

APPENDIX 1 - How we assess standards and evaluate performance through Range Statements

These notes provide an explanation of the data in Appendices 2, 3, 4 and 5.

In each Appendix museums are listed within the strategic local authority area within which they are located. The tables begin with those run by the local authority, followed by independent museums etc.

denotes Hub museums.

* denotes museums with a designated collection.

Where museums did not provide data in 2008, information from the 2006 survey is shown in italics for comparison.

New participants to the 2008 survey are shown in red.

The Control Group museums are highlighted in bold. These are the museums which first contributed to the *Fast Forward* survey in 2000 and from which data is available for 2002, 2004 and 2006.

Appendix 2 - INFORMATION ABOUT THE REGION'S MUSEUMS

Organisation name	This is the name by which the organisation wishes to be known.
Institution type	Indicates whether a museum's governing body is a local authority (LA), independent (IND), regimental (REG), university (UNIV), company (COM), English Heritage (EH), National Trust (NT), nationally funded (NAT), or privately owned (PVT).
Accreditation status	Museum Accreditation (formerly Museum Registration) is a national standards scheme for museums operated by MLA Council. As museums in the region are moving from Registration to Accreditation both are listed. A museum can be awarded full (Full), provisional (Prov) or removed (Rem) status. Ineligible museums are denoted by ' Ineligible '. Museums which are eligible but which have not applied for Accreditation are denoted by ' Eligible '. In the Range Statements "3" is equivalent to the Accreditation Standard.
Listed building status	Using the English Heritage system i.e. Grade 1 (I), Grade 2* (II*), Grade 2 (II), Scheduled Ancient Monument (SAM), or unlisted. Where a museum site has several buildings, more than one of these may be applicable.

Services

The following indicates whether a facility is present or not, it does not indicate any qualitative assessment.

P Parking  Shop  Ca f e **WC** Toilets

 Picnic area  Enquiry service  Identification service
 Parking for disabled people  Toilets for disabled people

Admission charge

C Indicates that an entrance charge is levied.
N A Indicates that the museum is not currently open to the public.
N C Indicates that the museum has free entry.
OC Indicates that the museum usually has free entry but levies an occasional charge for exhibitions.

Appendix 3 - STAFF AND VISITOR FIGURES

Organisation name This is the name by which the organisation wishes to be known.
Total paid staff Indicates the number of paid staff in 2008.
Paid qualified staff Indicates the number of paid staff with a qualification relevant to their job role in 2008. These two numbers added together should give the total number of paid staff employed at each museum in 2008.
Total volunteers Indicates the number of volunteers in 2008.
Total qualified volunteers Indicates the number of volunteers who use their skills directly for the benefit of the museum, eg an accountant who is the Museum Treasurer or an electrician who assists with displays. These two numbers added together should give the total number of volunteers at each museum in 2008.
Visitor numbers These are for the calendar years 2006, 2007 and 2008. As museums calculate their figures in different ways and many are estimates, it is accepted that these provide only a guide to the level of museum visits in the region. Some buildings or sites have more than one museum body operating within them. Where this is the case and separate figures are not available '0' is used to indicate that those figures are subsumed within another figure on the chart.

Appendix 4 – Evaluating performance using Range Statements

Evaluation of the quality of services was carried out using a set of range statements. Each museum was asked to look at previous assessments from *Fast Forward 2006* and to amend or confirm them using the range statements. All changes and amendments were reviewed by the relevant Museum Development Officer and the Editorial Board. Draft assessments from all museums were sent to each museum allowing museum staff to agree or challenge their own entry and compare it with other regional museums.

For 2008 a new range statement, **Staff and Volunteer Development**, was added using the range statement developed by CyMAL for *Spotlight on Museums*, CyMAL 2007. The range statements were checked against those used by CyMAL and the minimum standards for the Museum Accreditation Scheme. As a result there were minor amendments to the text to ensure greater clarity. This does not affect the interpretation of trend data from previous surveys.

Level 3 in each table is equivalent to the Accreditation national minimum standard.

The range statements provide a snapshot assessment of museum operation and visitor engagement for 2008.

1. COLLECTION CARE - ENVIRONMENT	
1.1	No monitoring No control Obvious environmental problems Little understanding of issues
1.2	No monitoring No control Basic understanding of issues
1.3	Environmental problems identified Monitoring in progress for relative humidity, temperature & light levels Levels of control determined for relative humidity, temperature & light pollutants Staff trained to at least basic understanding of issues. Appropriate programme in place to ensure that a visual inspection of all collections is carried out. Sensitive or vulnerable items identified and plan formulated
1.4	Monitoring in place Control maintained for 50-74% of the time Conditions required for specialist collections identified Records maintained Some collections staff trained to at least basic understanding of issues
1.5	Monitoring in place Control maintained for 75-89% of the time Conditions required for specialist collections 75% complete Records interpreted All collections staff trained to good level of understanding of issues
1.6	Monitoring in place Control maintained for 90-100% of the time Conditions for specialist collections 90% complete Records maintained and acted on Data analysis informs planning and budget Good level of understanding of issues by all collections staff

2. COLLECTION CARE - DOCUMENTATION

2.1	Little or no documentation
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	Basic SPECTRUM* procedures not in place
2.2	Poor documentation Some documentation procedures in place, but not to SPECTRUM standard Backlogs exist No plan or timescale to clear
2.3	Primary SPECTRUM documentation procedures in use (object entry; accession register; security copy of accession records; marking and/or labelling; location and movement; appropriate indexing; object exit; loans in; loans out) Documentation plan for backlogs Retrospective documentation in progress Documentation procedural manual in place
2.4	As 3 plus Retrospective documentation 60% complete
2.5	As 4 plus Wide range of SPECTRUM procedures in use Retrospective documentation 80% complete Staff trained in documentation procedures
2.6	As 5 plus Wide range of SPECTRUM procedures in use Full and complete documentation Collections audit programme Staff trained in documentation procedures
*Note	SPECTRUM is the UK museum documentation standard developed by the Collections Trust, see www.collectionslink.org.uk .

3. COLLECTION CARE – STORAGE AND HOUSEKEEPING

3.1	Little or no cleaning undertaken Items not stored in a dedicated collection storage space No organisation, racking or boxing No awareness of pest problems No Emergency Plan
3.2	Dedicated storage area in use Non-collection items kept in store Awareness of problems or hazards Overcrowding No store plan Occasional inspection for pests Regular cleaning of public spaces Some cleaning of storage areas Need for Emergency Plan identified
3.3	Planned stores but may be overcrowded Safe access to individual objects Conservation-grade packing for objects at risk Knowledge of pests and pest traps in use Storage and display areas cleaned regularly Professional conservation advice and services sought Emergency Plan covering arrangements for staff and visitors, collections and buildings, risk assessments of threats, procedures to

	be followed by staff on discovery of an emergency, reviewed every 5 years
3.4	Easy access to individual objects Conservation-grade packing/display materials Random condition checks Regular housekeeping programme for stores and displays Pest monitoring programme Separate work space in store Emergency plan as above,
3.5	Well-organised, internal storage sufficient for current collection Integrated cleaning/care programme Store location records Vulnerable objects identified Quarantine for incoming objects Selective condition checks Full Emergency plan in place with Response and Recovery Plan: including Crisis Management Team, Incident Management Team, Contact details of on-call staff, contact details of essential services & contracted services, floorplans to assist salvage and loss control, Staff Awareness procedures, Details of suppliers of specialist equipment and services Regular staff training undertaken
3.6	Room for expansion Housekeeping programme Integrated pest management Rolling programme of condition checks Inert store/display furniture and materials Study areas provided Emergency plan as above, reviewed annually Regular staff training undertaken

4. POLICY AND PLANNING FRAMEWORK

4.1	No Forward Plan and no written policies in place
4.2	Mission Statement & Key Aims in place Forward Plan in place but not formally approved Forward Plan has either detailed statements or separate policies for at least 4 of the following: <ul style="list-style-type: none"> ▪ Admissions policy ▪ Interpretation and exhibitions (permanent & temporary) ▪ Programming events and activities etc ▪ Learning and education services ▪ Access ▪ Audience development and marketing ▪ Workforce development (training)/Equal Opps/Employment ▪ Publications and communications ▪ Customer care ▪ Outreach ▪ Merchandising and income generation. ▪ Acquisition & Disposal Policy ▪ Child protection & vulnerable adults

4.3	<p>Mission Statement, Key Aims, Specific Objectives/Action plan & spending plan incorporated into a formalised Forward Plan Forward Plan has been approved by the governing body A&D policy in place At least the 4 following policies:</p> <ul style="list-style-type: none"> ▪ admissions policy ▪ access, ▪ audience development ▪ customer care
4.4	<p>As 3, plus: Action plans have been drawn up, in consultation with staff, detailing staff responsibilities, performance indicators and a timetable for regular review Training implications have been assessed and resources allocated</p>
4.5	<p>As 4, plus: Dedicated budgets for collection care, education, marketing and access improvements Some feedback from public consultation/market research used in planning Employment of specialist staff or contracted expertise to plan and deliver services</p>
4.6	<p>As 5, plus: Statements or separate policies which relate to <u>all</u> aspects in 2 Results of public consultation, evaluation and market research into actual and potential users informs all decisions on development and service delivery Systematic collection of appropriate data to allow "benchmarking" against other providers</p>

5. AUDIENCE DEVELOPMENT & STRATEGIC MARKETING

5.1	No promotion, user research or audience development
5.2	Production of basic promotional material (eg poster, leaflet) and/or regular press releases
5.3	<p>As 2, plus: Published information on location, opening arrangements and services Up to date knowledge of demographic/social/economic context in which museum operate Occasional/informal gathering of user feedback via visitor books, comment cards, consultation with Friends, focus groups etc Feedback analysed and responded to</p>
5.4	<p>As 3, plus: Some basic market research/regular, systematic gathering of user response A planned approach to all promotional activities based on these findings, (EG print, press coverage and/or paid advertising) and a dedicated budget Targeting of particular audiences/user groups (not necessarily new ones)</p>

5.5	As 4, plus: Market research and monitoring of user response undertaken at regular intervals (at least 2 yearly) using consistent methods Results are fed back into planning Marketing/audience development is occasionally evaluated Employment and/or regular input from marketing professional
5.6	As 5, plus: Non traditional/minority users are targeted and appropriate means of communication used All audience development and Marketing activities are regularly monitored and evaluated Audiences are consulted and their views/responses are integrated into the planning process

6. INTELLECTUAL ACCESS – DISPLAY

6.1	No labelling or supporting information
6.2	Basic labelling plus some supporting information (eg text, photographs, maps, drawings) Displays are presentable but not necessarily “ <u>to a professional standard</u> ” * No realistic costed plans for revision or renewal
6.3	Display produced “to professional standard” * but most done pre 1996 and/or 10% renewed since 2000 but not “to a professional standard”. Realistic costed plans for revision or renewal Temporary exhibitions held to display items from stores or visiting exhibitions
6.4	As 3, plus: Detailed costed programme for re-display Elements changed regularly to trial interpretive ideas/methods or Post 1996 redisplay produced without evaluation or user input
6.5	As 4, plus: At least 25% displayed to professional standard since 2001 Re-display programme has target audiences and input from users taken account Some aspects have been evaluated Access and education specialists involved throughout
6.6	As 5, plus: At least 50% renewed since 2001 Both formative and summative evaluation has taken place and results fed back into further work

*Note	<p>To be “to a professional standard” displays should completely meet at least five of the criteria listed below or be three quarters of the way to fully responding to all of them.</p> <ul style="list-style-type: none"> ▪ have target audience/s ▪ have clear interpretive themes and use a “layered” approach to giving information, having considered particular educational aims. ▪ take account of a variety of ways of learning using Inspiring Learning for All (eg provide opportunities to touch, listen and interact, as well as read). www.inspiringlearningforall.org ▪ provide security and appropriate environmental conditions for objects (as recommended for collections care) See the website www.collectionslink.org.uk ▪ provide cultural, intellectual, physical and sensory access as recommended in the Disability Portfolio, the “Access for all self assessment toolkit” and the “MLA Cultural Diversity Checklist” available from the website www.collectionslink.org.uk ▪ follow basic guidelines for legible text and sensory access given in publications such as “Access in Mind”: Intellectual Access Trust, 1998 : – “Design a Label – Guidelines” 1999, Museums Association: RNIB Guideline pamphlets. See also www.collectionslink.org.uk ▪ use professional reprographic techniques or high quality computer-generated text etc and appropriate museum-quality display materials, taking account of public safety.
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7. INTELLECTUAL ACCESS - PROVISION FOR INFORMAL LEARNING*

* Note	Informal learning = any learning which takes place outside formal education structures.
7.1	No deliberate provision, but displays are available
7.2	<p>Personal contact with staff/volunteers only by arrangement One off events/activities at irregular intervals Basic descriptive leaflet At least one main and one subsidiary means of interpretation from</p> <ul style="list-style-type: none"> ▪ labels ▪ display panels ▪ printed guides or catalogues ▪ oral information from staff ▪ AV systems

7.3	<p>As 2, plus: An understanding of the 'Inspiring Learning for All' framework Staff/volunteers are available for visitors to engage with for at least 40% of the time open or for 30% of the display area Occasional events. Information provided on how to access collections not on display Information and knowledge on the collections provided via at least 2 of the following:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Study packs or worksheets ▪ Electronic media including website ▪ Role play ▪ Guided tours ▪ Creative workshops ▪ Interactives
7.4	<p>As 3, plus: Generic learning outcomes (GLO) are used to measure learning impact Modest programme of events, some of which have specific learning goals and specific target audiences Some high-tech/low-tech interactive learning elements to displays Some learning materials for families/children and or adults (e.g.: trails, guidebooks). Some temporary exhibitions and/or changes to permanent displays</p>
7.5	<p>As 4, plus: <u>Regular</u> events and/or exhibitions programme, which includes outreach activities, targets both traditional and non-traditional audiences Range of learning materials and interactive elements create learning opportunities for all ages and abilities All the above are produced with the involvement of an education specialist and are evaluated with users</p>
7.6	<p>As 5, plus: Extensive programme of exhibitions, events and activities lead by people with specific skills and/or educational expertise Temporary exhibitions (in house, touring or community based) and programme of events and activities are produced with community involvement Learning materials in formats appropriate to the needs of minority users Academic research is published Opportunities are created for learning about collections not on display. Research is undertaken into the learning needs of all ages and findings are used to inform public programme of exhibitions, events and activities as well as permanent displays Are a 'learning organisation' as defined in the 'Inspiring Learning for All' framework</p>

8. INTELLECTUAL ACCESS - PROVISION FOR FORMAL LEARNING*

* Note	Formal learning = nursery/primary/secondary schools, colleges/universities and adult education providers e.g. Workers Education Association
8.1	No contact has been made with formal education sector Requests from formal education sector cannot be catered for
8.2	Formal education sector is not actively targeted, but groups make independent visits and/or special sessions are possible At least one main and one subsidiary means of interpretation from <ul style="list-style-type: none"> ▪ labels ▪ display panels ▪ printed guides or catalogues ▪ oral information from staff ▪ AV systems
8.3	As 2 plus: An understanding of the 'Inspiring Learning for All' framework Information provided on how to access collections not on display Information and knowledge on the collections provided via at least 2 of the following: <ul style="list-style-type: none"> ▪ Lectures ▪ Study packs or worksheets ▪ Electronic media including website ▪ Role play ▪ Guided tours ▪ Creative workshops ▪ Interactives Groups make independent visits, limited support material available, no concrete links are made with relevant school/college curricula or learning programmes Some consultation with group leaders about provision Some knowledge about local education sector, potential users and educational potential of the museum
8.4	As 3, plus: Generic learning outcomes (GLO) are used to measure learning impact Programme of direct sessions for groups Access and/or facilities for researchers Some support material compatible with relevant curricula or learning programmes. Working knowledge of local education sector, potential users and educational potential of the museum Ad hoc input from external educators

8.5	<p>As 4, plus: General learning objectives are set for sessions which are delivered by people with specific skills and/or educational expertise Over 50% of support materials/sessions are compatible with relevant curricula or learning programmes Regular contact with external educators who have an informal input into service Summative evaluation of sessions Employment of full-time educator to develop and manage the service</p>
8.6	<p>As 5, plus: Programme of direct sessions catering for a wide range of ages, abilities and learning styles Learning objectives for sessions are negotiated and regularly reviewed with users All support material/sessions are compatible with relevant curricula or learning programmes All new sessions/materials are piloted and evaluation is carried out in house and/or externally Regular contact with external educators, who work in partnership with the service Research informs the learning needs of the formal sector and findings used to inform service development Are a 'learning organisation' as defined in the 'Inspiring Learning for All' framework</p>

9. PHYSICAL / SENSORY ACCESS

9.1	<p>No awareness of or response to the physical, sensory, learning or cognitive impairments and the disabling barriers that exist within the organisation, building, or services</p>
9.2	<p>Assessment by museum staff of potential barriers to physical, sensory and intellectual access</p>
9.3	<p>As 2, plus: A recognised audit* check list used by staff in making assessment Some initiatives (eg ramps, large print, audio guides) to overcome barriers thus identified General awareness of implications of the Disability Discrimination Act (DDA). At least one member of staff has undertaken Disability Equality Training during the preceding 2 years</p>
9.4	<p>As 3, plus: Museum manager and key staff have a good understanding of the DDA Consultation with disabled users to assess potential barriers and planned, costed programme to respond. At least 30% of this achieved <u>New</u> initiatives (capital or services) fully compliant with DDA At least 30% staff have undertaken Disability Equality Training during the preceding 2 years</p>

9.5	<p>As 4, plus: Striving to be fully compliant with DDA Full access audit undertaken by professional auditors Staged, costed plan to address its findings and at least 40% achieved Disability Equality Training undertaken in the preceding 2 years by at least 50% staff and plans to extend this to the remainder</p>
9.6	<p>As 5, plus: Fully compliant with DDA Full access audit by professional auditors and implementation of all recommendations Continuing consultation with disabled users and programme of review of provision and development of further improvements, with budget allocation to implement these. All staff have undertaken Disability Equality Training in the preceding 2 years Programme and budget for regular training updates</p>
* Note	<p>Audit check lists are available from bodies such as the Arts Council, Centre for Accessible Environment and www.collectionslink.org.uk.</p> <p>Provision of access for people with disabilities is a legal requirement. It is accepted that some historic buildings have a degree of exemption however failure or refusal to provide a service, that is offered to other people, to a disabled person is discrimination unless it can be justified. See www.direct.gov.uk.</p>

10. STAFF AND VOLUNTEER DEVELOPMENT

10.1	Neither staff nor volunteers are trained beyond basic induction or introduction to essential procedures
10.2	Staff and volunteer training needs are assessed regularly General awareness of essential procedures and guidelines General awareness of issues affecting museum operations Duties only undertaken by trained staff
10.3	<p>As 2, plus: New staff and volunteers and members of the Governing body receive full induction Staff, volunteers and members of the Governing body are aware of the Museums Association Code of Ethics Staff/volunteer/member of the Governing body training needs are assessed Overall training plan is in place and training is provided Staff and volunteers occasionally attend external training courses and seminars</p>

10.4	<p>As 3, plus: Current and future training, education and awareness-raising needs are identified for individual staff and/or volunteers Information on a range of issues affecting the running of museums is available to all staff, volunteers and members of the Governing body if requested Temporary staff and short-term volunteers receive basic training in-house Records of staff training are maintained Staff are encouraged to report any problems and their comments are acted upon</p>
10.5	<p>As 4, plus: Records of staff training are used to develop an organisational training plan Information on a range of issues affecting the running of museums is available to all staff, volunteers and members of the Governing body in the form of regular, practical training sessions, published literature and in-house documentation. Staff and volunteers regularly attend external training courses and seminars Training is evaluated</p>
10.6	<p>As 5, plus: Training needs and provision are regularly reviewed as part of the museum's planning cycle The museum has guidelines in place on the behaviour of contractors/service providers on site Museum holds "Investors in People" status (If IIP is held by the museum's parent body, it must specifically apply to the museum)</p>

Appendix 5 – Collections data

In 2008 we did not collect full data mapping for collections but intend to do so in 2010. For 2008 therefore, museums were asked to highlight the collection areas where they had made acquisitions or disposals to collections since the Fast Forward 2006 survey. Museums were asked to provide comments on the significance of acquisitions and/or reasons for disposal.

Fast Forward uses subject types adopted in 2000 from DOMUS (Digest of Museum Statistics, an annual survey of UK museums by the Museums & Galleries Commission that took place from 1994-1999).

Organisation name	This is the name by which the organisation wishes to be known.
Acquisitions	Acquisitions made since 2006.
Disposals	Disposals made since 2006.