

# MUSEUMS ASSOCIATION

Changing the Culture of Museums and Galleries:  
Creating a more diverse workforce

## *Diversify Evaluation Report*

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## Introduction

The Museums Association Diversify project aims to make museum careers more accessible to people from ethnic minorities as research has shown that people from the African-Caribbean, Asian and Chinese communities are under-represented in the museum workforce. [Source: Bradford University Management Centre Survey; MTI Survey 1999 for CHNTO]. Positive action training is designed to achieve a better and fairer use of the country's human resources: enabling minorities to compete on an equal basis for opportunities.

It is hoped that Diversify will ensure that in the longer-term there are more ethnic-minority people who are qualified as potential applicants for mid- and senior-level positions in museums.

Since 1998, working with a range of partners, the Museums Association has implemented and supported a number of positive-action bursaries and traineeships all of which have led to employment within the museums profession. Without the Museums Association's positive-action work it is possible that most of these individuals would not have entered museum work.

The Museums Association's partners in Diversify are the host venues and the universities providing the postgraduate museum studies qualifications, the Museums, Libraries and Archives Council (MLA), through its Renaissance in the Regions Programme and the Paul Hamlyn Foundation. By Spring 2004, 29 people had received traineeships and bursaries as a result of Diversify. The Museums Association intends for 50 individuals to have benefited from the scheme by 2006/7.

The successes and influences of the scheme have been demonstrated in the MLA's recent evaluation into the Impact of Positive Action Traineeships, which looked specifically at those traineeships and bursaries which have been funded by the MLA. It was carried out by Gaby Porter Associates and the Final Report resulting from the evaluation demonstrates how beneficial and positive the scheme has been to all participants and host venues (see Appendix 8 *The Impact of Positive Action Traineeships Executive Summary* and Appendix 9, *Recommendations made by the interviewees for the development of the scheme*). This evaluation has backed up information the Museums Association has collected on the traineeships through the bi-annual progress reports submitted by the host venues and trainees and from the Diversify Review Day held in Birmingham on 4 November 2003.

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Although the MA now has an established a body of evidence on the impact of Diversify on individuals as well as organisations it was decided that a further evaluation should be undertaken to look at what Diversify has achieved through a comparison of the bursary and the traineeship models. This evaluation would also take account of those traineeships and bursaries which have not been funded by MLA. Therefore, an email questionnaire was sent to all 29 trainees and bursary students, both MLA funded and non-MLA funded:

- The 2 people who were granted a bursary by the University of Leicester and the Museums Association.
- The 4 people who were granted Paul Hamlyn/Museums Association Bursaries.
- The 1 person who self-funded a Masters in Museum Studies, but who benefited from free membership of the Museums Association and expenses towards publications.
- The 8 MLA-funded Positive Action Trainees (PATs) who are currently undertaking their traineeships and studying part-time for their Masters in Museum Studies.
- The 1 trainee who left half way through the traineeship to pursue a PhD.
- The 2 MLA-funded bursary students who are currently studying for their Masters in Museum Studies full-time and who will receive additional funding for 3 months' paid work placements in a museum.
- The 2 EMMLAC-funded bursary students who are undertaking their Masters in Museum Studies who will also receive additional funding for paid work placements.
- The 1 bursary student undertaking a Masters in Museum Studies funded by the University of Leicester and the Museums Association.
- The 4 trainees who are funded by their host venues.
- The 3 trainees who were funded by their host museums and who have now moved onto permanent museum employment.

This report is based on the responses given in the questionnaires and telephone discussions with three of the host museums (relating specifically to the *Guidance Notes for Structuring Traineeships*, appendix 5). 28 of the 29 questionnaires were returned.

## **Aims of the scheme**

The scheme has had 2 main aims:

- To make museum careers more accessible to people from ethnic minorities and to ensure that more individuals and organisations can benefit from Diversify.
- To ensure that in the longer-term there are more ethnic-minority people who are qualified as potential applicants for mid- and senior-level positions in museums.

In summary, so far, 20 women and 9 men have benefited from Diversify. Of those, 2 are White and black African, 2 are White and Asian, 2 are White and Chinese, 3 are from a mixed background, 8 are Indian, 3 are Pakistani, 1 is Bangladeshi, 1 is Sri Lankan, 2 are Caribbean, 1 is African and 2 are Chinese. Of these, there are 10 non-MLA funded bursary students, 7 non-MLA funded trainees, and 2 MLA-funded bursary students and 10 MLA-funded trainees.

## **The recruitment process**

Almost all those questioned had already considered pursuing a career in museums before they saw the advert for Diversify. 14 people had already undertaken voluntary work in the sector. For many this was seen as a necessity to securing future employment, for others it was a way of testing to see if it was a career they wanted to pursue:

“After graduating I volunteered at the Horniman Museum for 8 months and gained some short-term paid work in various museums. It soon became clear that I needed to obtain an MA and further experience if I was to secure a job. It was at this point I saw the traineeships advertised, which offered me the opening into the museum world that I had been looking for”.

“Whilst doing my first degree I worked in a local museum and geared my last year towards exhibition and design”.

“[I volunteered] whilst doing A levels and applied for jobs in museums after the end of my degree and looked into it at career open days at university.”

“I started work experience at Leeds Gallery to try it out.”

A few respondents had thought about a career in museums, but had been put off by the need for voluntary experience when faced with large student debts after graduating. Diversify was a way around this problem:

“After graduation I had looked into a career in museum, but through research was discouraged by the cost, amount of voluntary work required, and the need to earn a wage after my first degree.”

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### **The application process**

Respondents were asked where they had seen the advert for their traineeship or bursary place. 9 had seen it in the Museums Journal, 7 in the national press, 3 in the local press, 1 in the ethnic press (the Voice) and 8 by word-of-mouth, the internet and work notice boards.

Although the majority of respondents felt that they had enough time to prepare from being awarded their traineeship or bursary before starting it, many commented that it would be better if the adverts could be run earlier. For some the experience was very rushed:

"I think the adverts should be applied at least 7 to 9 months in advance of the post regardless if this is a traineeship or a bursary."

"Personally I had enough time. [However] further applications to the university had to be made before we were awarded the traineeship with further references, etc so there were a lot of deadlines in a small space of time. This could pose a problem for some people. Perhaps it would be better if these programmes could be advertised after the academic year ends or at least within the normal application time structures for these courses."

"Increasing the period of time between the advertisements going out and the application deadline may help increase the number and quantity of applicants."

"I had to quit my job and look for a place to live and explain to my parents why I was moving out (for Asian parents this is a very big deal). All within a time span of a month. My suggestion is to advertise and recruit a few months earlier."

"I think I had 4-6 weeks to relocate from London to Manchester. Luckily I had an old school friend that I knew was still in Manchester and she just happened to be looking for someone to live with, so I was lucky."

### **Mentoring**

The questionnaire explored whether it would have been useful to have had a mentor who was an ex-Diversify trainee or bursary student. 17 people said they would have benefited from a mentoring relationship:

" I was the only one of 2 students from an ethnic minority on the course of 60. It would have been nice to speak to someone else about their experiences."

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"Yes. Just in terms of how much the workload would have been. What would be the expected outcomes after the MA, i.e. jobs."

"I was lucky enough to [benefit from ex-trainees] when I started and that was a really good source of support. They were all honest about what the service was like and what I should expect and ready to give advice when I've had similar problems that they've had."

However, others, particularly some of the bursary students felt that they didn't need a mentor as they had received so much support from their university course tutors and fellow students. Some of the trainees felt that senior managers, who had championed their traineeship, had filled this role and that an additional mentor simply wasn't needed.

Despite some reservations about their own need for a mentor, 25 respondents said that they would be happy to act as a mentor for future participants to the scheme as they wished to "put something back" and could see the benefits to participants in terms of support, advice and networking.

### **Diversify review days**

A few of the respondents commented that it would have been useful for the Museums Association to have run an induction programme on entry to the scheme, to introduce them to Diversify and to other participants, both past and present. The Museums Association's initial programme of Review Days has begun to make some headway in this area.

After the first Review Day in November 2003 the Museums Association compiled an email list of all participants, which was circulated for networking purposes. As yet this hasn't been used. However, it does seem that some trainees have been networking on a much smaller, more local scale which they cite as being very useful.

All 22 respondents who attended the first Review Day referred to it as having been very useful or useful and stated that they would be keen to attend future Review Days. 19 people specified that they came away from the day with a greater understanding of Diversify:

"It was great to meet people on the same scheme and discover that people often had the same issues or problems as you, as well as hearing opposing views. As everyone there is involved in Diversify, the discussion felt free, something that is not always possible to have in your institution."

"I thought networking for the day was really good. But I think it's a shame that no one's contacted each other."

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"In some respects [it came] a bit too late, as there were elements of my traineeship that I would possibly have approached differently had I known about them earlier on."

"It was just nice to put names to faces and talk to each other about our experiences and the kind of work we had all been involved in. It also put the scope and breadth of the scheme into perspective for me."

"It was good to meet other line managers – I think it is important that senior members of staff from each institution who currently have trainees meet and share issues. It was great to see how much support there was out there!"

"It was a worthwhile day, and I feel more than anything people needed to meet up with other Diversify candidates."

Respondents had clear ideas about content for future Review Days with the majority requesting guest speakers outlining their experiences, Museums Association staff outlining what the Museums Association can offer, professional development training and networking opportunities. Additional suggestions included: speakers from host institutions outlining how they have made provision for their trainees and their views about what the trainee can expect to gain, employment at the end of the traineeship or bursary, and speakers on theories of ethnic identity and race within the space of the museum in order to pitch personal experience against theoretical experience. One respondent made a valid point about using the Review Days as a PR tool to encourage wider support within the sector:

"I think most of the time should be dedicated to discussing improving the programme and developing Diversify. I think it may also be useful to have museum professionals at this day. I realise that our direct line managers (converted) were present, but it would be good to have other professionals there (unconverted) perhaps?"

### **Planning traineeships and work placements**

Of those questioned, only the trainees had a work experience programme drawn up for them at the start of their traineeship and their experiences show that, overall, they have been useful:

"It was drawn up at the beginning but everything else was initiated by myself. It would have been useful to have a work programme, which outlined certain curatorial training to be achieved at the end of the two-year programme."

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"It is useful as a baseline. I have found that I had added to it greatly and spent more time on some of the areas than others because of interests I have developed as a result of the projects I have been involved in."

"My managers have drawn-up an annual action plan for which I have had input. This was very useful as it sets down the programme for my work with the host venue in conjunction with university work."

"My line manager and myself drew one up together which has been useful but has altered to suit what is priority e.g. exhibition deadlines."

One respondent felt that her work experience programme could have been improved by incorporating it into more project-based work:

"Instead of having a tick list of things that a trainee should have completed per month, it would be better to use this list and incorporate it in project-based work. For example, although I am told that I should be able to write labels by June, if I'm not working on a project then this is unlikely to happen. However, if I were told that I was working on a project and by the end of that I should be able to write labels and that would be better."

Those who hadn't had work experience programmes felt that they would have benefited from having a more structured approach to their traineeships and bursary work placements:

"They [host] need to have some model provided for them of 'best practice' for the host institutions. One year into my traineeship, I feel I need to have some planned work projects and am struggling to find appropriate ones based on the time left!"

"There is no specific work programme, but I am able to communicate with the staff at the museum as to plan what work I will do now and in the future. This has allowed me to have input."

"The Museums Association needs to provide a guideline for the host venue and the student for drawing up a work plan. The guideline should include the scope of skills and knowledge the host venue can provide for the students. Therefore, draw up the work plan according to what the host can offer the students and vice versa. I took initiative to draw up a work plan with my manager at the host venue, I was fortunate that I had a supportive and understanding manager."

The questionnaire asked respondents to consider if it would have been useful to spend the first half of the traineeship looking at museum work in 'general', with the second half spent concentrating on the area they hoped to specialise in. This seems to be a very

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personal decision and probably should continue to be something that is dealt with on a case-by-case basis and discussed between the host venue and the individual at the beginning of a traineeship or work placement. What suits one person, may not suit another:

"In some ways yes. I think we could be seen as 'too' general. Curatorial work is also very specialised to collections so having a more in-depth knowledge base would be a good initiative to place."

"I quite liked working and studying at the same time, as this gave me the opportunity to do some shadowing at the work place during specific modules being studied."

"Yes. Not all museum work interests me, and it would be good to make it more person specific."

"Yes, although this is not how it has occurred at my placement, I feel this would be beneficial in giving a taster of different areas, as I had very little experience of museums to begin with. Allowing specialisation I feel is very important, as when I go for a permanent job it will have provided me with more substantial experience."

"It depends on the trainee and the host institution. I found it more rewarding to mix the two. To spend time not just shadowing each department, but meeting staff in each and actually getting involved in a project for a set time before moving on to gain experience with another department. This was I felt useful and I was getting a better insight into each section, and this way I felt I got to know people better than simply following them around for a few days. Maybe the trainee should be asked to identify the sections they think they would be most interested in and spend a set period of time with these, and then should shadow the other sections for a smaller amount of time just to get an overview. However, this should remain flexible as the trainee's interests are likely to change over the traineeship as well."

"No. In the course of working I sometimes feel that I would like to see what other areas with the museum were like and discussed this with my line manager and we would then arrange it so I could spend time learning and experiencing these areas. I think the museum being flexible and allowing me to experience areas which interest me was better."

"Best to have a general view of the sector as a whole and then narrow down to specific towards the end."

"No, as I think that project-based work will allow for working across the departments anyway."

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Respondents were also asked if they had had an induction at the start of their traineeship or work placement. Again the majority had and agreed that this had been useful. Most of the inductions seemed to consist of the standard induction sessions that would be offered to any new member of staff. Questionnaire responses indicate this level of induction to be sufficient:

“Very useful, to not only understand such a large organisation but also to see how we fitted in with the council.”

“It was very useful. First was health and safety, second was computer object catalogue training and third was the object handling training. They are all extremely useful for my study and my future career development. I was also given the staff handbook.”

“They provided me with a very basic induction as per every new member of staff. This involved visiting each department to meet the staff and acknowledge what they do, something that was definitely very useful.”

“I had a formal series of induction sessions which all new council employees have to attend. I don't feel that I needed any other induction specific to the traineeship.”

“The induction programme was very useful, the programme was the generic induction for all employees.”

All the trainees and bursary students with work placements had a line manager, and in some cases a mentor. All respondents commented on the positive aspects of these relationships:

“The relationship was very useful especially having senior management as mentors. My 2 managers were great, they did have an open door policy and they were both very easy to approach and talk to.”

“Yes, I have a few managers who I can talk to about my placement. All the managers are very helpful, they have provided support for my study and work related to the placement.”

“I have a line manager with whom I have a very good relationship and helps me plan how my placement will progress, in communication with me. I find this relationship very useful as I have a clear point of contact.”

“[I have had both a line manager and a self-appointed mentor]. This relationship was a great deal more useful than the more formal relationship with my line manager as I worked closely with my mentor on projects and discussed issues such

as career opportunities and issues facing the profession with her which was very useful.”

## **Experiences on completion of training**

One of the evaluation's objectives was to critically compare the traineeships with the bursaries. An obvious way to make a critical comparison would be to see which group has been most successful in securing employment on completion of training. In the event, this hasn't been as easy to quantify as would be hoped as only 3 trainees have actually completed their traineeship compared with 6 bursary students. All 9 have found museum employment, although one only on a temporary contract. As this is such a small pool these findings should really be treated as anecdotal rather than quantitative. However, for overall 'feel-good factor' the trainees come over as having had the slightly better experience.

Follow-up in future years should reveal if the pattern shown here is to be continued. It should also be noted that the current model for the Diversify bursaries now includes a 3-month paid work experience element which may give a different outcome in future.

The questionnaire asked respondents how long it took them to secure paid employment within the museum sector. Of the 6 ex-bursary students, 2 had secured employment within one month, 2 within one year, 1 within two years and 1 stated that she was not yet successful in securing permanent employment, but had obtained a temporary contract after 2 years. Of the 3 trainees, 1 had accepted a permanent job offer midway through his traineeship and the other 2 had secured employment within one month.

All the respondents were asked if their first job had met with their aspirations. 4 bursary students had a positive experience, but others have had reservations:

“Yes to an extent. But I was applying to a science museum and science is not background. I am happy with the range of skills I have acquired here, but for me here is little or no room progressing any further.”

“The first job – no. The current job – yes. But it has taken me ten years to get there from my first degree.”

“Yes. I love my job and didn't opt for anything until I found something I'd enjoy.”

“Yes. Without the MA from Leicester I would never have been able to pursue my career path. It's been a fantastic opportunity – job wise, the bursary is one of the best things that I have done. The qualification, plus all the museum experience gained as a result, have equipped me with the tools and confidence to really aim high when considering my next post.”

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Of the ex-bursary students, 2 have been disappointed with their experience. One person commented:

"The first job I got was temping. In fact I had to temp for 2 years. It has not been satisfactory and did not meet my aspirations. I had to work in different sectors outside the arts as I had no choice. I would still not give up the idea of pursuing a different career as a museum career is difficult to get into and appallingly paid."

The 3 trainees have had a positive experience, although one person has been having some concerns about their future career, not as a result of the scheme, but because of perceptions about the sector as a whole:

"Yes. I am very happy."

"The project co-ordinator post was a fantastic experience. My current job is also a fantastic post, which has helped me develop in curatorial skills already obtained in my training and is also developing my management skills."

"Yes – happy with the job, but will be seeking curatorial role next, or leave museums. I think about it constantly (leaving the museum sector), because museum are too slow to change and feel as though banging head against a wall."

The trainees all stated that they felt prepared to enter the job market on completion of their training. This may be as much down to personalities, as well as the opportunities afforded to a trainee that are not available to a bursary student:

"Yes I did. During my last year I applied for many jobs and I was 99% successful in obtaining an interview. I felt very confident in most of my interviews."

Although 4 of the bursary students stated they felt prepared, their comments were more negative and reflect the main difference between the traineeships and the bursaries - practical experience and the confidence that can give:

"I was entirely prepared. But in reality it did not appear to make any difference to my chances of success as two years later, despite 7 interviews with museums, I have not secured a permanent museum job."

"I didn't have enough practical experience or confidence."

"I lacked confidence in a number of areas and felt I would have an uphill struggle."

## Support

The Museums Association is keen to develop more support structures for trainees and bursary students on completion of their training in order to help people secure employment within the museum sector. Ex-trainees and bursary students were asked to comment on whether they felt that the Museums Association/university/host venue had provided enough support in assisting them. The responses show that such support is varied and dependent on the needs and also perceptions of the individual. Support seems to be more of a knee-jerk reaction, rather than part of a sustained and planned programme.

Ex-bursary students made the following comments:

"The staff at Leicester University were extremely supportive. They provide an excellent service to their students. I had more than enough support. The Museums Association were great – I still can't get over the amount of books they gave me!"

"Yes excellent. More tips on securing voluntary work while doing course e.g. helping on short-term project, events day, etc."

"The Museum Association was helpful to the point of keeping me going – especially Georgie Stagg! Excellent."

"No. This is not to suggest that the above organisations and institutions did nothing but that they could have done very little to actually physically, help me or anyone else get a job – that's down to luck in a sector that is so competitive."

"The Museum Association could help more with a structured programme for bursary students, whether or not they have got jobs. This will enable ex-students to accrue further knowledge, experience and confidence."

"The Museums Association were a bit aloof [and could provide more support]. Training in interview technique would have been very appreciated. Also contacts or introductions to other people in the museums sector would have been beneficial. The transition from training to employment has been harsh. After completing my MA I felt confident that I now had the qualifications to enter the museums profession. The reality has been quite different. Personally had I known what I know now, I would have never gone down this path. It is not exactly the dream I had wished for (nor was led to believe was attainable by the university/Museums Association."

Ex-trainees made the following comments:

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"My training was treated as a proper job by [the host venue] which helped with regards to status, and importance with working with colleagues on projects."

"The host venue was very supportive. I didn't really explore the Museums Association or university further but both the MA and university websites proved very useful."

"It would have been useful to have training in interviews and perhaps guidance in filling out application forms if required – but this could be done within the host venue."

The ex-trainees were also asked whether their traineeships had met their training needs. The statistical breakdown is given in Appendix 3, Quantative Analysis of Responses. In summary, most respondents felt that in the majority of areas of work their needs had been met, indicating that the host venues had provided them with a well-rounded museum experience, which helped prepare them for employment in the museum sector.

### **Academic study**

The evaluation also looked into the different ways it is possible to study for a Masters in Museum Studies and asked respondents to comment on whether this method of study had suited their needs or not. All 3 ex-trainees had been part-time students on Museum Studies courses and all of them felt this had been the best option for them. Two of them commented:

"I benefited from doing the course part-time as it was very useful to meet others already in the profession. 'Classroom' discussions were also very useful, I don't think I would have personally got anything out of the distance learning method except lots of stress!"

"The distance learning option seems much harder, and it was good to get out of the museum into the learning environment again."

All 6 of the ex-bursary students studied full-time, with only 1 commenting negatively that he would have benefited from more practical experience. The new style of bursary, which includes 3 months paid work experience, should make a significant contribution to alleviating this concern for current and future bursary students:

"Yes. Get it all done together. Poor for only one year."

"I wanted to be a full-time student, complete the MA in a year, and get back into the job market as soon as possible."

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"Not really, more actual work experience would have been better. It would have complemented the more academic MA course."

Those people currently undertaking their traineeships were asked if their courses were part-time or via distance learning. This latter option for study has only been available for one year, and at one university has replaced the part-time option. 8 trainees were studying part-time, with 7 agreeing that this best suited their needs and 1 person stating that it partly met their needs. 4 people were studying via distance learning, with 3 agreeing that it was the best option for them and 1 stating that it partly met their needs.

Some of those studying part-time made the following comments:

"Day release for study and academic attendance suits both my work load as well as course work load."

"I feel I get regular contact with the university and with my tutors who I can see if there are any problems and I also get to know other students."

"I'm in the field and am able to talk to other students on the course and meet the lecturers which is really important."

"I like the mix of work and study."

"I have found doing a degree part-time and being able to work part-time very beneficial, as it has allowed these two areas to work in tandem. For example, learning something theoretically and then being able to put it into practice. Personally, I would find distance learning more difficult due to the lack of contact with university and the drive this provides. Also, it would mean no contact with other students, who provide me with backup both socially and academically. The part-time nature of the course further helps keep the stress down and make the subject manageable."

"Partly [suits my needs], but because I have to work extra hours to make up for the time taken for my taught modules I end up working 4-5 days a week, which proves difficult when doing assignments, juggling study time and work time."

Some of those studying via the distance learning option made the following comments:

"I have 2 jobs so it is good to be able to work on my own time."

"I can learn a lot from colleagues and the realities of museum work whilst working full-time, and then complement that with what I've learnt from Leicester."

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"[Distance learning] allows me to learn through on the job experiences, access to research material in museum, study at own pace."

"Yes and no – good for work placement because I actually spend more time working. Bad for academic study and course because I feel totally removed from the university, cannot discuss the course with anyone, do not have tutors to discuss museum issues with, feel isolated, hard to get books, etc. Hard to really 'give your all' to the course when you are working full-time 'giving your all' to the work."

### **Bursary students' work placements**

There are currently 2 bursary students studying full-time who have incorporated into their bursary a 3-month paid work experience element. One student has been doing her paid work placement for one day a week (7 hours a day) at her host venue for the duration of her course. The other student is due to begin her placement at the end of the taught course, in July of this year.

As this is the first year of bursaries which include a 3-month paid work experience element, there is only enough data to come to anecdotal conclusions rather than making a quantifiable analysis.

The one person who has been doing her work placement provides a positive example of what we should hope to expect. She feels that the number of hours she's been working a week is about right, as she needs to study for the rest of the time. She has found her host venue to be flexible and has been able to gain work experience in the areas she wanted without any barriers. However, she didn't have a work programme and feels that this is something that the Museums Association needs to address by providing guidelines to host venues.

This lack of programming is possibly reflected in her mixed responses when asked if the work placement had met her training needs. In the area of Communication (audiences, marketing, outreach, education) and Management and Financial Awareness (management team meetings, staff meetings, budgeting and expenditure) she indicated that her needs had not been met. With regards to Collections Management she felt her needs had been met for care of collections, research and ICT, but that they had not been met for exhibitions and publications. Her Professional Development Needs (networking, training and conferences/seminars) had also not been met. There are other factors that should be considered when looking at these responses. For example, the Museums Association had not provided detailed guidance to the host venue at the start of the placement as to what should be incorporated, and the student has had only 7 hours a week since October 2003 to cover the large number of areas of museum work we asked respondents to comment on for the purpose of this evaluation.

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The student feels supported by her managers but states that she would appreciate the opportunity to attend managerial meetings to see how managers plan and budget, especially as her course is management-biased. She also comments that:

“There are times I wish I had support from the MA and the university, but they did not materialise.”

This is a fair point as up until recently the bursaries have been awarded to students who have then been more-or-less left to get on with their studies and enter the job market with barely any support. Ex-bursary students have backed up this point as well. This is one of the main areas of criticism of Diversify and needs to be looked at in order to find workable solutions.

In summary, although her experience has been mixed she does feel the host venue has been supportive and flexible. Her expectations at the outset of the work placement have not been evaluated here, which would have provided for a more comparative picture overall of her experience.

### **Traineeships**

All the trainees, past and present, were asked to state the number of hours they had/do have for work experience per week and whether this was ‘too little’ or ‘about right’. All the ex-trainees had been full-time (36.5) and felt this was ‘about right’. Of the 11 current trainees, 7 had 21-26 hours a week, and 5 had 32-37.5 hours a week. 9 felt this was ‘about right’, 1 (who had 26 hours) felt this was ‘too little’ and 2 trainees didn’t comment.

Ex-trainees commented:

“36.5 [hours]. Being full-time was really useful, as I could be involved in many projects. Sometimes work was intense especially when assignments were due in!”

“I completed all the study modules and dissertation and placement. And the rest of the time at [the host venue]. It was about right. But this was decided with my line manager at the time, and flexibility was allowed to ensure I could complete study assignments.”

“36.5 [hours]. I needed the money of full-time, so it was just right.”

Current trainees commented:

“21.7 hours. Just right. Gives me time to do MA work.”

“3 days / 21 hours. I feel this is the perfect amount of time, as I spend one day a week at university and this still leaves me with another day in which to study and

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visit museums. The only problem is the organisation of my degree means my university term effectively ends in Easter and does not restart until September, giving me more free time than necessary during this period."

"3 days, about 21 hours. This is about right, and complements the two days allocated to university work."

"36.5 hours. About right because I want to get as much as I can out of these 2 years. But study days are much needed as if I am working full-time I am forced to do my study at weekends and during annual holiday time which is 'do-able' but may grind me down if I continue to not take time out of anything.

"37 hours. About right. This does include day release for university."

"37.5 hours per week. Just about right as I am allowed to take time off from work to study."

"I am currently paid to do 22.5 hours per week, however, due to the way my traineeship works I have to work about 28-30 hours per week to make up the time I take for my taught modules."

"26 hours – too little. I feel as if I miss out on some of the projects/day to day stuff."

One of the trainees, who is undertaking the distance learning masters, made a valid point about the length of the traineeship and the course:

"I am expected to complete a two and a half year distance learning masters course, which is effectively teaching myself, but I am not allocated any time to do this. The hours quoted within our course pack required to work on the course per week are substantial and this needs to be recognised by employers. Also my work placement is for 2 years but my course is for 2.5 years – perhaps in future this time co-ordination could be addressed. When my contract ends it will be a pressured time trying to find a new job, perhaps relocating, etc and this is the time that I am meant to write up my thesis."

Overall, when asked whether their traineeship had met with their training needs, the majority of respondents stated that their needs had been met, partly met or were expected to be met (see table in Appendix 3 Quantative Analysis of Responses).

## **Professional development**

The questionnaire finished by asking respondents whether they would like to be involved with further professional development opportunities.

- The AMA - 27 people said they would be interested in undertaking the AMA with 1 respondent having already registered.
- Learning sets - 3 were interested in joining a learning set, with a further 6 expressing a need to know more about what this would involve.
- Programme of Professional Development Training - 20 people were definitely interested in participating in such a programme, with 6 wishing to find out more before committing themselves.

## **General conclusions**

The fact that so many respondents had already considered a career in museums demonstrates that Diversify applicants are already committed individuals who are fairly determined to pursue a career in the sector. This does raise the question of whether they would have gone down the Masters in Museum Studies route and just incurred additional graduate debt, whether Diversify had been in existence or not. Several participants probably would have. However, the findings of the evaluation do reveal how positive the impact of the scheme has been on enabling a significant number of people to follow a career which otherwise would have been much harder to break into.

It is obvious that financially, the bursaries are a more economical option than the traineeships (with bursaries costing on average £7,100 gross and traineeships costing on average £17,000 gross per year). However, it is as important to assess the impact of traineeships and bursaries on the individuals. As discussed before, one way of doing this would have been to compare which group has been most successful in securing employment on completion of training. In this instance, it was the ex-trainees who had the most overall success in securing employment promptly on completion of their training. Also, in terms of their first job meeting with their aspirations, all the ex-trainees were very happy, but the ex-bursary students gave a more mixed response. Some were more than happy with their first job, whereas others felt it had been more difficult than expected. With regard to entering the job market, it was the ex-trainees who came across as the more prepared and confident.

However, as there is such a small pool of respondents, and because there has been limited or no support available to bursary students on completion of their studies, there is a good argument for suggesting that these findings should be taken as anecdotal rather than quantitative and should be revisited in a year's time when there are more ex-trainees and ex-bursary students (some of whom will have undertaken a paid work placement) to analyse.

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As mentioned before in this report, for overall 'feel-good factor' the trainees come over, as having had the slightly better experience and this seems mostly down to the practical element that their traineeships have given. This balance may now be re-addressed by the introduction in 2003 of the 3 months' paid work experience to the MLA-funded bursaries.

One of the main findings of this evaluation has been that support structures for ex-trainees and ex-bursary students have been ad hoc and inconsistent. This is an area the Museums Association needs to give greater consideration to by developing a planned approach for support post-Diversify, particularly with regard to the bursary students.

In terms of the content of the traineeships and work placements, it seems crucial that in order to get the best overall 'experience' for each individual there should be a planned work programme in place from the outset.

The next part of this report, Recommendations for the Future, will outline how the Museums Association could further develop and enhance the Diversify scheme, based on the findings from the questionnaire.

## **Recommendations for the future**

### **Improvements to the recruitment process**

- On the statistical evidence collected the placement of adverts for Diversify have appeared in the appropriate publications, the Museums Journal, national press, local press, and ethnic minority press. However, more should be made of the Internet (not just the MA web site) and advertisements should also be circulated to universities/student unions.
- The timing of the adverts should be brought forward for the benefit of the course providers and hosts as well as the trainees and bursary students.
- The Museums Association should aim to promote Diversify in order to engage a wider audience:
  - The Museums Association should consider targeting younger people when they are making choices about A levels. This could be approached through an outreach programme of ex-Diversify participants going out and talking to schools.
  - Diversify should be promoted to universities by targeting careers fairs for undergraduates and through course tutors and university careers services to raise their awareness of the scheme.
- The Museums Association should aim to raise the profile of Diversify in the national/local press with an emphasis as to why the scheme is important. For example, use could be made of the Guardian's *Rise* supplement.

### **The development of the Museums Association's support structure for trainees and bursary students**

- An informal mentoring system with ex-Diversify trainees or bursary students acting as mentors for people currently in the scheme should be developed, initially for bursary students.
  - Mentors should be Diversify alumni.
  - The mentors should have input throughout the process and should be involved from an early stage and especially before the work placement is due to start.
  - Initially the mentoring relationship would be for the duration of the course and for the first year after the completion of the course or until the first permanent job is secured.
- A regular programme of Review Days, at least 2 a year should be established. As Diversify grows bigger, consideration should be given to possibly holding regional Review Days perhaps working with the regional MLACS and/or Hubs.
- Encourage trainees to network with each other locally and more informally.

## **Ensuring that the trainees and bursary students receive valuable and well-planned traineeships and work placements from the host venues**

- Encouragement should be given to all host venues to use the Guidelines for Structuring Traineeships and Work Placements, drawn up by the Museums Association to ensure best practice.
- Encouragement should be given to all host venues to implement work programmes (in accordance with the guidance note) for their trainees and bursary students.
- Host venues, with trainees or bursary students on work placement, should be encouraged to take account of the content of their student's course. For example, if there is a bias towards management, the placement should be flexible enough to incorporate this element into the work programme.
- Hosts should be encouraged to match the length of the traineeship with the length of the course. This is particularly relevant for the Distance Learning option.
- In order to encourage best practice and promote Diversify to potential host venues, the Museums Association should give consideration to:
  - Encouraging networking amongst host venues. The Museums Association should consider running a seminar solely for current host venues and potential host venues.
  - Encouraging networking amongst universities. A seminar for representatives from the universities outlining the entire Diversify process from start to finish, for both bursaries and traineeships should be considered.
  - Widening-out invitations to Review Days to include potential host venues.
  - Publish an article in Museums Journal/Museum Practice focusing on one or two of the host venues with a proven track record in implementing and managing work placements.

## **Critical comparison of the traineeship with the bursary model**

- The Museums Association should establish a tracking programme to monitor ex-Diversify trainees and bursary students in order to provide a more detailed analysis of the most cost-effective model both in terms of financial costs and impact on the individuals.

## **Development of opportunities for attendance on professional development courses**

- The Museums Association, either in partnership with another organisation or on its own, should aim to set up a planned programme of training.

## **Increase in the opportunities for trainees and bursary students to find work on completion of their traineeship or bursary**

- The planned Professional Development training recommended above should be made available to all, but especially to the bursary students in the form of

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additional training and volunteering opportunities. For example, completing CV's and application forms, and interviewing technique.

- The Museums Association should look at establishing learning sets for ex-trainees and bursary students as a way of fostering networking and professional development opportunities.
- The Museums Association should encourage all ex-trainees and bursary students to register for the AMA at the appropriate stage in their career/training.

## Appendix 1

### Diversify Evaluation Report Planned Outcomes

<b>Aim: To make museum careers more accessible to people from ethnic minorities and to ensure that more individuals and organisations can benefit from Diversify.</b>	
<b>Outcomes</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>To improve the recruitment process.</li> </ul>	<ul style="list-style-type: none"> <li>Placement of advertisements will be in appropriate journals, newspapers.</li> <li>Diversify opportunities will be better publicised to potential applicants, e.g. through university careers services.</li> <li>Timing of advertisements will meet the needs of the host venues to provide a greater lead-in time.</li> <li>Trainees will have more time to arrange their accommodation.</li> </ul>
<ul style="list-style-type: none"> <li>To develop the Museums Association's support structure for trainees.</li> </ul>	<ul style="list-style-type: none"> <li>A mentoring system for trainees will be put in place using ex-trainees who are now in employment.</li> <li>The Museums Association will establish a regular programme of Review Days.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure the trainees receive valuable and well-planned traineeships from the host venues.</li> </ul>	<ul style="list-style-type: none"> <li>A single set of guidelines for running traineeships will be established.</li> <li>An induction programme for host venues will be considered.</li> </ul>
<ul style="list-style-type: none"> <li>To critically compare the traineeships with the bursaries.</li> </ul>	<ul style="list-style-type: none"> <li>The impact of each model on future careers and opportunities will be examined.</li> <li>The most cost-effective model will be determined, in terms of financial costs and impact on the individuals.</li> </ul>
<b>Aim: To ensure that in the longer-term there are more ethnic-minority people who are qualified as potential applicants for mid- and senior-level positions in museums.</b>	
<b>Objectives</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>To develop opportunities for attendance on Professional Development courses.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development training programmes will be established specifically for trainees.</li> </ul>
<ul style="list-style-type: none"> <li>To increase opportunities for trainees finding work on completion of traineeships or bursaries.</li> </ul>	<ul style="list-style-type: none"> <li>A support system for ex-trainees will be established which will track their progress.</li> <li>Learning sets will be set up for all ex-trainees.</li> <li>All ex-trainees will be encouraged to sign-up for the AMA.</li> </ul>

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## Appendix 2

### Diversify Evaluation Questionnaire

#### 1. Personal Details

*These details will also help the Museums Association establish a tracking system for ex-Diversify PATs and bursary students.*

<b>Name</b>	
<b>Address/telephone number/mobile/email</b>	
<b>Positive Action Trainee</b>	<input type="checkbox"/>
<b>Bursary Student</b>	<input type="checkbox"/>
<i>Please place an 'x' in appropriate box</i>	
<b>University Masters course attended</b>	
<b>Course start date</b>	
<b>Course finish date / expected finish date</b>	
<i>Qualification Obtained (if applicable)</i>	
<b>First degree subject</b>	

#### 2. Ethnic Background

The categories below are based on the 2001 Census. Please choose one section then place an 'x' in the appropriate column to indicate your cultural background. If the box under the relevant heading does not include your category of background, please state in the space provided the background you wish to classify yourself as.

<b>Mixed</b>	
White and Black Caribbean	
White and Black African	
White and Asian	
White and Chinese	
Any other Mixed background, please write in	
<b>Asian or Asian British</b>	
Indian	
Pakistani	

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Creating a more diverse workforce

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Bangladeshi	
Any other Asian background, please write in	

<b>Black or Black British</b>	
Caribbean	
African	
Any other Black background, please write in	

<b>Chinese</b>	
Chinese	
<b>Other ethnic group</b>	
Any other, please write in	

3. Where did you first see the advert for Diversify?

Please place an 'x' in the appropriate column.

Museums Journal	
National Press	
Local Press	
Ethnic Press	
Other	

4. Had you previously considered a career in museums?

Please answer 'yes' or 'no'. If 'no', please explain briefly what prompted you to apply to Diversify. If 'yes', please indicate what steps you had already taken in pursuing a career in museums.

--

5. Do you have any suggestions as to how we can make information about Diversify more available to potential applicants?

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6. Do you feel you had enough time from being awarded your bursary or traineeship to starting it, in terms of preparation?

Please answer 'yes' or 'no'. If 'no', do you have any suggestions as to how the Museums Association can make this part of undertaking a Diversify bursary or PAT easier? Please comment on timings of adverts, advice and guidance you received from the Museums Association/university/host venue, etc.

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7. Do feel it would have been useful to have had a mentor who was an ex-Diversify bursary student/PAT?

Please answer 'yes' or 'no'. If 'yes', please indicate how you feel you would have benefited from having a mentor. If 'no', please explain why.

8. Would you be prepared to act as a mentor to people undertaking Diversify bursaries or PATs in the future?

Please answer 'yes' or 'no'.

9. Did you attend the first Diversify Review Day on 4 November 2003?

Please answer 'yes' or 'no'. If 'yes', could you indicate whether you found the day to be *very useful*, *useful*, or *not particularly useful*.

Do you feel you learnt more about Diversify and came away with a greater understanding of the scheme?  
Please answer 'yes' or 'no'.

Please provide any additional comments you have on how you found the day useful in terms of networking, sharing experiences, learning more about the scheme, etc.

10. Would you attend future Review Days?

Please answer 'yes' or 'no'.

If 'yes', please indicate which of the following be useful by placing an 'x' in the appropriate column/s.

Guest speakers outlining their experiences	
Museums Association staff outlining what the MA can offer	
A half day spent on specific professional development training	
Time set aside specifically for networking	

Do you have any additional suggestions for useful content?

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Questions 11-13 are for those people who have already **COMPLETED** their Diversify bursary or PAT. Those currently undertaking their Diversify bursary or PAT should go straight to question 17.

11. On completion of your bursary or PAT how long was it before you secured paid employment within the museum sector?  
Please place an 'x' in the relevant column.

Within 1 month	
Within 6 months	
Within 1 year	
Within 2 years	
Within 3 years	
Not yet successful	

Please could you list the jobs (in the museum sector) you have held since you completed your Diversify bursary/PAT starting with the most recent. Please include dates.

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***Did the first job you got on completion of your Diversify bursary/PAT and/or your current job meet your aspirations? Please answer 'yes' or 'no' and give a brief description outlining whether you are happy with your job, or whether you see it as a stop gap while you look for employment elsewhere.***

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If you have decided to pursue a different career please could you give details and a brief explanation as to why.

--

12. On completion of your bursary or PAT did you feel prepared to enter the job market?  
Please answer 'yes' or 'no'. If 'no', please indicate the areas you felt unprepared in, e.g. length of work experience, interviewing skills, etc.

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13. Do you feel that the Museums Association/university/host venue provided enough support in helping you secure employment within the museum sector?

**Please indicate which organisation you received support from and indicate whether this was excellent, adequate, less than adequate, or poor.**

Which organisation/s do you feel could provide more support? Please indicate the type of support that would have been useful e.g. training in interview technique, learning sets, support network, etc.

**If you have any other general comments you wish to make about the transition from training to employment please use the box below.**

**Questions 14 – 15 are for those people who have already COMPLETED their PAT. Please could ex – bursary students go straight to question 16.**

**14. If you are an ex-PAT, please indicate the following:**

**How many hours per week was your traineeship? Please indicate if this was 'too little', 'about right', 'too much'. If 'too little' or 'too much' please give brief details.**

Did your host venue draw up a work plan/programme for you?

Please answer 'yes' or 'no'. If 'yes', please indicate whether the plan was *very useful*, *useful*, *not very useful*. Please provide any additional comments that you feel may be useful in helping us work with host venues in drawing up work plan/programmes for future PATs.

Do you feel it was/would have been useful to spend the first half of a traineeship looking at museum work in 'general', with the second half spent concentrating on the area you hoped to specialise in? Please comment and reflect on your experience where possible.

Did you have a line manager and/or mentor with whom you could discuss your traineeship? Please answer 'yes' or 'no'. If 'yes', please comment on how useful this relationship was. If 'no', would such a relationship have been beneficial to you?

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Did your host venue provide an induction programme for you? Please answer 'yes' or 'no'. If 'yes', please indicate whether the induction programme was *very useful*, *useful*, *not very useful*. Please provide any additional comments that you feel may be useful in helping us work with host venues in drawing up induction programmes for future PATs.

--

Do you feel that the traineeship met your training needs? Please indicate your answer with an 'x' in the relevant column. If you feel it would be helpful please provide examples in the additional comments column to back-up your answer.

Areas of Experience	Needs met	Needs partly met	Needs not met	Additional comments
<b>Communication</b>				
Audiences				
Marketing				
Outreach				
Education				
<b>Collections Management</b>				
Care of collections				
Research				
Exhibitions				
Publications				
ICT				
<b>Management and Financial Awareness</b>				
Management team meetings				
Staff meetings				
Budgeting				
Expenditure				
<b>Professional Development</b>				
Networking				
Training				
Conferences and seminars				

***Please use the space below to describe any other areas you feel your training needs were/were not met. Or, please express any additional comments you wish to make on whether your traineeship did/did not provide you with the experience you feel you needed.***

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15. If you are an ex-PAT, please indicate if your course was part-time or via distance learning.

Do you feel that this best suited your needs? Please answer 'yes' or 'no' and give brief reason/s for your answer.

16. If you are an ex-bursary student please indicate if your course was full-time or part-time.

Do you feel that best suited your needs? Please answer 'yes' or 'no' and give brief reason/s for your answer.

Questions 17-19 are for those people **CURRENTLY** undertaking their PAT or bursary. If you are an ex -PAT or bursary student please go to question 19.

17. If you are currently undertaking a PAT or a bursary with paid work experience, please indicate the following:

***How many hours per week is your traineeship/work placement? Please indicate if this is 'too little', 'about right', 'too much'. If 'too little' or 'too much' please give brief details.***

Has your host venue draw up a work plan/programme for you? Please answer 'yes' or 'no'. If 'yes', please indicate whether the plan is *very useful, useful, not very useful*. Please provide any additional comments that you feel may be useful in helping us work with host venues in drawing up work plan/programmes for future bursary students/PATs.

Do you feel it is/would be useful to spend the first half of a traineeship/work placement looking at museum work in 'general', with the second half spent concentrating on the area you hope to specialise in? Please comment and reflect on your experience where possible.

Do you have a line manager and/or mentor with whom you can discuss your traineeship/work placement? Please answer 'yes' or 'no'. If 'yes', please comment on how useful this relationship is. If 'no', would such a relationship be beneficial to you?

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Did your host venue provide an induction programme for you? Please answer 'yes' or 'no'. If 'yes', please indicate whether the induction programme was *very useful*, *useful*, *not very useful*. Please provide any additional comments that you feel may be useful in helping us work with host venues in drawing up induction programmes for future PATs and bursary students.

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Do you feel that the traineeship/work placement is meeting your training needs? Please indicate your answer with an 'x' in the relevant column. If you feel it would help please provide examples in the additional comments column to back-up your answer.

Areas of Experience	Needs being met	Needs being partly met	Needs not being met	Needs expected to be met	Additional comments
<b>Communication</b>					
Audiences					
Marketing					
Outreach					
Education					
<b>Collections Management</b>					
Care of collections					
Research					
Exhibitions					
Publications					
ICT					
<b>Management and Financial Awareness</b>					
Management team meetings					
Staff meetings					
Budgeting					
Expenditure					
<b>Professional Development</b>					
Networking					
Training					
Conferences and seminars					

***Please use the space below to describe any other areas you feel your training needs are/are not met. Or, please express any additional comments you wish to make on whether your traineeship is/is not providing you with the experience you feel you needed.***

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18. If you are a PAT, please indicate if your course is part-time or via distance learning.

Do you feel that this best suits your needs? Please answer 'yes' or 'no' and give brief reason/s for your answer, outlining any specific benefits.

The following questions are for **EVERYONE** who has participated in Diversify.

19. Would you consider undertaking the Associateship of the Museums Association (AMA)?  
Registration fees will be waived for people who have participated in Diversify.

***Please indicate 'yes' or 'no'.***

Would you like to receive some more information regarding the AMA? If you indicate 'yes', your details will be passed onto the Museums Association's Professional Development Department.

20. Would you be interested in joining a Learning Set?

A Learning Set is a group of usually 4 - 7 people who get together (on a regular basis) to discuss issues of personal or mutual importance. They are designed to deal with the specific needs of the set members and require agreed action by the end of each meeting.

Groups are encouraged to meet up at times and places organised by themselves, or organise themselves into 'self-help' groups with communication by e-mail. People work together on their chosen topics, listening and supporting their colleagues, and helping them to decide on courses of action. Learning Sets help individuals to understand the problem better and to challenge their underlying assumptions, rather than to offer advice.

***Please indicate if you would be interested in joining a Learning Set.***

21. Would you be interested in participating in a programme of Professional Development training developed specifically for those who have participated in Diversify?

***We hope to run a training programme, probably once a month on Saturdays.***

***Please indicate if you would be interested in a Professional Development training programme.***

## Appendix 3

### Quantative Analysis of Responses

The information supplied in the tables below is taken from the 28 returned email questionnaires that were sent out in May 2004 to the 29 people who have participated in the Diversify scheme.

#### ***Q2. Ethic Background***

<b>Mixed</b>	
White and Black Caribbean	
White and Black African	2
White and Asian	2
White and Chinese	2
Any other Mixed background (1 British white/Filipino, 1 Irish/Mauritius, 1 Iranian/Indian, 1 not stated)	4
<b>Asian or Asian British</b>	
Indian	8
Pakistani	3
Bangladeshi	1
Any other Asian background (Sri Lankan)	1
<b>Black or Black British</b>	
Caribbean	2
African	1
Any other Black background	
<b>Chinese</b>	
Chinese	2
<b>Other ethnic group</b>	
Any other background	
<b>Total</b>	<b>28</b>

#### ***Male / Female Ratio***

<b>Number of men in the Diversify Scheme</b>	<b>Number of women in the Diversify Scheme</b>
9	20

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***Breakdown of Trainees and Bursary Students***

Bursary Students (non-MLA funded)	10
Bursary Students (MLA funded)	2
Trainees (non-MLA funded)	7
Trainees (MLA funded)	10

***Q.3 Where was the advert for Diversify seen?***

Location of advert	
Museums Journal	9
National Press	7
Local Press	3
Ethnic Minority Press	1 (The Voice)
Other	8 (word-of-mouth, internet, notice board at work)

***Q5. Had consideration previously been given to a career in museums?***

Yes	25
No	3

***Q6. Was there enough time to prepare before starting the traineeship or bursary?***

Yes	20
No	5
N/A	3

***Q7. Would it have been useful to have had a mentor who was an ex-Diversify trainee or bursary student?***

Yes	17
No	10
N/A	1

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**Q8. Would you be prepared to act as a Diversify mentor in the future?**

Yes	25
No	3

**Q9. First Review Day on 4 November 2003**

<b>Did you attend the Review Day?</b>	
Yes	22
No	6

<b>Was it:</b>	
Very useful	16
Useful	6
Not particularly useful	0
N/A	6

<b>Did you come away with a greater understanding of Diversify?</b>	
Yes	19
No	3
N/A	6

**Q10. Future Review Days**

<b>Would you attend future Review Days?</b>	
Yes	26
No	1
Maybe	1

<b>Content of future Review Days</b>	
Guest speakers outlining their experiences	24
MA staff outlining what the MA can offer	21
½ day on professional development training	21
Time set aside for networking	17

**The following statistics (Q.11-13) relate to those people who have already COMPLETED their bursary or traineeship.**

**Q11. How long was it before you secured paid employment with the museum sector?**

<b>Ex-bursary students</b>	
Within 1 month	2

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Within 6 months	0
Within 1 year	2
Within 2 years	1
Within 3 years	0
Not yet successful	1 (but secured temporary contract after 2 years).

Ex-trainees	
Within 1 month	2
Within 6 months	0
Within 1 year	0
Within 2 years	0
Within 3 years	0
Not yet successful	0
Other	1 trainee accepted a permanent job offered midway through traineeship.

*Q11. Did the job meet your aspirations?*

Ex-bursary students	
Yes	4
No	2

Ex-trainees students	
Yes	3
No	0

*Q12. On completion of your training did you feel prepared to enter the job market?*

Ex-bursary students	
Yes	4
No	2

Ex-trainees	
Yes	3
No	0

*Q13. Do you feel the Museums Association/university/host venue provided enough support in helping you secure employment?*

Ex-bursary students			
	Museums Assoc.	Universities	Host Venues
Excellent	3	3	0
Adequate	1	2	0
Less than adequate	1	0	0

Ex-trainees			
	Museums Assoc.	Universities	Host Venues

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<b>Excellent</b>	0	0	3
<b>Adequate</b>	1	1	0
<b>Less than adequate</b>	0	0	0

*The following statistics (relating to Q14-15) relate to those people who have already COMPLETED their traineeship.*

**Q14. Details of traineeship**

<b>How many hours per week was your traineeship?</b>			
	<b>Trainee 10</b>	<b>Trainee 19</b>	<b>Trainee 27</b>
<b>Number of hours</b>	36.5		36.5
<b>Too little</b>			
<b>About right</b>	x	x	x

<b>Did your host venue draw up a work programme for you?</b>	
Yes	2
No	1
<b>If yes, was this</b>	
Very Useful	1
Useful	1
Not very useful	0

<b>Did you have a line manager and/or mentor</b>	
Yes	3
No	0

<b>Did your host venue provide an induction programme for you?</b>	
Yes	2
No	1
<b>If yes, was this</b>	
Very Useful	2
Useful	0

**Do you feel that the traineeship met your training needs?**

<b>Areas of Experience</b>	<b>Needs met</b>	<b>Needs partly met</b>	<b>Needs not met</b>
<b>Communication</b>			
Audiences	2	1	0
Marketing	2	0	1
Outreach	3	0	0
Education	3	0	0

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<b>Collections Management</b>			
Care of collections	2	1	0
Research	1	1	1
Exhibitions	2	0	1
Publications	2	1	0
ICT	0	2	1
<b>Management and Financial Awareness</b>			
Management team meetings	3	0	0
Staff meetings	3	0	0
Budgeting	2	1	0
Expenditure	1	2	0
<b>Professional Development</b>			
Networking	3	0	0
Training	3	0	0
Conferences and seminars	3	0	0

**Q15. Course details - trainees**

If you are an ex-trainee please indicate if your course:	
<b>Part-time</b>	<b>3</b>
<b>Distance learning</b>	<b>0</b>
Did this best suit your needs?	
<b>Yes</b>	<b>3</b>
<b>No</b>	<b>0</b>

**Q16. Course details – bursary students**

If you are an ex-bursary student please indicate if your course:	
<b>Full-time</b>	<b>6</b>
<b>Part-time</b>	<b>0</b>
Did this best suit your needs?	
<b>Yes</b>	<b>5</b>
<b>No</b>	<b>1</b>

**The following statistics (Q.17-19) relate to those people who are CURRENTLY UNDERTAKING their bursary or traineeship.**

**Q17. Work placement details - Bursary students**

How many hours per week is your paid work placement?		
	Bursary student 20	Bursary student 15
<b>Number of hours</b>	N/A	7
<b>Too little</b>	N/A	
<b>About right</b>	N/A	x

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<b>Did your host venue draw up a work programme for you?</b>	
Yes	0
No	1
<b>If yes, was this</b>	
Very Useful	0
Useful	0
Not very useful	0

<b>Did you have a line manager and/or mentor</b>	
Yes	1
No	0

<b>Did your host venue provide an induction programme for you?</b>	
Yes	1
No	0
<b>If yes, was this</b>	
Very Useful	1
Useful	0

*Do you feel that the work placement has met your training needs?*

Areas of Experience	Needs met	Needs partly met	Needs not met
<b>Communication</b>			
Audiences			1
Marketing			1
Outreach			1
Education			1
<b>Collections Management</b>			
Care of collections	1		
Research	1		
Exhibitions			1
Publications			1
ICT	1		
<b>Management and Financial Awareness</b>			
Management team meetings	1		
Staff meetings	1		
Budgeting	1		
Expenditure	1		
<b>Professional Development</b>			
Networking			1
Training			1
Conferences and seminars			1

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**Q17. Traineeship details**

How many hours per week is your traineeship?												
Trainee	4	5	6	7	8	11	14	16	18	21	28	29
Number of hours	21.5	21	21	24	36.5	32	2.5 days	22.5	37	36.5	26	37.5
Too little											X	
About right	X	X	X	X	X	X	No answer	No answer	X	X		X

Did your host venue draw up a work programme for you?	
Yes	9
No	3
If yes, was this	
Very Useful	2
Useful	5
Not very useful	1
No comment	3

Did you have a line manager and/or mentor	
Yes	12
No	0

Did your host venue provide an induction programme for you?	
Yes	10
No	2
If yes, was this	
Very Useful	3
Useful	7
No comment	2

***Do you feel that your traineeship has met your training needs?***

Areas of Experience	Needs met	Needs partly met	Needs not met	Needs expected to be met
<b>Communication</b>				
Audiences	6	4	1	1
Marketing	4	4	2	2
Outreach	5	3	2	2
Education	6	2	2	2
<b>Collections Management</b>				
Care of collections	5	4	1	2
Research	7	3	0	2
Exhibitions	6	4	1	1

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Publications	3	4	2	2 (1 not applicable)
ICT	6	4	0	2
<b>Management and Financial Awareness</b>				
Management team meetings	7	4	1	0
Staff meetings	9	2	1	0
Budgeting	4	2	3	3
Expenditure	3	1	4	4
<b>Professional Development</b>				
Networking	8	4	0	0
Training	8	4	0	0
Conferences and seminars	7	4	1	0

**Q18. Trainees – Course details**

<b>Is your course part-time or via distance learning?</b>	
Part-time	7
Distance Learning	4
<b>If part-time, did this suit your needs</b>	
Yes	7
No	0
<b>If Distance Learning, did this suit you needs</b>	
Yes	3
No	0
Not sure	1

The following statistics (relating to Q19-21) relate to everyone who has participated in Diversify

**Q19-21. Future plans**

<b>Would you consider undertaking the AMA?</b>	
Yes	27
No	0
Already registered	1

<b>Would be interested in joining a learning set?</b>	
Yes	13
No	9
Maybe	6

<b>Would you be interested in participating in a programme of Professional Development training?</b>	
Yes	20
No	2
Maybe	6

## **Appendix 4**

### **Diversify Mentoring Guidelines**

#### **Background**

Mentoring within Diversify is new to the Museums Association, although we do have a great deal of experience through the Associateship of the Museums Association (AMA). However, mentoring for the AMA is a much more formal scheme to what we are proposing here. With regards to Diversify, we see developing mentoring relationships as crucial in enabling the Museums Association to support future recipients of Diversify bursaries. We would also like to extend the concept to Positive action trainees.

At this stage, we see your relationship with your mentee as being fairly informal, focusing on support, encouragement and guidance. Your experience within Diversify will be vital to your mentee, in terms of sharing and imparting information and expertise as well as providing a sounding board for any concerns or anxieties.

Your experience as a mentor over the next year will help us develop a more formal mentoring scheme. Please remember that the Museums Association is keen to help you as a mentor and is there to offer you support and guidance so please contact us whenever you feel you need to. At present we do not have any training specifically available for mentoring within Diversify. This is something that we will need to address and we would appreciate your comments on this, as well as any other related matters. In the meantime, we'd be grateful if you could read the following guidance note.

#### **Diversify Mentoring Guidelines**

These Guidelines are based on the Mentoring Toolkit devised by the Museums Association for use with the Associateship of the Museums Association (AMA). You may wish to use them in your role as mentor to one of the Diversify Bursary students, but please note they are not a definitive guide.

Mentoring is a way of developing individuals to achieve their potential. Usually it is associated with a senior or "expert" person adopting a protégé. Informally, it is characterised by a mentor helping the person they are mentoring to discover something new about themselves and their capabilities. Although, as the mentor, you are likely to have more experience, it should not be seen as a relationship between the inexperienced and the expert. An effective mentoring relationship should be regarded as one of sharing and mutual learning. A key objective should be to develop the confidence of your mentee to question and challenge their own and your assumptions.

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As an independent figure you are in a position to offer impartial support. The mentee is likely to draw on your experience and knowledge and it may be appropriate for you to give them insight into your experiences. Any information, knowledge or experience you give should not be biased or prejudiced in any way – it should be designed to help the mentee explore the options that may be open to them and to see things from a new or different perspective. However, it is important that at least 70% of the talking should be done by the mentee.

As the mentor you should be prepared to 'put in' skills, knowledge and experience and 'pull out' potential, commitment and expertise from your mentee.

The following is adapted from Ann Holloway, *Mentoring: the definitive workbook*:

<b>The role of the mentor is to</b>	<b>and</b>	<b>To encourage the mentee to</b>
Listen		Listen
Question, find out facts		Check their understanding
Pass on information and knowledge		Share their thoughts
Give guidance on development		Review and reflect on own learning
Offer different perspectives on an issue		Be open to new perspectives
Provide support and be encouraging		Take on responsibility for their own development
Take the lead and help make decisions at least in the early stages of the relationship		Get the most from the relationship
Describe their own experience (if appropriate)		
Help address difficult issues		

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The level of contact will vary but should never exceed 1-2 times per week, even when you are helping the mentee quite intensively, for example at the start of the relationship. It will vary depending on your relationship, but is likely to settle down to something like once every month or so, unless the mentee has particular needs.

You may wish to meet up with your mentee, and an ideal opportunity to do this would be at the Museums Association's Diversify Review Days, which are planned to be held twice a year. However, again it is up to you and your mentee to see whether you feel this sort of contact is.

It is important to note that the mentoring relationship is founded on confidentiality to which strict adherence is essential.

### **Content of a mentoring agreement**

There are various 'ground rules' to consider when establishing a mentoring relationship and we have outlined these below. You may both wish to agree, in writing or via an email, some sort of mentoring agreement which sets out the terms of your mentoring relationship.

Consideration should be given to the following:

- Confidentiality and trust – checking out what this means to each of you
- How you wish contact to take place (phone call, emails, meetings)
- Frequency of contact
- Who initiates contact
- What will be the mentee's access to the mentor, for example, can the mentor be contacted at home or not?
- What areas are legitimate to discuss or not
- Clarifying the expectations of your mentee
  - Of your role
  - Of your input into their development/experience
- What are your expectations of them?
- Determining boundaries within the relationship

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- What if something goes wrong such as personal difficulties
- How long will the mentoring relationship continue for (it would be good if you were able to mentor your mentee beyond simply obtaining a place on a course, but to be there to offer support for the duration of the course and their work placement)

**Where to look for further information**

National Mentoring Network

[www.nmn.org.uk](http://www.nmn.org.uk)

The Coaching Network

[www.coachingnetwork.org.uk](http://www.coachingnetwork.org.uk)

## Appendix 5

### Guidance Notes for Structuring Traineeships

*These notes may be used by host venues as a guide to structuring their traineeships. They are by no means definitive but may demonstrate areas for consideration and highlight issues that should be considered. These notes are based on best practice already established by host venues that have had successful traineeships.*

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1. Positive Action is the term used for measures taken under sections 37 and 38 of the Race Relations Act 1976 and your organisation must take these legal issues into consideration. Further details of the Race Relations Act 1976 can be obtained at [www.museumsassociation.org](http://www.museumsassociation.org).
2. The personnel/human resources department of the host venue should be involved in developing the traineeship, providing specifications for the role, monitoring progress and appraising performance. Implications for the museum's equal opportunity and diversity policy also have to be considered and documented, as does the wording of the advert which should take guidance from the Race Relations Act 1976.
3. If the host venue is entering into a partnership with other museum services to provide additional secondments/resources for the traineeship, it is advisable to draw up formal written agreements between all parties involved setting out each others' roles and obligations. Attention should be given to clarifying the financial obligations of each party; this should even include provision for basic expenditure, such as deciding who pays for the trainee travel costs if he/she has to travel between two host venues. Please contact the Museums Association if further guidance on the actual content of such an agreement is required.
4. Where possible, those responsible for managing the trainee should have the opportunity to talk to the course providers and visit them so that they can be briefed on what the course covers. This is important in terms of developing the trainee work programme, and also in establishing all the costs likely to be incurred by the host for this element of the traineeship. For example, in planning for summer schools.
5. Championship at a senior level on the museum's management team is essential in embedding Diversify within museum policy and will help ensure the success of the traineeship.
6. The job title of the trainee should be established before commencement of the traineeship. This will help make the trainee feel like part of the established team. Consideration could be given to titles such as trainee curator, trainee museum assistant or trainee assistant curator. A title, which includes reference to the positive action tag, may lead to feelings of being singled out.

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7. Identify one member of staff who, throughout the entire traineeship, will act as mentor to the trainee. This person should be separate to the line manager.
8. Ideally, an initial meeting should be held prior to the start of the traineeship to discuss what the host and the trainee hope to achieve and to establish a work programme outlining the areas of involvement for the trainee.
9. At the start of the traineeship the host should discuss the planned programme of work with the trainee. It may be useful for the host to consider the areas of learning that the trainee will be working on as part of their post-graduate studies in order to ensure that the practical experience of the traineeship complements the academic work. The host should make it clear that this programme is flexible, will be regularly reviewed and may be altered to meet the changing needs of the trainee. It should be agreed that the mentor will meet with the trainee at regular intervals to ensure that the needs of the trainee are being met. Dates for these review meetings should be set at the start of the traineeship. (Appendix 1 – *Guidance Notes for MLA-Funded Trainees Reporting Back*, provides additional guidance to the areas that should be considered for inclusion within the work plan whether the traineeship is MLA-funded or not).
10. Ensure that an induction programme, relevant to the host venue is in place at the start of the traineeship. Decide on the length of the induction e.g. a day (or other specified time) with each department to give the trainee an overall view of the workings of the service, including an induction with the governing body. The type of induction should also be considered, e.g. shadowing a colleague within each department for a day can be a useful introduction to find out the functions of each department. The host may wish to use their general staff induction programmes if these are deemed sufficient.
11. Throughout the traineeship the host should ensure that the trainee is not seen as a useful pair of extra hands or as an employee, but as a trainee being prepared for future employment. The traineeship is in place to provide learning and development for the trainee. Therefore, wherever possible, the trainee should be given the opportunity to take on responsibility for the management of individual projects. The host may wish to identify such projects prior to the commencement of the traineeship, but should bear in mind that the trainee should be enabled to work on projects where their interests lie in order to develop a professional specialism.

*Hosts may be interested to note that during research carried out on the impact of positive action traineeships for the MLA it emerged that trainees who benefited most from the scheme were offered considerable delegated responsibilities; encouragement and managerial support to work across departments within the museum(s), especially across collections and public services departments; a sense of a strong champion beyond their immediate work section; access to external resources and networks. Those who benefited least were working within a curatorial department (sometimes within a single discipline or section) and with a single member of staff; being given a series of tasks on a day-to-day or week-to-week basis; having no visible and explicit*

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*overarching structure and work programme; having limited access to external resources and networks. (The Impact of Positive Action Traineeships, Gaby Porter Associates, 2004).*

12. The trainee should be given the opportunity to observe management team meetings.
13. The host should ensure that all the equipment the trainee will need, such as office space, a computer, access to the internet, phone lines, etc are in place for the start of the traineeship.
14. The host should provide the trainee with professional development opportunities, such as attendance at conferences, seminars, training days, membership of special interest groups and meetings, networking with colleagues within other museum services, etc. The Museums Association facilitates this by giving free attendance at Museums Association events.
15. It is important to ensure that the trainee is given enough time and support to complete their post-graduate studies. Hosts should try and be flexible and provide opportunities for their trainee to take study leave. The length of the traineeship should also match the length of the course.

### **The following guidance is for those host venues with MLA-funded Traineeships.**

16. As part of the funding agreement with the Museums, Libraries and Archives Council and the Museums Association, both the host venue and the trainee will be required to submit six-monthly progress reports. The host venue should ensure that these deadlines are met. (See Appendix 1 for additional guidance to the areas that should be covered in the progress reports.)
17. Financial expenditure reports are also required at the same six-monthly intervals which request a breakdown of expenditure on the traineeship; therefore it is recommended that hosts keep good financial records in addition to those held by the host's financial departments (see Appendix 2 for an example of the financial report template that the Museums Association will send you at six-monthly intervals).

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### *Appendix 1*

#### **Guidance Notes for MLA-Funded Trainees Reporting Back**

Please describe the work you have undertaken at your host institution/s outlining your activities and learning outcomes. It may help to assess and reflect on your work by using following headings:

- Communication:
  - Audiences

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- Marketing
- Outreach
- Education
  
- Collections Management:
  - Care of collections
  - Research
  - Exhibitions
  - Publications
  - ICT
  
- Management and financial awareness:
  - Your role within the team you work directly with
  - Attendance at management team meetings/ board meetings/local authority meetings, etc
  - Opportunities for involvement in budgeting and expenditure
  
- Professional Development:
  - Networking
  - Membership of professional groups
  - Training
  - Conferences and seminars
  
- Personal Experience:

Please describe your personal experience, outlining your relationship with host institution and university.
  
- Confidential Section:

Please use this section to outline any problems you have encountered with your host or university.

*Appendix 2*

**Sample Financial Report Template**

**Financial Report: January-June 2004**

***Please complete this form and then return to the Museums Association. In addition an invoice for the total amount to be claimed should be sent to the Finance Department, Museums Association, 24 Calvin Street, London, E1 6NW.***

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<b>Name of Institution</b>	
<b>Name of Lead Officer</b>	
<b>Name of Trainee</b>	

<b>Trainee living expenses</b>					
<i>Total available is £5,750 for each year and this should be taken into account when making a claim.</i>					
<b>Month</b>	<b>Living expenses</b>	<b>National Insurance</b>	<b>Payroll costs</b>	<b>Total expenditure</b>	<b>Amount to be claimed</b>
January					
February					
March					
April					
May					
June					
<b>Total</b>					

<b>Museum costs and trainee expenses</b>					
<i>Total available is £1,000 for each year.</i>					
<b>Month</b>	<b>Travel &amp; subsistence</b>	<b>Conferences &amp; training</b>	<b>Other costs/expenses</b>	<b>Total expenditure</b>	<b>Amount to be claimed</b>
January					
February					
March					
April					
May					
June					
<b>Total</b>					

<b>University Fees</b>	
<i>Total available is £1,900 each year for course fees. This can be paid directly by the Museums Association to the University if the host wishes.</i>	
<b>Total expenditure</b>	<b>Amount to be claimed</b>

<b>Total claim from the Museums Association/MLA</b>	
<b>January-July</b>	
<i>Expenditure can be moved between headings but the maximum available for each traineeship is £8,650 per two years, a total of £17,300.</i>	
Trainee living expenses	

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Creating a more diverse workforce

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Museum costs and trainee expenses	
University fees	
<b>Total</b>	

## Appendix 6

### Guidance Notes for Structuring Work Experience for Bursary Students

*These notes may be used by host venues as a guide to structuring work experience for bursary students. They are by no means definitive but may demonstrate areas for consideration and highlight issues that should be considered.*

#### **Section A – Before the work placement starts**

1. When planning for the work placement the host venue should bear in mind that Positive Action is the term used for measures taken under sections 37 and 38 of the Race Relations Act 1976 and your organisation must take these legal issues into consideration. Further details of the Race Relations Act 1976 can be obtained at [www.museumsassociation.org](http://www.museumsassociation.org).
2. If the host venue is entering into a partnership with other museum services to provide additional secondments/resources for the work placement, it is advisable to draw up formal written agreements between all parties involved setting out each others' roles and obligations. Please contact the Museums Association if further guidance on the actual content of such an agreement is required.
3. Championship at a senior level on the museum's management team is essential in embedding Diversify within museum policy and will help ensure the success of the work placement.
4. The job title of the student should be established before commencement of the work placement. This will help make the student feel like part of the established team. Consideration should be given to titles such as 'trainee', 'trainee curator' or 'trainee museum assistant'. A title, which includes reference to the positive action/Diversify tag, is not recommended as it may lead to feelings of being singled out.
5. Ideally, an initial meeting should be held prior to the start of the work placement to discuss what the host and the student hope to achieve and begin to establish a work plan outlining areas of involvement.
6. Identify one member of staff who, throughout the entire work placement, will act as mentor to the student. Ideally, this person would be a member of the host venue's management team and would be in addition to the student's line manager.
7. Where possible, those responsible for managing the student should have the opportunity to talk to the course providers and visit them so that they can be briefed on what the course covers.

## **Section B – The start of the work placement: The first few weeks**

8. At the start of the work placement the host should establish and go through the programme of work for the student. It may be useful for the host to consider the syllabus the student will be working on as part of their post-graduate studies in order to ensure that the practical experience of the work placement complements the academic work. The host should make it clear that this programme is flexible, will be regularly reviewed and may be altered to meet the changing needs of the student. It should be agreed that the mentor will meet with the student at regular intervals to ensure that their needs are being met. (See Appendix 1 – *Guidance Notes for MLA-Funded Bursary Students*, provides additional guidance to the areas that should be considered for inclusion within the work plan.)
9. Ensure that an induction programme is in place at the start of the work placement. Decide on the length of the induction e.g. a half a day with each department to give the student an overall view of the workings of the service, including an induction with the governing body if appropriate. The type of induction should also be considered, e.g. shadowing a colleague within each department can be a useful introduction.

## **Section C – General points**

10. The student should be given the opportunity to observe management team meetings.
11. The host should try to encourage the student to take advantage of professional development opportunities, such as attendance at conferences, seminars, training days, membership of special interest groups and meetings, networking with colleagues within other museum services, etc. *NB The student is entitled to free attendance at all Museums Association events, seminars and conferences (contact Georgie Stagg at the Museums Association for bookings) and the Museums Association can often assist with financial support towards the cost of attendance at other conferences and events (again the student should contact Georgie Stagg).*
12. Throughout the placement the host should ensure that the student is not just seen as a useful extra pair of hands: the work placement is there to provide learning and development in order to prepare the student for future employment. Consideration should be given to enabling the student to take on responsibility for the management of individual projects where appropriate.
13. It is important to try to ensure that at least one project undertaken by the student can be completed during the work placement so that the student gains experience of a project from beginning to end.
14. The host should give consideration to work that will enable the student to experience a range of museum practice. *For example, producing a small exhibition – selecting and researching the objects for display, displaying the objects and*

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*assessing any environmental requirements for the duration of the exhibition, writing labels, producing publicity material, producing education/outreach material related to the exhibition and evaluating the success of the exhibition. Or, undertaking a collections management project – auditing and repacking a specific group of objects in storage, using and understanding the database or cataloguing systems to document and research the objects, handling, packing and storing of the objects, and evaluating the environmental requirements of the objects and monitoring systems in place.*

15. As part of the funding agreement with the Council for Museums, Libraries and Archives and the Museums Association, the host venue, the University and the student will be required to submit termly progress reports. The host venue should ensure that these deadlines are met. (See Appendix 1 - *Guidance Notes for MLA-Funded Bursary Students*, for additional guidance to the areas, which should be, covered in the progress reports.)

*Hosts may be interested to note that during research carried out on the impact of positive action traineeships for the MLA it emerged that trainees who benefited most from the scheme were offered considerable delegated responsibilities; encouragement and managerial support to work across departments within the museum(s), especially across collections and public services departments; a sense of a strong champion beyond their immediate work section; access to external resources and networks. Those who benefited least were working within a curatorial department (sometimes within a single discipline or section) and with a single member of staff; being given a series of tasks on a day-to-day or week-to-week basis; having no visible and explicit overarching structure and work programme; having limited access to external resources and networks. (The Impact of Positive Action Traineeships, Gaby Porter Associates, 2004).*

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### *Appendix 1*

## **Guidance Notes for MLA-Funded Bursary Students**

When reporting back, please describe work undertaken, outlining activities and learning outcomes. Please do not feel concerned if you cannot report back using every heading and sub-heading, they are meant as a guide and are by no means definitive.

- Communication:
  - Audiences
  - Marketing
  - Outreach
  - Education
  
- Collections Management:

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- Care of collections
- Research
- Exhibitions
- Display
- Publications
- ICT
  
- Management and financial awareness:
  - Your role within the team you work directly with
  - Attendance at management team meetings/ board meetings/local authority meetings, etc
  - Opportunities for involvement in budgeting and expenditure
  
- Professional Development:
  - Networking
  - Membership of professional groups
  - Training
  - Conferences and seminars
  
- Personal Experience:

Please describe your personal experience, outlining your relationship with host institution and university.
  
- Confidential Section:

Please use this section to outline any problems you have encountered with your host or university.

## Appendix 7

### List of returned questionnaires

<b>Trainees</b>
Amar Mall
Aysha Afridi
David Chan
Emma Poulter
Farena Bashir
Francesca Davies
Gurminder Kenth
Hannah Phung
Judy Joseph
Karamjit Bains
Kieran Bussoopun
Kiran Singh Sirah
Nkosana Mpofu
Sarah Blackstock
Sarwat Siddiqui
Vanessa Mitchell
<b>Bursary Students</b>
Anne-Marie Sandos
Aneesa Riffat
Girish Sethna
Hema Raul
Islam Mohammed
Joanna Nim Heung Yeung
Melanie Lenz
Patrick Jana Manuelpillai
Rachael Vincent
Rinku Mitra
Saima Kaur
Sally Parekh

## **Appendix 8**

### List of telephone conversations

Additional advice on Guidance Notes for Structuring Traineeships

Jane Arthur	Birmingham Museum and Art Gallery
Philippa Tinsley	Wolverhampton Art Gallery
Ray Barnett	Bristol City Museum and Art Gallery

## Appendix 9

### The Impact of Positive Action Traineeships Executive Summary

By Gaby Porter Associates, published by Museums, Libraries and Archives Council, 2004

#### *Executive Summary*

The Diversify! scheme was initiated by the Museums Association and MLA has committed a significant level of Renaissance funding to support it. The scheme is also supported by the Paul Hamlyn Foundation and the East Midlands Museums, Libraries and Archives Council.

MLA commissioned Gaby Porter in February 2004 to undertake a short survey of the participating trainees, museums and museums studies courses involved in the Diversify! Positive Action Traineeship Scheme, in order to gather evidence of its benefits and demonstrate its impact on both trainees and host institutions.

### Main findings

#### *Trainees*

- Trainees are unanimous that the traineeships have been a hugely positive, valuable and exceptional experience
- Only two of eight trainees had prior museum experience; with one exception, all are keen to pursue a museums career as a result of their experience and believe that they have increased their confidence to do so
- Their experience as trainees has both confirmed and transformed their perceptions of museums: while some 'stereotypical' views of museums have been confirmed (e.g. slow rate of change), trainees have gained a much deeper knowledge and understanding of the different functions of museums and the climate in which they operate
- The majority of trainees have been involved in significant projects within the host museums – including researching collections, leading to their re-appraisal and re-interpretation; developing educational workshops using collections; introducing new interpretative approaches; supporting changing exhibitions; contributing to new gallery developments
- Through their work experience, trainees have introduced new working practices and challenged longstanding divisions at the host museums – particularly those between

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curators and educators. They have also provided strong and positive role models for other staff

- Learning from their host museums is not enough. Trainees are keen to demonstrate their worth and to make positive contributions – one or two are concerned that the museums' expectations of them are one-way (museum to trainee) and/or ill-defined
- Linked to this, a small number of trainees believe that their work experience has been fragmented and they have not been offered opportunities to lead discrete projects. They are concerned about how this will affect their prospects
- All trainees have acquired new skills. Communication and collections management skills are the strongest areas; they have also acquired management skills
- Although they are keen not to be 'pigeonholed' into diversity issues, many trainees have a strong interest in this area. Their interest has been reflected in their approach to their work experience and they have positively influenced colleagues – especially those working closely with them
- Some trainees are ambivalent or uncomfortable with the 'positive action' label. The Diversify! networking meetings provide a useful forum for discussing this
- Trainees have shared their experience as trainees with friends and family – many of whom had not considered museums as a career. Friends and families have visited museums more than before, but usually only when there is a personal connection – such as being invited by the trainees to a specific event.

**Host museums**

- Museums participating in the scheme already have a strong commitment to diversifying their workforce, supporting staff development and widening access. These objectives are usually linked to the diversity objectives of their local authority/parent body. They are also keen to provide leadership to the sector, within their region and even within their authority. All have expressed an interest in having further trainees and would strongly recommend the scheme to others
- They are aware that the traineeships, as graduate programmes, will not address the most under-represented communities in their areas. They would like to see other measures to address these but realise that they would need to address deep-rooted inequalities and attitudes
- For almost all museums, the increase in capacity with an additional person and the injection of 'new blood' with young people and fresh ideas are at least as important as the diversity dimension
- Hosts are concerned about the level of competition for jobs when trainees complete their traineeships. They hope that Renaissance in the Regions funding may provide job opportunities for them

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- Trainees have been assigned to senior staff – partly in order to offer a high profile to the initiative, and partly to address change issues which have arisen in some services as the trainees introduce new ideas and ways of working
- The traineeships have provided skill development to museum staff – for example, in line management and supervision; new approaches to working with collections and with target audiences. They have also brought with them and transferred specialist skills – such as an understanding of educational agendas and the national curriculum; database and digital imaging skills
- Trainees have contributed to new and extended services for users. They have researched collections: this in itself has often had outcomes for users, such as new exhibitions, events and publications. They have also undertaken research to revive neglected collections and reveal ‘hidden histories’. They have contributed to re-appraisal of collecting policies
- Impact on governing bodies has been minimal. Many museums are reluctant to seek special attention for the trainees.

***Museum studies courses***

- Including international students as well as UK-based ethnic minority students, course tutors and leaders remark that the diverse profile of students in museum studies courses is in marked contrast to the lack of diversity in the workforce profile of museums in the UK
- Course leaders and tutors are very positive about the design of the scheme and its benefits. They feel that, through this scheme and other initiatives, they are able to make a positive contribution to diversifying the profile of museum staff
- Most courses include modules on workforce issues – including equal opportunities across the range of diversity, gender and (dis)ability
- Course leaders and tutors draw on the diverse experience of many of their students to enrich and extend discussions and group learning. They are anxious not to single out trainees – especially as other ethnic minority students may not receive any financial support. However, a few draw on trainees’ experience in a more formal and structured way – they may do this for specific skills and experience, and/or for their perspective as positive action trainees
- The influence of trainees on the dynamic within the student/tutor group is as much to do with their personality and (for men - because students on museum studies courses are predominantly female) their sex as with their ethnic minority background
- The organisers of a Distance Learning programme identified the need for additional support and, in consultation with trainees on the programme, arranged additional meetings where trainees are able to discuss their role and experiences.

## Appendix 10

### Impact of Positive Action Traineeships

#### Recommendations made by the interviewees for the development of the scheme (extract)

Gaby Porter and Anne Murch, published by Museums, Libraries and Archives Council, 2004

The research was structured to gather feedback on the programme to date. However, and inevitably, people interviewed also made recommendations for the future development of this and/or any other positive action scheme. These are summarised below, with our own reflections.

#### 1) Recruitment

As it stands, the main target group for the traineeship is current and/or recent graduates from diverse backgrounds. (The issue of relaxing this criterion is discussed below under item 4).

In order to reach this target group, interviewees recommended that:

- **Timing of publicity** needs to be much earlier – to attract graduating students in the spring/early summer of their final year.
- **Location of advertising** needs to be reviewed – while the trainees saw the *Guardian* adverts, none had seen advertisements in the *Museums Journal*. They felt that these were unlikely to reach the target group, and were more of a professional announcement than a genuine drive for recruitment. They recommended targeting publicity towards universities' own career services; and using the local Black and Asian press, and seeking editorial coverage as well as advertisements.
- **Providing and requiring organisations to follow best practice guidelines** on recruitment (see below).

#### 2) Organisational support and organisational development

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A number of issues arose in relation to the readiness of organisations to receive and support traineeships.

Recommendations included:

- **Closer involvement of host museums:**

*We would like to be involved in the scheme as it develops – we would like more contact, more in the network. We are sort of involved as hosts, but not. (Host museum)*

- **Active intervention to guide museums in providing a developmental and supportive environment and designing appropriate work programmes:**

*Institutions need more guidance on what they can do – other examples of practice – at top level – not just turning up to a couple of meetings. How it could be sustained etc. (Trainee)*

All the trainees are highly motivated and competent individuals.

However, it is clear from the impact research that these qualities need to be developed and supported by the environment, work programme and level and quality of staff support offered by the host museum.

Trainees who benefited most from the scheme were offered considerable delegated responsibilities; encouragement and managerial support to work across departments within the museum(s), especially across collections and public services departments; a sense of a strong champion beyond their immediate work section; access to external resources and networks.

Those who benefited least were working within a curatorial department (sometimes within a single discipline or section) and with a single member of staff; being given a series of tasks on a day-to-day or week-to-week basis; having no visible and explicit overarching structure and work programme; having little or no opportunity to positively influence and change their work environment and programme; having limited access to external resources and networks.

Similar findings were reflected in the recommendations for the future of the SMSMA secondment scheme.

The MA and the MLA should make these lessons clear and work with the host museums to ensure that they provide a positive, developmental and supportive programme of work, and that they address issues of diversity and of change management before they host trainees.

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The Arts Council Fellowship programmes, currently being organised through Showhow, selects host organisations through a competitive process. Short listed organisations are required to undergo an Equality Health Check before being accepted into the scheme (see below).

Host museums should be required to engage members of governing bodies in supporting the process – perhaps through enrolling a champion from the governing body. It was apparent from the impact research that trustees/governing bodies had little involvement (see below).

### **3) Individual support and development**

Trainees' felt that the networking meetings available were valuable and networking could be extended and strengthened through an email discussion group for trainees (not including hosts). They welcomed the inclusion of other positive action trainees from locally funded posts.

Although this was not expressed directly by trainees, those undertaking the distance learning programme expressed less confidence in their grasp of the 'bigger picture' and a less positive attitude than other trainees, which are consistent with a sense of relative isolation. We would strongly recommend that trainees are encouraged to select museums studies programmes, which have strong active 'on site' programme.

There may also be merit in offering external mentoring and support as an option for trainees – perhaps with former trainees of Diversify and other positive action schemes.

### **4) Strategic development**

Consideration to the longer term and sustainable development of the scheme and to positive action interventions at other levels, including:

- Promote benefits of the scheme to employing organisations, HE bodies and opinion formers e.g. NMDC. At present, there is insufficient political and financial commitment from participating organisations to sustain or extend the scheme. Some museums took the opportunity of the interviews to press the need for continued funding and indicated that they might/would not be able to allocate their own resources to support traineeships;
- Commission follow-up research on future career choices, recruitment and retention of trainees, to inform the design of any future programme;
- Review the pre-entry academic requirements for traineeship. Are these flexible; are alternative routes permissible? The expectation that trainees will have a first

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degree may exclude a large proportion of potential applicants particularly in relation to extending the profile of the workforce in social and economic terms via the scheme;

- Explore modern apprenticeships as an alternative route for attracting under-represented communities into museum work (as suggested at the launch of the *Manifesto for Museums*);
- Address the absence of diversity at senior management levels. As a first step, exploring the ACE Fellowship scheme (which receives ESF funding through the Equal programme *Creative Renewal*, via Metier) and other positive action initiatives.