



Learning for Change: Workforce Development Strategy

Acknowledgement

MLA wishes to acknowledge and thank its partners and all other colleagues throughout the sector who have contributed to the development of the Workforce Development Strategy.

Museums, Libraries and Archives Council
Victoria House
Southampton Row
London
WC1B 4EA

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1.0 Executive summary: working for change

The Museums, Libraries and Archives Council (MLA)¹ is the national development agency working for and on behalf of museums, libraries and archives in England and advising the government on policies and priorities for the sector. The museums, libraries and archives sector has an ambitious and essential agenda for change framed by MLA's work programmes and the modernising vision for museums, libraries and archives in Investing in Knowledge, Inspiring Learning for All, Renaissance in the Regions, Framework for the Future, Routes to Knowledge and the Archives Task Force reports.²

In order to deliver this vision the sector needs to recruit, retain and develop a diverse, appropriately skilled workforce. Workforce roles and the skills, knowledge and behaviour required are evolving. Employers need to invest in skills development to enable them to deliver the modernising vision for the sector. Individuals need the opportunity to develop skills that will enable them to further their career in an employment market that is constantly changing. This has implications for ongoing learning and development, career progression and recruitment in the sector.

A broad and inclusive definition has been adopted for the workforce comprising of all those who work *in* or *for* the sector. This significantly includes volunteers, who play an important part in the delivery of the services provided by museums, libraries and archives. MLA recognises and celebrates the contribution they make. This strategy fully recognises the need for consistent development opportunities for volunteers and the people who lead and manage them. All subsequent references to workforce include paid and unpaid staff unless otherwise stated.

Workforce development is one of MLA's priority cross-domain programmes. The Workforce Development Strategy has evolved through listening to the views of the sector represented by MLA in an extensive consultation exercise between November 2003 and February 2004. Many of the priority issues highlighted are common to museums, libraries and archives. The Workforce Development Strategy has a cross-domain focus and can only be delivered through partnership working. It proposes some immediate short-term actions and longer term targets for MLA and its partners to achieve.

The Workforce Development Strategy aims to build on previous workforce development initiatives, to incorporate workforce development actions arising out of MLA's programme areas, to clarify roles and priorities for MLA and other key partners and to enable more effective joint working on workforce development issues across the museums, libraries and archives sector.

In 2004/2005 MLA committed over £400,000 to workforce development initiatives in this strategy, which is in addition to investment in the workforce through specific

¹ For more information on the role and work of the Museums, Libraries and Archives Council see the MLA website at www.mla.gov.uk

² For copies of MLA reports please see <http://www.mla.gov.uk/publications/>

programmes such as Renaissance in the Regions, Framework for the Future and the Archives Task Force.

The nine Regional Agencies, funded by MLA, committed a combined total of £841,414 to workforce development in 2004/2005.

1.1 Aim of the Workforce Development Strategy

Investing in Knowledge is MLA's five-year vision that will enable every citizen to become directly involved in the exploration of the past and the invention of the future, accessing the knowledge and information they need to shape their lives.

People deliver visions. Developing and sustaining the appropriate skills in the workforce is pivotal to the realisation of Investing in Knowledge and other MLA programmes that are driving the learning, inclusion and access agendas for museums, libraries and archives services and their users.

The aim of the Workforce Development Strategy is to enable museums, libraries and archives to become learning organisations which develop a motivated, appropriately skilled, diverse and outward-looking workforce capable of delivering high-quality services to all users.

1.2 Strategic Objectives

The Workforce Development Strategy has four overarching strategic objectives:

Diversity and Equality	Developing a fit-for-purpose workforce composed of a diverse and representative range of people to deliver the 21st century vision for the sector.
Skills and leadership	Supporting the development of workforce and leadership skills across the sector.
Advocacy	Advocating the power of workforce development in delivering change and developing learning organisations.
Research	Ensuring that research is relevant, focused on genuine need and that evaluation results in action and change.

1.3 Scope of the Workforce Development Strategy

Although the Workforce Development Strategy has been drawn up for England, it is anticipated that the recommendations will be of use across the UK. For example, the Sector Skills Councils have a UK-wide remit and so their activities will also impact on Northern Ireland, Scotland and Wales. Information from the MLA's workforce development consultation process and the subsequent strategic objectives and priorities have been shared with colleagues in the Devolved Administrations and the draft Strategy and Implementation Plan were circulated for comment. The Devolved

Administrations in Northern Ireland, Scotland and Wales have stated their intention to work collaboratively with MLA in areas of mutual interest.

1.4 Partners for Change

1.4.1 Role of MLA

There is an expectation in the sector that MLA will take a strong lead in advocating the importance of workforce development and in setting agendas and priorities at national and regional levels.

MLA has consulted with all its key partners on framing the strategic objectives for the Workforce Development Strategy and developing the Implementation Plan so that it offers a joined up approach to the issues to be addressed.

1.4.2 Key Partners

In progressing the strategy and Implementation Plan, MLA will work most closely with the Department for Culture Media and Sport (DCMS) and other Government Departments, the Regional Agencies, the Museum Hubs, MLA Sponsored Bodies, the Professional Associations and Umbrella Bodies, Sector Skills Councils and, where appropriate, the Devolved Administrations in Northern Ireland, Scotland and Wales.

MLA will agree annual targets in workforce development with the bodies it funds, such as the Regional Agencies, Museum Hubs, Sector Skills Councils and the Museums Documentation Association (mda). The sector will therefore be able to see the benefits arising from MLA's support of these important bodies which are central to the delivery of the Workforce Development Strategy.

Both Sector Skills Councils, Lifelong Learning UK and Creative and Cultural Skills, are using the aims and objectives of the Workforce Development Strategy to inform their own Business Plans for the Sector Skills Development Agency. MLA will support the Sector Skills Councils in brokering Sector Skills Agreements with the Learning and Skills Council to meet the skills needs of the sector.

MLA is working with the DCMS to advocate the importance of the sector and meeting the needs of its workforce to other government departments, including the Office of the Deputy Prime Minister, the Department of Trade and Industry, the Department for Education and Skills and HM Treasury.

Other key partners in workforce development include: Employers, Trade Unions, the workforce itself, organisations representing volunteers, such as the Campaign for Libraries and the British Association of Friends of Museums, Regional Development Agencies, Regional Cultural Consortiums, Learning and Skills Council, Further and Higher Education and Training Providers. Many of these partnerships will be forged, clarified and developed through the Regional Agencies.

Year One Priorities for the MLA and the Regional Agencies

<p>Objective 1: Developing a fit-for-purpose workforce composed of a diverse and representative range of people to deliver the 21st century vision for the sector</p>
<ul style="list-style-type: none"> • Identify the barriers to entry into the sector workforce from the perspective of Black and Minority Ethnic (BME) young people of secondary school and further education age, and those who influence their career choices. • Continue funding for Positive Action Traineeships within museums and identify funding for extending Positive Action Traineeships and other appropriate diversity initiatives in libraries and archives. • Pilot Modern Apprenticeships in one English region and extend to other regions if successful. • Review Demographic Study of Volunteers findings and establish examples of good practice in volunteer learning and development.
<p>Objective 2: Supporting the development of workforce and leadership skills across the sector</p>
<ul style="list-style-type: none"> • Develop a leadership and management skills programme for museums and archives. • Sponsor three Fellows on the Clore Leadership Programme. • Map skills sets to inform regional cross domain training needs analysis, identify gaps on the supply side and advocate the skills needs of the sector to the Learning and Skills Council, Sector Skills Council and employers. • Develop the Workforce Development section on MLA website as a learning and information resource in consultation with key partners. • Regional Agencies to broker learning and development opportunities not provided by other bodies.
<p>Objective 3: Advocating the power of workforce development in delivering change and developing learning organisations</p>
<ul style="list-style-type: none"> • Advocacy at national level with government departments and the Learning and Skills Council on meeting the workforce needs of the sector. • Require Regional Agencies and Museum Hubs to plan for Investors in People accreditation, where appropriate. • Require grant recipients to demonstrate good practice in workforce development and equalities frameworks.

Objective 4:

Ensuring that research is relevant and focused on genuine need and that evaluation results in action and change

- Define and agree research needs and programme with Sector Skills Councils.
- Ensure research on workforce development is integrated into MLA's wider research programme.
- Convene Workforce Data Collection Group, including DCMS, Sector Skills Councils and other relevant bodies such as Regional Cultural Consortiums.
- Identify baseline performance indicators to survey employer engagement with workforce development.
- Pilot a model to gather labour market information via Regional Agencies.

1.6 Supporting Structure

The strategy's emphasis in Year One is to establish a delivery framework through which MLA and its partners can work towards the strategic objectives for the sector.

MLA will:

- Work with partners to implement the strategy, clarifying responsibilities and establishing project groups to deliver the four main objectives.
- Agree annual workforce development targets with the Regional Agencies and Museum Hubs which contribute to the strategy's overall aims and objectives.
- Support the development of the Lifelong Learning UK and Creative and Cultural Skills Sector Skills Councils via grants, consultation and advocacy.
- Agree annual workforce development targets with the Sector Skills Councils.
- Advocate the importance of the sector and the needs of its workforce to government.
- Advocate the importance of the sector and the needs of its workforce to the Learning and Skills Council nationally and regionally.
- Develop partnerships and information exchanges with the Devolved Administrations in Northern Ireland, Scotland and Wales.

2.0 Context

2.1 The Museums, Libraries and Archives Council

The Museums, Libraries and Archives Council (MLA) is the national development agency working for and on behalf of museums, libraries and archives in England and advising the government on policies and priorities for the sector. Strategic leadership, advocacy and advice is provided to museums, libraries and archives at a regional level through the nine Regional Agencies located in each of the nine English regions.

MLA and the Regional Agencies believe that:

“Museums, libraries and archives connect people to knowledge and information, creativity and inspiration...”

2.2 The Museums, Libraries and Archives Workforce

The present and future impact of the museums, libraries and archives sector depends on its 80,000 plus staff.

The term ‘workforce’ is defined as incorporating all those who work in or for the museums, libraries and archives sector, including employed staff, staff on fixed-term contracts, volunteers, consultants, freelancers, governors and trustees.

There is a lack of usable data on workforce numbers and composition available. This is particularly the case with volunteers who are an important cohort within the museums, libraries and archives workforce. Full-time equivalent figures tend to produce an inaccurate and often misleading picture. Most recent studies express volunteer involvement in terms of percentages or number of hours contributed per week.

A system to collect consistent and accurate labour market intelligence is a key priority. A pilot for collecting this data is being undertaken by two Regional Agencies and will be completed by March 2005. If the model is successful it will be extended to other regions and will be shared with the Sector Skills Councils. Ongoing collection of data is an important role for the Sector Skills Councils and it is essential that data on museums, libraries and archives can be readily separated from other constituencies which make up the Sector Skills Councils’ remit. MLA will also work with DCMS and the Sector Skills Councils to avoid duplication in data collection and ensure it is compatible with the DCMS Evidence Toolkit.

Estimated number of current staff in museums, libraries and archives

Libraries	
Public	21,976
Higher Education	10,000
British Library	2,256
Schools	4,775
Schools Library Services	547
Health	910
Government	472
Libraries Total	40,936
Museums	
Permanent	12,590
Temporary	2,775
Volunteers	25,206
Museums Total	40,571
Archives	
Local Authority	1,145
National Archives	588
Archives Total	1,733
Sector Total	83,240
<i>Source: Matty and Selwood (Eds) Selected data in the MLA sector. MLA, 2004</i>	

2.3 Importance of the Museums, Libraries and Archives Sector

There are 2,500 museums, 12,000 libraries and over 2,000 archives in the United Kingdom. Each year, some 450 million visits are made to these institutions. Museums, libraries and archives contribute to a range of national and local government targets through delivering four key outcomes in the areas of communities, learning and skills, creativity and the economy.

Government aims	Impact of the museums, libraries and archives sector
<p>Office of the Deputy Prime Minister Thriving, inclusive and sustainable communities in all regions.</p>	<p>Communities Museums, libraries and archives are at the very heart of their communities, providing ready access to knowledge and information, contributing to community cohesion, reaffirming community identity and responding to local circumstances and needs.</p>
<p>Department for Education and Skills Help build a competitive economy and inclusive society by: creating opportunities for everyone to develop their learning; releasing potential in people to make the most of themselves; achieving excellence in standards of education and levels of skills.</p>	<p>Learning and Skills People develop the skills, knowledge and qualities needed for life and work through formal education and lifelong learning by using the collections and services of museums, libraries and archives.</p>
<p>Department for Culture, Media and Sport Improve the quality of life for all through cultural and sporting activities, to support the pursuit of excellence, and champion the tourism, creative and leisure industries.</p>	<p>Creativity Museums, libraries and archives foster and inspire people's creativity.</p>
<p>Department of Trade and Industry Deliver prosperity for all by driving up productivity and competitiveness through world class science and innovation, successful enterprise and business, and fair, competitive markets.</p>	<p>Economy Museums, libraries and archives drive and contribute to key economic sectors</p>

The Government launched its Skills Strategy in July 2003³ “to ensure that employers have the right skills to support the success of their businesses, and individuals have the skills they need to be both employable and personally fulfilled”. A key theme is “building learning communities” and encouraging individuals, families and employers to see themselves as members of that learning community. MLA believes museums, libraries and archives as learning spaces and access points at the heart of communities with staff skilled as facilitators of informal learning are central to this aspiration.

3.0 Challenges for the Sector

3.1 Future Vision: Investing in Knowledge

Investing in Knowledge is MLA’s five-year vision that will enable every citizen to become directly involved in the exploration of the past and the invention of the future, accessing the knowledge and information they need to shape their lives.

The long-term outcomes are to:

- Provide easy access to knowledge, information and inspiration for everyone.
- Drive forward the knowledge society and the knowledge economy.
- Support government targets on learning, social inclusion, regeneration and e-services.
- Ensure that museums, libraries and archives are at the heart of their communities.
- Ensure that museums, libraries and archives are the keystones of communities, responsive to local circumstance and need.
- Modernise all aspects of their services to focus expenditure on collections and their use for the benefit of everyone.

To deliver and sustain this vision employers in the sector need a motivated, skilled and flexible workforce operating in a learning culture of continuous professional development.

3.2 Modernising Museums, Libraries and Archives

A number of important initiatives led by MLA have contributed to identifying the key issues that the Workforce Development Strategy needs to address.

3.2.1 Renaissance in the Regions

Renaissance in the Regions is transforming England’s regional museums through a network of regional hubs, consisting of one lead museum and gallery service with up to three or four partners. Working in partnership with MLA and the Regional Agencies the

³ 21st Century Skills: Realising our Potential. See <http://www.dfes.gov.uk/skillsstrategy/>

aim of the hubs is to promote excellence and lead regional museum practice. Key areas in developing the workforce identified include:

- Building capacity.
- Diversifying the profile of the workforce.
- Developing staff skills and expertise.
- Leadership.
- Business management.
- ICT skills.

There is a need to ensure the large number of volunteers employed in museums and the people who manage them have equal access to appropriate learning and development opportunities.

3.2.2 Framework for the Future

In February 2003 DCMS published Framework for the Future. This report sets out the government's ten-year strategic vision for public libraries under three central themes:

- Books, reading and learning.
- Digital citizenship.
- Community and civic values.

In order to deliver this vision the Framework for the Future Implementation Plan identifies "building capacity to deliver transformation and change through better quality of leadership and workforce skills". A model leadership development and management skills programme has been developed. MLA and the Regional Agencies will work with the Sector Skills Councils to define and address the skills and recruitment needs, other than leadership, to equip staff to deliver the vision enshrined in Framework for the Future.

3.2.3 WILIP – Routes to Knowledge

The Wider Information and Library Issues Project (WILIP) involved consultation with 77 professional groupings and prominent individuals to establish what the wider library domain saw as its major challenges. Workforce matters emerged as one of the four main challenges with respondents identifying priority issues as:

- Developing the next generation of leaders.
- Addressing low motivation due to poor salaries and low esteem.
- Training and re-skilling for knowledge management.

A thorough overhaul of workforce development in the library world and improved coordination between the various bodies involved in workforce development was recommended. The next, strategic stage of WILIP, which is called Routes to Knowledge, will address the question of how all the challenges identified can most effectively be addressed.

3.2.4 Listening to the Past, Speaking to the Future (Archives Task Force)

The Archives Task Force has undertaken a detailed analysis of the UK's archives which identifies a number of workforce development priorities including:

- Addressing workforce diversity.
- Identifying and prioritising employer needs.
- Improving recruitment.
- Improving access to training and development.
- Improving career progression and opportunities.
- Leadership.

The report of the Archives Task Force recommends a programme “to modernise service management and improve workforce development opportunities”. Specific actions include:

- Investigating the establishment of centres of excellence for Archives within the English Regions to provide support to local archives and spread good practice and to collaborate with the devolved administrations to co-ordinate work in this area. There are interesting parallels here with the evolving Museum Hub model developed through Renaissance in the Regions.
- Undertaking further research into the future use of volunteers in archival collections through pilot projects.
- National agencies across the whole of the UK exploring the feasibility of an integrated training and development framework.

Other recommendations within the report such as the creation of a digital Gateway to UK Archives will require a workforce with the necessary skills to support it.

3.2.5 Inspiring Learning for All

Inspiring Learning for All is a vision for accessible learning in museums, libraries and archives. It is supported by a Learning Outcomes Toolkit to help organisations understand and demonstrate the impact of museums', libraries' and archives' activities and resources on people's learning.

Inspiring Learning for All is helping to embed a broader definition and understanding of learning in the sector. This advocates that the delivery of effective learning for users depends on institutions becoming learning organisations themselves. It is important to promote the value of Inspiring Learning for All as a framework for workforce development, with examples of success and to pilot initiatives that focus on organisational development and change such as the Inspiring the Workforce programme in the North West funded through the Renaissance in the Regions specialisms fund.

Priorities identified include;

- Building capacity to deliver organisational change.
- Leadership skills.
- Skills to demonstrate product and services through learning experiences.
- Developing learning organisations.

3.2.6 The People's Network

The £20 million People's Network training for public library staff is currently being evaluated and it is anticipated the evaluation will suggest wider lessons can be drawn for future workforce development.

For the first time library staff across the UK received training to an agreed standard. The most effective programmes included a blended learning approach in which e-learning was integrated with face to face training sessions and supported through coaching, mentoring and online discussion groups.

A number of progressive authorities used the programme as a catalyst to address some of the cultural barriers to learning and development. The programme was linked to achieving service objectives and staff and line managers encouraged to take active responsibility and "own" their development through personal development plans, action learning and planned opportunities to apply learning at work.

The training raised issues around:

- Building capacity to deliver and own organisational change.
- Changing staff roles from providing information to advice, coaching, mentoring, instruction & guidance in accessing, using and interpreting that information.
- Conceptual and practical understanding of digitisation and its impact on new users, for example, the need for training and a qualification in content creation.
- Management and staff ownership of the new skills needed.
- Extending the basic ICT training provided for library staff to the museum and archive workforce.
- Upgrading and sustaining ICT skills in the future across museums, libraries and archives.
- Leadership skills.

4.0 Workforce Development Priorities

In 2003 MLA commissioned Demos to identify the main cross-domain challenges in workforce development for the sector. Towards a Strategy for Workforce Development brought together many of the issues highlighted in specialist programme areas in Section 3 above and provided a national picture of workforce development needs. These are the issues arising from the report.

- Skills Gaps
 - There are common and shared skills gaps across museums, archives and libraries in areas such as leadership, management, advocacy, learning and access, ICT and customer care.
- Workforce Composition
 - The gap between the ethnic make-up of museums, archives and libraries and the communities that they serve.
 - The ageing workforce population.
 - The disproportionately low number of people with disabilities working in the sector.
- Recruitment
 - A mismatch between employer needs and higher education outcomes.
 - Uncompetitive pay and conditions.
 - A narrow recruitment pool.
 - Lack of vacancies leading to the risks of stagnation.
- Barriers to training and developing the existing workforce

The main demand-side constraints identified were time, money, lack of reward, lack of information and guidance, lack of proof of benefit, fragmented demand and most importantly organisational culture. The report concluded that a supportive organisational culture could resolve many of the constraints. MLA will disseminate good practice in workforce development and examples of supportive organisational culture through case studies and improved information on the MLA website. MLA will promote learning organisations through Inspiring Learning for All and through joint initiatives with the Sector Skills Councils.

4.1 Listening to the Sector: Consultation on Priorities

MLA used the above findings from Towards a Strategy for Workforce Development as the basis for widespread consultation throughout the sector on the priorities for a workforce development strategy

Two in-depth pieces of research were undertaken. Belle Associates Ltd were engaged to:

- Facilitate ten workshops of key stakeholders, one was held in each of the nine English regions and one with members of the original consultation group for the Demos research, to establish the sector's priorities for workforce development.
- Conduct a telephone survey of key partners to validate the draft aim and strategic objectives of the Workforce Development Strategy.

London Fields Ltd was engaged to:

- Undertake an online questionnaire survey of customer services staff in museums, libraries and archives.
- Facilitate nine regional focus groups of customer services staff, one in each of the English regions.

The purpose of the survey and focus groups was to establish workforce development priorities for customer services staff in museums, libraries and archives.

The workshops identified the following priority workforce development issues for the sector to address:

- Leadership and management development.
- Continuing Professional Development.
- Recruitment and retention issues, including image, salary, career progression, qualifications structures and entry requirements.

The Customer Services Staff Survey identified the following priorities:

- Lack of managerial / organisational support for learning and development. This echoed the findings of the Demos report regarding organisational culture.
- Access to cross-domain development and learning opportunities.
- Access to work-based learning opportunities.
- Accreditation of learning.

5.0 Aim and Strategic Objectives: Challenges, Definitions and Actions

The aim and strategic objectives of the Workforce Development Strategy were formulated in consultation with the Regional Agencies and from the priorities identified through wider consultation with the sector at the regional workshops. They were validated by the follow-up telephone survey and have been further refined and ratified with key partners.

Aim

“To enable museums, libraries and archives to become learning organisations which develop a motivated, appropriately skilled, diverse and outward-looking workforce capable of delivering high quality services to all users.”

Strategic Objectives

Four overarching strategic objectives have been identified in the areas of:

- Diversity and Equality.
- Skills and Leadership.
- Advocacy.
- Research.

5.1 Strategic Objective 1: Developing a fit-for-purpose workforce composed of a diverse and representative range of people to deliver the 21st century vision for the sector.

Definition of the Challenge

MLA fully supports the moral, legal and business case for a more diverse workforce which more closely reflects the communities museums, libraries and archives serve. Workforce diversity and equality of opportunity is essential to enable museums, libraries and archives to deliver and sustain the modernising vision in Investing in Knowledge and MLA’s modernising programmes. Workforce diversity is interpreted in a broad sense. There is a need to recruit, retain and invest in the skills of people from a variety of target groups including:

- Those under 24.
- Those over 50.
- Women returners.
- BME communities.
- People with disabilities.
- Unemployed people.

The MLA-funded Museum Association Diversify programme has, through Positive Action Traineeships, successfully enabled people from ethnic minorities to develop the

skills and experience to work in museums. As well as continuing to fund Museum Positive Action Traineeships MLA will extend the model to libraries and archives in 2005 / 2006.

More work needs to be done to attract non-graduates into the sector through vocational routes such as NVQs, Young Apprenticeships and Adult Apprenticeships (for those over 24). MLA will work with the Sector Skills Councils, Regional Agencies, Professional Associations and Learning and Skills Council to develop and promote these pathways in the sector.

Priorities:

- Ensure learning, qualification and accreditation opportunities are open to all staff, including volunteers.
- Take positive action to diversify the workforce so that organisations more closely represent and understand the communities that the sector serves.
- Promote the sector and museums, libraries and archives work as an attractive and valued career for new entrants.
- Develop appropriate competencies for the entire workforce, including volunteers.
- Accredite work-based learning to enable organisations to develop their own staff. For example via the accreditation systems of professional bodies and via NVQs.

Year One Actions for MLA and Regional Agencies

- Identify the barriers to entry into the sector workforce from the perspective of BME young people of secondary school and further education age, and those who influence their career choices.
- Continue funding for Positive Action Traineeships within museums and identify funding for extending Positive Action Traineeships and other appropriate diversity initiatives in libraries and archives.
- Pilot Apprenticeships in at least one English region and extend to other regions if successful.
- Review Demographic Study of Volunteers findings and establish examples of good practice in volunteer learning and development.

Longer Term Actions for MLA and Regional Agencies

- In partnership with Sector Skills Councils promote the use of National Occupational Standards in the workplace.
- In partnership with the Sector Skills Councils promote and establish the Government's Young and Adult Apprenticeships in the sector.
- In partnership with the Sector Skills Councils and Professional Associations to support schools, Connexions services, Higher and Further Education and employers to promote sector careers and recruitment.

Actions for Partners

- Sector Skills Councils to develop National Occupational Standards and Qualifications Framework for the sector.
- Sector Skills Councils and Professional Associations to work together to develop flexible, non-traditional routes to qualification.
- Sector Skills Councils and Professional Associations to investigate accrediting work-based learning and competency to enable organisations to develop their own staff.
- Employers to adhere to best practice recruitment policies to achieve a more representative ethnic, disability and gender balance at all levels of the workforce.
- Employers to offer traineeships and work placements.

5.2 Strategic Objective 2: Supporting the development of workforce and leadership skills across the sector.

Definition of the Challenge

To develop the skills, knowledge, attitudes and behaviours throughout the workforce that will enable museums, libraries and archives to adapt and respond to new and emerging modernising agendas and deliver 21st century services.

Priorities

It is essential to closely define the current and future skills needs of the sector's employers and its workforce to deliver the modernising agenda for museums, libraries and archives and meet the expectations of their users. The consultation exercise used the main skills gaps identified by the Demos report as the starting point for prioritising skills needs. Whilst acknowledging the importance of specialist skills and regional variations there are common and consistent skills needs across museums, libraries and archives in all regions. There is therefore scope for brokering cross domain learning, development and support to meet the generic skills challenge. Moreover as the Sector Skills Councils begin work there is the opportunity for addressing generic skills needs through regional engagement across the wider cultural sector.

From the Demos report and consultation exercise the main cross-domain skills gaps, which the sector identifies as needing to be addressed, are:

- Leadership at all levels across the sector.
- Management.
- Developing learning organisations.
- Basic skills awareness.
- Advocacy across the sector eg political awareness, negotiating, lobbying and media and presentation skills.
- Partnership working.
- Learning and Access eg facilitating learning, coaching, mentoring, marketing and new audience development skills.

- Service Delivery eg customer care, communication, presentation, interpersonal, multidisciplinary team working, cross domain team working and project management skills.
- ICT eg Using ICT to develop new services, digitisation, web authoring, content creation, managing virtual learning environments and frontline troubleshooting. Extending and sustaining the basic ICT competency provided by the People's Network training to archives and museums staff.
- Commercial skills eg finance, bids and proposals, contract procurement and management and income generation skills.
- Performance management skills: in terms of managers developing staff through mentoring and coaching and individuals taking responsibility for their own learning and development.
- Specialist training for the technical side of the workforce eg collections care.
- Communicating the future vision for the sector in terms accessible to all staff.
- Evaluation of services and evidence of impact.
- Adapting to change.
- User and non user consultation and understanding.

MLA is undertaking further detailed work in 2004 / 2005 to define the skill sets needed to deliver Renaissance in the Regions, Framework for the Future, Listening to the Past, Speaking to the Future and Inspiring Learning for All. This work will be made available to the Sector Skills Councils who have a key role in establishing skills needs and improving supply side responsiveness from Higher and Further Education and other providers.

The skills sets developed will be used:

- As a basis for regional training needs analysis.
- To identify and meet gaps on the supply side.
- To encourage cross domain learning and development solutions to generic skills needs in museums, libraries and archives.
- To inform the Sector Skills Agreements of the Sector Skills Councils: Creative and Cultural Skills and Lifelong Learning UK.
- To provide an evidence base to advocate the skills needs of the sector to funding bodies.
- To inform the Learning and Development and CPD programmes of employers and individuals.
- To inform employer recruitment, job descriptions and person specifications.

Year One Actions for MLA and Regional Agencies

- Develop a leadership and management skills programme for museums and archives. Sponsor three Fellows on the Clore Leadership Programme.
- Map skills sets to inform regional cross domain training needs analysis, identify gaps on the supply side and advocate the skills needs of the sector to the Learning and Skills Council, Sector Skills Councils and employers.
- Develop the Workforce Development section on MLA website as a learning and information resource in consultation with key partners.

- Regional Agencies to broker learning and development opportunities not provided by other bodies.

Longer Term Actions for MLA and Regional Agencies

- Gather data on leadership mentoring schemes introduced in parallel sectors (eg DfES) to establish best practice.
- MLA to evaluate leadership initiatives within the sector, for example, the Clore Leadership Programme, Libraries Leadership Programme Leading Modern Public Libraries, and the National Museum Directors' Conference Leading Networks, in order to develop a sector wide leadership and management skills programme.
- Regional Agencies to work in partnership with professional associations regionally in delivering Continuing Professional Development (CPD).
- Regional Agencies to develop and promote secondments, skills sharing and mentoring opportunities.

Actions for Partners

- Sector Skills Councils to jointly identify current and future generic / specialist skills needs and the impact that drivers of change will have on the sector's needs for skills.
- Sector Skills Councils to develop, update and promote National Occupational Standards including web-based case studies and support material.
- Sector Skills Councils and Professional Associations to work with Higher Education to ensure content and delivery of programmes reflect and support the development of skills required by employers in museums, libraries and archives.
- Sector Skills Councils and Regional Agencies to work with regional Learning and Skills Councils to promote appropriate NVQs and Apprenticeships as frameworks for developing people at work.

5.3 Strategic Objective 3: Advocating the power of workforce development in delivering change and developing learning organisations.

Definition of the challenge

The consultation and the Demos report identified the lack of a learning culture as the single most important barrier to developing the workforce in the sector. Customer service staff highlighted leadership and organisational support for learning and development as essential.

Learning organisations are characterised by senior management commitment and a supportive culture. There is a need for greater take-up of quality frameworks for workforce development and organisational change, such as Investors in People, the Investors in People Leadership Model, Investors in Volunteers, Charter Mark and PQASSO, the Practical Quality Assurance System for Small Organisations and the voluntary sector. Whilst these frameworks may not always be appropriate, institutions should follow best practice in the use of positive performance management systems and individual, team and organisational development plans linked to and evaluated against service objectives.

While culture change is the greatest challenge and change can only happen through people within individual organisations, there is a widespread need for support from MLA and other key partners. MLA will work with the Sector Skills Councils and Professional Associations to engage with employers and institutions to promote good practice in developing learning organisations. Employers themselves can do much to build a learning culture in the workplace through involvement in proven initiatives such as Investors in People and Union Learning Representatives.

Year One Actions for MLA and Regional Agencies

- Advocacy at national and regional level with government departments and the Learning and Skills Council on meeting the workforce needs of the sector.
- Require Regional Agencies and Museum Hubs to plan for Investors in People accreditation, where appropriate.
- Require grant recipients to demonstrate good practice in workforce development and equalities / diversity frameworks.

Longer Term Actions for MLA and Regional Agencies

- Integrate workforce development initiatives into MLA major strategies.
- Build on Investing in Knowledge to advocate the impact of sector to audiences such as customers, workforce and employers.
- Collect and disseminate workforce development and organisational change case studies.
- Promote the value of Inspiring Learning for All as a framework for workforce development, with examples of success.
- Work with learning and access teams nationally and regionally to build on Inspiring Learning for All and pilot initiatives that focus on organisational development and change.
- Actively promote and advocate the advantages of performance management and workforce development programmes and the benefits of organised approaches under such schemes as liP, liP Leadership Model, Charter Mark, Investing in Volunteers and PQASSO, Practical Quality Assurance System for Small Organisations and the voluntary sector.
- Develop web-based workforce development guides in relation to specific MLA workforce development strategies.
- Support continuous improvement and organisational development eg through peer reviews, case studies and pilot projects.

- Encourage the development and implementation volunteer learning and development policies.

Actions for Partners

- Sector Skills Councils to act as change advocates to employers.
- Sector Skills Councils to develop generic web-based workforce development guides (eg developing learning organisations, developing training plans, performance management and workforce development standards).
- Professional Associations to act as change advocates to members.
- Employers to seek to achieve iIP, or other appropriate quality frameworks, such as Charter Mark, Investing in Volunteers and PQASSO, the Practical Quality Assurance System for Small Organisations and the voluntary sector.
- Employers to increase the number of Trade Union Learning Representatives within the sector.

5.4 Strategic Objective 4: Ensuring that research is relevant, focused on genuine need and that evaluation results in action and change.

Definition of the Challenge

There is currently a lack of robust, usable workforce data at cross domain, regional and national level to enable the museums, libraries and archives sector too accurately:

- Establish the size, profile and composition of the workforce.
- Identify present and future skills needs.
- Recruit a diverse and representative workforce in sufficient numbers.
- Advocate for investment in skills to government and other agencies such as the Learning and Skills Council.

At the same time there is also a risk of survey overload within the sector. In the past the purpose and benefits of research and data collection programmes has not always been clear to employers. This needs to be clarified and communicated. It is important that consistent models and methodologies are agreed between the various bodies involved in data collection, including DCMS, MLA, Regional Agencies, Sector Skills Councils and Regional Cultural Consortiums. A priority for MLA is to engage all partners who have a responsibility to collect data. To this end MLA will convene a Workforce Data Collection Group to begin to address coordinated and systematic data collection and dissemination for the museums, libraries and archives sector. A pilot model to gather labour market information will be run in one of the Regional Agencies, assessed by March 2005 and extended to other regions, if successful.

Year One Actions for MLA and Regional Agencies

- Define and agree future research needs and programme with Sector Skills Councils.
- Ensure research on workforce development is integrated into MLA's wider research programme.

- Convene Workforce Data Collection Group, including DCMS and Sector Skills Councils, with representation from other relevant bodies such as Regional Cultural Consortia
- Identify baseline performance indicators to survey employer engagement with workforce development.
- Pilot model to gather labour market information via Regional Agencies.

Actions for Partners

- Sector Skills Councils to lead on collecting and disseminating workforce data that is accessible and useful to MLA sector.

6.0 Partners for Change

MLA core values state: “Partnership and co-operation are essential components of success”. For maximum impact workforce development issues need to be addressed at local, regional and national levels. The development of learning alliances, defining boundaries between partners and more effective joint planning and working with partners is an ongoing, continuous process which underpins the strategy.

Partners include, for example, Regional Agencies, Museum Hubs, Sector Skills Councils, Professional Associations, Umbrella Bodies, Sponsored Bodies, Employers, Trade Unions, the workforce itself, Government Departments, Regional Development Agencies, Regional Cultural Consortia, the Learning and Skills Council, Further and Higher Education institutions and Training Providers.

In terms of progressing the strategy MLA will work most closely with DCMS, the Regional Agencies, the Museum Hubs, Sponsored Bodies, the Professional Associations and the Sector Skills Councils.

An important step has been to facilitate key partners agreeing a joined-up strategy and Implementation Plan for workforce development. This is crucial to clarify and communicate roles, responsibilities and resulting actions to the sector as a whole. Greater impact will be made by the key partners, MLA, the Regional Agencies, Professional Associations and Sector Skills Councils working together to deliver a shared plan on workforce development to support the cultural change needed.

MLA will invite the Regional Agencies, the Professional Associations, Sector Skills Councils and representatives FROM Northern Ireland, Scotland and Wales to have representatives on the Project Groups to oversee delivery and evaluate impact in the four key areas of diversity and equality, skills and leadership, advocacy and research.

6.1 Role of the Museums, Libraries and Archives Council

From the consultation undertaken it is clear the sector expects MLA to take a strong lead and have an influential voice in setting agendas and priorities for workforce development at national and regional levels. MLA, Regional Agencies and Museum Hubs should be role models and as employers in their own right invest in the

development of their own workforce to achieve organisational objectives. Regional Agencies and Museum Hubs should work towards liP accreditation, where this has not already been achieved.

MLA has a key role in:

- Supporting the development of learning organisations.
- Advocating the importance of the sector and its workforce.
- Lobbying for and supporting priorities for funding.
- Advocating and supporting greater diversity in the workforce of all institutions and organisations within the sector.
- Collecting, maintaining and disseminating essential knowledge for cross-domain workforce development.
- Clarifying responsibilities amongst stakeholder and partner bodies.
- Encouraging the development and dissemination of creative solutions to workforce development issues.
- Measuring the impact of the Workforce Development Strategy and Implementation Plan.

6.2 Role of the Regional Agencies

The role of the nine Regional Agencies as MLA's key strategic partners is crucial to the delivery of the Workforce Development Strategy. Regional Agencies and MLA work together on workforce development initiatives through a Shared Planning Framework. Each Regional Agency will produce its own regional Workforce Development Action Plan which will show how its regional activities contribute to the overall MLA Workforce Development Strategy. These will be informed by the consultation workshops MLA conducted in each region and by joint planning with Museum Hubs to meet regional museum skills needs.

The MLA and Regional Agencies Workforce Development Forum meets regularly to review progress of the Shared Planning Framework and to avoid duplication. The emphasis is on action learning with individual regions sharing information and learning from and adopting good practice from other regions. Regional Agencies are encouraged to pool resources on projects which are of common interest, for example training needs analysis, brokering regional training solutions and collecting labour market information.

The role of the Regional Agencies is to:

- Advocate at regional level the workforce composition and skills needed to deliver the Investing in Knowledge vision.
- Broker learning and development opportunities not already provided by other bodies
- Signpost learning and development opportunities in their region.
- Work collaboratively with other Regional Agencies on joint workforce development projects.
- Develop regional partnerships with the Sector Skills Councils, Higher Education, Further Education, Regional Cultural Consortia, Regional Development

Agencies, Learning and Skills Council, employers, trade unions, community groups and customer groups.

6.2.1 Developing regional partnerships

Regional Agencies will need to agree and define their relationship regionally with the Sector Skills Councils, Regional Cultural Consortiums and Regional Development Agencies.

- Regional Agencies and Sector Skills Councils.

Regional Agencies will have a key role with the Sector Skills Councils, who themselves will have a strong regional presence, in brokering collaborative investment by employers in learning and development in their region and in accessing funds via Regional Development Agencies, Regional Cultural Consortiums and Learning and Skills Council.

Regional Agencies will need to have input into the Sector Skills Agreements produced by the Sector Skills Councils through analysis of regional workforce development needs, skills gaps and learning solutions available. Sector Skills Councils will provide the sectoral perspective and Regional Agencies the regional perspective to enable them to operate effectively at the regional level with and Regional Development Agencies, Regional Cultural Consortiums and Learning and Skills Council.

- Regional Agencies and Regional Cultural Consortiums.

Regional Cultural Consortiums established by DCMS in each English region, bring together representatives from regional agencies working in the arts, heritage, museums, tourism, libraries, sport and archives, and from local government, as well as others including individuals from the creative industries.

The Consortiums produce a strategy that sets out the future of culture in their region and encourages a joined-up approach to the delivery of regional cultural services. This means they will also focus on the workforce development needs and issues in their region.

- Regional Agencies and Regional Development Agencies.

Regional Development Agencies established in April 1999, draw up an economic strategy for their regions. They produce FRESAs (Frameworks for Regional Employment and Skills Action) which take into account regional cultural and tourism strategies.

6.3 Role of Sector Skills Councils

Sector Skills Councils are the main voice for employers and employees identifying sector skill needs and how to effectively meet them. There will be 25 Sector Skills Councils constituting the UK's Skills for Business Network. All Sector Skills Councils

must demonstrate through their Strategic Plans how they will meet their four key goals to:

- Reduce skills gaps and shortages.
- Improve productivity, business and public service performance.
- Increase opportunities to boost the skills and productivity of everyone in the sector's workforce, including action on equal opportunities.
- Improve learning supply, including apprenticeships, higher education and national occupational standards.

MLA welcomes the establishment of Sector Skills Councils and with the Regional Agencies is keen to seize the opportunity to work in partnership with them both nationally and regionally to jointly address workforce development issues in the museums, libraries and archives sector.

Museums, libraries and archives fall within much larger footprints of two Sector Skills Councils:

- Lifelong Learning UK has a footprint covering community-based learning and development, Further Education, Higher Education and work-based learning, as well as libraries, archives and information services.
- Creative and Cultural Skills covers Crafts, Cultural heritage, including museums, Design, Music, Performing, literary and visual arts. Advertising and publishing may also become part of its footprint in the near future.

MLA will champion the needs of our domains to the respective Sector Skills Councils and ensure they receive due attention. MLA supported the development phase of the Lifelong Learning UK and the Creative and Cultural Skills through grants of £100,000 to each body in 2004-2005. MLA and Regional Agencies staff are also involved in regional consultation on the structure and priorities for the Sector Skills Councils, both of which expect to be licensed in early 2005.

MLA is working actively with Lifelong Learning UK and Creative and Cultural Skills to ensure the priorities in the Workforce Development Strategy are reflected in their own Business Plans submitted to the Sector Skills Development Agency. MLA will encourage the two Sector Skills Councils to co-operate on areas of overlap and to work closely with Regional Agencies to compile the Sector Skills Agreements that identify regional skills needs, supply and resources.

Future funding agreements between MLA and the two Sector Skills Councils will be based upon agreed annual targets in workforce development. The sector will therefore be able to see the benefits arising from MLA's support of the Sector Skills Councils.

The core role of Sector Skills Councils is to:

- Identify and articulate the current and future skills needs of employers.
- Develop and maintain national occupational standards to define the skills, knowledge and competencies employers require and that learning and

qualifications should deliver.

- Engage with training providers, including colleges and universities, to ensure they meet the skills needs of the sector.
- Review the suitability of existing learning programmes and qualifications to meet sector needs and develop appropriate new programmes.

6.4 Role of Professional Associations and Umbrella Bodies

The Professional Associations CILIP (Chartered Institute of Library and Information Professionals), MA (Museums Association), AIM (the Association of Independent Museums), SoA (Society of Archivists) and IOC (Institute of Conservation) and other key bodies such as SCONUL (Society of College, National and University Libraries and NMDC (National Museums Directors' Conference) have been consulted on the development of the workforce development strategy.

As independent bodies which represent individual members and the wider cultural and information community the Professional Associations have key roles in:

- Reforming qualifications frameworks.
- Creating alternative routes into the profession.
- Accrediting training courses and work-based learning.
- Widening workforce composition and diversity.
- Continuing Professional Development.
- Providing training, learning and development opportunities.
- Providing networking opportunities.
- Providing current awareness services.
- Highlighting and increasing the profile of workforce development issues and concerns.

The Workforce Development Strategy proposes a number of opportunities for the Professional Associations, MLA and the Regional Agencies to work together. For example, providing learning and development on common cross-domain skills, establishing cross-domain groups and networks, reforming and improving access to qualifications and addressing workforce composition and diversity issues.

6.5 Role of Further and Higher Education providers

MLA recognises the important contribution made by Higher Education in delivering much professional training. However, the Demos research identified a perception in the sector of a mismatch between employer needs and the skills and knowledge that some learners develop through Higher Education. Further partner consultation on this strategy has confirmed that this perception continues. It is essential that training providers meet the skills requirements employers need to deliver the services and benefits users expect.

MLA will work with the Sector Skills Councils, Regional Agencies, Professional Associations and Further and Higher Education providers to improve the supply of skills and appropriateness of qualifications available to the sector. The FE and HE sectors are crucial partners in terms of both accessing funding and improving provision and

MLA, the Regional Agencies, Sector Skills Councils and Professional Associations have an important role in engaging with FE and HE to ensure appropriate provision nationally and regionally.

7.0 Delivering the Workforce Development Strategy

Overall responsibility for co-ordinating the Workforce Development Strategy will lie with MLA through the Workforce Development Task Group. It is proposed that four project Groups made up of representatives from MLA, Regional Agencies, Professional Associations, Sector Skills Councils and, if agreed, Northern Ireland, Scotland and Wales, will each lead on one of the key strategic objectives reporting back to the Task Group on a quarterly basis.

- Diversity and Equalities Group.
- Skills and Leadership Group.
- Advocacy Group.
- Research Group.

7.1 Measuring Impact

The Implementation Plan outlines the intended impact the Workforce Development Strategy will have on the sector in the next five years.

Ongoing evaluation will be against measurable deliverables and timescales in the Implementation Plan. The strategy will be reviewed annually by the Task Group to ensure it adapts to changing circumstances.

Longer term impact will be measured by surveys into the percentage of museums, libraries and archives meeting the baseline workforce development performance measures. These include having the following in place:

- A Business Plan which defines organisational objectives.
- A Staff Development Plan which links development activity to organisational objectives.
- IIP or other appropriate accreditation, where this is relevant.
- A Training Budget.
- Annual employee appraisal and individual Personal Development Plans.
- Equality of access to learning and development.

Progress and change will also be captured by the labour market data collected and disseminated by the Sector Skills Councils in areas such as workforce composition and skills needs.

8.0 Workforce Development Implementation Plan

Aim	To enable museums, libraries and archives to become learning organisations which develop a motivated, appropriately skilled, diverse and outward-looking workforce capable of delivering high quality services to all users.	
Supporting Structure	<ul style="list-style-type: none"> • Developing partnerships and networks that meet workforce development needs 	
Strategic Objectives	<ul style="list-style-type: none"> • Developing a fit-for-purpose workforce composed of a diverse and representative range of people to deliver the 21st century vision for the sector • Supporting the development of workforce and leadership skills across the sector • Advocating the power of workforce development in delivering change and developing learning organisations. • Ensuring that research is relevant, focused on genuine need and that evaluation results in action and change 	
Acronyms	DCMS	Department for Culture Media and Sport
	FE	Further Education
	HE	Higher Education
	LSC	Learning and Skills Council
	MLA	Museums Libraries and Archives Council
	PAs	Professional Associations
	RAs	Regional Agencies of the Museums Libraries and Archives Council
	SSCs	Sector Skills Councils
	VE	Volunteering England

2004 / 2005 Expenditure on Workforce Development Initiatives

MLA	£400,000
Regional Agencies	£800,000

Supporting Structure: Developing partnerships and networks that meet workforce development needs							
No	Year 1 Deliverables	Milestones	Date	Year 5 Deliverables	Partners	Lead	Evaluation
1	Implement the Workforce Development Strategy	Progress reports against deliverables Regional Agency Action Plans	Mar 2005 Mar 2005	Annual Review of Strategy and Implementation Plan	MLA RAs PAs SSCs	MLA	Deliverables in Implementation Plan
2	Clarify roles and responsibilities for workforce development	Strategy defines actions for partners	Dec 2004	Partners working to agreed areas of responsibility	MLA RAs PAs SSCs	MLA	Review annually April 2005 onwards
3	Agree annual workforce development targets with the Regional Agencies and Museum Hubs	Shared Planning Framework and Regional Agency Action Plans on workforce development	Mar 2005	Regional Agencies and Museum Hubs targets delivering strategy's strategic priorities	MLA RAs	MLA RAs	RA progress reports against deliverables to MLA
4	Regional Agencies share project methodologies and models	Pilot on workforce mapping in 2004 / 2005	Mar 2005	Joint working projects and bids form part of RA annual plans and budgets	RAs MLA	RAs	Take up and evaluation of methodologies and models across RAs
5	Actively support development of CCS and LLUK SSCs through grants and consultation	MLA / SSC funding agreements in place CCI and LLUK SSCs licenced.	Jul 2004 Mar 2005	Annual workforce development targets agreed between MLA and SSCs from 2005/2006 as part of Funding Agreements.	MLA SSCs Employers	MLA	SSCs progress against MLA funding agreement outcomes

6	Advocate the importance of the sector and the needs of its workforce to government	Plan shared with DCMS, DfES, DTI, HMT and ODPM	Mar 2005	Workforce development objectives linked to government priorities	DCMS MLA	DCM S MLA	Links to government targets
7	Advocate the importance of the sector and the needs of its workforce to LSC nationally and regionally	Partnership working with LSCs at national and regional levels	Mar 2005	Sector skills needs recognised and where appropriate funded by LSC through Sector Skills Agreements.	RAs SSCs LSC	MLA	Funding opportunities for museums, libraries and archives accessed regionally

Developing a fit for purpose workforce composed of a diverse and representative range of people to deliver the 21st century vision for the sector							
No	Year 1 Deliverables	Milestones	Date	Year 5 Deliverables	Partners	Lead	Evaluation
1	Identify the barriers to entry into the sector workforce from the perspective of BME young people	Report with evidence based recommendations	Mar 2005	Sector promoted as a career choice through schools and colleges	SSCs RAs Employers	MLA	SSC data on workforce composition
2	Extend support for Positive Action Traineeships	Six places funded by MLA in 2004/2005 Funding to extend diversity to Libraries and Archives in 2005/2006	2004/ 2005 Mar 2005	Positive Action Traineeships and other appropriate diversity initiatives for underrepresented groups adopted throughout the sector	MLA PAs Employers	MLA	Annual increase in number of PATs 2005 – 2010
3	Pilot Apprenticeships	Pilot in one Regional Agency in partnership with SSCs Apprenticeships Framework with SSCs	Mar 2005 Mar 2005	Workforce diversity and recruitment improved via Young and Adult Apprenticeships.	MLA SSCs RAs HE/FE Employers	RAs	Annual increase in Apprenticeships 2005 – 2010 SSC data on workforce composition
4	Review Demographic Study of volunteers and good practice in volunteer learning and development	Report with evidence based recommendations	Mar 2005	Recommendations implemented across the sector	RAs VE	MLA	Progress against recommendations

Supporting the development of workforce and leadership skills across the sector							
No	Year 1 Deliverables	Milestones	Date	Year 5 Deliverables	Partners	Lead	Evaluation
1	Champion Transformational Leadership development in sector	Sponsor three MLA Fellows on Clore Leadership Programme Appoint provider to develop a pilot leadership and management skills programme for museums and archives Pilot delivered and evaluated	Sep 2004 Mar 2005 Mar 2006	Longer-term provision of sector wide leadership development Sector-wide leadership programme in place	MLA MLA DCMS MA NMDC	MLA MLA	Review with Clore Jan 2005 Independent evaluation of impact. Sustainability of pilot and sector buy in
2	Improve Workforce Development information on MLA website	Consult with partners and scope and produce content for MLA website	Mar 2005	MLA website developed as learning and information resource	MLA RAs	MLA	Website user survey 2006
3	Research skills sets for regional training needs analysis	Desk research completed	Mar 2005	Feeds into National Occupational Standards and Qualifications Framework	MLA RAs PAs SSCs employers	MLA RAs	Regional training needs analysis Improved supply side provision

Advocating the power of workforce development in delivering change and developing learning organisations

No	Year 1 Deliverables	Milestones	Date	Year 5 Deliverables	Partners	Lead	Evaluation
1	Collect and make available workforce development case studies, including developing volunteers	Agree collection criteria and systems with appointed consultant and RAs	Mar 2005	Ongoing dissemination and use of case studies	MLA RAs	MLA	Number of case studies and level of usage
2	Ensure that recipients of grants and contracts have workforce development and equalities mechanisms in place	Criteria included on all grants and contracts awarded	Mar 2005	Good practice extended and embedded in sector	MLA RAs	MLA	Improved sector performance across the range of indicators by 2007
3	Promote the use of liP, liP Leadership Model, Charter Mark, Investing in Volunteers and PQASSO*	Survey of current take-up	Mar 2006	Increased take-up	RAs SSCs Employers	MLA	Baseline performance indicators measured in surveys in 2005, 2007 and 2010

* Practical Quality Assurance System for Small Organisations and the voluntary sector

Ensuring that research is relevant, focused on genuine need and that evaluation results in action and change							
No	Year 1 Deliverables	Milestones	Date	Year 5 Deliverables	Partners	Lead	Evaluation
1	Agree Research Programme with partners	Engage partners involved in research using DCMS Evidence Toolkit	Dec 2004	Ongoing research and data collection agreed with SSCs	SSCs MLA DCMS RAs PAs	MLA	Major data gaps identified
2	Survey into baseline information on employer engagement with workforce development	Baseline performance indicators and questionnaire developed Survey undertaken	Dec 2004 2005	Survey repeated and analysed in 2007 and 2010	MLA RAs SSCs	MLA	Improved sector performance across the range of indicators by 2007
3	Pilot model to collect Labour Market Information	Data collected and analysed in one region	Feb 2005	Common methodology for collecting Labour Market Information	MLA SSCs Employers	RAs	Improved LMI data for evidence based decisions / advocacy

8.1 Impact on the Sector

Priority	5 Year Goal	Objectives	Current Position	Evaluation
Workforce Development Strategy implemented	The sector has an ongoing, shared strategy for developing the workforce which is adaptable to changing agendas	Priorities agreed by partners and reviewed annually Strategy has measurable deliverables and identifies responsibilities	No shared strategy	Annual deliverables in Implementation Plan
Partnership Working	The sector is delivering workforce development through joined up, partnership working	Shared Implementation Plan jointly agreed, owned, delivered and monitored by DCMS, MLA, RAs, Museum Hubs, PAs and SSCs	Ad hoc partnership working	Annual deliverables in Implementation Plan
Learning Organisations	The sector has frameworks in place to support the development of its workforce	Higher % of museums, libraries and archives take up quality frameworks such as liP, Charter Mark or PQASSO where appropriate Higher % of museums, libraries and archives have performance management systems based on effective performance reviews	Take up of liP and other quality frameworks is uneven Use of performance management systems is uneven	% of mlas with liP 2005 % of mlas with liP 2007 and 2010 Surveys of employer engagement with staff development
Workforce Composition	Workforce more closely reflects the communities served	Positive action undertaken to	Workforce does not reflect the	Age, gender, disability and ethnicity profiles

		recruit, retain and develop underrepresented groups	communities served	2005, 2007, 2010.
Skills	Sector is clear about current and future priority skills needs of employers and individuals	Priority skills needs met by Skills Needs identified in MLA programmes, regional training needs analysis and improvement in supply side.	Cross domain skills gaps in some priority areas.	Delivery of Investing in Knowledge objectives
	Regional Agencies and Museum Hubs active in brokering regional learning and development opportunities, not offered elsewhere.	Regional Agencies, Museum Hubs, Professional Associations and SSCs working in partnership to deliver learning opportunities and CPD regionally Blended learning with flexible, regionally based, delivery including e-learning, mentoring, coaching and partnerships with FE and HE.	Variety of training provision	Evaluation of cross-domain learning and development programmes eg Inspiring Learning for All.
	All the workforce, including volunteers has access to qualifications and accreditation	Revised National Occupational Standards for sector Work-based training is accredited via accreditation systems of professional bodies and Sector Skills Councils.	Knowledge and take up of sector specific NVQs is limited. Take up of Apprenticeships is limited	Improved performance against baseline performance indicators measured in surveys in 2005, 2007 and 2010

	Transformational Leadership is embedded throughout the sector	Sector wide leadership development	Variety of leadership initiatives	Evaluation of leadership programmes
Advocacy	The contribution of learning and development to deliver the vision and evidence the impact for the museums, libraries and archives sector is recognised	Higher % of museums, libraries and archives with annual costed Learning and Development Plan linked to organisational objectives that reflect wider sectoral priorities	Use of Performance Management Systems is not fully embedded	Delivery of Investing in Knowledge objectives
Research	Engagement of mlas in workforce development can be measured against baseline performance indicators	Surveys using baseline performance indicators in 2005, 2007 and 2010	No performance indicators in place	Improved performance against baseline performance indicators measured in surveys in 2005, 2007 and 2010

Current news, developments and information on our activities are available to view or download from our website.

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Copies of this publication can be provided in alternative formats. Please contact MLA Publications on 020 7273 1428.

Museums, Libraries and Archives Council
Victoria House
Southampton Row
London WC1B 4EA

Tel: 020 7273 1444

Fax: 020 7273 1404

Email: info@mla.gov.uk

Registered Charity No: 1079666