

Skills Needs Survey

**Guidance for Completion**

# Introduction

Thank you for taking part in this survey.

It's aim is to gather information from Accredited museums (and museums Working Towards Accreditation [WTA]) about their organisation’s training needs and priorities.

## Completing the Survey

Please read these **instructions** and the **survey** before you complete online. You may need to spend around an hour gathering information together and consulting with people in your organisation. It should then take around 20 minutes to enter your responses into this online form.

You do not have to complete it all at once.

The form has a **save button** which allows you to store your progress and return at a later date. You will be able to access the survey through the URL that we emailed to you. If you lose this email, you will automatically be sent a reminder in a few weeks with a copy of the link.

A **print button** enables you to create a blank copy of the form in advance or one with your answers in it at the end.

**Remember, answer for your organisation (not as an individual)** - your ‘organisation’ refers to the Accredited/WTA museum(s) you are responding for.

If you have questions about this survey, please contact your local Museum Development team

**Data Protection**

Museum Development Yorkshire have been commissioned by your regional Museum Development team to host the online survey. Museum Development Yorkshire will collect your data, store it securely and share a copy with your local Museum Development team and Museum Development England appointed consultant(s) for analysis and reporting. Any data submitted via this form will be collected and processed according to Museum Development Yorkshire's [privacy policy](https://www.museumdevelopmentyorkshire.org.uk/privacy/).

**No personal information or names of organisations will appear in publicly available reports or datasets**. When results and analyses are shared with other organisations, this will be in an anonymised, aggregated form and people and **organisations will not be identifiable**.

When your organisation submits your survey data, you are consenting for your data:

\*To be included in a **regional dataset** that your local Museum Development team will use **to develop a programme of subsidised training and development support** and for **contacting your organisation about training offers**

\*To be combined with those of other museums to produce publicly available **regional and national reports** **available on Museum Development websites.**

\*To be combined with those of other museums to produce **analyses to share with our funder** **(Arts Council England) and partners (e.g. to inform commissioning of training, for advocacy).**

\***To be stored for future use,** in the expectation that this survey will be repeated at regular intervals (e.g. every two years) so that you and your provider can track results over time.

You can withdraw your consent prior to the publication of reports by 1st September 2021. You will be sent a copy of your data automatically when you submitting your survey (or on request by contacting mdyoffice@ymt.org.uk). Any personal data you provide and your organisation’s survey responses will be stored and processed in compliance with the General Data Protection Regulation (2018).

Please tick this box to show that you have read and understood the information above: □

**­­­­­­­­­­­­­­­­­­A. Confirm or change our information about your museum(s)**

This is the information you provided to us when your organisation registered for the MDN Skills Needs Survey. Please make any edits as appropriate before continuing.

**1. Information about your organisation**

Name of person completing the survey:

Role/job:

Department (if applicable):

Organisation (e.g. museum/museum service):

Email:

**2. Museum(s) you are completing the survey for (museum name)**

Museum 1:

Museum 2:

Museum 3:

Etc….

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## *Your Museum Development provider holds some information about your museum(s), such as that you provide for the Annual Museum Survey. You will be asked to confirm or update this information on the Skills Needs Survey for each of the museums you are responding for.*

**3. Accreditation number:**

**4. Accreditation status**: *Full Provisional Working Towards*

**5. What size is your museum?**

*Micro <10k visitors Small 10-20k visitors Medium 20-50k visitors Large 50-100k visitors Largest >100k visitors*

**6. What type of survey response are you making?**

*Single response for one site museum*

*Single site response from a multi-site museum organisation*

*One response covering an entire multi-site museum organisation*

**7. What type of museum are you responding for**

*Independent*

*Local Authority*

*University*

*English Heritage*

*National Trust*

**8. Is your museum currently a National Portfolio Organisation?** *Yes No*

**9. In which English Museum Development region is your museum located:**

## B. Your workforce

Please provide information about paid staff and volunteers at the organisation you are responding for – include only the Accredited/WTA museum(s) you are responding for (including those working across multiple sites).

**10. Employees - Total Headcount**. At the current time, what is the total headcount of paid staff employed by your organisation? \_\_\_\_

*None, 1 to 2, 3 to 5, 6 to 9, 10 to 25, More than 25, Don’t Know*

**11. Employees - Total Full-Time Equivalent (FTE)**. At the current time, what is the total full-time equivalent (FTE) count of paid staff employed by your organisation?­­­­\_\_\_\_\_

*None, Less than 2, 2 to 5, 6 to 10, 11 to 25, More than 25, Don’t Know*

**12. Volunteers - Total Headcount**. At the current time, what is the total number of volunteers at your organisation, including trustees? \_\_\_\_\_

 *None, Less than 10, 10-25, 26-50, 51-100, More than 100, Don’t Know*

**13. Volunteers - Total Hours Contributed** - In 2021/22 (April-March, or the usual year that your museum operates), what is the total number of hours you expect to be contributed to your organisation by volunteers (given no further Covid-19 disruption)? \_\_\_\_\_

*None, 1- 500, 501 to 1000, 1001 to 2000, 2001 to 5000, 5001 to 10000, More than 10000, Don’t Know*

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### C. Freelancers/ Consultants

Museums also engage freelancers (including self-employed consultants, sole-traders and small limited companies) to support areas of museum practice (such as learning, interpretation, exhibitions, collections care and conservation, marketing and audience development, evaluation and business consultancy).

**14. Will your organisation engage freelancers/ consultants at your Accredited/WTA museum(s) in the next year?**

Yes - we are likely to engage paid freelancers/ consultants

No - we are not likely to engage paid freelancers/ consultants

Don't know

### D. Training plans

**15. Does your organisation have a training plan for the workforce at your Accredited/WTA museum(s)?**

 Yes – we have a formal plan

 Yes – we have an informal plan

 No

 Don't know

## E. Training preferences

16. In the next year, what types of training from Museum Development and other external providers is your organisation interested in accessing?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 – Not at all interested | 2 – Not very interested | 3 - Neutral | 4 – Somewhat interested | 5 – Very interested |
| **Face-to-face training in-house** (e.g. trainer-led one-off and short courses) |  |  |  |  |  |
| **Face-to-face training off site** (e.g. trainer-led one-off and short courses) |  |  |  |  |  |
| **Online training** (e.g. live trainer-led one-off and short courses)  |  |  |  |  |  |
| **‘In person’ conferences**  |  |  |  |  |  |
| **Online conferences**   |  |  |  |  |  |
| **E-learning and self-directed research** (e.g. using video tutorials and online resources)  |  |  |  |  |  |
| **Skill sharing with other museums** (e.g. Case Study learning, peer learning, study visits)  |  |  |  |  |  |
| **On the job training at other museums** (e.g. secondments and shadowing)  |  |  |  |  |  |
| **Coaching** (A coach enables people to find answers. A coach rarely suggests answers) |  |  |  |  |  |
| **Mentoring** (A mentor guides, encourages shared responsibility and suggests answers) |  |  |  |  |  |
| **Action learning sets or other reflective practice** (An action learning set is a group of people that meet with a facilitator to find practical ways of addressing the challenges they face and to support their own learning and development) |  |  |  |  |  |

Other - Please describe:

## F. Skills, training and Covid-19

17. What effect, if any, has the Covid-19 pandemic had on the types of training your organisation is interested in (e.g. the method and delivery of training)?

18. What effect, if any, has the Covid-19 pandemic had on skill and training needs at your organisation?

## G. Accessing training

**19. What, if anything, is stopping your staff and volunteers from accessing training (Tick all that apply)**

Nothing right now, there are no barriers to accessing training

Training is not considered to be a priority by the organisation

Staff and volunteers feel there is not enough time for training

Cost of training and funding for training (including course fees and transport)

Training in the subject area we need is not available

There is a lack of cover for training

Training at the level we need is not available

Digital literacy and confidence, or access to technology (to take part in online training)

Concerns and confidence related to Covid-19 (i.e. taking part in face-to-face training)

Access needs (e.g. these might relate to travel, disability, training materials etc.)

Don't know/ not sure

Other:

**H. Your skills development priorities**

Before completing this section:

* Read through the **instructions** and pdf **survey** you were sent when you registered for the Skill Needs Assessment
* It is important to look at the full range of training topics on the survey before you enter your responses
* Consult with your organisation (your Accredited/WTA museums) if needed and prepare your answers.

Please consider:

* What are your organisation’s goals?
* What knowledge, skills and behaviours does your organisation need to develop to meet those goals?

You will be asked to rate a range of training topics in five sections (Governance and Leadership, Finance, People, Audiences, Collections).

**4 This is a training priority for us in the next year** – this has been identified as an area for skills development and your museum(s) would like to access training in this area in the next year (i.e. it is essential to meet your goals)

**3** **We are interested in training in this area, but in the longer term** – this has been identified as an area for skills development but it is not a priority in the next year (but may useful in the next 2 years)

**2 We have the skills we need to meet our goals in this area** – because your museum(s) has had recent training, recruitment or development and/or already has the skills or structure in place to support your goals

**1 Not applicable to our museum(s)** – because of your operating context (e.g. you do not have a board, or the marketing or finance departments are not in-house), or it is not an activity you are engaged in (e.g. you do not do fundraising and do not have plans to start fundraising)

For each topic you rate as an interest (3) or top priority (4), you will be asked to indicate what level of training your organisation requires (introductory, intermediate, advanced, or a mix of levels).

| **Section 1 of 5: Governance & Leadership** | **Priority** | **Skill Level (For items rated 3 or 4)** |
| --- | --- | --- |
| 1- Not applicable to our organisation | 2 - We have the skills we need to meet our goals in this area  | **3 - We are interested in this but in the longer term** | **4 – This is a training priority for us in the next year** | Introductory | Intermediate | Advanced | A mix of levels | Don’t know  |
| **21. Board membership, knowledge and skills** |
| Recruiting Trustees/Board members (including diverse boards, such a Young Trustees and from under-represented local communities) |  |  |  |  |  |  |  |  |  |
| Good governance for independent museums (introducing or refreshing principles and best practice in governance) |  |  |  |  |  |  |  |  |  |
| Trustee/Board core skills (e.g. financial compliance and accounting, legal, chairing etc.) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **22. Developing or renewing key strategies and plans**  |
| Forward Plan (may also be known as your Business Plan, Museum Development Plan or similar) |  |  |  |  |  |  |  |  |  |
| Environmental sustainability planning (across operations, activities, and work with partners and communities) |  |  |  |  |  |  |  |  |  |
| Digital leadership, transformation and change (including developing a digital strategy)  |  |  |  |  |  |  |  |  |  |
| Equality action planning (to improve equality, diversity and inclusion throughout your organisation) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **23. Organisational development and change** |
| Reviewing your organisation's operations (e.g. efficiency and cost saving, structure) |  |  |  |  |  |  |  |  |  |
| Developing and strengthening partnerships and collaboration (e.g. partnership models and agreements) |  |  |  |  |  |  |  |  |  |
| Using research and stakeholder consultation to inform planning and decision making (e.g. to review and improve) |  |  |  |  |  |  |  |  |  |
| **Change management** (including making the case for change, communication and managing staff development) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **24. Policies and procedures for managing risk and meeting statutory requirements and sector standards** |
| Emergency planning (including people, buildings and collections) |  |  |  |  |  |  |  |  |  |
| Risk assessment and management (e.g. building security, health and safety, insurance etc.) |  |  |  |  |  |  |  |  |  |
| Safeguarding and DBS (for those working directly with the public, especially children, young people and vulnerable adults) |  |  |  |  |  |  |  |  |  |
| GDPR and data management  |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |

| **Section 2 of 5: Finance** | **Priority** | **Skill Level (For items rated 3 or 4)** |
| --- | --- | --- |
| 1- Not applicable to our organisation | 2 - We have the skills we need to meet our goals in this area  | **3 - We are** **interested in this but in the longer** **term** | **4 – This is a training priority for us in the next year** | Introductory | Intermediate | Advanced | A mix of levels | Don’t know  |
| **25. Financial strategy and management** |
| Financial planning and budgeting (in line with organisational aims and objectives) |  |  |  |  |  |  |  |  |  |
| Project and budget management (including devising and managing capital projects) |  |  |  |  |  |  |  |  |  |
| Managing financial risk through best practice in financial policies and procedures (e.g. procurement and contracting) |  |  |  |  |  |  |  |  |  |
| Using data to make decisions (e.g. developing Key Performance Indicators [KPIs]; assessing effectiveness) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **26. Financial Sustainability: Income generation and business development** |
| Business development and models (e.g. for innovating and finding new approaches) |  |  |  |  |  |  |  |  |  |
| Retail/e-commerce and merchandising  |  |  |  |  |  |  |  |  |  |
| Other commercial income generation (please specify below) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **27. Financial Sustainability: Fundraising and grants** |
| Developing a fundraising strategy |  |  |  |  |  |  |  |  |  |
| Designing fundraising campaigns (e.g. including online fundraising) |  |  |  |  |  |  |  |  |  |
| Writing grant applications (e.g. including the Case for Support) |  |  |  |  |  |  |  |  |  |
| Fundraising streams (e.g. Corporate Sponsorship, philanthropy, membership schemes, crowdsourcing, major donors, bequests etc.) - please specify below |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |

| **People: Section 3 of 5** | **Priority** | **Skill Level (For items rated 3 or 4)** |
| --- | --- | --- |
| 1- Not applicable to our organisation | 2 - We have the skills we need to meet our goals in this area  | 3 - We are interested in this but in the longer term | **4 – This is a training priority for us in the next year** | Introductory | Intermediate | Advanced | A mix of levels | Don’t know  |
| **28. Workforce Development & Planning** |
| Succession planning (identifying and developing people to fill key roles in the future, including moving into leadership and board roles)  |  |  |  |  |  |  |  |  |  |
| Developing training plans and policies for an organisation |  |  |  |  |  |  |  |  |  |
| Developing opportunities for young people (e.g. government apprenticeships, Kickstart scheme, opportunities for young people with additional needs and other training and work placements) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **29. People Management & Leadership Qualities** |
| Creating inclusive teams and workplaces (e.g. equality, diversity and inclusion training, recruitment practices, accessible workplaces, wellbeing, anti-racism training) |  |  |  |  |  |  |  |  |  |
| Leadership qualities (e.g. decision making, negotiation, influencing and strategic thinking) |  |  |  |  |  |  |  |  |  |
| Communication & team work (e.g. team building, coaching and mentoring others, managing conflict, critical conversations)  |  |  |  |  |  |  |  |  |  |
| Performance management & progression planning  |  |  |  |  |  |  |  |  |  |
| Working with freelancers/consultants (e.g. writing briefs, commissioning, contracting and fees) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **30. Volunteer Management** |
| Managing volunteer teams (including recruitment and selection, team management and the law) |  |  |  |  |  |  |  |  |  |
| Diversifying volunteer involvement (e.g. young volunteers) |  |  |  |  |  |  |  |  |  |
| Remote volunteering (also known as distance volunteering or virtual volunteering)  |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |

| **Section 4 of 5: Audiences** | **Priority** | **Skill Level (For items rated 3 or 4)** |
| --- | --- | --- |
| 1- Not applicable to our organisation | 2 - We have the skills we need to meet our goals in this area  | **3 - We are interested in this but in the longer term** | **4 – This is a training priority for us in the next year** | Introductory | Intermediate | Advanced | A mix of levels | Don’t know |
| **31. Audience Development** |
| Understanding who your current and potential audiences are, including non-users and under-represented communities (e.g. using audience data and segmentation) |  |  |  |  |  |  |  |  |  |
| Understanding Audiences’ changing tastes and behaviours (e.g. using sector research and intelligence) |  |  |  |  |  |  |  |  |  |
| Writing an Audience Development plan |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| 32. Developing and evaluating displays, programming and activities |
| Audience consultation and evaluation (e.g. to inform content development or assess quality, relevance and impact)  |  |  |  |  |  |  |  |  |  |
| Developing exhibitions and displays (from design, through planning to delivery, including accessibility)  |  |  |  |  |  |  |  |  |  |
| Interpretation and storytelling (e.g. for displays and exhibitions, including accessibility) |  |  |  |  |  |  |  |  |  |
| Community engagement and co-curation (e.g. connecting with and involving local groups, and developing local partnerships, including with under-represented communities) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **33. Inclusive and welcoming places** |
| Building accessibility (including accessibility audits)  |  |  |  |  |  |  |  |  |  |
| Accommodating people with additional needs (e.g. autism awareness; dementia awareness)  |  |  |  |  |  |  |  |  |  |
| Standards for visitor experience and customer care |  |  |  |  |  |  |  |  |  |
| Digital Accessibility (including accessibility statements, website accessibility, social media accessibility, content creation accessibility – subtitles etc.) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **34. Working with Audience groups** |
| Early Years |  |  |  |  |  |  |  |  |  |
| Becoming and staying ‘Family Friendly’  |  |  |  |  |  |  |  |  |  |
| Formal learning activities (especially schools)  |  |  |  |  |  |  |  |  |  |
| Working with young people 11-25yrs (e.g. youth engagement out of school; youth-led programming; increasing relevance)  |  |  |  |  |  |  |  |  |  |
| Wellbeing and health (e.g. social prescribing; dementia friendly) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **35. Digital**  |
| Understanding digital audiences (e.g. current and potential audiences, using analytics, digital in/exclusion)  |  |  |  |  |  |  |  |  |  |
| Digital storytelling (e.g. online storytelling with collections) |  |  |  |  |  |  |  |  |  |
| Website development (from commissioning to publishing, including SEO, -publishing content etc.) |  |  |  |  |  |  |  |  |  |
| Digital engagement content plan and strategy (identified platforms, language guides, social media policy etc.) |  |  |  |  |  |  |  |  |  |
| Digital content production (e.g. video creation, live streaming, podcasting, online copy etc.)  |  |  |  |  |  |  |  |  |  |
| Social media content planning (including channels, creating content, etc.) |  |  |  |  |  |  |  |  |  |
| Developing a marketing strategy  |  |  |  |  |  |  |  |  |  |
| Creating a marketing campaign (including channels for marketing such as online, email, third party sites etc.)  |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |

| **Section 5 of 5: Collections** | **Priority** | **Skill Level (For items rated 3 or 4)** |
| --- | --- | --- |
| 1- Not applicable to our organisation | 2 - We have the skills we need to meet our goals in this area  | **3 - We are interested in this but in the longer term** | **4 – This is a training priority for us in the next year** | Introductory | Intermediate | Advanced | A mix of levels | Don’t know  |
| **36. Collections Management** |
| Collections development policies and plans |  |  |  |  |  |  |  |  |  |
| Collections review and rationalisation |  |  |  |  |  |  |  |  |  |
| Collections ethics and law |  |  |  |  |  |  |  |  |  |
| Documentation policies and procedures (including procedural manuals)  |  |  |  |  |  |  |  |  |  |
| Rights management in collections (including digital rights management) |  |  |  |  |  |  |  |  |  |
| Digital collections management (including methods for Digitisation, digital asset management, digital rights management and Spectrum for digital collections) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **37. Spectrum 5.0 (The Collection Trust’s standards for collection management**  |
| Introduction to Spectrum 5.0 |  |  |  |  |  |  |  |  |  |
| Object entry |  |  |  |  |  |  |  |  |  |
| Object exit |  |  |  |  |  |  |  |  |  |
| Acquisition and accessioning |  |  |  |  |  |  |  |  |  |
| Location & movement control |  |  |  |  |  |  |  |  |  |
| Cataloguing |  |  |  |  |  |  |  |  |  |
| Inventory |  |  |  |  |  |  |  |  |  |
| Documentation Planning |  |  |  |  |  |  |  |  |  |
| Loans (In and out) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **38. Collections Care** |
| Collections care policies and plans |  |  |  |  |  |  |  |  |  |
| Marking and labelling |  |  |  |  |  |  |  |  |  |
| Handling, transport, packing and storage |  |  |  |  |  |  |  |  |  |
| Display (e.g. mounting) |  |  |  |  |  |  |  |  |  |
| Housekeeping (e.g. pests, environmental monitoring, cleaning simple objects) |  |  |  |  |  |  |  |  |  |
| Risk assessment and emergency procedures for collections (e.g. hazards in collections, and emergency salvage) |  |  |  |  |  |  |  |  |  |
| Care of particular materials (please specify below) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |
| **39. Collections Research** |
| Working with universities and researchers  |  |  |  |  |  |  |  |  |  |
| Contemporary issues in collections research and interpretation (e.g. decolonising collections, climate change and environmental sustainability, contemporary collecting etc.)  |  |  |  |  |  |  |  |  |  |
| Subject specialist training/skills sharing (please specify below) |  |  |  |  |  |  |  |  |  |
| *More detail/Other:* |