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# **New Zealand Strategic Training Plan Museums Sector**

**2010 - 2015**

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## INTRODUCTION

Welcome to the Museum Sector Skills Development Strategy 2010 – 2015.

**This document takes a broad workforce development approach to identifying and suggesting solutions to prioritise museums' related career and professional development.**

Based on research conducted by Auckland University of Technology during early 2009 in conjunction with ATTO, Museums Aotearoa and coordinated by Projects International, the full research report that informs this strategy is available on ATTO's web-site [www.attto.org.nz](http://www.attto.org.nz).

Throughout this text, 'museum' and 'museum sector' are taken to include museums, public art galleries, whare taonga, and similar institutions, which collect and/or provide public access to our material cultural heritage.

Workforce development planning methodology was discussed with the Museums Training Council in July and November 2008. It places the short, medium and long term training needs of the museum sector within a wider view of how this sector attracts, screens, recruits, and develops people within the sector, and quality assures education and training. This framework of workforce development is illustrated in Figure 1. The headings in this document correspond to the framework categories and reflect the areas in which training information was gathered from industry:

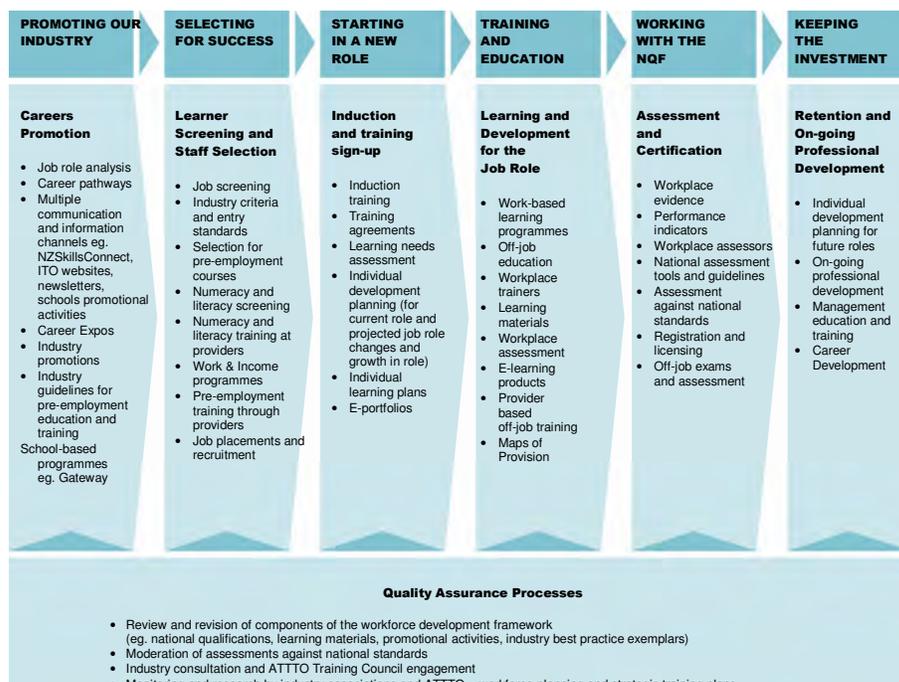


Figure 1: Museum sector Workforce Development Analysis and Planning Approach

Comprehensive workforce development intends to provide prioritised action across all levels of development need; that is from entry to advanced levels.

The following draft strategy provides a summary of museum workforce development goals developed from the 2009 industry research. With the main focus on museum and art gallery employers and their staff, these goals are inclusive of recommendations and actions that will deliver short, medium and long-term outcomes to the museum sector.

### **Vision**

Given the current challenges facing the New Zealand workforce the long-term intention is to ensure the museum sector achieves:

***“The right people at the right time, with the right skills, in the right place, contributing to a productive, sustainable museums and art galleries sector.”***

Museum and art gallery organisations of all types want to have confidence that the formal training available from ITO’s and other tertiary providers such as polytechnics, private training establishments (PTEs) and universities will:

- reduce initial employment costs including time to competence once employed
- increase the relevance of the skills learned on or off the job if investment in training or qualifications is made
- contribute to the productivity, profitability and sustainability of the organisation.

We’re going to need sector and education institutions’ help to make this strategic training plan work for the sector. We look forward to working together to achieve a high-quality outcome for New Zealand’s museums and art galleries.

If you have any questions, comments or would like to discuss this strategy, please contact me by email: [elizabeth.valentine@atto.org.nz](mailto:elizabeth.valentine@atto.org.nz)



Elizabeth Valentine,  
Chief Executive

## EXECUTIVE SUMMARY

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The continuing development of a skilled museum and art gallery workforce is important for the ongoing sustainability of a changing sector. Industry Training Organisations (ITOs) have an important leadership role to play in New Zealand skills development. ITOs stand at the interface between industry and tertiary education with a statutory role in providing strategic training plans. ITOs aim to ensure that industry skill requirements drive the provision of education and training for their industry sector at all levels, from entry level to advanced study.

Due to the changing face of the museum sector, a number of skills issues and challenges need to be addressed to ensure the workforce can take full advantage of future education and professional development opportunities.

New Zealand has over 500 museums, galleries and related organisations – approximately one for every 8000 New Zealanders. They care for over 40 million items of natural and cultural heritage, and host over 8 million visits each year. Total annual operating and capital expenditure is in excess of NZD \$300 million. One in three international tourists to New Zealand visit a museum. Museums are increasingly recognised as visitor attractions, as well as heritage resources.

The nation's museum sector employs over 3500 staff with well over 7000 volunteers also contributing. The workforce is employed in a diverse range of roles from front-line customer service through specialist positions and senior management. In 2008 in conjunction with ATTTO, the sector completed the Career Maps and Paths work that began to clarify the range of job types and provide foundation information from which a New Zealand Strategic Training Plan for the Museums Sector could be built.

Key findings identified during research:

- There is limited promotion of career pathways and job roles within the museum industry
- While the sector currently attracts highly qualified and often technically specialised employees with museum-specific skills, it also requires a wide range of people with business, trade and frontline customer service qualifications and skills
- Volunteers make up a large number of employees within the workforce
- The museum environment is changing, which means that more than the traditional museum skills are now required

- There are increasing numbers of employers needing people with customer service, retail, hospitality or tour-guiding skills, as well as technical and specialist skills
- There is a high expectation within the sector for professional development opportunities
- Both induction and mentoring programmes are widely used, whether formally or informally
- For new staff there is a high turnover in the first six months of employment. There is a high cost to this, which is often hidden
- The viability of museums is the greatest challenge facing the sector in the next five years
- There is a lack of mid-career supervisory, management and leadership training
- The development of business, ICT and financial skills within the sector needs addressing
- There is widespread lack of understanding of the National Qualifications Framework (NQF), associated terminology and benefits within the museum sector.

This museum sector strategic training plan considers these issues and challenges, and proposes recommendations and actions to meet these within the context of the Workforce Development Framework (see Figure 1). This framework captures the progression of employees through successive stages of workforce development. The following table outlines the six phases of the Workforce Development Framework as well as the specific goal that needs to be addressed for each phase.

<b>WORKFORCE DEVELOPMENT FRAMEWORK PHASE</b>	<b>SECTOR GOAL</b>
<b>1. Promoting the museum industry</b>	<i>To promote an accurate, diverse and dynamic portrayal of all roles within the museum sector to a wider audience.</i>
<b>2. Selecting for success</b>	<i>To attract and select candidates with a broad range of skills to the museum sector. This section considers early screening for specific skills and competencies including numeracy and literacy.</i>
<b>3. Starting in a new role</b>	<i>To further support a sector-wide induction programme that consistently informs entrants to the sector about museum roles and responsibilities.</i>
<b>4. Gaining new skills at work</b>	<i>To develop and nurture professional development opportunities within the museums sector, especially in leadership, managerial and business skills.</i>
<b>5. Working with the NQF</b>	<i>To enable a thorough understanding of the National Qualifications Framework (NQF), associated terminology and its benefits to the museum sector.</i>
<b>6. Keeping the investment</b>	<i>Consider ongoing professional development opportunities aligned with sector needs and demand.</i>

## **Research undertaken**

This strategy is based on research undertaken by the New Zealand Tourism Research Institute (NZTRI) a division of the Auckland University of Technology.

NZTRI conducted a web-based survey as well as a series of interviews throughout New Zealand, surveying our large museums and galleries as well as a good sample of small and medium museums and galleries. A copy of the full research report is available on request.

Both the research approach and this document follow the workforce development framework shown in Figure 1.

## 1. PROMOTING THE MUSEUM INDUSTRY

### 1.1 Summary

The museum workforce is traditionally made up of highly educated individuals who often fill specialised roles. People who are attracted to the museum sector usually have a passion for their subject and have specialised in their field of expertise, leading to a career that tends to be role-specific. However, many museums in New Zealand have less than five employees, requiring that employees be a 'Jack of all museum trades'.

Due to the changing role of museums – from being focused mainly on collections and their care towards a stronger interaction with their visitors – the roles of museum employees have in turn changed. As visitor expectations have demanded more social engagement, interactive experiences and public interpretation programmes, a stronger focus has been placed on customer service and meeting these changing needs. This direct relationship to tourism or a visitor experience is progressively being addressed and museums realigned to better engage. Attracting the right academic candidate with a customer service focus and the people skills required to work within a modern museum environment requires better understanding and fuller promotion.

A younger workforce is being actively targeted, whether as paid or volunteer staff, to change the 'ageing face' of the museum sector. The current image of the sector needs consideration in order to attract dynamic and younger individuals and to dispel perceptions that the only roles within museums are academic and highly specialised.

There is awareness within the museum sector that there is under representation of Maori and some other communities. It is perceived that if jobs are promoted to Maori there are huge opportunities for Maori in the sector. More needs to be done to promote the full range of museum roles to these communities.

#### **What the research said:**

*"Customer service roles are becoming a much stronger layer in the museum workforce with many new recruits being sought from the hospitality and tourism sectors to fill front-of-house positions."*

*"Museums are not attracting Maori staff, or other ethnic minorities. More museum sector support is needed to attract young Maori into curatorial/collection roles in particular."*

*"Thirty-five per cent of respondents would like to see more diversity in the museum workforce beyond those who have an inherent passion and personal interest."*

## 1.2 Sector Goal

**To promote an accurate, diverse and dynamic portrayal of all roles within the museum sector to a wider audience.**

## 1.3 Strategy

The key to attracting the candidates with the right skills to this sector lies in promoting of the roles and careers that exist. Promotion of job roles and clear career pathways, as well as the transferability of skills across the museum sector, needs to be communicated to potential entrants to ensure an accurate understanding of what is involved in working in a museum environment. This will help inform an educated decision about a potential career choice.

The lateral movement of museum workers from tourism and hospitality backgrounds needs to be better understood within a customer service and tourism context. This is particularly true in light of changing visitor expectations regarding increased levels of interaction within a museum environment.

A number of strategies are required to address the promotion of the industry and to attract candidates with the necessary skills:

1. Consistent information about the full range and scope of museum roles will be outlined and delivered through NZSkillsConnect ([www.NZSkillsConnect.co.nz](http://www.NZSkillsConnect.co.nz)). One focus of this web resource will be to outline a realistic view of museum roles, including the need for customer service and people skills, particularly for job roles that involve visitor interaction. It was also considered important to ensure that careers information is made available to universities.
2. NZSkillsConnect could ultimately include a scholarships, awards and case studies area to celebrate the successes of the museum sector.
3. A national register of opportunities for graduate internships as well as volunteers is also proposed. This mechanism could also be incorporated into the NZSkillsConnect portal.
4. To attract young people from the earliest opportunity, career information and materials outlining the opportunities within the museum sector needs to be provided to schools.
5. These resource materials must also be attractive and relevant to Maori and other ethnic groups to encourage their involvement. Strengthening of the network of Kaitiaki <sup>1</sup>Maori working in museums to ensure the open communication of museum opportunities also needs support.
6. Facilitation of behind-the-scenes visits to museums to build industry pathways that will help attract new entrants to the sector. These will provide the opportunity to talk to museum staff, investigate the museum environment and give a realistic view of employment options available.

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<sup>1</sup> Kaitiaki embodies the Maori perspective on guardianship, mentoring and guidance

7. Promotion of ATTTO and Museums Aotearoa scholarships and industry awards for training will enhance the image of the sector, as well as promote the opportunities.

#### 1.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<p><b>1. Museum careers are promoted to a younger audience as an exciting dynamic career choice</b></p>	<ul style="list-style-type: none"> <li>• Promote the range and scope of museum roles (NZSkillsConnect)               <ul style="list-style-type: none"> <li>a. Provide career information to schools and tertiary sector specific to the museum sector</li> <li>b. Promote the current career pathways for entry-level jobs – highlight that this is part of the tourist experience and attraction market (NZSkillsConnect)</li> <li>c. Promote tourism and customer service Unit Standards relating to customer engagement and their relevance to the museum sector</li> </ul> </li> <li>• Organise behind-the-scenes visits for school children to meet museum workers</li> <li>• Provide and promote the national register of graduate internships (could be via NZSkillsConnect)</li> <li>• Better promote available scholarships</li> </ul>	<p>ATTTO, MA and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>ATTTO</p> <p>ATTTO</p> <p>MA and Museums Sector</p> <p>NSTP and MA</p> <p>ATTTO, NSTP and MA</p>
<p><b>2. Employees with all-round skills, not just specialist skills, are attracted to the sector</b></p>	<ul style="list-style-type: none"> <li>• Promote museum roles realistically, outlining business, people, customer service and IT skills in combination with specialist skills (NZSkillsConnect)</li> </ul>	<p>ATTTO and MA</p>
<p><b>3. Museum careers are promoted to Maori in order to attract them to the museum sector, to promote biculturalism</b></p>	<ul style="list-style-type: none"> <li>• Provide career information to kura kaupapa, Wananga and schools on the museum sector</li> <li>• Strengthen the network of Kaitiaki Maori working in museums</li> <li>• Provide materials that develop the understanding and application of matauranga Maori to all aspects of museum practice</li> <li>• Identify other vehicles for promoting to Maori</li> </ul>	<p>ATTTO</p> <p>Museum Sector</p> <p>ATTTO, NSTP and MA</p> <p>ATTTO and NSTP</p>
<p><b>4. Museum careers are promoted to ethnic groups and communities in order to attract them to the museum sector, to recognise diversity.</b></p>	<ul style="list-style-type: none"> <li>• Provide career information to all levels of the education sector</li> <li>• Identify other vehicles for promoting career opportunities to targeted communities</li> </ul>	<p>ATTTO, NSTP and MA</p>

## 2. SELECTING FOR SUCCESS

### 2.1 Summary

Although the sector is highly educated with most recruits holding tertiary level qualifications there are specific higher level literacy and numeracy issues that require attention. Most candidates are screened for qualifications and experience when recruited, and then hired on attitude, personality and team fit.

The research reported an increasing awareness that changes within the museum sector creates a demand for new skills in the areas of:

- Customer service
- Information and Communication Technology (ICT)
- Public relations and marketing
- Business management and development, including tourism, hospitality, retail

As well as these broader skills and specialist experience and qualifications, employees with good interpersonal skills are particularly sought after to manage the demands for increased visitor interaction. Related current skills gaps are summarised on page 16.

As museums are operating in more business-like ways, business management skills are increasingly desired and required.

Attributes such as a good work ethic, flexibility, adaptability, the ability to multitask, forward thinking and a general enthusiasm for working with people are described as preferred qualities sought among new recruits. Team fit within the organisation, as well as a cultural fit, is now viewed as increasingly important, due to the increase in interaction with a diverse customer base.

***What the research said:***

*Museums have changed, “from being a place where you go to work with objects, to [one where you] also serve your stakeholders and your public.”*

*“Soft skills are increasingly important due to the recent growth of the Museum sector.”*

*“Computer literacy is the most essential technical skill sought in new recruits. The use of information and communication technologies (ICT) was mentioned as essential by 83% of informants.”*

## 2.2 Sector Goal

**To attract and select candidates with a broad range of skills to the museum sector.**

## 2.3 Strategy

Candidates who possess more than museum-specific skills need to be attracted into the museum sector. Pre-screening tools that analyse and assess candidates' ICT, business capability and customer service focus can aid this process and can be incorporated into resources such as the NZSkillsConnect web portal to allow potential entrants to self assess, as well as being available for employers to use as part of the interview and selection process.

Conservation skills are reported as a notable gap, due to the lack of education and training available in New Zealand. Investigation into the feasibility of working with Australian training providers to develop a joint qualification for New Zealanders needs to be undertaken to address this skills shortage. Funding and structures to enable New Zealanders to train within this field need to be explored.

## 2.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<b>5. Improve recruitment and other HR practices throughout the sector</b>	<ul style="list-style-type: none"><li>• Promote the benefits of good HR practices throughout the sector</li><li>• Provide and share best practice resources</li></ul>	MA and NSTP

### 3. STARTING IN A NEW ROLE

#### 3.1 Summary

Supporting employees – both volunteer and paid – through the initial stages of a new work place role is essential to aligning the expectations of both the recruit and the employer, as well as introducing the new working environment. This is especially true of new recruits to the workplace, as the highest turnover in staff reportedly occurs within the first six months of employment.

There is currently one sector-wide programme of formal mentoring, the Museum Graduate Internship Programme. This programme has had limited resources available to it and its future needs to be carefully planned to ensure it develops to its full potential.

Because of the variety of museum employees – paid and volunteer, younger and older – with differing job roles, technical abilities and work ethics, a number of inter generational issues can surface. Informal or formal mentoring systems are intentionally introduced to limit the possibility of new recruits feeling isolated and this is an ideal opportunity that opens the channels for experience to be passed on to younger employees who will make up the future workforce of the sector.

Museums are increasingly affording paid and volunteer staff the same opportunities to up-skill.

***What the research said:***

*“Induction programmes are offered by 65% of the museums interviewed.”*

*“Mentoring, both formally and informally, is very strong in the museum sector with this approach preferred by 65% of museums interviewed.”*

*“The highest turnover of staff occurs during the first six months of employment.”*

#### 3.2 Sector Goal

**To further support a sector-wide induction programme that consistently informs new entrants about the museum roles and responsibilities.**

#### 3.3 Strategy

The museum work place environment varies dramatically, from the number of employees in the workplace through to the type or size of collections held. A broader understanding of how a museum functions needs to be communicated and understood by every museum employee.

By providing new recruits with a consistent induction programme (regardless of the size or role within the museum), a thorough understanding of funding, museum-specific roles, areas of specialisation, biculturalism and understanding of the Treaty of Waitangi, as well as museum structure can be imparted from the outset. If the programme is be nationally recognised as part of a qualification, it

will be transferable across the sector and understood by future employers. It would also form part of a step career path for entry level, previously unqualified employees.

To gain maximum impact when a new recruit starts in a role, the programme could be developed and be accessible online (subject to available funding), so it is readily available as and when needed. To support a nationally recognised induction programme, a network of museums that new employees can visit to gain a rounded and full museum experience, could be developed. This will add to a mutually beneficial relationship that will develop museum employees across the whole sector.

In line with this museum network, the available internships on offer need to be better promoted, as well as supported, by developing and implementing a database of opportunities accessible to all museum employees. Professional exchange opportunities can also be listed. NZSkillsConnect would provide the ideal location to introduce and support these interactive networks.

The museum sector would also benefit from an investigation into developing a resource that provides a record of learning for paid staff and volunteers.

### 3.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<b>6. Provide and promote a practical core induction programme to be used within the museum sector</b>	<ul style="list-style-type: none"> <li>Design and develop a nationally recognised, entry-level induction programme (possibly available online if the sector has the funding) that provides an overview of all museum areas and introduces consistency, that contributes towards the National Certificate of Museum Practice</li> </ul>	MA, NSTP, ATTO and regional or specialist networks
	<ul style="list-style-type: none"> <li>Build and promote existing networks for new employees from differing museum types and sizes to gain a full museum induction understanding</li> </ul>	MA and Museum sector
<b>7. Mentoring systems are better supported as the preferred method of on-job training</b>	<ul style="list-style-type: none"> <li>Promote and encourage uptake of the current graduate internship programmes offered</li> </ul>	NSTP and MA
	<ul style="list-style-type: none"> <li>Develop a database of museums and opportunities for professional exchange</li> </ul>	MA and NSTP
<b>8. Volunteers and interns are supported during this first step into a career in the museum sector</b>	<ul style="list-style-type: none"> <li>Develop a national register of opportunities for graduate internships and volunteers (linked to NZSkillsConnect)</li> </ul>	Museum Sector and MA
	<ul style="list-style-type: none"> <li>Investigate the feasibility of developing a resource that provides a record of the skills gained while undertaking voluntary work</li> </ul>	NSTP and ATTO
	<ul style="list-style-type: none"> <li>Promote professional exchange secondments</li> </ul>	NSTP and MA

## 4. GAINING NEW SKILLS AT WORK

### 4.1 Summary

The majority of training within the museum sector occurs face-to-face and takes place internally. This is the preferred method of delivering training across the sector and 90% of participants in the research reported that staff prefers a hands-on approach to learning. It is considered cost effective and learning can be tailored to the specific needs of the working environment.

There is however, interest in investigating the feasibility of e-learning as an extra training delivery method, rather than an alternative method, while still allowing for networking and interaction to occur at conferences and external training courses.

Currently there is limited uptake of the National Certificate in Museum Practice across the sector, although the research found considerable interest in the qualification and its benefits.

There is inconsistency in the understanding of the content of the museum Unit Standards across the sector and exactly how these would benefit museums in practice. To resolve this problem NSTP initiated an assessment of its training and resources against Unit Standards in 2009, and this work will continue as new workshops and resources are developed. Once completed, this work will better support on-job training and the up-take of the national certificate.

#### **What the research said:**

*“On-the-job training is considered to be the most effective way of providing learning support for new recruits. One training method that has limited uptake in the sector is e-learning.”*

*“The major training gaps are for those in mid-career who need preparation to step up from museum-specific roles (e.g. with collections) to management responsibilities.”*

A particular gap in training highlighted during research relates to training in mid-career. Many expressed concern at the lack of opportunities to up-skill to the next level of management within an organisation.

There is also an increasing recognition that leadership is separate to management. The current review of the strategic leadership programme He Kāhui Kākākura (run by NSTP and VUW up until 2006) needs to be looked at in relation to a management and leadership development pathway.

Gaps in current skills are summarised in the table on the following page:

Table 1: Identified skill gaps

1: Skill gaps for museum-specific roles	2: Skill gaps across all roles in museums
<ul style="list-style-type: none"> <li>• Ability to use ICT – specifically Photoshop, photography, database/Excel for curators, Skype and “digital stuff”</li> <li>• Basic research skills – understanding and answering questions, how to find answers and how to record information</li> <li>• Conservation skills</li> <li>• Curatorial skills</li> <li>• Archival skills</li> <li>• ‘Visitor’ and customer service skills – exhibition and tour guiding</li> <li>• Interpretive writing skills</li> <li>• Exhibition design skills (no specific training available)</li> <li>• Skills in understanding and responding better to older, disabled, young and diverse visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship building and management</li> <li>• Project management</li> <li>• Business skills/processes</li> <li>• Bicultural – Maori language, collections management and curatorial, senior management (Maori)</li> <li>• Competency in tourism and retail</li> <li>• Health and Safety</li> <li>• Quality systems</li> <li>• Report writing</li> <li>• Time management</li> <li>• The ability to engage with culturally diverse visitors and stakeholders</li> </ul>
<p><b>3: Skill gaps for museum supervisors, management and leadership</b></p> <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Entrepreneurship</li> <li>• Museum administration</li> <li>• Facilities management</li> <li>• Directorial skills</li> <li>• Financial planning and management</li> <li>• Business management: marketing, product development and sales</li> <li>• Supervision</li> <li>• Team and individual performance management</li> <li>• People development including succession planning</li> <li>• Leadership</li> </ul>	

Also reflected in the research was disappointment that the knowledge gained by some Museums Studies graduates’ focuses on collection-based thinking. This does not prepare graduates for running and maintaining a museum as a business and financial entity. The clear indicator from this list is the requirement for a sector-specific business-focused supervisory, management and leadership development training and education framework.

## **4.2 Sector Goal**

**To develop and nurture professional development opportunities within the museums sector, especially in leadership, managerial and business skills.**

## **4.3 Strategy**

There is an expectation within the museum sector that professional development opportunities are well supported by employers, often in lieu of competitive salary levels. To support this, more can be done to improve timely access to information about opportunities, as well as the delivery of relevant professional development courses and support networks that aid interaction and communication about opportunities within the sector.

The promotion of national and international conferences, events, workshops and qualifications will provide a fuller range of professional development opportunities to museum professionals, as will implementing and promoting a professional exchange programme to encourage links between New Zealand museums. A similar or related network which lists professional exchange opportunities and outlines network participating museums and their specialisation, should also be developed to connect people to work and career opportunities.

Existing mid-career supervisory and management training needs to be examined in the context of training that addresses business, financial, organisational and governance needs of the sector. As museums become more dependent on gaining funding from commercial ventures run by the museums themselves, there are skills gaps that need thorough attention. These do not traditionally exist within museum-specific roles.

NSTP's newly introduced mid career workshops are an example of intermediate career up-skilling opportunity which should be promoted and encouraged. The content of this course covers museum specific topics as well as customer service, management, planning and governance.

Distinctive from managerial skills training is leadership training. This is another area highlighted as deficient in museum development opportunities. A Professional Body of Knowledge that is recognised across the sector will be detailed and developed. This Body of Knowledge should include areas of distinct workplace expertise relevant to the full museum context. Individuals having gained this workplace expertise will be attested as having gained the range of skills required to confidently work within the museum environment. It will affirm that such individuals have a broad understanding and knowledge of museum practice. With the growing reputation of such a Professional Body of Knowledge, would not only give structure an individual's professional development, but can also be used as a screening tool, giving the future employer a clear understanding of the experience and skills held by a new employee.

By developing a map of professional development from entry to governance, solutions for all levels of professional development and learning will be addressed, either through alignment of existing

training programmes or through the development of specific packages such as the Professional Body of Knowledge.

#### 4.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<p><b>9. Support sector expectations of professional development opportunities in both technical and general skills</b></p>	<ul style="list-style-type: none"> <li>• Promote national/international conferences, events and NSTP skills training workshops and ATTTO qualifications</li> <li>• Promote National Qualifications Framework standards that align with the training offered by NSTP through its workshops</li> <li>• Promote the National Certificate of Museum Practice through various providers/institutions</li> <li>• Develop an ongoing programme of internal museum seminars that can be attended by all museum workers via video link</li> <li>• Promote a professional exchange programme for visiting other museums nationally</li> <li>• Develop a register of museums and areas of specialisation to enable professional exchange opportunities</li> <li>• Identify skill requirements relating to the development and ongoing maintenance of digital collections</li> <li>• Design a framework for the development of a museum-specific professional Body of Knowledge using existing programmes such as the Museums Standards Scheme</li> <li>• Develop a map of learning and professional development for all roles at all levels (based on known priorities and ahead of the Body of Knowledge work)</li> </ul>	<p>ATTTO, MA and NSTP</p> <p>ATTTO and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>Museum sector, MA and NSTP</p> <p>NSTP and MA</p> <p>NSTP, MA and Museum sector</p> <p>NSTP, MA and National Digital Forum</p> <p>MA</p> <p>ATTTO, MA and NSTP</p>
<p><b>10. (As a priority) the need for conservation skills is addressed</b></p>	<ul style="list-style-type: none"> <li>• Identify specific competencies and areas of technical specialisation that are a priority</li> <li>• Identify general skills for preventative conservation for non-specialists to promote greater care and awareness across the sector</li> <li>• Identify and promote solutions               <ul style="list-style-type: none"> <li>○ Investigate the opportunity of working with Australian training providers to develop a joint qualification for conservation in New Zealand</li> <li>○ Investigate funding and models to enable New Zealand students to train overseas</li> </ul> </li> </ul>	<p>ATTTO, MA and NSTP</p> <p>MA, NSTP and NZ Universities</p> <p>ATTTO, NSTP/MA and NZ Universities</p> <p>(ATTTO if national qualification or LCP/SCP required)</p>

Recommendations	Related Actions	Implementing Organisations
<b>11. Develop the business skills and capabilities of Museums and Galleries supervisors, management and leaders</b>	<ul style="list-style-type: none"> <li>• Establish small working group to develop framework in a timely manner (based on needs identified in Table 1)</li> <li>• Confirm scope, design and priorities of required framework</li> <li>• Identify roles and responsibilities for ongoing needs assessment, agreeing priorities, measuring quality and adding or removing components</li> <li>• Identify existing professional development programmes and solutions that address identified needs with a particular focus on business, strategy, marketing, and fund and grant raising skills</li> <li>• Investigate the feasibility of a Leadership Programme or options for New Zealand employees to attend international training of this nature</li> <li>• Provide leadership development programme for identified potential leaders and current leaders</li> <li>• Identify and promote good governance practices and skills development</li> <li>• Include framework in map of learning and professional development</li> <li>• Promote via all available channels</li> </ul>	<p>ATTTO, MA and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>ATTTO, MA, NSTP, ICOM NZ?</p> <p>MA, CNZ and NSTP</p> <p>MA and ATTTO</p> <p>ATTTO</p> <p>All</p>
<b>12. Support the lateral movement of customer service employees from the hospitality and tourism sectors into the museum workforce</b>	<ul style="list-style-type: none"> <li>• Ensure linkages are explicit in NZSkillsConnect</li> <li>• Promote National Certificate in Museum Practice to employees who require education about museum practice</li> </ul>	<p>ATTTO</p> <p>ATTTO, NSTP and MA</p>

## 5. WORKING WITH THE NQF

### 5.1 Summary

The research revealed a range of issues relating to assessment, moderation, an understanding of what Unit Standards are, and how the National Qualifications Framework (NQF) system works. Only a third of participants reported actively pursuing assessment against the NQF, or were aware of the benefits of undertaking professional development in the workplace.

Because they are more likely to have human resource (HR) departments or capability, assessment practices within larger museums tend to be more structured. Where there is no HR capability or systems, training tends to be more informal.

However, assessment against the national standards of the National Qualifications Framework (NQF) is not yet widespread within the museum sector, regardless of museum size.

Only about 20% of the participants had any experience or understanding of the NQF moderation processes.

#### ***What the research said:***

*“The actual terminology of unit standards, assessment and moderation is not widely understood.”*

*“Few museums had any experience or insight into the NQF moderation processes.”*

*“Assessment against National Standards of NQF is not yet common practice. This results from a sector-wide lack of familiarity with the NZQA and the National Qualifications Framework.”*

Overall, however, interest in the National Certificate in Museum Practice was positive, although the main barrier to uptake was finding information about the certificate.

A concern over the lack of succession planning was highlighted in the research. Some research participants were concerned about the replacement of skilled staff, which are retiring or leaving the sector and taking their knowledge of the sector with them.

### 5.2 Sector Goal

**To enable a thorough understanding of the National Qualifications Framework, associated terminology and its benefits to the museum sector.**

### 5.3 Strategy

It is reported that the main barrier to uptake of the museum-specific national standards lies in the view that the process is cumbersome and time-consuming. This is not helped by the fact that education terminology makes the process more difficult to decipher. Clear definitions of the relevant

terminology, processes of assessment and moderation need to be outlined, communicated and promoted to the museum sector.

Similarly, the benefits of the museum Unit Standards need to be clearly outlined and promoted to museum employers, employees and the sector as a whole if a consistent message is to be conveyed. That message will encourage uptake of museum national standards for all levels of employment. Clear alignment of external training workshops and courses need to be communicated to encourage completion of the National Certificate, providing a consistent foundation for all museum workers.

Issues around the lack of succession planning need to be investigated and findings relayed to boards of trustees. Incorporating succession planning into the Leadership Programme is one possibility.

#### 5.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<b>13. Businesses and employees are better able to understand the benefits of National Qualifications and Unit Standards</b>	<ul style="list-style-type: none"> <li>• Clarify terminology of unit standards, assessment and moderation</li> <li>• Develop communications resources with clear, concise information regarding the National Qualifications Framework, unit standards, assessment and moderation</li> </ul>	ATTTO
<b>14. The benefits of assessment against national standards of NQF are widely understood across the museum sector</b>	<ul style="list-style-type: none"> <li>• Better information and education about the benefits of national qualifications and Unit Standards, and alignment to NSTP training materials and workshops</li> <li>• The work identified in the benchmarking exercise that highlighted what needs to happen for their training materials to support achievement of the National Certificate in Museum Practice is completed</li> <li>• Communicate the benefits of museum-specific professional development including on-the-job training</li> </ul>	ATTTO and NSTP  NSTP  ATTTO, NSTP and MA

## 6. KEEPING THE INVESTMENT

### 6.1 Summary

As previously outlined, the museum sector has an expectation that relevant and stimulating professional development opportunities will be made available. These opportunities need to support the goal of retaining good people in the sector.

As a lack of funding is an ongoing issue within this sector, alternative methods of financial support also need to be addressed.

Funding is considered a significant barrier to employees taking advantage of professional development opportunities. Ensuring that the same professional development opportunities are extended for example to museum educators as are offered to teachers within traditional school environments is a specific and potentially problematic area. This may impact on perception of the sector and therefore upon uptake of key roles.

#### **What the research said:**

*“Budget, available time and adequate external financial support are identified as three of the biggest inhibitors to the expansion of professional development opportunities in the sector.”*

*“Provision, support and encouragement of training can assist workforce retention despite the attendant risk of up-skilled staff leaving for new appointments.”*

### 6.2 Sector Goal

**To support mechanisms that facilitate the museum sector’s expectations of ongoing professional development opportunities, aligned with industry demand.**

### 6.3 Strategy

To address the issues outlined above, the first step is to develop a clear understanding of the needs and gaps that require attention. By gathering industry statistics and making this information available to decision makers, alignment of development opportunities can be achieved. A collaborative approach between relevant sector bodies needs to be adopted to share this information.

Further developing an understanding of financial structures and museum sector relationships within the wider tourism industry will clarify issues around funding and new economic opportunities. Understanding the role of ongoing professional development in succession planning and retaining key people is a management issue, and should be included in management and leadership development.

Promotion of digital access to develop skills in the areas of ICT and financial literacy is required to address emerging technologies currently being embraced by the sector. This can be undertaken via

existing national initiatives. Support and development of national and regional networks that encourage the sharing of skills through an interactive site would help skills growth by providing a platform for engagement.

#### 6.4 Recommendations and Actions

Recommendations	Related Actions	Implementing Organisations
<p><b>15. Address the gap in succession planning and advanced professional development</b></p>	<ul style="list-style-type: none"> <li>• Develop a national succession planning approach in relation to key sector roles</li> <li>• Educate governance bodies in their roles and responsibilities in relation to succession planning. Provide materials and guidelines for the induction of board members</li> <li>• Include succession planning training into the Leadership Programme</li> </ul>	<p>MA and NSTP</p>
<p><b>16. Implement industry demand-driven education and training based on industry needs and priorities</b></p>	<ul style="list-style-type: none"> <li>• Provide high quality sector information to ensure the sector received optimum funding from the tertiary education funding pool</li> <li>• Convene a cross tertiary forum on changes to tertiary education and sector provision</li> </ul>	<p>ATTTO, MA and training providers</p> <p>ATTTO</p>

## CONCLUSION

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This document is intended to be viewed as phase one of the development of a Strategic Training Plan to help the museum sector attract the right people with the right skills, into the right job, at the right time.

We also trust that in working together to implement the recommended strategies and actions there is a planned way forward that will contribute to an increasingly skilled, productive and sustainable museum industry.

We acknowledge that this will require the good will and collaboration of a range of industry and education stakeholders to bring the strategy to life. We commend this document to you and seek your involvement in making this work for the long-term viability and vitality of the museum sector.

## GLOSSARY

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Accreditation - The status awarded when an organisation has shown it is capable of delivering an approved course or assess against standards on the National Qualifications Framework.

Assessment - Collecting and evaluating evidence to establish the level of an individual's performance.

Assessment criteria - Statements against which the standard of performance of an element/outcome is assessed.

Assessment method - A particular strategy used to gather evidence of achievement.

ATTTO - Aviation, Tourism and Travel Training Organisation. As an industry training organisation, (ITO), ATTTO works with industry partners to develop national qualifications and co-ordinate workplace training for the Aviation, Travel, Tourism and Museum industries.

CNZ – Creative New Zealand, the Arts Council of New Zealand Toi Aotearoa, is the main arts development and funding organisation in New Zealand.

Credentialed learning - Learning that is assessed against an approved course or qualification.

E-Portfolios - A learner's personal collection of evidence of achievement in an electronic format; also a method of gathering evidence.

ILP - Individual Learning Plans.

ITPs - Institutes of Technology and Polytechnics.

Levels - There are 10 levels involved in a qualification - 1 is the least complex and 10 the most. Levels depend on the complexity of learning. They do not equate to 'years spent learning' but reflect the content of the qualification.

MA - Museums Aotearoa - Te Tari o Nga Whare Taonga o te Motu is New Zealand's independent peak professional organisation for museums and those who work in, or have an interest in, museums. Members include museums, public art galleries, historical societies, science centres, people who work within these institutions, and individuals connected or associated with arts, culture and heritage in New Zealand. [www.museums-aotearoa.org.nz](http://www.museums-aotearoa.org.nz)

MEANZ – Museum Educators Association of New Zealand. The professional grouping of educators working in museums and art galleries. [www.meanz.org.nz](http://www.meanz.org.nz)

Moderation - The process of confirming an organisation's assessment activities are fair, valid and consistent with the required standard across a number of assessors or assessing organisations.

National Certificate - A qualification on the National Qualifications Framework that recognises skills and knowledge that meet nationally endorsed standards (unit and achievement standards); National Certificates are usually registered between levels 1 and 4, and require a minimum of 40 credits at or above the level at which the qualification is registered.

National Qualifications - A particular combination of credits from assessment against national standards as determined by a national standards-setting body; national

qualifications must be established by a recognised national standards-setting body and must be available to all organisations accredited by the relevant quality assurance body.

NQF (National Qualifications Framework) - Collectively, all nationally registered qualifications, unit standards and achievement standards, together with the relationships among these.

NSTP - National Services Te Paerangi. National Services Te Paerangi is a unit within Te Papa that works with museums, galleries, iwi (tribes), and related organisations to enhance museum services and support these to become self-sustaining.

<http://www.tepapa.govt.nz/NationalServices/Pages/NationalServices.aspx>

NZQA - New Zealand Qualifications Authority.

Non-credentialised learning - Learning that has no assessment against an approved course or qualification. For example, an industry-specific seminar where no assessment of learning is carried out.

Performance criteria - Performance criteria specify the quality of the critical evidence required to meet the outcomes in the elements. Collectively, they provide the standards against which elements are assessed.

PTE (Private Training Establishment) - Non-state-owned organisation registered with NZQA that provides post-school education and training.

Provider - An individual or organisation supplying education and/or training and/or assessment services; includes schools, polytechnics, universities, private training establishments, government training establishments, wananga and workplaces.

RPL (Recognition of prior learning) - Assessment that makes use of indirect evidence of achievement and/or evidence from activities that are undertaken without first requiring additional learning; often called recognition or assessment of current competencies; the term 'recognition' is meant to imply that skills and knowledge will be recognised by some form of assessment against established criteria.

RCC (Recognition of current competency) - See RPL.

SME - Small/medium enterprise.

TEC - Tertiary Education Commission.

Unit standard - A nationally registered, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All unit standards are registered on the National Qualifications Framework, assigned a level and a credit value, and may contribute to the award of a National Certificate or National Diploma.

Workplace Assessor - An assessor registered by an Industry Training Organisation to assess trainees. Assessments usually take place in the workplace.

## ACTION SUMMARY AND PLAN

Goal	Outcome	Actions	Responsibilities	Timeframe
<b>1: To promote an accurate, diverse and dynamic portrayal of all roles within the museum sector to a wider audience.</b>	1. Museum careers are promoted to a younger audience as an exciting dynamic career choice	<ul style="list-style-type: none"> <li>• Promote the range and scope of museum roles (NZSkillsConnect)               <ol style="list-style-type: none"> <li>a. Provide career information to schools and tertiary sector specific to the museum sector</li> <li>b. Promote the current career pathways for entry-level jobs – highlight that this is part of the tourist experience and attraction market (NZSkillsConnect)</li> <li>c. Promote tourism and customer service Unit Standards relating to customer engagement and their relevance to the museum sector</li> </ol> </li> <li>• Organise behind-the-scenes visits for school children to meet museum workers</li> <li>• Provide and promote the national register of graduate internships (could be via NZSkillsConnect)</li> <li>• Better promote available scholarships</li> </ul>	ATTTO, MA and NSTP  ATTTO  ATTTO  MA and Museums Sector  NSTP and MA  All	2010 and ongoing   Current & ongoing  2011  2010 and ongoing
	2. Employees with all-round skills, not just specialist skills, are attracted to the sector	<ul style="list-style-type: none"> <li>• Promote museum roles realistically, outlining business, people, customer service and IT skills in combination with specialist skills (NZSkillsConnect)</li> </ul>	ATTTO and MA	NZSkillsConnect Phase 1 is done  Phase 2 and 3, 2011 and 2012 (depends on \$)
	3. Museum careers are promoted to Maori in order to attract them to the museum sector, to promote biculturalism	<ul style="list-style-type: none"> <li>• Provide career information to kura kaupapa, Wananga and schools on the museum sector</li> <li>• Strengthen the network of Kaitiaki Maori working in museums</li> <li>• Provide materials that develop the understanding and application of Maturanga Maori to all aspects of museum practice</li> <li>• Identify other vehicles for promoting to Maori</li> </ul>	ATTTO  Museum Sector  NSTP and MA  ATTTO and NSTP	2010 & ongoing  2011 / Doris Kaua  Ongoing  2010 and ongoing
	4. Museum careers are promoted to ethnic groups and communities in order to attract them to the museum sector, to recognise diversity.	<ul style="list-style-type: none"> <li>• Provide career information to all levels of the education sector</li> <li>• Identify other vehicles for promoting career opportunities to targeted communities</li> <li>• Promotional plan to be done first</li> </ul>	ATTTO, NSTP, MA	Done / ongoing  2011 and ongoing

Goal	Outcome	Actions	Responsibilities	Timeframe
<b>2: To attract and select candidates with a broad range of skills to the museum sector</b>	5. Improve recruitment and other HR practices throughout the sector	<ul style="list-style-type: none"> <li>Promote the benefits of good HR practices throughout the sector</li> <li>Provide and share best practice resources</li> <li>Incorporate HR management information</li> </ul>	MA and NSTP ATTTO	Ongoing 2011
	6. Provide and promote a practical core induction programme to be used within the museum sector	<ul style="list-style-type: none"> <li>Design and develop a nationally recognised, entry-level induction programme (possibly available online if the sector has the funding) that provides an overview of all museum areas and introduces consistency, that contributes towards the National Certificate of Museum Practice</li> <li>Build and promote existing networks for new employees from differing museum types and sizes to gain a full museum induction understanding</li> </ul>	MA, NSTP, ATTTO and regional or specialist networks  MA and Museum sector	Investigate 2010 Introduce 2011  Investigate 2011
<b>3: To further support a sector-wide induction programme that consistently informs new entrants about the museum roles and responsibilities.</b>	7. Mentoring systems are better supported as the preferred method of on-job training	<ul style="list-style-type: none"> <li>Promote and encourage uptake of the current graduate internship programmes offered</li> <li>Develop a database of museums and opportunities for professional exchange</li> </ul>	NSTP and MA  MA and NSTP	2010 & ongoing  2010 & ongoing
	8. Volunteers and interns are supported during this first step into a career in the museum sector	<ul style="list-style-type: none"> <li>Develop a national register of opportunities for graduate internships and volunteers (linked to NZSkillsConnect)</li> <li>Investigate the feasibility of developing a resource that provides a record of the skills gained while undertaking voluntary work</li> <li>Promote professional exchange secondments</li> </ul>	Museum Sector and MA NSTP and ATTTO NSTP and MA	2011 2011 2010 & ongoing

Goal	Outcome	Actions	Responsibilities	Timeframe
<b>4: To develop and nurture professional development opportunities within the museums sector, including in leadership, managerial and business skills.</b>	9. Support sector expectations of professional development opportunities in both technical and general skills	<ul style="list-style-type: none"> <li>Promote national/international conferences, events and NSTP skills training workshops and ATTTO qualifications</li> </ul>	ATTTO, MA and NSTP	Promotions plan required in 2010 + agreement to other priorities
		<ul style="list-style-type: none"> <li>Promote National Qualifications Framework standards that align with the training offered by NSTP through its workshops</li> </ul>	ATTTO and NSTP	Ongoing
		<ul style="list-style-type: none"> <li>Promote the National Certificate of Museum Practice through identified providers/ institutions</li> </ul>	NSTP	Ongoing
		<ul style="list-style-type: none"> <li>Develop an ongoing programme of internal museum seminars that can be attended by all museum workers via video link</li> </ul>	Museum sector, MA and NSTP	See 3 (7 & 8)
		<ul style="list-style-type: none"> <li>Promote a professional exchange programme for visiting other museums nationally</li> </ul>	NSTP and MA	Do you want to include National Library in this activity?
		<ul style="list-style-type: none"> <li>Develop a register of museums and areas of specialisation to enable professional exchange opportunities</li> </ul>	MA	Investigate 2012
		<ul style="list-style-type: none"> <li>Identify skill requirements relating to the development and ongoing maintenance of digital collections</li> </ul>	ATTTO, MA and NSTP	2010 hold across tertiary provider meetings (2011 pending TROQ)
		<ul style="list-style-type: none"> <li>Design a framework for the development of a museum-specific professional Body of Knowledge using existing programmes such as the Museums Standards Scheme</li> </ul>		2011 Agree and implement Map of Provision
<ul style="list-style-type: none"> <li>Develop a map of learning and professional development for all roles at all levels (based on known priorities and ahead of the Body of Knowledge work)<sup>2</sup></li> </ul>				

<sup>2</sup> NB: This Map would contain items identified in outcomes 10, 11 & 12 and would effectively become a Map of Tertiary Provision as discussed with the Museums Training Council on various occasions.

Goal	Outcome	Actions	Responsibilities	Timeframe
<b>4: Continued</b>	10. The need for conservation skills is addressed	<ul style="list-style-type: none"> <li>• Identify specific competencies and areas of technical specialisation that are a priority</li> <li>• Identify general skills for preventive conservation for non-specialists to promote greater care and awareness across the sector</li> <li>• Identify and promote solutions               <ul style="list-style-type: none"> <li>○ Investigate the opportunity of working with Australian training providers to develop a joint qualification for conservation in New Zealand</li> <li>○ Investigate funding and models to enable New Zealand students to train overseas</li> </ul> </li> </ul>	<p>ATTTO, MA and NSTP</p> <p>ATTTO MA, NSTP and NZ Universities</p> <p>ATTTO</p> <p>NSTP/MA and NZ Universities</p>	<p>2010</p> <p>2010</p> <p>2010 - none found at this level (4)</p> <p>2011</p>
	11. <i>Develop the skills and capabilities of Museums and Galleries supervisors, management and leaders</i>	<ul style="list-style-type: none"> <li>• Establish small working group to develop framework in a timely manner               <ul style="list-style-type: none"> <li>○ Confirm scope, design and priorities of required framework</li> <li>○ Identify roles and responsibilities for ongoing needs assessment, agreeing priorities, measuring quality and adding or removing components</li> <li>○ Identify existing professional development programmes and solutions that address identified needs with a particular focus on business, strategy, marketing, and fund and grant raising skills</li> <li>○ Investigate the feasibility of a Leadership Programme or options for New Zealand employees to attend international training</li> </ul> </li> <li>• Provide leadership development programme for identified potential leaders and current leaders</li> <li>• Identify and promote good governance practices and skills development</li> <li>• Include framework in map of learning and professional development</li> <li>• Promote via all available channels</li> </ul>	<p>ATTTO, MA and NSTP</p> <p>ATTTO, MA and NSTP</p> <p>ATTTO, MA, NSTP, ICOM NZ?</p> <p>MA, CNZ and NSTP</p> <p>MA and ATTTO</p> <p>ATTTO</p> <p>All</p>	<p>2010 / 2011 hold across tertiary provider meetings</p> <p>2011 Agree and implement Professional Development Guide</p> <p>2010</p>
	12. <i>Support the movement of employees from other sectors into the museum workforce</i>	<ul style="list-style-type: none"> <li>• Ensure linkages are explicit in NZSkillsConnect eg to tourism and hospitality</li> <li>• Promote National Certificate in Museum Practice to employees who require education about museum practice</li> </ul>	<p>ATTTO</p> <p>ATTTO, NSTP and MA</p>	<p>Done</p> <p>Ongoing</p>

Goal	Outcome	Actions	Responsibilities	Timeframe
<b>5: To enable a thorough understanding of the National Qualifications Framework, associated terminology and its benefits to the museum sector</b>	13. The sector understands the benefits of National Qualifications and Unit Standards	<ul style="list-style-type: none"> <li>Clarify terminology relating to unit standards, assessment and moderation</li> <li>Develop communications resources with clear, concise information regarding the National Qualifications Framework, unit standards, assessment and moderation</li> </ul>	ATTTO	2011  (Dependent on TROQ)
	14. The benefits of assessment against national standards of NQF are widely understood across the museum sector	<ul style="list-style-type: none"> <li>Better information and education about the benefits of national qualifications and Unit Standards, and alignment to NSTP training materials and workshops</li> <li>The work identified in the benchmarking exercise that highlighted what needs to happen for their training materials to support achievement of the National Certificate in Museum Practice is completed.</li> <li>Communicate the benefits of museum-specific professional development including on-the-job training</li> </ul>	ATTTO and NSTP  NSTP  ATTTO, NSTP and MA	2011
<b>6: To support mechanisms that facilitate the museum sector's expectations of ongoing professional development opportunities aligned with industry demand</b>	15. Address the gap in succession planning & advanced professional development	<ul style="list-style-type: none"> <li>Develop a national succession planning approach in relation to key sector roles</li> <li>Educate governance bodies in their roles and responsibilities in relation to succession planning. Provide materials and guidelines for the induction of board members</li> <li>Include succession planning training into the Leadership Programme</li> </ul>	MA and NSTP  MA and NSTP  ATTTO	2011?  2011?  See section 4
	16. Implement industry demand-driven education and training based on industry needs and priorities	<ul style="list-style-type: none"> <li>Provide high quality sector information to ensure the sector receives optimum funding from the tertiary education funding pool</li> <li>Convene a cross tertiary forum on changes to tertiary education and sector provision</li> </ul>	ATTTO, MA and education providers  ATTTO	2011