

INTERNATIONAL TRAINING PROGRAMME EVALUATION REPORT

SEPTEMBER 2014

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INTRODUCTION

BACKGROUND ON THE PROGRAMME

The British Museum established the International Training Programme in 2006. The programme was initiated two years previous, as a result of a contact from the Supreme Council for Antiquities of Egypt, now the Ministry of State for Antiquities, who then sent seven curators for six weeks in London. In the nine years that the programme has been running, there have been 183 participants from 27 countries in the Middle East, Africa, south and east Asia and Latin America. Recruitment is through government bodies, individual museums and academic bodies, or sometimes from other collaborative programmes. In 2006 the programme was funded by the British Museum, and, from 2007 to date, has been funded externally through donations and sponsorship.

There are three elements to the programme: a training programme at the BM which includes presentations, workshops and visits; a placement in a BM department based on participants' specific area of interest; and a ten day placement at a partner museum. The partner museums are:

- Ashmolean Museum, Oxford
- Birmingham Museums and Art Gallery
- Glasgow Museums
- Lincoln: The Collection
- Manchester Museum and Manchester Art Gallery
- Tyne & Wear Archives & Museums.

METHODOLOGY

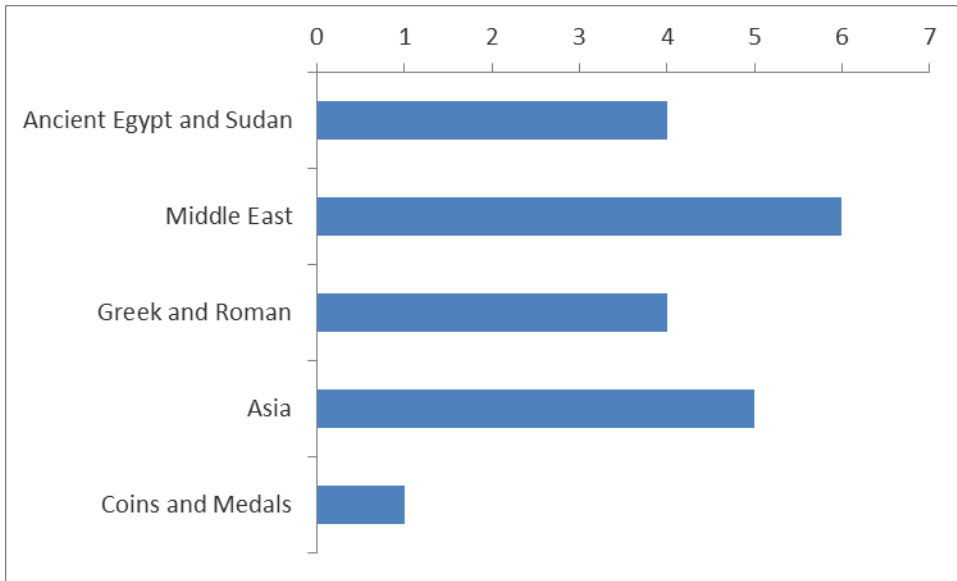
Our methodology is to analyse the feedback forms from participants, departmental representatives and facilitators/speakers.

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE BM PROGRAMME

INTRODUCTION

We have responses from all 20 participants across five hosting departments.

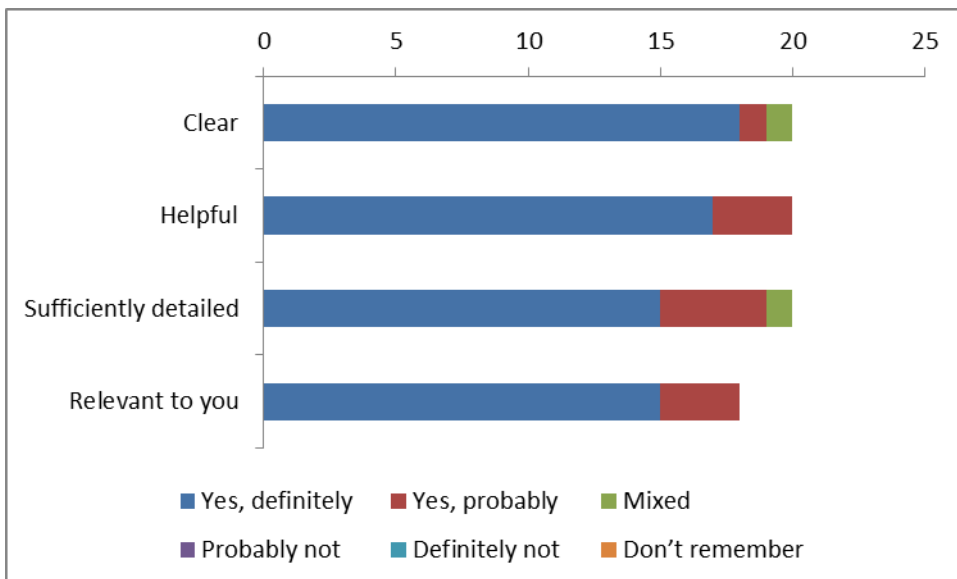
Figure 1: Hosting Department



PREPARATION

Respondents thought the BM introductory pack was generally clear, helpful, sufficiently detailed and relevant to them. Comments were that participants would have liked more detail on their schedule during the visit.

Figure 2: What did you think of the BM introductory pack, sent before you travelled to the UK?



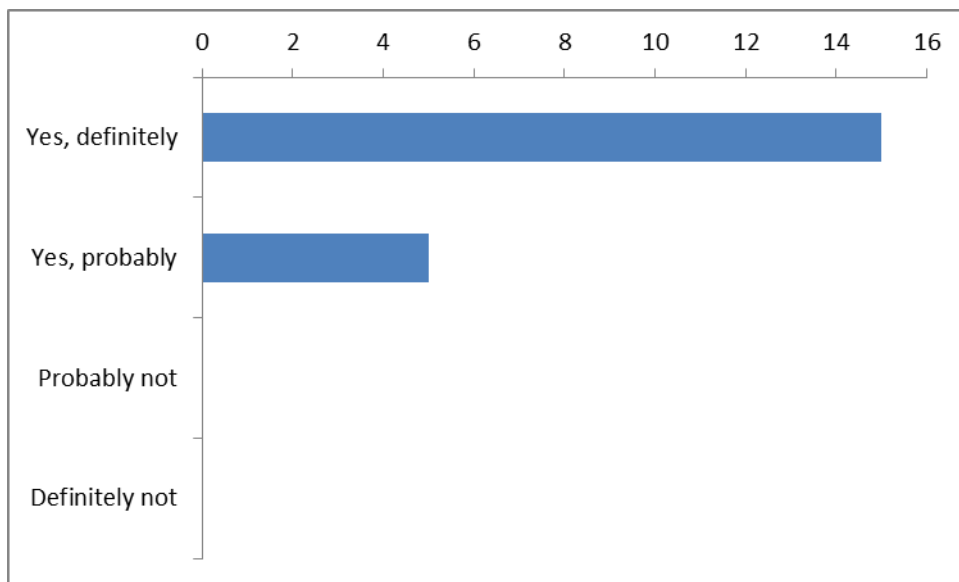
“Before our arrival to London we received detailed explanation about the programme (participants list, transport, vouchers, people who will meet us). So there is no reason for worry. It was really very detailed in every aspect.”

“A whole programme and activities were provided concisely and lucidly.”

“I think more details could have been added regarding the departmental times and also more explanation could have been sent for the exhibition proposal.”

All participants said the introductory pack contained the information they needed. One respondent suggested emphasising the bad weather in London and reminding participants to bring appropriate clothing.

Figure 3: Did the introductory pack contain all the information you needed before you arrived?



GROUP SESSIONS AND SEMINARS

Participants generally described the group sessions and seminars as well-organised, clear, inspiring, and relevant to them. There were more mixed scores for whether sessions were useful, sufficiently practical or sufficiently detailed, which suggested some variation between the sessions and presumably also some variation between the interests of the participants. A couple of respondents suggested the programme should have options so that participants could choose content relevant to them.

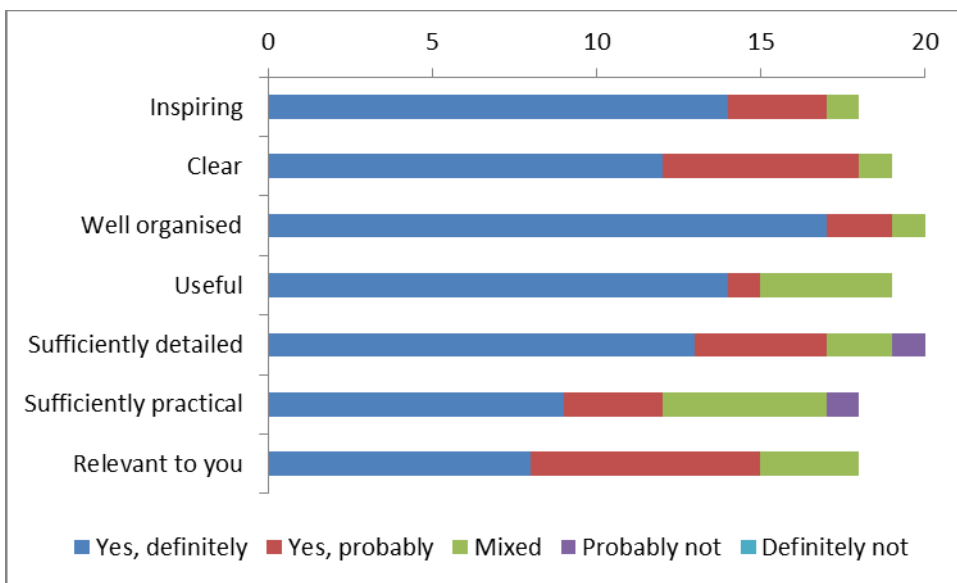
“Group sessions and seminars within the programme were important for me because BM is one of the best institutions in the museum world. I found a few sessions were not relevant for me but it does not mean that I will not need it later or they were not useful. Every session is a good opportunity to share your thoughts and experience and in this regard I think that sessions and seminars should be organized more.”

“We had contact with almost all the department in the British museum, and the sessions were very comprehensive and concrete.”

“Some of the sessions were not sufficiently detailed and/or practical. They contained a lot of information yes, but not always the how for implementation. Time was also not a helping factor, and maybe have perhaps affected the aforementioned.”

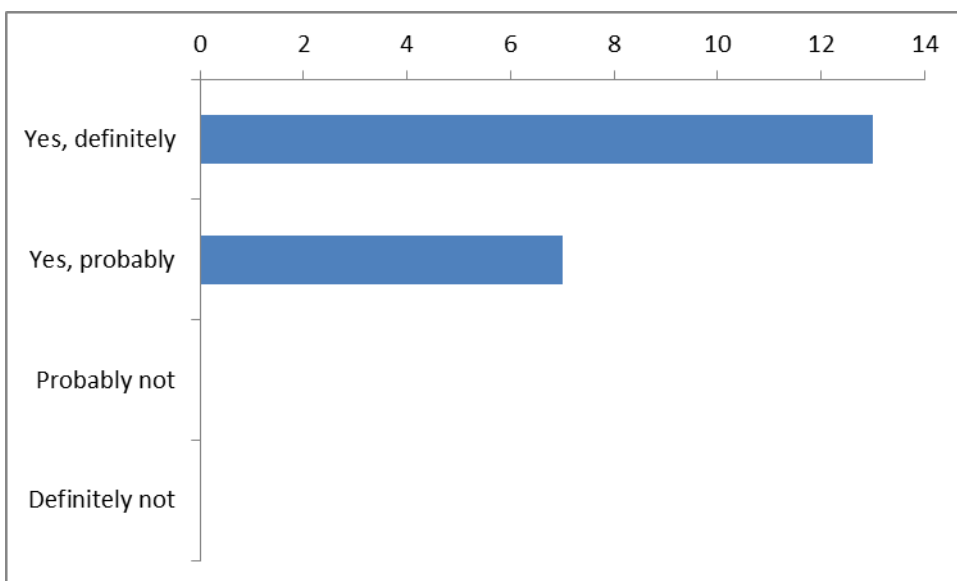
“Actually all the ITP sessions are very interesting and added to me a great knowledge, but the actual thing I was wondering to happen is to practice more in every single subject and session not just to be presenting lectures.”

Figure 4: What did you think of the group sessions and seminars in the BM?



All participants said there was enough time for questions and discussions.

Figure 5: Was there enough time for questions and discussions?



Respondents were asked what subjects were most useful to them. Answers were: exhibitions, interpretation, collections management, conservation, loans, learning, management, visitor service, marketing, fund raising, museum assistants, and research techniques.

“For me all museum information I got was very useful to me because we are establishing our museum.”

Respondents were also asked which subjects were least useful to them. Many respondents said all sessions were useful. The subjects mentioned as least useful were generally those more related to management or administration: fund raising, photography, database management, the web, Islamic art, libraries, volunteers, finance, museum planning, and human resource management.

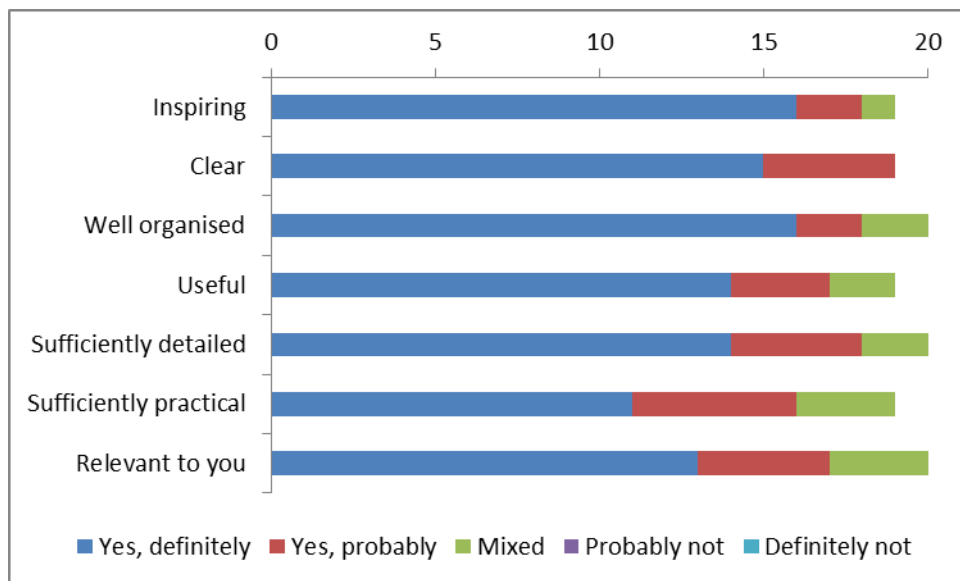
“Now that I think back I do not think any subject is least useful as they are all interlinked and one is not possible without the other. The only point would be though that the nature of my organisation is different from the British Museum, thus some points are more relevant than others.”

“I think that there is nothing least useful because every single word added to you new information even if it is considered as a general information, building on the quote which is ‘know everything about one thing and one thing about everything’, as actually the ITP is an insight for the BM not just for your own specific field of interesting.”

DAY TRIPS TO OTHER MUSEUMS

The day trips were generally described as clear, inspiring, well-organised, useful, sufficiently detailed, sufficiently practical and relevant. Comments emphasised the value in seeing different practices, and the pleasure in making these visits together.

Figure 6: What did you think of the day trips to the other museums?



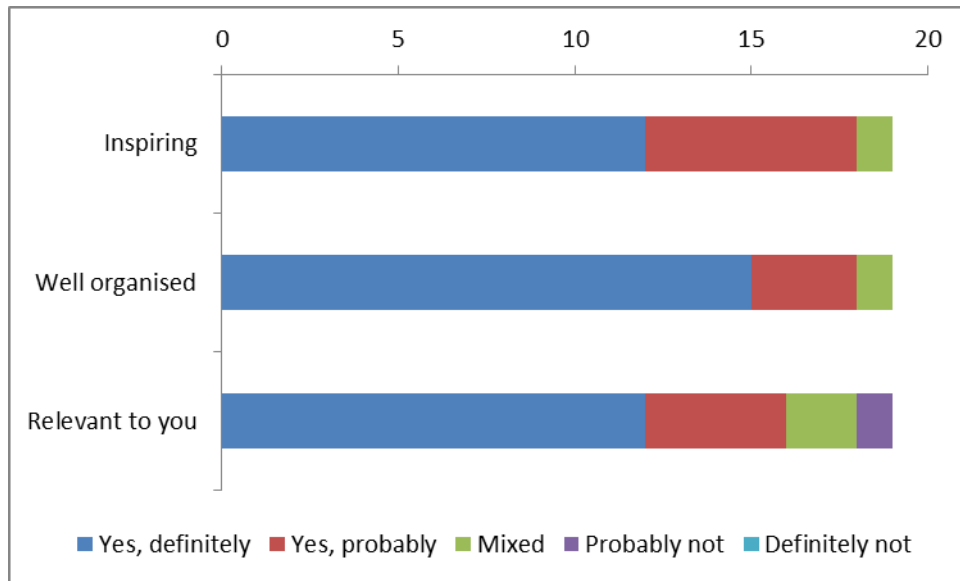
“We had the opportunity to visit these museums, to talk with the staff and to have an insight on their work. I wish we could have some more time.”

“They are very much interesting and enjoyable and fantastic trips, the thing I like a lot in these trips that the joy and fun and happiness were combined with learning.”

DEPARTMENTAL PROGRAMME IN THE BM

The departmental programme was described as well-organised, inspiring and generally relevant. Comments were that some parts of the departmental programme were more useful than others, and that participants would have liked more time in the departments, especially if activities could be tailored to their interests.

Figure 7: What did you think about your Departmental programme?



“Its procedures of research and study are excellent and it was inspiring for me. I have obtained useful information about my special investigations.”

“The curators in the department spared this time, shared their expertise and guided in all matters.”

“It was all very good. I just wish it could have been more focused on each of our interests, more individual in other terms, but that would be too much to ask.”

The strengths of the Departmental programme were described as:

- Knowledgeable curators and staff.
- Friendliness and support.

“They are like family. Informative.”

“Curators are great, very friendly, and very helpful, not only during sessions, but outside as well.”

- Individual support to each participant.

“The strength of the departmental programme is that they are working with each participant individually.”

- Seeing original objects and sources.
- Strong organisation.

“Everything on time.”

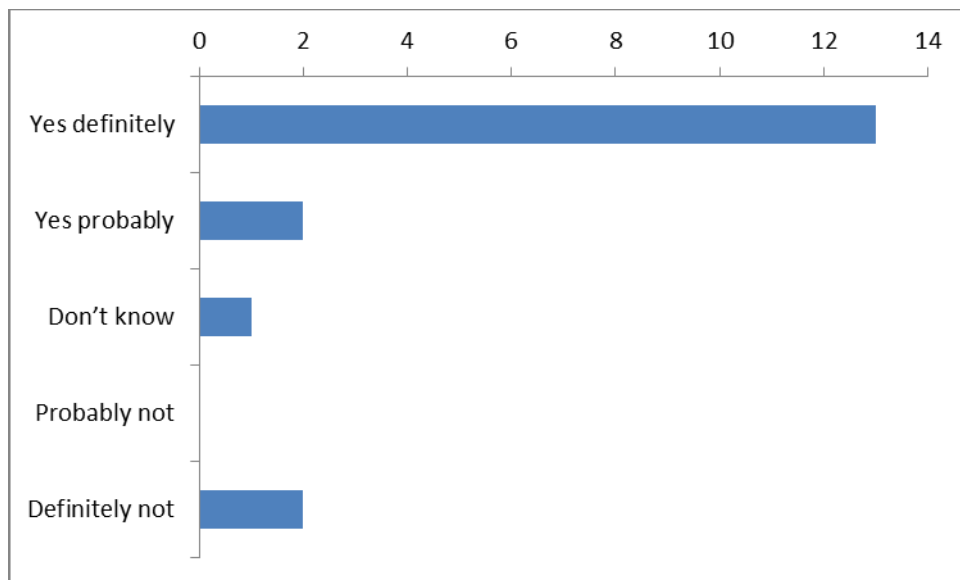
- Insight into the work of the departments

Participants were asked if the ITP should change anything in the Departmental programme. Answers were that participants would have liked more time, more chances to visit other departments, and more chances to tailor content to their specific interests. Comments suggest that participants spoke to each other and observed that the experience varied across departments.

“I would have liked more in depth and engaging departmental time as offered by some of the other departments.”

Three-quarters of participants said that it was important for them to have time to carry out research in the library.

Figure 8: Was it important to you to have time to carry out research in the library?



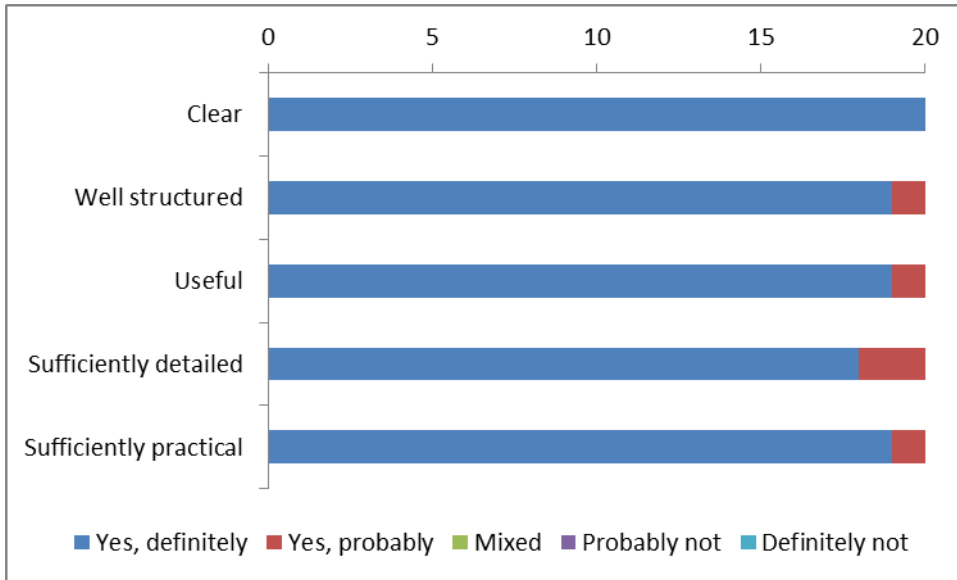
“Most of ITP participants are interested in research related to their work in museums, and using the library is a part of museums work, so I think it is important to specify a fixed time per week for the library.”

THE COURSE BOOK

Participants had very positive views of the course book. All thought it was clear, well structured, useful, sufficiently detailed and sufficiently practical. The only comments were that participants would have liked to have seen the course book before they came over. Respondents were also asked how the course book could

be improved. Suggestions were mainly about presentation: printing on smaller pages, providing a Pdf version, and adding a bibliography.

Figure 9: What do you think of the ITP course book?

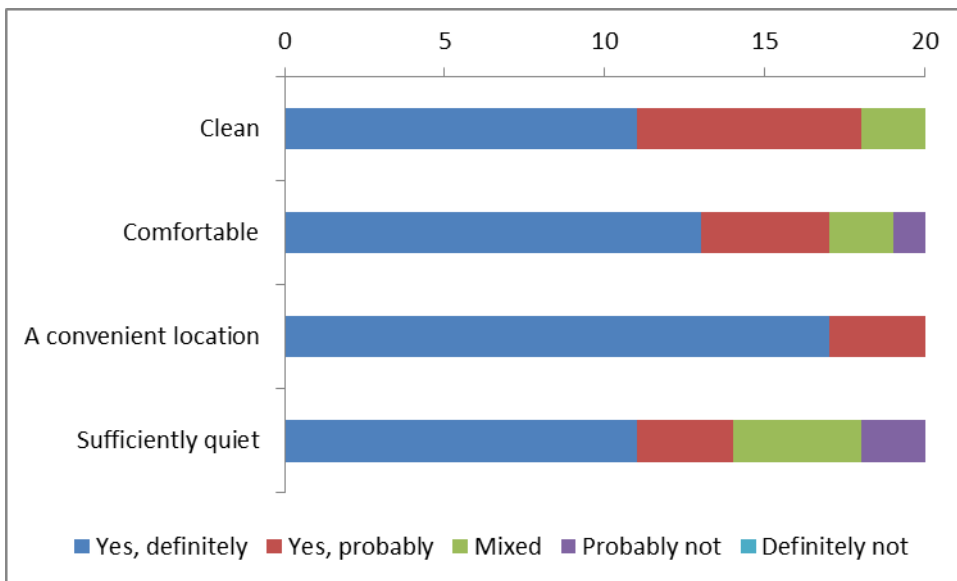


"It's perfect!"

ACCOMMODATION

Accommodation was convenient, and relatively comfortable and clean. Some participants found their accommodation too noisy. Problems were: sharing a bathroom, an uncomfortable mattress, and noise from builders and ITP participants.

Figure 10: What did you think of your accommodation?

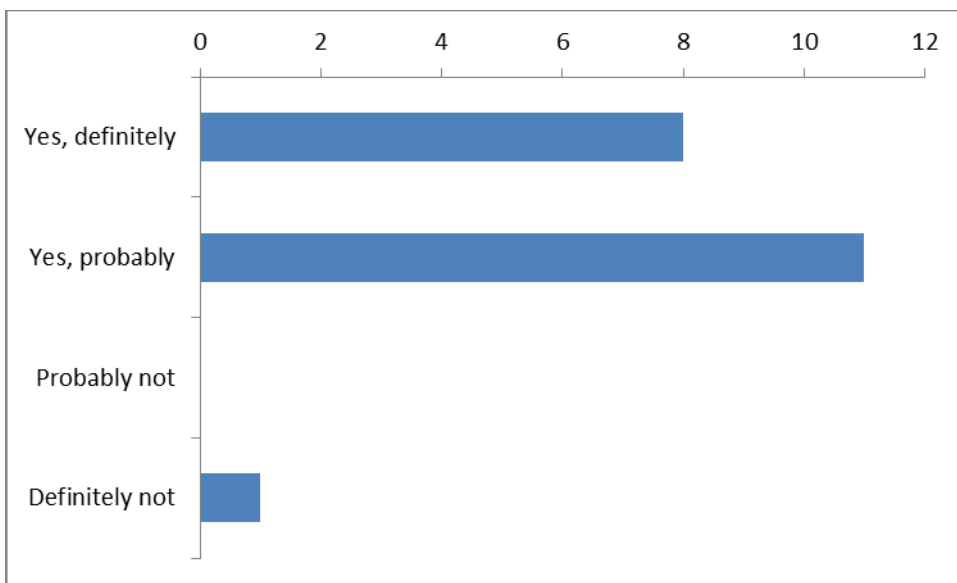


“It was a little noisy, but I think for such a programme for this long period of time, and number of participants participating in this programme, this is really a very convenient place from different angles.”

“The housing is clean but living with people can be a bit tricky. The mattress was very uncomfortable as it had become old and had ridges right in the centre. The construction workers in the housing started work very early in the morning and were loud.”

All except one of the participants recommended the accommodation, although this was a difficult judgement to make as they didn’t know what else would be available for the price.

Figure 11: Should the BM use this accommodation for future students?



OVERALL VIEWS

Respondents were asked about the most enjoyable parts of the programme. Answers were:

- Everything.
- Learning from the BM and other participants.
- Making new friends and connections.
- Discussion, workshops and homework.
- Day trips and visits to the theatre.
- Trips to the different types of museums and hands on programmes.

The least enjoyable parts of the programme were described as:

- Feeling a little tired each day.

“I think it is about its intensiveness so that you may not enjoy some of your time because you may be a little bit tired or lose concentration.”

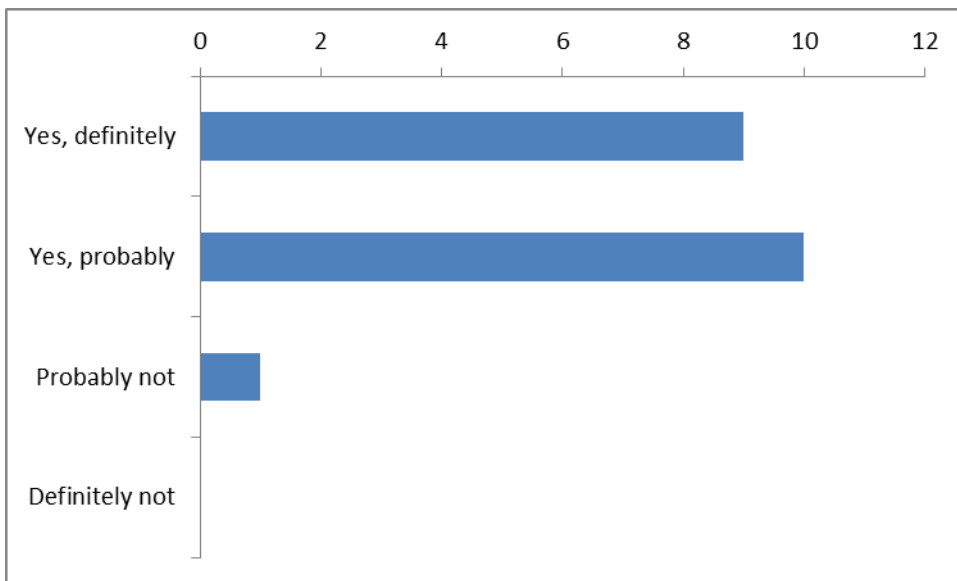
- Some sessions that were compressed.
- Some lectures where the speaker wasn’t engaging.

“Whenever the speakers started speaking in monotones, the sessions got a bit boring. Other than that the exhausting days though not the events that led to them which were mostly enjoyable.”

“I really appreciate that we had the chance to go other locations around London. But I wish we had more time to visit the museums and galleries in London as well.”

All except one participant thought the overall balance on the programme was right. Comments were that the programme should: take longer, as much as three months; the content should make stronger links to contemporary art; and placements should be made reflecting participants’ interests, not their nationality.

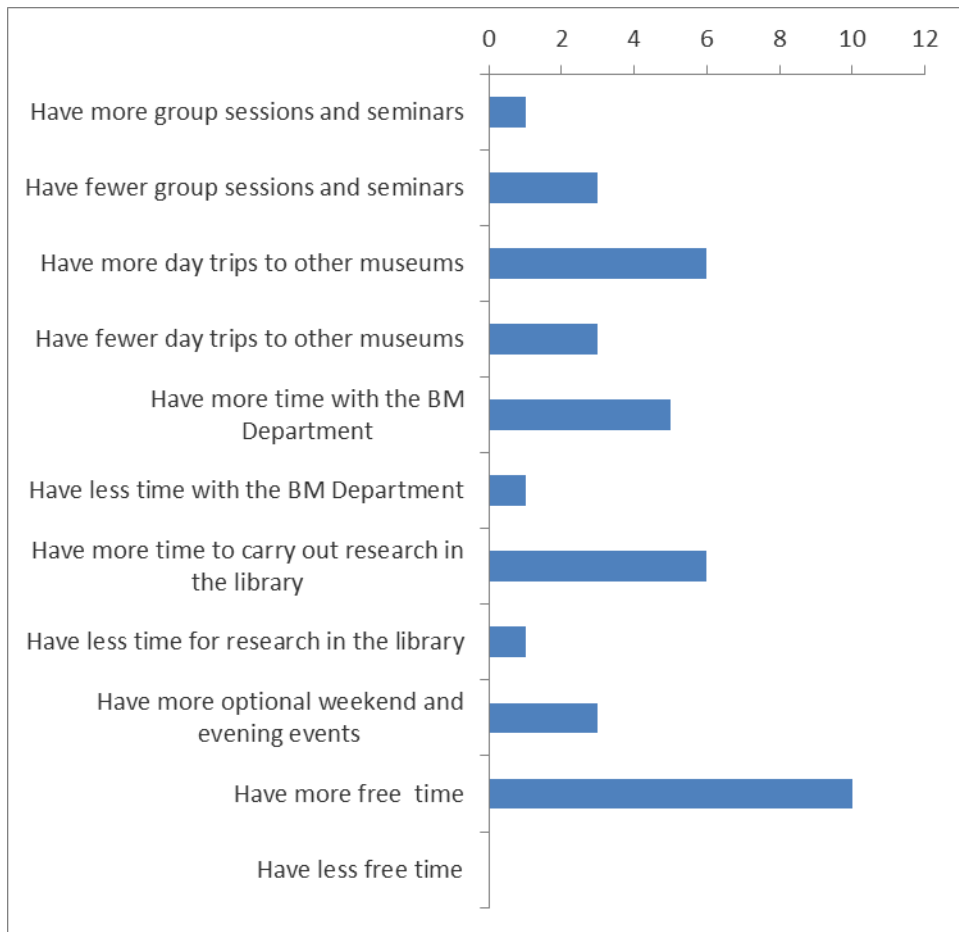
Figure 12: We try and meet the needs of individual participants as far as is practical on a group programme. Was the overall balance between the different elements of the programme right?



Asked specifically about possible changes: the most popular changes were: having more free time; having more time to carry out research; and having more day trips to other museums. Comments suggested that the BM should also recommend that participants spend three months in England before the course so that their English is reasonable. Also that the learning objectives for visits should be clearer.

“I had the best experience of my life in BM. I met very nice people in the programme and in the museum. But the ITP team should find a way to balance the level of English among the participants maybe requiring an English test.”

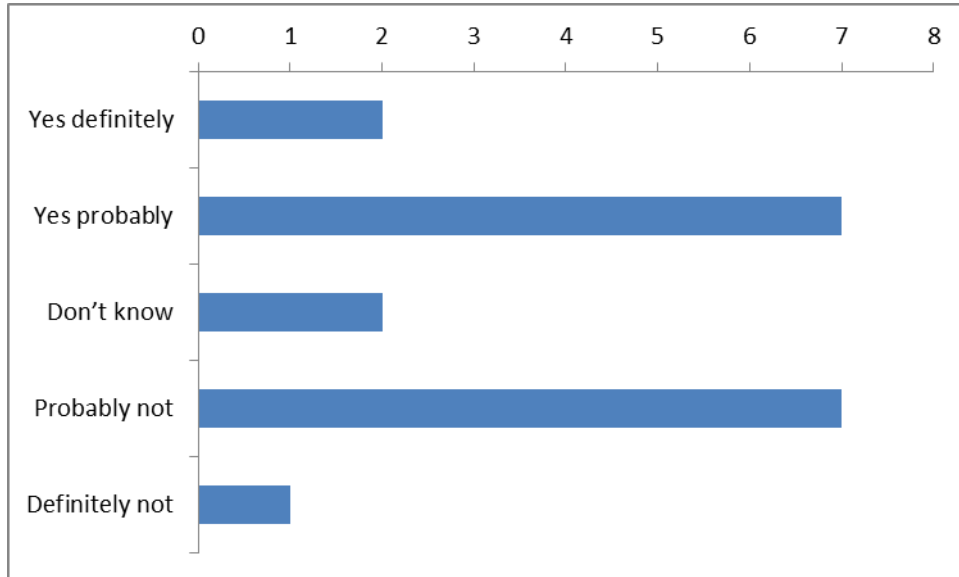
Figure 13: If not, how would you change the balance between the elements?



“I think that the overall balance is okay to a far extent but actually I suggest letting the participants have time for libraries, and other free time to be able to visit other museums, galleries, libraries and other famous places of interest. As it is so hard to do all of these things in just one day per week, especially with people who came to the UK for the first time and may invest a lot of time in knowing and searching for a place. Also I think it is so important to increase the practical sessions to apply what we given in the sessions.”

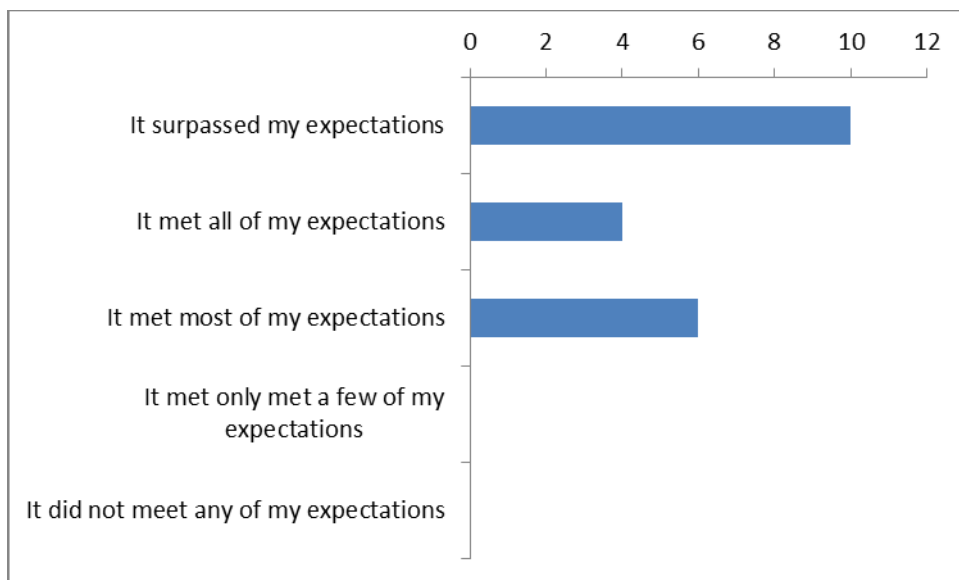
Nine of the twenty participants said that the course is too intense. Comments were: that participants should have Saturday off; that sessions should end earlier so that participants have time for visits; that some sessions should be optional; or that the time at the BM should be extended at the expense of the time in the partner museum.

Figure 14: Participants from previous years have told us that the programme is very busy/intense. Should we make the programme less intense?



Half the participants said the ITP surpassed their expectations. All participants said the course surpassed, met most or all of their expectations.

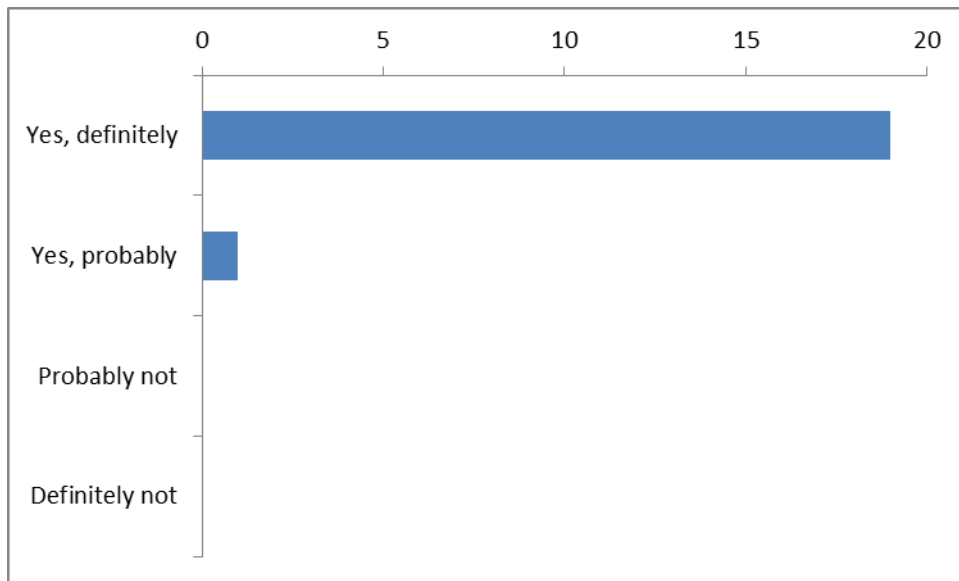
Figure 15: Did the ITP programme meet your expectations?



“What the BM have done for me was more than enough and I met all my expectations.”

All respondents said they felt that the BM genuinely cared for their well-being.

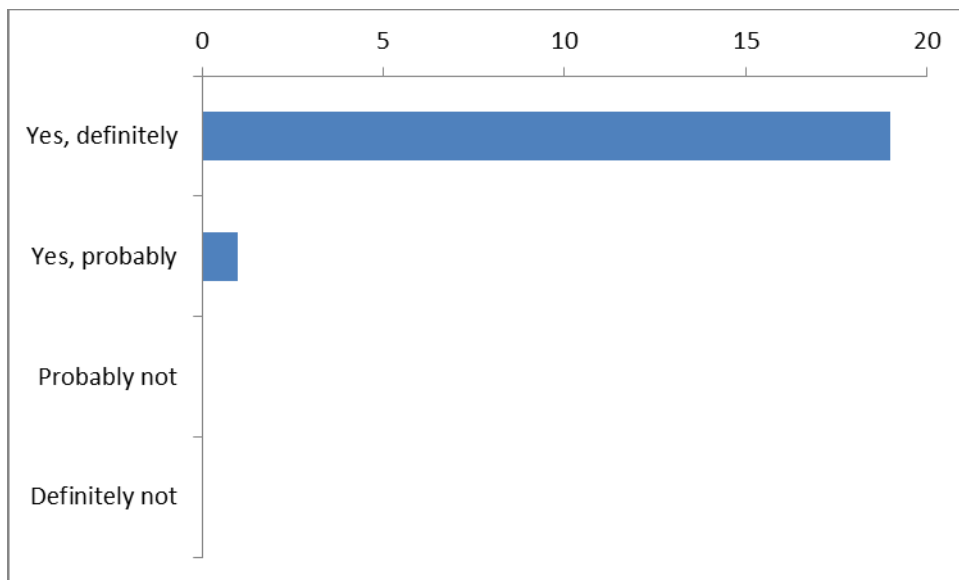
Figure 16: Did you feel that the BM genuinely cared about you and your wellbeing?



“The ITP organizers were really very nice, warm, caring, and very considerate to our needs and our nagging times as well. They have done a tremendous amount of work in order to make us happy.”

All participants said they felt they have a relationship with the BM. This view is expressed strongly.

Figure 17: Do you feel that you have a relationship with the British Museum?



“Everyone was most welcoming and helpful. The ITP team is like a family, and we were facilitated and made at home in every way possible. Especially after having more detailed meetings with curators I feel that the bond has become even stronger with BM.”

“I definitely feel at home here, and I have made many connections. I also think that should I ever come back, I won’t feel estranged.”

"I feel that I am in my museum."

"Actually I feel that I'm one of the employees in the BM and I feel that it as my home!"

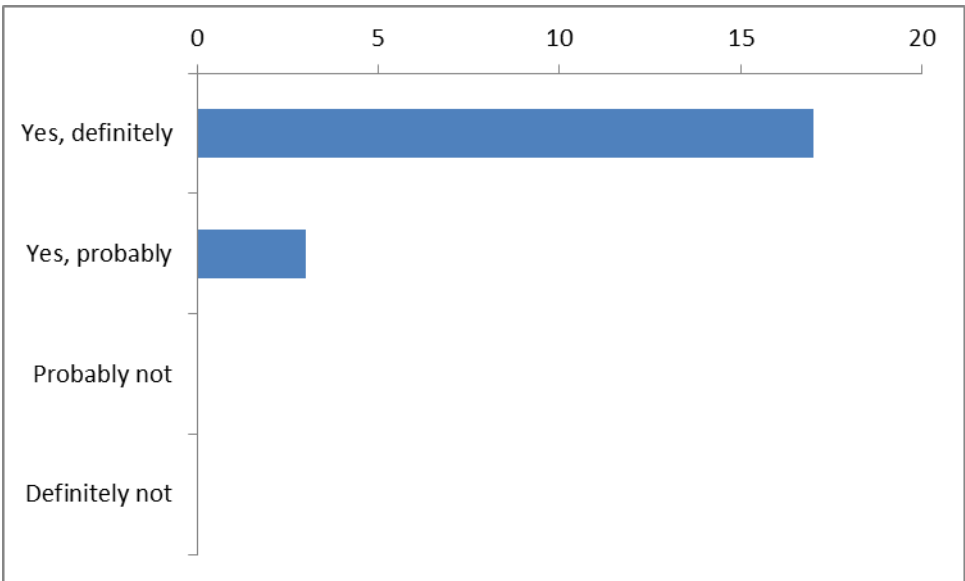
Respondents were asked what they had learned from the ITP that they could apply to their home institution. Answers have these themes:

- How to plan and organise exhibitions, including international exhibitions.
- How to handle, catalogue, preserve, display, store, and label objects.
- How to design a gift shop.
- How to carry out research.
- How to manage volunteers.
- How to manage museums.
- How to run a membership scheme.
- How to carry out fund-raising.
- How to plan and carry out marketing.
- How to run learning programmes.
- How to evaluate the visitor experience.
- How to structure staffing.

"At first I would like to present and tell everything to my colleagues and students to show them what is happening in this world so they can choose the things they like to do more and study about. I want to make a lot of workshops about the value of our objects and how to deal with them: like a treasure like here not to sell them. And the most important thing is how to put every piece in the right place not in one box."

All participants said it was useful to have curators from other countries on the ITP programme.

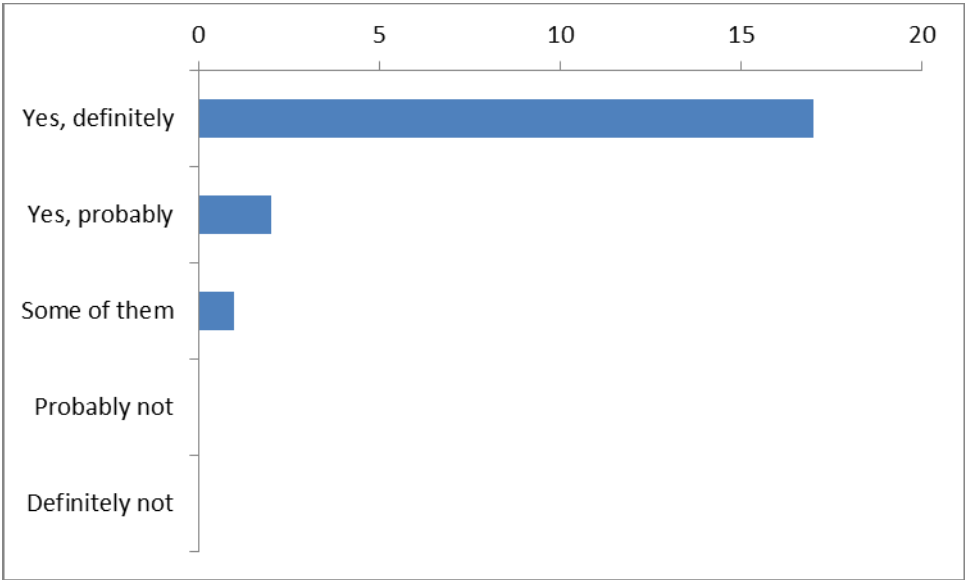
Figure 18: Was it useful for you to have curators from other countries on the BM ITP programme?



“It was really useful to meet people from other countries, since I’ve learn a lot about their culture, we exchange ideas and I made really good friends around the world.”

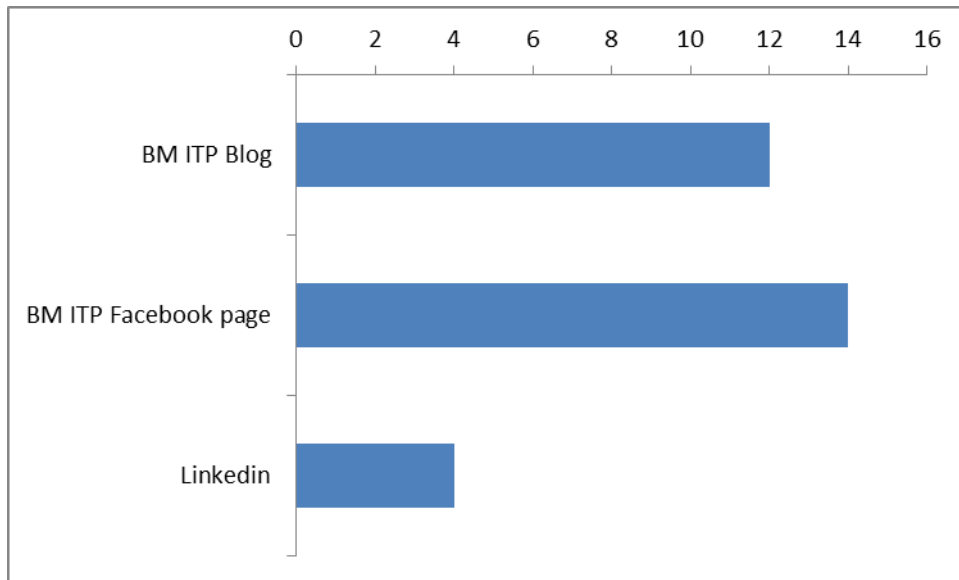
All respondents plan to keep in touch with other participants.

Figure 19: Do you plan to keep in contact with other participants?



The most popular methods of contact were the blog and Facebook page, although Facebook is banned in China. Comments were that BM should organise conferences every year or five years; or the BM should put participants in touch with others who have similar interests or challenges.

Figure 20: How should the BM do to help you stay in contact with your ITP colleagues and dialogue with previous years' participants? Which of these would you use?



"I just have a comment which is that I think the BM should be in contact with all the past participants from time to another and create a network for all the participants and introduce the different years' participants to each other and ask them to make a certain duty or to discuss their opinions in a certain subject. For instance what they succeeded in applying in their museums, what are the news of other museums what they are planning for and exchanging ideas and experiences in the field."

"ITP participants can be like strong spikes of a huge net that preserves and protects the cultural heritage of the world in museums (with help each other) and certainly the central column of this net is the BRITISH MUSEUM."

"I feel indebted to the British Museum for this great programme which enabled this meeting among other great events and I am really glad that I have an opportunity to do something in return."

"The ITP is a very complex and informative programme. We have to learn as much as we could in 6 weeks. It has been arranged very well and reasonable by the ITP team. It is perfect and unimaginable. I have been surprised from the first day's airport pickup to today's partnership museum arrangement."

"I could not find any single session is useless and should be reduced. All of the teachers I have met were professional and experienced. I could feel that they are full of enthusiasm. After the ITP I have found my real idols and I know what sort of person I would like to be."

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE PARTNER MUSEUM PROGRAMME

INTRODUCTION

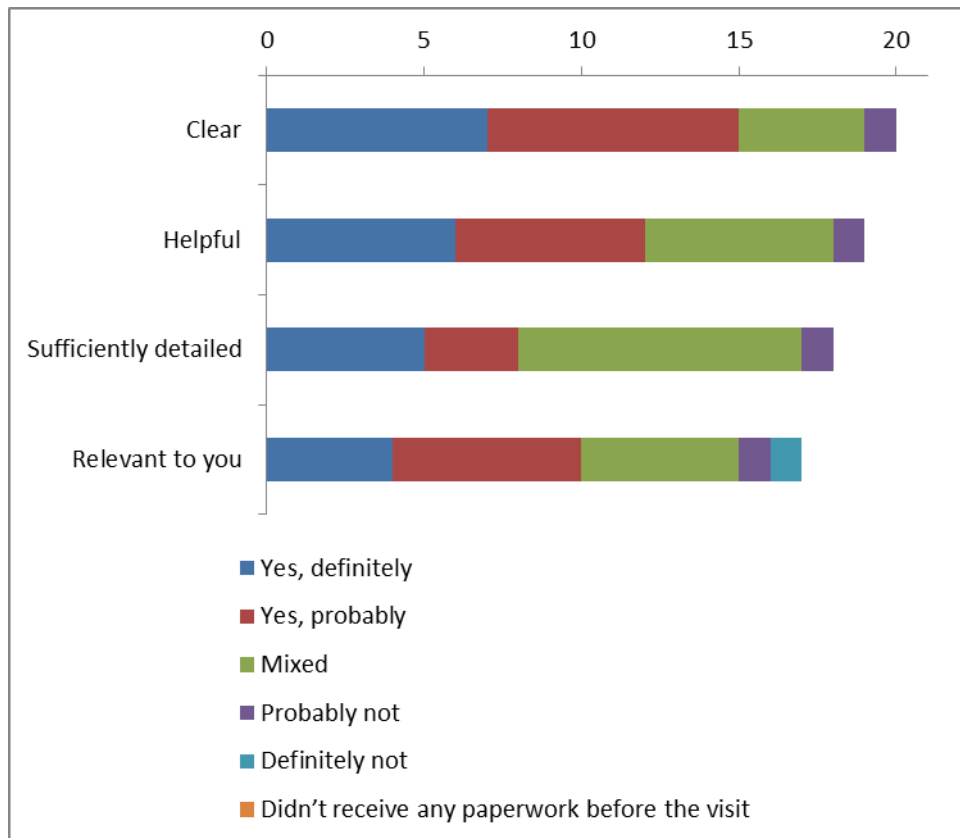
We have replies from all 21 participants, including one who joined after the BM programme.

PREPARATION

Respondents mainly said the paperwork was clear, helpful and sufficiently detailed. Some didn't seem to understand the question about whether it was relevant to them. Comments were that respondents would have liked a more personalised explanation of how the partner museum was relevant to them, and more information on the specific sessions planned.

“Actually I only received one file about the UK partner museum, and for the information to be more sufficient and clear I think it would be better to send a draft for the participants before their travel to UK for what they will do and how relevant this museum for their field of specialization.”

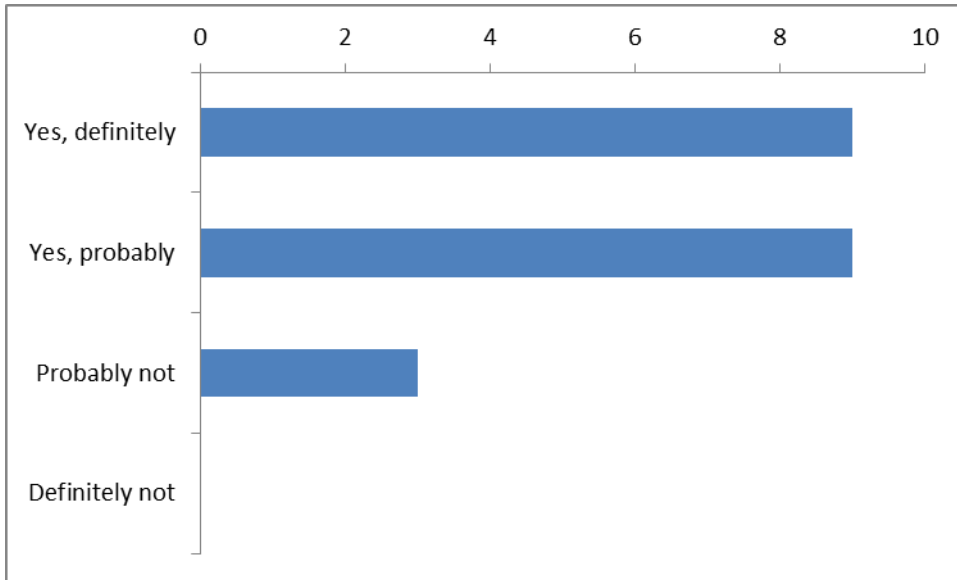
Figure 21: What did you think of the paperwork about your UK Partner Museum sent before you travelled to the UK?



Overall, the pack contained the information the participants needed. Comments were that participants would have liked more information on the museum and the area.

“It would be better if we were given more information about the Museum and its collections, the purpose of our stay in Newcastle and some information about the nine museums and the city.”

Figure 22: Did the introductory pack contain all the information you needed before you arrived?

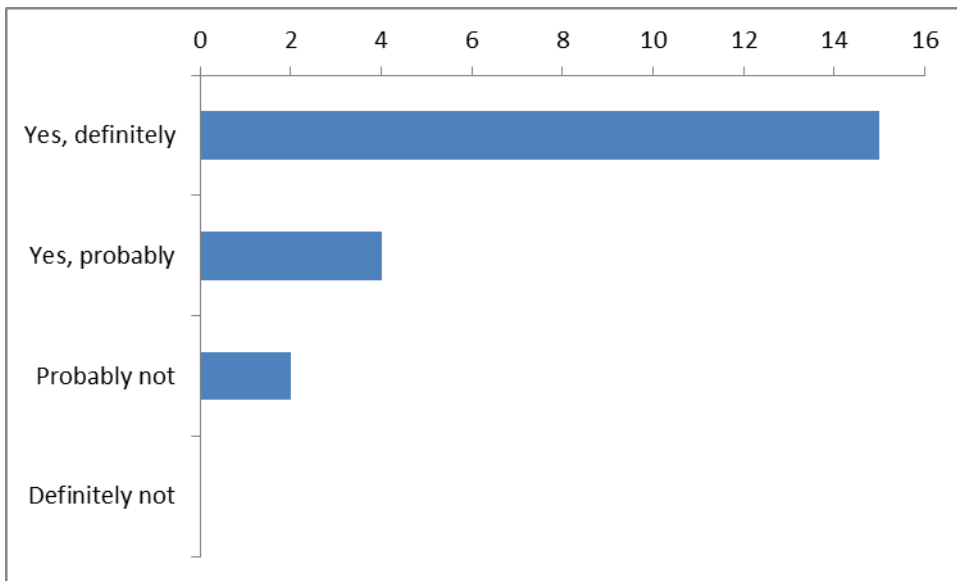


All except two of the participants were happy with the UK partner museum allocated to them.

“Although the people were very nice and friendly, the museum was a bit weak in terms of their collection and thus I felt a bit as if I was losing my time in Newcastle.”

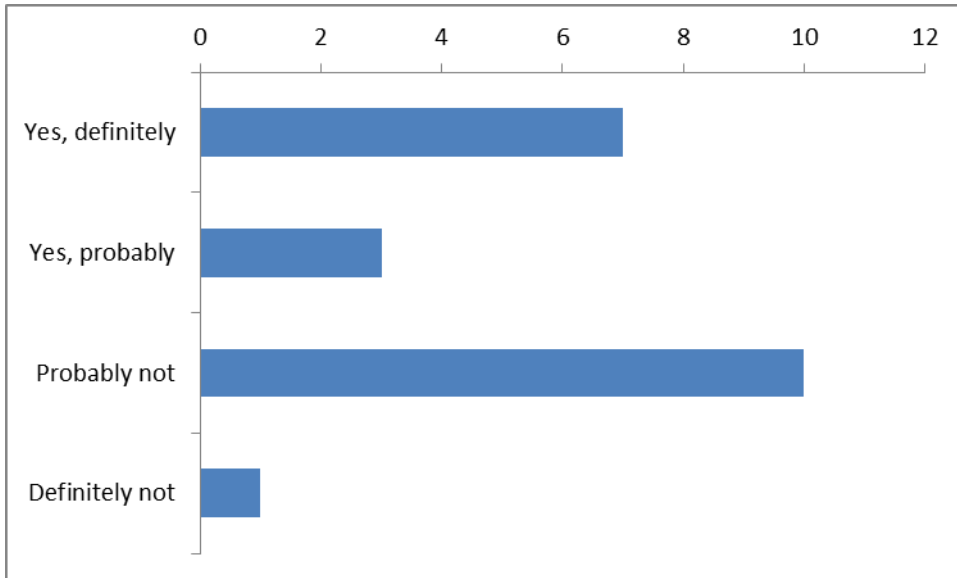
“Actually I was wondering to go to my choice which was Ashmolean Museum because it is fitting more my field of specialization!”

Figure 23: Were you happy with the UK Partner museum we allocated to you?



11 participants did not understand why this museum had been selected for them.

Figure 24: Was it clear to you why this museum had been selected for you?

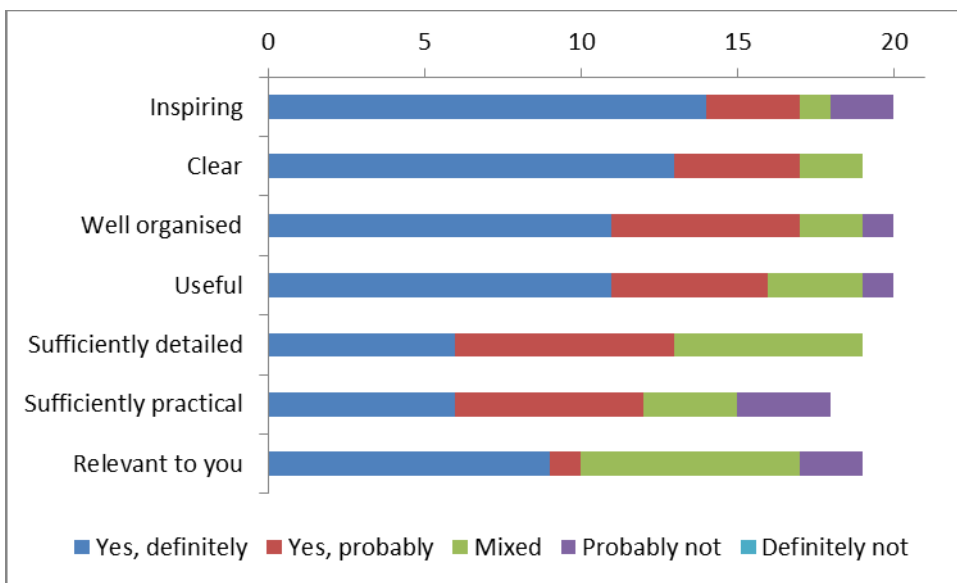


“Actually the city has some Roman remains which coincide with my researches and the museum has an archive but still I do not know why it had been selected for me.”

TRAINING PROGRAMME AT THE UK PARTNER MUSEUM

The partner museums’ training programmes were seen as generally inspiring, clear, well-organised and useful, with scope for improvement on detail, practicality, and relevance.

Figure 25: What did you think of the training programme at the UK Partner Museum?



“The training was brilliant. It was very inspiring to see how smaller museums operate, and how heritage sites manage their affairs. It was very inspiring to see the work that was being done on all different levels to keep developing the nine museums/sites that Birmingham has. I think it is fabulous to see how museums and galleries in the UK unite for the best of their community as a whole.”

“In some parts it was inspiring, like the educational programmes and the variety of collections and exhibitions. But I think in general we’ve seen more in the BM.”

“Many parts were not relevant to me.”

“The museum offered some friendly and well-organised activities but I thought that they were shallow and too general.”

“The museums were really inspiring. Being in Glasgow was also amazing. But I can’t say that they were very well organized for ITP.”

Participants were asked which parts of the programme were most useful to them. Responses were:

- Leadership and management.
- Four different approaches to community development.
- New ways to carry out education.
- Local visits.
- Disaster planning training.
- Fund-raising and Development session.
- Storage and conservation.
- Databases and documentation.
- Multimedia guides.

Participants were asked which parts of the programme were least useful to you. Answers were:

- None.
- Sessions which were too general or brief.
- Fund-raising.
- Background on the museums.
- Conservation.
- Sessions on contemporary art.

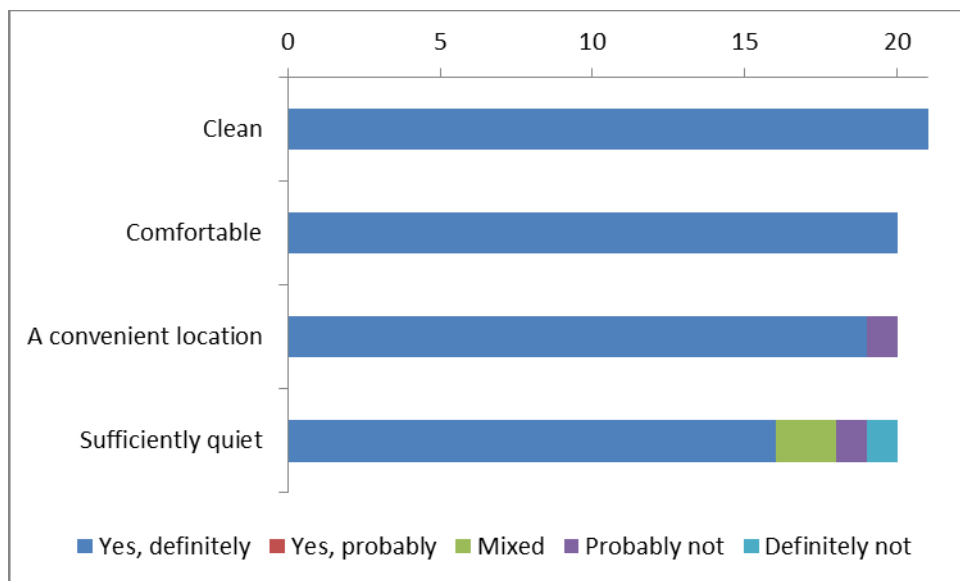
Respondents were asked how, if at all, the UK Partner Museum should change its programme for next year. Responses were:

- A chance to rest for a day or so before the partner programme starts.
- More hands-on projects.
- Five days instead of ten.
- In the middle of ITP rather than at the end.
- More free time.
- Greater customisation to the needs of individual participants.

ACCOMMODATION

Participants thought the accommodation was clean and comfortable, and mainly convenient. Some accommodation was too noisy.

Figure 26: What did you think of your accommodation?

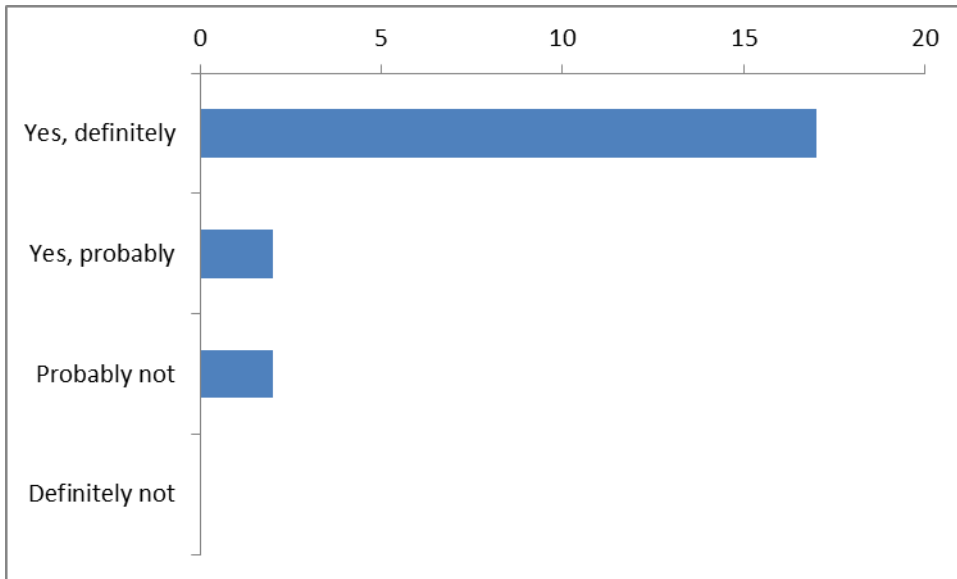


“As my room was on the roadside therefore the noise of vehicles and night time revellers created lots of disturbance.”

“Its very convenient and amazing.”

19 participants recommended the accommodation. One respondent said that female and male accommodation should be separate for Muslims.

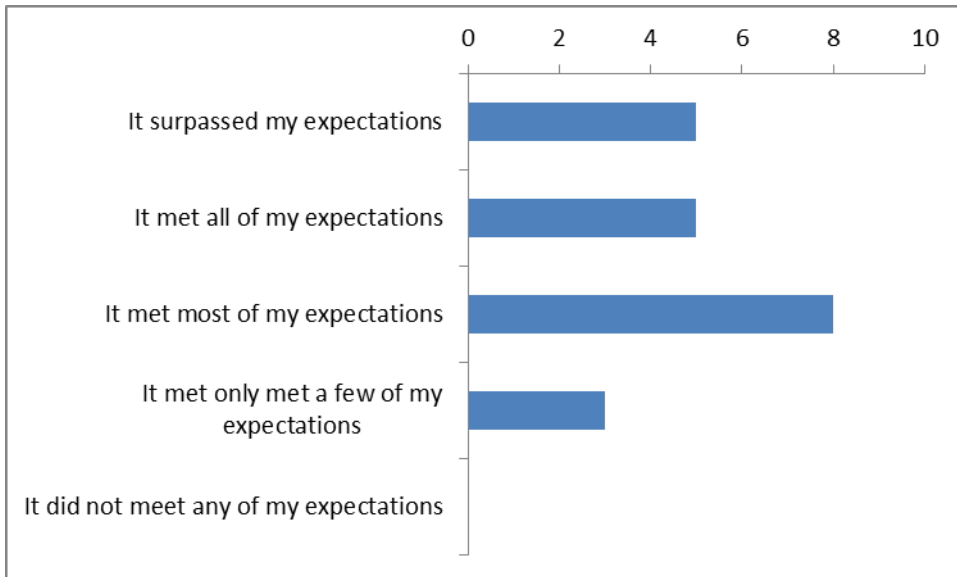
Figure 27: Should the Partner Museum use this accommodation for future students?



OVERALL VIEWS

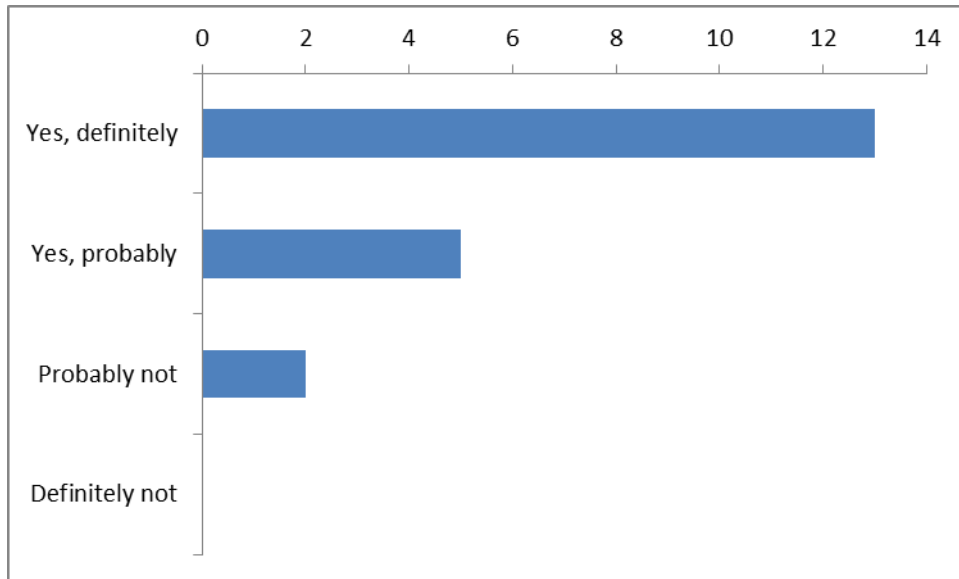
The partner museum programme met or exceeded the expectations of 10 participants, and met most of the expectations of eight participants.

Figure 28: Did the programme at the Partner Museum meet your expectations?



18 respondents said the programme used their time well.

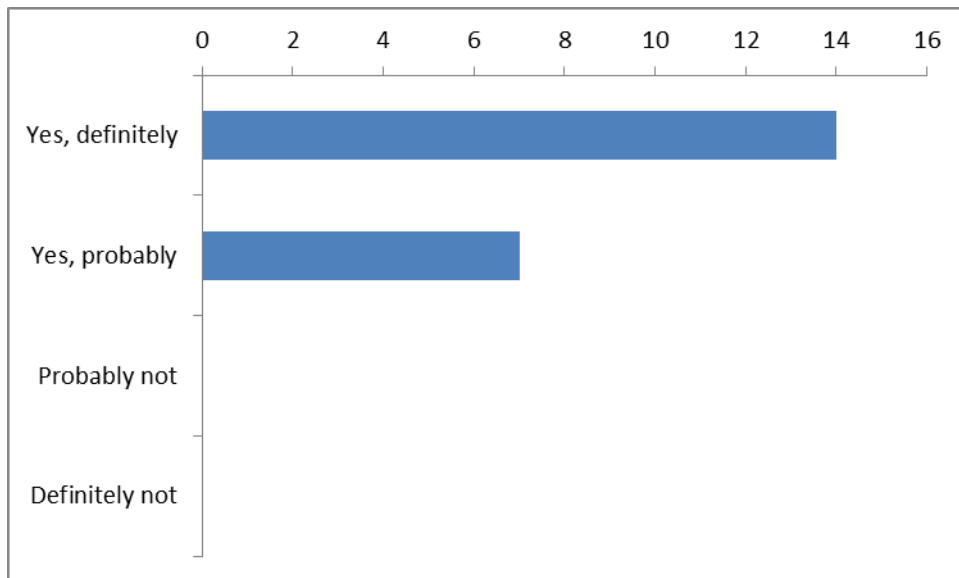
Figure 29: Overall, did the programme at the Partner Museum use your time well?



“It would be better if the programme was fewer days but more dense. We had a lot of free time.”

All participants felt they have a relationship with the partner museum.

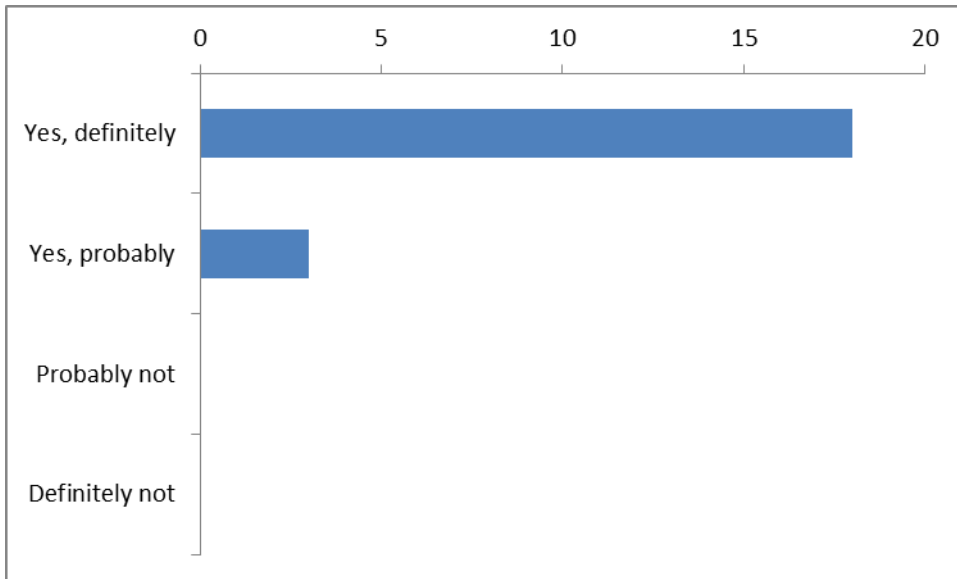
Figure 30: Do you feel that you have a relationship with the Partner Museum?



“Since we’ve been introduced to many people from the staff and we had the opportunity to talk to them and to explain us their work, I feel that I have a relationship with the Partner Museum.”

All participants felt that the partner museum genuinely cared about them and their wellbeing.

Figure 31: Did you feel that the Partner Museum genuinely cared about you and your wellbeing?



ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

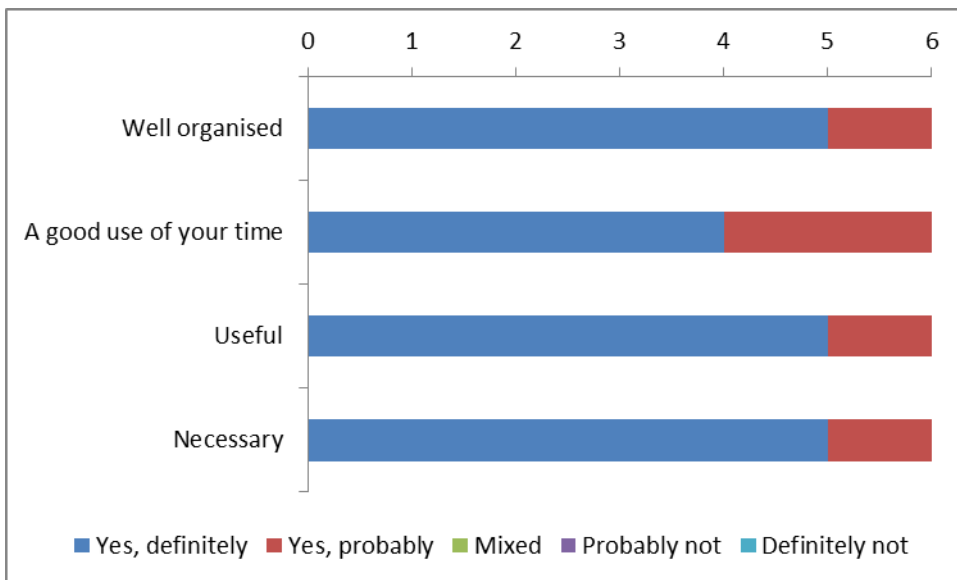
INTRODUCTION

There were 10 representatives, six of whom responded to our survey: two from Asia, three from AES, and one from the Coins and Medals department.

MONTHLY MEETINGS

All respondents said monthly meetings were well-organised, useful, necessary and a good use of their time.

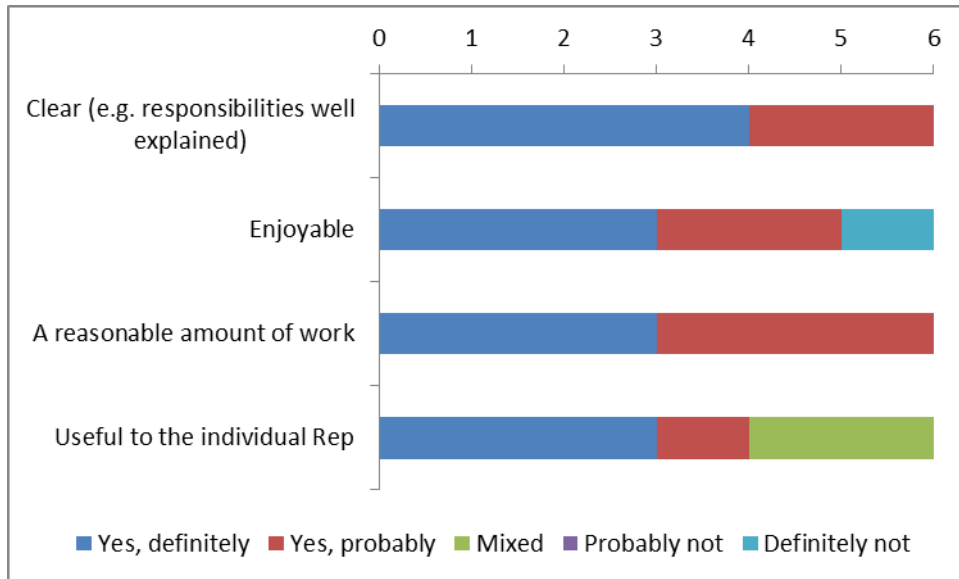
Figure 32: What do you think of the monthly meetings?



ROLE

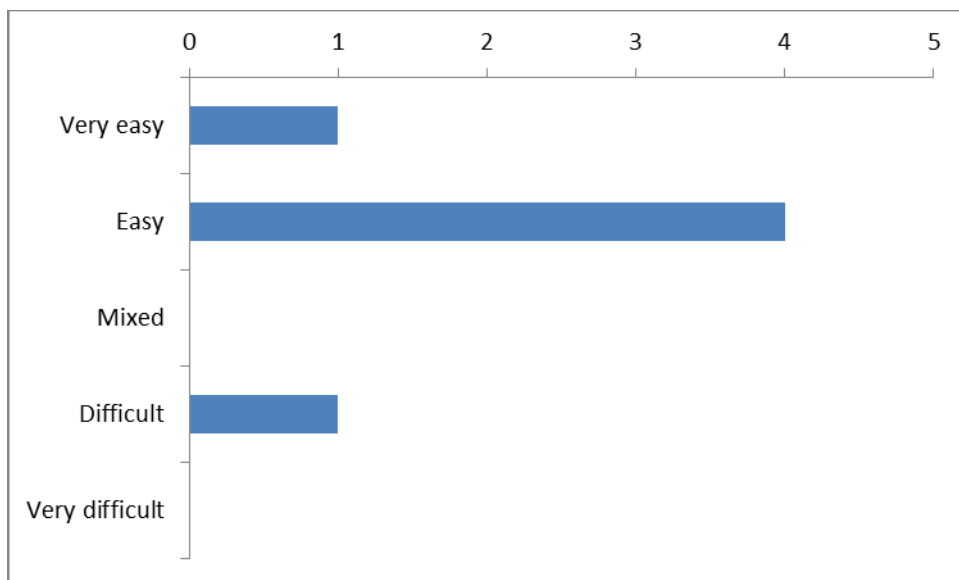
Respondents said the role of Departmental Rep was clear and a reasonable amount of work. However, one person said it was definitely not enjoyable because they are so short staffed, and two said it was mixed in terms of its value to them.

Figure 33: What do you think of the role of Departmental Rep?



It was generally easy to get other people to help deliver the placement. However, one person commented that: "This year was particularly difficult due to an overcommitted department. ITP was an add-on that was less appreciated than last year."

Figure 34: Is it easy or difficult to get other people to help deliver the participant's placement in the department?



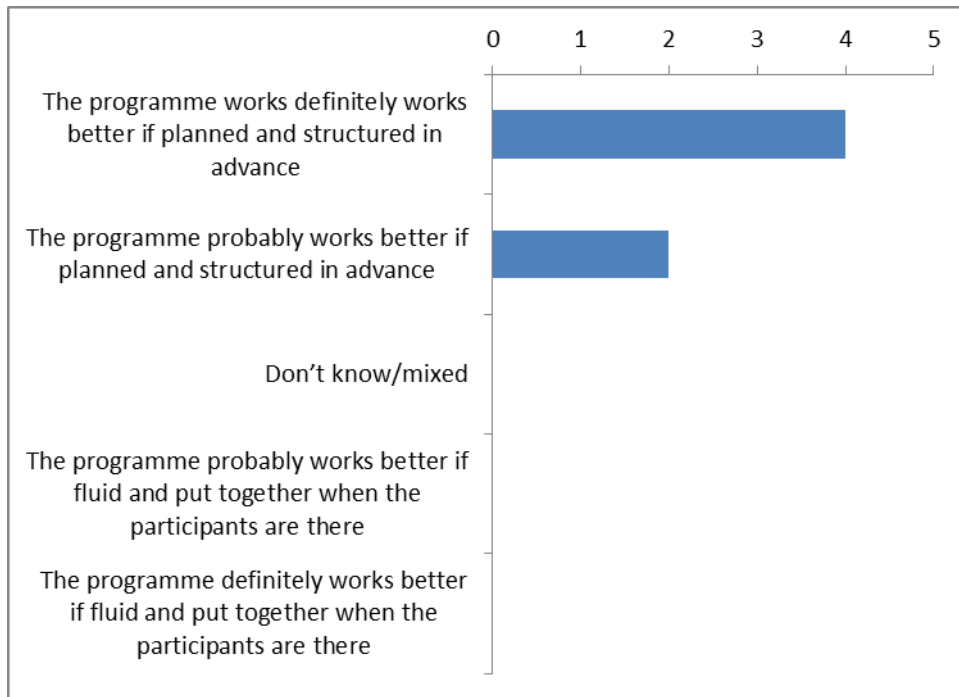
Respondents were asked whether ITP could do anything to make it easier to get other people in the department to help deliver the placement. The only answer was that it could communicate to Keepers that ITP is a high profile programme that requires commitment to delivery beyond departmental reps. One respondent emphasised that "shortage of staff makes anything beyond curatorial work difficult."

STRUCTURE

All respondents said the departmental programmes work better if tightly structured in advance.

“They have such a busy schedule that proper structuring is vital for all concerned.”

Figure 35: Do you think the departmental programmes work better if they are tightly or loosely structured?



OUTCOMES

Respondents were asked if they or their department had any plans for future projects or contact with former ITP participants. Four respondents mentioned plans: informal contact, working with a delegate from Assam for an exhibition, and delivery of a BM-Palace Museum MOU.

Respondents were asked whether the experience of being a Departmental Rep had been of any use to them in any other way. All respondents gave examples of personal benefit: development of international contacts, wider understanding of museum practice, learning how to manage varied and demanding expectations of participants, further experience of working under pressure and to tight schedules and ‘being involved in such a vibrant and interesting programme’.

THE FUTURE

Five of the six would consider being a Departmental Rep next year. The sixth is away for part of the time next year and so cannot take part.

ANALYSIS OF FEEDBACK FROM FACILITATORS/BM SPEAKERS

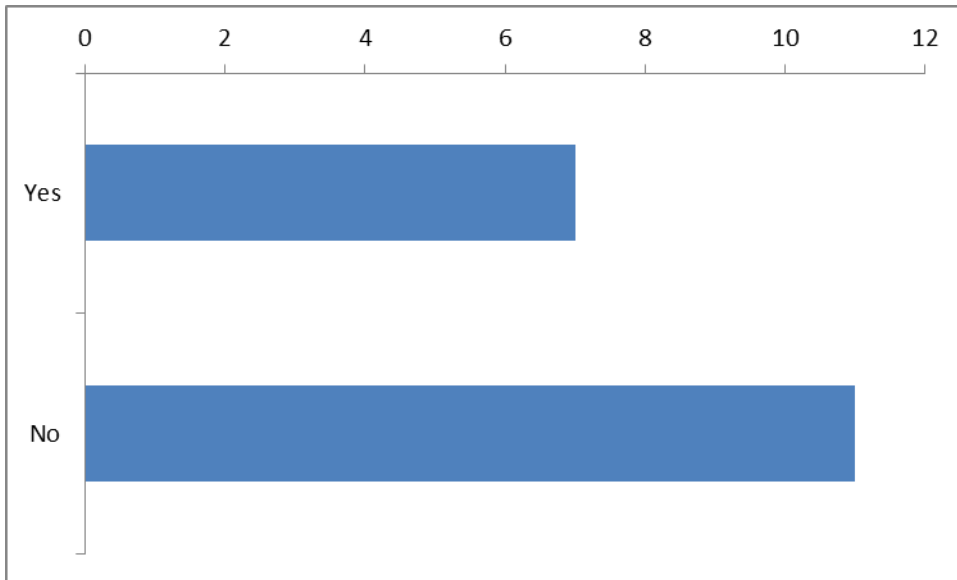
INTRODUCTION

There were 38 facilitators, 18 of whom responded to our survey.

EXPERIENCE OF ITP

Most speakers were new to ITP.

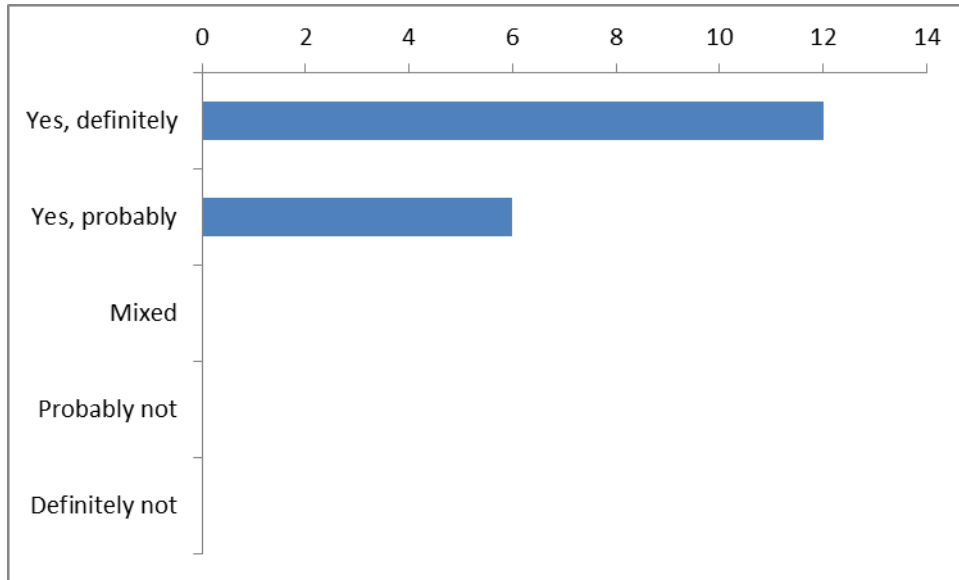
Figure 36: Is this the first time you have run this session for ITP participants?



All speakers enjoyed running the session.

EXPERIENCE DURING ITP

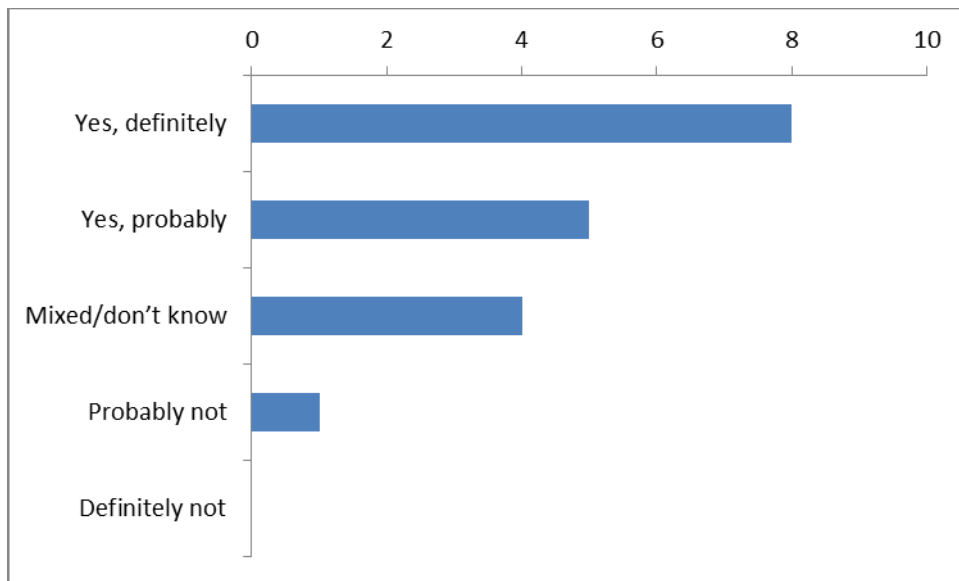
Figure 37: Did you enjoy running this session?



Most speakers knew enough about the participants and the ITP in advance. The exceptions were:

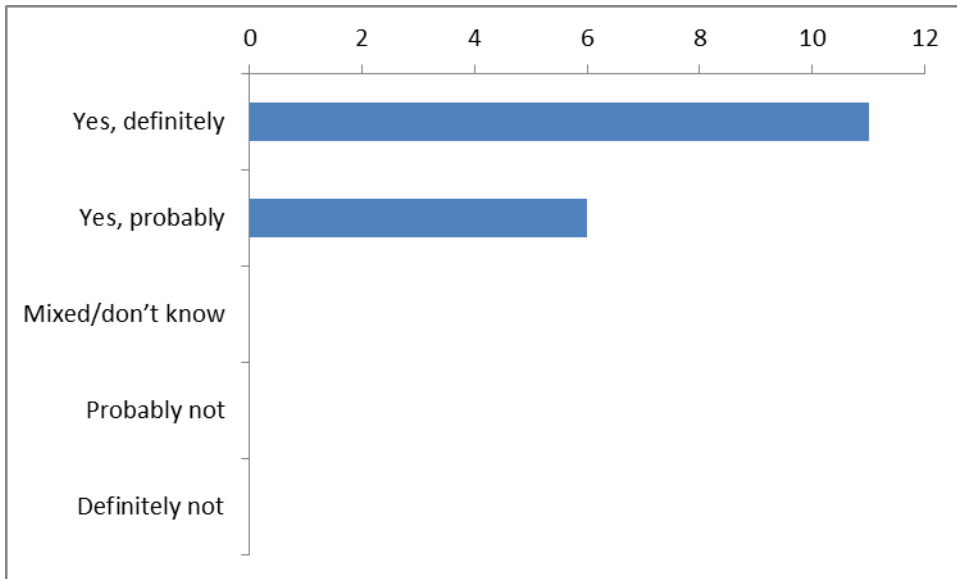
- One person joined the BM a month before the presentation and therefore lacked background information.
- Three people didn't think they had enough information on who participants were and what their roles were, in particular, their experience of the subject of the presentation.

Figure 38: Did you know enough about the participants and the ITP in advance?



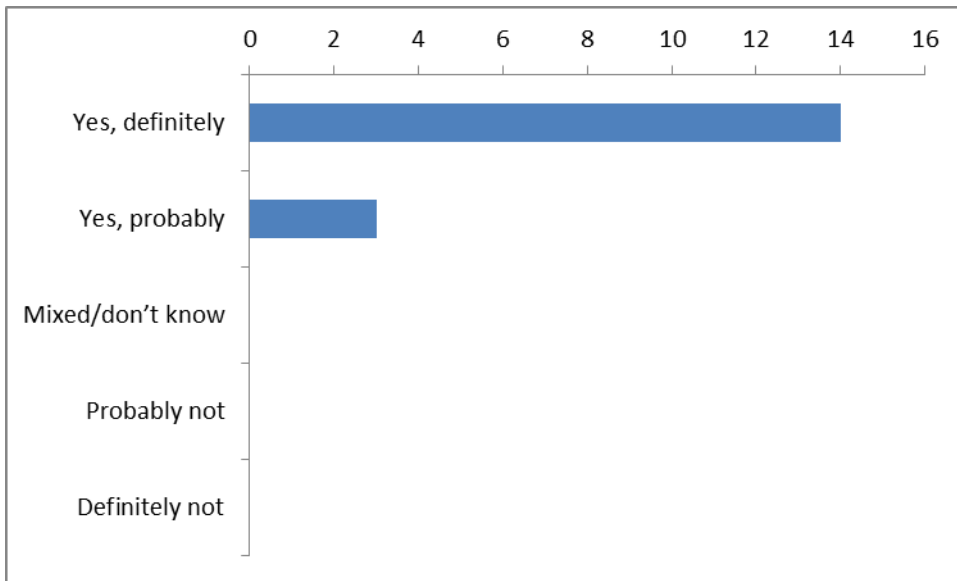
All respondents said they knew what was expected of them.

Figure 39: Did you know what was expected of you and your session?



All respondents said the location of the session was satisfactory.

Figure 40: Did the location of your session work for you?



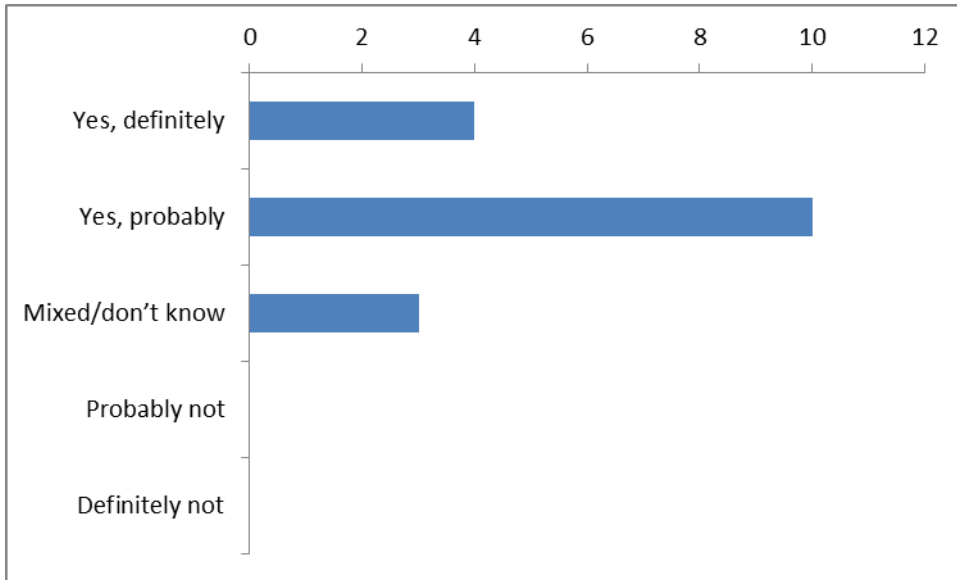
Most respondents said the participants were easy to engage. Comments suggest that speakers were not sure whether the language and level were appropriate.

“I wasn't sure if I had pitched my information appropriately as it was hard to gauge on the day.”

“I wonder whether some of the specific technical language I used around some of the HR concepts needed to be more accessible for those where English is not a first language.”

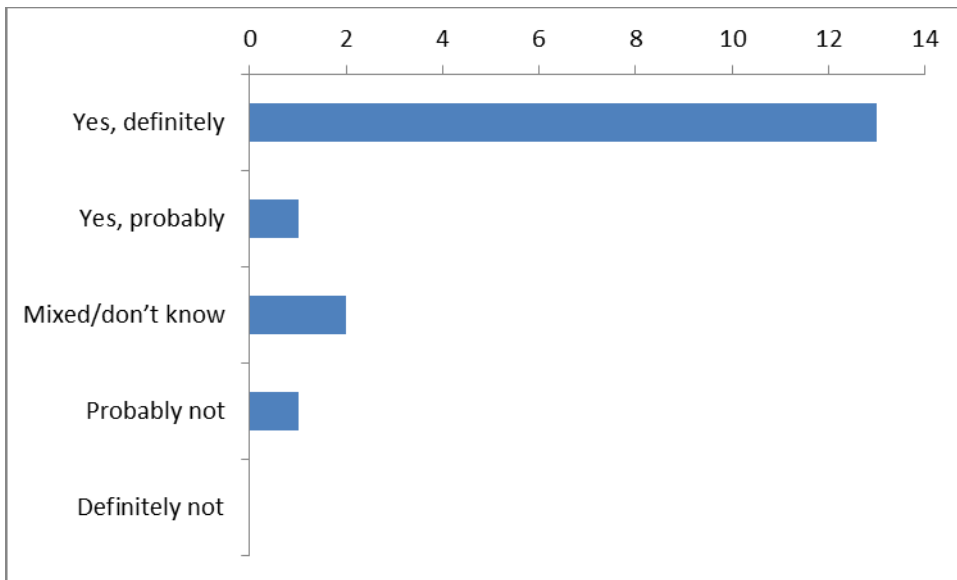
“Although it was last thing on a Friday, so I think many of them looked quite tired, they still seemed to be engaged and were busy making notes and asking good questions.”

Figure 41: Were the participants easy to engage?



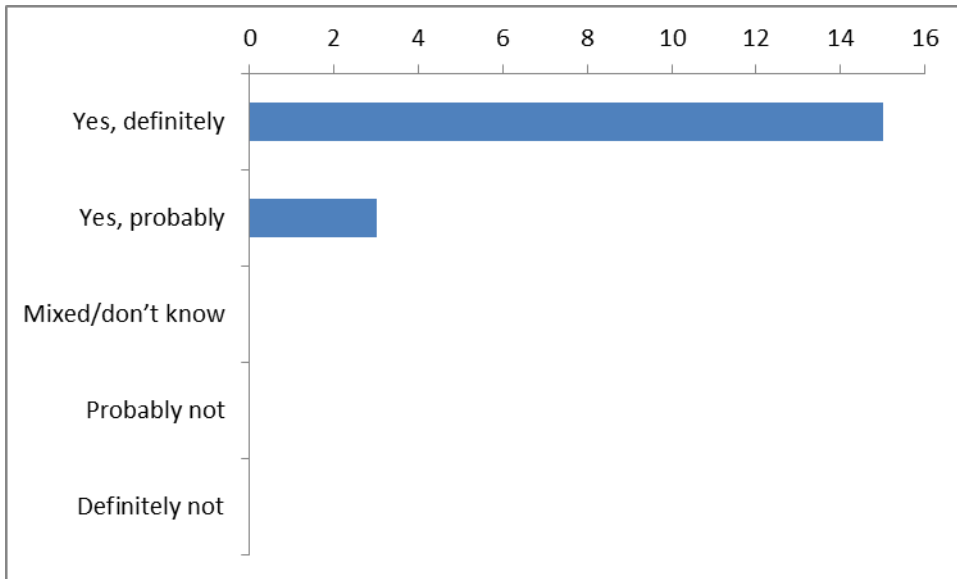
Most respondents said they had enough time for the session.

Figure 42: Did you have enough time for the session?



All respondents said ITP provided everything they needed, except one commented that they needed more flipchart stands.

Figure 43: Did the ITP provide you with everything you needed to run this session?



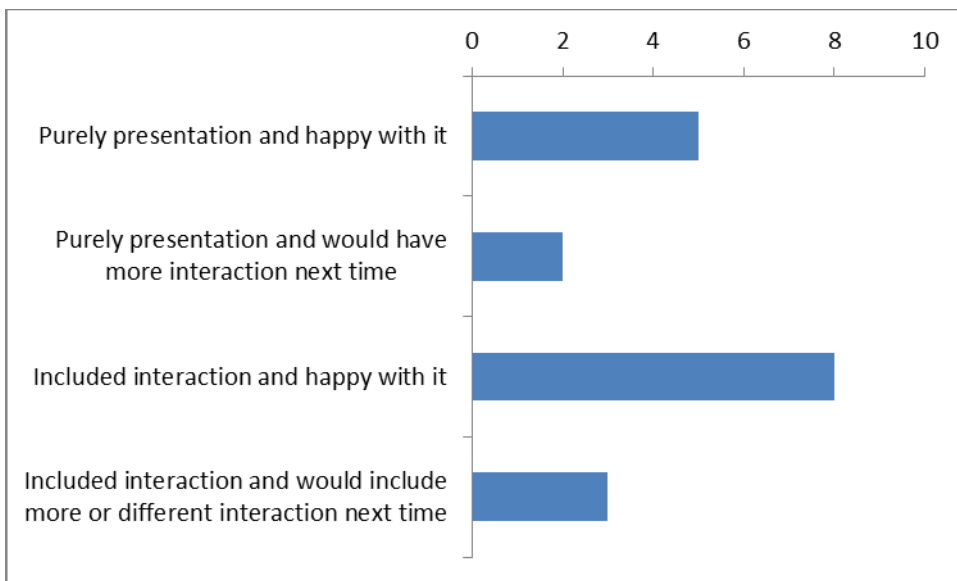
THE FUTURE

Five of the 18 respondents said they would have more or different interaction next time. There were two comments on the difficulties of including interaction.

"I have tried even more interactive elements and activities before, but they need much more time and people lose focus and stop paying attention to each other's contributions."

"It's difficult to think of ways that an introduction to development could be made more interactive."

Figure 44: Was your session purely a presentation, or were there interactive elements i.e., tours, practicals, group sessions? Were you happy with how this worked?



Respondents were asked, if they were able to do a session again for ITP in the future, what would they like to do (or for ITP to do) differently. Responses were:

- Have more information about participants' previous fund-raising knowledge or experience.
- Have more time to do the practical part of the presentation.
- Meet the volunteers/assistants prior to the sessions to brief them and talk through ground rules.
- Instead of having the conservation and science sessions both on the same day - it would be preferable to have it on two days to give the participants time to digest the information.
- Include a short tea break in both sessions.
- Approach MAs from other departments earlier as no-one responded.

"Nothing immediately springs to mind. I enjoyed the session and hope the ITP participants did too!"

CONCLUSION

STRENGTHS

ITP is an extremely strong programme. The strengths of the programme are:

- Concept of bringing participants together from different countries.
- Breadth and depth of the curriculum.
- Well tested structure.
- Time for questions in sessions.
- Support from BM departments and partner museums.
- Participant satisfaction.
- Quality of organisation.
- Quality of the coursebook.
- Quality and location of accommodation.
- Relationships developed with participants.

WEAKNESSES

The weaknesses of the programme are at a lower level than the strengths. The weaknesses are:

- Many participants have poor English skills.
- Participants thought some sessions were too general or insufficiently practical.
- Some participants would have liked more time in their BM department.
- Some participants would like the partner museum programme to be shorter, more intensive and more customised.
- Some participants find the programme intense and tiring.

IMPROVEMENTS

Having feedback from departmental representatives and facilitators/speakers means that we can see if participants' suggestions are practical. Possible improvements mentioned by respondents, with our comments are:

- BM could consider referring some participants to a language course before the ITP.

- A small number of the BM sessions could be made optional. This would apply to specialist areas, like fund-raising. Equally importantly, the message that ITP is intended to give a broad experience, relevant well into the future, could be strongly communicated so that participants are not too narrowly focused on their immediate interests.
- Speakers at the BM and museum partners could be encouraged to ensure sessions are practical: to focus on how rather than why or what. Facilitators/BM speakers will be able to better meet the needs of participants if they know about their level of experience in specific subjects.
- Participants have asked for more time or more customisation in the departmental and partner museum programme. However, feedback from departmental reps suggests that further demands should not be made on them, and we anticipate that the same is true for partnership museums. One possibility would be to explore ways of meeting participants' needs through peer support so as to avoid further straining the BM and partner museums.
- The structure of the course could be revised slightly to give participants more free time, including the option of spending more time in the library.
- Information on why participants have been allocated to specific museums should be communicated more precisely.