opening	All audiences	Ensuring that the programmes and activities meet the needs of the target audiences	Your organisation will be more resilient  All outcomes achieved	External consultant managed by: Strategic Manager	£20,000	Throughout the delivery phase 2018 - 2022	Systems work smoothly and are easy for staff to understand,	Data collection  Annual visitor survey

	Activity: detailed description	Audience(s)	Benefits for people	Outcomes	Resources	Costs in project budget	Timetable	Targets and measure of success	Methods of evaluation
<b>DELIVERY PHASE Spring 2018 – Spring 2022 (The Hold opens Spring 2020)</b>									
	See the Project Execution Plan for the evaluation brief and Appendix 4 for the Evaluation Framework				<p>External consultant to develop framework</p> <p>All staff and volunteers participate in relevant evaluation programmes</p>			<p>collate and collect.</p> <p>Systems clearly demonstrate the satisfaction levels with the programmes</p>	<p>Questionnaires</p> <p>Individual or group interviews</p> <p>Regular feedback from volunteers and staff</p> <p>Interviews with partners</p> <p>Google analytics</p> <p>Online survey</p>

### 6.3. Financial implications

The costs of the four year Activity Plan (2018 – 2020) are summarised below.

1	Heritage	Four year programme cost
1.1	Digitising collections	£ 34,700.00
1.2	Sorting, repairing and cataloguing collections	£ 45,000.00
1.3	Exhibitions at The Hold	£ 100,000.00
1.4	Archives on tour	£ 37,200.00
1.5	Digital exhibitions	£ 40,000.00
1.6	Walk and talk	£ 520.00
1.7	Sharing Suffolk's Stories	£ 82,600.00
1.8	Recording Suffolk memories	£ 3,200.00
2	People	
2.1	Upskilling staff and volunteers	£ 23,700.00
2.2	Upskilling teachers	£ 800.00
2.3	Young archivists	£ 1,000.00
2.4	Post 16 traineeships	£ 3,486.00
2.5	Community engagement trainees	£ 43,668.00
2.6	Summer internships	£ 32,148.00
2.7	University of Suffolk Careers Fair	£ -
2.8	Relationship with Clifford Road Primary School	£ 1,000.00
2.9	History sessions on witches and war	£ 1,200.00
2.10	Cross curricular sessions for primary schools	£ 3,000.00
2.11	Online resources for primary schools	£ 2,000.00
2.12	Online resources for secondary schools	£ 2,000.00
2.13	Loans boxes	£ 3,200.00
2.14	Arts Award	£ 1,000.00
2.15	TED talks	£ -
2.16	Travel expenses for schools	£ 3,000.00
2.17	WEA lecture series	£ -
2.18	Adult learning sessions	£ -
2.19	Conferences University	£ 5,500.00
2.20	Volunteering opportunities	£ 12,700.00
2.21	Community Champions programme	£ 200.00
2.22	Teachers' Forum	£ 350.00
2.23	Volunteer manned help desk	£ -
3	Communities	
3.1	Co-created in the community	Included in 1.7
3.2	Special exhibitions, events, activities and workshops	£ 4,000.00
3.3	Archives for families	£ 1,000.00
3.4	Diverse histories	£ -
3.5	Online ESOL resources	£ 1,200.00
3.6	Enhancing the website	£ 33,300.00
3.7	Social media	£ 1,200.00
3.8	Music and rap events	£ 3,000.00
3.9	Events @ The Hold	£ -
3.10	Linking with national initiatives	£ 4,000.00
3.11	Annual Hack Days	£ 7,000.00
3.12	Staff appointments and expenses	£ 789,069.00
3.13	Marketing and communications	£ 40,000.00
3.14	Evaluation	£ 20,000.00
	<b>Total</b>	<b>£ 1,386,941.00</b>

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## 6.4. Timescale

	Spring 2018	Summer 2018	Autumn 2018	Winter 2018	Spring 2019	Summer 2019	Autumn 2019	Winter 2019	Spring 2020	Summer 2020	Autumn 2020	Winter 2020	Spring 2021	Summer 2021	Autumn 2021	Winter 2021	Spring 2022
<b>Building The Hold</b>																	
Planning determination																	
HLF Round 2 decision																	
Construction programme																	
Barcoding and boxing, repacking pilot																	
Barcoding and boxing																	
Decant of collections																	
Fit-out and staff move																	
Soft opening																	
Defects period																	
Formal opening																	
Building out of contract period																	
<b>Exhibitions at The Hold</b>																	
Christmas opener (small scale)																	
Spring (blockbuster) 'Arrivals'																	
Summer (curated)																	
Halloween (community)																	
Christmas (community)																	
Spring (blockbuster)																	
Summer (curated)																	
Halloween (community)																	
Christmas (community)																	
Spring (blockbuster)																	
<b>Activities (countywide)</b>																	
<b>Heritage will be in better condition &amp; be better managed</b>																	
Map/document digitisation/repair SSS																	
<b>Heritage will be better interpreted &amp; explained</b>																	
Archive on tour & community exhibitions x 2 p.a.																	
Exhibitions Online																	
Walk & talk																	
<b>Heritage will be better identified &amp; recorded</b>																	
SSS - core and audience development groups																	
Recording Suffolk's Memories - countywide oral history project																	
<b>People will have developed skills</b>																	
Upskilling of staff and volunteers																	
Primary and Secondary INSET sessions																	
Traineeships for post-16s (summer, 8 weeks)																	
Trainee Heritage Assistants (students). Will extend if P/T																	
Summer internships (12 weeks)																	
UoS Careers Fair (biannual)																	
<b>People will have learned about heritage</b>																	
Special relationship with Clifford Road School																	
History sessions on witches and war																	
Develop cross-curricular activities for schools																	
Online cross-curricular resources for schools & loans boxes																	
Arts Award Centre																	
Dynamic TED-style talks																	
Travel expenses established for schools																	
WEA lecture series																	
Contribute to UoS Open Lecture Series																	
Joint annual conference with UoS																	
<b>People will have volunteered time</b>																	
New volunteering opportunities																	
Create Community Champions Programme																	
Teachers' Forum																	
Establish volunteer-manned Local/Family History desk																	
<b>More people and a wider range of people will have engaged with heritage</b>																	
Exhibitions (for SSS project) and Citizen Archive established																	
Special exhibitions events, activities and workshops																	
Archive events for families																	
Diverse histories programme																	
Online resources for teaching English & Citizenship																	
Archives online (including Personal Digital Assistant for The Hold)																	
Social media engage new audiences																	
Develop and expand interactive website features																	
<b>Your local area will be a better place to live/work/visit</b>																	
Music, rap, slam poetry, animation and story-making events																	



The red dotted line represents the soft opening, the solid red line the formal opening date.

## Appendix 1

### Consultees

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## 1. Consultees

### 1.1. Stakeholders

[REDACTED], Lowestoft Record Office  
[REDACTED], SRO  
[REDACTED], Bury Record Office  
[REDACTED], University of Suffolk  
Suffolk Records Society  
[REDACTED], SRO  
[REDACTED], Culture, Sport, Libraries and  
Communities  
[REDACTED], Ipswich Borough Council  
[REDACTED], IRO  
[REDACTED] University of Suffolk  
[REDACTED], Friends SRO (FOSRO)  
[REDACTED], IRO

### 1.2. Community interest groups

Leiston CYDS, Youth drop-in centre, Leiston  
Parents from Ranelagh Primary School Supplementary School, Ipswich  
Bangladeshi Support Centre, Ipswich  
Workers Education Association, Great Bradley branch  
The National Association of Decorative and Fine Arts Societies, Ipswich branch

### 1.3. Learning consultees

#### Primary Schools

[REDACTED] Handford Hall Primary School, Ipswich, [REDACTED]  
[REDACTED] All Saints Primary School, Newmarket, [REDACTED]  
[REDACTED] Corton CoE Primary School, Lowestoft, [REDACTED]  
[REDACTED], Clifford Primary School, Ipswich, [REDACTED]

#### Secondary Schools

[REDACTED] t, Priory School (SEN), Bury St Edmunds, [REDACTED]  
[REDACTED], King Edward VII School, Bury St Edmunds, [REDACTED]  
[REDACTED] Mildenhall College Academy, [REDACTED]  
[REDACTED], Ipswich School, [REDACTED]  
[REDACTED] Riverwalk Special School, Bury St Edmunds, [REDACTED]

#### Supplementary Schools

[REDACTED] Locality Officer

### University of Suffolk Support Staff

[REDACTED]

### University of Suffolk Students

[REDACTED], Business Management  
[REDACTED], Early Childhood Studies  
[REDACTED], Tourism Management  
[REDACTED], English  
[REDACTED], Fine Art  
[REDACTED], Social Work  
[REDACTED], Business Management  
[REDACTED], Interior Architecture and Design  
[REDACTED], Sociology  
[REDACTED], History

## 1.4. Shaping Suffolk's Stories

### 1.4.1. Educational Steering Group

[REDACTED], Northgate School  
[REDACTED], UOS  
[REDACTED], Shoteley School

### 1.4.2. Heritage Steering Group

[REDACTED], Suffolk I Family History Society and [REDACTED]  
[REDACTED], U3A, [REDACTED], Suffolk Local History  
Council  
[REDACTED], Worlingworth Local History Group, [REDACTED], Suffolk  
Local History Council

### 1.4.3. Mapping Suffolk Stories interest groups

490<sup>th</sup> Bomber Group, Eye  
Agricultural Historian, Stephen Podd  
Aldeburgh History Group  
Association for Suffolk Museums Network  
Breaking New Ground  
Bring out your Dead Productions, theatre group  
Britten Pears Foundation  
Cedarwood Primary School



Chronicle, John Royle  
Haverhill History group  
Headway Suffolk  
Historical Map Specialist, Roger Fouracre  
Ipswich Borough Councillor, Carol Jones  
Lithuanian Supplementary School  
Melton Local History Group  
Mildenhall Museum  
Northgate High School  
Oral History Specialist, Helen Vanstone  
Russians in Suffolk –David Davies  
Sporting Memories  
Suffolk Mind @Quay Place  
Suffolk Regimental History Group  
Touching the Tide  
Wetherden History Group  
Woodbridge Maritime Society



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## Appendix 2

### Volunteering Plan



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## 2. Volunteering Plan

### 2.1. Introduction

The Volunteering Plan considers existing volunteering across the Suffolk Record Office's (SRO) branches and proposes new roles and ways to diversify and increase the volunteers.

### 2.2. Current provision

SRO currently has between 85 and 90 volunteers across the three branches. They mostly perform back-of-house roles including:

- Cataloguing and sorting the collection
- Digitising the collection mainly data inputting i.e. adding paper catalogues, sliplists, indexes to the CALM electronic catalogue
- Numbering, secondary packing and boxing collections.
- Helping to research information needed for exhibitions, events and writing stories for the new website.
- Conservation cleaning, leather dressing, minor repairs of bindings, making some bespoke folders etc
- Helping at outreach events e.g. open days, exhibitions.

The volunteers are usually older, well-educated adults who are longstanding volunteers and very loyal to the service. There are also regular schools and student work experience volunteers and three or four University of Suffolk (UoS) Year 3 undergraduates each year who volunteer one day a week for 10 – 12 weeks as part of a module of the BA History course.

The volunteers are typically managed by a member of staff, who designs their work, checks on progress and is their main point of contact. Training is undertaken on the job. There are several long-standing groups of volunteers who effectively have their own volunteer 'volunteer co-ordinator' who liaises for the group with a member of staff. They have been trained and can retrieve their own records and put them back at the end of the day, get out the laptops provided by the Friends etc.

There is a Volunteering Policy, Volunteer Welcome Pack and an Agreement that volunteers sign. There is a separate Agreement for University of Suffolk students. There is a regular volunteer newsletter that is compiled by a member of senior staff from contributions submitted by volunteers and staff.

Volunteer recognition events are held in June and at Christmas and one-off visits are organised, for example, to see the Mayor's Parlour.

## **2.3. The Hold project**

### **2.3.1. Project vision**

The Hold is a partnership between Suffolk County Council and the University of Suffolk that will create a new, flagship heritage facility and a reshaped service, launching people, young and old, on new voyages of discovery.

Located within Ipswich's unique and regenerating Waterfront, The Hold will house Suffolk's nationally and internationally significant archives and will be the engine for a transformed, audience-focused service that will reach out to the diverse communities in Ipswich, the county and the nation through its activity and digital programmes, engaging them with Suffolk's rich archival heritage in new and exciting ways.

The Hold will open its doors to reveal Suffolk's treasured past and inspire Suffolk's future.

### **2.3.2. Project aims**

#### **For heritage**

- to safeguard Suffolk's irreplaceable collections with state-of-the-art accommodation
- to create an efficient building and service, bringing more of Suffolk's heritage together on one site
- to create space to showcase Suffolk's heritage and provide interpretation to a broader audience
- to provide an enhanced online offer and allow visitors anywhere in the world to interact with Suffolk's collections
- to enhance Suffolk's collections through an ambitious Activity Plan.

#### **For people**

- to forge a sustainable, learning partnership with one of the UK's newest universities; the University of Suffolk
- to have a positive impact on the employability of UoS students
- to create new learning opportunities and drive the renaissance of Suffolk Archives' schools offer
- to remove barriers to engagement and increase our reach to diverse audiences
- to diversify our volunteer base and increase levels of engagement in the service.

### **For communities**

- to create an environmentally sustainable building reflecting best practice
- to contribute positively to the critical mass of regeneration activity on Ipswich Waterfront
- to create a resilient, commercially-focussed and outward-facing Suffolk Archives Service
- to empower communities in undertaking their own heritage activities.

## **2.4. Vision for volunteering**

The vision for volunteering is to increase and diversify the volunteer corps, extending the range of roles at The Hold and Suffolk Record Office and across Suffolk.

The Sharing Suffolk's Stories project, will recruit a body of at least 14 committed volunteers across the county who will be intensively involved in research and map enrichment work. The Hold will offer a varied range of volunteering opportunities, creating an effective volunteer corps that meets the needs of the SRO and the expectations of the volunteers.

## **2.5. Project opportunities**

The project offers the opportunity to:

- diversify the type of people volunteering and volunteer roles
- increase the number of volunteers and volunteer opportunities available
- restructure the management of the volunteers, making sure that volunteering is effective and fulfils The Hold's and the volunteers' requirement
- train and invest in the volunteers
- refresh the Volunteering Policy and write Role Descriptions
- actively promote volunteering and its benefits.

## **2.6. Development of volunteer roles**

The project will develop the following volunteer roles:

- explainers and welcomers to The Hold
- explainers and welcomers in the searchroom
- Community Champions, promoting The Hold through their networks and neighbourhoods
- assisting with the delivery of Sharing Suffolk's Stories
- participating in Sharing Suffolk's Stories

- helping with the decant of collections from existing branches and stores to The Hold
- digitising the collections
- researching online resources for informal learners
- assisting with display and exhibitions research
- giving guided tours of the locality
- assisting with the delivery of events, workshops, talks and exhibitions at the The Hold, the branches and across the county
- assisting with the delivery of formal learning activities at the The Hold, the branches and across the county
- undertaking the oral history and other project work
- curating loans boxes and undertaking reminiscence work
- moving and assembling touring exhibitions
- undertaking evaluation of exhibitions, activities and events
- assisting with marketing
- supporting social media and the website.

## 2.7. Target number of volunteer opportunities

The Record Office has between 85 and 90 volunteers across the three branches, mostly undertaking collections work. It is anticipated that these volunteers' roles and especially those based at The Hold will be reviewed to ensure that the volunteer corps is fit for purpose for the new service.

Below is the number of new volunteering opportunities that The Hold project will bring.

Table 26: Number of volunteer role opportunities

Role	Number	Recruited
<b>Prior to opening</b>		
SSS volunteers	14	Spring 2018
Collections management	10	Spring 2018
Researchers (exhibitions, trails, online resources)	6	Spring 2019
Oral history project	4	Spring 2019
Curating loans boxes	4	Spring 2019
Social media and the website	4	Spring 2019
Guides (walk and talk)	12	Spring 2019
Community Champions	10	Spring 2019
<b>Sub-total for prior to opening</b>	<b>64</b>	
<b>For opening</b>		
Explainers and welcomers – The Hold	45	Autumn 2019
Explainers and welcomers - searchroom	10	Autumn 2019
Informal learning activities	8	Autumn 2019

Formal learning activities	8	Autumn 2019
Evaluation	4	Autumn 2019
Marketing	2	Autumn 2019
<b>Total for opening</b>	<b>77</b>	
<b>Grand total</b>	<b>141</b>	

The Hold will offer 141 volunteering opportunities. Given that people may volunteer for more than one role, that will probably translate into 100 people. These will be in addition to the 85 volunteers currently spread across the three branches.

For explainers and welcomers at The Hold, the volunteers have been calculated as working a half day every two weeks, with two people present in the peak season (April to October) and one in the off-peak season.

## 2.8. Management

The administration and recruitment of volunteers across the whole Record Office will be managed by the Volunteer Engagement Co-ordinator funded for three years by the HLF. That post will be funded by Suffolk County Council once the HLF funding has ended. The Record Office already has a system of volunteer Team Leaders for particular groups of volunteers and this system will be formalised, as far as practicable, across the volunteer corps. The day to day management of the volunteers' work will continue to be the responsibility of individual staff.

The Hold will offer a range of types of volunteering, from micro-volunteering, virtual volunteering, one-off volunteering and time-limited project volunteering and longer-term volunteering. The Record Office already has many long-term volunteers and hence the focus, at least initially, is likely to be on shorter term volunteering, particularly project work.

Flexibility, good communication and team work will ensure volunteers are informed, motivated and valued. These are especially important in planning activities, resources and spaces in The Hold and right across the county.

## 2.9. Recruitment

The target audiences for volunteers are young people aged 18 – 24, Students, volunteers from diverse communities and low income older adults.

The Volunteer Engagement Co-ordinator will develop a recruitment strategy that includes recruitment by social media and The Hold's website, if it is to attract a younger and more diverse volunteering corps. Suffolk County Council also promotes volunteering opportunities through InfoLink on its website.

The Hold could consider subscribing to the Volunteer Makers platform for a minimum of £7.00+ a month (volunteermakers.org). This is a new platform sponsored by the Arts Council that hosts a microsite for an organisation's volunteer corps, helps organisations manage volunteers' skills and interests, and

markets volunteering opportunities to target audiences using communications media that suit the demography.

Many of the courses at the University ask for the students to do 90 hours of volunteering as part of their course. Students have to find the opportunities themselves, using websites and career and volunteering fairs and hence it will be important for The Hold to be networked into the careers fairs and for the website and social media to promote volunteering opportunities in an appealing and easy-to-sign-up way, with volunteering roles that clearly define what skills the students will gain. Incentives, such as discounts in the shop and café, will also help. Similarly, The Hold will also target young people as volunteers through neighbouring Suffolk New College. Therefore, the relevant volunteering opportunities will be advertised through the University of Suffolk's Careers and Employability department and Jobshop Online.

Community Action Suffolk has a website ([volunteersuffolk.org.uk](http://volunteersuffolk.org.uk)) that promotes volunteering opportunities across Suffolk and matches skills to volunteer roles. The Hold will forge links with Community Action Suffolk to better understand how we can help the local voluntary and community organisations, with which we will be working more closely.

The Sharing Suffolk's Stories project will recruit volunteers, initially from interest groups, to research and build up a history of a topic of their choice, such as the history of their town or village. They, in turn, will become champions of the project and inspire and recruit volunteers from other locations, particularly those who would not normally engage with archives, to embark upon a research project.

Other activity programmes, such as the Community Champions programme, the oral history project, and project work with secondary schools will aim to involve target audiences as volunteers.

## **2.10. Training**

The Training Plan in Appendix 3 details training that will be available to volunteers through the project.

## **2.11. Monitoring and evaluation**

The performance indicators for the success of the volunteering programme that The Hold will monitor will include:

- target numbers of volunteering opportunities filled
- type of volunteers e.g. young people, volunteers from diverse backgrounds and low income volunteers
- the number of volunteers formally trained through the project
- the type of training implemented
- good retention of volunteers.

This data will be regularly gathered by the volunteer Team Leaders.

Individual appraisal of volunteers is difficult with such a large volunteer corps, but the member of staff with responsibility for volunteers and the volunteer Team Leaders will make sure that volunteers have an opportunity to feedback, individually or as a group:

- whether volunteers feel welcomed and confident about the tasks they will be involved in
- whether volunteers know what is expected of them and what they can expect from The Hold
- whether volunteers' feedback indicates that training has improved their skills and personal development
- whether volunteers feel valued, appreciated and that they would recommend volunteering with SRO to others
- retention rate of volunteers
- whether volunteering has resulted in a permanent job or acceptance on to a formal course of learning
- whether volunteering has improved their quality of life and social interaction
- feedback from university lecturers and teachers on whether the volunteer placement has delivered what was expected by their organisation or the outcomes needed for the module.

The following will be tested through regular surveys:

- levels of visitor satisfaction/schools' satisfaction as a result of the work the volunteers do.





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## 2.12. Action Plan

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
	<b>Tranche 1: Prior to opening</b>					
1	Review the existing Volunteering Policy, Welcome Pack and Volunteer Agreements	SRO Staff	Spring 2018	Staff time	Volunteering Policy in place Volunteers know about the policy	Volunteer feedback
2	Prioritise the new roles for recruitment before opening <ul style="list-style-type: none"> <li>• SSS volunteers</li> <li>• Collections Management volunteers</li> </ul>	Volunteer Engagement Co-ordinator Volunteers	Spring 2018	Staff time	Roles prioritised successfully	Data collection
3	Review existing volunteer roles	SRO Staff	Spring 2018	Staff time	Existing roles reviewed	Data collection
4	Agree new structures for volunteer management and communication	SRO staff	Spring 2018	Staff time	3euctures agreed and operating Volunteers say they benefit from the new system	Volunteer feedback
5	Agree a suitable method for regular feedback from the volunteers to management	SRO staff	Spring 2018	Staff time	Feedback system in place	Volunteer feedback

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
					Volunteers say they benefit from the new system	
6	Write role descriptions for existing and new volunteer roles	SRO staff	Spring 2018	Staff time	Role descriptions written  Volunteers say they are clear about their roles	Data collection
7	Plan the recruitment process, which will involve offering new roles to existing volunteers, as well as advertising externally	SRO staff	Spring 2018	Staff time	Recruitment planned	Data collection
8	Volunteer programme launched for volunteers needed during closure. Details added to the website and other media	SRO staff	Spring 2018	£500	Programme launched on time  Target numbers achieved	Data collection
11	Actively seek to recruit young people aged 18 – 24, students, volunteers from diverse communities, unemployed people and low income older adults.	SRO staff	Spring 2018	£500	Target numbers achieved	Data collection

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
12	Recruit the volunteers for the roles  References and DBS checks carried out as required	SRO staff	Spring 2018	Staff time	Target number of volunteer opportunities filled	Data collection
13	Volunteer training commences	SRO staff	Spring 2018	See Training Plan	Number of people trained  Volunteers/staff say they have benefited from the training	Data collection  Volunteer feedback
	<b>Tranche 2: Prior to opening</b>					
14	Confirm the existing Volunteering Policy, Welcome Pack and Volunteer Agreements and amend if required	Volunteer Engagement Co-ordinator SRO Staff	Spring 2019	Staff time	Volunteering Policy in place  Volunteers know about the policy	Volunteer feedback
15	Prioritise the new roles for recruitment before opening  <ul style="list-style-type: none"> <li>• Researchers for exhibitions, trails, online resources</li> <li>• Oral history project</li> <li>• Curating loans boxes</li> <li>• Social media and website volunteers</li> <li>• Volunteer guides</li> </ul>	Volunteer Engagement Co-ordinator Volunteers	Spring 2019	Staff time	Roles prioritised successfully	Data collection

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
16	Review existing volunteer roles	Volunteer Engagement Co-ordinator SRO Staff	Spring 2019			
17	Confirm new structures for volunteer management and communication and adjust if necessary	Volunteer Engagement Co-ordinator SRO staff	Spring 2019	Staff time	New structures agreed and operating  Volunteers say they benefit from the new system	Volunteer feedback
18	Confirm a suitable method for regular feedback from the volunteers to management	Volunteer Engagement Co-ordinator SRO staff	Spring 2019	Staff time	Feedback system in place  Volunteers say they benefit from the new system	Volunteer feedback
19	Write role descriptions for existing and new volunteer roles	Volunteer Engagement Co-ordinator SRO staff	Spring 2019	Staff time	Role descriptions written  Volunteers say they are clear about their roles	Data collection
20	Purchase new volunteer rota software so that volunteers can offer their time online	Volunteer Engagement Co-ordinator	Spring 2019	£500	New software purchased and operating	Volunteer feedback

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
					Volunteers like and use the system	
21	Consider subscribing to Volunteer Maker's platform to help shape and support development of the volunteer corps	Volunteer Engagement Co-ordinator	Spring 2019	£1,200 (£300 per annum)	Demonstrable impact on volunteer recruitment	Data collection
22	Plan the recruitment process, which will involve offering new roles to existing volunteers, as well as advertising externally	Volunteer Engagement Co-ordinator Volunteers	Spring 2019	Staff and volunteer time	Recruitment planned	Data collection
23	Volunteer programme launched for volunteers needed during closure. Details added to the website and other media	Volunteer Engagement Co-ordinator Volunteers	Spring 2019	£500	Programme launched on time  Target numbers achieved	Data collection
24	Actively seek to recruit young people aged 18 – 24, Students, volunteers from diverse communities, unemployed people and low income older adults.	Volunteer Engagement Co-ordinator Volunteers	Spring 2019	£500	Target numbers achieved	Data collection
25	Recruit the volunteers for the roles  References and DBS checks carried out as required	Volunteer Engagement Co-ordinator Volunteers	Spring 2019	Staff and volunteer time	Target number of volunteer opportunities filled	Data collection

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
26	Volunteer training commences	Volunteer Engagement Co-ordinator	Spring 2019	See Training Plan	Number of people trained  Volunteers/staff say they have benefited from the training	Data collection  Volunteer feedback
	<b>Tranche 3: For opening</b>					
27	Prioritise the new roles for recruitment before opening <ul style="list-style-type: none"> <li>• Explainers and welcomers – The Hold and searchroom</li> <li>• Informal and formal learning volunteers</li> <li>• Marketing volunteers</li> <li>• Evaluation</li> </ul>	Volunteer Engagement Co-ordinator Volunteers	Autumn 2019	Staff and volunteer time	Roles prioritised successfully	Data collection
28	Volunteer opportunity role descriptions written	Volunteer Engagement Co-ordinator Volunteers	Autumn 2019	Staff and volunteer time	Role descriptions written  Volunteers say they are clear about their roles	Data collection  Volunteer feedback
29	Volunteer programme launched for volunteers needed post opening. Details added to the website and other media	Volunteer Engagement Co-ordinator Volunteers	Autumn/winter 2019	£500	Programme launched on time	Data collection

	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
					Target numbers achieved	
30	Actively seek to recruit young people aged 18 – 24, students, volunteers from diverse communities, unemployed people and low income older adults.	Volunteer Engagement Co-ordinator Volunteers	Autumn/winter 2019	£500	Target numbers achieved	Data collection
31	Recruit the volunteers for the roles  References and DBS checks carried out as required	Volunteer Engagement Co-ordinator Volunteers	Autumn/winter 2019	Staff and volunteer time  DBS costs: £2,000 over the four years	Target number of volunteer opportunities filled	Data collection
32	Volunteer training commences	Volunteer Engagement Co-ordinator Volunteers	Autumn/winter 2019	See Training Plan	Number of volunteers trained	Data collection  Volunteer feedback
	<b>Tranche 4: Post opening</b>					
33	Repeat 27 – 32 for the next batch of volunteer roles	Volunteer Engagement Co-ordinator Volunteer Team Leaders Volunteers	Spring 2020	Staff and volunteer time		



	Action	Responsible	Timescale	Resources	Measures of success	Method of evaluation
34	Plan annual volunteer recognition events	This should include SRO staff	Annually from 2018 - 2022	£1,000	Number of volunteers attending	Data collection  Volunteer feedback
35	Plan monthly volunteer e-newsletter	This should include SRO staff	Spring 2019	Volunteer time	Number of volunteers reading the newsletter	Data collection  Volunteer feedback
36	Volunteer resources			Computer purchase, incidental materials £2,000  Travelling expenses £3,000	Volunteers are able to perform their roles to a greater ability	

## Appendix 3

### Training Plan

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## 3. Training plan

### 3.1. Introduction

The Training Plan reviews existing training resources, examines the training opportunities offered by the activity programme and proposes a training programme to support staff and volunteers delivering the activity programme.

### 3.2. Organisational context

The Record Office has no separate funds for training, but manages to find funding within its existing budgets. Staff have access to Archives and Records Association (ARA), The National Archives (TNA) and SHARE Museums East training, but most personal development is delivered through on the job training and internal mentoring.

The County Council provides a range of courses training programme and recent ones that staff have attended include

- performance management
- resilience training
- recruitment
- H&S for building managers
- risk assessment
- first aid
- fire wardens
- essential information management
- payment card training
- finance training.

SRO have commissioned their own manual handling and dealing with challenging customers training from in-house providers, with input from staff in planning the courses.

Centrally provided courses are not available to volunteers and their training is done on-the-job. All new volunteers have an induction session and a tour.

Staff have an appraisal system, Performance Development Review (PDR), which covers task objectives and behavioural objectives and training and development needs. The new PDR is set for the year in April/May, is monitored at 1:1 meetings throughout the year, and adjusted as required. There is a mid-term review around November/December and end of year review in March/April.

### **3.3. Aims of the Plan**

#### **3.3.1. Aims**

The aims of the Training Plan are:

- to identify the training needs of staff, volunteers and other groups responsible for the delivery of the project and sustaining improvements
- to formulate a training programme that fulfils those needs
- to establish a framework and action plan that enables staff and volunteers to plan and monitor training activities and to allocate adequate funding and other resources.

#### **3.3.2. Objectives**

- ensure that staff and volunteers are fully skilled to deliver the project
- maximise the opportunities that the project creates for offering training and work experience to people across the county
- identify and work with relevant learning providers, where appropriate.

The action plan in 3.6 details the way in which the project will deliver these aims and objectives.

### **3.4. The Activity Plan actions**

All of the training programmes are designed to upskill staff and volunteers to support and deliver the activity programme summarised below:

#### **3.4.1. Heritage**

- 1.1 Digitisation of documents and maps
- 1.2 Sort, repair and catalogue document and map collections
- 1.3 Displays and exhibitions at The Hold
- 1.4 Archives on tour
- 1.5 Exhibitions online
- 1.6 Walk and talk
- 1.7 Sharing Suffolk's Stories
- 1.8 Recording Suffolk's memories

### 3.4.3. People

- 2.1 Upskilling staff and volunteers
- 2.2 Upskilling primary and secondary teachers
- 2.3 Young Archivists
- 2.4 Heritage traineeships for post 16s
- 2.5 Trainee Heritage Assistants for students
- 2.6 Summer internships for students
- 2.7 University of Suffolk Careers Fair
- 2.8 Relationship with Clifford Road primary school
- 2.9 History sessions on witches and war for secondary schools
- 2.10 Cross-curricular activities for primary schools
- 2.11 Online cross-curricular resources for primary schools
- 2.12 Online resources for secondary schools
- 2.13 Loans boxes
- 2.14 Arts Award
- 2.15 TED talks
- 2.16 Travel expenses for schools
- 2.17 WEA lecture series
- 2.18 UoS Open Lecture Series
- 2.19 Joint conferences with UoS
- 2.20 Volunteering opportunities
- 2.21 Community Champions Programme
- 2.22 Teachers' Forum
- 2.23 Help desk at The Hold.

### 3.4.4. Communities

- 3.1 Co-created in the community
- 3.2 Special exhibition events, activities and workshops
- 3.2 Archives for families
- 3.4 Diverse histories
- 3.5 Online resources for teaching English
- 3.6 Archives online
- 3.7 Social media to engage new audiences
- 3.8 Music, rap, poetry, animation and story making events

- 3.9 Events at The Hold
- 3.10 Link with national initiatives
- 3.11 Hack Days
- 3.12 Appoint new staff
- 3.13 Marketing and communications strategy
- 3.14 Evaluation of the activity programme.

### **3.5. Training opportunities arising from the Project**

#### **3.5.1. Skills development**

The Training Plan offers 32 skills development opportunities for staff and volunteers, with a mix of classroom teaching, mentoring and skills sharing.

#### **3.5.2. Volunteering opportunities**

The project offers 141 new opportunities for people to learn new skills through their volunteering roles.

#### **3.5.3. Traineeships**

There will be two types of traineeships.

The first will be for two recent graduates to develop their experience of working in the heritage sector. They will have on-the-job training by staff and volunteers in the Record Offices and the museums in Suffolk, through the HLF funded Skills for the Future programme. In addition, they undertake one day a month of full-time (or every two months if part-time) formal training offered by SHARE Museums East, Archives and Records Association, The National Archives, Group for Education in Museums, The Arts Council etc. They will also have access to the 'Partner Days' run by The Skills for the Future programme.

The second traineeship will be for two 16 to 19 year olds who are not currently considering continuing their formal education. They will receive on-the-job training by staff and volunteers in The Hold.

#### **3.5.4. Internships**

There will be six project based interns each for twelve weeks. Each project will be developed in collaboration with staff at the University of Suffolk. Each intern will need on-the-job training from staff to help brief them in their project.

#### **3.5.5. Arts Awards**

The Hold will become a Centre for the Arts Award Discover, Explore, Bronze, Silver and Gold Adviser

### 3.5.6. Teacher training

The action plan proposes twice a year twilight session at The Hold for teachers to find out more about The Hold's offer for schools.

## 3.6. Action Plan

The Training Plan Action Plan is based upon two pieces of information:

- interviews with key staff at the Suffolk Record Office
- the Action Plan of the Activity Plan.

The project has a six year lifespan from the beginning of the delivery phase to the end of activity plan funding. Hence, for most of the training strands, cascade training is assumed, where a group of pioneers are trained first and they hand on the knowledge to others.

The Action Plan also contains the costs for delivering the training, where appropriate, based upon an audit of currently available training courses locally and by specialist providers. Where external providers have not yet been identified, costs are based on comparator training elsewhere.

The costs of the training are also summarised in 3.7.





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	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
1	<b>Volunteer management</b> <ul style="list-style-type: none"> <li>to support staff and volunteers who are managing volunteers</li> </ul>	<ul style="list-style-type: none"> <li>SRO Archivists</li> <li>Strategic and Commercial Manager</li> <li>Community and Learning Officers</li> <li>Exhibition and Interpretation Officer</li> <li>Volunteer Team Leaders</li> </ul>	Spring 2018  Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>Volunteer Engagement Co-ordinator</li> <li>Community Action Suffolk</li> <li>SHARE Museums East Volunteer Co-ordinators' Forum</li> </ul>	£2,700  60 people trained over the life of the project £45.00 pp
2	<b>Welcome Host/customer care</b> <ul style="list-style-type: none"> <li>to support the work of volunteer welcomers and explainers</li> <li>to support the SSS and community engagement programme</li> <li>to support the delivery of the schools' programme</li> </ul>	<ul style="list-style-type: none"> <li>SRO Archivists</li> <li>All public-facing staff</li> <li>Community and Learning Officers</li> <li>All public-facing volunteers</li> </ul>	Autumn/winter 2019	<ul style="list-style-type: none"> <li>External trainer, such as Welcome to Excellence <a href="http://www.welcometoexcellence.co.uk">www.welcometoexcellence.co.uk</a></li> </ul>	£2,800  30 people trained over three courses
3	<b>Introduction to SRO archives</b> <ul style="list-style-type: none"> <li>to support the work of volunteer welcomers and explainers</li> <li>to support the community engagement programme</li> <li>to support the delivery of the schools' programme</li> <li>to provide background for new staff and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Strategic and Commercial Manager</li> <li>Community and Learning Officers</li> <li>Exhibition and Interpretation Officer</li> </ul>	Spring 2018  Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>SRO staff</li> </ul>	n/a

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
		<ul style="list-style-type: none"> <li>• Volunteer Engagement Coordinator</li> <li>• Funding Officer</li> <li>• Marcomms Officer</li> <li>• All volunteers</li> </ul>			
4	<b>Introduction to the history of Ipswich and the Quay</b> <ul style="list-style-type: none"> <li>• to support volunteers giving guided walks in the area</li> <li>• to provide background information for all volunteers welcoming and answering questions about The Hold</li> <li>• to provide background for new staff and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic and Commercial Manager</li> <li>• Community and Learning Officers</li> <li>• Exhibition and Interpretation Officer</li> <li>• Volunteer Engagement Coordinator</li> <li>• Funding Officer</li> <li>• Marcomms Officer</li> <li>• All volunteers</li> </ul>	Spring 2018  Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>• SRO or University of Suffolk staff</li> </ul>	n/a
5	<b>Guide training</b> <ul style="list-style-type: none"> <li>• to support volunteers giving guided walks in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer guides</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>• Ipswich Tourist Guides Association</li> </ul>	£1,000

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
6	<b>Family friendly tours</b> <ul style="list-style-type: none"> <li>to support guides delivering guided tours to mixed and family groups</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer guides</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Ipswich Tourist Guides Association</li> </ul>	£1,000
7	<b>Storytelling</b> <ul style="list-style-type: none"> <li>to support the work of volunteer tour guides</li> <li>to support the community engagement programme</li> <li>to support the delivery of the schools' programme</li> </ul>	<ul style="list-style-type: none"> <li>Community and Learning Officers</li> <li>Volunteer guides</li> <li>Formal and informal learning volunteers</li> <li>SSS volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>External trainer</li> <li>In collaboration with the National Trust</li> </ul>	£3,000
8	<b>Creating eye-catching displays</b> <ul style="list-style-type: none"> <li>to support volunteers and staff involved in displaying the results of community-based projects arising from the Activity Plan, including but not limited to SSS</li> </ul>	<ul style="list-style-type: none"> <li>Community and Learning Officers</li> <li>Volunteer researchers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Exhibition and Interpretation Officer</li> <li>'Partner Days' delivered by the Skills for the Future</li> </ul>	n/a
9	<b>Display installation and break down</b> <ul style="list-style-type: none"> <li>To support volunteers helping with community and travelling exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>Community and Learning Officers</li> <li>SSS volunteers</li> <li>Informal learning volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Exhibition and Interpretation Officer</li> </ul>	n/a
10	<b>Public speaking</b>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>Community and Learning Officers</li> </ul>	Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>External trainer</li> </ul>	1,500

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <li>to provide staff and volunteers with the confidence to do talks, workshops and sessions</li> </ul>	<ul style="list-style-type: none"> <li>Learning volunteers</li> <li>Volunteer guides</li> <li>Explainers and welcomers</li> <li>Community Champions</li> </ul>			
11	<b>Building digital capacity - social media skills</b> <ul style="list-style-type: none"> <li>to support the promotion of the new displays and programmes</li> <li>to support audience engagement</li> <li>measuring online success</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>New HLF staff</li> <li>Social media and e-marketing volunteers</li> <li>Community Champions</li> <li>Interested volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Community Action Suffolk</li> </ul>	£900  20 people trained £45.00pp
12	<b>Building digital capacity - website development skills</b> <ul style="list-style-type: none"> <li>to support the development of new areas of the website e.g. online learning resources, volunteer section of website</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>New HLF staff</li> <li>Web development volunteers</li> <li>Community Champions</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>External trainer</li> <li>University of Suffolk</li> </ul>	£3,000
13	<b>Building digital capacity - general IT skills</b> <ul style="list-style-type: none"> <li>to upskill volunteers for using general IT</li> </ul>	<ul style="list-style-type: none"> <li>SSS volunteers</li> <li>Collections management volunteers</li> <li>Researchers</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>External trainer</li> <li>University of Suffolk</li> </ul>	£3,000

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
		<ul style="list-style-type: none"> <li>Community Champions</li> </ul>			
14	<b>Delivering formal and informal learning activities</b> <ul style="list-style-type: none"> <li>to support volunteers and staff assisting with the development, preparation and delivering of activities, talks, including SSS</li> </ul>	<ul style="list-style-type: none"> <li>SSS volunteers</li> <li>Formal learning volunteers</li> <li>Informal learning volunteers</li> </ul>	Spring 2018  Autumn/winter 2019	<ul style="list-style-type: none"> <li>Community and Learning Officers</li> </ul>	n/a
15	<b>Oral history skills</b> <ul style="list-style-type: none"> <li>to learn oral history recording techniques</li> <li>to learn editing skills</li> </ul>	<ul style="list-style-type: none"> <li>Oral history volunteers</li> <li>SSS volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Oral History Society</li> </ul>	£1,200  2 x £600 courses Maximum of 12 people on a bespoke course
16	<b>How to do family and local history research</b> <ul style="list-style-type: none"> <li>to support volunteers assisting with SSS</li> <li>to support participants in the SSS project</li> <li>to support volunteers wishing to get involved in SFHS help desk</li> </ul>	<ul style="list-style-type: none"> <li>SSS volunteers</li> <li>SSS participants</li> <li>Searchroom explainers and welcomers</li> </ul>	Spring 2018  Autumn/winter 2019	<ul style="list-style-type: none"> <li>SRO staff</li> </ul>	n/a

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
17	<b>How to do exhibition research/trails</b> <ul style="list-style-type: none"> <li>to provide volunteers with the skills to research information for interpretation, displays and trails</li> </ul>	<ul style="list-style-type: none"> <li>Exhibition research volunteers</li> <li>Trail and guided walk research volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Exhibition and Interpretation Officer</li> <li>SHARE Museums East</li> </ul>	£500
18	<b>Research for learning and engagement resources</b> <ul style="list-style-type: none"> <li>to provide volunteers with the skills to research information for Learning and Engagement resources, including loans boxes</li> </ul>	<ul style="list-style-type: none"> <li>Resources research volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Community and Learning Officers</li> <li>University of Suffolk</li> </ul>	n/a
19	<b>Collections care</b> <ul style="list-style-type: none"> <li>to support the work of volunteers working with the collections, including object handling, documentation and storage</li> <li>to support participants in the SSS project</li> </ul>	<ul style="list-style-type: none"> <li>Collections Management volunteers</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>SRO staff</li> <li>SHARE Museums East</li> <li>'Partner Days' delivered by the Skills for the Future</li> </ul>	n/a
20	<b>Digitisation of collections</b> <ul style="list-style-type: none"> <li>to support the work of volunteers digitising the collections</li> <li>to support participants in the SSS project</li> </ul>	<ul style="list-style-type: none"> <li>Collections Management volunteers</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>SRO staff</li> <li>'Partner Days' delivered by the Skills for the Future</li> </ul>	n/a

	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
21	<b>Georeferencing and map rectification</b> <ul style="list-style-type: none"> <li>to support SSS participants</li> <li>to support SRO staff in helping SSS groups upload their work to the website</li> </ul>	<ul style="list-style-type: none"> <li>Collections Management volunteers</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>Digital consultant</li> </ul>	£1,000
22	<b>Evaluation of displays, events and activities</b> <ul style="list-style-type: none"> <li>to learn techniques and mechanisms for measuring success</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>Community and Learning Officers</li> <li>Exhibition and Interpretation Officer</li> <li>Volunteer Engagement Co-ordinator</li> <li>Evaluation volunteers</li> </ul>	Spring 2018  Autumn/winter 2019	<ul style="list-style-type: none"> <li>Part of the evaluation consultants' brief</li> </ul>	n/a
23	<b>Equality and diversity</b> <ul style="list-style-type: none"> <li>to build confidence about interacting with and supporting the diverse range of visitors</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>All new HLF staff</li> <li>All volunteers</li> </ul>	Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>External trainer</li> </ul>	£1,500
24	<b>Managing 18 – 24 year olds</b>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>All new HLF staff</li> <li>All relevant volunteers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>UoS</li> </ul>	n/a



	TRAINING NEEDED	WHO	DATE FIRST NEEDED	TRAINING PROVIDER	RESOURCES REQUIRED
	<ul style="list-style-type: none"> <li>to build confidence dealing with students and young people on projects and internships</li> </ul>				
25	<b>Disability awareness</b> <ul style="list-style-type: none"> <li>to build confidence about interacting with and supporting disabled visitors and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>All new HLF staff</li> <li>All volunteers</li> </ul>	Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>External training provider eg access consultant</li> </ul>	£1,500  20 people trained then cascaded
26	<b>Dementia awareness</b> <ul style="list-style-type: none"> <li>to build confidence about interacting with people with dementia and their carers to enable The Hold staff to become Dementia Friends</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>All new HLF staff</li> <li>All volunteers</li> </ul>	Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>External training provider eg Norfolk and Suffolk NHS</li> <li>Norfolk Dementia Care Academy</li> </ul>	£500  14 people trained then cascaded
27	<b>Introduction to safeguarding and child protection</b> <ul style="list-style-type: none"> <li>to ensure that staff and volunteers understand child protection legislation and best practice</li> </ul>	<ul style="list-style-type: none"> <li>SRO staff</li> <li>All new HLF staff</li> <li>All volunteers with lone access to children</li> </ul>	Spring 2019  Autumn/winter 2019	<ul style="list-style-type: none"> <li>Community Action Suffolk</li> </ul>	£2,100  60 people trained over the life of the project £35.00pp

	TRAINEESHIPS AND WORK PLACEMENTS	DATE NEEDED	DELIVERED BY	RESOURCES REQUIRED
28	<b>Arts Award</b> <ul style="list-style-type: none"> <li>to support young people taking their Arts Award</li> </ul>	Autumn 2019	<ul style="list-style-type: none"> <li>Arts Award</li> </ul>	£455
29	<b>Two Trainee Heritage Assistants for 12 months full-time or 24 months part-time</b> <ul style="list-style-type: none"> <li>to support their understanding of how The Hold is managed and delivered</li> <li>to develop their understanding of the wider context of how heritage is delivered by attending a training course one day a month for full-time or one day every two months for part-time trainees.</li> <li>Undertake one week work placements as part of Suffolk Museums Skills For The Future project at Colchester and Ipswich Museum Service, National Heritage Centre for Horseracing and Sporting Art, Museum of East Anglian Life and the Long Shop Museum.</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Staff at The Hold</li> <li>SHARE Museums East, Archives and Records Association, The National Archives, Group for Education in Museums, The Arts Council</li> <li>Staff at Colchester and Ipswich Museum Service, National Heritage Centre for Horseracing and Sporting Art, Museum of East Anglian Life and the Long Shop Museum</li> <li>'Partner Days' delivered by the Skills for the Future</li> </ul>	Total: £1,000  £500 for each trainee

<b>30</b>	<b>Six internships</b> <ul style="list-style-type: none"> <li>to support their understanding of how The Hold is managed and delivered</li> </ul>	From Spring 2018	<ul style="list-style-type: none"> <li>Staff at The Hold</li> </ul>	n/a
<b>31</b>	<b>Two post-16 traineeships</b> <ul style="list-style-type: none"> <li>to support their understanding of how The Hold is managed and delivered</li> </ul>	From Spring 2018	<ul style="list-style-type: none"> <li>Staff at The Hold</li> </ul>	n/a
<b>32</b>	<b>INSET training sessions for local primary school teachers</b> <ul style="list-style-type: none"> <li>to support teachers in understanding how to use The Hold, its collections and resources in a creative way</li> <li>some sessions aimed at newly qualified teachers as part of their CPD</li> </ul>	From Autumn 2019	<ul style="list-style-type: none"> <li>Staff at The Hold</li> </ul>	Cost included in Action Plan

### 3.7. Financial implications of the Training Plan

	Training activity	Cost
1	Volunteer management	£ 2,700.00
2	Welcome Host/customer care	£ 2,800.00
3	Introduction to SRO archives	£ -
4	Introduction of the history of Ipswich and the Quay	£ -
5	Guide training	£ 1,000.00
6	Family friendly tours	£ 1,000.00
7	Storytelling	£ 3,000.00
8	Creating eye-catching displays	£ -
9	Display instillation and breakdown	£ -
10	Public speaking	£ 1,500.00
11	Building digital capacity - social media skills	£ 900.00
12	Building digital capacity - website skills	£ 1,500.00
13	Building digital capacity - general IT skills	£ 1,500.00
14	Delivering formal and informal learning	£ -
15	Oral history skills	£ 1,200.00
16	How to do family and local history research	£ -
17	Researching exhibitions and trails	£ -
18	Researching learning resources	£ -
19	Collections care	£ -
20	Digitisation of collections	£ -
21	Georeferencing and map rectification	£ 1,000.00
22	Evaluation	£ -
23	Equality and diversity	£ 1,500.00
24	Managing 18 - 24 year olds	£ -
25	Disability awareness	£ 1,500.00
26	Dementia awareness	£ 500.00
27	Introduction to safeguarding	£ 2,100.00
<b>Work experience</b>		
28	Arts Award	In Activity Plan costs
29	Trainee Heritage Assistants x 2	In Activity Plan costs
30	Internships x 6	In Activity Plan costs
31	Post 16 years traineeships x 2	In Activity Plan costs
<b>Teacher CPD</b>		
32	Training sessions for primary school teachers	In Activity Plan costs
<b>Subtotal staff and volunteer training</b>		<b>£ 23,700.00</b>

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## Appendix 4

### Outline evaluation framework

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## 4. Outline evaluation framework

The Hold team will undertake regular evaluation to ensure that the project (including Sharing Suffolk's Stories) is meeting all the targets and outcomes set.

Pilot work done during the development phase suggested:

- a structured, yet simple evaluation method required for school pupils (e.g. 'heads, hearts, feet') and diversity monitoring needs to be captured
- measuring differences in participants' mental wellbeing can be done via Warwick-Edinburgh questionnaires. Need to ensure there are identifiers on 'before and after' questionnaires so individual changes can be tracked. May not work at all for participants with literacy problems
- qualitative feedback provides some real insights into the contribution this kind of activity can make to mental health
- the importance of diversity monitoring questions
- that live audiences should complete feedback cards/forms on the day.

There is a budget for an evaluation consultant to develop an evaluation framework and advise the project during the delivery phase. The brief is in the Project Execution Plan. The results of the evaluation will be used by The Hold to review aspects of the programme, as necessary.

The data will be collected and collated on a quarterly basis and used to inform activity and business planning and funder reports.

The outline framework is below, based upon the outcomes.



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Outcome	Quantitative measures	Qualitative measures	Method
<b>Heritage</b>			
<b>Heritage will be better managed</b>	<ul style="list-style-type: none"> <li>Target number of documents digitised</li> <li>Number of page visits</li> </ul>		<ul style="list-style-type: none"> <li>Data collection</li> <li>Google analytics</li> </ul>
<b>Heritage will be in better condition</b>	<ul style="list-style-type: none"> <li>Target number of documents sorted catalogued and repaired</li> </ul>		<ul style="list-style-type: none"> <li>Data collection</li> </ul>
<b>Heritage will be better interpreted and explained</b>	<ul style="list-style-type: none"> <li>Target number of visitors to exhibitions achieved</li> <li>Numbers of people viewing exhibitions online achieved</li> <li>Number of people attending exhibition-related events achieved</li> <li>Number of walk and talk events achieved</li> </ul>	<ul style="list-style-type: none"> <li>People say that the exhibitions are high quality and easy to use</li> <li>People say that the exhibitions/walks and talks have enhanced their understanding of Suffolk's heritage and archives</li> <li>People say they have come to The Hold because of the quality of the website</li> </ul>	<ul style="list-style-type: none"> <li>Data collection</li> <li>Annual visitor survey</li> <li>Questionnaires</li> <li>Comments cards</li> <li>Google analytics</li> </ul>
<b>Heritage will be identified/recorded</b>	<ul style="list-style-type: none"> <li>SSS research made available in The Hold</li> <li>Number of oral history recordings achieved</li> <li>Oral history recordings made available in The Hold, online</li> </ul>	<ul style="list-style-type: none"> <li>Visitors say that the new findings are an important part of Suffolk's heritage</li> <li>SSS participants say their story is important to Suffolk's heritage</li> </ul>	<ul style="list-style-type: none"> <li>Data collection</li> <li>Annual visitor survey</li> <li>Questionnaire</li> <li>Individual or group interviews</li> </ul>

Outcome	Quantitative measures	Qualitative measures	Method
<b>People</b>			
<b>People will have developed skills</b>	<ul style="list-style-type: none"> <li>• Target number of training opportunities provided</li> <li>• Target number of teachers attending INSET achieved</li> <li>• Target number of Young Archivists achieved</li> <li>• Target number of trainees and internships achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees have acquired skills from the project</li> <li>• Visitors comment on the quality of the volunteers</li> <li>• Teachers say that they understand how to use the archive</li> <li>• Young people indicate an interest in archives as a career</li> <li>• Trainees consider and ideally continue into heritage and/or paid employment</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Regular and structured feedback from volunteers and staff</li> <li>• Annual visitor survey</li> <li>• Questionnaire</li> <li>• Individual interviews</li> <li>• Interviews with partners (traineeships)</li> </ul>
<b>People will have learnt about heritage</b>	<ul style="list-style-type: none"> <li>• Target number of learning sessions developed for schools achieved</li> <li>• Target number of online resources for schools achieved</li> <li>• Target number of downloads achieved</li> <li>• Target number of loans boxes for schools and community organisations achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils say they have a better understanding of archives</li> <li>• Teachers and pupils say that they have learned about the heritage of Suffolk/their town/their village</li> <li>• Teachers say they are confident to teach Suffolk's history using The Hold's resources</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Questionnaires</li> <li>• Individual interviews (partners and teachers)</li> <li>• Teachers' Forum/testing resources with schools</li> <li>• Google analytics</li> </ul>

Outcome	Quantitative measures	Qualitative measures	Method
	<ul style="list-style-type: none"> <li>Target number of schools engaged in Arts Award achieved</li> <li>Target number of TED talks produced</li> <li>Target number of adults attending lectures and talks</li> </ul>	<ul style="list-style-type: none"> <li>Teachers say the resources meet their curriculum needs</li> <li>Pupils say the archive have prompted them to find out more</li> <li>Use the Warwick-Edinburgh questionnaire system to test mental health changes</li> </ul>	
<b>People will have changed their attitudes and/or behaviour</b>		<ul style="list-style-type: none"> <li>Participants in events/sessions/projects say it has changed their attitude towards archives</li> <li>Participants will say that they will use archives again</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Individual or group interviews</li> </ul>
<b>People will have volunteered time</b>	<ul style="list-style-type: none"> <li>Target number of volunteers</li> <li>Achieving the diversity of volunteers</li> <li>Target numbers of Community Champions achieved</li> <li>Target number of teachers on Teachers' Forum</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers say they have benefitted from volunteering</li> <li>Champions say they have gained skills from their work</li> </ul>	<ul style="list-style-type: none"> <li>Data collection</li> <li>Regular and structured feedback from volunteers and staff</li> <li>Questionnaire</li> <li>Individual or group interviews</li> </ul>

Outcome	Quantitative measures	Qualitative measures	Method
<b>Community</b>			
<b>More people and a wider range of people will have engaged with heritage</b>	<ul style="list-style-type: none"> <li>• Meeting the % figures of the priority target audiences for development</li> <li>• Target number of visitors to The Hold achieved</li> <li>• Target number participants in the informal learning activities (on and off site) achieved</li> <li>• Target numbers people engaging with the collections digitally achieved</li> </ul>	<ul style="list-style-type: none"> <li>• People say that they have begun using archives/The Hold as a result of the exhibitions and activity programme</li> <li>• Visitors to The Hold say their visit/participation was prompted by the website/social media</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Annual visitor survey</li> <li>• Questionnaire</li> <li>• Individual or group interviews</li> <li>• Observation</li> <li>• Regular and structured feedback from volunteers and staff</li> <li>• Google analytics</li> <li>• Online survey</li> </ul>
<b>Your local area will be a better place to live, work and visit</b>	<ul style="list-style-type: none"> <li>• Numbers of events linked to national initiatives achieved</li> <li>• Number of participants at events achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors/workers comment that The Hold has enriched the area</li> <li>• Participants say that the range of events has encouraged them to use The Hold/archives</li> <li>• Visitors/participants say The Hold has exceeded their expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Data collections</li> <li>• Questionnaires</li> <li>• Observation</li> <li>• Individual or group interviews</li> <li>• Regular and structured feedback from volunteers and staff</li> </ul>