EVALUATION OF THE HLF FUNDED MUSEUMS GALLERIES SCOTLAND INTERNSHIP PROGRAMME 2011-2014

May 2015
CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>i</td>
</tr>
<tr>
<td>1. Introduction and context</td>
<td>1</td>
</tr>
<tr>
<td>2. Impact on interns</td>
<td>9</td>
</tr>
<tr>
<td>3. Impact on supervisors</td>
<td>20</td>
</tr>
<tr>
<td>4. Impact on mentors</td>
<td>26</td>
</tr>
<tr>
<td>5. Impact on participating organisations and the wider sector</td>
<td>30</td>
</tr>
<tr>
<td>6. Conclusions and recommendations</td>
<td>42</td>
</tr>
</tbody>
</table>

APPENDICES:

Appendix 1: Participating host organisations
Appendix 2: Diversity data on successful candidates
Appendix 3: Learning Framework Core Skills
Appendix 4: Desk review of existing evaluation material
Appendix 5: Stakeholders interviewed
Appendix 6: Press Coverage
Appendix 7: Interview guides
Appendix 8: Sector survey questions
Appendix 9: Cohort 2 interns’ responses to post-programme questionnaire
Table of Figures and Tables

Table 1.1 MGS Internship Programme aims in relation to HLF Skills for the Future and the National Strategy for Scotland’s Museums and Galleries ................................................................. 2

Figure 2.1 Factors that affected the quality of individual interns’ experience.......................... 12

Table 2.1 Examples of roles interns have held since completing the programme ......................... 17

Figure 3.1 Summary of cohort 2 supervisors’ responses to questions: How has supervising an intern impacted on your own skills and abilities? (n=21) ....................................................... 24

Figure 5.1 Main benefits and costs for participating museums and galleries ............. 31

Figure 5.2 Summary of museums/galleries sector survey respondents’ responses to: Which of these skills (if any) do you feel are lacking in the museums and galleries sector of the future (n=19)........ 32
Executive Summary

Overview and background

1. The Museums Galleries Scotland (MGS) Internship Programme (2011-2014), funded through Heritage Lottery Fund Skills for the Future, provided opportunities within the museums and galleries sector for 40 new entrants to take part in an educational, work-based training programme managed by MGS and delivered in partnership with host organisations.

2. Interns took part in the programme for one year and were supported by a range of educational and training opportunities and resources, as well as supervision and mentorship and were awarded a bursary of £15,000. The programme’s aims are closely aligned with the aims of both the Heritage Lottery initiative and with Going Further: The National Strategy for Scotland’s Museums and Galleries which outlines the ten year vision for the sector. It responds directly to challenges recognised within the museums and galleries sector and broader heritage sector relating to the need to increase the quality of work-based training to develop skills in the sector, address skills gaps and shortages over the long-term, increase the capacity of the sector to deliver training and share good practice, and develop a more diverse and inclusive workforce.

Evaluation methodology

3. Blake Stevenson Ltd was commissioned to undertake an external summative evaluation of the impact of the programme which built on the internal interim evaluation. The methodology employed for the evaluation included a desk-based literature review, qualitative interviews with interns, supervisors, mentors, members of the Validation Panel, and relevant MGS staff. In addition, they conducted an online survey of the wider sector to try to establish wider knowledge and impact of the programme, however the response rate to this survey was disappointingly low and therefore not necessarily representative of wider views.

Key findings

4. There is no doubt that this programme has had a significant impact on the participating interns, organisations and on MGS, with variation at local level. These impacts have been overwhelmingly positive, and there are good indications that some of these impacts at least can be expected to last beyond the lifetime of the programme.

5. Initial teething problems were rectified as the programme progressed and MGS showed a real keenness to learn from the experience, placing emphasis on evaluative activity and feedback, which they reacted to.

6. The programme has endeavoured to challenge perceptions within the sector that postgraduate qualifications are essential and to break the cycle of those with postgraduate degrees looking to employ people who have followed the same route as themselves. This has happened to some extent – and is a valuable springboard from which to encourage these barriers to be further broken down in the future.
7. There is clear evidence that the model that has been developed is effective, and the programme has developed capability and capacity (to a lesser extent) within the sector to implement such a programme again in the future, although this would most likely rely on external funding being found to enable this to happen, unless internal budgets can be reallocated to this sort of activity.

8. The fact that the interns were paid a bursary that was high enough to cover living costs; the structured learning framework that was put in place; the high quality and range of training opportunities available to interns and supervisors; and the support provided by MGS were all critical factors in the success of the programme – and these key components fit well with widely recognised good practice in relation to internship programmes. The establishment of a Validation Panel was another important element – ensuring that this new programme had adequate scrutiny and demanded quality of its participants.

9. Key achievements included:
   - To date, 90% of the original cohort of 20 interns, and 60% of the second cohort of 20 interns have moved into related employment (many within six months of completing their internship). Even those who did not confirm that they had acquired new skills, believed themselves to be significantly more employable than they were before taking part.
   - The programme attracted high quality candidates, and as a result of the high quality of experience that the vast majority had, this has resulted in a pool of 40 people with a broad but relevant skills set for working in the sector. Some have been described as "future leaders in the sector".
   - The programme has begun to shift thinking within the sector with regards to entry routes – whereas previously most organisations believed that it was essential to have an undergraduate degree and a relevant Masters qualification for even entry level jobs within the sector, the internship programme has helped make people aware of the high quality contribution that people entering the sector through another route can make.
   - A high quality training programme was developed through the internship programme which is now available to others within the sector.
   - The capability of participating museums and galleries to manage future internship programmes or similar has been developed, although the capacity of organisations to do so without additional funding has not developed as much as had been hoped at the outset.

Recommendations for taking the legacy forward

10. Blake Stevenson made 19 recommendations overall – 12 operational recommendations related specifically to taking forward programmes of this nature in future; and seven strategic recommendations to participating organisations, MGS and the wider sector.

11. Recommendations focussed on ensuring that participating organisations and MGS find ways to enable staff to build on the skills developed through the programme; ensuring that partnership and networking opportunities developed through the programme can be continued; ensuring that the sector works together to break down barriers in relation to diversification of the workforce; ensuring that lessons learned are shared with the wider sector, other parts of the UK and internationally; making sustainability integral to future programmes of this nature; and encouraging the sector to come together to discuss solutions to issues raised during the research, including that of low pay.
1. **Introduction and context**

### Introduction

1.1 The Museums Galleries Scotland (MGS) Internship Programme (2011-2014) provided opportunities for 40 graduate interns within the museums and galleries sector to take part in an educational, work-based training programme managed by MGS and delivered in partnership with host organisations. Interns took part in the programme for one year and were supported by a range of educational and training opportunities and resources, as well as supervision and mentorship.

1.2 The MGS Internship Programme was funded by the Heritage Lottery Fund (HLF) Skills for the Future Programme, and its aims are closely aligned with both the aims of this initiative and with *Going Further: The National Strategy for Scotland’s Museums and Galleries* which outlines the ten year vision for the sector. It responds directly to challenges recognised within the museums and galleries sector and broader heritage sector relating to the need to increase the quality of work-based training to develop skills in the sector, address skills gaps and shortages over the long-term, increase the capacity of the sector to deliver training and share good practice, and develop a more diverse and inclusive workforce.

1.3 As the national development body for Scotland’s museums and galleries sector, MGS is instrumental in fostering innovation and sharing good practice within the sector and in ensuring that the sector is in a position to meet current and future needs. In developing this programme, MGS hoped to modernise practice and change attitudes about work-based learning in the sector and to encourage skills-sharing and a culture of learning that will benefit the wider sector. The specific aims of the Internship Programme were to:

- **Provide a high-quality work-based skills development opportunity to a cohort of new entrants into the Scottish museums and galleries sector;**
- **Address gaps in core skills in the Scottish museums and galleries sector to meet current and future needs;**
- **Build the capacity of museum and gallery organisations to provide work-based learning and development;**
- **Leave a legacy of training resources and skills in the Scottish museums and galleries sector;**
- **Leave a legacy of a more inclusive culture in Scottish museums and galleries.**

1.4 The HLF Skills for the Future Programme is a £15 million initiative that funds work-based training in a wide range of heritage skills. The programme awards grants to organisations that can demonstrate a skills shortage and are able to plan and develop new training programmes to recruit, train and pay new trainees in the sector.

1.5 MGS was awarded funding from the initiative to implement the Internship Programme. The aims of the programme are directly mapped to both the Skills for the Future initiative and the National Strategy for Scotland’s Museums and Galleries, as shown (Table 1.1).
1.6 As described in the 2012 Interim Evaluation report for the programme, its aims relate to some degree to all six National Strategy Aims. However, they most directly relate to Aim 3: to empower a diverse workforce to increase their potential for the benefit of the sector and beyond.

1.7 The aims of the internship programme overall relate directly to Aim 3 of the National Strategy "Empower a diverse workforce to increase their potential for the benefit of the sector and beyond.” The individual internships within the programme had different themes and therefore related in varying degrees to the other National Strategy Aims. For example, the internships which focussed on collections care, would also directly relate to Aim 1.

1.8 It is important that the five internship programme aims complement each other as enhancing the skills, capacity and diversity within the sector are closely linked issues that have been identified within the sector as strategic priorities. As set out in Creative and Cultural Skills Council’s Qualifications Blueprint (2011), “there is an over-supply of graduates in relation to jobs, yet graduates do not necessarily have the appropriate skills for working in the industry”.

1.9 The Blueprint further highlights that while the majority of people working in the creative and cultural industries are “overqualified for the specification of their roles”, “there is a lack of both technical and professional skills within and across sectors of the industry”.

1.10 As shown in Table 1.1, addressing both issues of diversity and appropriate skills development in the sector are core to the MGS Internship Programme.

### Table 1.1 MGS Internship Programme aims in relation to HLF Skills for the Future and the National Strategy for Scotland’s Museums and Galleries

<table>
<thead>
<tr>
<th>MGS Internship Programme Aims</th>
<th>HLF Skills for the Future Outcomes</th>
<th>National Strategy for Scotland’s Museums and Galleries Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim 1.</strong> Provide a high-quality work-based skills development opportunity to a cohort of new entrants into the Scottish museums and galleries sector.</td>
<td>Outcome 1. Increase range and quality of work-based training to develop skills in the heritage sector.</td>
<td>Aim 1. Maximise the potential of our collections and culture.</td>
</tr>
<tr>
<td><strong>Aim 2.</strong> Address gaps in core skills in the Scottish museums and galleries sector to meet current and future needs.</td>
<td>Outcome 2. Meet identified skills gaps or shortages in the heritage sector.</td>
<td>Aim 2. Strengthen connections between museums, people and places to inspire greater public participation, learning and well-being.</td>
</tr>
<tr>
<td><strong>Aim 3.</strong> Build the capacity of museum and gallery organisations to provide work-based learning and development. Aim 4. Leave a legacy of training resources and skills in the Scottish museums and galleries sector.</td>
<td>Outcome 3. Increase the capacity of the sector to deliver training and share good practice.</td>
<td><strong>Aim 3.</strong> Empower a diverse workforce to increase their potential for the benefit of the sector and beyond.</td>
</tr>
<tr>
<td><strong>Aim 5.</strong> Leave a legacy of a more inclusive culture in Scottish museums and galleries.</td>
<td>Outcome 4. Increase the diversity of the heritage workforce.</td>
<td>Aim 4. Forge a sustainable future for sector organisations and encourage a culture of enterprise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aim 5. Foster a culture of collaboration, innovation and ambition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aim 6. Develop a global perspective using Scotland’s collections and culture.</td>
</tr>
</tbody>
</table>

---

1 Creative and Cultural Skills Council. The Qualifications Blueprint. 2011
How the internship programme worked

Programme funding

1.11 The MGS Internship Programme is funded under the HLF’s Skills for the Future Programme. The project cost £941,925 and the total grant (original and extension) from the HLF was £829,965.

Internship bursary

1.12 Each of the interns received a £15,000 tax free training bursary from MGS. The bursary was felt to be a particularly important feature of the internship in meeting the programme’s aims to increase diversity in the sector and provide an opportunity for individuals to enter the sector who could not afford to undertake unpaid volunteering and work experience and/or to do a postgraduate degree which have historically been seen as pre-requisites to gaining entry level jobs in the sector.

Management role of MGS

1.13 The development and day-to-day running of the programme was managed by MGS. MGS awarded the bursaries to the interns and delivered a programme of support, learning and networking opportunities for both interns and workplace supervisors. MGS was responsible for monitoring and evaluating the learning outcomes of the programme.

Recruitment of host organisations

1.14 The host museums and galleries were recruited through a competitive selection process. Although the organisations were expected to follow the same overarching processes and reporting systems, each individual organisation created a learning plan based on the core practical skills they felt best able to offer.

1.15 In the first phase of the programme MGS received 34 applications from host organisations for the 20 internships. In the second phase they received 26 applications. Appendix 1 lists the host organisations recruited through this process. A number of host organisations operated in partnership to enable smaller museums and galleries to take part in the programme.

Recruitment of interns

1.16 Prospective interns were allowed to apply for unlimited numbers of the advertised internships in the first phase of the programme. For the first round, MGS received more than 3,200 applications from 1,300 individuals for the 20 places on offer. Interviews were held at the host organisations and jointly led by MGS and a representative from the host organisation.

1.17 Applicants were sifted based on whether the applicant met the recruitment criteria. Short-listing for interview included consideration of diversity targets. The intention of the recruitment was to bring a cohort of people into the sector, "... who would not otherwise have had the chance because of the expectation to start as a volunteer and/or to have studied at postgraduate level".

1.18 The programme had an explicit aim to increase the inclusivity and diversity of the sector based on evidence that the museums and galleries workforce is not representative of the general population in terms of ethnicity, disability, socio-economic status or levels of education. This lack of representativeness is a challenge recognised by the sector across the UK:

"Broadening entry routes to the sector and diversifying the workforce have long been challenges for the museum sector. These issues might be considered a luxury in the

---

current economic climate, with a shrinking market for jobs in museums. However, diversity and the new perspectives it brings make museums relevant. By reflecting its community, an organisation is in a better position to engage broad audiences and to have the creativity to improve services at a time when museums need more than ever to demonstrate their value to society³.

1.19 For the first phase of the internship, MGS set diversity targets with the aim of recruiting ten interns from lower socio-economic backgrounds and three interns with disabilities or from black and ethnic minority backgrounds. As noted in the interim evaluation report, however, while the “widespread promotion of the internships and bursary award did widen the background and experience from which candidates applied”, the diversity targets for the first phase of the programme were not met. Diversity details are available on both cohorts and are set out in Appendix 2. It was suggested in the interim evaluation report that this was partly due to the processes for targeting, recruitment and selection. We discuss this issue further later in the report.

1.20 As a result, it was decided to make a number of changes to the recruitment process for the second cohort, including:

- setting tighter eligibility criteria;
- not allowing multiple applications, and limiting preferences to 1st, 2nd and 3rd choices;
- bringing in an external agency to manage the shortlisting (Adopt an Intern undertook this role in the second phase of recruitment); and
- making it clear that individuals with a postgraduate degree were not allowed to apply for the internship positions.

1.21 In the second round of recruitment, 822 individual applicants applied for one or more of the 20 internships. Equalities criteria were maintained, but targets for diversity were dropped for the second cohort. The process for monitoring equalities data also changed for the second cohort of interns. Appendix 2 presents the known profile of the successful applicants by the diversity criteria used in each phase.

The Learning Framework

1.22 Interns were expected to follow a structured individual learning plan within their host organisation and to take part in the wider programme of support, including networking and training opportunities provided by MGS. Each of the internships’ learning plans focused on one or more of the core skills sets that were identified as skills gaps in the sector, as outlined in Appendix 3.

1.23 In addition to the workplace learning, MGS commissioned a central programme of one day training courses for the interns. The focus of these was on business and organisational management skills that had been identified as generic skills requirements within the sector. Interns were expected to attend five out of the seven training courses. From 2012 the courses were also incorporated within the general MGS training programme.

Reporting process and validation of learning

1.24 The monitoring and reporting process comprised regular reporting by supervisors and interns to MGS on the growing knowledge and awareness of the interns and on progress against the

objectives set out on their Learning Plans. There was a combination of self-assessment by the interns and an assessment by the supervisor of their intern's competencies.

1.25 In addition to the quarterly reporting, the interns submitted a Showcase Report at the end of their placement. This was submitted alongside the other assessments to a Validation Panel made up of experts in the sector who reviewed all the assessment material and confirmed each intern's achievement of the learning outcomes.

1.26 The validation panel was an important factor to this programme, providing a mechanism to ensure quality control, and giving legitimacy to a new programme. It was important for participating organisations to know that they were being assessed and that quality control was being taken seriously. Those members of the panel whom we consulted confirmed that the panel added a layer of scrutiny which lent credibility to the process, and was important in a new programme.

Pathway towards Associate-ship of the Museums Association (AMA)

1.27 The Learning Framework was purposefully designed to mirror the knowledge and skills criteria within the Associate-ship of the Museums Association. The internship programme is accepted as a pathway into the AMA, counting as the first year of a widely known and established professional qualification for people already working in the UK museums sector.

1.28 In addition, in cohort 1, all Volunteer Management Placement Interns worked towards an SQA Coordinating Volunteers Customised Award. Volunteer Development Scotland was commissioned to provide a bespoke programme for these interns involving five assessment units and to assess and verify successful attainment of the award. For the second cohort of interns, Volunteer Centre Edinburgh delivered an SQA in Frontline Volunteer Management.

Role of supervisors

1.29 Each host organisation designated a supervisor for their intern, who was responsible for providing supervision and support and ensuring that the interns’ learning objectives were met. In some organisations the supervisory role was provided by more than one individual.

1.30 MGS was keen that the skills and experience gained by supervisors on the programme would have sustainability beyond the programme period, and it provided supervisors with the opportunity to take part in training, networking and action learning sets for those undertaking the role, although attendance at these was not compulsory.

Role of mentors

1.31 Interns were offered the opportunity to be matched with a mentor during the second half of their internship with the aim of being supported to consider their career aspirations for after they finish the placement. The mentor was intended to be someone working in a different organisation within the sector who could provide career-related advice and guidance. Only 10 of the interns in the first cohort took up the mentoring opportunity, while 17 out of the 20 second cohort of interns took up the opportunity.
1.32 Feedback from programme participants

MGS regularly collected feedback from those involved in the programme, and the feedback from those involved in the first phase was reflected in the interim evaluation findings and influenced changes to the process implemented for the second phase. These assessments informed this final evaluation activity and are referenced in Chapter 2.

1.33 Purpose of the evaluation

In December 2014, MGS commissioned Blake Stevenson Ltd to build on its Interim Evaluation Report and evaluate the overall impact of the programme. The aim of the final evaluation is to assess the impact of the programme in relation to its original objectives and capture any additional impacts. The evaluation highlights the success factors and challenges for the programme and makes recommendations for advancing the legacy of the programme.

1.34 Evaluation methodology

This is set out below.

1.35 Review of relevant literature and existing evaluation material

Following the inception meeting with MGS, the evaluation team reviewed relevant literature related to the programme and its aims to inform the context for the research and design of the research tools. The evaluation team also reviewed all the evaluation material provided to us by MGS. A summary of this desk review is set out in Appendix 4.

1.36 Case study and stakeholder selection

At the inception meeting the evaluation team and MGS agreed an approach to selecting the appropriate range of consultees for the primary research. We agreed to:

- interview 20 interns i.e. 50% of the total number of participants; and
- select a sample of host organisations as a basis on which to conduct in-depth interviews with all key people concerned with the internship which allowed for a multi-perspective evaluation of experiences and impacts (for the intern, host organisation, supervisor, and mentor).

1.37 On this basis, the evaluation team identified a case study sample of ten host organisations involved in the programme, sampled to achieve a balance in terms of: size of organisation, governance type, whether it was in partnership with another host organisation, geographic location and whether they participated in the first cohort, second cohort or both phases. The selected case studies for the in-depth interviews were:

- Dumfries and Galloway Council (2 internships);
- Glasgow Life (4 internships);
- The National Trust for Scotland (2 internships);
- Orkney Islands Council Arts, Museums and Heritage Services and the Pier Arts Centre (2 internships);
- Scottish Borders Council and (2 internships, 1 in partnership with the Trimontium Museum Trust);
- Scottish Maritime Museum (2 internships, 1 in partnership with the Museum of Ayrshire Country Life and Costume, and 1 in partnership with the Scottish Mining Museum and Scottish Fisheries Museum);
- Stirling Smith Museum (1 internship);
- The University of Aberdeen (2 internships);
- The Black Watch Castle and Museum (1 internship); and
- The University of Edinburgh (2 internships).

1.38 In addition to the case studies, the evaluation team agreed with MGS to conduct semi-structured interviews with a number of key stakeholders who had some form of direct or indirect involvement in the programme. The details of these stakeholders are provided in Appendix 5.

1.39 The evaluation was based primarily on qualitative research, which was appropriate given the relatively small number of people participating in the internship programme, and also because it enabled us to gain a rich and in-depth understanding of the programme. As a result, quantitative analysis has only been undertaken where this was appropriate, and where the data was available.

**Interview fieldwork**

1.40 We invited individuals to participate in a mix of face-to-face and telephone interviews. Where the identified individual was unavailable or unwilling to participate we invited additional individuals from the list to participate. There were particular difficulties in obtaining contact details and/or involvement of some former interns. In total, however, we conducted:
- 18 interviews with interns (15 from the original case study selection);
- 19 interviews with supervisors (all from the original case study selection);
- 11 interviews with mentors (all from the original case study selection); and
- 11 interviews with stakeholders.

1.41 In order to minimise bias, interviewees were informed that their views would be treated in confidence and any quotes used in the report would be anonymised. We designed semi-structured interview guides incorporating questions which were carefully developed and designed not to be leading but to explore both expected and unexpected impacts and other aspects of the programme. The interview guides are provided in Appendix 7.

**Sector survey**

1.42 At the inception meeting we also agreed to conduct a short online survey to incorporate the views of staff in the sector who had not been directly involved with the programme. The survey sought to explore broader awareness of the Internship Programme and the impacts others in the sector may have observed resulting from it. It was distributed by MGS through its email network and social media accounts. In total 19 people responded to the survey. This was a disappointingly low response rate, and responses can therefore only give a small snapshot of wider sectoral attitudes. The survey questions are provided in Appendix 7.

**Report layout**

1.43 The remainder of this report is set out under the following headings:
- Chapter 2: Impact on interns
- Chapter 3: Impact on supervisors
- Chapter 4: Impact on mentors
- Chapter 5: Impact on participating organisations and the wider sector
- Chapter 6: Conclusions and recommendations
2. **Impact on interns**

**Overview**

2.1 This chapter presents the findings of the evaluation in relation to the experiences and outcomes for the interns who participated in the programme. In particular, it focuses on:

- the motivation of the interns to apply for the internship and their overall satisfaction with the programme;
- the impact of the programme on the skills development of the interns;
- the impact of the programme on the interns’ career development;
- the extent to which the programme delivered a high-quality work-based skills development opportunity to the interns; and
- the factors reported to have particularly affected the interns’ experience of the programme.

2.2 It also considers the following specific features of the programme:

- the extent to which mentorship added value to the interns’ experience;
- the extent to which the formal MGS training opportunities added value to the interns’ experience and skills development; and
- the perceived importance of the funded nature of the internship to the interns.

2.3 The findings are informed by analysis of the feedback forms submitted by interns to MGS at the end of their internship and by in depth telephone discussions with 18 interns. Of the interns interviewed nine took part in the programme as part of the first cohort, and nine took part in the second cohort.

**Findings**

*Interns’ motivation to apply for the internship*

2.4 Of the 18 interns we consulted during this evaluation the majority explained that they were motivated to participate in the programme because they knew that they wanted to work in the museums and galleries sector. Many of the interns had previously been unsuccessful in applying for entry level jobs although a small number had not applied for jobs in the sector before as they had just left university.

2.5 Most of the interns had undertaken some unpaid volunteering but felt that this was not sufficient experience to compete for jobs. Many explained that they were not able to afford to volunteer full-time or to do a Masters which they felt were necessary to be shortlisted for roles. This demonstrates that, despite not entirely meeting the programme’s full diversity targets, the recruitment had been successful in providing opportunities to individuals who generally considered themselves to lack the experience and financial means to enter the sector.

2.6 While the majority saw the internship as a way to help them gain an entry level position in the sector there were a small number of interns interviewed whose motivations for applying for the programme differed. For example, one successful applicant was already working in the sector in an entry level position but wanted experience to help her step up to a management
level position. Several interns were less motivated by an interest in the museums and galleries sector and more because of the opportunity to develop general skills in public engagement or volunteer management.

2.7 Some of the interns were motivated by wanting to do a particular internship advertised by a host organisation eg internships that offered a focus on collections or a specific curation opportunity. These individuals tended to apply for one internship only. Others were interested in developing a breadth of skills and having a wide-ranging experience in the sector, and these individuals applied for several of the advertised internships.

Satisfaction with the programme

2.8 Overall the interns reported that the internship had been a very positive experience. The majority indicated in their feedback forms and in the interviews that the internship had exceeded their expectations and that they would highly recommend it to others looking for a career development opportunity in the sector.

2.9 There were a number of challenges identified by some interns. These tended to focus on reporting requirements and, in a small minority of cases, a lack of structure and support provided by host organisations. However, even those who had faced disappointments with aspects of the internship concluded that it had been a positive experience overall.

Impact of the programme on the interns’ skills development

2.10 The qualitative feedback from both cohorts demonstrates that the interns overwhelmingly felt that they had benefitted from the internship in terms of the development of specific skills linked to their internship learning plan, general museum skills, business skills and their confidence and ability to work in the sector.

2.11 Each intern’s learning plan comprised a set of core museum skills and a set of skills associated with the specific internship, under the themes of: Collections Programmes; Digital Programmes; Public Programmes; and Volunteer Programmes. While the core museum skills featured in every learning plan, learning plans varied in respect to the specific skill sets they incorporated. The majority of learning plans incorporated two or more of the specific skills sets.

2.12 Almost all the interns we consulted confirmed that they had acquired all the skills that were specified within their agreed learning plan with the host organisation. Many interns said that they had had opportunities to get involved in different aspects of their museum’s work and, in so doing, were able to develop additional skills and competencies than they originally expected that were additional to their learning plan. Examples of additional museum skills that interns developed in addition to their learning plans included:

- outreach work with children;
- exhibition work;
- learning and engagement;
- volunteer management;
- museum and gallery security; and
- event management.

2.13 A small minority of interns, including one who was interviewed, felt that they had not been able to develop all of the skills outlined in their learning plan. The individual who was interviewed explained that there had been problems within the host organisation that had impacted on the internship experience and skills development, including:

- having to wait six weeks before gaining access to a computer;
• the museum ‘not being allowed to implement aspects of the learning plan’ eg developing a social media strategy; and
• a lack of structured supervision.

2.14 Interns who were interviewed often noted that the internship provided them with their first opportunity to develop general ‘core skills’ that are valuable for working within the museums sector (and beyond), such as taking initiative and responsibility, providing customer service, and working effectively with other colleagues and organisations within the sector.

2.15 This was also reflected in the responses from cohort 2 interns in their end of internship questionnaire, where those who responded provided high ratings in their abilities having developed core museum skills as well as more general transferable skills. Appendix 9 presents some of the available quantitative data from the feedback forms. While it does not account for any existing confidence or skills that interns had before taking part, overall it suggests that interns were highly confident in relation to core museum skills by the end of the programme, as well as having confidence in the more transferable skills, such as project management and communication.

2.16 Improved skills leads to improved confidence. Interestingly interns often commented that participating in the programme not only had a short-term impact on their ability to find their first employment in the sector but that they believed the programme would benefit them in the longer-term through having the skills and abilities to progress their careers in the sector. While it is too early to measure the impact of this, providing participants with skills and abilities that they can apply over the long-term is a key strength of any internship programme.

2.17 In addition to their confidence in particular skills, some interns felt that their general confidence had improved as a result of taking part in the programme, explaining that the practical hands-on nature of the experience and having the opportunity to take responsibility for discrete projects and tasks was instrumental in developing their overall self-confidence.

Key learning points

2.18 One of the key aims of the internship programme is to deliver a high-quality work-based skills development opportunity and identify the factors underpinning this. Overall most interns felt that they did receive a high-quality skills development opportunity, particularly in relation to the breadth, depth and relevance of skills that they were able to develop on the programme and that it, in many cases, set them up for a career in the sector.

2.19 The universal features of the programme that particularly contributed to it being viewed as a high-quality development opportunity were:
• the combination of on-the-job learning and additional MGS training which all the interns who were interviewed considered to complement each other.
• the structure provided by the learning plans. While the paperwork and reporting were considered by many to be time-consuming to complete the interns generally saw them as useful for providing structure during the internship. They also felt that the structure being linked to the AMA professional qualification was particularly valuable.
• networking and opportunities to get involved in sector events.
• the length of time of the internship. All the interns interviewed felt that the year-long internship was an appropriate length to enable them to fully develop the necessary skills and confidence.
However, the interns’ quality of experience also varied depending on a number of factors associated with how their individual internship was managed within the host organisation (Figure 2.1) discussed below.

**Figure 2.1 Factors that affected the quality of individual interns’ experience**

**Quality of supervision**

2.21 The quality of supervision was felt to be one of the most important aspects of the internship, with many of the interns reflecting that their experience – and opportunity to develop skills – was strongly shaped by the support, time and commitment given to them by their supervisor(s).

2.22 Most of the interns who were interviewed or who provided written feedback expressed positive views about the supervision they received. Aspects of supervision particularly valued by interns were:

- having one ‘go to person’ to provide support and guidance, especially where the internship was split across several sites or departments;
- having regular, structured supervision meetings with clear learning goals agreed with the supervisor;
- having a close working relationship with the supervisor, with the supervisor being accessible and available;
- the supervisor ensuring that the intern was involved in team meetings;
- the supervisor ensuring that the intern was given tasks to support their development rather than being treated as ‘an extra pair of hands’;
- being given responsibility and trust to undertake projects; and
- the supervisor taking an interest in the skills needs and interests of the intern and adapting the learning plan and tasks accordingly.
2.23 As may be expected in a pilot programme like this, some deviation from learning plans did occur. Consultees (both interns and supervisors) were clear that this had not detracted from the learning experience. None of the supervisors we consulted had unrealistic expectations with regards to the interns, and overall the interns we consulted were content that the goals set out in their learning plans had been met, even if these were sometimes not met in the way that had originally been intended. This need to adapt to changing circumstances was another important part of the learning process for interns.

Pen portrait 1. Supervision

The Scottish Borders Council Museum and Gallery Service offered an internship placement in both years, the second year in partnership with the Trimontium Museum Trust. The supervision was led by Scottish Borders Council and the supervisor had a key interest in workforce development and diversifying the sector.

The intern interviewed for the evaluation remarked that the supervisor and host organisation were keen to ensure that she experienced a high quality work-based learning experience during her time with them, noting in particular that a lot of time had been put in to her induction:

“She drove me around all the museums and introduced me to the staff. It made me feel very welcome”. The induction also involved checking she was happy with the learning plan and an introduction to the Council procedures.

The intern was also encouraged to take part in additional training within the Council and the sector, and was funded by the Council to visit different museums and exhibitions and explore different aspects of museum services.

The intern and supervisor worked closely together on the learning plan and adapted it to suit her developing interests. She was able to focus more on outreach towards the end of the placement as this was what interested her most (and where she subsequently got a job).

After the internship, the intern felt she had the skills and knowledge to apply for education and outreach jobs in museums, libraries and arts development, despite previously applying for internships without success. This resulted in being offered several different outreach-focused jobs. This included one she went on to accept from Scottish Borders Council who valued the breadth and depth of experienced she gained on her internship with them. The success of the placement leading on to a role within the Council has also provided a valuable example for the Council as a successful workforce initiative.

2.24 While the majority of interns reported positively on the supervisory aspect of the programme, a few reported difficulties with their supervisor or felt they did not receive adequate support. Challenges identified by these interns related to:

- inexperine of the supervisor in managing staff (in these cases experiencing a potential negative effect of the internship also being seen as a learning opportunity for staff involved as mentors and supervisors);
- being treated by the supervisor and other colleagues as just ‘an extra pair of hands’;
- lack of organisational skills and preparation for the internship;
- the supervisor not having time to supervise the intern on top of their other responsibilities; and
- personality clashes.
These experiences are of course not unique to this setting, and occur in many workplaces. Again, managing these situations was part of the learning process for interns, and according to the feedback we had from interns, they did not feel this detracted from their experience overall.

Interns who had a good relationship with their supervisor and who reported positively on the quality of supervision they received tended to comment more positively on their experience of the internship as a whole. Many of the additional factors that interns felt contributed to a high quality learning experience were linked back to the supervisor i.e. the supervisors were instrumental in providing interns with a wide range of positive experiences. The most common factors interns felt contributed to the quality of their experience are summarised below.

Quality of induction provided by host organisation

Some interns commented on the benefit of having a well-structured induction within the host organisation. Approaches to induction generally included ensuring the intern was introduced to all key staff. Some took more formal approaches, preparing induction packs and setting up induction meetings and training. Interns found having an induction useful in terms of settling in to the role, building relationships with colleagues and putting the internship into context.

Breadth of experience and exposure provided by the host organisation

Many of the interns benefitted from gaining insight into a very wide range of activities, across different departments (in larger host organisations), and in informal partnerships arranged with other museums and galleries or with external partners such as schools.

Opportunities to shadow and have on-the-job informal training from colleagues

Some of the host organisations provided regular opportunities to shadow colleagues, increasing the exposure to and knowledge of different museum issues. In some cases the training from colleagues was linked to specific elements of the individual’s learning plan. Interns generally felt that having the opportunity to work with a wide range of colleagues enriched their learning experience and gave them different perspectives to draw on.

Access to additional ‘formal’ training opportunities

In addition to the formal MGS training courses and on the job training, some host organisations encouraged their interns to participate in additional formal training. In some cases this involved attending training delivered by the host organisation (on museum processes or health and safety, for example) and in a small number of cases interns were supported to attend relevant training delivered by other organisations. Interns who participated in formal training opportunities often commented on the value this added to their CV and on feeling valued by the organisation.

Being given discrete projects to deliver

Across the majority of internships, the interns commented that they were given much more responsibility and opportunity to demonstrate their initiative than they imagined would be the case. Many of the interns gave examples of managing discrete projects such as:

- planning and delivering an exhibition or event;
- developing new partnerships with external organisations (eg local independent museums or schools); and
- developing and implementing new volunteer management practices.
2.32 Interns who had the opportunity to manage projects commented on how this greatly enhanced their confidence. Many of them had had no or limited experience of managing projects and working independently and felt that this was a particularly positive aspect of their learning.

2.33 A small minority had the opposite experience and felt that they were not provided with enough responsibility or opportunity to manage specific projects. This was often linked with a feeling of being treated as ‘an extra pair of hands’ by the organisation. They were given what they described as mundane tasks to free up the time of colleagues to work on other tasks, and felt that the internship was not designed around their own development needs.

Freedom to adapt learning plans to developing interests

2.34 Most of the interns interviewed said that they were able to adapt and input into their learning plan as the internship progressed. A small number of interns commented that they would have liked greater flexibility in their learning plan, either to enable them to explore their emerging interests or because the learning plan was too ambitious. One intern felt that there was too much drift in their learning plan and would have liked greater structure.

Experiences and added value of the mentorship

2.35 Approximately half of the interns interviewed had been matched with a mentor as part of the programme. Half of the first cohort did not take up the opportunity. Seventeen out of the 20 second cohort interns were matched with a mentor, however they reported a fairly mixed experience of what was involved in the mentoring and the extent to which it added value to their overall experience.

2.36 A number of the interns felt that there was no clear structure for the mentoring. They met their mentor or spoke on the phone a few times but were unable to describe specific outcomes that resulted from the discussions. Some said they felt confused about what was expected from the mentoring and that they and their mentor did not share a common understanding of the aim of the mentoring process.

2.37 A few of the interns said the mentoring was not as helpful as it could have been because they did not feel that they had any professional experiences or interests in common with their mentor. One intern commented that ‘while it was interesting to hear about her career I couldn’t relate it to what I wanted to do’.

2.38 Others, however, reported a much more positive experience from the mentoring. They met their mentors several times and often remained in contact by email and telephone. They tended to have a shared understanding of the mentoring and explained that they found it helpful in various ways.

“I found it helpful for the internship as she had a very different outlook to my host organisation so she enriched my perspective that way. She also helped in looking over my job applications and giving me advice on preparing for job interviews”.

Experiences and added value of MGS training sessions

2.39 A key strength of the internship programme design was the provision of centrally-organised training sessions on key topics that were designed to run alongside the work-based learning. The interns who were interviewed were overwhelmingly positive about the training sessions. They commented that the topics for the mandatory training were well-selected, relevant to their development needs and pitched and delivered well.

2.40 Some interns were able to apply the learning from the sessions within their host organisation during the internship, for example using the knowledge to plan an exhibition, and to develop the organisation’s social media presence. Others commented on how it added value to what
they were able to put on their CV when applying for jobs in the sector. Several interns commented on how they are now using the skills learned at the training sessions in their current roles.

2.41 A number of interns felt that the formal training effectively complemented the learning they were experiencing on the placements. For some it was especially important to have the complementary training if they did not have the opportunity to develop those specific skills during their placement. There are therefore likely to be additional, long-term impacts of this training that are not possible to capture at this stage.

Importance of the bursary to interns

2.42 The bursary element directly responds to issues identified within the UK-wide sector concerning the high numbers of people working unpaid to get into the sector, and the impact this has on how representative and diverse the workforce is. As described by the Sector Skills Alliance in its Sector Skills Assessment for the Creative Industries of the UK (2010), ‘most areas of the creative industries have long been characterised by an oversupply of potential new entrants. One result of this has been a high level of voluntary or unpaid working, with nearly half the workforce in creative industries reporting having worked unpaid to get into the industry’.

2.43 The bursary was therefore a key component of the internship programme, designed to level the playing field and provide opportunities for those who could not afford to work unpaid or self-fund access to equivalent opportunities to enter the sector.

2.44 Most interns we consulted said they would not have been able to take part if the internship had not been funded. Some interns added that it was particularly important to them that it was funded as they had to relocate to where their host organisation was based.

2.45 A small number of interns said that they would have been willing to find other means to support themselves on the internship, but that it would have involved getting into debt or relying on parental support.

2.46 However, the bursary was a source of controversy directly felt by some of the interns in their placements. Some of the interns felt that employed staff in the host organisations resented the fact that the interns were receiving a bursary, especially if they themselves were paid at a similar (or in a few cases, lower) level. This caused some discomfort although did not generally affect the intern’s overall experience. It does, however, suggest an issue around the levels of low pay in the sector, a topic which is discussed in later chapters of this report.

Impact of participation in the programme on the interns’ career development

2.47 Establishing the influence of the programme on the interns’ career development was a critical component of the evaluation, as the programme ultimately aimed to support participants’ entry into the sector through providing a quality work-based learning experience.

2.48 The interim programme evaluation reported positively on the progress of the interns from the first cohort, with 18 of the original interns finding employment (or proceeding to a Masters) within six months. Data provided by MGS for cohort 2 interns shows that to date 12 of this cohort have already found employment, one has gone on to undertake a Masters degree, and two are not seeking employment.

2.49 While this suggests that the success of the programme is more limited in regard to this measure for the second cohort, it is only a very limited indicator and less time has passed in

---

4 Sector Skills Alliance. Sector Skills Assessment for the Creative Industries of the UK. 2010
5 the details of the employers are unknown
6 the details of the employers are unknown
which the interns might have moved into work. While the reasons for this initial difference in employment outcomes are unknown it is also possible that public sector cuts over the last two years play a part. More detailed, longer-term follow up at 12 and 24 months after completing the internship would give a more accurate sense of progression on from the internship for the second cohort.

2.50 It is interesting to note that despite one of the aims of the programme being to offer an alternative route to employment within the sector (ie a route that does not necessitate a Masters qualification), one person has opted to undertake a Masters anyway. We understand that this is due to their perception in practice that having a Masters continues to be valued highly within the sector. This is not surprising – a shift in culture like this can take a lengthy period of time to take effect across a sector and it is to be expected that views remain that postgraduate qualifications are an important pre-requisite for employment or progression within some parts of the sector. This programme is only one step towards challenging these perceptions.

2.51 The interviews with the interns also provided an opportunity to explore the influence of the programme on their careers in more depth. In particular this aspect of the evaluation sought to explore:

- whether they are currently working in the sector and in what roles;
- to what extent the internship was influential in what they have done since (both in obtaining jobs and in applying the leaning from the programme in their current roles); and
- whether the programme helped them develop, enhance or change their career aspirations.

2.52 As reflected in the figures collated by MGS, the majority of interns interviewed for this evaluation are now working in the sector. Table 2.1 lists examples of roles that interns who we consulted had taken up since completing the programme.

### Table 2.1 Examples of roles interns have held since completing the programme

<table>
<thead>
<tr>
<th>Examples of roles interns have held since the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in the Royal Collection Trust at Windsor Castle.</td>
</tr>
<tr>
<td>Curator of St Andrews Preservation Trust.</td>
</tr>
<tr>
<td>Employed by Dumfries and Galloway Council to help develop a new gallery in Kirkcudbright.</td>
</tr>
<tr>
<td>Learning Officer with the Royal Commission on the Ancient and Historic Monuments of Scotland (RCAHMS).</td>
</tr>
<tr>
<td>Documentation Assistant first at Lakeland Arts, Kendal and now at Barber Institute, Birmingham.</td>
</tr>
<tr>
<td>Was an Events Assistant at the Lighthouse, Glasgow and has been freelance curating. Also had a role in Volunteer engagement with Glasgow Life. Now looking for a job.</td>
</tr>
<tr>
<td>Creative Learning Assistant with arts development for Scottish Borders Council.</td>
</tr>
<tr>
<td>House and Collections Officer at Saltram House (National Trust property).</td>
</tr>
<tr>
<td>Documentation Assistant at Fife Cultural Trust Museum and Archive Service.</td>
</tr>
<tr>
<td>Was kept on by the host museum for a year, then a 9 month position as an archivist, now working in a bedding company and reviewing options.</td>
</tr>
<tr>
<td>Print cataloguing assistant at a London museum, and now holds two part time assistant curatorial roles at Tate Britain and the V&amp;A Museum.</td>
</tr>
</tbody>
</table>
2.53 Most of the examples provided of roles within the sector that interns were currently in were described by the interns as entry level. However, a small number explained that their current roles were above entry level and that they had responsibility for managing staff.

2.54 Some of the interns said that they were in their ‘ideal job’ now, whereas others felt that their current role was a stepping stone to what they wanted to do in the future. A few mentioned that while they were enjoying what they were doing, their roles were fixed term or part-time and that they hoped to secure permanent full-time positions soon.

2.55 All interns working in the sector thought that participating in the internship was influential, and in some cases critical, in getting their current role in the sector which is testament to the impact of the programme on their career development (see pen portrait 2). For some it was as a result of gaining specific experience required for the role they were applying for, while for others it was through having developed general awareness of museum issues, or transferable skills that made them stand out from other candidates. In some cases they secured the role through contacts they had made during the year.

Pen portrait 2. Impact on career development

One intern’s experience at the Black Watch Museum proved crucial following the placement as the intern went on to become the Lead Curator at the St Andrew’s Preservation Trust, the first individual to achieve that position without the postgraduate Museum Administration qualification. Those interviewing her acknowledged that it was her placement experience which had been the determining factor in her success.

“I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

2.56 Some interns are now working in roles in other sectors but which are related to skills and interests developed during the internship. One former intern went on to work for a third sector volunteering agency while another is now a Co-production Assistant with YoungScot. Both individuals felt they had gained enormous benefit from the internship and that the experience had been instrumental in helping them further develop their interests and secure these roles, albeit outside the sector.

2.57 Only one of the intern's interviewed indicated that they have been unemployed since completing the internship, and had struggled to find work in the sector due to high competition and a lack of opportunities to apply for. While this individual’s situation was an exception out of those interviewed it does demonstrate that there are still issues around the level of competition for jobs in the sector and whether there are enough relevant employment opportunities in the market to meet the demand.

2.58 A small number of interns we interviewed were less sure of a career in the museums and gallery sector now than when they applied for the internship, either because as a result of taking part they perceived the sector less positively as a career option or because the skills and interests they developed during the internship led them to consider alternative sectors in which to develop these further:

"The low salaries and competitive entry requirements are major issue. I’m still interested in the sector but I think other options might be better for me now”.

"I couldn’t have got my current job [in the third sector] without the internship but I don’t see my future as being in museums”.

2.59 A small number of interns interviewed felt that although they had gained specific experience required for other roles, the skills they had developed during the internship led them to consider alternative sectors in which to develop these further. For example:

"I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

Pen portrait 2. Impact on career development

One intern’s experience at the Black Watch Museum proved crucial following the placement as the intern went on to become the Lead Curator at the St Andrew’s Preservation Trust, the first individual to achieve that position without the postgraduate Museum Administration qualification. Those interviewing her acknowledged that it was her placement experience which had been the determining factor in her success.

“I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

2.56 Some interns are now working in roles in other sectors but which are related to skills and interests developed during the internship. One former intern went on to work for a third sector volunteering agency while another is now a Co-production Assistant with YoungScot. Both individuals felt they had gained enormous benefit from the internship and that the experience had been instrumental in helping them further develop their interests and secure these roles, albeit outside the sector.

2.57 Only one of the intern's interviewed indicated that they have been unemployed since completing the internship, and had struggled to find work in the sector due to high competition and a lack of opportunities to apply for. While this individual’s situation was an exception out of those interviewed it does demonstrate that there are still issues around the level of competition for jobs in the sector and whether there are enough relevant employment opportunities in the market to meet the demand.

2.58 A small number of interns we interviewed were less sure of a career in the museums and gallery sector now than when they applied for the internship, either because as a result of taking part they perceived the sector less positively as a career option or because the skills and interests they developed during the internship led them to consider alternative sectors in which to develop these further:

"The low salaries and competitive entry requirements are major issue. I’m still interested in the sector but I think other options might be better for me now”.

"I couldn’t have got my current job [in the third sector] without the internship but I don’t see my future as being in museums”.

Pen portrait 2. Impact on career development

One intern’s experience at the Black Watch Museum proved crucial following the placement as the intern went on to become the Lead Curator at the St Andrew’s Preservation Trust, the first individual to achieve that position without the postgraduate Museum Administration qualification. Those interviewing her acknowledged that it was her placement experience which had been the determining factor in her success.

“I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

2.56 Some interns are now working in roles in other sectors but which are related to skills and interests developed during the internship. One former intern went on to work for a third sector volunteering agency while another is now a Co-production Assistant with YoungScot. Both individuals felt they had gained enormous benefit from the internship and that the experience had been instrumental in helping them further develop their interests and secure these roles, albeit outside the sector.

2.57 Only one of the intern's interviewed indicated that they have been unemployed since completing the internship, and had struggled to find work in the sector due to high competition and a lack of opportunities to apply for. While this individual’s situation was an exception out of those interviewed it does demonstrate that there are still issues around the level of competition for jobs in the sector and whether there are enough relevant employment opportunities in the market to meet the demand.

2.58 A small number of interns we interviewed were less sure of a career in the museums and gallery sector now than when they applied for the internship, either because as a result of taking part they perceived the sector less positively as a career option or because the skills and interests they developed during the internship led them to consider alternative sectors in which to develop these further:

"The low salaries and competitive entry requirements are major issue. I’m still interested in the sector but I think other options might be better for me now”.

"I couldn’t have got my current job [in the third sector] without the internship but I don’t see my future as being in museums”.

Pen portrait 2. Impact on career development

One intern’s experience at the Black Watch Museum proved crucial following the placement as the intern went on to become the Lead Curator at the St Andrew’s Preservation Trust, the first individual to achieve that position without the postgraduate Museum Administration qualification. Those interviewing her acknowledged that it was her placement experience which had been the determining factor in her success.

“I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

2.56 Some interns are now working in roles in other sectors but which are related to skills and interests developed during the internship. One former intern went on to work for a third sector volunteering agency while another is now a Co-production Assistant with YoungScot. Both individuals felt they had gained enormous benefit from the internship and that the experience had been instrumental in helping them further develop their interests and secure these roles, albeit outside the sector.

2.57 Only one of the intern's interviewed indicated that they have been unemployed since completing the internship, and had struggled to find work in the sector due to high competition and a lack of opportunities to apply for. While this individual’s situation was an exception out of those interviewed it does demonstrate that there are still issues around the level of competition for jobs in the sector and whether there are enough relevant employment opportunities in the market to meet the demand.

2.58 A small number of interns we interviewed were less sure of a career in the museums and gallery sector now than when they applied for the internship, either because as a result of taking part they perceived the sector less positively as a career option or because the skills and interests they developed during the internship led them to consider alternative sectors in which to develop these further:

"The low salaries and competitive entry requirements are major issue. I’m still interested in the sector but I think other options might be better for me now”.

"I couldn’t have got my current job [in the third sector] without the internship but I don’t see my future as being in museums”.

Pen portrait 2. Impact on career development

One intern’s experience at the Black Watch Museum proved crucial following the placement as the intern went on to become the Lead Curator at the St Andrew’s Preservation Trust, the first individual to achieve that position without the postgraduate Museum Administration qualification. Those interviewing her acknowledged that it was her placement experience which had been the determining factor in her success.

“I was told after my interview that in spite of being the only applicant [for the Curator role] without the postgraduate qualification that it was my practical experience during the internship that swung it for me.”

2.56 Some interns are now working in roles in other sectors but which are related to skills and interests developed during the internship. One former intern went on to work for a third sector volunteering agency while another is now a Co-production Assistant with YoungScot. Both individuals felt they had gained enormous benefit from the internship and that the experience had been instrumental in helping them further develop their interests and secure these roles, albeit outside the sector.

2.57 Only one of the intern's interviewed indicated that they have been unemployed since completing the internship, and had struggled to find work in the sector due to high competition and a lack of opportunities to apply for. While this individual’s situation was an exception out of those interviewed it does demonstrate that there are still issues around the level of competition for jobs in the sector and whether there are enough relevant employment opportunities in the market to meet the demand.

2.58 A small number of interns we interviewed were less sure of a career in the museums and gallery sector now than when they applied for the internship, either because as a result of taking part they perceived the sector less positively as a career option or because the skills and interests they developed during the internship led them to consider alternative sectors in which to develop these further:

"The low salaries and competitive entry requirements are major issue. I’m still interested in the sector but I think other options might be better for me now”.

"I couldn’t have got my current job [in the third sector] without the internship but I don’t see my future as being in museums”.
2.59 This is not a negative finding, and again something that is only to be expected when people are being given an opportunity to experience a sector (in most cases) for the first time. It is inevitable that for some the experience will give them more clarity about where their real interests lie and which parts of the sector’s work interest them and are best suited to their skills sets. Conversely, having gained a fuller understanding of the sector, the nature of the work they could potentially be involved in, and other associated issues such as pay rates, may result in some participants deciding that they do not wish to pursue a career in the sector.

2.60 Others, however, felt that while employers do value practical experience they still require or prefer applicants to have a postgraduate degree. One of the first cohort of interns who also completed a Masters in Art and Museum Studies explained:

"The internship was definitely more beneficial than the Masters in terms of skills, but I'm not sure I would have got to where I am today without the Masters as well. Curators, in London anyway, all have a Masters in something and it seems to be really important for getting on job shortlists."

2.61 Another intern who decided to do a Masters in Museum Studies after completing the internship also saw having a Masters as necessary to progressing in the sector:

"It's had a positive impact but there's still some way to go as the sector still requires a Masters for entry level jobs. Perhaps if the sector does more projects like this, it will build credibility and eventually remove the Masters requirement."

2.62 This is an interesting finding considering one of the aims of the programme was to challenge the perception that postgraduate degrees are the only route in to the sector. A similar observation was reflected in the comments of another intern who, although now employed in the sector, explained that "a graduates with Masters qualification culture still prevails."

2.63 Several interns commented that they felt that the programme was having an impact in changing perceptions in the sector about the importance of specialist qualifications, but that unless all internships were funded, entry into the sector would still be biased towards those who could afford to pay for either a Masters or for substantial unpaid practical experience.

"It's had a limited impact on diversity. Even so called inspirational speakers on the programme were saying that once you have completed your internship you need to volunteer for more experience. The sector remains out of touch."

2.64 Overall, the programme had very positive impacts on the skills and confidence of the interns who participated, helping many of them to develop their career aspirations and find employment in the sector that would previously have been challenging for them to obtain. The rates of employment after completing the programme together with the overwhelmingly positive comments from the interns are a strong testament to the success of the programme in providing a high quality, relevant work experience.

2.65 However, despite the good intentions of the programme not every individual felt that the internship was enough to enable them to gain a foothold in the sector, suggesting that there still needs to be a change in perceptions about the value of different routes in and, in particular, the value of candidates who have practical experience but may not have a traditional academic qualification. We explore this issue further in Chapters 5 and 6.
3. Impact on supervisors

Overview

3.1 This chapter presents the findings of the evaluation in relation to the experiences and outcomes for the supervisors who participated in the programme. In particular, it focuses on:

- the role of supervision in the context of the Internship Programme;
- supervisors’ overall satisfaction with the programme;
- aspects of the process that particularly impacted on the supervisors; and
- the impact of the programme on their own skills development and ways of working.

3.2 The findings are informed by analysis of the 37 feedback forms submitted by supervisors to MGS at the end of the internship and by in depth discussions with 19 supervisors from the case study organisations.

Role of supervisors

3.3 Supervisors within each host organisation played a key role in the delivery of the programme, as they were responsible for supporting the learning experience of the intern in their workplace. The Interim Evaluation Report highlighted the importance of this role:

"The structure of the internships, built around the individual learning plans and the host museums’ supervisor’s role in supporting the intern through acquiring skills and confidence in the workplace has been very successful overall". Interim Evaluation Report

3.4 Supervisors were expected to provide day-to-day supervision of the intern, support them in meeting their learning objectives and provide progress reports to MGS.

3.5 In addition to having a critical part to play in meeting the first programme aim - to provide a high-quality work-based skills development opportunity to a cohort of new entrants into the Scottish museums and galleries sector - the supervisory aspect of the programme also addressed the other programme aims:

- to address gaps in core skills in the Scottish museums and galleries sector to meet current and future needs;
- to build the capacity of museum and gallery organisations to provide work-based learning and development;
- to leave a legacy of training resources and skills in the Scottish museums and galleries sector; and
- to leave a legacy of a more inclusive culture in Scottish museums and galleries.

3.6 As noted in the Interim Programme Evaluation, the internship was also a skills development opportunity for the workforce at lower and middle management levels:

"Enhancing the learning and skills development opportunities of the supervisors will have longer-term impact on the capability of the current workforce at lower and middle management levels to meet the sustainability challenge, as well as creating the quality of skills development required for interns to flourish and become new entrants to the sector".
3.7 It was also an opportunity to influence a change in viewpoint and practices. The rationale was that if host organisations saw the benefit in taking on interns, in work-based learning and in bringing different skills sets into the sector, this would help sustain the legacy of the programme. In addition, it was an opportunity for supervisors to develop their own management and supervisory skills, enabling the existing workforce to be further developed, and again leaving a legacy beyond the lifetime of the programme.

3.8 Some host organisations purposefully selected supervisors who were not already experienced managers and supervisors, whereas other supervisors, particularly in smaller organisations, had substantial management experience.

Overall satisfaction with the programme

3.9 Based on the interviews with the case study supervisors and the feedback forms received by MGS from 37 supervisors, overall there was very high satisfaction with the internship programme.

3.10 Across the feedback and interviews the supervisors reported that the following factors were particularly successful:

- the high quality and positive attitudes of interns, with many adding that the abilities and quality of work produced by the interns far exceeded their expectations;
- having clear goals and good planning and preparation by all parties;
- the structure provided by the learning plan;
- having the flexibility to adapt the learning plan to suit the strengths and interests of interns; and
- the training and support provided by MGS to supervisors.

3.11 There were a few challenges reported by the supervisors. These most commonly related to:

- concerns around the recruitment process;
- confusion around what was expected from the reporting paperwork;
- the frequency, amount and detail required in reporting;
- organisational factors within the host organisation that impacted on what the supervisor and intern were able to deliver (for example, where there were changes in staff or restructuring at the time of the internship; staff illness; competing priorities);
- a lack of realism and clear planning in putting together the learning plan;
- occasional personality clashes;
- and issues, for some supervisors, related to their own lack of prior management experience.

3.12 The sections below focus on three of the procedural aspects particularly commented on by the supervisors in their feedback and during the consultation: recruitment and selection of interns; the learning and reporting framework; and the MGS support mechanisms for supervisors.

Supervisors’ experiences of the process

Recruitment and selection of interns

3.13 The supervisors consulted indicated that they were closely involved in the recruitment process and a small number had been involved in the process for both years.
As noted in the Evaluation Report, the recruitment process for the first year of the programme was considered to be time-consuming for both MGS staff centrally and for staff in host organisations. This was also reflected in the interviews with supervisors involved in the first phase of the programme; however, they did feel that the process needed to be robust and that it was important that they had a large degree of involvement in and control over the shortlisting and interviewing of candidates. Some participants would have liked more control over the recruitment process in order to strengthen the focus on diversity at the recruitment stage (pen portrait 3).

Pen portrait 3. Recruitment and diversity

The Glasgow Life Museums demonstrated a strong level of commitment to the diversity agenda across the four internships they hosted. The objectives of the internship programme matched Glasgow Life’s own commitment to building a museum sector which reflects the City’s population. In one instance, during Cohort 2, Glasgow Museums Resource Centre requested an additional set of applicants from Adopt an Intern7 to ensure that they were identifying the best possible candidates for the roles available. Former interns are now working in the Glasgow Life Museums and making a positive impact on the work of the sector.

The nature of the internships reflected the desire to open up access to the museums and galleries sector to new groups with existing relationships being strengthened with a mosque, and new ones formed with young carers and a range of sometimes hard to engage groups. Key staff report learning a lot in the process.

Both supervisors and mentors were enthusiastic about the internship programme and what it had achieved. The success of their internships has strengthened and informed their commitment to diversity. Glasgow Life is now exploring the concept of ‘positive action’ in relation to the museum sector and part of their work in taking this forward is their participation in the Heritage Horizons programme.

The involvement of Adopt an Intern to assist with the sifting and interviewee selection process lightened the burden on the museum and galleries staff involved and most supervisors were very satisfied with the calibre of candidate and the short-listing process undertaken by Adopt an Intern.

The appointment of an agency did, however, reduce museums and galleries staff involvement and control over the process. A small number of supervisors felt that they would have preferred a greater involvement in the shortlisting process. In some cases, they requested a higher number of candidates than those that were originally shortlisted, and in at least one instance a candidate was selected from the additional candidate pool.

Overall, however even those who had concerns about the shortlisting process reported that they were very pleased with the calibre and quality of the successful candidate they chose.

Learning and reporting framework

Supervisors had very mixed responses to the learning framework and reporting system. The majority found it helpful as it offered a structure to the internship and ensured the placement was of relevance to the host organisation while providing the intern with broad-based experience of the sector.

A number of supervisors commented that they found the learning framework inflexible and too focused on certain skills areas eg collections and handling. This was particularly the case where

---

7 Adopt an intern is a not-for-profit organisation that provides graduates with the hands-on experience required to enter the graduate job market through facilitating paid internships.
the intern had been selected to fulfil a distinct role or project. Others, however, felt there was a high degree of flexibility to accommodate the nature of the internship and changes to suit the developing skills and interests of the interns.

3.20 A key challenge reported by almost all the supervisors was in relation to the quarterly reporting process. Many found it excessively time-consuming, repetitive and restrictive, although they noted a number of improvements between the two years of the programme. As one supervisor noted:

"we seemed to spend a lot of time answering the same question in different ways".

3.21 These concerns were amplified in the instances where an internship was hosted by more than one organisation, where it often involved several supervisors individually reporting on the same requirements.

MGS support mechanisms for supervisors

3.22 One of the goals of the MGS Internship Programme was to provide those already working in the sector with an opportunity to develop their skills. In addition to the experience and skills supervisors might develop naturally through supporting the intern, MGS also provided supervisors with the option to take part in specific training, networking and action learning sets.

3.23 This focused support for supervisors was very well-received by those consulted and in the feedback forms. While some supervisors did not take part in aspects of the support, because of time constraints or because they felt experienced enough not to need them, others who did take part found them very valuable.

Impact on supervisors

3.24 Supervisors consulted for this evaluation were overwhelmingly positive about the impact of the programme on their own skills, confidence and outlook on working in the profession. While the extent of this varied to a large degree depending on their existing experience of managing staff and volunteers and their individual beliefs and experiences in relation to the sector, all felt that they had personally or professionally benefitted as a result of taking part in the programme.

Impact on supervisors’ skills and confidence

3.25 The feedback form from the second cohort of the programme asked supervisors’ about how supervising an intern had impacted on their specific skills. As shown in Figure 3.1 almost all the 21 supervisors who responded felt that they had gained some benefit in terms of enhanced skills in these areas, with others indicating more ‘considerable’ or ‘significant’ impact. Examining these in more detail alongside their qualitative responses it appeared that those who were already experienced managers tended to report a more minimal effect, while some of those with less experience reported considerable benefit in terms of their own skills and professional development.
3.26 These findings closely reflected the experiences of supervisors interviewed for this evaluation. The specific skills that the supervisors felt that they had developed included management and communication skills, as well as new approaches to work that they had learned from the interns, such as delivering projects, working with volunteers, marketing and social media. For some supervisors the interns injected new ways of thinking and ‘a fresh perspective’ which they feel enhanced the way that they and colleagues were working.

3.27 Some of the specific examples from those interviewed included:

"It has helped me reflect on things and consider the way we plan and programme".

"I’ve learned how to support younger members of staff".

"There were so many intangible benefits to me and my colleagues from having an injection of fresh perspectives".

3.28 Examples given to us of the sorts of intangible benefits referred to in the quote above, included reviving people’s enthusiasm for undertaking project-based work, reminding them of their own experience and boosting their confidence as a result, and encouraging them to consider the way that they work and explore new ways of doing things.

Other impacts on supervisors

3.29 A key additional impact that some supervisors reported having directly experienced as a result of the programme related to their own outlook. Some supervisors felt that the programme had provided experience to support their interest in taking on interns or recruiting people from non-traditional routes.

3.30 On the other hand, a number of the supervisors who were interviewed explained that prior to the programme they would not have considered either taking on an intern or recruiting someone without a Masters or museum specialism into an entry level equivalent role. Those who indicated this noted that the positive experience of the programme had been influential in changing their views on offering internships and on what skills and backgrounds are essential for recruitment.
3.31 One supervisor, for example, explained how he was initially concerned about the lack of qualifications and the resulting (presumed) level of handholding that would be required in taking on an intern who did not have substantial experience. However, he explained that “we couldn’t have got anyone better”. It has changed his perspective about the skills people needed to perform the tasks required. His change in perspective means that in recruiting for new positions the organisation focuses much more on personality and enthusiasm rather than having specialist collections knowledge.

3.32 Another supervisor explained that they had changed their perspective on whether to take on interns, as they previously assumed they would get little back from it:

“We often get college placement requests and usually we would have said no. We’ve changed our perspective now that we’ve seen how professional and valuable the interns were.”

Pen portrait 4. Experience of a supervisor

One supervisor, who was involved in both cohorts, had two very different experiences of supervising interns. Her initial experience was that it was challenging – it was the first time that she had been given this type of responsibility - and whilst relishing it, she had a steep learning curve. The recruitment process, and getting to grips with the learning plan and reporting requirements were particularly challenging, as was managing the intern as this was the first time that she had experience of directly managing personnel.

Her experience of the second round was that having been through the process once, she felt far more confident in carrying out her supervisory role. Changes to the process also helped, and she found the Action Learning Sets and coaching skills exercise very useful.

Overall, this supervisor described her experience as a “huge learning curve that resulted in significant skills development” and resulted in the capacity of the organisation being extended as a result of the projects undertaken by the interns.
4. **Impact on mentors**

**Overview**

4.1 This chapter presents the findings of the evaluation in relation to the experiences and outcomes for the mentors who participated in the programme. Mentorship played a smaller role in the programme than supervision and was designed to benefit the interns’ longer-term development eg career paths following programme. (discussed in Chapter 1), however there are a number of findings in relation to the experiences of and impact of the programme on mentors that may be useful when considering the design of future programmes.

4.2 The chapter summarises findings in relation to:

- selection of mentors and their expectations for taking part;
- the shape of the relationship between the intern and mentor;
- issues impacting on the achievement of mentorship goals;
- the impact of mentoring on interns; and
- the impact of the programme on mentors.

4.3 The findings are informed by analysis of the 11 feedback forms submitted by mentors to MGS at the end of the programme and by in depth discussions with 11 mentors as part of the case study fieldwork.

*Selection of mentors and their expectations for taking part*

4.4 The rationale of the mentorship aspect of the programme was that the mentors, drawn from senior and experienced professionals within the sector, would have the knowledge and contacts required to offer support the interns to think about their career paths beyond the internship. However, a secondary aim was to develop mentoring skills amongst staff in the sector.

4.5 In all cases mentees were matched to mentors depending on what they had stated on their mentorship application form. This included what would be most useful to them at the stage they were at, what they would be looking for in a mentor, and how experienced they were with mentoring processes.

4.6 Mentors were matched to interns through a process which involved submitting a CV or pen portrait to MGS who then paired mentors to interns.

4.7 All of the mentors interviewed were, at the time of their mentoring experience, fulfilling roles within the sector including some working for MGS. Some had no prior experience of mentoring. The opportunity to take part in mentoring was advertised in the sector publication “Connect”, and in addition many mentors were proactively approached by MGS to take part, based on their previous employment experience and because they had been identified as potentially good mentors.

4.8 Mentors’ motivations tended to be expressed in terms of:

- a desire to ‘give back’ in terms of experience and skills;
- a desire to improve their own skills and career prospects by gaining experience of mentoring; and
• in a smaller number of instances, a strong commitment to the diversity aims and objectives of the internship programme.

4.9 All of those interviewed confirmed they were clear about the objectives of the mentoring arrangement and the focus on supporting the interns with their career goals; however, there was a feeling amongst several of the mentors that the interns did not have the same clarity of purpose, despite them having participated in a half-day session on what mentoring is and what they could expect from the process in this programme.

"We had a really helpful session about what was and was not the role of the mentors. I felt really comfortable about what was expected of us. I'm not sure that my intern had the same understanding.”

4.10 This was also borne out in the interviews with the interns, and is discussed in Chapter 2. For example, some mentors felt that the intern viewed the role of the mentor as being an external source of support for their placement, whereas others were not clear at all about the purpose of having a mentor.

Shape of relationship

4.11 Contact tended to take the shape suggested by MGS and consisted of a small number of face-to-face meetings and contact by phone and email. The duration of support was generally less than six months. Mentors, in the main, found this manageable but several argued that their intervention should have come earlier in the year and that this would have helped to build a stronger relationship and understand their intern’s career interests more fully. It should be noted, however, that the purpose of mentoring was to help prepare the interns for subsequent career development after their placement.

Issues impacting on the achievement of mentoring goals

4.12 The timing of involvement was an issue raised by several mentors who felt that their input clashed with the intern's focus on completing their internship and submitting their Knowledge Journal to the Validation Panel. Geography and distance was also an issue for some mentors and interns, despite every effort being made to accommodate everyone’s needs. Some interns commented that not being able to meet up regularly had an impact on their ability to develop a useful relationship.

4.13 A small number of mentors, specifically those who had no previous experience of mentoring, felt that more could have been done to assist the mentors to prepare for their role. We know that some training and guidance was provided to mentors, but nevertheless a small sub-set of the mentors still felt that they were operating with less guidance than they would have liked eg around action planning tools and other resources.

4.14 There was recognition that support had improved for the second year of the programme with increased training provision and opportunities for mentors to meet as a group but a continuing sense that support in terms of mentoring tools was absent.

"I don't think we had an agreed objective. We were both new to mentoring / being mentored so it was a learning experience for us both.”

4.15 The suitability of the matching between mentor and intern was also felt to be an important factor in determining what the intern and the mentor got out of the process. While some mentors and interns felt that they had been very well matched in terms of experience and interests, others (both mentors and interns) found that they got little out of the experience because they did not have any common ground. It should be noted that choice of mentor was limited by the relatively small number of mentees/mentors involved.
Impact of mentoring on interns

4.16 The consultations with mentors and interns highlighted some of the benefits which could arise from effective matching of mentors and interns in some instances. There were several examples of mentors providing advice on job search strategy, CV and interview preparation which interns undoubtedly valued (see pen portrait 4). A secondary benefit identified was access to the mentor’s networks within the sector. These outcomes highlight the potential of the relationship.

Pen portrait 5. Mentoring

The Scottish Maritime Museum in Irvine and Dumbarton hosts a variety of historic ships, artefacts, shipbuilding machinery, machine tools and related personal items. One of their interns had graduated with a degree in History and History of Art and was working in retail looking for a career opportunity in line with her qualification. She had applied for many roles but had not focused on the museums and galleries sector believing that her lack of experience was too much of a barrier.

The internship demonstrated to her the range of employment opportunities available in museums and galleries and built her confidence to the point that she was able to leave her internship shortly before its completion to take-up a job in the sector. She has since progressed onto another opportunity.

She was assisted by a good match with an MGS internship mentor. They had a shared interest in historical costumes – which formed part of her learning experience with Dalgovern Mill - and the experience of her mentor helped to prepare for her first interview and make the most of her practical internship experience. They also discussed her subsequent career progression.

4.17 In several instances, however, mentors and interns failed to strike up a productive working relationship. There were no tensions between mentors and interns, it was simply that sometimes interns did not see the benefit or had different priorities at that stage, e.g. preparing for the end of their internship. In one case, after an initial meeting, the intern did not make contact again with his mentor – this was frustrating for the mentor, but the intern seemed to have no sense of this having been an issue – an example again of an intern being unclear about the potential of the mentoring relationship, despite willingness on the part of the mentor.

Impact of the programme on mentors

4.18 The mentors identified some benefits arising for both themselves and those they had mentored. The benefit most frequently mentioned by mentors was the chance to reflect on their own skills and experience. Others commented on how the experience helped them think about their own ways of working and their own career goals:

"It helps you to re-focus. For me it has been beneficial to look back and shed light on my own ideas and approaches to things”.

"Mentoring made me think about my own CV and my own career goals”.

4.19 The benefit of working with people new to the sector and enthusiastic to engage with it was also invigorating for some mentors:

"The intern’s enthusiasm and generally being involved in the programme gave me a renewed enthusiasm for working in the sector – it reinvigorated me a bit”.

"Sharing my experiences and contacts with the intern reinforced to me how far I had progressed in my career – and that I had some useful experience to share”.

28
4.20 In the feedback forms MGS received from 11 mentors, most mentors said that there had been 'some' impact on their own skills (leadership, confidence, communication, influencing, and people management). As with the interviews, a few of these respondents mentioned they were more confident in and better aware of their abilities as a mentor:

"I had felt prior to undertaking the role that my usefulness to advise in this way was limited, however involvement in the programme showed this is not the case".

4.21 Some mentors mentioned that they now see opportunities to continue using their mentoring skills in the future, for example in the way they line manage and support their staff, and in helping others wanting to start or develop their career in the sector.

Overview

4.22 Overall the consultations with mentors suggest that mentoring was a useful, if slightly under-developed, component of the support infrastructure. Many of the mentors involved also benefitted from their involvement. Support for the mentors was enhanced in advance of cohort two which improved satisfaction with the process.

4.23 Key learning points with regard to future initiatives include:

- a lack of prior mentoring experience (for some) limited the value of mentor support;
- there was, on occasion, a lack of shared understanding of the goals of mentoring which made it more difficult in some cases to form a productive mentoring relationship with the interns;
- stronger support mechanisms (in part addressed for cohort two) would have enhanced the outcomes achieved – the Scottish Mentoring Network, for example, is a good source of guidance on good practice; and
- when a good match is made and there is a shared clarity of purpose, mentoring is an effective way of contributing to an intern's job search strategy.
5. **Impact on participating organisations and the wider sector**

5.1 In this chapter we explore our findings in relation to the impact of the internship programme on the participating host museums. Our findings are based on consultations undertaken with ten host organisations who participated in at least one of the cohorts of the programme. In each of these organisations we consulted with interns, supervisors, mentors and in some cases other senior staff.

**Impact on participating organisations**

*Motivation for taking part*

5.2 In discussing their motivations for taking part in the internship programme it became clear there was a range of factors affecting organisations’ decisions to participate. For most of the organisations, two key factors affected this decision – the desire for additional capacity to undertake projects; and a desire to offer an opportunity to a young person to acquire new skills and gain experience.

5.3 Other motivations for organisations participating in the programme included:

- a desire on the part of some museums to preserve knowledge and pass skills on to a younger generation – particularly in the context of funding cuts;
- keenness to demonstrate to trustees the significant impact that an additional member of staff could have (in the case of a very small, low-staffed museum);
- seeing an opportunity to offer a longer-term work placement than they would normally be able to because of a lack of funding, experience or support to do so;
- seeing the programme as an opportunity to raise their profile with and work more closely with MGS; and
- support for the aims of the programme to provide an opportunity for those from ‘non-traditional backgrounds’ to enter the sector.

5.4 In a minority of cases, motivations for taking part were, to some degree, ‘tactical’ in regard to raising the museum’s profile in some way. This is not uncommon and we found no evidence that the quality of experience for the interns was compromised or in any way lesser as a result. It is fair to say that for many organisations, what they gained from the process exceeded their initial expectations, and the reason they had decided to take part in the first place became less significant.

*Benefits for participating organisations*

5.5 Feedback across the board indicates that participating in the internship programme was a positive experience for the participating museums and all of those organisations we consulted confirmed that they would be interested in participating in similar programmes in the future. The immediate, shorter-term, benefits identified by our consultees include:

- development of staff skills;
- development and strengthening of partnership working;
- wider understanding of the benefits/costs of internship programmes;
- improvements in standards of volunteer management and increased awareness of it;
• opportunity to raise their profile with MGS; and
• impact on organisations’ capacity.

5.6 Some of the above benefits will be of longer-term value to the participating organisations. Some will have much shorter-term value, with benefits such as additional capacity and processes lost when the intern moves on. We explore this issue of sustainable impact later in this section.

**Figure 5.1 Main benefits and costs for participating museums and galleries**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>increased capacity for projects and activities</td>
<td>some additional training costs</td>
</tr>
<tr>
<td>new or enhanced partnerships</td>
<td>time to supervise interns</td>
</tr>
<tr>
<td>legacy of new skills and approaches</td>
<td>time to complete paperwork</td>
</tr>
<tr>
<td>skills to deliver work-based learning</td>
<td>lost capacity after internship</td>
</tr>
</tbody>
</table>

**Development of staff skills**

5.7 In relation to specific skills gaps that the programme set out to address, there are signs that the programme has had some impact on building these skills within the sector. As noted in earlier chapters, the participating interns felt that they developed a large number of the core museum skills that the programme aimed to provide them with, as well as important business development skills through the training sessions provided by MGS.

5.8 In addition, other staff benefitted, and continue to benefit, from the skills that the interns brought into the host organisations and in terms of access to the training sessions that were subsequently mainstreamed within the MGS training programme covering management, leadership, and enterprise skills for wider sector awareness and understanding of future sustainability needs.

5.9 The development of additional skills in staff supervision and mentorship has also been a product of the programme. Whilst some of the participating staff had had experience of internship programmes previously, many of the staff participating as supervisors or mentors were experiencing an internship programme for the first time, and were also involved in roles that were new to them personally.

5.10 As noted in further depth in the previous chapters, there is significant evidence that the programme had a positive impact on these staff, giving them opportunities to participate in different forms of learning as the programme has progressed – from formal training opportunities like the action learning sets, through to learning through networking opportunities that were offered.
5.11 One issue which emerged is the sustainability of the new skills for existing staff. A number of supervisors talked about the introduction of new processes such as induction and staff appraisals in order to identify existing skills and opportunities for development. In other instances, new systems were not established and some of the initial impact of the internship programme is likely to have been lost once the internship came to an end. A stronger focus on sustainability at the outset of the programme might have strengthened the longer-term impact on skills in the sector and in the next chapter we discuss how this might be approached in future.

5.12 In our survey of representatives of the wider museums/galleries sector, we asked respondents to indicate which skills they considered to be lacking in the sector currently. The chart below details their responses. We gave the respondents the opportunity to identify other skills that they thought were lacking in the sector but none were identified. The skills gaps they indicate in the table below translate directly across to the skills offered to interns through this programme, suggesting that there was a good match between sector needs and what the programme offered. This is backed up by discussions we had with supervisors in participating organisations, and with MGS staff.

Figure 5.2 Summary of museums/galleries sector survey respondents’ responses to: Which of these skills (if any) do you feel are lacking in the museums and galleries sector of the future (n=19)

![Bar chart showing skills gaps and matches with programme offerings](chart.png)

According to Figure 5.2, the skills gaps identified by the survey respondents include:

- Business development
- Marketing
- Staff supervision and development
- IT
- Leadership
- Social media
- Professional (core museum / gallery skills)
- Volunteer management
- Management

The chart shows the number of respondents indicating each skill as lacking. The number of responses ranges from 0 to 14, with the highest being Business development and Marketing, each with 12 responses, and Management with 14 responses.

5.13 Some of the participating organisations delivered the internship in partnership (pen portrait 5). This enabled the often smaller museums to offer interns a richer and more diverse experience. It also enabled some hosts greater flexibility if internal priorities shifted and the original internship plans were no longer suitable, and gave interns a valuable breadth of experience of different locations and sites. While there were also drawbacks, in terms of clarity of supervision processes for example, the benefits tended to outweigh these. The partnership arrangements also offered the potential for longer-term collaboration although not all of these were sustained beyond the internship.
Pen portrait 5. Delivering an internship placement in partnership

Orkney Islands Council Arts, Museums and Heritage Service and the Pier Arts Centre worked together in partnership to offer a joint internship placement over both years. The internships were considered to have been beneficial to both organisations, particularly in developing new local partnerships with other cultural organisations and schools and extending community outreach activities. Both supervisors from the host organisations and the interns involved noted that the joint placement enabled the interns to gain a very broad range of experiences through the partnership arrangement and a greater awareness of museum and gallery activities, culture and management. While all who were involved considered the partnership to have been very successful, the planning of learning outcomes and monitoring and reporting of progress in relation to the Learning Plan was felt to be challenging where multiple supervisors were involved from different organisations.

Wider understanding of the benefits and costs of internships

5.14 One of the aims of the internship programme was to raise awareness within the sector of the benefits of such programmes.

5.15 There is clear evidence that within the participating organisations this has happened. This was particularly the case in organisations which had not hosted interns previously. It enabled them to see the time input required from staff, the range of activities that an intern could be involved in, and the quality of work they could deliver. It also demonstrated to staff the time, cost and resource input required compared with the benefit gained.

5.16 There is less evidence that this has happened across the sector more widely. Of the 19 respondents to the survey of the wider sector, ten stated that neither they nor their organisation had benefitted from or been affected by the internship programme; four did not respond and five respondents indicated that it had had some impact (however all five of these respondents worked for an organisation that had taken part in the programme, even if they themselves were not personally involved).

5.17 The low response rate to our survey of the wider sector may be a sign of a lack of awareness of or engagement with the programme (although we cannot be certain that this is the case). If that is the case then it is important that MGS reflects on its approach to communication and sharing lessons learned and reviews whether this could be done differently for future initiatives.

5.18 Interestingly, despite a lack of awareness of the programme, the survey respondents overwhelmingly indicated that they thought that their organisation would benefit from taking on funded interns (only three did not) and in particular thought that internships could bring "fresh perspective", "capacity building", and could "change the way we work". Two of the three that did not respond affirmatively were higher education establishments with their own existing programmes and thus still supportive of internships more broadly.

5.19 Whilst consultees across the board indicated to us that there is a will to host interns in the future, almost all of those we spoke to noted that it would not be possible without external funding, particularly if the internships were to be paid, and were of a similar duration. It may be of value for some form of cross-sectoral discussion about alternative routes for funding internships, given continuing constraints on organisational budgets.

Improvements in standards of volunteer management and increased awareness of it

5.20 A number of the participating organisations offered internships specifically focussing on volunteer management. Several of our case studies focused on such an internship, and those we consulted in these cases noted that hosting an intern enabled them to increase awareness of the importance of volunteer management both within and outwith their organisation. The
volunteer training provided by Volunteer Development Scotland (cohort 1) and Volunteer Centre Edinburgh (cohort 2) was highly valued by the interns.

Opportunity to raise profile with MGS

5.21 Some of the participating organisations noted the opportunities that arose through the programme for them to have increased access to MGS staff and opportunities to raise their profile with them. For some this was an important additional benefit of taking part, although clearly this was not one that fits with any of MGS's aspirations or intentions for the programme.

Impact on organisations' capacity

5.22 One of the key aims of the internship programme was to build the capacity of museum and gallery organisations to provide work-based learning and development.

5.23 We explored the extent to which organisational capacity has been affected, and concluded that capacity has been developed on two levels:

- increased capacity and capability to provide work-based learning; and
- increased capacity to undertake discrete or short-term project work.

5.24 The programme has developed a model which has proved to be robust and effective and has established a structure for hosting interns which will prove useful to organisations should they take on interns in the future.

5.25 Staff in many of the participating organisations have also acquired new skills which means they are now better placed to manage interns than they were prior to taking part in the programme. In some cases it has also had a direct impact on the organisation's recruitment practices, as shown in pen portrait 6.

<table>
<thead>
<tr>
<th>Pen portrait 6. Impact on recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the internship programme in both years has inspired the University of Edinburgh Museum, Libraries and Archives (MLA) department to offer longer-term internships than they previously did as they have seen the benefits of investing time this way. Before the internship programme they offered short-term placements and internships (all paid), but they now offer two longer-term internships (each 12 months long) as a direct result of the MGS experience.</td>
</tr>
<tr>
<td>They have taken the lead from the MGS experience to specify that for their traineeship, applicants must not have a postgraduate qualification, on the premise that the university has a role in offering an alternative route into the sector.</td>
</tr>
<tr>
<td>The University of Edinburgh Collection of Historical Musical Instruments in which the interns were based for part of their internships has also changed its views on recruitment. It now no longer shortlists candidates on the basis of specialist musical instrument knowledge. They have changed the recruitment and interview process to ensure they place greater weight on finding people with the right personality and enthusiasm rather than specialist collections knowledge.</td>
</tr>
</tbody>
</table>

5.26 Many of the staff we consulted recognised that the quality of recruits was higher than expected, meaning that they were able to trust the interns to undertake more complex work more independently than had originally been foreseen. Examples of this include:

- one intern organising an exhibition originally intended to include 12 paintings which, as a result of the intern’s initiative and research, ended up including some 750 paintings and attracting a far higher number of visitors to the exhibition than could ever have been anticipated;
• one intern organising an exhibition that attracted huge amounts of visitors and media interest for the museum and provided a legacy of materials that continue to be used; and

• one intern setting up a new partnership with a local school, delivering a series of activities with school children and increasing the profile of the gallery to the local community and with young people in particular.

5.27 In many of the organisations we consulted, having an intern created additional capacity to undertake new projects that would not otherwise have happened (pen portrait 7). This impact was not limited to smaller organisations although clearly the impact was greater in these and included interns in some of the very large participating museums and galleries too. All of our consultees commented on the value of this.

Pen portrait 7. Enhancing capacity of host organisation to deliver new activities

One of the interns hosted by the University of Edinburgh Collection of Historical Musical Instruments was responsible for curating an exhibition on her own, with support as needed from her supervisor. The project meant that the intern had to take the initiative and plan, develop and deliver all aspects of the exhibition.

As well as being confidence-building for the intern who subsequently went straight into a curatorial role after the internship, the supervisor explained that the museum would not have had the capacity to do the exhibition without the intern. He explained that the museum benefitted greatly from the project, gaining extensive PR and drawing in hundreds of visitors during the Edinburgh International Festival. He added that “the legacy of the exhibition materials and information will be useful for a long time.”

5.28 In a small number of cases the long-term capacity of the organisation to deliver projects and activities was increased because the internship had generated sufficient value that a business case for increased staff resource was made. Capacity was in some cases also increased as a result of the activities of the interns in terms of developing the capacity for volunteers to be involved, or by developing resources.

5.29 However, the additional capacity was in most cases not able to be retained beyond the duration of the internships and so the impact was time-limited for these organisations, as shown in pen portrait 8.

Pen portrait 8. Concern over sustainable impact

The Orkney Islands Council Arts, Museums and Heritage Service which participated in the programme in both years noted that the interns’ work directly led to stronger joint working with local independent cultural organisations, an objective which is of high strategic importance to the Council Museum Service. While they hope that this impact will be maintained over the longer-term they recognised that maintaining these links will be challenging without the staff resource to continue the partnership work that the interns established.

Challenges/lessons learned for participating organisations

5.30 The main input required from participating organisations was staff time. For some of the larger organisations this was more easily absorbed, but for some of the smaller organisations (including one which had only two permanent members of staff) the resource required to support an intern was proportionately higher.

5.31 In particular, respondents highlighted to us the large amount of paperwork that required to be completed. For some, this proved to be very challenging initially but most confirmed that with
support from MGS, and improvements made to the paperwork following the first round that this became more manageable, whilst remaining significant.

5.32 In most cases those we consulted confirmed that the inputs required of the organisations were offset by the work undertaken by the interns. The high standard of the selected interns and their skill levels meant that their contribution to the organisations they were allocated to was in some cases significant.

5.33 Some organisations noted that the time it took to get the intern to a stage that they were fully productive was protracted – for some it took up until the six month point. This inevitably impacted on resources within the organisation in the short-term.

**Impact on the sector**

*Development of a more inclusive culture within the sector*

5.34 One of the key aims of the programme was to create a more inclusive culture in Scottish museums and galleries. This included setting targets to ensure diversity amongst those interns recruited.

5.35 We reported in Chapter 1 that these diversity targets were not achieved. We believe that the reasons for this were two-fold:

- organisations focused on selecting the best candidate for the job based on their experience, regardless of their background; and
- actions to raise awareness of the opportunity taken not having the desired impact – some work was undertaken to work with third sector organisations with access to people fulfilling the diversity criteria to raise awareness of the opportunity to take part in the internship programme, however this did not translate into participation and this suggests to us that the awareness raising related to the opportunity was not effective.

5.36 There were issues in defining what was meant by diversity within the context of this programme, and mixed understanding of the purpose of this aim. Between the first and second cohorts the definition for diversity was tightened-up from diversity in its widest sense (ethnicity, disability, socio-economic background) to focusing more on applicants who did not have a Masters degree (even although the same diversity targets applied to both cohorts).

5.37 Equality of access to opportunities or positive action to address diversity do not seem to have been at the heart of the process. Attempts to address diversity, in addition, created additional work for those people involved in the selection process, for the first cohort in particular, and failed to achieve the targets on diversity.

5.38 For the second cohort, diversity became about attracting interns that did not have a Masters-level qualification in Museums and Galleries Studies. The high success rate of the interns at moving into related employment within a short period of time after completing their internship supports the notion that people coming into the sector through a different route can compete successfully with more traditional candidates for entry level posts. We were given a number of examples of particular successes including one intern who went on to become the first curator (ever) of St Andrew’s Preservation Trust not in possession of a Masters degree from St Andrews University.

5.39 Whilst the programme has begun to challenge perceptions that candidates must have a related degree and a Masters degree to be able to make a meaningful contribution to the sector, many remain of the view that the ‘traditional route’ (relevant undergraduate degree followed by a Masters in Museums and Galleries Studies) is the right one and it is our sense that there remains much work to be done if perceptions are to change more widely.
5.40 The culture of the sector continues to be a barrier. One representative from the wider sector noted that "people from under-represented backgrounds regularly get passed over in favour of those who have gone to the right places and know the right people".

5.41 In our survey to the wider sector we asked whether respondents saw a need for greater inclusivity in the sector. The following responses were received:

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements (n=19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sector needs to develop a more inclusive culture towards employing people without postgraduate qualifications</td>
</tr>
<tr>
<td>Strongly agree (9)</td>
</tr>
<tr>
<td>Agree (7)</td>
</tr>
<tr>
<td>Disagree (3)</td>
</tr>
<tr>
<td>Strongly disagree (0)</td>
</tr>
<tr>
<td>The sector needs to develop a more inclusive culture towards employing people from other under-represented backgrounds</td>
</tr>
<tr>
<td>Strongly agree (9)</td>
</tr>
<tr>
<td>Agree (8)</td>
</tr>
<tr>
<td>Disagree (2)</td>
</tr>
<tr>
<td>Strongly disagree (0)</td>
</tr>
</tbody>
</table>

5.42 It is difficult to gauge at this stage how significant a cultural shift there has been, and whether it will be sustained beyond the lifetime of the programme, however early signs are positive and sector representatives are hopeful that this trend will continue. It is essential, going forward, that equality of access (which does not disadvantage under-represented groups) is at the heart of recruitment to the sector; and the notion that there are right or wrong routes in to the sector needs to be dispelled. It will be important that MGS and participating sectoral representatives continue to share learning of their experiences of this programme in order that the changes being made through initiatives such as the internship programme can be sustained, but this will require strong leadership.

5.43 We have highlighted, for example, the potential to develop more pro-active recruitment processes which increase access to ‘non-traditional’ groups (positive action), and there are a few examples of this action being taken at local level (eg in Glasgow Life and ECC which have both hosted positive action traineeships in the past, part-funded through MGS) which it may be interesting to explore in further depth.

5.44 Another issue of relevance to the wider sector is the emphasis placed on competency based recruitment practice within the sector. Competency based interviews focus on the skills needed for the role. The interviewee is asked to give examples of where they have used these skills rather than concentrating on their qualifications or past work settings. Several people we consulted highlighted the emphasis placed on this in the recruitment process, and suggested that it gave an immediate advantage to those with the resources/opportunities to gain volunteer experience over those who may have relevant experience in other fields eg working with the public, working with young people, those with good social media experience etc. With our limited insight into recruitment practices, it is difficult for us to gauge whether this is perception or reality – but if recruitment practices do over-reward prior experience of the sector, to the disadvantage of candidates who have other relevant experience to bring to the sector, this is something which should be reviewed.

5.45 There is learning from the internship experience which can help address this. The mentoring support, where it worked well, showed that people from non-traditional backgrounds can, with a little support, draw on their practical experience to demonstrate their potential value to
employers. We believe that more needs to be done to look at recruitment practices and the support systems available to those seeking to enter the sector to address some of the barriers.

Production of high quality training materials

5.46 A range of high quality training materials was also created and, as originally intended, these materials have now been mainstreamed into the training on offer through MGS to the wider sector on a more permanent basis. These have been incorporated into the National Skills Development Programme as one day workshops and are open to anyone in the sector to participate in. They are an important legacy of the programme to organisations in the sector.

Opportunity to network with colleagues in the sector

5.47 The programme gave participating supervisors and mentors the opportunity to network with each other in a number of different ways including through the action learning sets, networking events, training sessions and celebratory events hosted by MGS. Some participants we consulted found this to be valuable, giving them formal opportunities to exchange learning with colleagues in other parts of the sector with whom they would not normally come into contact. Some of the links forged through the programme are likely to last well beyond the lifetime of the programme and are a small but important part of its legacy.

Indirect impact of the bursary payment on the sector

5.48 During our consultation process a number of people also referred to the impact of the bursary payment to interns, and the impact this had had on the sector (rather than on the interns themselves, on whom, as we have noted earlier in this report, this stipend had a significant impact). Some consultees observed that the salary paid to interns was in some cases higher than the salary being paid to the intern’s supervisor and that this had caused some discontent. All of those who raised the issue noted that the effect had been to reinforce pre-existing concerns about low pay in the sector more widely. Whilst acknowledging that the internship programme was unlikely to have had any significant impact on the issue of low pay, they felt that this was an opportunity to highlight once again this issue to sector leaders.

Cost/benefit analysis

Value for money

5.49 The total cost of the internship programme was £941,925, £829,965 of which was awarded to MGS by the Heritage Lottery Fund.

5.50 At its most basic, this gives a cost per internship of approximately £23,548, including £15,000 per head in the form of a tax free bursary (total: £600,000), with the remaining £341,925 being spent on other costs, including management and operations (including the intern programme manager’s salary and travel costs), delivery of training, and support to participating individuals and organisations.

5.51 The UK average salary is £26,500. Museums benefited crudely from labour which would have cost them £23,548. Interns benefitted crudely from £15,000 rather than having to pay for a Masters Degree, in addition to all the additional training they were offered whilst participating in the internship programme, which suggests good value for both groups.

5.52 However, it is far too simplistic to look at the costs in this way, since the aims of the programme were far broader than to simply provide internship opportunities as has been highlighted throughout this report.

5.53 The programme has resulted in: greater capacity within the sector to offer internship opportunities; staff who have acquired new skills; training materials which remain available beyond the lifetime of the programme; improved understanding of the requirements of
Running an internship programme in the participating organisations and within MGS; early signs of cultural shifts with regards to entry routes to the sector; the legacy of projects undertaken by interns; and a pool of upskilled potential future employees.

5.54 Without exception, those we consulted were of the view that the programme had provided value for money and in the section below we explore the extent to which we found this to be the case.

**Additionality**

5.55 The consensus view of those we interviewed is that this work has led to a new approach to offering internships being developed and tested. The approach is based round the desire to open up alternative routes into the sector and the necessary skills within the sector to meet future needs. Without the external funding provided by HLF, the internship programme would not have taken place, and participating organisations did not have sufficient resources (and in some cases, experience) to invest in such activity themselves.

**Added value**

5.56 The programme has brought a number of added value benefits:

- Upskilling of a pool of 40 potential future employees.
- At least 40 staff who have acquired new skills and experience including understanding of the requirements of managing interns and gaining the most from the process.
- Development of new training materials which are available beyond the lifetime of the programme.
- Some awareness raised on the benefits of opening up recruitment to a new audience.
- Projects undertaken which would not have been resourced otherwise.
- Systems developed to recruit, manage and support interns.
- Employability of 40 individuals increased.
- New networks of colleagues developed.

5.57 In addition, there have been some unexpected impacts, such as:

- Participating museums acquiring new items for their collection as a result of interns’ project work.
- New museum audiences reached.

**Collaborative gain**

5.58 The organisations involved in the programme agree that there have been additional benefits for the organisations from partnership working (for those organisations that delivered the internships in partnership); meeting with colleagues to exchange learning; and having more exposure to MGS and its staff. The staff involved across the sector have access to a wider pool of contacts than was previously the case, and have strengthened the ways in which they can work together in the future.

**Deadweight**

5.59 It is unlikely that most of the outputs would have occurred without the funding intervention. Some of the organisations had previously hosted interns, and whilst there was an appetite to continue to do so (on their part and on the part of organisations new to hosting interns), all of the representatives we consulted noted the financial constraints to organisations being able to
take part without the HLF grant. Likewise, most of the interns would not have taken part without the bursary.

**Displacement**

5.60 Some consultees raised concerns with us about displacement. They were of the view that entry level jobs to the sector were already over-subscribed and as such no programme was needed to attract ‘new’ applicants for those posts. They believed that interns were effectively taking jobs that had previously been available to graduates with Masters degrees and that unemployment levels for this group would go up as a result.

5.61 There is some truth in this, albeit on a limited scale given the proportion of the total number of Masters graduates each year, however we believe that this fails to take account of the programme’s aim to bring new skills into the sector – particularly more business skills – and in this respect there is evidence that the programme has had some success, as we have highlighted earlier in this report.

5.62 In addition, this view fails to take account of the basic principle that there should be equality of access to jobs advertised in the sector. Whilst there is no doubt that for some posts, postgraduate qualifications will remain important or even essential, there are as many for which a postgraduate qualification is not essential and other skills may be more important and need to be more highly valued.

**Sustaining the impact**

5.63 Although, as the evaluation highlights, there were considerable short-term benefits arising from the programme, there is a sense that a lot of this has dissipated since the interns have moved on. Informal improvements were not always built into new processes for new and existing staff in the way that might have been hoped and more emphasis on mainstreaming learning and practice might have increased the benefits achieved.

5.64 The programme attracted media attention from sector professional body the MA and local and national press articles (see Appendix 6). Initiating and contributing to press coverage can be a good way of spreading learning from the programme and increasing knowledge of what resulted.

5.65 Funding has been a key element of this programme and all of those involved were clear that without the HLF grant supporting the programme, they would have been unable to support the intern in a paid capacity. Lack of access to future funding will limit the extent of future internship schemes, and there is a danger that some, if not all of the benefits gained through this programme will be lost.

5.66 We know that a new programme Heritage Horizons, targeting people without a postgraduate or undergraduate degree, is already underway and is building on the learning from this internship programme. Heritage Horizons (trainees in place Feb 2015 – Jan 2016) is specifically to enable non-graduates to gain a route into the sector - this programme aims to actively diversify the sector by providing a quality one year work based training programme to individuals who would normally have little chance of gaining employment in the sector. The programme is structured around the first sector-specific SVQ (an SVQ3 in Museums and Galleries Practice), formed by MGS in consultation with the sector, providing the first sector specific vocational qualification of its kind in Scotland. The programme will produce training resources and skills in the Scottish museums and galleries sector and the SVQ is already being used by other parts of the sector. This programme is designed to leave a legacy of a more inclusive culture in Scottish museums and galleries, building on the good work started by the interns programmes.
5.67 The timing of this evaluation, immediately following the end of the programme, means that measuring longer-term impact is not possible at this stage. We believe, however, that it is important that MGS continues to track the progress of former interns to establish whether they have remained within the sector, or if their careers have taken a different trajectory. Tracking interns in this way may offer interesting learning with regards to the longer-term impact of the intervention, and given the small numbers and close relationships involved we believe this is achievable.

Impact on MGS as national development body

5.68 During this evaluation we consulted with a number of staff from MGS. All spoke very positively of the programme, and without exception felt that it had benefitted the sector.

5.69 We also asked them to reflect on the impact on MGS and its staff and the following key points were made:

- MGS had not previously run an internship programme of this nature and scale, and doing so has given them the experience and appetite to do so again.
- The programme resulted in an additional member of staff at MGS – who resumed her role as Skills Development Manager following the end of the project - meaning that learning from the programme is being retained within MGS. In addition, other staff had input to the programme in a range of capacities including evaluation, delivery of training, and organising events.
- The Senior Management Team placed a high value on this programme and were keen to see it work, suggesting a real relevance to their priorities for the organisation.
- The programme gave MGS valuable experience of being an applicant/grant holder leveraging in money in addition to its allocation of funding from the Scottish Government. Whilst MGS has many ways of maintaining contact with sector organisations, this was also an opportunity to have a different type of relationship with them and to build relationships with them in new ways.
- Participating in the programme has resulted in some of the staff developing new skills within their roles as project managers and mentors.
- MGS has been keen to learn from the experience and has taken evaluation of the programme very seriously. In addition, they have sought to ensure that the programme produces outputs that have a wider application.
- It has given MGS increased exposure and insight into the participating organisations.
- The programme has acted as a vehicle to address some deep-seated and long-standing views about entry routes to the sector, and diversity, and has enabled MGS to begin to make some impact on addressing these and to begin to develop new tools to consider future options.
6. Conclusions and recommendations

Conclusions

6.1 There is no doubt that this programme has had a significant impact on the participating interns, organisations and on MGS. These impacts have been overwhelmingly positive, and there are good indications that some of these impacts at least can be expected to last beyond the lifetime of the programme.

6.2 The experiences of each of the participating organisations, individual interns and of MGS have varied depending on local circumstances and having this degree of flexibility to adapt to local circumstance was a valuable element of the programme. It is our sense that a more standardised programme would have constrained the experiences that the interns were offered, and may have diluted their learning outcomes.

6.3 As with any new programme, there have been teething problems – many of which were addressed between cohorts 1 and 2 - and processes continue to be refined in taking forward another HLF funded programme, this time a traineeship for people without a degree level qualification.

6.4 The programme has endeavoured to challenge perceptions that postgraduate qualifications are essential and to explore the validity of alternative routes into the sector. This has happened to some extent – and is a valuable springboard from which to encourage these barriers to be further broken down in future.

6.5 There is clear evidence that the model that has been developed is effective, and the programme has developed capability and capacity (to a lesser extent) within the sector to implement such a programme again in the future, although this would most likely rely on external funding being found to enable this to happen, unless internal budgets can be reallocated to this sort of activity.

6.6 The programme had five aims and in large part these have been met:

<table>
<thead>
<tr>
<th>Aims</th>
<th>Extent to which addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGS Aim 1. Provide a high-quality work-based</td>
<td>Effective model developed, reflecting good practice in internships</td>
</tr>
<tr>
<td>work-based skills development opportunity to</td>
<td>40 interns trained and employability enhanced</td>
</tr>
<tr>
<td>a cohort of new entrants into the Scottish</td>
<td>Quality of experience for interns was high</td>
</tr>
<tr>
<td>museums and galleries sector.</td>
<td></td>
</tr>
<tr>
<td>MGS Aim 2. Address gaps in core skills in</td>
<td>Programme addressed gaps in skills in the sector</td>
</tr>
<tr>
<td>the Scottish museums and galleries sector to</td>
<td>Interns evidenced skills gained and applied in practice</td>
</tr>
<tr>
<td>meet current and future needs.</td>
<td>Training developed is now available to the wide sector</td>
</tr>
<tr>
<td>MGS Aim 3. Build the capacity of museum</td>
<td>Capabilities of staff within organisations to deliver internship programmes have been developed</td>
</tr>
<tr>
<td>and gallery organisations to provide work-</td>
<td>Capacity was developed in the short-term, but it will require continued commitment from participating organisations to build on the legacy</td>
</tr>
<tr>
<td>based learning and development</td>
<td></td>
</tr>
</tbody>
</table>
There is clear evidence that interns, supervisors, mentors and the participating organisations all found the internship programme to be a positive experience, although not without some challenges (none of which are concerning, or beyond what would be expected in any programme of this nature being implemented for the first time).

The fact that the interns were paid a bursary that was high enough to cover living costs; the structured learning framework; the high quality and range of training opportunities available to interns and supervisors; and the support provided by MGS were all critical factors in the success of the programme – and these key components fit well with widely recognised good practice in relation to internship programmes.

Feedback was regularly sought by MGS from interns, supervisors and mentors, and MGS acted upon this to improve key aspects of the programme as it progressed.

Key achievements included:

- To date, 90% of the original cohort of 20 interns, and 60% of the second cohort of 20 interns have moved into related employment (many within six months of completing their internship). Even those who did not confirm that they had acquired new skills, believed themselves to be significantly more employable than they were before taking part.

- The programme attracted high quality candidates, and as a result of the high quality of experience that the vast majority had, this has resulted in a pool of 40 people with a broad but relevant skills set for working in the sector. Some have been described as “future leaders in the sector”.

- The programme has begun to shift thinking within the sector with regard to entry routes – whereas previously most organisations believed that it was essential to have an

| MGS Aim 4. Leave a legacy of training resources and skills in the Scottish museums and galleries sector | - Across interns, supervisors, mentors and MGS staff new skills were developed
- Training resources remain available to wider sector as legacy of this programme but take-up is unknown
- Some new resources developed within organisations
- Skills sharing |
| MGS Aim 5. Leave a legacy of a more inclusive culture in Scottish museums and galleries | - Diversity targets not achieved in cohort 1. Refined for cohort 2 but still not reaching those groups that was originally hoped
- Some awareness raised of need to open up access routes and recruitment practices within sector but more work needs to be done to maximise the impact of this
- Legacy is limited just now but has potential to develop
- This programme has informed development of HLF funded Heritage Horizons Programme |
undergraduate degree and a relevant Masters qualification for even entry level jobs within the sector, the internship programme has helped make people aware of the high quality contribution that people entering the sector through another route can make.

- A high quality training programme was developed through the internship programme which is now available to others within the sector.
- The capability of participating museums and galleries to manage future internship programmes or similar initiatives has been developed although the capacity of organisations to do so without additional funding has not developed as much as had been hoped at the outset.

6.11 We found there to have been less impact on the wider sector than had been initially anticipated. The museums and galleries sector comprises some 450 organisations, and only 27 of these have participated in this programme with an additional 14 organisations in support roles. Whilst there is some awareness of the programme, we did not find evidence of widespread knowledge or understanding of the key benefits of it. However, we recognise the limited nature of our consultation with the wider sector, and the low response rate to our sector-wide survey. Whilst this may indicate a low level of interest or awareness, we cannot be certain that is the case. Either way, we believe there is significant potential to continue to share the learning with the wider sector and ensure a greater legacy from the programme.

6.12 Overall, the programme has provided value for money – with the vast majority of the activity being additional to what would have taken place in the absence of a grant from HLF. While there may have been some minor displacement in relation to Masters graduates accessing jobs, this has been as a result of widening access to the sector which the vast majority of consultees agreed was necessary and beneficial to the sector. The importance of taking forward the legacy of the programme, given the significant investment in it cannot be emphasised strongly enough.

**Lessons learned**

6.13 There are a number of lessons that can be learned from this evaluation and these are captured below:

- The need to ensure that having an open recruitment process does not create an unmanageable selection process for those involved – addressed successfully for the second cohort by outsourcing short-listing to Adopt an Intern.
- The need to set achievable diversity targets and have a clear and common understanding of what is meant by diversity.
- The need to balance rigour and evaluation needs with manageability in relation to data collection and form-filling – although we recognise that for the second cohort systems were much improved and as staff became more experienced at completing the required forms, the burden became less.
- The need to ensure a good match between mentors and mentees (including the possibility of a selection of mentors that mentees can select from); introducing this function from the start of a cohort, not midway through; and ensuring that any action planning tools and guidance provided for mentoring is fully understood by those involved and being used in practice to ensure goals are clear to all participants.
Recommendations for taking forward the legacy of the programme

6.14 Based on these conclusions, there are a number of recommendations that should be considered in moving forward and ensuring a lasting legacy of this programme. We have set out these recommendations in two sections – operational recommendations which relate to delivery of any similar programmes in future, recognising that MGS may already be aware of many of these recommendations or may already be implementing them in the Heritage Horizons programme; and strategic recommendations which relate to ensuring the wider impact of the programme on the sector.

Operational recommendations

6.15 Recommendation 1: There is a clear demand for future internship programmes and we recommend that MGS builds on the legacy of this programme and continues to seek further opportunities for funding such programmes (from the public, third or private sectors).

6.16 Recommendation 2: We suggest developing relationships with organisations such as Talent Scotland and Third Sector Internships Scotland (TSIS) to explore other opportunities for providing internships.

6.17 Recommendation 3: Paying a bursary to participating interns was a key factor in the programme’s success and we recommend, in line with good practice relating to internship programmes, that future programmes continue to offer bursaries to ensure participation is open to anyone regardless of their financial circumstances.

6.18 Recommendation 4: Having a structured learning plan for supervisors and interns to work to is valuable in ensuring the focus remains on interns’ skills development and does not shift too far from the learning goals. However, the reporting requirements placed a significant burden on the participating organisations and we recommend that MGS explores further ways of reducing this burden on the organisations without losing the robustness and rigour of evaluative activity currently in place.

6.19 Recommendation 5: We recommend that some type of assessment training is provided for supervisors to ensure that they have the skills to assess and evidence competency levels for interns. In addition, we would note the importance of ensuring that there is sufficient flexibility within the learning plans to enable interns to enhance skills and tailor the experience to their needs and interests as they progress.

6.20 Recommendation 6: Given its strong commitment to evaluation, and real intent to learn from such processes, we recommend that MGS considers undertaking formative evaluation of such programmes in future, with external evaluation taking place during the programme and on completion, in order that learning can be built in earlier.

6.21 Recommendation 7: Having a mentor function in programmes of this type is valuable, however we recommend that MGS consider developing a pool of mentors which would allow an intern to select a mentor best suited to their needs and interests and interns are given a clear sense of what is expected in their mentoring role.

6.22 Recommendation 8: Ensure that mentors are in place from the start, that mentor training takes place at the outset and that mentoring starts earlier on in the process. Agree goals which are signed off by both the mentor and mentee at the outset. Consider working with a third sector mentoring organisation to support this process.

6.23 Recommendation 9: The training developed through the programme is an important part of its legacy, however take-up of this is key and we recommend regular review of the extent of take-up of training and additional promotion if take-up is low.
6.24 Recommendation 10: Disseminating the lessons learned from this programme to the wider sector is an essential part of ensuring a legacy remains. We recognise that some work is already underway to do so (including learning events planned for the summer), and would encourage MGS to ensure that the key issues highlighted in this report continue to be shared across the sector. It is important that individual museums and galleries also understand the importance of this and share the responsibility for disseminating learning.

6.25 Recommendation 11: Ensure that existing links are maintained with interns, and that they continue to be involved in giving talks and sharing learning from their internship experience with others.

6.26 Recommendation 12: It is too early to understand the longer-term benefits of this programme, but given the small number of participating interns, and the fact that many have subsequently remained within or close to the museums and galleries sector, we recommend that a follow-up survey is sent to all participants six months, 12 months and two years after the end of the programme to capture some of the longer-term impacts on them and that the learning from this is shared with the wider sector.

Sectoral recommendations

6.27 Recommendation 13: Participating museums and galleries should continue to offer opportunities to supervisors to apply the skills that they have developed through participating in this programme. In addition, they should ensure that supervisors continue to have opportunities to network with colleagues in the wider sector, something that was highly valued during this programme.

6.28 Recommendation 14: Organisations must actively plan to ensure that the legacy of this and other programmes is carried forward. It is important that sustainability, and continuing the legacy of programmes is taken seriously from the start. Whilst some effort was made to ask participating organisations to outline their approach to sustaining the impact of this programme at application stage, in practice this has not been very successful. In future, there may be value in MGS, as a funder, or other bodies such as a project steering group monitoring whether this element of a project is being planned for. Ultimately the responsibility for continuing the legacy of a programme will sit with the participating organisations.

6.29 Recommendation 15: Sectoral representatives (including museum managers, senior staff and others as appropriate) must work together to drive forward the actions to address the need for greater diversity within the sector. This will need strong leadership and we recommend setting up a panel or round table to explore the issues and consider the most effective means of taking this forward across the sector. We initially anticipate this would happen at a Scotland-level but that lessons can be learned from the rest of the UK. It is important that MGS takes the lead on this, but equally important that organisations across the sector take responsibility for driving this forward.

6.30 Recommendation 16: Review recruitment routes for this and other programmes ensuring a more varied approach to raising awareness of opportunities to participate which may include involving social media, online recruitment agencies and working with intermediaries close to some of the target client groups currently under-represented within the sector.

6.31 Recommendation 17: It became clear that low pay in entry level and junior management roles was an issue affecting the sector which was highlighted again by payment of bursaries to interns. We recommend that sector representatives begin a more open and formal dialogue on low pay within the sector.

6.32 Recommendation 18: The programme effectively highlighted the need for management skills at entry and mid-management level within the sector, and also the benefits that working in
partnership can bring. We recommend the results of the evaluation be used as a starting point for a review of training and support needs across the sector, led by MGS, exploring the potential for cross-sector initiatives and strategic partnerships rather than relying upon individual museums and galleries to implement this. This could take the form, initially, of an online survey, and importantly should link to the Delivery Plan 2 and the four-year skills strategy which are currently being developed.

6.33 Recommendation 19: MGS must continue to develop its role as a positive ‘challenger’ in relation to key issues affecting the sector. MGS has shown its progressive attitude towards qualifications and entry routes to the profession and has challenged the sector to begin to change its perspectives in this respect. MGS has an important role to play in continuing to challenge the sector on this and other issues.
### APPENDIX 1 – PARTICIPATING HOST ORGANISATIONS

<table>
<thead>
<tr>
<th>Host organisations (2011/12)</th>
<th>Host organisations (2013/14)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aberdeen, Tayside and Central Scotland</strong></td>
<td><strong>Aberdeen, Tayside, and Central Scotland</strong></td>
</tr>
<tr>
<td>Discovery Point and Verdant Works, Dundee</td>
<td>University of Aberdeen Heritage Collections</td>
</tr>
<tr>
<td>Gordon Highlanders Museum</td>
<td>University of Dundee</td>
</tr>
<tr>
<td>Scottish Fisheries Museum</td>
<td>Fife Cultural Trust -Dunfermline</td>
</tr>
<tr>
<td>The Black Watch Museum</td>
<td>Fife Cultural Trust- Kirkcaldy Galleries</td>
</tr>
<tr>
<td>The McManus, Dundee</td>
<td>Perth &amp; Kinross Council</td>
</tr>
<tr>
<td>University of Aberdeen Heritage Collections</td>
<td>Stirling Smith Museum</td>
</tr>
<tr>
<td><strong>Edinburgh and South-East Scotland</strong></td>
<td><strong>Edinburgh and South-East Scotland</strong></td>
</tr>
<tr>
<td>Almond Valley Heritage Centre</td>
<td>National Museums Scotland</td>
</tr>
<tr>
<td>City of Edinburgh Council Museums and Galleries</td>
<td>National Trust for Scotland (HQ and various properties)</td>
</tr>
<tr>
<td>National Trust for Scotland (HQ and various properties)</td>
<td>City of Edinburgh Council Museums and Galleries</td>
</tr>
<tr>
<td>Scottish Borders Council Museum and Gallery Service</td>
<td>University of Edinburgh Collection of Historical Musical Instruments</td>
</tr>
<tr>
<td>The National Coal Museum Scotland (lead partner with Scottish Fisheries Museum and Scottish Maritime Museum)</td>
<td>Scottish Borders Council and Trimontium Museum Trust</td>
</tr>
<tr>
<td>University of Edinburgh Collection of Historical Musical Instruments</td>
<td></td>
</tr>
<tr>
<td><strong>Glasgow and South-West Scotland</strong></td>
<td><strong>Glasgow and South-West Scotland</strong></td>
</tr>
<tr>
<td>Dumfries and Galloway Council, Nithsdale Museums</td>
<td>South Lanarkshire Leisure and Cultural Trust</td>
</tr>
<tr>
<td>Glasgow Life Collections Resource Centre</td>
<td>East Ayrshire Leisure, Dick Institute</td>
</tr>
<tr>
<td>Glasgow Life, the Open Museum</td>
<td>Inverclyde Council, McLean Museum &amp; Art Gallery</td>
</tr>
<tr>
<td>Robert Burns Birthplace Museum</td>
<td>Glasgow Life, GMRC</td>
</tr>
<tr>
<td>Scottish Maritime Museum (lead partner with the Museum of Ayrshire Country Life and Costume)</td>
<td>The Hunterian, University of Glasgow</td>
</tr>
<tr>
<td>The Hunterian, University of Glasgow</td>
<td>Glasgow Life, GOMA</td>
</tr>
<tr>
<td><strong>Highlands and Islands</strong></td>
<td><strong>Highlands and Islands</strong></td>
</tr>
<tr>
<td>Inverness Museum and Art Gallery</td>
<td>Orkney Islands Council Arts, Museums and Heritage Service and the Pier Arts Centre</td>
</tr>
<tr>
<td>Orkney Islands Council Arts, Museums and Heritage Service and the Pier Arts Centre</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2 – DIVERSITY DATA ON SUCCESSFUL CANDIDATES

<table>
<thead>
<tr>
<th>2011/12</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of successful candidates</td>
<td>Number of successful candidates</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Gender, age and ethnicity</td>
<td>Gender, age and ethnicity</td>
</tr>
<tr>
<td>16 of the successful candidates were female and 4 were male. (No age data available).</td>
<td>16 of the successful candidates were female; all were between 21 and 30 years of age.</td>
</tr>
<tr>
<td>18 categorised themselves as White, one Mixed, and one Asian.</td>
<td>18 categorised themselves as White Scottish or White British, and one as Black African. One chose not to disclose their ethnicity.</td>
</tr>
<tr>
<td>Disability</td>
<td>Disability</td>
</tr>
<tr>
<td>None of the successful candidates classified themselves as disabled.</td>
<td>One of the chosen candidates classified themselves as disabled.</td>
</tr>
<tr>
<td>Education and family background</td>
<td>Education and family background</td>
</tr>
<tr>
<td>Two of the chosen candidates met the diversity criteria of ‘less affluent’.*</td>
<td>All the chosen candidates had attended university.</td>
</tr>
<tr>
<td>Six of the successful candidates came from families in which neither parent had attended university. Three came from families in which both parents were university educated. &quot;Consequently, 75% chosen candidates came from low to medium socio-economic backgrounds&quot;(Adopt an Intern report, October 2013).</td>
<td>*Criteria for affluence were based on parental education: applicants from families where one or neither parent attended university are classed as coming from medium to low socio economic backgrounds.</td>
</tr>
</tbody>
</table>

*Criteria for affluence were based on a list developed and tested by the Museums Association.
## APPENDIX 3 – LEARNING FRAMEWORK CORE SKILLS

<table>
<thead>
<tr>
<th>Collections programmes</th>
<th>Public programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition and disposal</td>
<td>How to develop education resources</td>
</tr>
<tr>
<td>Lending and borrowing</td>
<td>Deliver education events</td>
</tr>
<tr>
<td>Research</td>
<td>Provide outreach services</td>
</tr>
<tr>
<td>Documentation</td>
<td>Interpret displays</td>
</tr>
<tr>
<td>Making collections accessible to the public</td>
<td>Put on exhibitions and events</td>
</tr>
<tr>
<td>Care of collections</td>
<td>Collect and analyse user feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital skills</th>
<th>Volunteer programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to digitise content including images and records</td>
<td>How to manage a volunteer programme and work with volunteers</td>
</tr>
<tr>
<td>Work with collections management systems</td>
<td>Planning, managing, delivering and developing volunteer programmes for a variety of audiences</td>
</tr>
<tr>
<td>Engage online audiences</td>
<td>How to plan strategically for volunteer involvement</td>
</tr>
<tr>
<td>Develop e-learning resources</td>
<td>How to recruit volunteers effectively, manage volunteer training and development</td>
</tr>
<tr>
<td>Create website content</td>
<td>How to support and supervise volunteers</td>
</tr>
<tr>
<td>Understand copyright and digital preservation</td>
<td></td>
</tr>
</tbody>
</table>

### Skills defined by National Occupational Standards for Cultural Heritage (compulsory unit)

- Provide effective customer service
- Take responsibility for your work in a creative and cultural organisation and self-evaluate
- Plan and implement your professional development in the creative and cultural industries
- Work effectively with other people in the context of a creative and cultural organisation
- Make sure your actions reduce risks to health and safety
### Evaluation material reviewed

<table>
<thead>
<tr>
<th>Evaluation Material Reviewed</th>
<th>How the Material Informed the Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGS Interim Evaluation Report (December 2012)</td>
<td>This report reflected on the process and experience of the first phase of the programme and touched lightly on early outcomes that were beginning to emerge. We used this to reflect on aspects of the process that had changed for the second phase of the programme and to focus on exploring the overall and wider impacts of the programme during our fieldwork.</td>
</tr>
<tr>
<td>MGS Original and Extension Application to HLF</td>
<td>This provided very helpful context around the aims and objectives of the programme, especially in relation to the skills gaps the programme aimed to address, the intended outputs of the programme and the intended outcomes.</td>
</tr>
<tr>
<td>Information for Prospective Interns</td>
<td>This provided a useful guide to the processes involved in the programme, particularly in relation to the learning and reporting structure.</td>
</tr>
<tr>
<td>Adopt an Intern Report (October 2013)</td>
<td>This report on the recruitment process followed in the second phase of the programme provided a helpful overview of how the process differed from the first phase and contained useful qualitative feedback and data.</td>
</tr>
<tr>
<td>Applications from the Successful Applicant Host Organisations</td>
<td>This helped us identify contacts for the interviews in each case study host organisation, and understand the specific learning objectives for the case study internship(s) in the host organisation. The applications also gave an idea of the host organisation’s experience in providing workplace learning and its plans to build on the outcomes after the internship ended.</td>
</tr>
<tr>
<td>Intern Showcase Reports 2011/12 and 2013/14</td>
<td>These gave a helpful flavour of the activities interns took part in and we were able to reflect on these activities in the case study interviews.</td>
</tr>
<tr>
<td>Individual Intern Knowledge Journals 2011/12 and 2013/14</td>
<td>While not lending themselves to summative analysis these were useful to review for each of the interns taking part in the case study interviews.</td>
</tr>
<tr>
<td>Intern Manager Summative Reports 2013/14</td>
<td>These comments mainly detailed activities delivered by the intern or training they received; however they were useful to review in advance of the interviews.</td>
</tr>
<tr>
<td>Supervisor Competency Assessments 2013/14</td>
<td>These documents describing the competency of each intern in relation to the skills they were expecting to develop were reviewed in advance of the interviews.</td>
</tr>
<tr>
<td>Intern Learning Plans 2011/12</td>
<td>These documents setting out the expected skill development and activities within individual placements were reviewed in advance of the interviews.</td>
</tr>
<tr>
<td>Intern Evaluations 2011/12 and 2013/14</td>
<td>Available for the majority of interns across both phases of the programme we were able to analyse the (primarily) qualitative feedback from the interns on a broad range of aspects of their experience. We were also able to build on the feedback in the interviews with the case study interns.</td>
</tr>
<tr>
<td>Supervisor Evaluations 2011/12 and 2013/14</td>
<td>Available for the majority of lead supervisors who participated in the programme we used this data to gain an overview of the supervisors’ experiences of the programme, and to design interview questions for the case study supervisors that built on this feedback.</td>
</tr>
<tr>
<td>Mentor Evaluations 2013/14</td>
<td>Available for 11 mentors from the second phase of the programme we used this feedback to get an understanding of the general experiences of the mentors and how, if at all, they feel they benefited from and added to the programme. We also used this feedback to design the interview questions for the case study mentors and to explore relevant issues with individual interviewees.</td>
</tr>
</tbody>
</table>
APPENDIX 5 – STAKEHOLDERS INTERVIEWED

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norah Campbell</td>
<td>Head of Skills Academy, Creative Cultural Skills</td>
</tr>
<tr>
<td>Catherine Cartmell</td>
<td>Skills Development and Internship Programme Manager, Museums Galleries Scotland</td>
</tr>
<tr>
<td>Violet Dalton</td>
<td>Head of Volunteering, National Trust for Scotland</td>
</tr>
<tr>
<td>Sharon Heal</td>
<td>Director, Museums Association</td>
</tr>
<tr>
<td>Michelle Herron</td>
<td>Director, Enhance People Consultants</td>
</tr>
<tr>
<td>Gill Poulter</td>
<td>Scottish representative, Association of Independent Museums</td>
</tr>
<tr>
<td>Nick Randall</td>
<td>Skills for the Future Programme Manager, Heritage Lottery Fund</td>
</tr>
<tr>
<td>Dr Evelyn Silber</td>
<td>Independent Consultant</td>
</tr>
<tr>
<td>Charles Sloan</td>
<td>Chair, Board of Gordon Highlanders Museum</td>
</tr>
<tr>
<td>Wendy West</td>
<td>Skills Development and Internship Programme Manager, Museums Galleries Scotland</td>
</tr>
</tbody>
</table>
## APPENDIX 6: PRESS COVERAGE

<table>
<thead>
<tr>
<th>Date</th>
<th>Publication</th>
<th>Headline</th>
<th>Tone</th>
<th>Circulation</th>
<th>Readership</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/06/11</td>
<td>Daily Mail (Scotland)</td>
<td>Thousands want a year in the museum</td>
<td>Positive</td>
<td>116,719</td>
<td>261,450</td>
</tr>
<tr>
<td>10/06/11</td>
<td>Press &amp; Journal</td>
<td>Huge interest in museum internships</td>
<td>Positive</td>
<td>72,767</td>
<td>144,197</td>
</tr>
<tr>
<td>31/07/11</td>
<td>Muse Journal</td>
<td>Barriers to entry remain</td>
<td>Positive</td>
<td>7,275</td>
<td>10,912</td>
</tr>
<tr>
<td>01/09/11</td>
<td>Muse Journal</td>
<td>Museum internships in high demand in Scotland</td>
<td>Positive</td>
<td>2,000</td>
<td>3,000</td>
</tr>
<tr>
<td>01/11/11</td>
<td>Muse Journal</td>
<td>Scots intern scheme 160 times oversubscribed</td>
<td>Positive</td>
<td>7,785</td>
<td>25,000</td>
</tr>
<tr>
<td>01/11/11</td>
<td>Muse Journal</td>
<td>Jobs needed</td>
<td>Positive</td>
<td>7,785</td>
<td>25,000</td>
</tr>
<tr>
<td>01/01/12</td>
<td>Muse Journal</td>
<td>All work and no pay</td>
<td>Positive</td>
<td>7,785</td>
<td>25,000</td>
</tr>
<tr>
<td>01/02/12</td>
<td>Muse Journal</td>
<td>Where have all the blokes gone?</td>
<td>Neutral</td>
<td>7,785</td>
<td>25,000</td>
</tr>
<tr>
<td>01/02/12</td>
<td>AIM Bulletin</td>
<td>MGS interns scheme overwhelmed with applications</td>
<td>Positive</td>
<td>15,000</td>
<td>22,500</td>
</tr>
<tr>
<td>16/02/12</td>
<td>Orcadian</td>
<td>New exhibitions for 2012</td>
<td>Positive</td>
<td>9,274</td>
<td>18,665</td>
</tr>
<tr>
<td>01/03/12</td>
<td>Scotland in Trust</td>
<td>People</td>
<td>Positive</td>
<td>179,970</td>
<td>449,925</td>
</tr>
<tr>
<td>01/04/12</td>
<td>Muse Journal</td>
<td>Traineeship initiative is 300 times oversubscribed</td>
<td>Neutral</td>
<td>7,785</td>
<td>25,000</td>
</tr>
<tr>
<td>26/09/12</td>
<td>Edinburgh Evening News</td>
<td>Interns mark end of stint in museums</td>
<td>Positive</td>
<td>37,250</td>
<td>131,619</td>
</tr>
<tr>
<td>29/09/12</td>
<td>Courier and Advertiser (Dundee)</td>
<td>Black Watch intern first</td>
<td>Positive</td>
<td>61,981</td>
<td>169,441</td>
</tr>
<tr>
<td>30/09/12</td>
<td>Museums Journal</td>
<td>MGS secures £416,000 for 2013 interns scheme</td>
<td>Positive</td>
<td>7,401</td>
<td>25,000</td>
</tr>
<tr>
<td>02/10/12</td>
<td>Perthshire Advertiser (Tue)</td>
<td>Graduate takes on direct career route</td>
<td>Positive</td>
<td>6,346</td>
<td>23,745</td>
</tr>
<tr>
<td>03/10/12</td>
<td>East Fife Mail</td>
<td>East Neuk intern wins government praise</td>
<td>Positive</td>
<td>9,279</td>
<td>25,237</td>
</tr>
<tr>
<td>04/10/12</td>
<td>West Lothian Courier</td>
<td>Kristina's award for museum work</td>
<td>Positive</td>
<td>12,375</td>
<td>64,353</td>
</tr>
<tr>
<td>01/02/13</td>
<td>Aim Bulletin</td>
<td>Scottish Fisheries Museum, Anstruther, Fife</td>
<td>Positive</td>
<td>15,000</td>
<td>18,603</td>
</tr>
<tr>
<td>11/05/13</td>
<td>Courier and Advertiser (Dundee)</td>
<td>Museum to offer two internships</td>
<td>Positive</td>
<td>53,243</td>
<td>124,599</td>
</tr>
<tr>
<td>16/08/13</td>
<td>Daily Express (Scotland)</td>
<td>Rush for jobs at museum</td>
<td>Positive</td>
<td>55,436</td>
<td>133,046</td>
</tr>
<tr>
<td>19/08/13</td>
<td>Courier and Advertiser</td>
<td>Hope wins internship</td>
<td>Positive</td>
<td>56,423</td>
<td>124,599</td>
</tr>
<tr>
<td>04/12/13</td>
<td>Press and Journal</td>
<td>Museum intern is on a voyage of discovery</td>
<td>Positive</td>
<td>66,679</td>
<td>165,377</td>
</tr>
<tr>
<td>Date</td>
<td>Publication</td>
<td>Headline</td>
<td>Tone</td>
<td>Circulation</td>
<td>Readership</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>08/01/14</td>
<td>Stirling Observer (Wed)</td>
<td>Exhibition appeal</td>
<td>Positive</td>
<td>6,687</td>
<td>21,514</td>
</tr>
<tr>
<td>10/01/14</td>
<td>Stirling Observer (Fri)</td>
<td>APPEAL</td>
<td>Positive</td>
<td>2,817</td>
<td>7,807</td>
</tr>
<tr>
<td>17/03/14</td>
<td>The Guardian</td>
<td>Gift of the gab, like the Blarney stone is 100% Irish</td>
<td>Neutral</td>
<td>196,425</td>
<td>843,000</td>
</tr>
<tr>
<td>09/05/14</td>
<td>Stirling News</td>
<td>Smith hosts art lectures</td>
<td>Positive</td>
<td>15,601</td>
<td>22,733</td>
</tr>
<tr>
<td>21/05/14</td>
<td>Stirling Observer (Wed)</td>
<td>Wedlake art talk</td>
<td>Positive</td>
<td>6,687</td>
<td>21,514</td>
</tr>
<tr>
<td>28/05/14</td>
<td>Stirling Observer (Wed)</td>
<td>'The final lecture by James Wedlake</td>
<td>Positive</td>
<td>6,687</td>
<td>21,514</td>
</tr>
<tr>
<td>20/08/14</td>
<td>Stirling Observer</td>
<td>'Modest' Hugh headlines at the Smith</td>
<td>Positive</td>
<td>6,687</td>
<td>21,514</td>
</tr>
<tr>
<td>21/08/14</td>
<td>Courier and Advertiser (Dundee)</td>
<td>Exhibition sets record straight on Scotland's 'forgotten' artist</td>
<td>Neutral</td>
<td>50,539</td>
<td>124,599</td>
</tr>
<tr>
<td>29/08/14</td>
<td>The Scotsman</td>
<td>Investment offers new recruits the chance to broaden their horizons in the heritage sector</td>
<td>Positive</td>
<td>29,452</td>
<td>104,000</td>
</tr>
<tr>
<td>30/08/14</td>
<td>The Herald</td>
<td>The quiet man of Scottish art</td>
<td>Neutral</td>
<td>38,939</td>
<td>113,000</td>
</tr>
<tr>
<td>01/10/14</td>
<td>Edinburgh Evening News</td>
<td>Picture of the Day</td>
<td>Positive</td>
<td>37,250</td>
<td>113,943</td>
</tr>
<tr>
<td>02/10/14</td>
<td>Daily Record</td>
<td>It's a fascinating life at the museum</td>
<td>Positive</td>
<td>736,000</td>
<td></td>
</tr>
<tr>
<td>20/11/14</td>
<td>Press and Journal</td>
<td>Traineeship at museum</td>
<td>Positive</td>
<td>66,679</td>
<td>164,000</td>
</tr>
<tr>
<td>11/12/14</td>
<td>Fife Free Press</td>
<td>There's plenty to do on a day by the Tay</td>
<td>Positive</td>
<td>34,325</td>
<td></td>
</tr>
</tbody>
</table>

**Circulation:** Number of copies distributed for sale across the UK  
**Readership:** Number of people who may have seen the coverage
APPENDIX 7 – INTERVIEW GUIDES

Intern Interview Guide

Before the internship
1. How did you find out about the MGS Intern Programme?
2. Why did you decide to apply for an internship? Was it specifically the museums and galleries sector you wanted to work in?
3. How many MGS internships did you apply for? Did you end up at your first choice internship?
4. Before you got involved in the MGS Intern Programme what were you doing?
5. Before you applied for the internship had you previously applied for jobs or paid internships in the cultural heritage sector? If yes, what was the outcome? If no, were there any reasons you hadn't applied?

Your experience of the internship
6. Did you have an induction as part of your internship? If yes, how helpful was this? If no, what would have been helpful?
7. Did you feel that having and following an agreed Learning Plan was helpful or unhelpful in your skills development? In what ways was it helpful (or otherwise)? Were you able to input into and shape your individual Learning Plan as the internship progressed? How, if at all, could the Learning Plan process be improved?
8. Did you feel that the Learning Journal and Knowledge Framework that you were encouraged to complete supported you in developing your skills and making the most of the internship? In what ways was it helpful (or otherwise)? How, if at all, could it have been more useful?
9. Did you feel that having a named supervisor of the internship supported you in developing your skills / enhanced your internship? Why / why not? How, if at all, could it have been improved?
10. Did you take part in any in-house training related to the skills in your learning plan? In what ways was this useful? How, if at all, could the training provided by the host organisation have been improved?
11. How did you find the training courses you took part in during the programme? What did you get out of these and was there any aspects that didn’t meet your expectations?
12. Did you have a mentor?
   a. If yes, how often did you meet / talk on the phone? What kind of support did he/she give you? With hindsight do you think you could have used the mentorship opportunity more effectively? If so, how? How, if at all, could the mentorship have been more useful to you?
   b. If no, why did you decide not to have a mentor? With hindsight, do you think having a mentor would have been useful?
13. Did you take part in the networking opportunities with other MGS interns? Were these useful? Why / why not? What would have made them more useful?
14. Did you receive other support from MGS (eg from the Interns programme manager)? Was this useful? What additional support, if any, from MGS would you have found helpful during your internship?

15. How important was it that the internship was paid? If it had not been a paid internship, what difference would it have made to you?

Outcomes for you

16. By the end of the internship did you feel that you had developed all the skills outlined in your Learning Plan? (If not, why do you think this is)?

17. Did the internship meet your expectations generally?

18. Did you develop additional skills that weren't in your learning plan?

19. Did you experience any additional benefits from a personal or professional point of view?

20. What have you done since completing the internship?

21. Do you think taking part in the internship helped you into your current job (and previous jobs if more than once since the programme)? In what ways?

22. What do hope to do in your future career?

Outcomes for your host organisation and for the sector

23. How do you think the internship might have benefitted the organisation you were based in?

24. One of the intended outcomes for the programme is for museums and galleries to have a greater capacity to deliver training to staff and volunteers? Do you think the internship programme had an effect on your host organisation in this way?

25. Do you think the internship programme has had a positive impact on the sector and the way it is perceived by those looking to start a career in the sector?

Overview

26. Would you recommend this type of internship programme to others? Why / why not?

27. Do you have any final comments on the programme?
**Supervisor Interview Guide**

**Background**

1. Your name, designation, role and organisation details
2. Before you got involved in the MGS Intern Programme how did your museum recruit entry level staff?
3. Did your organisation host interns previous to the programme and how were these arranged?
4. How did you find out about the MGS Intern Programme – why did you decide to get involved?
5. Were you made aware of one of the aims of the programme which was to recruit interns from diverse backgrounds? Was this a motivating factor for your organisation?
6. How clearly was the programme explained to you – was it delivered as described?

**The programme**

7. What was your role in the recruitment of the interns* – how well managed was this process from your perspective?
8. How did you find the quarterly reporting process? Was it clear what was expected of you?
9. How did you feel the Learning Framework reflected the skills needed in your place of work – and did it provide an effective means of reflecting on the progress of interns? If not how could it have been improved?
10. Did any difficulties arise during the internship and did you feel that these were adequately addressed by MGS?
11. Did you attend any of the Action Learning Sets for Supervisors – how did you find this and did it help you address any specific issues?

**Satisfaction**

12. How satisfied were you with the support you received during the internship?
13. Did you feel that your role as an intern supervisor was valued by the intern and by your organisation?
14. Do you perceive greater value now in the role of an internship in your organisation?

**Benefits/Costs**

15. What were the main benefits for your organisation of the internship?
16. Did the intern enable other staff to:
   - undertake a different or higher level of task?
   - do more of what they were doing?
17. What were the main costs (eg supervision time)?

**Longer-term influence of programme:**

18. Did the internship introduce any new skills or approaches into your organisation? What were these and how will they benefit your organisation?
19. Has it changed any of your internal systems in terms of training, review or staff development – can you explain how?
20. Reflecting back, what other changes have taken place as a result of the Internship?
21. What have you personally learned or gained as a result of involvement?
22. Are you more or less likely to recruit interns in the future as a result of your experience?
23. Have you shared your learning with other museums and galleries or learned anything from their experience on the programme?
24. To what extent has it succeeded in changing attitudes in the recruitment of new entrants and in-house training of staff?

Overview

25. Do you feel that the MGS Internship has contributed to creating a more diverse workforce in your sector?
26. Do you have any final thoughts or suggestions on your experience of being involved?
**Mentor Interview Guide**

*Background*

1. Name, designation, role and organisation details?

2. Why did you decide to get involved as a mentor?

3. How clearly defined was the mentoring role and did this match your experience in practice?

4. Were you made aware of one of the aims of the programme which was to recruit interns from diverse backgrounds – eg those without a postgraduate qualification, from a lower socio-economic background, BME backgrounds or with disabilities?

*Mentoring*

5. How were you matched with your intern?

6. How often did you meet your intern and how did this take place (eg on the museum/gallery premises, elsewhere, by telephone or email)?

7. Would you say your time input was manageable? Was it sufficient to meet the intern’s individual mentoring objectives?

8. Over what time period did you support your intern for? What did the support involve?

9. Do you feel that the intern was clear about the role of the mentor?

10. Do you think the intern made the most of the mentoring opportunity?

11. Do you feel that MGS capitalised on your mentoring experience to improve the programme in any way?

12. In what ways (if any) do you feel the mentoring support benefitted the intern?

*Satisfaction*

13. How satisfied were you with the support you received from MGS during the mentoring element of the internship programme?

14. Would you recommend this type of programme to other people you know who might be interested in being a mentor?

*Influence of programme*

15. What do you feel the intern you mentored gained from their involvement in the internship programme and can you give any examples of what you observed?

16. What have you personally learned or gained as a result of involvement? Can you tell us more about this?

*Overview*

17. Do you have any final thoughts or suggestions in relation to this type of programme based on your experience of being involved as a mentor?
Stakeholder Interview Guide (tailored to specific individuals)

Background

1. Name, designation, role and organisation details?

2. Awareness of and relationship to the MGS Intern Programme?

3. What do you understand to be the aims of the programme (to recruit interns from diverse backgrounds — from lower socio-economic background, BME backgrounds or with disabilities) — and how relevant do these aims continue to be?

4. A secondary aim was to introduce business skills into the museum and gallery environment — as this something you are aware of and comment upon?

The programme

5. Awareness of the structure of the Internship programme — perceived strengths and weaknesses?

6. What other models exist which they are aware of which fulfil the same objectives? What are the strengths of these different models?

7. Do you have any views on how the MGS Internship programme could have been strengthened?

8. How might the programme be built on to widen its impact to the rest of the museum and gallery sector?

9. What influence has the Internship Programme had on:
   - their sector generally
   - other sectors?

Overview

10. Do you feel that the MGS Internship has succeeded in creating a more diverse workforce?

11. Do you feel it has strengthened the business focus of museums and galleries

12. Are there other ways in which MGS might achieve the above objectives?

13. Are there ways in which MGS could work with your organisation to deliver its intended impacts?
APPENDIX 8 – SECTOR SURVEY QUESTIONS

Survey on MGS Heritage Lottery Funded Internship Programme and skills needs in the sector

Blake Stevenson has been commissioned by MGS to evaluate its Heritage Lottery Funded Internship Programme which ran from 2011-14. Forty interns took part in the year-long internship following a competitive recruitment process. The interns were placed in host museums and galleries and were supported to develop key skills through their placement and through additional support and training opportunities.

As part of our research we are keen to incorporate the views of staff in the wider sector who have not been directly involved in the programme.

This survey is intended to be completed by anyone working in the museums and galleries sector, and seeks your views on your awareness and perceptions of the programme. **Please do not complete this survey if you were directly involved in the programme as either an intern, supervisor or mentor** as we intend to capture your views through other strands of the evaluation.

Your responses will be kept anonymous and treated in confidence.

If you have any questions about completing this survey or about other aspects of this evaluation please call the Blake Stevenson team on 0131 225 5600 or email admin@blakestevenson.co.uk.

About you and the organisation you work for

Q1 What is the name of the organisation you work for?

Q2 Roughly what size of employer is the organisation you work for?
   - Less than 5 paid (full-time equivalent) staff
   - 6-10 paid (full-time equivalent) staff
   - 11-20 paid (full-time equivalent) staff
   - More than 20 paid (full-time equivalent) staff

Q3 Which of the following best describes your role?
   - Responsible for one or more museum/gallery
   - Responsible for a section within a museum/gallery
   - Responsible for staff and some degree of budget within a museum/gallery
   - Work in museum/gallery but no major staff/budget responsibility
   - Volunteer
   - Other
   If you selected 'other' please specify:

Q4 How long have you been working in the museums and galleries sector?
   - Less than a year
   - One to 5 years
   - 6 to 10 years
   - 11+ years
Q5 Which of the following statements best describes your organisation?

- We regularly employ interns
- We occasionally employ interns
- We never employ interns

Your views on training and skills needs in the museum and galleries sector

Q6 Based on your experience of the sector, please indicate your levels of agreement/disagreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sector needs to address gaps in core skills to meet current and future needs</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>The sector needs to build its capacity to provide work-based learning and development</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>The sector needs to develop a stronger legacy of training resources and skills in Scottish museums and galleries</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>The sector needs to develop a more inclusive culture towards employing people without postgraduate qualifications</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>The sector needs to develop a more inclusive culture towards employing people from other under-represented backgrounds</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Please feel free to comment on your answers here.

Your awareness of the HLF-funded internship programme

Q7 Were you aware of the MGS HLF-funded internship programme?

- Yes
- No

Influence of the HLF-funded internship programme

Q7a Have you, or your organisation, personally benefitted or been affected by the internship programme? (for example, by any changes or activities that your organisation has adopted; or any professional development opportunities you have accessed as a result of the programme; by coming into contact with supervisors/interns from the HLF programme)

- Yes
- No
Please explain your response:

Q7b Do you think the internship programme has had an impact on the wider museums and galleries sector, in relation to

Inclusivity and diversity in the workforce in terms of employing people without postgraduate qualifications? Please explain:

Inclusivity and diversity in the workforce in terms of recruiting people from other under-represented backgrounds? Please explain:

Encouraging the sector to offer work-based learning and development opportunities to staff? Please explain:

Sharing resources and skills within the sector? Please explain:

Your views on the future

Q8 Do you think your organisation would benefit from taking on funded interns?

Yes

No

In what ways; why / why not?

Q9 Which of these skills (if any) do you feel are lacking in the museums and galleries sector of the future? Please tick all that apply

- Professional (core museum/gallery skills eg digital, public programming skills, curatorial etc)
- Marketing
- Leadership
- Management
- Staff supervision and development
- Business development
- IT
- Social Media
- Volunteer management
- Other

If you selected 'other' please specify:

Q10 Are there other ways that you think the aims of the internship programme, (to increase diversity in the sector, to address gaps in core skills and to build capacity for work-based learning and development in the sector), could be achieved in the future?
APPENDIX 9. SUMMARY OF COHORT 2 INTERNS’ RESPONSES TO POST-PROGRAMME QUESTIONNAIRE

Responses to Q. How confident do you feel in your skills and abilities in the following areas?

![Bar chart showing responses to various skills and abilities.]

- Collections Programmes
- Digital Programmes
- Public Programmes
- Volunteer Programmes
- Sectoral Skills
The figure above displays the responses to questions about their confidence in specific skills provided by the interns from cohort 2 who responded to the end of programme questionnaire\(^8\). They were asked to indicate their confidence in each of the specific skills sets on a rating scale between 1 and 5 where 1 is least confident and 5 is most confident. The data was cleaned to include ratings to skills intended for each intern at outset of the programme. The graph does not include the ratings for additional skills not outlined in original learning plans which is some cases were high. Not all interns provided a rating for each skill.

As well as the sector-related skills and knowledge, both the placement and additional training opportunities provided interns with a wider set of transferable skills. The most frequent examples of new skills that interns felt they had developed during the internship were networking, teamworking, project management and communication. A number of them also commented on the positive impact of the programme on their confidence levels more generally.

The figure below depicts the responses provided by cohort 2 interns to the feedback questionnaire in relation to transferable skills. It shows that these interns felt particularly confident in their time management, project management and communication skills.

\(8\) The questionnaire for cohort 1 interns did not include these questions so data from cohort 1 is not available.