University of Cambridge Museums Skills Audit
Report and Training & Development Programme

Addressing Goal 4 of the Arts Council Agreement as part of the Connecting Collections programme

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List of Abbreviations and Terminology

The skills audit makes a distinction between three types of training; these are listed below in order of significance.

1. Initial training/training need
2. Further training
3. Refresher training

Many of the training providers or museums mentioned in this report are abbreviated, particularly in graphs; for those unfamiliar with these the shortened versions are listed below.

CCVS – Cambridge Council Voluntary Service
Classics – The Museum of Classical Archaeology
MA – The Museums Association
MAA – The Museum of Archaeology and Anthropology
PPD – Personal and Professional Development Office, Cambridge University
Polar – The Polar Museum
Sedgwick – Sedgwick Museum of Earth Sciences
SHARE – SHARE Museums East
UCM – University of Cambridge Museums
Whipple – The Whipple Museum of History of Science
Zoology – The Museum of Zoology
Introduction

The Purpose of the Skills Audit

University of Cambridge Museums is one of only 16 museum services nationally to secure Major Partnership Funding from the Arts Council England. The Connecting Collections programme aims to transform access to the exceptional collections and research resources of the eight University of Cambridge Museums. These aims require a highly skilled workforce to implement substantial digital innovation, high-profile exhibitions, imaginative learning programmes and effective marketing across the University museums and with wider cultural partners that will reach and benefit audiences locally, regionally, nationally and internationally. Due to this, a skills audit is necessary to identify the training needs of both individual staff, particular museums and across the consortium as a whole.

The purpose of the skills audit that was recently undertaken is to address elements of Goal 4 of the Arts Council Funding Agreement in place with the University of Cambridge Museums as part of the Connecting Collections programme i.e. The Leadership and workforce are diverse and highly skilled. A skills audit was undertaken by staff within six of the eight University museums in July 2013 to assess what skills staff have and what might be missing.

The outcome of the Skills Audit

This information has been used to develop a strategic programme of targeted training outlined in this report. Not only does this training aim to develop the University of Cambridge Museums’ workforce, it will also be beneficial for individuals’ career development.

Alongside this training programme, the Staff Development Strategic Enablement Fund, a set grant of £500, is available for the funding year (April 13–March 14) to support staff development and training in individual museums. This training will meet specific needs, which may have been identified through the Staff Review and Development process. The funding will only be used to cover training which is not currently provided through University of Cambridge training opportunities. To encourage the sharing of knowledge and best practice those benefiting from training will be asked to contribute to the University of Cambridge Museums blog or give presentations to colleagues.

Similarly funding towards high profile conferences, an allocation of £300 per museum for the funding year (April 13–March 14) to support staff attendance at key sector conferences in the UK, with particular focus on staff who would not normally have the opportunity to attend.
In addition to the grants outlined above, the University of Cambridge Museums will fund two places across the 7 Museums, excluding the Fitzwilliam Museum, to attend the Museums Association Conference on 11-12 November 2013. The conference is the largest for museum professionals in Europe, and a fantastic opportunity for staff to learn more about national initiatives and projects in museums across the country.

Support has also been given to members of staff who (as a result of the skills audit) wish to develop their career through schemes such as the Associateship of the Museums Association.
Methodology

Who the Skills Audit will impact

The skills audit focuses upon six of the eight museums of the consortium. The training of staff at Fitzwilliam Museum has been undertaken separately by Linda Brooklyn in her role as Personnel and Workforce Development Manager. In comparison Kettle’s Yard is undergoing a major change of staff, as a result a skills audit was not undertaken as the needs of new employees will differ. Therefore the audit covers the Museum of Archaeology and Anthropology, the Museum of Classical Archaeology, the Whipple Museum of the History of Science, The Polar Museum, the Sedgwick Museum of Earth Sciences and the Museum of Zoology.

Which skills are assessed?

The skills audit covers nine areas of skills, recognised as major aspects of a skilled workforce in the cultural sector. These include:

1. Organisational Knowledge and Practice
2. Technical Knowledge
3. Management skills: general
4. Management skills: people
5. Professional
6. Administration/IT
7. Communication
8. Committee
9. Any other needs

Alongside these nine identified areas the audit also gave staff the opportunity to express any other skills they have to offer.

How was this information analysed?

The questions of the skills audit asked staff to rate their experience for a particular skill between 1 and 6, the lower the value the higher priority it is for training. This enabled staff to distinguish between skills they felt confident upon and required merely refresher training in comparison with those that were of a desperate need to the individual, team or department. If an individual was still unsure as to the level of training necessary they could rank the skill as ‘6 - Don’t know’. From these scores assigned to each skill an overall rating and average could be established for the consortium as a whole, and for each museum. These were then used to rank the skills in order of priority. In particular the number of people who ranked a skill as ‘1 - No current knowledge or skill and is essential/useful for the individual, team, Department’ was taken into account in a separate score which was corroborated with the overall average. As a result those areas upon which staff felt least confident are being recognised and addressed.
The Museum of Archaeology and Anthropology

Overall Findings

Overall the ten skills that staff of the Museum of Archaeology and Anthropology felt training upon would be most beneficial are listed below.

1. Funding/Income generation and writing a funding bid
2. Project management
3. Report writing
4. Dealing with the Press
5. Health and Safety
6. Developing publicity
7. Knowledge of working with wood, steel, Perspex etc
8. Facilities Management
9. Need to identify museum pests and have an understanding of Integrated Pest Management
10. Need to know how to use environmental monitoring equipment to measure temperature and humidity

Other skills that there was a particular emphasis upon refresher training for included: knowledge of exhibition management; knowledge of the Accreditation; Standard for Museums Supervisory responsibilities.

Conclusion and further recommendations for training

Training upon funding/income generation is produced by Cambridge Council Voluntary Service. For further information see the training programme (pages 29-34) or visit their website -

http://www.cambridgecvs.org.uk/

For the following skills training is provided by Cambridge University Personal and Professional Development Office at no cost to University employees: project management; report writing; dealing with the press; health and safety; developing publicity. Booking for courses upon these subjects are available via their website -

http://www.admin.cam.ac.uk/offices/hr/ppd/

Knowledge upon the use of environmental monitoring equipment, facilities management and Integrated Pest management is available through training coordinated by SHARE East, or could be organised internally.

http://www.sharemuseumseast.org.uk/

If more than a basic understanding of working with wood, steel, Perspex and other materials is necessary courses are available through The Institute of Conservation.

http://www.icon.org.uk/
The Museum of Classical Archaeology

Overall Findings

Overall the ten skills that staff of the Museum of Classical Archaeology felt training upon would be most beneficial are listed below.

1. Knowledge of the Museums Association Code of Ethics for Museums
2. Dealing with the Press
3. Knowledge of Museum documentation systems
4. Networking
5. Dealing with the media
6. Design
7. Developing publicity
8. Minute taking
9. Knowledge of the museum sector generally
10. Funding/Income generation and writing a funding bid

Other skills that there was a particular emphasis upon refresher training for included: Health and Safety; Knowledge of the University of Cambridge Museums’ collections; Marketing.

Conclusion and further recommendations for training

Ethics training upon the Code of Ethics is provided by the Museums Association at locations across the UK, however in-house training can be arranged upon enquiry. See the Training Programme (pages 29-34).

For the following skills training is provided by Cambridge University Personal and Professional Development Office at no cost to University employees: dealing with the press; networking; dealing with the media; minute taking. Booking for courses upon these subjects are available via their website - http://www.admin.cam.ac.uk/offices/hr/ppd/

SHARE East has a programme of training that covers skills such as: knowledge of the museum sector generally; knowledge of museum documentation systems; developing publicity. For more information see the training programme (pages 29-34) or the SHARE East website - http://www.sharemuseumseast.org.uk/

Training on funding/income generation is produced by Cambridge Council Voluntary Service. For further information see the Training Programme (pages 29-34) or visit their website - http://www.cambridgecvs.org.uk/
The Museum of Zoology

Overall Findings

The skills audit is particularly relevant to the Museum of Zoology as it undergoes refurbishment as part of the ‘Animals Galore – preserving and safeguarding diversity’ project. The Museum is closed to the public from June 3rd 2013 to deliver this major redevelopment project with an aim to reopen with improved facilities in early 2016.

Evidently as a museum undergoes a period of refurbishment different skills are needed by the workforce and there is a greater awareness of training and development. This is clear in the findings of the skills audit; the Museum of Zoology has noted a greater number of skills to be in need of training and requested more specific skills, such as scaffolding training, than other museums. Notably the refurbishment of the Museum has also contributed to a greater awareness of the lack of practical skills such as dealing with plumbing, electricity and air conditioning. These skills were those which the greatest number of people recognized they had no current knowledge of, but considered them essential for the team or department.

The ‘Animals Galore’ project aims to completely refurbish the display spaces, to create a school room and learning area and to build new stores with more space, state-of-the-art preservation conditions and guided public access. Such alterations to the museum are linked to developing education, conservation and visitors’ engagement with the collections; areas which the skills audit shows Museum staff are confident upon, particularly in comparison to other museums. For example, every member of staff felt they had an essential understanding of the needs and expectations of museum visitors and knowledge of the general conservation issues facing the Museum’s collection. However there was an identified need for refresher training for education, with over 87% of staff indicating they would like this.

Overall the ten skills that staff felt training upon would be most beneficial are listed below.
1. Mentoring and Coaching 6. Knowledge of current IT systems
2. Presentation skills 7. Stress management
3. Work shadowing 8. Secondment
5. Finance 10. Financial management

Other skills that there was a particular emphasis upon refresher training for included dealing with the media, education and understanding funding or income generation (including writing a funding bid).
Conclusion and further recommendations for training

Identified areas for training

Consequently it is clear that overall there is four areas of skill that need addressing:

1. **Practical skills linked to the refurbishment**
   (Plumbing, air ventilation, electrical, scaffolding, and understanding IT systems)
2. **Shared knowledge amongst employees for individual development**
   (mentoring, secondment, presentation skills, work shadowing)
3. **Financial matters**
   (finance, financial management, writing funding bids/income generation)
4. **Stress Management**

How will these be addressed?

The first of these four areas, practical skills linked to the refurbishment, is to a certain extent currently being addressed by the use of the Staff Development Strategic Enablement Fund (see below) and through the process of the refurbishment itself.

The following are recommendations for training in these four areas that can be provided internally by the University of Cambridge:

**Skills linked to the refurbishment**
Alongside plumbing and electricals, understanding current IT systems ranked highly. Cambridge University Computer Service provides free training for staff on current IT systems, although the next courses upon this theme are yet to be scheduled for early 2014.
[http://training.cam.ac.uk/ucs/](http://training.cam.ac.uk/ucs/)

**Stress Management**
A course upon Stress, Relaxation and Coping is run by Cambridge University Personal and Professional Development Office. The course is aimed at helping members of staff understand the causes of stress and identify possible solutions for coping with pressure and managing stress. To be held on Monday 25 November 2013.

**Staff Development Strategic Enablement Fund**

The Staff Development Strategic Enablement Fund for the Museum of Zoology is intended to be spent upon scaffolding training for members of staff. This will enable staff to work confidently with scaffolding not only during the refurbishment, but also in future installations and changes to exhibition spaces. Therefore steps have already been taken to address the need for training upon practical skills linked to the refurbishment.
The Polar Museum

Overall Findings

Overall the ten skills that staff felt training upon would be most beneficial are listed below.

1. Knowledge of the museum sector generally
2. Knowledge of Museum documentation systems
3. Need to develop particular area(s) of expertise on objects within the collections
4. Knowledge of the University of Cambridge Museums’ collections
5. Knowledge of working with wood, steel, Perspex etc
6. Mentoring and Coaching
7. Knowledge of the Museums Association Code of Ethics for Museums
8. Work shadowing
9. Archives
10. Documentation

Other skills that there was a particular emphasis upon refresher training for included: Health and Safety; knowledge of current IT systems; monitoring and evaluation.

Conclusion and further recommendations for training

The Staff Development Strategic Enablement Fund will be used by The Polar Museum to fund several members of staff to attend conferences in the areas of education, metalwork and social media.

The Cambridge University Personal and Professional Development Office encourage work shadowing and mentoring and coaching. For further information see the training programme (pages29-34) or consult their website - http://www.admin.cam.ac.uk/offices/hr/ppd/

SHARE East has a programme of training that covers skills such as: knowledge of the museum sector generally; knowledge of museum documentation systems; need to develop particular area(s) of expertise on objects within the collections; documentation. For more information see the training programme (pages 29-34) or the SHARE East website - http://www.sharemuseumseast.org.uk/

If more than a basic understanding of working with wood, steel, Perspex and other materials is necessary courses are available through The Institute of Conservation. http://www.icon.org.uk/

Ethics training upon the Code of Ethics is provided by the Museums Association at locations across the UK, however in-house training can be arranged upon enquiry. See the Training Programme (pages 29-34).

Training upon archives or knowledge of the University of Cambridge Museums’ collections is currently being established; see the Training Programme for further details (pages 29-34).
The Sedgwick Museum of Earth Sciences

Overall Findings

Overall the ten skills that staff felt training upon would be most beneficial are listed below.

1. Funding/Income generation and writing a funding bid
2. Leadership
3. Knowledge of the Accreditation Standard for Museums
4. Knowledge of the Museums Association Code of Ethics for Museums
5. Financial management
6. Conflict resolution
7. Employment legislation
8. Education
9. Emergency Planning
10. Minute taking

Other skills that there was a particular emphasis upon refresher training for included: dignity at work; knowledge of the University of Cambridge Museums’ collections; exhibition management.

Conclusion and further recommendations for training

Training upon funding/income generation is produced by Cambridge Council Voluntary Service. For further information see the Training Programme (pages 29-34) or visit their website - http://www.cambridgecvs.org.uk/

For the following skills, training is provided by Cambridge University Personal and Professional Development Office at no cost to University employees: leadership; conflict resolution; employment legislation; minute taking.
Booking for courses upon these subjects are available via their website - http://www.admin.cam.ac.uk/offices/hr/ppd/

Financial training is given by the Finances Division of the University of Cambridge. http://www.admin.cam.ac.uk/offices/finance/training/

SHARE East has a programme of training that covers skills such as: knowledge of the accreditation standard for museums and education. For more information see the training programme (pages 29-34) or the SHARE East website - http://www.sharemuseumseast.org.uk/

‘Working with the Emergency Services’ is a course on emergency planning run by collaboration between the National Trust and English Heritage. See the Training Programme (pages 29-34) for further details.

Ethics training upon the Code of Ethics is provided by the Museums Association at locations across the UK, however in-house training can be arranged upon enquiry. See the training programme (pages 29-34).
Overall Findings

Overall the ten skills that staff felt training upon would be most beneficial are listed below.

1. Dealing with the media
2. Negotiation and Influencing
3. Knowledge of the museum sector generally
4. Knowledge of the University of Cambridge Museums collections
5. Knowledge of Museum documentation systems
6. Chairing skills
7. Knowledge of current IT systems
8. Need to develop particular area(s) of expertise on objects within the collections
9. Knowledge of the museum sector in Cambridge, including the University of Cambridge Museums
10. Financial management

Other skills that there was a particular emphasis upon refresher training for included spreadsheets and databases, Knowledge of the Museums Association Code of Ethics for Museums, and the ability to identify museum pests and have an understanding of Integrated Pest Management.

Conclusion and further recommendations for training
SHARE East has a programme of training that covers skills such as: knowledge of the museum sector generally; knowledge of museum documentation systems; need to develop particular area(s) of expertise on objects within the collections; documentation. For more information see the Training Programme (pages 29-34) or the SHARE East website- http://www.sharemuseumseast.org.uk/

For the following skills training is provided by Cambridge University Personal and Professional Development Office at no cost to University employees: dealing with the media; negotiation and influencing; chairing skills. Booking for courses upon these subjects are available via their website - http://www.admin.cam.ac.uk/offices/hr/ppd/

Financial training is given by the Finance Division of the University of Cambridge. http://www.admin.cam.ac.uk/offices/finance/training/

IT training is available from the University of Cambridge Computer Service. http://www.ucs.cam.ac.uk/

Training on knowledge of the University of Cambridge Museums collections is currently being established; see the Training Programme for further details (pages 29-34).
The University of Cambridge Museums Consortium

Overall Findings

Evidently the aforementioned information is useful for analysing skill levels within each museum. This will enable individual museums to devise their own training in the future. However the broader view of training needs for the University of Cambridge Museums as a whole is outlined below, alongside a Training Programme that aims to address any concerns arisen from the skills audit.

Shortlist of Skills

Listed below are the twelve skills that as an outcome of the skills audit are most highly ranked in need of training.

1. Funding/Income generation and writing a funding bid
2. Knowledge of the Museums Association Code of Ethics for Museums
3. Dealing with the media
4. Emergency Planning
5. Knowledge of the University of Cambridge Museums’ collections
6. Mentoring and Coaching
7. Archives
8. Health and Safety
9. Knowledge of Museum documentation systems
10. Monitoring and evaluation
11. Project management
12. Knowledge of the museum sector generally

Other skills that also ranked highly across all the museums include education, stress management, financial management and knowledge of exhibition management. Nevertheless the aforementioned twelve skills are the underlying basis of the training programme as they are those which ranked high upon both necessitous training and refresher training. Therefore the following pages contain an analysis of responses to the audit for each of these twelve skills in detail, followed by propositions for a sustainable training programme to address them.
**Funding/Income Generation and writing a funding bid**

The skill of understanding funding/income generation and writing a funding bid is identified as an urgent training need by over 15% of staff, while a further 33% believed further training to be a necessity. The graph below displays the distribution of this across the different museums. In six of the seven museums/groups surveyed over a third of staff suggested training on funding was a priority.

![Percentage of museum staff rating 'Funding/Income and writing a funding bid' as a training need](image)

*Fig. 1 – Percentage of staff rating ‘Funding/Income and writing a funding bid’ as a training need*

Training upon writing funding applications is provided at no cost by the Cambridge Council for Voluntary Service. See the Training Programme (pages 29-34) for further details.
Knowledge of the Museums Association Code of Ethics for Museums

The Museums Association Code of Ethics outlines the principles that guide museum practice. Over one fifth of all members of staff think they have no knowledge upon this subject and consider ethics training as vital. In fact only 6% of the workforce is confident enough upon the subject of ethics to suggest that no training is required. This is evident in the pie chart below.

![Pie chart showing knowledge of the Museums Association Code of Ethics for Museums]

**Fig. 2 Knowledge of the Museums Association Code of Ethics for Museums**

Training upon the Museums Association Code of Ethics is provided by the Museums Association at locations across the UK, however in-house training can be arranged upon enquiry. See the Training Programme (pages 29-34) for further details.
Dealing with the media

Dealing with the media is a skill upon which almost half (47%) of the workforce felt initial training or further training is needed. The graph below emphasises how there was a schism between certain museums that considered training more necessary than others. This is possibly due to the relatively recent appointment of a University of Cambridge Museums Marketing and Press Coordinator, who works across the museums, particularly with The Polar Museum and the Museum of Archaeology and Anthropology, hence these museums ranked higher upon refresher training than initial/further training.

![Percentage who rated 'Dealing with Media' as in need of training or further training](image)

**Fig. 3 Percentage of staff who rated ‘Dealing with the Media’ as in need of training or further training**

The Communications Office for Cambridge University alongside the Personal and Professional Development Office provides a training session upon dealing with media interviews which would be useful for any members of staff that have contact with the media. See the Training Programme (pages 29-34) for further details.
Emergency Planning

Emergency Planning is a skill which produced a full range of responses on the skills audit. This is shown in the graph above by bell shape suggesting that most people were familiar with emergency planning but required refresher training. However it is a concern that in an emergency as many as 13% of the workforce with ‘no current knowledge/skill’ in this area, and only roughly a fifth of staff confident enough (having ranked this as a ‘4’ or ‘5’) to claim they would know what procedures to undertake in an emergency.

As such it has been suggested that a couple of places should be taken regularly by staff upon the ‘Working with the Emergency Services’ course run by a collaboration between the National Trust and English Heritage. This is a course members of staff from the Fitzwilliam Museum have attended in the past and it would be suitable to address this training need for the University of Cambridge Museums consortium. See the Training Programme (pages 29-34) for further details.
Knowledge of the University of Cambridge Museums' collections

In order to be an effective consortium the staff must have an awareness of the University of Cambridge Museums’ collections. Whilst no member of staff suggested that they had ‘no knowledge’ of the collections the vast majority (81%) suggested that further training, if not refresher training, was a need (see fig. 5)

Fig. 5 Knowledge of the University of Cambridge Museums’ collections

Despite the widespread basic knowledge of the University of Cambridge Museums’ collections amongst the workforce it is still identified as a major need for further training. It could be suggested that staff have knowledge of the collections within the museum/area of research they work upon and need training upon the breadth of collections across the consortium. Internal training should then be set up to provide this. See the Training Programme (pages 29-34) for further details.
Mentoring and Coaching

Out of all the skills listed Mentoring and Coaching has the largest disparity between those who consider it a training need and those who consider training is not necessary. This division of opinion is highlighted by the comparably high proportion (almost 20%) of people who rated this as ‘Don’t know’ (see fig. 6)

Fig. 6 Mentoring and Coaching

The University of Cambridge encourages mentoring and coaching to be set up either internally by a department/museum upon the employment of a new member of staff or between individuals to encourage further development. Staff in each museum should be made aware of this opportunity. For further information please consult the Personal and Professional Development Office website section on mentoring and coaching - http://www.admin.cam.ac.uk/offices/hr/ppd/pdp/mentoring/

See the Training Programme (pages 29-34) for further details.
Archives

As the graph below shows Archives is considered a training need at all of the museums surveyed by the skills audit. This is notable in itself, whilst the fact that for five of the museums/groups listed more than a third of staff felt that training, or further training was ‘essential (or useful) for the individual, team or Department’.

Unfortunately there is no specific training currently provided upon archives either internally or regionally by providers such as SHARE East. A discussion should be started between SHARE East and University of Cambridge Museums in order to address this lack of training upon archives. It is recommended then that training on this subject should be made available to both the University of Cambridge Museums workforce and other local museums via sharing of practice between SHARE East and University of Cambridge Museums. See the Training Programme (pages 29-34) for further details.
Health and Safety

The majority of staff (57% - see fig. 8) believes they are ‘familiar with and able to use’ their knowledge of health and safety but require refresher training. Very few members of staff claim to have ‘no current knowledge’ of health and safety, which is reassuring as health and safety is part of training of new staff, therefore every member of the workforce should have had, to a certain extent, some health and safety training.

![Health and Safety Chart]

*Fig. 8 Health and Safety*

The Cambridge University Personal and Professional Development Office provide an online health and safety course which should be recommended to members of staff who wish to partake in refresher training. See the Training Programme (pages 29-34) for further details.
Knowledge of Museum Documentation Systems

Similarly to the skills area of archives, knowledge of museum documentation systems is remarkable as it was identified as a training need in all of the seven museums/groups of staff. However (as fig. 9 emphasises) there is a large difference between the groups such as the Museum of Classical Archaeology and staff across all museums of which 100% of staff consider it an essential need, and The Polar Museum where it is little over 10%.

Fig. 9 Percentage of staff who rated Knowledge of Museum Documentation Systems as in need of training/further training

In terms of training, SHARE East provide resources and training upon documentation systems. See the Training Programme (pages 29-34) for further details.
Monitoring and evaluation

As far as monitoring and evaluation is concerned only 6% of members of staff feel no training is necessary. Instead over two thirds of staff requested further training or refresher training (see below – fig. 10). This is perhaps due to the nature of monitoring and evaluation, that it is ideally regularly repeated, which explains why few members of staff claim to have ‘no current knowledge’ upon this, rather it is refresher training and an update on more recent techniques and methods that is requested by the majority.

![Monitoring and evaluation](image)

**Fig. 10 Monitoring and Evaluation**

The Cambridge Council Voluntary Service provides training on what to do after you have been funded, including evaluation and monitoring. See the Training Programme (pages 29-34) for further details.
Project management

Project management is also a skill which people consider to be in more need of refresher training for. In fact 40% of the workforce consider themselves ‘familiar with’ project management and require only refresher training.

![Project management pie chart]

**Fig. 11 Project Management**

The Cambridge University Personal and Professional Development Office provide an online course, and a part‐online, part‐workshop course upon project management. See the Training Programme (pages 29-34) for further details.
Knowledge of the museum sector generally

Almost all members of staff consider themselves to have at least basic knowledge of the museum sector generally. Indeed Knowledge of the museum sector generally is the skill which has the largest number of staff who describe themselves as ‘able to use the knowledge… but require refresher training’. This number almost amounts to half of the workforce, whilst a further 25% consider further training necessary (see fig 12).

![Knowledge of the museum sector generally](image)

**Fig. 12 Knowledge of the museum sector generally**

SHARE East provides a training course named ‘Understanding Museums’ which comprises of six sessions introducing the museum sector. See the Training Programme (pages 29-34) for further details.
Conclusion & Recommendations for Training

Overall it is clear that the skills audit highlights the diversity between the museums within the consortium, as well as skills which staff of all six surveyed museums consider lacking. It has been these skills areas, with the lowest mean score designated to them which have been analysed in detail in this report and around which the following training and development programme has been focussed.

Whilst this may not address certain training areas specific to each museum the information provided by the skills audit has been made available to each individual museum which participated, alongside a list of skills areas ranked in order of training need according to the audit and a summary of internal training available. Also, a Staff Development Strategic Enablement Fund has been set aside for each museum to cover any costs that arise from addressing the skills needs identified by the audit.

The training and development programme outlined below is a guide to resources and training available to cover the twelve skills identified as lacking in the consortium as a whole. It is intended to be a sustainable programme, based mainly upon the training of internal and regional providers. Furthermore the University of Cambridge Museums encourages best practice by often asking that those who attend conferences or training share their knowledge via presentations to other staff or the University of Cambridge Museums blog. As a result it is reasonable to suggest that the areas identified as training needs by the recent skills audit will, to a certain extent, be addressed by this training programme.
University of Cambridge Museums
Training and Development Programme

Based upon the findings of the Skills Audit

Addressing Goal 4 of the Arts Council Agreement as part of the Connecting Collections programme
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<th>Time</th>
<th>Location</th>
<th>Course Provider</th>
<th>Cost</th>
<th>Booking details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding/Income generation and writing a funding bid</td>
<td>Writing Good Funding Applications</td>
<td>Tuesday 26&lt;sup&gt;th&lt;/sup&gt; Nov 2013</td>
<td>9.30am-12.30pm</td>
<td>Fenland District Council, Fenland Hall, March</td>
<td>CCVS</td>
<td>None</td>
<td>Booking for the course is through the website: <a href="http://www.cambridgecvs.org.uk/training-events/view/31">http://www.cambridgecvs.org.uk/training-events/view/31</a></td>
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<td>Wednesday 4&lt;sup&gt;th&lt;/sup&gt; Dec 2013</td>
<td>9.30am – 3.30pm</td>
<td>Llandaff Chambers, 2 Regent Street Cambridge</td>
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<td>Booking for the course is through the website: <a href="http://www.cambridgecvs.org.uk/training-events/view/32">http://www.cambridgecvs.org.uk/training-events/view/32</a></td>
</tr>
<tr>
<td>Knowledge of the Museums Association Code of Ethics for Museums</td>
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<tr>
<td>Dealing with the media</td>
<td>Media Interviews: Making the Most of Them</td>
<td>Thursday 17&lt;sup&gt;th&lt;/sup&gt; Oct 2013</td>
<td>1.30pm</td>
<td>PPD Revans Room, 25 Trumpington Street, Cambridge</td>
<td>PPD Cambridge University</td>
<td>None</td>
<td>Booking for the course is through the website: [<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/event/651920](<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/event/651920)</td>
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<tr>
<td>Emergency Planning</td>
<td>Working with the Emergency Services</td>
<td>Various</td>
<td>Various</td>
<td>West Midlands Fire Service Training Centre, Dartmouth Road, Smethwick, West Midlands B66 1BG</td>
<td>The National Trust and English Heritage</td>
<td>The cost of the course is £425.00 per person and includes all meals, accommodation and personal protective equipment. It does not include the cost of travelling.</td>
<td>For further details upon training for emergency planning contact Julie Dawson (Senior Assistant Keeper, Antiquities, Fitzwilliam Museum) <a href="mailto:jd110@cam.ac.uk">jd110@cam.ac.uk</a> or Andor Vince (Collections Care Officer, Antiquities, Fitzwilliam Museum) <a href="mailto:av341@cam.ac.uk">av341@cam.ac.uk</a></td>
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<td>Knowledge of the UCM collections</td>
<td>Currently no training upon the University of Cambridge Museums’ collections across the entire consortium exists. This should be organised internally. For instance a presentation upon collections from a different member of staff from each museum could be made available to staff who wish to learn more about the collections.</td>
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<tr>
<td>Mentoring and Coaching</td>
<td>Mentoring and coaching should be arranged internally. University of Cambridge Museums should organise mentors for new members of staff, but peer or developmental mentoring should be arranged between colleagues. For further information please consult the PPD website section upon mentoring and coaching: <a href="http://www.admin.cam.ac.uk/offices/hr/ppd/pdp/mentoring/">http://www.admin.cam.ac.uk/offices/hr/ppd/pdp/mentoring/</a></td>
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<tr>
<td>Archives</td>
<td>Currently no training upon archives on an internal or regional level exists. It might be useful for a discussion and sharing of practice should be set up with SHARE East to address this.</td>
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<tr>
<td>Health and Safety</td>
<td>Health and Safety Online Training</td>
<td>- (self taught)</td>
<td>- (self taught)</td>
<td>- (self taught)</td>
<td>PPD Cambridge University</td>
<td>None</td>
<td>Booking for the course is through the website: <a href="http://www.training.cam.ac.uk/ohss/course/ohss-safety60">http://www.training.cam.ac.uk/ohss/course/ohss-safety60</a></td>
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<td>Knowledge of Museum documentation systems</td>
<td>Keeping a record: the Essentials of Museum Documentation</td>
<td>Monday 21st Oct 2013 10am - 4pm</td>
<td>Gainsborough’s house, Sudbury</td>
<td>SHARE East</td>
<td>None</td>
<td>Booking for the course is through the website: <a href="http://www.sharemuseumseast.org.uk">http://www.sharemuseumseast.org.uk</a></td>
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<tr>
<td>Monitoring and Evaluation</td>
<td>What to do now that you have been funded</td>
<td>Thursday 10th Oct 2013 9.30am - 12.30pm</td>
<td>Llandaff Chambers, 2 Regent Street, Cambridge</td>
<td>CCVS</td>
<td>None</td>
<td>Booking for the course is through the website: <a href="http://www.cambridgecvs.org.uk/training-events/view/27">http://www.cambridgecvs.org.uk/training-events/view/27</a></td>
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<tr>
<td>Project Management</td>
<td>Project Management: Online and Workshop</td>
<td>Wednesday 27&lt;sup&gt;th&lt;/sup&gt; Nov 2013</td>
<td>9.30am</td>
<td>PPD Revans Room, 25 Trumpington Street, Cambridge</td>
<td>PPD Cambridge University</td>
<td>None</td>
<td>Booking for the course is through the website: [<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/event/651509](<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/event/651509)</td>
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<td>Thursday 20&lt;sup&gt;th&lt;/sup&gt; March 2014</td>
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<td>Thursday 12&lt;sup&gt;th&lt;/sup&gt; June 2014</td>
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<tr>
<td>Project Management: Online</td>
<td>- (self taught)</td>
<td>- (self taught)</td>
<td>- (self taught)</td>
<td>PPD Cambridge University</td>
<td>None</td>
<td>Booking for the course is through the website: [<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/course/cppd-self6](<a href="http://www.training.cam.ac.uk/cp">http://www.training.cam.ac.uk/cp</a> pd/course/cppd-self6)</td>
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</table>
| Knowledge of the Museum Sector generally | Understanding Museums 6 Sessions covering  
• What can objects do for us?  
• History and context  
• Structures and governance  
• Collecting, caring and exhibiting  
• Advocacy, Communication and Building your Networks  
• How can museums make a difference? | Autumn 2013  
6 sessions  
First session Friday 20th Sept 2013  
Last sessions Friday 29th Nov 2013  
For further details see website. | 10am - 3.30pm | At various University of Cambridge Museums | SHARE East | None | Booking for the course is through the website: [http://www.sharemuseumseast.org.uk](http://www.sharemuseumseast.org.uk) |