The Museums Association's Diversify: An Evaluation

"It's not just about skills, it's about confidence"

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Prepared by
Hopkins van Mil Medar Pysden

Hopkins Van Mil: Creative Connections
Henrietta Hopkins & Anita van Mil
Old Lodge, Vincent Square
London SW1P 2PW
T: 020 7821 6500
M: 0 7985 514638
E: info@hopkinsvanmil.com
www.hopkinsvanmil.com

Medar Pysden: Creative Industries Assoc.
Beverley Mason
PO Box 54091
London SW19 4UP
T: 020 8255 8733
M: 07711 957557
E: b.mason@medarpysden.com
www.medarpysden.com

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MA Diversify Evaluation Report 2007

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1. INTRODUCTION

In 1998, the Diversify programme was established by the Museums Association (MA) working with a range of partners. Today the Museums, Libraries and Archives Council (MLA), through the Renaissance in the Regions programme, is the main partner and funding agency. Additional support comes from the museums and galleries hosting placements and traineeships, universities providing postgraduate museum studies qualifications and the Paul Hamlyn Foundation.

Over 70 people have benefited from the scheme since it began. The benefits are now being seen across the sector with over 30 former Diversify participants now working in museums.

"Without Diversify it is unlikely that most of these individuals would have entered museum work" (Stakeholder)

1.1 The brief
Hopkins van Mil and Medar Pysden have been commissioned to provide a formal review of the scheme. The previous evaluation was conducted in 2004[1]. However as several developments were put in place over the past two years, the MA wishes to undertake a further evaluation of the scheme in 2007 to look at:
- whether any new patterns are emerging since the previous evaluations (2004), particularly in terms of the relative benefits of bursaries and traineeships;
- the MA's success in implementing the recommendations of those evaluations;
- what further changes could be made to the scheme;
- the effectiveness of the MA's new support systems for individuals and organisations.

This evaluation report will provide an analysis and evaluation of the:
- impact of the two training models within Diversify, focusing on the experiences of both participants and host venues;
- support offered during and post-training by the MA to participants and host venues along with recommendations for improvement and development;
- professional development opportunities on offer to Diversify participants;
- networking by Diversify participants;
- post-training workforce issues and their impact on the success of the scheme, including a summary of barriers to securing employment in the sector;
- review of other training models as alternatives to those currently offered by Diversify;
- summary of key points necessary to make a traineeship or bursary placement succeed.

1.2 Methodology
Hopkins Van Mil and Medar Pysden emailed 76 questionnaires to Diversify participants of which 55 (72%) were returned. A breakdown of the distribution of respondents who were awarded bursaries and those on Positive Action Traineeships is provided in figure 1. 16 questionnaires (89%) were returned by host venues of the 18 emailed. Face-to-face stakeholder interviews were held with the Museums Association, Arts Council England and the Museums, Libraries and Archives Council. Telephone interviews were conducted between 10 and 21 June with 3 course providers, 3 host venues, 5 Bursary students and seven Positive Action Trainees. The picture was completed by two focus groups held in London on 3 July and Birmingham on 4 July.

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[1] *Changing the Culture of Museums and Galleries: Creating a more diverse workforce - Diversify Evaluation Report, Museums Association, 2004 and Diversify: The Impact of Positive Action Traineeships, Gaby Porter Associates, MLA, 2004.*

Figure 1: Bursary Student or Positive Action Trainee
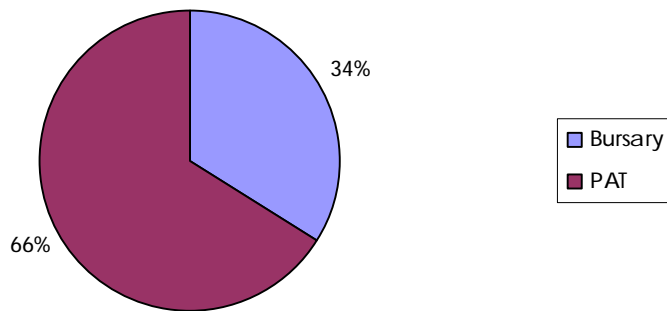
1.3 Evaluation Outcomes

From the review Hopkins Van Mil and Medar Pysden have:

- gathered evidence of the effectiveness and impact of the Diversify scheme;
- gathered evidence of the effectiveness and impact of the implementation of recommendations following the 2004 evaluations;
- gained awareness of areas related to the scheme that offer opportunities for improvement.

2. EXECUTIVE SUMMARY: KEY FINDINGS

"Good for raising debate but it is not the only answer to why the profession only attracts white middle class people"

It must be acknowledged that there is a limit to what any positive action scheme like Diversify is able to achieve in terms of impact even if it has been running with increasing penetration for a number of years. Encouraging wider participation in museums has been at the root of a cultural diversity strategy; however the profession expects an entry-level profile that excludes a whole range of socio-economic and cultural groups. This research demonstrates that as a demographic and social revolution outstrips the rate of institutional change in the UK a shift in the museum workforce profile is supported by specific and targeted interventions. Diversify keeps the subject matter of social and cultural inclusion alive and on the agenda; and the gold plus factor is that the scheme delivers practical solutions with explicit impact on the professional lives of individuals. Moreover, Diversify has spearheaded change at policy level within the sector.

The process of this 2007 review uncovered many new insights into the evolution of the Diversify programme. Chief among those is the desire for the Museums Association's role to be celebrated and supported, and for the aspiration for the MA to increase and strengthen its sphere of influence across the sector – to continue to fuel the fire for change.

2.1 MA: agency for change
That the role of the MA had been significant in influencing change in the museums sector was very apparent to respondents. Focus group participants agreed that the MA has been a lynchpin; but also felt that policy alone, without directed support and initiative from other external forces, would not ensure change in the wider museum sector. It was signalled that key Individuals within museums may make inroads, but in order to make real and sustainable change some form of agent for change needed to be at the helm bringing the partnerships together to be the catalyst for new strategies, and to evaluate and track progress.

Participants felt that there is a need for a greater understanding and an honest dialogue between those developing policy (MLA/MA/DCMS) and those working in the sector. It was largely believed that a top-down approach [directives from government] would not work unless it came with funding: *"Without funding museums won't do it"* (Host venue). It was felt that changes in management thinking are happening. However, diversity is largely about organisational structures, which are harder to change: *"It is an organisational development issue"* (Host venue).

2.2 Leading the vision for workforce diversity
Strong vision and leadership have underpinned the objectives facilitating lasting change in this area of policy. The MA's role has been cited as being very influential in ensuring that workforce diversity becomes a reality within the museum sector. This is evidenced by the fact that positive action is penetrating the sector as individual organisations and Hubs begin to take up and develop the initiative for themselves. However the scale and pace of change seems relatively slow; it would benefit from being planned into a longer-term strategy (more than 2-3 years). With the challenge of competitive spending reviews and threats to budgets, supporting positive action schemes as a viable strategy requires determination. It also requires a belief that goes beyond the legal and moral case.

2.3 Making the case for diversity within the sector has to be an imperative
There is no assurance that the funding investment in people and institutions will pay back immediately, yet the cultural enrichment of the museum sector is a tangible return. Evidence from the evaluation demonstrated that a reliance on short-term fixes and decreased investments in positive action schemes can not deliver the "critical mass" that change requires. Moreover, those who are the most vociferous in extolling change are not necessarily the people who will deliver change. As the underlying rationale for "making the case for diversity" evolves becoming more sophisticated and more embedded in strategy with unambiguous, tangible and measurable outcomes, it will deliver clear business benefits as demonstrated by other sectors[2]. It is therefore critical that championing diversity should continue. A change in how the case for diversity will be developed is a key consideration for

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[2] i.e. Local Authorities, private and corporate organisations

the MA, however indications are that an exemplar leadership role is a key catalyst and driver for change.

2.4 Diversity champion

The MA's role as diversity champion and social change facilitator has been demonstrated by the resolute commitment to the Diversify co-ordinator role. The hard-earned and respected role of champion has been strongly recognised throughout this evaluative process and should not be relinquished in the short-term. This commitment, coupled with the outstanding efforts of the co-ordinator to provide host venues and participants with comprehensive learning and development tools, underpinned with regular audits, reviews and evaluative processes have meant that Diversify 2007 has achieved many of its ambitions. But there is still more work to do. Several strategic opportunities for strengthening the programme and widening participation could see the MA's role be focused less on delivery and more on strategic policy development, underpinned with maintaining a strong advocacy role.

2.5 Business case for Diversify

Making a hard-hitting, outcome driven, business case for diversity needs to be at the top of the "to-do" list for the MA. Overall there is a lack of confidence among host venues and course providers in articulating the business case for Diversify. Some of the people interviewed felt that museum services were a reflection of the backgrounds, behaviours, skills and knowledge of the people delivering them and that their duty to the public could not be fulfilled whilst the sector had not made sufficient effort to develop opportunities to recruit from a more representative constituency.

As long as workforce diversity is not a truly high priority for museums there will be a need for the MA and its partners to make strong representations for greater political and financial commitment for the scheme. In this sense, the situation in 2007 is not very different from 2004 despite continued investment from Renaissance in the Regions (MLA).

2.6 Developing a diverse workforce and a diversified funding portfolio

Workforce diversity, through the Diversity programme requires a long-term commitment, which means that the scheme must no longer rely on short-term project funding from one source, but look for plural funding for a sustained approach for the next 5-10 years. Through the development of a sector wide, integrated fundraising strategy, approaches can be made for sponsorship and funding from trusts, foundations and grant-giving bodies. A comprehensive funding strategy will be more sustainable if supported by the fundraising efforts of individual organisations that wish to support their own Diversify initiatives.

Museum directors should aim to set up a strong internal network linked to the outcomes of a workforce development strategy. This will include the appointment of a champion who is able to communicate across the museum with the support of senior management, and setting up systems of engaging staff at appropriate times. This means that schemes like Diversify, modern apprenticeships, volunteer programmes or Fellowships should become integral to strategy. *See Recommendation 9.*

The work of Diversify in developing workplace diversity could be diminished if workforce diversification is not at the top of museums' agendas. One of the inevitable outcomes is that Traineeships are "*the posts first to go*" (Focus group participant) when there are budget cuts.

2.7 New Diversify workforce opportunities

If one of the strategic aims for the MA is the sustainability of workforce diversity then the emphasis should be on a continued investment in supporting the benefits of Diversify to museum professionals. This should be alongside support for the broader issue of work force development. It is clear that the MA, working closely with museums and other partners, needs to identify and support pathways for Diversify professionals by exploring new senior management development options such as placements or shadowing opportunities. Developing this as a model will be seen as a positive step towards achieving the perennial dilemma of keeping the talent within the sector. If individuals feel that there is a career path that they can aspire to, then confidence in the Diversify scheme can only grow, not only from the point of view of the individuals by also from the point of view of partners who can see that links have been made to ensure sustainability. Additional professional development work should continue

as an intrinsic part of Diversify, thereby helping to give credence to the concept of a diverse workforce at an institutional level as *individuals* begin to demonstrate career growth through the ranks.

In fact, championing the individual in order to achieve lasting changes in work force diversity provides the MA with a unique selling point when making the case for long-term funding. However there must be recognition of the fact that the majority of institutions involved in Diversify have been larger and or national museums. The involvement of smaller, more regionally focused institutions has brought some complex issues to the surface about how to support the individuals and the nature of their experience.

2.8 Supervisor supported learning and development: A key to success
Resources for the supervisor have greatly improved since the 2004 review with a wider range and more detailed support. Past evaluations emphasised the need for closer involvement of host venues and their governing bodies in the scheme as it develops; a need for more guidance for host venues and improved supervision. The MA has made a considerable effort trying to resolve some of these issues by developing the Diversify Toolkit and Guidance Notes for structuring traineeship or bursary placements, and offering training opportunities in support of organisational change. Our research demonstrates however that more needs to be done. There is a need for more guidance and training on how to ensure that the whole organisation understands the role of the trainee; and supervision remains a clear area for improvement.

In the first instance it is an imperative that the host venue works closely together with the trainee and the supervisor to raise awareness on a continual basis about why this individual is working on different areas from resident employees.

The research identified that Supervisors needed to be clearer about what they would gain from their role in a management capacity with comprehensible leadership development opportunities provided through the scheme. This lack of articulation of the personal and professional benefits and the lack of structure for learning, meant that the success of a supervisory role tended to be too dependent on the individual and relied on supervisors being sufficiently interested in the personal and professional development of a black and minority ethnic trainee. Specific development opportunities could be provided for *motivated* supervisors through partnership arrangements with existing leadership programmes with the clear objective of reciprocating professional development benefits to the supervisors and to their organisations. For example during the focus groups it came to light that some supervisors had never had the opportunity to attend the MA conference compared to the numbers of Diversify trainees who had been delegates. This is a potential source of tension and a key de-motivating factor for under-resourced, time-starved supervisors.

As a consequence the evaluation revealed a desire to impose a contractual obligation on the host organisations to provide minimum service levels for training. Placements must be developed within the context of jointly established learning objectives and the trainee and supervisor creating a training/development plan.

In addition, it is our recommendation that steps are taken to improve the supervisor recruitment process to ensure that those supervising are committed to developing an appropriate learning environment for the trainee and advocating the scheme, and workforce diversity, to the whole institution. It is recommended that the MA works towards developing profiles for the supervisor role with a person specification and role and responsibilities clearly defined. This could be tied to a learning package for supervisors delivered before they take on their supervisory role. It must be ensured that Diversify supervisors have expressed a strong interest in developing their own management/leadership or training facilitation skills before the host organisation can be enrolled. These actions will support the supervisor, the host organisation and the individual trainee in delivering on their workforce development objectives.

2.9 Entering the sector
The need for the sector to make better use of its links with outreach and community programmes into museums to attract a wider potential pool of candidates is a vital finding. There is potential for the MA to work directly with schools and career services. Museums are a natural recruiting ground as many young people first gain access to the sector through school visits.

In terms of recruitment, an area for improvement in the 2004 evaluation was the location of advertising and in the 2007 review respondents were asked to make suggestions for publishing information on Diversify to potential applicants. Ideas ranged from targeting universities and individual museums to more grassroots avenues.

A quick win for increasing workforce diversity in the museum sector would be to look to build on the efforts to diversify the voluntary workforce.

2.10 Diversify the Diversify scheme

If we are thinking about diversity in the workforce there is a need to think beyond ethnicity. There is a constant need to review and assess the primary rational and fundamental purpose for running positive action schemes. If one of the strategic aims for the MA is sustainability, then increased emphasis must be placed on continuing to advocate the benefits of Diversify in partnership with museums, exploring other non-curatorial development options and other forms of under-representation such as lower socio-economic groups and people with disabilities. It will be a positive opportunity for the MA to target a wider constituency of individuals but it is essential that this kind of approach works in alignment with museums' shift in recruitment policy and organisational structures, otherwise there is a risk of being unsustainable.

2.11 Invest in a longitudinal study measuring the "Diversify impact"

An assessment of the most effective routes to support workforce diversity requires an investment by the entire sector and it will be essential to pool best practices and to share lessons across organisations. A review of the Diversify scheme helps to identify certain patterns – but this needs to link with other measures that museums have implemented in developing their workforces in the wider sense. It is important therefore to conduct a longitudinal study measuring the impact of how the Diversify placements and / or other apprentice or trainee development schemes fit into, and influence the framework of workforce diversity. It is only when those collective measurements are in place that the sector can begin to work together towards embedding a culture of diversity in employment practices, board recruitment and audience development.

3. POSITIVE ACTION PROGRAMMES

"Diversify students have talked about feeling awkward about the benefits that they got by virtue of their background in a sense." (Course provider)

3.1 The Role of the Museums Association

Strong vision and leadership have underpinned the objectives to facilitate lasting change in this area of policy. The MA's role has been cited as being very influential in ensuring that workforce diversity becomes a reality within the museums sector and this is evidenced by the fact that positive action is penetrating the sector as individual museums, Museum Hubs and training providers begin to take up and develop the initiative for themselves. However the scale and pace of change seems relatively slow and would benefit if planned into a longer-term strategy (more than 2-3 years). With the challenge of competitive spending reviews and threats to budgets, supporting positive action schemes as a viable strategy requires determination and a belief that goes beyond the legal and moral case.

Stakeholders highlighted the dangers of relying on one primary funding stream – Renaissance in the Regions through MLA - when this is by no means secure for the longer term. As one stakeholder put it, *"Diversify is reliant on external funding from one primary source. This could mean that it is unsustainable."*

As a consequence, the Museums Association needs to ensure that everyone involved in the scheme from participants to host organisations and course providers is aware that it is being supported by *Renaissance in the Regions*. This requires a greater advocacy for the funder than is currently being provided. In the short-term that the Museums Association should be offering a genuine return on investment for Renaissance funding and not, as has been perceived by some of the stakeholders interviewed, a public relations initiative for the MA. An examination of other training providers would be one way of delivering this.

Recommendation 1
The Museums Association must provide greater advocacy and return on investment for the funding provided by Renaissance in the Regions by promoting Renaissance as a funding stream, and examining whether other organisations and training providers can play a partnership role in the delivery of Diversify

Workforce diversity, through the Diversity programme must become a core issue for the MA and the sector in the longer term. This means that it no longer relies on short-term project funding from one source, but looks for plural funding for a sustained approach for the next 5-10 years, including sponsorship, funding from trusts, foundations and grant-giving bodies.

Recommendation 2
The MA should point to the need to continue to make, or to strengthen, the business case for diversity in museums. This should be done through a sustained advocacy programme linked to funding and with other partners involved in both leadership and diversity. The development of a practical and strategic funding strategy would be a sensible approach to developing sustained funding for the MA and that this must be supported by fundraising by individual organisations to support their own Diversify initiatives

There is no assurance that the funding investment in people and institutions will pay back immediate returns, yet the cultural enrichment of the museum sector is a tangible return. Evidence has demonstrated that a reliance on short-term fixes and decreased investments in positive action schemes cannot deliver the "critical mass" that change requires. Moreover those who are the most vociferous in extolling change are not necessarily the people who will deliver change.

Making the case for diversity within the sector has to be imperative and the MA has done so through Diversify as demonstrated by the steadfast commitment to the Diversify co-ordinator role. This commitment coupled with the outstanding efforts of the co-ordinator to provide host venues and participants with comprehensive learning and development tools, underpinned with regular reviews and evaluative processes, have meant that Diversify 2007 has achieved many of its ambitions.

The respondents were asked whether they believed that the role of the MA has been central in influencing change. Focus group participants agreed that the MA has been a lynchpin, but also felt that policy alone without initiative from other external forces would not ensure change in the wider museum sector. Individuals within museums may make inroads, but in order to make real change there needs to be a catalyst or agent provocateur to develop new strategies, and to evaluate and track progression.

Participants felt that there is a need for a greater understanding and an honest dialogue between those developing policy (MLA/MA/DCMS) and those working in the sector. It was largely believed that a "top-down approach" [directives from government] would not work unless it came with funding: "Without funding museums won't do it" (Host venue). It was felt that changes in management thinking are happening. However, diversity is largely about organisational structures, which are harder to change: "It is an organisational development issue" (Host venue).

"We introduced a manager who was Black to look at the budget, reorganise, look at cuts; they were lucky that the positive action scheme had already been used so there was a lot of re-organisation before MLA got involved." (Focus group participant)

3.2 Leadership for museums/host venues
Feedback suggests that whilst the experiences of the more recent bursary/trainees have been managed more thoroughly with closer and involved supervision, the underlying message is that complacency could set in where the infrastructure is not set up to support the scheme. As with any programme, the quality of the experience will derive from the qualities of the people running the programme.

Museum directors should aim to set up a strong internal network linked to the outcomes of a workforce development strategy. This will include the appointment of a champion who is able to communicate across the museum with the support of senior management, and setting up systems of engaging staff at appropriate times. This means that schemes like Diversify, modern apprenticeships, volunteer programmes or Fellowships should become integral to strategy. This is related to Recommendation 9.

The work of Diversify in developing workplace diversity could be diminished if workforce diversification is not at the top of museums' agendas. One of the inevitable outcomes is that Traineeships are "the posts first to go" (Focus group participant) when there are budget cuts.

3.3 Making the Business Case for Diversify
Overall there is a lack of confidence among host venues and course providers in articulating the business case for Diversify. People felt that museum services were a reflection of the backgrounds, behaviours, skills and knowledge of the people delivering them and that their duty to the public could not be fulfilled whilst the sector had not made sufficient effort to develop opportunities to recruit from a more representative constituency.

Several host organisations and trainees expressed that this fundamental need to gain a better understanding of the business case for diversity was crucial in order to ensure that it became embedded within the culture and strategy of the organisation. The problem for schemes like Diversify is that they feel as if they emphasise a temporary fix whilst special or extra-curricular funding happens to be in place.

"We need help in articulating why it is useful for our organisations to diversify our workforce. Give us evidence of how the environment in which museums operate has changed and why a white middle-class traditionally educated curator may get it wrong. We also need much more community involvement. We probably need more new people rather than trying hard to push 'old' ones in new directions, which is really, really hard." (Stakeholder)

Paradoxically, "diversity" is a concept that revolves around maximising the whole rather than the parts. The tension for Diversify is that it relies on the whole (the sector) needing to move forward with the interventions of individuals (trainees). Although Diversify is grounded in the moral and social case, actually the emphasis has been on finding individuals who can make that happen. One of the University Course Providers commented that "museums with a different workforce are better able to

engage within the community, and better able to respond to social issues. So therefore, although there is that kind of social theme, the primary purpose is about equipping the organisation rather than helping the individual get a leg up."

Stakeholders believed that making the business case for Diversify is a valuable and necessary exercise and identified points relating to recommendation 2. As one stakeholder put it, *"The MA has to decide whether it's core business for them or not."* And as another emphasised the MA should be looking at key partnerships to work with them on running the programme whether through existing diversity programmes such as *Inspire* run by Arts Council England or leadership programmes such as *Powerbrokers* through the Cultural Leadership Programme – or indeed a combination of the two.

Recommendation 3
If one of the strategic aims for the MA is sustainability then the emphasis will be a continued investment in the benefits of Diversify to individuals, with a focus on championing individuals in partnership with museums, defining career paths and exploring senior development options such as placements. This must not happen at the expense of advocating the programme, and the concept of a diverse workforce at an institutional level.

3.4 Institutional versus individual benefit
Although Diversify's long-term goal is a more diverse museum workforce, its main focus is on individuals. MLA is much more interested in the impact of the Scheme on the host organisations than the impact on the individual participant. They are commissioning some further work with each of the Hubs to host at least one trainee in this financial year. MLA identifies a real issue of sustainability for the host organisations in relation to Diversify; this is linked to ensuring that the scheme is understood and embraced across the organisation from the HR department to finance and curatorial functions.

The dichotomy of the institutional profit and the individual benefit from positive action provides a dynamic opportunity for the MA. Evidenced by its in-depth support for the Diversify participants, the MA has helped to alleviate the potential for alienation that positive action programmes can bring with them when the institutions' own framework is not fully formed. Many institutions claim that they want to become more inclusive but are not always prepared for what cultural change actually means. The MA's portfolio of development support and networks has created a strong body of informed, articulate museum professionals. In some years, the Diversify students have played an active role in that debate on race, equality and diversity and in some years they have chosen not to. One of the respondents suggested that in the future inclusion into the programme could be dependent on participants taking a very proactive role in championing issues around workforce diversity with the institutions; however other participants may not wish to do this.

Although the research did not uncover explicit evidence of Diversify participants being expected to act as Ambassadors for making the case for Diversity, the subject was never far from some discussion areas. Either as a point of unwillingness to enter into issues around the social context for Diversify, or in relation to how one's heritage played an important factor in the placement, through work content or through interpretation.

"I was talking about this to a curator recently and she brought up a concept that comes from psycho-analysis but it is very useful because she uses the term 'Projection'. She says that very often these positive action candidates/subjects can become the object of projections by the institutions or by individuals in these institutions. So they are not actually fulfilling their own destiny but people are projecting onto them their own fantasies about either how good or bad things are or what the role of this person is in the institution at the expense of this person's personal development and satisfaction."
(Stakeholder)

"The best outcome is where you get a marriage between those two things (institutional / individual benefits) and so the institution can properly claim to have made a start on diversifying its workforce but yet they are supporting that person and they are actually open to a certain amount of cultural change within the institution itself. So the institution is changing in order to accommodate difference as it were."
(Stakeholder)

"My view was from the onset that this Scheme was not designed to benefit individuals in any sense. It was designed to equip museums to be effective institutions in the 21st Century and so our primary rationale was to get excellent Black and Asian candidates trained and into museums.." (Course provider.)

"It is just strength and real credit to the MA that Diversify has been continued and has become embedded; they have worked really hard to bring institutional and sectoral and governmental support to the scheme that gives it a real weight and critical mass." (Stakeholder)

The need to champion the individual in order to achieve lasting changes in work force diversity provides Museums Association with a unique selling point when making the case for long-term funding. This needs to be balanced with the fact that the institutions involved in Diversify have in the main been larger and national museums. There are complex reasons behind this such as the placements being offered in more remote or smaller communities not reflecting the cultural background of the Diversify participants and therefore making it hard for them to feel able to live and work effectively in that area. One stakeholder proposed that a way round this issue would be to provide participants with opportunities for a number of smaller placements which could cover both smaller and larger museums. This would give participants a real flavour of the challenges faced by smaller organisations as well as an advocacy role for the programme in the larger ones.

3.5 Positive Action: Learning from others
The Inspire Fellowship Programme which commenced in 2005 adopts an integrated approach to curatorial training, connecting the professional museum practices of the contemporary and visual arts sector with academic training. The Fellows are actively involved in the shaping as well as the delivery of the programme throughout and are expected to be competent and confident professional operators in the visual arts at the end of their two-year fellowship.

The training components provided by the Arts Council England are organised in two main strands: the Inspire Course and the Inspire Project Development Sessions.

Learning Logs were introduced in 2007 where the Supervisor identified the Fellows' responsibilities and assignments on a quarterly basis. The Fellow and the Supervisor are asked to jointly identify key learning objectives that are specific, measurable, realistic and achievable and linked to an action plan and evaluation timetable. All of this is tailored around the skills and knowledge that the Fellow is expected to gain as a result of the placement.

There are many similarities between the professional support services provided within the Inspire and Diversify programmes such as provision for mentoring and coaching, and attendance at external conferences. However the key difference is that the Inspire Fellows, although based at different institutions, have a shared learning and development experience which is managed centrally.

The quality of the Fellows' experiences vs. the experiences of Diversify participants whilst not directly comparable due to many factors: including funding structure; partner support; recruitment process; duration of placement; level of supervision; outcomes for end of placements; raised some lessons which may benefit the Diversify Scheme.

Recommendation 4
A more coherent structure for Diversify, along the lines of Inspire, with co-ordination on a regional basis, may provide the means of ensuring integration between individual and institutional needs.

4. IMPACT OF DIVERSIFY

This section looks at the experience of participants and host venues in terms of Diversify's recruitment and applications process, and the impact of the two training models within Diversify, focusing on the experiences of both participants and host venues. The following analysis is based on the responses of the17 Bursary Student and 33 Trainees who took part in the e-questionnaire.

4.1 Recruitment
Respondents to the questionnaire had the highest recall of promotion for the traineeships in the National press which was 33%, compared to other outlets or forms of targeted recruitment. They were asked to make suggestions for improving the availability of information on Diversify to potential applicants. Ideas ranged from targeting universities and individual museums to more grassroots avenues.

Figure 2: Recruitment
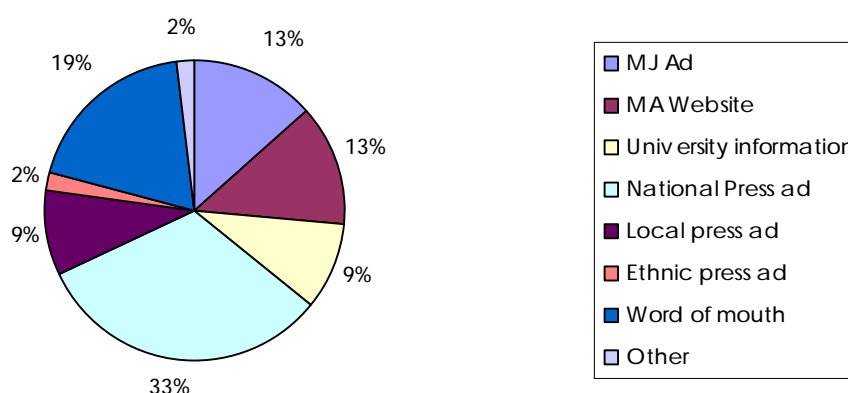
"Publicise the scheme at sixth form colleges when students are considering what to study at University, which will encourage more applicants upon graduation to the scheme. It will at least make them aware of the voluntary requirements or expectations before being able to apply for a job in the sector.
" (Focus group participant)

"Information available at local community centres, churches, temples etc'' (Participant)

"Online networks, such as BASA, Black Britain, Every Generation" (Participant)

"More articles in Black/Asian/Chinese etc. newspapers and on niche radio stations." (Participant)

Many of the suggestions raised by respondents were part of the Recommendations made in 2004. However respondents pointed out the opportunity of using links and networks that have emerged for on-going publicity such as *Facebook* and *LinkedIn*.

Recommendation 5
Use Social Networks and Online Education Journals to promote success stories through individual profiles.

4.2 Application Process
The overwhelming majority (92%) of the trainees felt that the application process was satisfactory. This indicates an improvement on the timelines from advertising to course / traineeship start dates that have been made over the past two years. The small percentage of respondents who had some level of dissatisfaction referenced the confusion between the requirements of the MA and Local Authority information and also the expectations of potential Diversify participants.

"If the scheme is really designed to get diverse and different applicants to the current workforce, I feel that the application process needs to consider that if a person applies, they may not have the museum knowledge yet to answer the interview questions. They may not have had the opportunity to work and understand the environment. It is difficult to [judge] just from an interview if someone is suitable, but a new approach and thinking should be valued."

Figure 3: Application process

8%

92%

- Application process satisfactory
- Application process not satisfactory
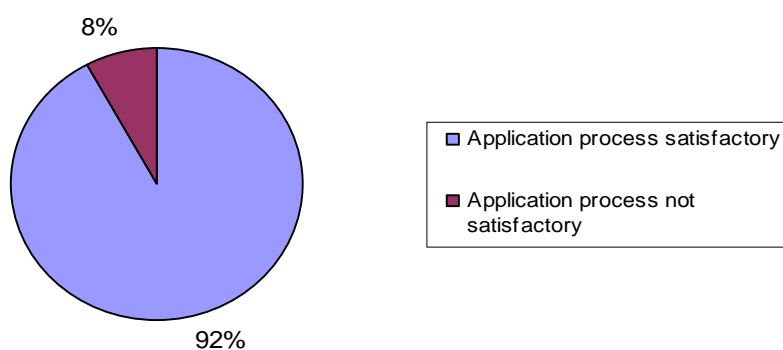
Most respondents felt that they have been given adequate opportunity to prepare from being awarded the bursary/ traineeship to starting it. There was no variation in the responses between Bursary Students or Trainees.

4.3 Satisfaction with training

As in 2004, respondents were asked to indicate whether their training needs had been met during their placement. This was broken across four main subject areas: Communications; Collections Management; Financial Management and Professional Development. The figures below give us an overall picture of levels of satisfaction. We have separated out the responses from Bursary students and Positive Action Trainees to see whether there are differences in levels of satisfaction depending on the path taken within the Diversify scheme by the participants.

Figures 4 and 5 describe the picture in terms of communications training in audiences, marketing, outreach and education. In both cases 29% of respondents believed their education training needs had been met; differences come with 35% of Bursary students feeling satisfied that their training needs in terms of audiences had been met with 27% of PATs feeling the same. 24% of Bursary students and 31% of PATs believed their outreach training needs had been met. There was less satisfaction with marketing training with 12% of Bursary students and 13% of PATs being satisfied that their needs had been met.
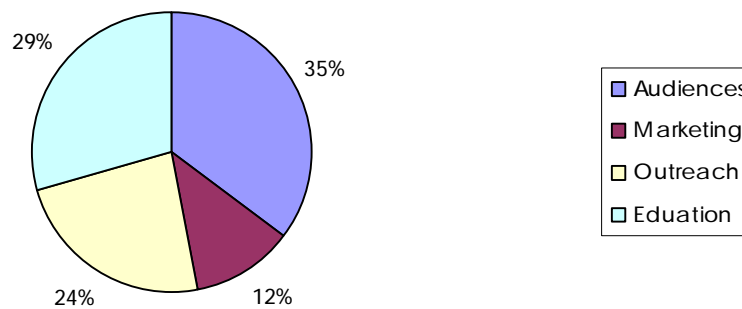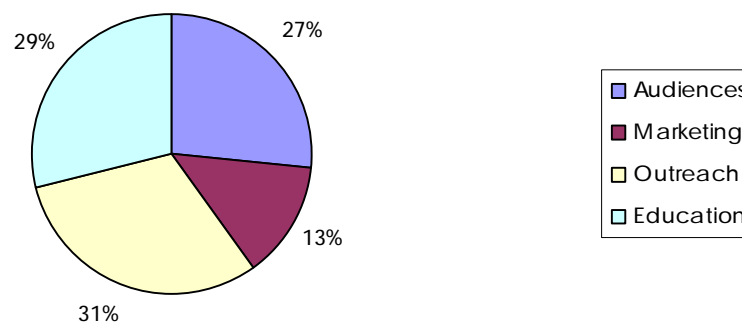
Figure 4:Communication needs met (Bursary students)

Figure 5:Communications needs met (PATs)

Satisfaction levels for collections management training are described in figures 6 and 7. They demonstrate that for Bursary students the highest levels of satisfaction with training are in research (28%) followed jointly by collections management and exhibitions (24%). For PATs the highest levels of satisfaction are in exhibitions (32%) followed jointly by collections management and research (25%). For both groups, as with the overall summary, the lowest levels of satisfaction are shown for training in publications. In terms of financial management Bursary students felt they gaining most training through staff meetings (57%) or Management team meetings (43%), none of the Bursary respondents felt they had received any training specific to either budgeting or expenditure. Of the PAT respondents 44% felt they had gained most of the financial management training through staff meetings with 22% saying that they were satisfied with the training they had received in this area from Management Team meetings. Only 17% of PAT respondents stated that they were satisfied with the budgeting and expenditure training they had received during their traineeship.

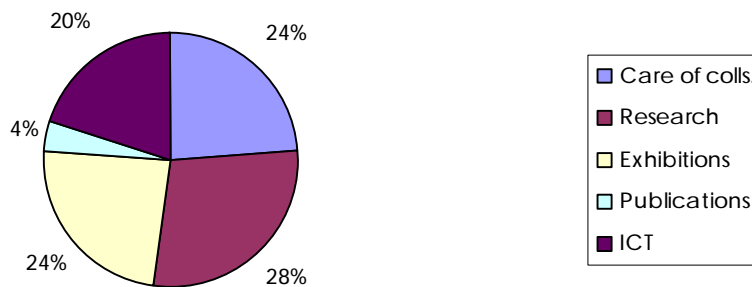figure 6: Collections Management needs met (Bursary students)

🟦	Care of colls.
🟥	Research
⬜	Exhibitions
⬜	Publications
🟪	ICT

Figure 7: Collections management needs met (PATs)

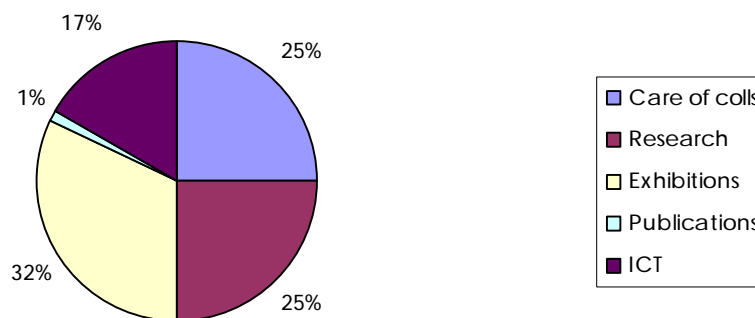|	
🟦	Care of colls
🟥	Research
⬜	Exhibitions
⬜	Publications
🟪	ICT

Figure 8 demonstrates reasonable levels of satisfaction with professional development needs whether networking (32%), training (31%) or through conferences (37%) for all participants in the scheme. This is clearly an important area for Diversify, one which has seen improvement since the 2004 evaluations and must be maintained and increased (see section 6). If we separate out the responses by Bursary students and PATs we see that 33% of Bursary students were satisfied with the professional development opportunities they had received through networking; conferences and training. For PATs we see a slight variation in that 37% believed that conferences had been satisfactory for their professional development needs with 32% saying they had been satisfied with networking opportunities for professional development and 31% with training opportunities.

Figure 8: Professional development
needs met

32%

37%

31%

■ Networking needs met
■ Training needs met
□ Conferences needs met
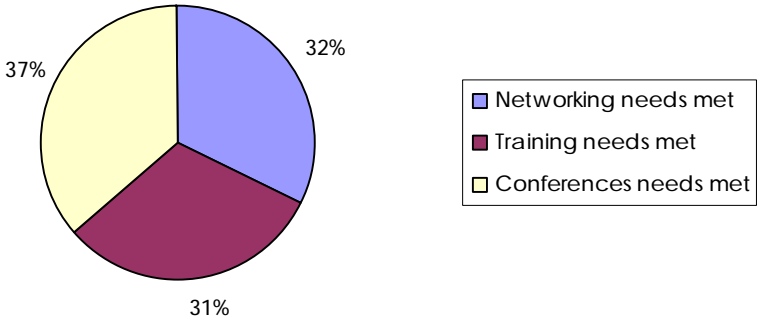
4.4 Other Training Needs

The challenge for the MA lies with being able to encourage deeper commitment from the host venue through a greater understanding of the impact of the learning and development experience that they have been charged with. There is scope to continue work to help the trainees get more out their placements with a greater focus on working ahead of time with the individual supervisors. Options for consideration should include ensuring that supervisors within host organisations are prepared for the level of commitment that is part of managing a Diversify trainee and more aware of the range of training required. This issue is picked up again within Recommendation 10.

5. LEARNING AND DEVELOPMENT

Key statements made by trainees during telephone interviews and the focus group meetings signal the enthusiasm and recognition of the impact of the training on their professional and career development:

"The opportunity is immense: we get to develop ourselves at such an amazing speed compared to others in the profession"

"It is a great opportunity to develop a lot of transferable skills which is useful in terms of career opportunities"

"I particularly value the combination of academic as well as vocational/ practical training"

"It is not just about skills, it is about confidence" (Participant)

There were however some experiences that should not be repeated:

"One of the trainees I know spent a month working in security; they did not know what they were supposed to do." (Participant)

One of the key messages permeating the responses of both past and present participants, including the reactions from supervisors, focuses around the ability of the Diversify programme to deliver a sustained quality learning and development experience. The continued emphasis on improving and increasing training provision, support, workshops, the ability to make new links and access networks via many different channels came across during interviews and underscores the review.

5.1 Aligning university course content

The research demonstrates that there is an enriching opportunity for the MA to work with course providers and museums around increasing understanding on cultural issues connected with the University courses. There might be an increasing role for the MA to act as a catalyst and support agency to promote the benefits of improving the quality of the learning.

Recommendation 6
For the MA to work closely with course providers demonstrating the benefits of adapting course content to meet the changing needs of the museum sector in the area of cultural and social inclusion.

This is an important recommendation as the collective knowledge and experiences of changes in the academic and museum workplace inevitably have not kept abreast with socio-economic market forces.

Linked to this is the broader issue around the fabric of museums, the permanent collections and the nature of their content. As museums attract new cultures into the workforce, locating and interacting with audiences from diverse communities then the desire to access a broader range of interpretations from a myriad of cultural perspectives seems to be an essential outcome. As museums have commenced the journey around re-imagining their collections, the MA can use the Diversify platform to influence university courses that are a part of the offerings to trainees and bursary students. As one respondent puts it:

"My MA badly lacks an understanding of cultural issues relating to diversify issues: the course is very Euro/Anglo-centric with no opportunity for a cross-cultural dialogue, and lecturers show no understanding or interest in the material culture/museology of cultures other than their own. This should be a pre-requisite to running a university course in which non-Europeans participate." (Participant)

5.2 The role of host venues and supervisors

The lack of commitment and support by the whole organisation was identified as a weakness by participants as well as stakeholders. On occasion only one person within the organisation was really committed but had not articulated the rationale for the placement and there was resistance from other colleagues.

"There were some barriers in that 'Look at him: he gets to work in all these fantastic jobs, whereas we are departmentalised, I would like to do that'." (Host venue)

Recommendation 7
For the host venue to work closely together with the trainee to raise awareness all the time about why this person is working on all these different jobs; it is because they are a trainee - and they can provide a positive contribution to the project rather than being a threat.

The research found that both the role and the choice of the supervisor are critical. The key issue about learning and development delivery may not lie with the Diversify scheme if there is an inherent structural issue about how training supervision is deployed with the institutions. To ask curators to undertake an additional supervisory task to manage a trainee was not always thought through to the practicalities. Their role requires a commitment much more at a personal level, rather than an institutional one. They had to make it work: *"Under pressure, time and man-management at all times"*. (Host venue)

"The supervisors are not supported enough and I think this thing about giving and taking is a basic human thing. They are seeing people who are getting quite a lot in their view…My ideal dream would be that you are offering two things: you are offering a placement to a potential curator/museum professional and then you are offering something to the supervisor: leadership development, for example." (Stakeholder)
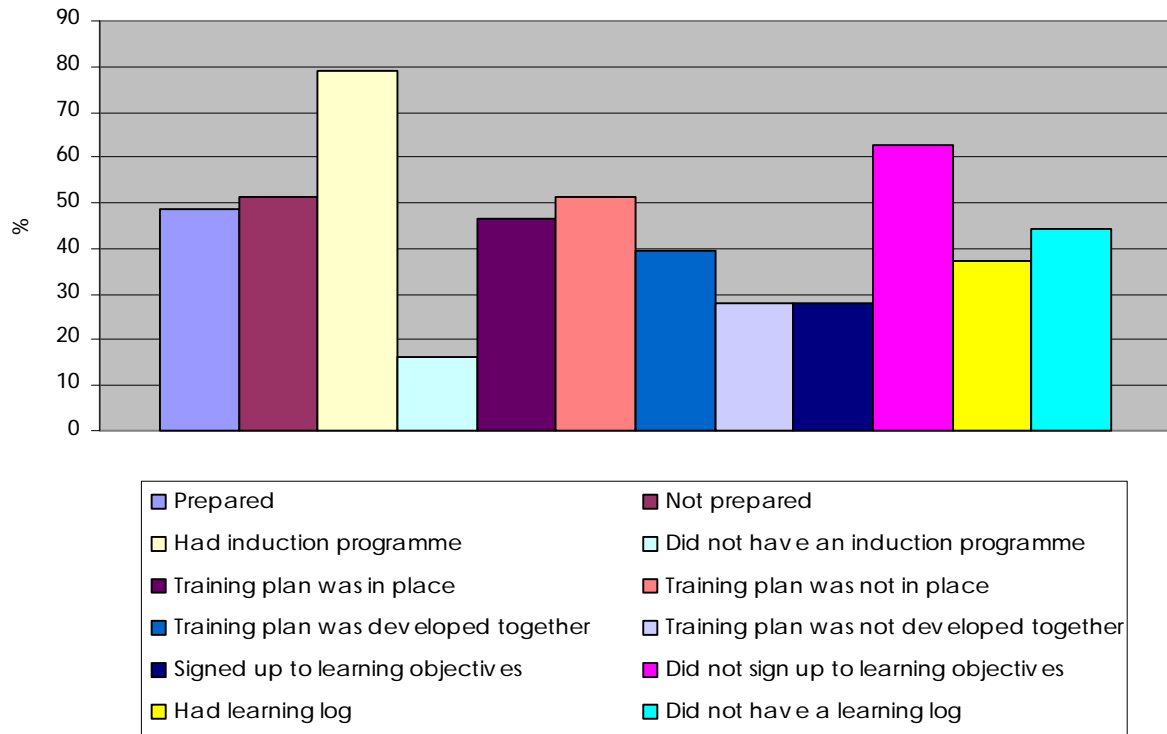
The MA could build up the appeal of Diversify supervision by forming associated links with organisations like the Cultural Leadership Programme or Clore Duffield. Individuals who agree to be supervisors would then acquire not only kudos and improvements to their c.v., but also gain from leadership development and peer-learning tools such as action learning sets with other supervisors. The cross-fertilisation of ideas, sharing goals and collaborative working may become more attractive to supervisors and give a solid professional development benefit not only to the supervisors but also to their organisations as they become more effective managers.

Recommendation 8
Supervisors would benefit greatly from being offered leadership development opportunities. These could be provided through partnership arrangements with existing leadership programmes with the clear objective of delivering professional development benefits to the supervisors and to their organisations.

In the short-term traineeships or placements do have a limited influence on the larger organisations as a whole, particularly if workplace diversity is marginalised, the supervisor goes largely unsupported and with the position of the trainee is misunderstood among colleagues. Figure 11 (over page) demonstrates the preparedness of the institution to host a trainee where 51% of respondents felt the host organisation was not suitably prepared for their arrival, although this is balanced by 79% of hosts having had an induction programme in place for the trainee.

Figure 9: Host venue preparedness

Legend:
- Prepared
- Not prepared
- Had induction programme
- Did not have an induction programme
- Training plan was in place
- Training plan was not in place
- Training plan was developed together
- Training plan was not developed together
- Signed up to learning objectives
- Did not sign up to learning objectives
- Had learning log
- Did not have a learning log

The more recent participants revealed that a high level support from the MA has impacted on the quality of the learning and development not only for the participant, but also for the supervisor. As figure 10 reveals 85% of respondents rated the quality of support from the MA during training as either good (19%), very good (23%) or excellent (43%).

Figure 10: Quality of support from MA during training
(1 excellent - 5 poor)

Legend:
- MA1
- MA2
- MA3
- MA4
- MA5
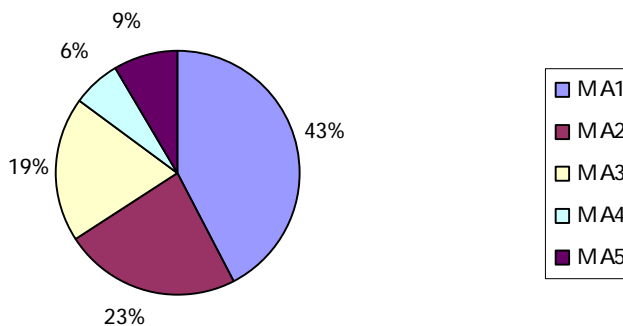
5.3 Impact of hosting a traineeship or bursary placement
As we have demonstrated it is an important commitment to host a traineeship or bursary placement, and the value in this needs to be communicated.

"Just by having the trainee in the museum, it does raise awareness about diversity issues and even though there might not be any policies in place I think it actually raises people's awareness because they talk to the trainees and find out why they are there and what Diversify is all about." (Host venue)

"The positive aspects of it are that as the person develops they have the potential to become a very valued member of staff. As different projects and initiatives came up their different kind of skills and interests tap into those projects so we ended with a really flexible, charismatic, useful member of staff." (Museum manager)

These comments are given in the context of our research findings which show a relatively high level of satisfaction with the host organisation as shown in figure 11 where 86% of respondents believe their host institution provided either a good (21%), a very good (28%) or an excellent (37%) level of support, and an improvement on satisfaction levels since the last evaluation in 2004.

Figure 11: Quality of support from host venues during training (1 excellent - 5 poor)
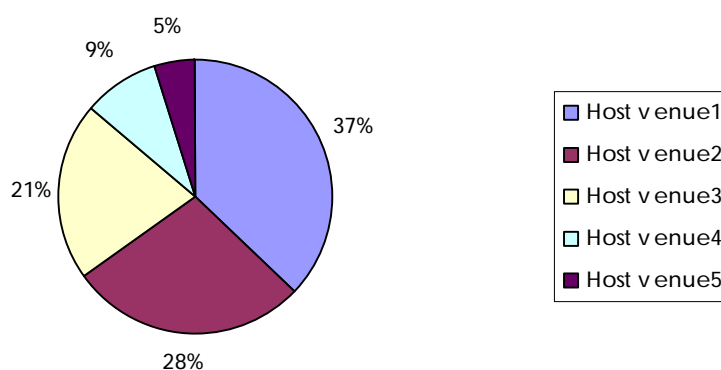
5.4 Support for host venues
The excellent advances made in the past three years with the introduction of the Diversify toolkit, and availability of professional development courses; conferences; and access to the AMA have been welcomed by the majority of respondents to the questionnaire. They also provide significant benefits to the host venues which can use these as the back-bone of the training they provide to the Diversify participant. However, we have found that the uptake for certain elements of the professional development package is relatively low. For example we see in figure 12 that only 13% of respondents have signed up for the AMA, however, the fact that 84% of respondents said that they would sign up for it in the future (figure 13) demonstrates the kind of subtle but important changes that have occurred since the professional development package was put in place (see also Professional Development Support on page 27).

The Diversify Toolkit was cited as an innovation by both hosts and participants. Surprisingly this useful resource was not always used by hosts from the outset in the pre-planning stages. For example one current Diversify participant noted that she had to inform her supervisor that there was a toolkit which would provide a framework to manage the traineeship.

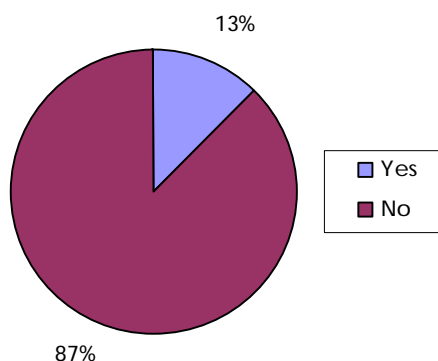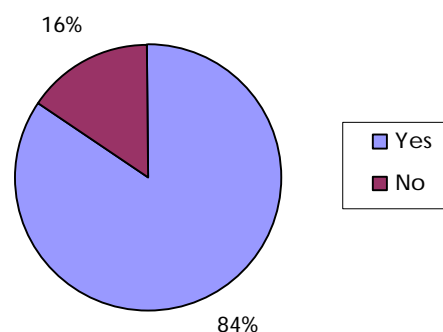Figure 12: Signed up for Associateship
of AMA

13%

87%

Yes
No

Figure 13: Will sign up for AMA
in the future

16%

84%

Yes
No

The improved framework of support for the individual has ensured a strengthening of the new and potential benefits to the trainee/bursary student and an added impact on the institution's ability to deliver a more meaningful placement; however measures need to be taken to ensure continued success.

Recommendation 9
There is a desire to impose a contractual obligation on the host organisations to provide minimum service levels for training by appointing a supervisor and a lead champion to ensure that the process is integrated throughout the organisation.

Work must be developed within the context of learning objectives and the trainee and supervisor must work together to set up a training/development plan. This must be an established ground rule for becoming a host organisation.

Steps must also be taken to improve the supervisor recruitment process to ensure that those supervising are committed to developing an appropriate learning environment for the trainee and advocating the scheme, and workforce diversity, to the whole institution. It is recommended that the MA work towards developing templates or profiles for the supervisor role with a person specification and role and responsibilities clearly defined. This could be tied to a learning package for supervisors delivered before they take on their supervisory role. It must be ensured that Diversify supervisors have expressed a strong interest to learn and develop their own management/ leadership or training facilitation skills before the host organisation can be enrolled.

These actions will support the supervisor, the host organisation and the individual trainee to develop on their workforce development objectives.

 "When a trainee is placed in a museum/or series of museums they need to have someone working closely with them, to ensure they get the best kind of experience". (Host venue)

Several Recommendations are important in the support provided to and by host organisations. An engaged and motivated supervisor commented:

"I am not senior management, I am middle manager and that worked quite well because it meant I could work with our trainee very closely, I was his line manager, I had the support of senior managers when I needed it and I knew that there were no barriers. There was somebody like me on the ground to facilitate the different projects and our trainee might go off and work for other people but he would always have a base back here." (Host venue)

5.5 Impact of Diversify from the Course Providers Perspective
Course providers highlighted three areas where Diversify had had an impact: on the professional development course tutor; as a catalyst for discussions about workforce diversity issues; and as a reminder of the broader diversity agenda.

"It has been a huge amount of my personal professional development to be part of the scheme as I learned a lot from my interaction with trainees as well as from having been plugged into what turned into a very big scheme, working with the MA and seeing how that connects with the DCMS, and other agendas." (Course provider)

"The Diversify agenda has become part of course discussions, which can be quite challenging for some white British students who feel that Diversify students are in privileged position. Therefore discussions about workforce diversity are very important, as are discussions about issues of gender, age, class." (Course provider)

"Although in general Diversify students don't have a specific impact on university group dynamics - having gone through the British educational system they are very similar to other British students, the scheme is a very good reminder of the broader diversity agenda and how we have difficulty recruiting for our own MA." (Course provider)

5.6 What makes Diversify participants succeed?
In telephone interviews Hopkins Van Mil and Medar Pysden consulted 15 past and current participants on the question of what makes participants succeed. Key factors to success were expressed as varying from sheer enthusiasm: *"Because I really wanted it"* to the ability to cope with academic work: *"I had done an MA already, therefore academic work[was] not too taxing"* and the need for good time management skills including planning for contingencies.

The two ex-bursary students we interviewed mentioned determination: *"Working full time and having a bursary is taking up a lot of your time, using up all holidays and is driving your lifestyle.* One bursary student identified financial security as a result of being a distant learner and part-time worker as a positive incentive: *"The combination of being a distant learner and in part-time museum job (3 days a week) allowed for enough time to do both well, as well as having an income and no financial worries".*

Analysis of the questionnaires sent out to all past and current participants and bursary students highlighted that support from host venues (25%), as well as the MA (22%) are key factors in success. Contact with other Diversify participants ranked high as well (20%), as did the quality of the training course (21%). Only 8% of the respondents mentioned contact with a mentor as important, which demonstrates that here is scope for improvement (see Recommendation 11). Figure 14 summarises the questionnaire respondents' views on keys to success.

Figure 14: Keys to success
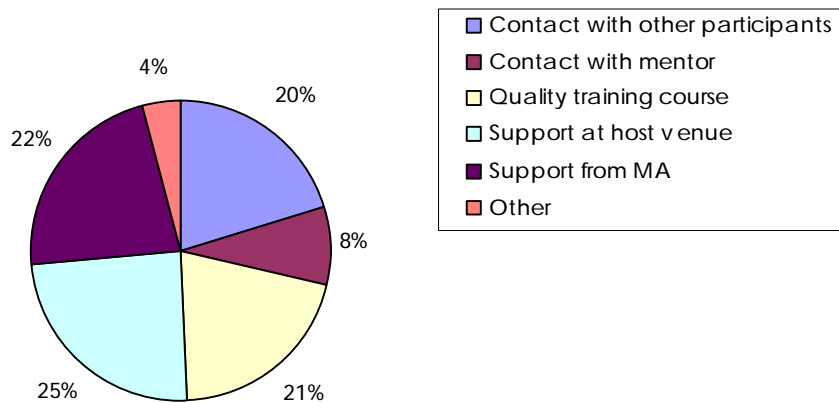
In one of the focus group sessions a former participant said *"It's not just about skills, it's about confidence"*. This relates to statements by 40% of the participants consulted in telephone interviews who identified being taken seriously as an important drive:

"The fact that the organisation I worked for thought I was worth investing in"

"Considered as a colleague not as trainee"

"Host organisation tuned into my needs"

This demonstrates how important it is that the learning and development experience is well thought through and catered for by all parties involved.

6. SUPPORT AND PROFESSIONAL DEVELOPMENT

This section assesses the Support and Professional development opportunities on offer to Diversify participants. Overall the experience of the most recent participants was positive with an overwhelming response to the learning experience and opportunity to further a career of their choice. The feedback indicates that improvements made have been acknowledged as part participants did not have access to as many tools, courses and skills development support compared to current cohorts

Respondents were asked to evaluate the quality of support they received prior to undertaking their University/training and this was broken down by the effectiveness of the relationship with the forms of support, namely, the MA, Mentor, Supervisor at the Host venue; Course Tutors or other people or groups. Most respondents felt that they had received good support and tended to turn to their course tutor once they were in the midst of applying. The picture changes little once Diversify is underway with participants turning equally to the MA and Course Tutors for support and with 43% of respondents finding that support to be excellent. There was an even greater reliance on the Museums Association once the training was over with 47% of trainees finding the support excellent. The pattern that emerges with mentor support is interesting in that there is a peak in the perceived value of a mentor during training which falls off sharply once the training is finished. This is explored further in paragraph 6.4.

6.1 Museums Association Support
As has been seen in previous graphs, there was an escalation of good feedback about the MA's service levels and quality of support from the pre-training (44% excellent/very good) to 66% during training (see figure 10) and rising to 70% post training.

Some quotes:

 "Lucy! She's always there, great at keeping us in the loop and up to date whenever opportunities arise" (Participant)

"The MA as organisation: 'really nice bunch of people who are believing in us" (Participant)

The main issue with the level of support as perceived by some stakeholders is that it means that host organisations and others in the sector do not need to take the issue of workforce diversity seriously as they feel that the MA is doing the job for them.
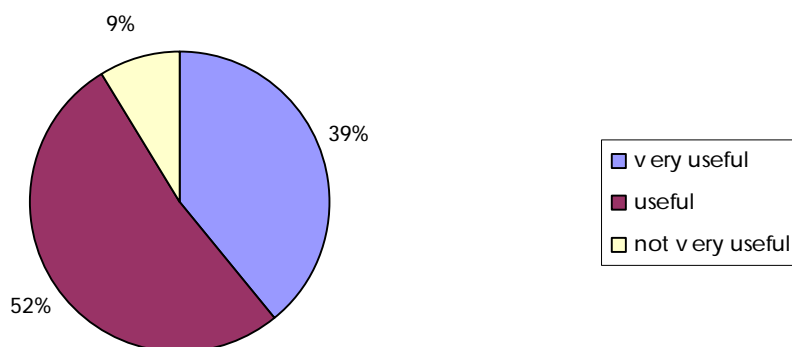
6.2 Host Venues Support
There was a similar narrative regarding the host venues: pre-training 51% excellent/very good to 65% during training and, as one might expect once the placements had been completed dropping to 48% for post training.

49% of respondents stated that they felt that the venue had made adequate preparations before their arrival, with 51% saying that their venues were not ready (see figure 9). The majority had an induction programme (79%) and almost half indicated that a training plan was in place, but 51% said that there was no plan available for review, although 40% developed a training plan with their host venue once in place.

Host venue support has been explored in section 5, however, it is worth emphasising that the lack of training plans and learning logs is an issue for development for the host venues. Two thirds of the participants did not sign up to learning objectives and of this group 57% believed that this would have been a very useful mechanism. Overwhelmingly these 92% respondents said that the learning log tool would have been very useful/useful in supporting their placements – and these were all respondents who undertook their placements post 2004 (figure 15).

Figure 15: Would a learning log have been useful?

9%

39%

52%

- very useful
- useful
- not very useful

6.3 Course Tutors

Support from tutors did rate as highly as the support from the MA and the host venues: pre-training (45% excellent/very good) to 62% during training and falling to 56% post training.

6.4 Mentors

As few participants had exposure to working with a mentor the penetration figures are lower with only one third in a formal relationship. 26% thought that pre-training support by their mentor was either excellent or very good; a percentage which rose to 45% during training, levelling off to 40% post training. In fact one could question whether the level of awareness of the accessibility of a mentor is demonstrated by the fact that nearly half of the respondent marked the quality of support pre-training support at its lower score of "poor".

Once engaged in a mentor relationship 41% percent thought this was very useful ("useful" also 41%):

"The most helpful aspect of the mentor was the advice she offered. I approached my mentor for advice on choosing my host venue, I discussed my dissertation with her, and often when I was at conferences or training days it was nice to see someone I knew and someone who would introduce me to others." (Participant)

"I was able to confide in my mentor, I could share ideas and issues with her because she gave me some good guidance when I needed it." (Participant)

"They drew my attention to the responsibilities of my host venue that I was unaware of. They also enabled me to speak freely about my concerns." (Participant)

"I found I could approach my supervisor about issues easier than talking to other work colleagues." (Participant)

Almost 20% did not see the value in the mentor relationship. And some people indicated they needed a push to make it happen:

"Didn't get round to setting one up—and felt a bit odd to ask someone I had never met." (Participant)

"You just don't get around to it because you don't know who to choose from the list and what this person will be like" (Participant)

"I wouldn't have minded to have been assigned a mentor who would then have contacted me to introduce him/ herself taking it from there." (Participant)

It is valuable to note that whilst only 32% of questionnaire respondents had a mentor whilst on the scheme, 84% expressed an interest in becoming a mentor for someone else in the future (figures 16 and 17). Again these are part of the subtle but important changes in the scheme post 2004 which will bear fruit in the longer-term as more Diversify participants become active members of the museum profession.

"I can put it in my applications / on my CV as an example of managing / supporting people" (Participant)

Figure 16: Did you have a mentor whilst on the scheme?
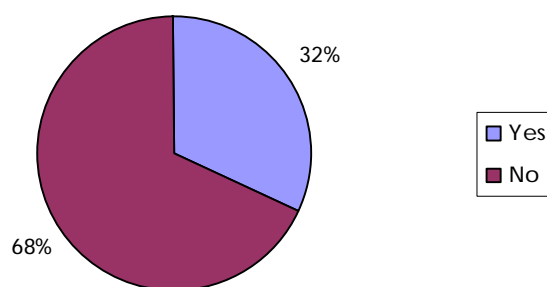
Figure 17: Would you like to be a mentor in the future?
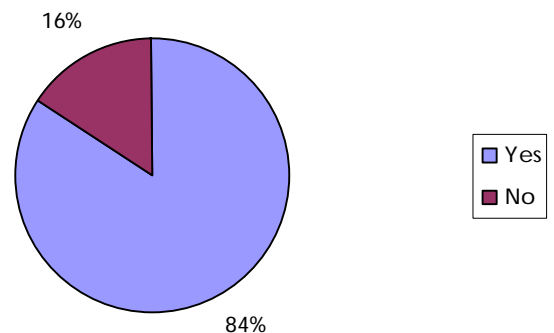
That being the case it is also possible to ensure that participants are assigned a museum professional as a mentor without them necessarily having been a Diversify participant themselves,

"I don't need coaching from someone who's gone through the same experience, I would have benefited from coaching from a professional in the sector" (Participant)

Recommendation 11
The Diversify scheme should take a much more integrated and organised approach to using mentors for Diversify participants. Mentors should be assigned to mentees instead of leaving it up to PATs/ Bursary Students themselves; non-Diversify mentors (MA mentors) should be available for the scheme; and the benefits of mentor relationships should be promoted to demonstrate what people gain by being a mentor and having access to professional experience if you are a mentee.

6.5 AMA
84% respondents did consider that working towards an Associateship of the Museums Association was useful and would sign up in the future. However, there was great resistance to people signing up for the scheme, even with the offer of the first year's subscription for free. Only 13% of respondents had taken up the offer. The key barriers were expressed as:

"I did sign up and attended a couple of meetings but later deregistered as I found it too rigid. It also becomes a little 'CV' centric and didn't seem to encourage people to just enjoy learning for the joy of it…They never really explained the benefits of having an AMA either." (Participant)

"Too expensive - no proof it is actually useful - don't see the point!" (Participant)
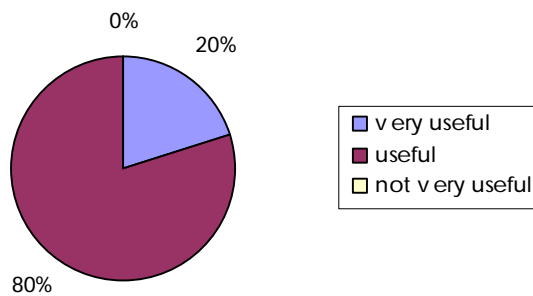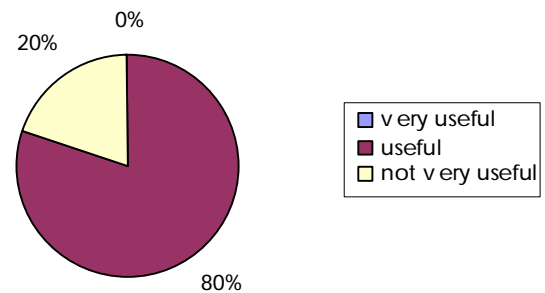
Figure 18: Value of AMA for networking

Figure 19: Value of AMA for professional development

"Because I have chosen to take an academic route with my training." (Participant)

Although working towards an AMA had been under utilised, and few responded to this section of the questionnaire, of those that did 80% found the scheme useful as a networking and professional development tool (figures 18 and 19). It is clear that the benefits of the AMA are not fully appreciated by the Diversify participants and the cost versus value has become a barrier.

Recommendation 12
It would be relatively simple for the MA to articulate more effectively the benefits of the AMA to Diversify participants, ensuring that cost is not a perceived barrier. An analysis of benefits targeting the needs of those from culturally diverse backgrounds would be a first step in this process.

6.6 MA conference
Attendance at the MA conference was largely viewed as a positive benefit to trainees, although it was expressed during a focus group that Diversify participants were not integrated into the main caucus.

The survey found that attendance to the annual MA conference was largely viewed as highly beneficial and 80% of those who had not previously attended had heard about the benefits of networking, opportunities for professional development and would take up the opportunity.

Attendance at the conference was valued as being "very useful" for networking (47%) with only 6% stating that the event was not useful at all. However comparatively, the conference was viewed more highly as a good opportunity for professional development (60%) – see figure 20 over page.

"Personally I think attendance to conferences is good because you can network with other professionals in the sector beyond Diversify participants." (Participant)

"My very first MA Conference was just so scary, I was one of the few people of colour and it was really daunting. Now it is a lot better, however we tend to stick together very much because we value each others support." (Participant)

Figure 20: Value of MA Conference for professional
development

5%

35%

60%

☐ v ery useful
☐ useful
☐ not v ery useful
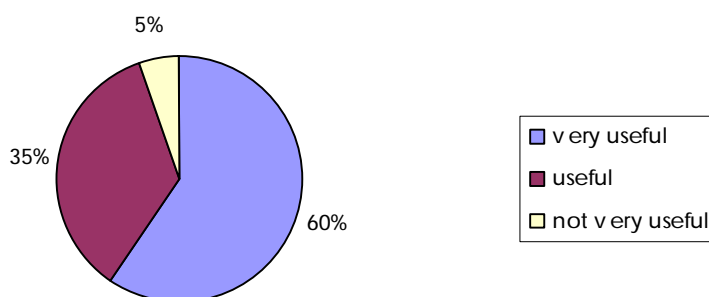
Within the focus groups it came to light that some supervisors had never had the opportunity to attend the MA conference themselves as it was often their line managers who could claim expenses to pay for a delegate place. This is a potential source of tension the MA may want to bear in mind.

Recommendation 13
A place at conference could be part of the formal professional development package for Diversify supervisors (see Recommendation 9). Provision should be made for supervisors and their trainees to have a session at conference other than under the workforce diversity umbrella. They could present on a leadership or management issue, or on a project they have worked on together. Running a session has two main purposes for those that do it – to highlight an area of work on which they have been working; and / or to promote the status of those running the session in the museum profession, demonstrating their skills and value to the sector, not simply as a champion for diversity issues.

6.7 One-day Events
The one-day MA events were well attended (70%) and 12 out of 33 respondents felt that it was very useful for networking. The most common reason for non-attendance was *"busy with work / university"*. The professional development benefits were regarded highly with over 50% stating that they found the one-day events "very useful". However one respondent made the point that they resented as being pigeon-holed – *"being classed as one of those Diversify people"*.

6.8 Professional and personal development days.
The professional and personal development days met with mixed response although attended by 67% of the respondents. These days were not necessarily regarded as being the best place for networking with 23% checking the "very useful" box and the majority (70%) indicating that these professional development days were somewhat useful.

"I would like a stronger negative box to tick here. This event had an overtly 'American' feel which I did not warm to at all, and in fact made racial differences into a negative as oppose to a positive thing. To be honest, it put me off the Diversify scheme itself, and I have not attended any events since." (Participant)

"I found the soft skills workshop quite cathartic" (Participant)

"Changed my attitude and behaviour and understanding of issues that we encounter in our training." (Participant)

"Always excellent speakers on the panel".

The survey asked the respondents to make suggestions on topics that would be most helpful and several areas were identified (see appendix page 4 for the full list). Chief among the subjects dealt with a greater focus on content directly relating to museum work: curating, handling collections,

managing exhibitions and topics that are not handled by the university courses. However some of the respondents expressed the need to have more support around conflict resolution, and in particular how to respond when *"people question the scheme, your integrity for being part of the scheme. This would be useful pre-training"*.

6.9 Diversify Review Days
The value of review days was marked with 84% respondents having attended and indicating that the networking opportunity was a strong reason to attend (59%):

"Good to have opportunity to meet and speak with other participants - the SE regional network has not materialised yet, so this was a great chance to talk to other people in the same situation as me." (Participant)

Other benefits included the platforms to share issues and concerns about the placements and the Diversify scheme: "Discussions around the positive action traineeship programme made us more positive about our contributions to the profession and helped me in particular to stay focused." (Participant)

The Review Days clearly have an inspirational element:

"Even if I don't always get much out it in terms of professional development, I always go home thinking 'I can do it'. Good for boosting you self confidence and stretching your abilities." (Participant)

6.10 Other MA professional development tools
Access to the Museums Association year book was recognised as being generally very useful (39%) with a good uptake (76%) for the annual membership to the join the MA.   Figures 21 and 22 demonstrate how useful respondents find their subscription to the Museums Journal and Museum Practice.

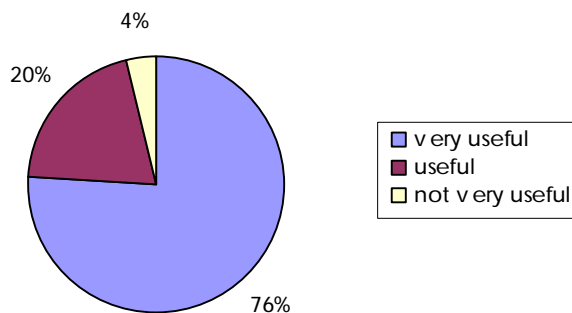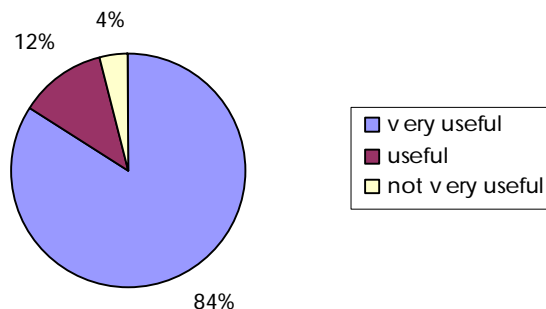Figure 21: Use of Museum Practice

Figure 22: Use of Museums Journal

6.11 Summary of other professional development and networking events attended
On the whole Diversify participants seem to have a keen appetite for management and leadership training as demonstrated in figure 23. 21% of respondents attended the Cultural Leadership Development Days from the Arts Councils' Powerbrokers programme. A similar number (18%) participated in MLA's Leading Archives and Museum Programme (Future Leaders). The Group for Education in Museums (GEM) is an appealing option for 11% of the respondents. None of the respondents had attended ICOM UK events. Other forms of professional development, academic conferences or museum gallery events attended by Diversify participants included those from the Arts Marketing Association, Birmingham Futures, Arts Council England's Inspire Curators Network, and UK Registrars Group events.

Figure: 23

Professional development & networking events attended
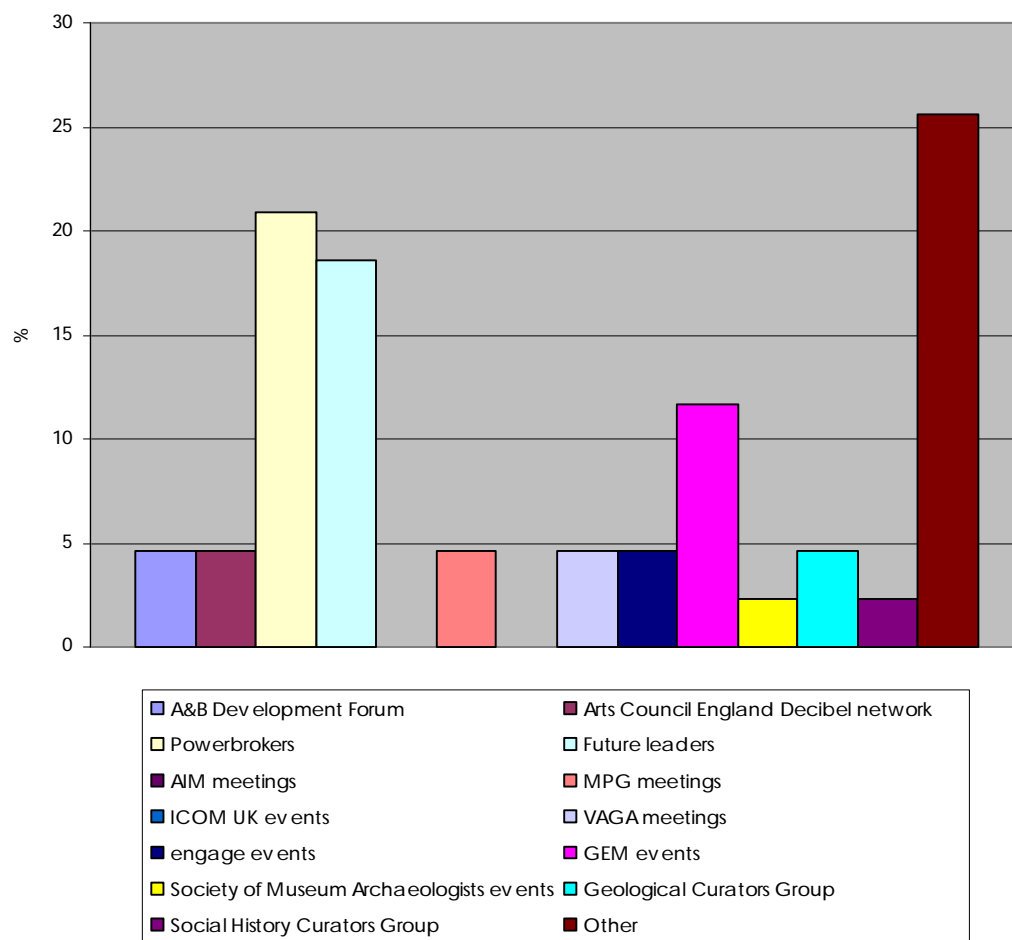
6.12 Networking
There is no doubt that the trainees benefited by the various meetings, training days, conferences and used them as an opportunity to develop links and to bond with fellow Diversify colleagues. However there was a sense of isolation for the bursary students, who in part due to the nature of their programme were not able to access as many of the networking opportunities. The impact of networking has been important on the quality of the training experience and in some cases it has been a lifeline.

When asked if they would be willing to take part in Diversify Regional Networks with the rationale that they would be established for the purpose to provide participants peer support and recognition and support individuals whilst they are at different stages in their training or careers, 83% said that they would be willing.

Recommendation 14
There is a clear need for the MA, supervisors and mentors to advocate the learning and development value of networks. Some delegates admitted that if it hadn't been for the support and signposting of the MA they would have never considered joining a new group.

6.13 Barriers to attending events
Although there were several opportunities to attend events, there was still the issue of a lack of time for networking and professional development, particularly for bursary students. This is an opportunity for the scheme to develop both regional networks and electronic methods of communication.

"As a bursary student you're out in a limb. You're so busy and you hardly have any contact with other students." (Participant)

Or:

"Leicester's e-list doesn't work for a Diversify bursary student: you just don't want to get any emails that are not really relevant to you – no time!." (Participant)

The regional spread of participants is an issue too:

"It's hard to go down to all the events and regional network not really off the ground yet" (Participant)

82% of respondents would be interested in participating in some form of electronic discussion group (figure 24). When asked how this would work best 61% agreed that it should be in a forum hosted on the MA's website with 21% stating an email list hosted by the MA. Interestingly only 10% agreed with an electronic network using an existing social network such as *Facebook* or *LinkedIn* which is slightly different from the participants in the two focus groups who suggested these tools for promoting, and exchanging information on, Diversify.

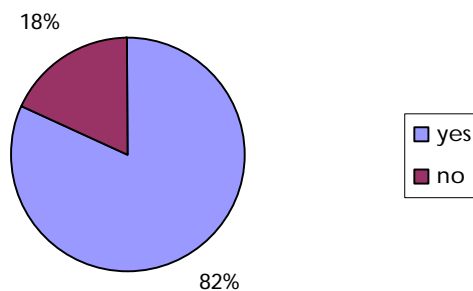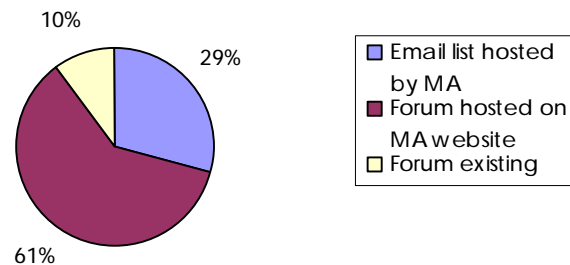Figure 24: Would like to participate in a e-discussion group

Figure 25: How would an electronic discussion group work best?

18%

82%

- yes
- no

10%

29%

61%

- Email list hosted by MA
- Forum hosted on MA website
- Forum existing

Recommendation 15
It would be useful if a regional study set was developed based on action-learning principles which could then provide a network structure for bursary students to tap into. The MA could also look at supporting/signposting on-line social platforms for Diversify participants, which is working well at several universities even post qualification:

"Facebook, as you can post events on it and have individual conversations, only select users are invited. My university class mates have used it through their placements and its kept us all in touch and it has also helped us answer questions we don't feel we can ask colleagues." (Participant)

7. DEVELOPING A DIVERSE WORKFORCE

7.1 Image of the sector

The focus group provided reasons as to why black and ethnic minorities were not attracted to museums. In particular they referred to the key concern that the sector potentially did not offer financially viable career paths, compared to other professions, such as medicine, accountancy / financial or legal services. Family preferences also mean that the choice to work in a museum will be unsupported as the lack of understanding of the work and the levels of academic achievement needed to access a museum job is not valued highly by many culturally diverse groups relative to standard professional careers.

"My sister gets respect being a barrister because their family know that is one of the harder routes to get into and there is some respect attached to it." (Participant)

"My dad would never ever encourage me to work in the museums" (Participant)

7.2 Impact of Diversify

Although Diversify has brought 70 new people into the museum sector since 1998 several respondents believed that the impact of this group on the sector is restricted. Diversify's focus on ethnicity was cited as being essential, but there was the growing sense that times were moving forward and the issues around other excluded groups, (from lower socio-economic backgrounds; people with disabilities) had to be considered along side the support for BME groups. A radical suggestion was made by a respondent who thought that selection for Diversify should be limited to individuals who would go on to make *"a positive difference to the sector"*. This is an interesting point of discussion, but could limit the dynamism of the scheme and potentially damage the aims of workforce diversity. Yet respondents were beginning to feel that Diversify had turned itself into a club, with a concentration of internal networks within itself.

"Diversify has become a new old boys' network. It's very class bound"
Focus group participant." (Participant)

"Diversify has limited impact in numbers. Good for raising debate but is not the only answer to why the profession only attracts white middle class people." (Participant)

Concerns were expressed by focus group participants over the impact of the Diversify placements as the task was deemed to be challenging given the rate of change within museums and the sector in general. Explicit comments were made at the outset of the group sessions:

"That a diverse workforce will not bring about change at all levels of the museum sector" (Participant)

"However good the MA Diversity scheme is or becomes, it might still fail to change overall workforce diversity." (Participant)

The focus groups concentrated part of their discussions on the issue that the MA should continue to focus their efforts around identifying solutions that work within the sector and felt that the challenge was one which involved many different partners.
While Diversify has worked toward supporting the career development of individuals and supporting the sector, the fear is that the ability of a single placement is not strong or far-reaching enough to change hearts and minds unless there is a genuine cultural shift.

Knowing that Diversify was designed originally to be phased out as organisations would begin to lead and take control of setting their own agendas with potential strategic objectives made it all the more imperative that efforts had to be made to attract people at an earlier stage in the education/career development timeline.

However one focus group participant stated (and this was echoed among other members) that their fear was that there will nearly always be a need to keep positive action schemes running:

"Parachuting people into organisations will continue without a long-term strategy outlining the reasoning behind it." (Participant)

There was an expectation that times were changing, but that at best it was patchy:

"Even though we have an advisory committee that is very diverse the actual staff team delivering that programme are all white. To me that is a weakness in that programme. Yes we have individual staff and there are various people who are changing that but it would be such a different project if there were different people on that team." (Participant Museum Manager)

7.3 Outreach to schools and career services

The opportunity for the MA to increase its leadership role in the diversity arena was debated by participants. It was noted that there is a need for Diversify partners to forge links with a wider group of stakeholders who share the vision of increased participation in the museum sector from the early stages of engagement through to the moment new recruits enter the workforce.

Virtuous Circle:
Diversify's Potential Spheres of Impact

Feedback from the focus groups indicated that much more could be done to prepare the ground for increasing opportunities for black and ethnic minority people to work in museums. As evidenced by research conducted in 2005[3] museums and galleries are not viewed as 'prime destinations' among young people and have no real dialogue or connection to their lives. More challenging is often that museums and galleries are not considered or discussed as viable by career advisors when they are counselling young people about their future careers. This view underlines findings by 'The Tomorrow People'. Focus group respondents made specific recommendations about what the MA and others could do to support the development of workforce diversity by targeting people earlier in their career/education planning choices.

"Work with younger people! When I was at the age of 15 I didn't even know I could work in a museum. I'd never been to one and didn't know anybody else who had. I only found out because I happened to work with somebody who encouraged me to explore this option. It doesn't occur to the majority of Black people. Without connections their interest isn't triggered." (Participant)

The need for the sector to make better use of its links with outreach and community programmes into museums to attract a wider potential pool of candidates is a vital finding from both Focus groups.

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[3] *Global Graduates, Next in Diversity Law programme*

"Museums have a real opportunity here as they get lots of school groups in. Young pupils don't necessarily realise you can work in a museum."[4]

"I think there is a huge issue for museums to invest in trainees and apprenticeships; that is one of the things we have completely lost over the years from what I have seen". (Host venue)

At a strategic level the engagement with partners such as Arts Council England and MLA to develop diversity in the workforce is going on. However there is scope for the MA to work directly with schools and career services. Museums are a natural recruiting ground as many young people first gain access to the sector through school visits.

Recommendation 16
The MA could use partnership working to signpost the need for better Careers Advice for school leavers; leading to an increased awareness among Black and minority ethnic communities about opportunities in museums. This should be supported by targeted advocacy work with community groups to increase awareness of career options in the museums sector.

7.4 Entering the Sector
Recent studies including the MA's 'The Tomorrow People' have shown that there are several issues affecting workforce diversity within the museum sector, chief among which is an oversupply of entry level staff and the inability to hire junior and middle managers. Yet one of the key challenges has been a shortage of people from minority-ethnic backgrounds, lower socio-economic groups and disabled people.

Respondents in this evaluation pointed to the fact that it is hard, expensive and time-consuming to enter the sector. The question was raised whether the MA should consider looking into increasing access to Diversify by becoming flexible about the qualifications in the future. Diversify is open to students who have a first degree. This is still quite narrow, they have followed a quite traditional education system: A levels, first degree, and masters.

"Perhaps they could consider a diploma in Museums Studies being enough as well?"
(Participant)

The MA must be encouraged to ensure that Diversify is more flexible as a scheme, not one-size-fits-all. Some people may only need a university course, some only a traineeship; try to meet different needs."
(Course provider)

Evidence points to the need for museums to recruit at entry-level in the areas of education and learning staff. [5] As indicated by this evaluation, it is of key importance that Diversify placements could become focused on a whole range of skills needed in museums. As employment in the sector is moving towards individuals with multiple skills jobs there is an opportunity for the Diversify scheme to support museums to locate and develop multi-skilled workforce from a range of backgrounds, rather focus solely on the academic posts.

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[4] *Tower Hamlet/ Rich Mix: 'On Display' project in which 14-16 year olds go into museums to curate their own exhibition*
[5] *University of East Anglia Research for the MA*

7.5 Recruitment for museum posts

Museums could be encouraged by the MA to consider how they recruit more generally for other posts. The Inspire programme attracted many potential Fellows from non-traditional museum and gallery curatorial backgrounds, but with several years of high-level experience in managing exhibitions, running community collectives, but also people with other skills in marketing and learning.

"I'd like to see more creative people applying for jobs and I pick that up from applications. I find though that some staff [human resources and others] is very different in that approach." (Host venue)

Increasing workforce diversity in the museum sector would benefit considerably from efforts to diversify the voluntary workforce. Volunteering is an excellent way to engage individuals who would normally not consider museums as a place to visit, let alone work in. The Imperial War Museum North has been very successful in bringing people to the workforce from lower socio-economic backgrounds through their volunteer programme.[6] Similarly, the library sector is successful in engaging refugees by offering volunteer roles.[7]

> *Recommendation 17*
> The MA could advocate that the sector be encouraged to develop partnerships with community organisations for recruitment of volunteers as they do for audience development purposes. The MA could support the sector with guidance on how to diversify their voluntary workforce.

> *Recommendation 18*
> Evidence should be collected by the MA and partners on sustainable recruitment/retention in the area of workforce diversity using the Forum on Entry to the Workforce and share best practice case studies with sector.

7.6 Diversify the Diversify scheme

If we are thinking about diversity in the workforce there is a need to think beyond ethnicity to other areas such as people moving sectors, those without university education, lower socio-economic groups and people with disabilities.

"Diversify has the potential to reach out to a wider constituency. It is a fantastic model to develop more generally. The MA could probably think about another scheme that it can run alongside." (Course provider)

> *Recommendation 19*
> There is a constant need to review and assess the primary rational and fundamental purpose for running positive action schemes. If one of the strategic aims for the MA is sustainability, then increased emphasis must be placed on continuing to advocate the benefits of Diversify in partnership with museums, exploring other non-curatorial development options and other forms of under-representation such as lower socio-economic groups and people with disabilities. It will be a positive opportunity for the MA to target a wider constituency of individuals but it is essential that this kind of approach works in alignment with museums shift in recruitment policy and organisational structures, or risks being unsustainable.

7.7 Securing employment

"Although the scheme has offered me a lot in the understanding of the sector, it's still hard to compete with candidates that have knowledge about the sector since school. It may be easier to gain employment in the sector from a business point of view. i.e. museum cafe or shop manager, but unfortunately not in the back of house job opportunities such as curator, education officer, or care of collections." (Participant)

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[6] *Imperial War Museum North's 'Learning through Volunteering' programme started in 2002. Over 140 volunteers have been involved to date. It promotes lifelong learning, improves basic skill levels/ vocational attainments and improves the quality of life in localities where social and economic deprivation is highest.*

[7] *'Welcome to your library' is a national project connecting public libraries with refugees and asylum seekers aiming to improve access to and the quality of public library services for everyone.*

The research indicates that whilst most respondents planned to stay in the sector one of the main barriers to retention is linked to the feeling that many black and ethnic minority individuals feel they will not be able to make career progression, no matter what kind of training and support they receive through Diversify.

Some respondents in the London focus group felt that statements or policy about workforce diversity had often not permeated through to the organisation.

"Even if they are internally not very diverse, externally museums want to be seen to be. It is not until you are actually in that environment that they are not quite sure." (Participant)

An unrealistic perception of what it is really like to work in the sector plays a role as well:

"The Museums Association needs to start producing packs about how to get a job but it needs to be practical. You have to tell people what it means to be a curator; to be a curator is not always glamorous, you have to be methodical, you have to do pointless boring tasks, you have to do years and years of documentation, cataloguing, it is not always glamorous by far."
(Participant)

On the other hand it must be stressed that the majority of Diversify participants felt that they were very well equipped to apply for employment at the end of their placements (79%), citing support from the MA as being central to giving them the tools and skills to do so (Figure 26). Of the 21% who answered that they were not fully equipped 57% said that they would appreciate training in how to apply for jobs, and 43% said that training in how to prepare and conduct themselves in interviews would have been helpful (Figure 27). If we look at this by separating the responses of Bursary students from PATs we see that 50% of Bursary respondents would like further training and 50% advice on interview skills. For PATs more would appreciate further training (75%) than interview skills training (25%).

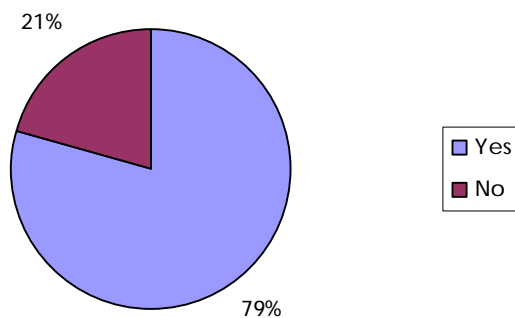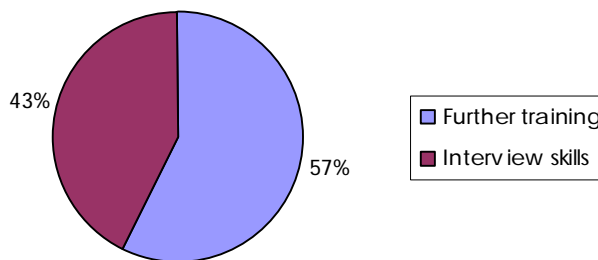Figure 26: Equipped to Apply for Jobs?

Figure 27: In what would you have liked support?

Of the 27 respondents who answered the question, most had managed to secure employment within six months with 48% joining the workforce within the first month. Only three of the participants had not secured a job so far. When asked about being able to pursue continuous professional development 70% said that they had managed to take time off to do so.

There are clear differences between PAT and Bursary participants in their responses to the employment section of the questionnaire. In this section of the report it must be remembered that there are more PAT participants (66%) than Bursary students (34%) who replied to the questionnaire (see figure 1). 86% of Positive Action Trainee respondents believed that they were equipped to apply for jobs through the

Diversify Scheme. This is in contrast to Bursary respondents of which 73% felt they were equipped. These both represent a high proportion of scheme participants who feel they have the tools they need to enter the employment market.

If we contrast the length of time it takes Bursary student or PATs to find employment we find a variation in responses. 53% of PAT respondents to the questionnaire had found a job within 1 month of completing the scheme and a further 18% within 6 months; whilst 33% of Bursary participants found employment in 1 month and a further 33% within 6 months. Figure 28 gives the full picture for Bursary participants and figure 29 does so for PATs.

Figure 28: Length of time to acquire a job (Bursary students)
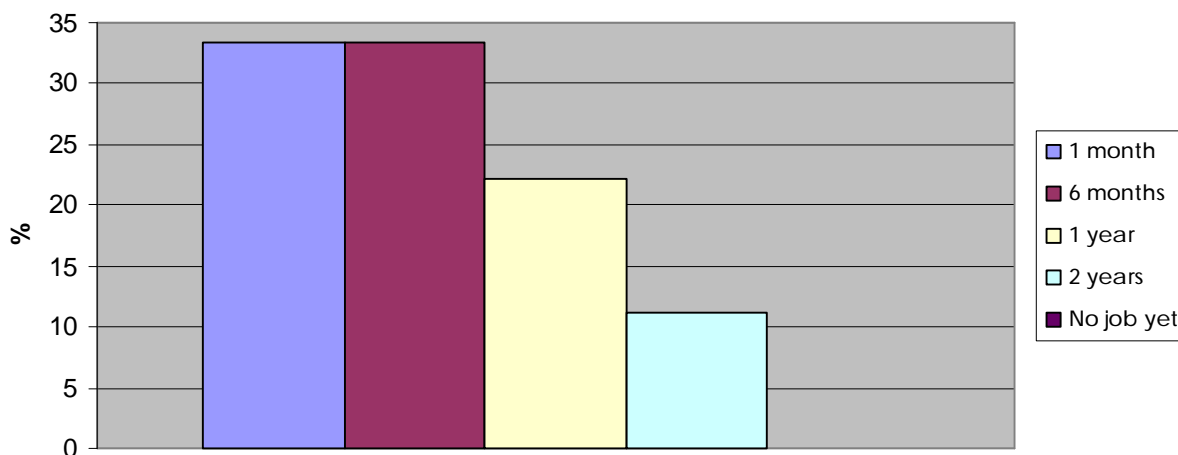
Figure 29: Length of time to find a job (PATs)
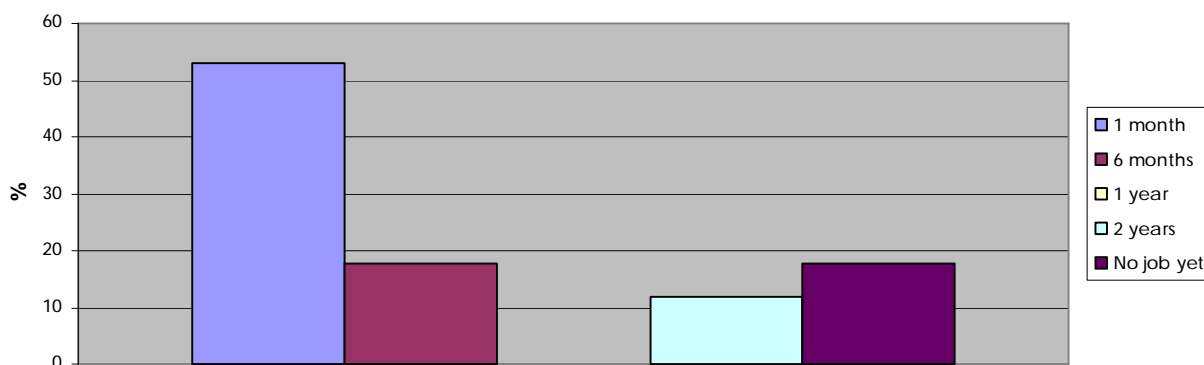
It should be noted that those PAT respondents who said they had not yet found a job (18%) are in the main those who are still taking part in the scheme.

Barriers to employment for both groups can be summarised in the following comments made by respondents:

If 'barriers' refer to reasons as to why I was unsuccessful in finding employment prior to my current job, I can think of three reasons. Firstly, geography – in that I could afford to move to certain parts of the county, which was a consideration deterring me from applying in the first instance. Second is the type of employment available. Currently many museum vacancies relate to education or outreach and not

curatorial which was the focus of my traineeship. Added to which any curatorial positions advertised required a subject specialism, which was not consistently catered for during the traineeship. Thirdly, most interviewers had not head of the traineeship and as such did not appreciate the speed at which I had acquired my experience. (Positive Action Trainee)

Even though I had 3 months experience working at the host venue it was seen by some museums as not enough. On two occasions I was close to being successful, but on both occasions my limited time working in museums was cited as the reason for the other applicant getting the job over me. (Bursary student)

These comments very closely relate to the recommendations within this report on advocacy and embedding the scheme even further in the sector (recommendations 2 & 19). In terms of employment success the Positive Action Trainees have reported marginally more success of finding a job within 6 months of completing their training (71%) than Bursary students (66%).

7.8 Leaving the sector

The majority of respondents who had replied to the survey either had stayed within the sector or were still taking their courses/placements and did not reply to the question about pursuing a different career. However, respondents were urged to explain their reasons: there was mention of financial reasons; lack of faith in being able to pursue a career in museums; poor internal support; and having been undermined by the volume of work expected for the reward. Three respondents had chosen to undertake different career paths and another three were considering leaving museums:

"Partly because the lack of career structure in museum work got frustrating, leading to boredom and insecurity in my own ability. You are expected to be the jack of all trades and produce high quality work without always having the appropriate support, expertise and time. They expect a lot for very little. "(Participant)

"I have considered moving to a different sector because moving jobs in the museum sector is so difficult." (Participant)

"I'm still within the heritage sector but just not within museums. This is because of personal circumstance and my current job offered a different level of opportunity and experience on a wage that I can actually live on." (Participant)

"I can't work for Entry level salary. I don't want to sit around for ten years on low pay and with little opportunity to make an impact waiting for the job that would allow me to develop myself." (Participant)

"I'm putting off having children until I have an over £20,000 job. I may not have children at the end of the day." (Participant)

Recommendation 20
Assessing the most effective routes to support workforce diversity requires an investment by the entire sector to pool best practices and to share lessons across organisations. A review of the Diversify scheme will help to identify certain patterns – but this needs to link with other measures that museums have implemented in developing their workforces. It is important therefore to develop this by doing a longitudinal study to measure the impact of how the Diversify placements and / or other apprentice or trainee development schemes, fit into, and influence the framework of workplace development strategy.

APPENDICES

Appendix I

Recommendation 1
The Museums Association must provide greater advocacy and return on investment for the funding provided by Renaissance in the Regions by promoting Renaissance as a funding stream, and examining whether other organisations and training providers can play a partnership role in the delivery of Diversify.

Recommendation 2
The MA should point to the need to continue to make or to strengthen the business case for diversity in museums. This should be done through a sustained advocacy programme linked to funding and with other partners involved in both leadership and diversity. Workforce diversity, through the Diversity programme must become a core issue for the MA and the sector in the longer term. This means that it no longer relies on short-term project funding from one source, but looks for plural funding for a sustained approach for the next 5-10 years, this should include sponsorship, funding from trusts, foundations and grant-giving bodies. The development of a practical and strategic funding strategy would be a sensible approach to developing sustained funding for the MA, this must be supported by fundraising by individual organisations to support their own Diversify initiatives.

Recommendation 3
If one of the strategic aims for the MA is sustainability then the emphasis will be a continued investment in the benefits of Diversify to individuals, with a focus on championing individuals in partnership with museums, defining career paths and exploring senior development options such as placements. This must not happen at the expense of advocating the programme, and the concept of a diverse workforce at an institutional level.

Recommendation 4
A more coherent structure for Diversify, along the lines of Inspire, with co-ordination on a regional basis, may provide the means of ensuring integration between individual and institutional needs.

Recommendation 5
Use Social Networks such as *facebook* and *LinkedIn* and Online Education Journals to promote success stories through individual profiles.

Recommendation 6
For the MA to work closely with course providers demonstrating the benefits of adapting course content to meet the changing needs of museum sector in the area of cultural and social inclusion.

Recommendation 7
For the host venue to work closely together with the trainee to raise awareness all the time about why this person is working on all these different jobs; it is because they are a trainee - and they can provide a positive contribution to the project rather than being a threat.

Recommendation 8
Supervisors would benefit greatly from being offered leadership development opportunities. These could be provided through partnership arrangements with existing leadership programmes with the clear objective of delivering professional development benefits to the supervisors and to their organisations.

Recommendation 9
There is a desire to impose a contractual obligation on the host organisations to provide minimum service levels for training by appointing a supervisor and a lead champion to ensure that the process is integrated throughout the organisation.
Work must be developed within the context of learning objectives and the trainee and supervisor must work together to set up a training/development plan. This must be an established ground rule for becoming a host organisation.

Steps must also be taken to improve the supervisor recruitment process to ensure that those supervising are committed to developing an appropriate learning environment for the trainee and advocating the scheme, and workforce diversity, to the whole institution. It is recommended that the MA works towards developing templates or profiles for the supervisor role with a person specification and role and responsibilities clearly defined. This could be tied to a learning package for supervisors delivered before they take on their supervisory role. It must be ensured that Diversify supervisors have expressed a strong interest to learn and develop their own management/leadership or training facilitation skills before the host organisation can be enrolled. These actions will support the supervisor, the host organisation and the individual trainee to develop on their workforce development objectives.

Recommendation 10
In meeting their training obligations host organisations must agree to provide a good overview and understanding of how museums function from financial to collections management and from research, learning and education to communications and marketing.

The current planning tool provided for both trainees and supervisors offers guidelines – but a greater emphasis must be put on the importance of setting work plans and using learning logs.

Recommendation 11
The Diversify scheme should take a much more integrated and organised approach to using mentors for Diversify participants. Mentors should be assigned to mentees instead of leaving it up to PATs/ Bursary Students themselves; non-Diversify mentors (MA mentors) should be available for the scheme; and the benefits of mentor relationships should be promoted to demonstrate what people gain by being a mentor and having access to professional experience if you are a mentee.

Recommendation 12
It would be relatively simple for the MA to articulate more effectively the benefits of the AMA to Diversify participants, ensuring that cost is not a perceived barrier. An analysis of benefits targeting the needs of those from culturally diverse backgrounds would be a first step in this process.

Recommendation 13
A place at conference could be part of the formal professional development package for Diversify supervisors (see Recommendation 9). Provision should be made for supervisors and their trainees to have a session at conference other than under the workforce diversity umbrella. They could present on a leadership or management issue, or on a project they have worked on together. Running a session has two main purposes for those that do it – to highlight an area of work on which they have been working; and / or to promote the status of those running the session in the museum profession, demonstrating their skills and value to the sector, not simply as a champion for diversity issues.

Recommendation 14
There is a clear need for the MA, supervisors and mentors to advocate the learning and development value of networks. Some delegates admitted that if it hadn't been for the support and signposting of the MA they would have never considered joining a new group.

Recommendation 15
It would be useful if a regional study set was developed based on action-learning principles which could then provide a network structure for bursary students to tap into. The MA could also look at supporting/signposting on-line social platforms for Diversify participants, which is working well at several universities even post qualification:

"Facebook, as you can post events on it and have individual conversations, only select users are invited. My university class mates have used it through their placements and its kept us all in touch and it has also helped us answer questions we don't feel we can ask colleagues." (Participant)

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Evidence should be collected by the MA and partners on sustainable recruitment/retention in the area of workforce diversity using the MA's newly established Forum on Entry to the Workforce and share best practice case studies with sector.

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There is a constant need to review and assess the primary rational and fundamental purpose for running positive action schemes. If one of the strategic aims for the MA is sustainability, then increased emphasis must be placed on continuing to advocate the benefits of Diversify in partnership with museums, exploring other non-curatorial development options and other forms of under-representation such as lower socio-economic groups and people with disabilities. It will be a positive opportunity for the MA to target a wider constituency of individuals but it is essential that this kind of approach works in alignment with museums shift in recruitment policy and organisational structures, or risks being unsustainable.

Recommendation 20
Assessing the most effective routes to support workforce diversity requires an investment by the entire sector to pool best practices and to share lessons across organisations. A review of the Diversify scheme will help to identify certain patterns – but this needs to link with other measures that museums have implemented in developing their workforces. It is important therefore to develop this by doing a longitudinal study to measure the impact of how the Diversify placements and / or other apprentice or trainee development schemes, fit into, and influence the framework of workplace development strategy.

Appendix 2: Evaluation Methodology

Hopkins Van Mil and Medar Pysden emailed 76 questionnaires to Diversify participants of which 55 were returned. Below is the ethnic breakdown of the respondents to the questionnaire.
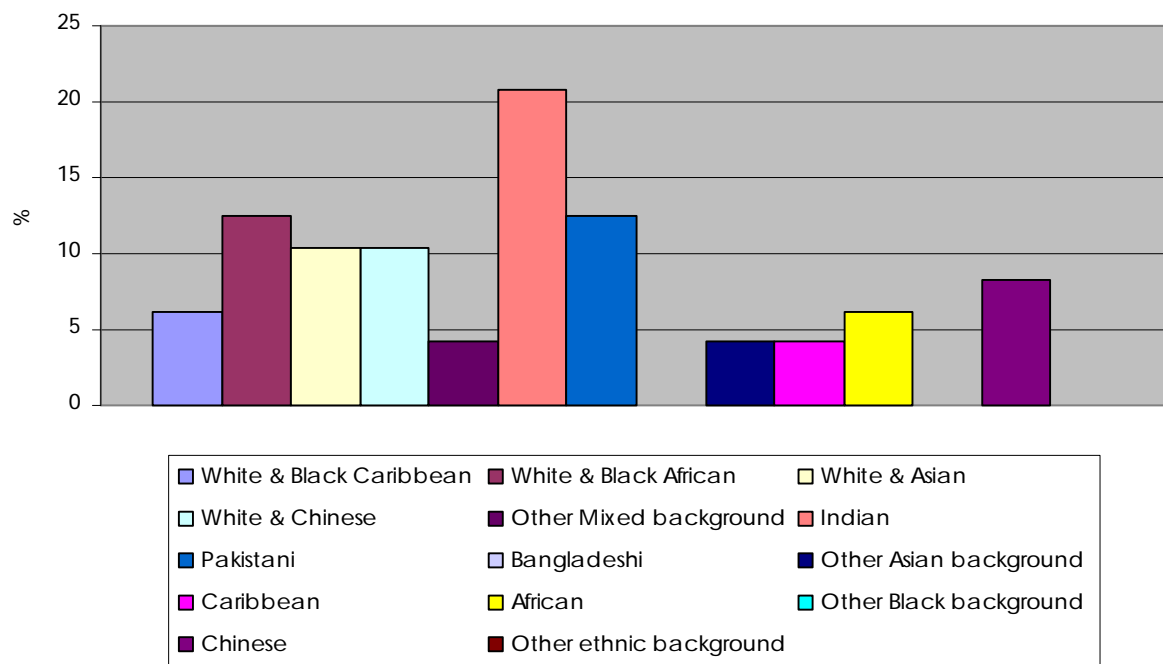
16 questionnaires were returned by host venues of the 18 emailed. Face-to-face stakeholder interviews were held with the Museums Association, Arts Council England and the Museums, Libraries and Archives Council. Telephone interviews were conducted between 10 and 21 June with 3 course providers, 3 host venues, 5 Bursary students and seven Positive Action Trainees. The picture was completed by two focus groups held in London on 3 July and Birmingham on 4 July.

Appendix 3: Questionnaire to Diversify participants

MUSEUMS ASSOCIATION

Impact of Diversify: A Review

Hopkins Van Mil: Creative Connections and Medar Pysden have been commissioned by the Museums Association to carry out an in-depth review of Diversify. We would be grateful if you could spend no more than 15 minutes responding to the following questions and emailing your response to Hopkins Van Mil at info@hopkinsvanmil.co.uk by Thursday 24th May. If you would like to discuss any aspects of the review or questionnaire please feel free to call Anita van Mil on 020 7635 7634 or 07 961887081.

To check a tick box simply double click on the box, click on the 'checked' button and then 'ok'.

ABOUT YOU

1. Personal Details
These details will also help the Museums Association (MA) to keep their tracking system for ex-Diversify PATs and bursary students up-to-date.

1a. Name:
1b. Contact details   Address: (Mobile) telephone number: Email:
1c. Which of the following describes your involvement with Diversify?   Positive Action Trainee ☐   Bursary Student ☐
1d. Please write below which University Masters course have you attended: 1e. From …………………….…..to …….……….……. (dates)   1f. Your first degree subject was:

2. Employment situation

Are you:

2a. Employed in museum sector? Yes ☐ No ☐
2b. Employed outside museum sector? Yes ☐ No ☐
2c. If you work outside museum sector, can you please describe which sector have you gone into?

2d. Looking for job in museum sector? Yes ☐ No ☐
2e. Looking for job outside museum sector? Yes ☐ No ☐
2f. Undertaking further training? Yes ☐ No ☐

3. Ethnic Background

The categories below are based on the 2001 Census. Please choose one section (A – E), then place an 'x' in the appropriate box to indicate your cultural background.

A. Mixed	
3a. White and Black Caribbean	
3b. White and Black African	
3c. White and Asian	
3d. White and Chinese	
3e. Any other Mixed background, please write below:	

B. Asian or Asian British	
3f. Indian	
3g. Pakistani	
3h. Bangladeshi	
3i. Any other Asian background, please write below:	

C. Black or Black British	
3j. Caribbean	
3k. African	
3l. Any other Black background, please write below:	

D. Chinese	
3m. Chinese	

E. Other ethnic group	
3n. Any other, please write below:	

RECRUITMENT

4. How did you first find out about Diversify?

4a. Advert in Museums Journal	☐
4b. Advert in National Press	☐
4c. Advert in Local Press	☐
4d. Advert in Ethnic Press	☐
4e. Word-of-mouth	☐
4f. Other	☐
Please specify:	

5. Please suggest two ways in which we could make information about Diversify more available to potential applicants

Suggestion 1:

Suggestion 2:

6. Application process

6a. Was the application process satisfactory?   Yes ☐   No ☐
6b. If 'No' please tell us why not:

6c. Do you feel you had enough preparation time?
(from being awarded your bursary/ traineeship to starting it)   Yes ☐   No ☐

6d. If 'No' please tell why you needed more time and how much more time would have been better:

EFFECTIVENESS TRAINING

7. Do you feel that the traineeship/ placement met your training needs?

Areas of Experience	Needs met	Needs partially met	Needs not met	Additional comments
Communication				
7a. Audiences				
7b. Marketing				
7c. Outreach				
7d. Education				
Collections Management				
7e. Care of collections				
7f. Research				
7g. Exhibitions				
7h. Publications				
7i. ICT				
(Financial) Management				
7j. Management team meetings				

7k. Staff meetings				
7l. Budgeting				
7m. Expenditure				
Professional Development				
7n. Networking				
7o. Training				
7p. Conferences and seminars				
Other areas where you feel your training needs were/ were not met? 7q. 7r.				

8. Do you feel there was enough support available?

8a. Pre-training	Yes ☐	No ☐	
8b. During training	Yes ☐	No ☐	
8c. Post-training	Yes ☐	No ☐	

9. When applying for Diversify who did you turn to for support?

9a. MA	Yes ☐	No ☐
9b. Mentor	Yes ☐	No ☐
9c. Supervisor host venue	Yes ☐	No ☐
9d. Course tutor	Yes ☐	No ☐
9e. Other:		

10. Whilst you were on the scheme (during training) who did you turn to for support?

10a. MA	Yes ☐	No ☐
10b. Mentor	Yes ☐	No ☐
10c. Supervisor host venue	Yes ☐	No ☐
10d. Course tutor	Yes ☐	No ☐
10e. Other:		

11. After finishing Diversify (post-training) who did you turn to for support?

11a. MA	Yes ☐	No ☐
11b. Mentor	Yes ☐	No ☐
11c. Supervisor host venue	Yes ☐	No ☐
11d. Course tutor	Yes ☐	No ☐
11e. Other:		

12. How do you rate the quality of support received when applying for Diversify (pre-training)?

On a scale from 1-5 (1 being excellent, 5 being poor)					
12a. MA	1☐	2☐	3☐	4☐	5☐
12b. Mentor	1☐	2☐	3☐	4☐	5☐
12c. Host venue	1☐	2☐	3☐	4☐	5☐
12d. Course tutor	1☐	2☐	3☐	4☐	5☐

13. How do you rate the quality of support received whilst you were on the scheme (during training)?

On a scale from 1-5 (1 being excellent, 5 being poor)

13a. MA	1☐	2☐	3☐	4☐	5☐
13b. Mentor	1☐	2☐	3☐	4☐	5☐
13c. Host venue	1☐	2☐	3☐	4☐	5☐
13d. Course tutor	1☐	2☐	3☐	4☐	5☐

14. How do you rate the quality of support received after finishing Diversify (post-training)

On a scale from 1-5 (1 being excellent, 5 being poor)

14a. MA	1☐	2☐	3☐	4☐	5☐
14b. Mentor	1☐	2☐	3☐	4☐	5☐
14c. Host venue	1☐	2☐	3☐	4☐	5☐
14d. Course tutor	1☐	2☐	3☐	4☐	5☐

15. Host venue

15a. Did you feel your host venue was well prepared? Yes ☐ No ☐
15b. Did they take you through an induction programme? Yes ☐ No ☐
15c. Did they have a training plan in place for you Yes ☐ No ☐
15d. If no, did you develop a training plan together? Yes ☐ No ☐
15e. Did your host venue and you sign up to Learning Objectives? Yes ☐ No ☐
15f. Did you keep a 'Learning log', recording achievements towards learning objectives?
Yes ☐ No ☐

15g. If you did not sign up to Learning objectives, do you think it would have been useful?

Very useful ☐   Useful ☐   Not very useful ☐
15h. If you did not keep a 'Learning log', do you think it would have been useful?
Very useful ☐   Useful ☐   Not very useful ☐

15i. What could the MA can do to foster a better learning experience for Diversify participants at their host venues? Please outline:

16.What was key to helping you succeed on the scheme?

12a. Contact with other Diversify participants Yes ☐ No ☐
12b. Contact with mentor Yes ☐ No ☐
12c. Quality training course Yes ☐ No ☐
12d. Support at host venue Yes ☐ No ☐
12e. Support from MA Yes ☐ No ☐
12f. Other:

17. Email discussion group
It has been suggested that there is a need for an on line discussion group for past and current Diversify participants.

How would an electronic discussion group work best?
17a. Email-list hosted by MA ☐
17b. Forum hosted on website MA ☐
17c. Forum hosted by existing social network ☐
17d. If via existing social network, please name:

17e. Are you interested participating in an electronic discussion group? Yes ☐ No ☐

18. Option of having a Diversify Mentor

"Mentoring is the process by which one person assists another to grow and learn in a safe and sympathetic environment. The word 'mentor' has become synonymous with 'trusted adviser', 'friend', 'teacher' and 'wise person'." (Arts Marketing Association)

18a. Did you have a mentor whilst on the scheme?	Yes ☐	No ☐
18b. If so, how useful did you find this? Very useful ☐	Useful ☐	Not very useful ☐
18c. Please say why?		
18d. Would you like to be a mentor to (future) Diversify participants?	Yes ☐	No ☐

19. Associateship of the Museum Association (1 year free registration)

15a. Have you signed up to AMA?	Yes ☐	No ☐
15b. If so, how useful was it in terms of Networking? Very useful ☐ Useful ☐		Not very useful ☐
15c. If so, how useful was it in terms of Professional Development?		
Very useful ☐ Useful ☐		Not very useful ☐
15d. Please list any other benefits:		
15e. If you haven't signed up to AMA yet, will you do so in the future?	Yes ☐	No ☐
15f. If 'No' why not?		

20. Free attendance MA Conference

20a. Have you attended a MA Conference	Yes ☐	No ☐
20b. If so, how useful was it in terms of Networking? Very useful ☐ Useful ☐		Not very useful ☐
20c. If so, how useful was it in terms of Professional Development?		
Very useful ☐ Useful ☐		Not very useful ☐
20d. Please list any other benefits:		
20e. If you haven't attended a MA conference yet, will you do so in the future?	Yes ☐	No ☐
20f. If 'No', why not?		

21. Free access to up to five other one-day MA events

21a. Have you attended other one-day MA events?	Yes ☐	No ☐
21b. If so, how useful was it in terms of Networking? Very useful ☐ Useful ☐		Not very useful ☐
21c. If so, how useful was it in terms of Professional Development?		
Very useful ☐ Useful ☐		Not very useful ☐
21d. Please list any other benefits:		
21e. If you haven't attended other MA events, will you do so in the future?	Yes ☐	No ☐
21f. If 'No', why not?		

22. Free access to Diversify personal and professional development days

22a. Have you attended Diversify professional development days?	Yes ☐	No ☐
22b. If so, can you please list which ones you have attended?		
22c. If so, how useful was attending these days in terms of Networking?		
Very useful ☐ Useful ☐		Not very useful ☐
22d. If so, how useful was it in terms of Professional Development?		

Very useful ☐ Useful ☐ Not very useful ☐

22e. Please list any other benefits:

22f. If you haven't attended Diversify professional development days will you do so in the future?

Yes ☐ No ☐

22g. If you have suggestions for the content of future Diversify personal and professional development days please use the space below:

23. Diversify Review Days

23a. Have you attended Diversify Review Days?   Yes ☐ No ☐
23b. If so, how useful was it in terms of Networking? Very useful ☐ Useful ☐ Not very useful ☐
23c. If so, how useful was it in terms of Professional Development?
Very useful ☐ Useful ☐ Not very useful ☐
23d. Please list any other benefits:

23e. If you haven't attended Diversify Review days will you do so in the future? Yes ☐ No ☐
23f. If you have suggestions for the content of future Review days please use the space below:

24. Free subscription to Museum Practice

How useful is this for your professional development?
Very useful ☐   Useful ☐   Not very useful ☐

25. Free copy of Museums Yearbook

How useful is this for you?
Very useful ☐   Useful ☐   Not very useful ☐

26. Diversify Regional Networks
The MA is currently setting up Diversify Regional Networks. The ethos behind the networks is that they will give participants who are at different stages in their training or careers, peer support and recognition in addition to any other mentoring relationships they may have.

26a. Are you planning to take part in your regional network?   Yes ☐ No ☐
26b. If 'No', why not?

OTHER PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES

Above we have addressed the professional development and networking opportunities offered by the MA.

27. What other professional development and networking events do you attend?

27a. Arts & Business Development Forum ☐
27b. Arts Council England Decibel network ☐
27c. Cultural Leadership Development Days (Powerbrokers, run by ACE) ☐
27d. Leading Archives and Museum programme (Future Leaders, run by MLA) ☐
27e. Association of Independent Museums (AIM) ☐
27f. Museums Professional Group (MPG) ☐
27g. ICOM-UK ☐
27h. Visual Arts and Galleries Association (VAGA) ☐
27i. engage ☐
27j. Group for Education in Museums (GEM) ☐
27k. Society of Museum Archaeologists ☐
27l. Geological Curators Group ☐
27m. Social History Curators Group ☐
27n. Other (please name)

WORKFORCE ISSUES
(For those participants who have completed Diversify)

28. Applying for jobs

28a. Did you feel well equipped to apply for jobs after you had finished your training? Yes ☐ No ☐

If 'No' what would have been useful for you to make the transition to employment smoother?
28b. Training in how to apply effectively ☐
28c. Interview training ☐
28d. Other:

29. Finding a job

29a. Have you experienced barriers whilst finding employment in the museum sector? Yes ☐ No ☐

29b. If 'Yes' can you please explain what kinds of barriers?

30. How long was it before you secured paid employment within the museum sector?

30a. Within 1 month ☐
30b. Within 6 months ☐
30c. Within 1 year ☐
30d. Within 2 years ☐
30e. Within 3 years ☐
30f. Not yet successful ☐

31. Please list the museum jobs you have held since Diversify?

(Please include dates starting with the most recent indicating if you were on a permanent or temporary contract)
1.

2.

32. Continuous professional development

In your current job, are you able to access time-off to pursue professional development opportunities?
Yes ☐   No ☐

33. If you have decided to pursue a different career

Could you give details and a brief explanation why?

FOLLOW UP

34. To cover some areas in greater detail we would like to hold telephone interviews with a limited number of respondents.

33a. Are you prepared to take part in a 20 minute telephone survey?   Yes ☐   No ☐

If 'Yes' please indicate what is the best day/ time for us to call you?

THANK YOU VERY MUCH

For taking the time to complete this survey. Please note that your answers will be presented with anonymity when the results of the evaluation are made public.
You can now save this document and email it to Hopkins Van Mil at info@hopkinsvanmil.co.uk. For further information on Hopkins Van Mil or Medar Pysden, please visit our websites:
www.hopkinsvanmil.co.uk and www.medarpysden.com .

Appendix 4: Questionnaire to Host Venues

MUSEUMS ASSOCIATION

Impact of Diversify: A Review

Hopkins Van Mil: Creative Connections and Medar Pysden have been commissioned by the Museums Association to carry out an in-depth review of Diversify. We would be grateful if you could spend no more than 10 minutes responding to the following questions and emailing your response to Hopkins Van Mil at info@hopkinsvanmil.co.uk by Thursday 24th May. If you would like to discuss any aspects of the review or questionnaire please feel free to call Anita van Mil on 020 7635 7634 or 07 961887081.

To check a tick box simply double click on the box, click on the 'checked' button and then 'ok'.

ABOUT YOU AND YOUR ORGANISATION

1. Details

1a. Organisation and position:
1b. Name:
1c. Contact details Address: (Mobile) telephone number: Email:
1d. Which of the following describes your involvement with Diversify? Museum Manager ☐ Human Resource Manager ☐ Supervisor Positive Action Trainee ☐ Supervisor Positive Bursary Student ☐ Mentor/ buddy Positive Action Trainee ☐ Mentor/ buddy Bursary Student ☐
Please indicate what applies to your organisation: 1e. Positive Action Training part of your organisations strategic objectives   Yes ☐ No ☐ 1f. Positive Action Training part of your Equal Opportunities Policy   Yes ☐ No ☐ 1g. Positive Action Training supported by Senior Management Team   Yes ☐ No ☐ 1h. Positive Action Training supported by Governing Body   Yes ☐ No ☐
1i. Title of the trainee in your organisation:
1j. Did you have in place a Person Specification for the traineeship? Yes ☐   No ☐

RECRUITMENT

2. How did you first find out about Diversify?

2a. Advert in Museums Journal ☐
2b. Advert in National Press ☐

2c. Advert in Local Press	☐
2d. Advert in Ethnic Press	☐
2e. Word-of-mouth	☐
2f. Other	☐
Please specify:	

3. Please suggest two ways in which the MA could persuade more museums and galleries to host a Diversify traineeship or bursary placement

Suggestion 1:

Suggestion 2:

IMPACT

4. What impact has the traineeship had on your organisation in terms of:

Impact	High	Middle	Low	Please explain
4a. Raising awareness of representation/ cultural diversity internally				
4b. Attitude of members of governing body towards cultural diversity				
4c. Raising awareness of recruitment practices				
4d. Creating learning opportunities for other staff				
4e. Policy				
4f. Research				
4g. Interpretation and presentation of collections				
4h. Range of services for users				
4i. Communication with target audiences				
4j. Other (please specify)				

5. Legacy

5a. Has the traineeship left a legacy at the organisation?	Yes ☐ No ☐
5b. If so, can you please use the space below to explain how?	
5c If not, can you please explain why not?	

SUPPORT RECEIVED

6. Do you feel there was enough support available for your organisation?

6a. Pre-training	Yes ☐ No ☐
6b. During training	Yes ☐ No ☐
6c. Post-training	Yes ☐ No ☐

7. When considering hosting a traineeship who did you turn to for support ?

7a. MA	Yes ☐	No ☐
7b. University	Yes ☐	No ☐
7c. Other museum hosting traineeship	Yes ☐	No ☐
7d. Other:		

8. Whilst you were hosting a traineeship who did you turn to for support ?

8a. MA	Yes ☐	No ☐
8b. University	Yes ☐	No ☐
8c. Other museum hosting traineeship	Yes ☐	No ☐
8d. Other:		

9. How do you rate the quality of support received when hosting a traineeship?

On a scale from 1-5 (1 being excellent, 5 being poor)

9a. MA	1☐	2☐	3☐	4☐	5☐
9b. University	1☐	2☐	3☐	4☐	5☐
9c. Other museum hosting traineeship	1☐	2☐	3☐	4☐	5☐

9d. If 'poor', can you please explain what you were looking for and what you didn't get?

10. Support from Museums Association

10a. Did you use the MA's Diversity Toolkit when planning the traineeship? Yes ☐   No ☐

If so please indicate which elements of the Diversity toolkit you used:

10b. Preparing your organisation	Yes ☐	No ☐
10c. Training development programme	Yes ☐	No ☐
10d. Recruitment and advertising	Yes ☐	No ☐
10e. Partnership agreements	Yes ☐	No ☐
10f. Key elements for training contracts	Yes ☐	No ☐
10g. Exit strategies	Yes ☐	No ☐
10h. Guidelines on answering complaints	Yes ☐	No ☐
10i. Guidelines for developing traineeships/ work placements	Yes ☐	No ☐
10j. 'Bridges into the Future' evaluation form	Yes ☐	No ☐

10k. On a scale from 1-5 (1 being excellent, 5 being poor), how useful was the Diversify Toolkit?
1☐   2☐   3☐   4☐   5☐

10l. Did you make use of a MA training seminar on how to successfully implement a traineeship?
Yes ☐   No ☐

10m. If so on a scale of 5 how useful was this?
1☐   2☐   3☐   4☐   5☐

10n. If you didn't make use of MA training seminar, can you explain why not?

10o. Can you think of anything else the MA could offer to ensure successful hosting of traineeships/ bursary placements?   Yes ☐   No ☐

10p. If so, please outline what?

SUPPORT OFFERED

11.Which of the following kind of support did you offer your Diversify trainee/ bursary student?

11a. Induction programme	Yes ☐	No ☐
11b. Job-shadowing to provide overview of whole organisation	Yes ☐	No ☐
11c. Training and development plan	Yes ☐	No ☐
11d. Agreed Learning Objectives	Yes ☐	No ☐
11e. A 'Learning log', recording achievements towards learning objectives	Yes ☐	No ☐
11f. Practical support, i.e. office equipment	Yes ☐	No ☐
11g. Networking opportunities	Yes ☐	No ☐
11h. Professional development opportunities beyond Diversify	Yes ☐	No ☐
11i. Other:		

FOLLOW UP

12. To cover some areas in greater detail we would like to hold telephone interviews with a limited number of respondents.

12a. Are you prepared to take part in a 20 minute telephone survey?   Yes ☐   No ☐

If 'Yes' can you please indicate what is the best day/ time for us to call you?

THANK YOU VERY MUCH

For taking the time to complete this survey. Please note that your answers will be presented with anonymity when the results of the evaluation are made public.
You can now save this document and email it to Hopkins Van Mil at info@hopkinsvanmil.co.uk. For further information on Hopkins Van Mil or Medar Pysden, please visit our websites:
www.hopkinsvanmil.co.uk and www.medarpysden.com .

Appendix 4: Course Providers Discussion Guide

A SWOT Analysis based discussion guide was also used for interviews with Mentors and Stakeholders

MUSEUMS ASSOCIATION

Impact of Diversify: Discussion Guide Course Providers
(3 telephone interviews in total)

ABOUT YOUR ROLE AS COURSE PROVIDER

1. For how long have you had Diversify postgraduates?

2. Have the trainees have an impact on:
   o Your approach to teaching the course?
   o The dynamic within student group?
   o Opening up discussions about the profile of people working in museums?
   o Other

3. Did you offer any different/ additional support to the Diversify trainees?
   o Financial
   o Coaching
   o Other

4. Did you encounter any difficulties working in partnership with the trainees' host museum(s)?

5. What have you learnt from having Diversify trainees on the course?

6. Do you feel there is enough support available for you?

ABOUT DIVERSIFY

From your point of view,

1. What are the Strengths of Diversify?

2. What are the Weaknesses?

3. Do you see specific opportunities for the development of the scheme?

4. Do you see any threats to the scheme?

5. Are you happy with the current recruitment requirements?
   Diversify participants must be:
   - of Black African-Caribbean, Asian or Chinese descent
   - have, or be expecting to have, either a first or second class honours degree, or an equivalent qualification or experience that will meet the university's admission requirements for postgraduate training
   - be eligible for home student university fees (for example be a national of the UK or another EU country, or given indefinite or exceptional leave to remain in the UK)
   - be serious about starting a career in museums and galleries in the UK

6. Should Diversify aim to get accredited status?

Appendix 6: Focus Group Format and Discussion Guide

Step One/Purpose
Gain specific information about views and experiences of Workforce Diversify

Step Two
Group Dynamics Exercise Ice Breakers

Step Three
 "What are your Hopes & Fears about Increasing Workforce Diversity?"

Step Four
Research Objectives for the Day

1.   Make clear recommendations around the appropriate frameworks and policies for increasing workplace diversity
2.   Review the strategies for supporting and sustaining diversity in the workforce
3.   Examine key potential barriers/and opportunities to securing desirable employment in the sector for Diversify participants after completion of their training

Step Five/ Expressions Exercise
Work Force Diversity - Unpicking the Bigger Picture

Listen to audio clip(s):
A.   "Not being recognised"
B.   "Nobody tells you"

Read Statements:
C.   Political Correctness
D.   Male Pale Stale
E.   Workplace Diversity
F.   Under-representation in Museums

Group discussion: What values are needed to build workforce diversity in Museums?

Step Six
Three Key Questions For Discussion

Underlying aim s to examine the "Impact of their Participation in Diversify" and realisation of their "Role in delivering Workplace Diversity"

1. What are the appropriate frameworks and policies for increasing workplace diversity?
2. What are the strategies for supporting and sustaining diversity in the workforce?
3. What are the potential barriers to securing desirable employment in the sector for Diversify participants after training? /and opportunities

Step Seven/Race, religion and ethnicity

Are people making "museums" a career choice because of the Diversify scheme
or are BME individuals now fully able to consider a museums career because of Diversify?
Does Diversify appeal to certain BME groups?
Does the influence of multi or dual cultural backgrounds have any impact on decisions to seek careers in the Museums sector?

Appendix 7: MA Professional Development

New Topics for Professional Development Days

Suggestions made during the consultation:

- How to deal with conflict in the workplace. How to respond when people question the scheme, your integrity for being part of the scheme and so forth. This would be useful pre-training
- object and collections handling
- would do if more were up North!
- discuss projects that diversify cohort is doing.
- when on a full-time M.A course, there is less opportunity to attend these training days. Also, they were not well spread out through the academic year – there were more in the spring when I was most busy finishing studies. Also, it would be good to occasionally have them on a weekend day e.g. Saturday, so that they don't clash with course attendance. The two I attended were good, any opportunity to go more in-depth or cover issues other than those provided by the M.A. course are very welcome.
- Training specifically related to museum work, eg, curatorship, exhibition work, outreach etc.
- I don't think one of these days have taken place during my traineeship.
- Collections care and management
- Talks by inspirational curators, collectors and/or days on sharing specialist knowledge through presentations by the participants.
- Collections management, Care of collections, Digital collections, Contemporary collecting, Data protection, Conflict management, Emergency Planning, Working with designers, Working with artists, International partnerships, Working with politicians (!), Working with the media

Professional development, academic conferences or museum gallery events attended by Diversify participants (in addition to those described in figure 23)

Ajo GAP
AMA
Arts Council Inspire Curate
Arts Marketing Association
Black Pasts, Birmingham Futures,
Cambridge Arts Network
Craft Curators Forum
Engage
Inspire Fellowship Arts Council England
Museum Association Conference Advisory Panel
Society for Caribbean Studies
TEG
UK Registrars Group events

Appendix 8: Interviewees and Focus Group Participants

We are particularly grateful for the time given by those we interviewed as part of this consultation process, as well as those who were so actively involved in the focus group discussions:

Adam Jaffer
Martin Harrison-Putman
Gopinath Sujata
Amal Khreisheh
Melaine Horton
Mpofu Nkosana
Nick Gordon
Ann Fletcher Williams
Ann Marie Sandos
Sauda Motara
Robin Patel
David Chan
Amisha Karia
Carli Douglas
Rachael Vincent
Hema Raull
Chandon Mahal
Elizabeth Scott
Hannah Phung
Niti Acharaya
Piotr Bienkowski
Sarah Blackstock
Stephanie Lewis, MLA
Alison Hems, MLA
Errol Francis, Arts Council England
Lucy Shaw, Museums Association
Maurice Davies, Museums Association
Caitlin Griffiths, Museums Association