The Tomorrow People:

Entry to the museum workforce

Research report to the Museums Association and the University of East Anglia by Maurice Davies, April 2007

Appendix 1

Museum-studies Courses 2005/6: Report of a survey

This paper reports the main findings of a survey of the museum-studies courses recognised by the Museums Association. Impressively, all 13 UK universities with recognised courses responded, although a small number could not provide answers to all questions. This is reasonable as the survey was intended to be relatively straightforward to complete. Respondents were asked to ‘give data only if it is relatively easy for you to do so’ and not to collate extensive new information for the purposes of the survey.

The survey was undertaken in May-July 2006 and data collected referred to full-time students in the academic year 2005/6 and part-time students in the years 2004/6, unless otherwise stated.

There are a small number of inconsistencies in some submissions (these are recorded in notes to the full table of results) but, unless specifically stated below, there is a high degree of confidence in all the information given in this report.

Note that I use the terms ‘department’ and ‘course’ interchangeably; even though some departments offer more than one course, there is a significant overlap between the content of each department’s recognised courses.

1 Student numbers

The survey recorded a total of 529 students, as shown in table 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UK full-time</td>
<td>191</td>
</tr>
<tr>
<td>UK part-time</td>
<td>181*</td>
</tr>
<tr>
<td><strong>Total UK</strong></td>
<td><strong>372</strong></td>
</tr>
<tr>
<td>EU</td>
<td>60</td>
</tr>
<tr>
<td>Overseas</td>
<td>97</td>
</tr>
<tr>
<td><strong>Total non-UK</strong></td>
<td><strong>157</strong></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>529</strong></td>
</tr>
</tbody>
</table>
*Note that the survey undercounted the number of part-time students actively studying as they take at least 2 years to complete their studies and some universities recorded the number studying for the period 2004/6. (In the year 2005/6 there are also active part-time students studying from 2005/7.)

The survey mainly covered UK students, but before looking at them in more detail it is useful to note that 94 of the 157 EU and overseas students were registered at just two universities (Leicester and Newcastle). City University had 14; St Andrews 10 and all other departments fewer than 10.

All analysis now refers to UK students only

2 Diversity
The majority of UK students are white and female, as shown in table 2.

<table>
<thead>
<tr>
<th>Table 2 Gender and ethnicity of UK students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Full-time male</td>
</tr>
<tr>
<td>Full-time female</td>
</tr>
<tr>
<td>Part-time male</td>
</tr>
<tr>
<td>Part-time female</td>
</tr>
<tr>
<td>All white</td>
</tr>
<tr>
<td>All BME</td>
</tr>
</tbody>
</table>

*Note that there is a small inconsistency of 2 students here. Survey responses give a total of 372 UK full- and part-time students, but survey responses give a total of 374 UK students by ethnicity.

Many courses could not provide information on students with disabilities.

3 Fee payment
80% of UK full- and part-time students paid their own fees. 15% of part-time students had their fees paid by their employer.

There are differences in fee payment by ethnicity. Of the 23 BME UK students, 16, or 70%, had their fees paid by Diversify or a similar scheme, with only 30% paying their own fees or being funded by another source, such as AHRC. In contrast, almost 85% of white UK students paid their own fees.

Fewer than 2% of UK students were from minority-ethnic backgrounds and paying their own fees.

Sources of fees are summarised in table 3
Table 3 Source of fees for UK students

<table>
<thead>
<tr>
<th>Source of Fees</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time paying own fees</td>
<td>163</td>
<td>87%</td>
</tr>
<tr>
<td>Full-time employer paying</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Part-time paying own fees</td>
<td>135</td>
<td>75%</td>
</tr>
<tr>
<td>Part-time employer paying</td>
<td>28</td>
<td>15%</td>
</tr>
<tr>
<td>All paying own fees</td>
<td>298</td>
<td>80%</td>
</tr>
<tr>
<td>All employer paying</td>
<td>31</td>
<td>8%</td>
</tr>
<tr>
<td>All AHRC or similar paying</td>
<td>19</td>
<td>5%</td>
</tr>
<tr>
<td>All Diversify or similar paying</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>All other paying</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>372</td>
<td>99%*</td>
</tr>
</tbody>
</table>

* Total is less than 100 due to rounding

4 Age

Data provided on age was often incomplete and inconsistent so percentages in this section have been rounded to the nearest 5 and should be treated with some caution.

Of full-time UK students:
50% were under 24
45% were 25-34
10% were 35-44
5% were over 45

Rounding and inconsistency of reporting in the survey means that this does not total 100%.

It is not possible to analyse the age of part-time students in any detail. In general there were few part-time students reported as under 24, with most in the 25-34 range.

5 Size of courses

Full-time The largest number of UK full-time students at any one university museum-studies department was 37, with the next largest having 26. Only two other courses had 20 or more full-time UK students. Five of the total 13 departments had 7 or less UK full-time students.

Part-time Apart from the Leicester distance-learning course, which registered 70 part-time students for 2004/6, no department had more than 20 UK part-time students registered for 2004/6 (but see note to table 1 on undercounting of part-time students).

Another department is introducing a distance-learning option to reduce the cost (particularly of accommodation) for part-time students.
Three courses reported that they deliberately restrict the number of places for full-time UK students, to limit the supply of qualified people entering the entry-level job market.

**6 Number of places and applications**

In total just over 500 places were available on the 13 recognised courses in 2005/6. These include full- and part-time, UK, EU and overseas. 372 of these were taken up by UK students.

Some courses were significantly oversubscribed and reported, for example, three UK applicants for every place. Others had fewer applications than places available.

Overall, the courses recorded over 600 applications from UK students. Many of these people will have applied to more than one department. As the total number of UK students is about 370, this suggests that the great majority of UK students applying for a place on a museum-studies course are accepted on a course (although not necessarily on their favoured course).

Five courses said that numbers of UK applications had fallen in recent years (two of these specified that the fall was in applications for full-time places, with part-time places becoming more popular) and four said numbers were rising. Two said numbers of UK applications had risen at some point since 2002 and were now consistent. Another two said numbers remained fairly consistent from year to year. (One did not give details of UK applications.)

Five departments had more part-time UK students than full-time.

**7 Course aims and content**

Of the 13 departments, eight said that their aims were primarily practical or vocational, aiming to equip students to work in the museum sector (in some cases courses are also concerned with the wider heritage and arts-management sectors). Four courses aim to give equal coverage to theoretical/academic issues and practical/vocational ones. One course emphasised its academic focus, saying 'it is not our role to provide hands-on training; that is the responsibility of the employer, not a university.' That course is the exception, although many of the explicitly practical courses stressed the importance attached to academic/theoretical matters, as well as practical/vocational.

**8 Placements**

Ten of the 13 courses include compulsory placements for full-time students, giving them between 20 days and approximately 100 days work-based museum experience. In the case of the longer placements, these include regular days each week throughout the course. The maximum is two days per week at a museum throughout the course, supplemented by an additional four
weeks at another museum; the minimum is four weeks. Typically the placement is a block of 6-8 weeks full-time.

On three courses placements are optional and can vary from two weeks to three months.

Some courses also include exhibition projects or other ‘group projects’ ‘built around a real practice-based scenario’ in a museum.

9 Relationships with museums

Relationships between courses and museums are very varied. The number of current museum staff teaching as guest lecturers varies between six and over 100 (some courses have formal agreements with local museums paid to provide teaching). On some courses a member of staff at a local museum teaches an entire module. One department employs over 25 part-time distance-learning tutors, the majority of whom work in the sector. On some courses, lecturers also work in a museum (occasionally on a formal joint appointment) or are museum trustees, or museum consultants. Several courses are physically based at a museum and staff both teach and work in a key role in the museum. These courses in particular (and several others) mentioned the range of informal and individual relationships within the museum sector that benefit the course. The number of museum visits involving museum staff varies from five to over 20.

Some departments include museum staff on the board of studies, which meets quarterly and is responsible for the management of teaching programmes, some courses use museum staff as external examiners (one course commented ‘external examiners don’t look at the content of the programmes, only standards’). A few departments organise occasional specialist conferences, workshops or short courses aimed at current practitioners such as Leicester’s Spring School in New Media and Ironbridge’s short conservation courses. A few departments undertake consultancy work for museums and museum-sector organisations.

Several courses said that they felt their relationships and consultation with museums were strengthening and in some cases becoming more formal.

10 Interviewing students

Eight courses out of the 13 interview all UK applicants, the others interview only borderline or unusual cases, or not at all.

No courses involved museum staff in selecting students for the course, apart from Diversify-funded students.

Six courses explicitly judge whether applicants are likely to have a successful career in museums; a further six take it into account, but for a variety of
reasons may still accept people onto the course because, for example, the person may be suited for further academic work or they may be doing the course simply out of interest. One course explicitly says that it does not consider the potential employability of applicants: ‘this is an interview for postgraduate study, not a job’. Other courses say that they do not want to discriminate and act as a barrier, unless the applicant appears, for example, ‘very unenterprising in person’. (Although, as one course says, ‘even when [students] are quiet or socially awkward they usually have skills and interests which museums need… It is often clear at interview which students will have successful museum careers and become directors etc, but the quieter students usually find a suitable niche for themselves in documentation and other parts of museum services.’).

Two courses said that after interviewing students they will sometimes recommend other courses as more suitable for their aspirations. As shown above in section 6, it appears the great majority of UK applicants for museum-studies courses each year do get a place on one course or another (although not necessarily their ‘first choice’ course).

11 Pre-course work experience
Courses vary in their expectation of the desirability of students having museum experience before starting the course. Six said it was encouraged but not mandatory. Six said that some experience was essential, with some expecting voluntary experience at the point of applying for the course; others feel that enough can be gained in the summer before starting the course. Comments include: ‘Preferably one or more years’ experience… at least a seasonal paid job… Many voluntary jobs are also useful.’ ‘Benchmark is the equivalent of two months’ full-time (or more) but we are realistic about the practicalities.’ ‘Enough to give an understanding of the work and the sector so that their desire for a career in the sector is based on something more concrete than enjoying visiting heritage sites.’ ‘Ideally students have volunteered over several years while at university, but a period of voluntary or paid work between finishing a degree and starting a course can be adequate.’ ‘Ideally a minimum of 28 consecutive days… paid or unpaid.’ ‘When we feel a candidate lacks either experience or insight, we reject them from admission in the coming year and advise them to reapply the following year once they’ve gained more experience.’

One said they did not look for pre-course experience. (One did not say.)

One commented ‘More important than the amount of time spent in a “job” is the candidate’s ability to reflect critically on that experience and to extrapolate from their personal experience to consider wider issues of practice.’

12 Previous study
The majority of students had previously taken a humanities degree. Across the courses that gave detailed information the most common humanities subjects were, in descending order: history, archaeology, art history and

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classics. Other common humanities first degrees are English, modern languages, conservation, the heritage-studies/arts-management/library-studies group and fine art/design.

Non-humanities first degrees mentioned included teaching, law, management/business studies (each mentioned several times), physics, health, tourism, hotel management, public relations, geography, geology, environmental geosciences and natural history.

(In compiling this list, I assigned joint honours degrees to the subject that was named first.)

One course said they were experiencing greater disciplinary diversity, which they attributed to efforts to recruit more widely from undergraduates in the same university.

13 Employment success
Eight of the 13 departments thought that students’ ease of finding employment had remained fairly constant. Three departments thought it was getting harder. Two did not express a view. One commented: ‘I think it can be harder for those who are in their 30s/40s and assume that they can step into senior management roles. However, I would argue that museums are becoming more conservative as to who they take on.’ One course reported a rising trend of people getting jobs as a result of their course work placements.

Unfortunately, departments do not collect data on student employment in a way that allows comparison. Data supplied by some courses appeared unreliable.

Four courses provided detailed information on graduate destinations and for these four courses I have collated details of employment destinations for UK full-time students who graduated in years before 2005/6. This means that at least nine months had passed after graduating for all people included here. It should be noted that there are some gaps in the data and it may not all be up to date. For example, one course describes the information provided as ‘collected informally’. It should be treated with some caution, but it gives a useful overview of students’ employment destinations.

<table>
<thead>
<tr>
<th>Total across all 4 courses and all years</th>
<th>Reasonable job in sector</th>
<th>Other job in sector</th>
<th>Job outside sector*</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable job in sector</td>
<td>58</td>
<td>≤ 37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other job in sector</td>
<td>52</td>
<td>≤ 34%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job outside sector*</td>
<td>27</td>
<td>≤ 17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>≥ 20</td>
<td>≥ 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>≥ 157</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes 4 people doing PhDs

One of the courses did not give numbers of ‘don’t knows’ (ie students for which they held no information on employment destination), hence the ‘more
than' and 'less than' presentation of the figures above. If that course is excluded the results are very similar, with 37% of students gaining a ‘reasonable’ job in the sector; 33% an ‘other’ job, 17% a job outside the sector and 13% don’t know. This gives a total of 70% in the sector and 13% don’t knows, which could in fact represent as many as 80% working in the sector in some capacity.

This means that across the four courses about 70%-80% of full-time UK museum-studies graduates were employed in the sector between one and four years after graduating, although half of these are not in ‘reasonable’ jobs, as defined below. About 20% of graduates do not appear to be working in the sector in any capacity.

Definitions used to classify data:

**Sector** includes: museums, galleries, historic environment, and archives

Defining jobs as ‘reasonable’ is obviously imprecise (and could only be done reliably by asking the individuals whether they consider their job to be reasonable for a graduate of museum-studies masters course). I have done the following:

**Reasonable** jobs include:

- manager, collections officer, house steward, education and outreach officer, operations and publicity officer, assistant curator, trainee manager, project coordinator, visitor centre coordinator, museum administrator, project officer (temporary), school liaison officer, assistant museums officer, documentation officer, education officer (part-time), assistant education officer, assistant museum manager, finds liaison officer

**Other** jobs include:

- project administrator, development assistant, collections assistant, assistant house steward, marketing assistant, collections assistant, administration officer, TIC assistant, front-of-house, museum assistant, learning assistant, explainer, custodian, cataloguer, outreach support assistant, archives assistant, research assistant, support officer, documentation officer temp four months, assistant project officer, curatorial assistant, curatorial secretary, education development assistant

Where place of employment in sector is given, but job title is unavailable, half have been assigned to Reasonable and half to Other

Voluntary posts (only one stated in entire sample) are assigned to outside the sector.
The above is a collation of the following separate sets of data, which show considerable variation, although in every case under 60% of graduates secured a reasonable job in the sector.

**Course 5 2002/3 ft UK students (as at 26/6/06)**
- Reasonable job in sector: 11 (61%)
- Other job in sector: 4 (22%)
- Job outside sector: 0
- Don’t know: 3
- Total: 18

**Course 5 2003/4 ft UK students (as at 26/06/06)**
- Reasonable job in sector: 6 (43%)
- Other job in sector: 5 (36%)
- Job outside sector: 3
- Don’t know: 0
- Total: 14

**Course 5 2004/5 ft UK students (as at 26/06/06)**
- Reasonable job in sector: 5 (42%)
- Other job in sector: 5 (42%)
- Job outside sector: 0
- Don’t know: 2
- Total: 12

**Course 10 2003/4 and 2004/5 ft UK students (as at June 06)**
- Reasonable job in sector: 8 (30%)
- Other job in sector: 9 (33%)
- Job outside sector: 3
- PhD: 3
- Don’t know: 4
- Total: 27

**Course 12 2001/2 UK ft students – may include others (as at May 06)**
- Reasonable job in sector: 2 (22%)
- Other job in sector: 2 (22%)
- Job outside sector: 2
- PhD: 1
- Don’t know: 2
- Total: 9

**Course 12 2002/3 UK ft students – may include others (as at May 06)**
- Reasonable job in sector: 4 (33%)
- Other job in sector: 4 (33%)
- Job outside sector: 4
- Don’t know: 0
- Total: 12
**Course 12 2003/4 UK ft students – may include others (as at May 06)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable job in sector</td>
<td>5</td>
<td>42%</td>
</tr>
<tr>
<td>Other job in sector</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Job outside sector</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course 12 2004/5 UK ft students – may include others (as at May 06)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable job in sector</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Other job in sector</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Job outside sector</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Course 6 2003/4 ft graduates – may include some EU (as at summer 06)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable job in sector (≤ 50%)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Other job in sector (≤ 28%)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Job outside sector</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>nk*</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>nk*</td>
<td>(at least 18)</td>
</tr>
</tbody>
</table>

**Course 6 2004/5 ft graduates – may include some EU (as at summer 06)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable job in sector (≤ 35%)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other job in sector (≤ 47%)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Job outside sector</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>nk*</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>nk*</td>
<td>(at least 17)</td>
</tr>
</tbody>
</table>

* nk = not known; course 6 provided data only for students with known jobs and did not specify the total number of students. The percentages given for employment are therefore maximum possible percentages. The true percentages, taking account of ‘don’t knows’ are probably slightly lower.
**Employment data: a discussion**

Data on student destinations is problematic for a number of reasons. The majority of courses did not supply usable data. Of those that did, there are variations in the way data is collected, with some courses collecting information themselves and others citing the formal survey of Destinations of Leavers from Higher Education, which is undertaken six months after graduation. The departmental surveys have the advantage that they tend to be updated whenever information is received about a former student. They also appear to have a better response rate, typically over 80%, than the Destinations survey, which typically has a less-than-50% response (information from Gus Dinn, University of Leicester, pers comm, 9 March 2007).

The Higher Education Statistics Agency has unpublished data from the Destinations survey on museum studies and curatorial studies as separate categories, but does not always have it categorised in a way that allows it to be extracted for all recognised courses. It's disappointing, but perhaps not unexpected, that in spite of extensive government encouragement of university data collection, little useful data is available that could allow potential students to distinguish between the employment success of graduates of different courses.

The fact that many students fail to reply to destination surveys is a problem, as it cannot be assumed that those who do respond are typical of the cohort as a whole. For example, in the case of department-run surveys it is more likely that graduates working in museums will remain in contact with the department. Wherever possible I have counted ‘don’t knows’ as a separate category. Ignoring ‘don’t knows’, as some departments do, would slightly push up the figures for those employed in the sector. As well as omitting ‘don’t knows’, some surveys only include students who say they are ‘available for work’, this excludes those who are continuing to study (for example for a PhD) and a few others.

Courses make statements like ‘90% of 227 Leicester museum-studies graduates graduating between 1997 and 2002 gained employment and almost every one in museums.’ (Simon Knell, Museums Journal, July 2006, p14) or ‘In the DLHE survey of 2004 graduates, 95% of all graduates available for work were in employment six months after graduation. Of these, 83% were employed in museums and related jobs.’ (Gus Dinn, University of Leicester, pers comm, 9 March 2007). These statements give headline figures 90% and 83%, but they are actually not so far from my figure of around 70%-80% when it is taken into account that the 90% figure is qualified with ‘almost all’ and the 83% figure is specified as a proportion of 95%, which is itself those graduates ‘available for work’ rather than all graduates.

In fact, allowing for differences in treatment of ‘don’t knows’ and of people continuing to study or otherwise unavailable for work, my figures
and the examples here are broadly consistent in showing that overall somewhere in the region of 70%-80% of museum studies graduates end up working in museums and related organisations. This varies between courses, and between years, with my detailed figures above showing that across different courses and different years total museum employment varied from 63%-84%. (One year, one course in fact records only 44%, but this was on a very low number of students.)

Museum employment in the region of 70%-80% is on the face of it quite good. My figures go a little deeper, however, and based on an analysis of job titles try to separate out ‘reasonable’ jobs that appear to justify a post-graduate level of education from others, that appear not to. This leads to my conclusion that only around 40% of museum-studies graduates end up in a reasonable job in the sector. This is perhaps less than students might expect.

It’s worth noting that most of the data here is otherwise unpublished and potential students have no solid comparable information to rely on. Creative and Cultural Skills appears to have ambitions in this area: ‘Colleges and universities that… [suggest] that their courses will enable graduates to break into the industry and fulfil their ambitions need to have those claims tested.’ Creative and Cultural Skills, 2005, p2

Museum-studies courses have been aware of shortcomings in the data for some time. In 2002, Nick Merriman, when head of the University College London course, wrote a research brief proposing investigation into student progression, investigating the potential for standardising data collection and that ‘museum-studies courses begin to share information on graduate progression (anonymously if need be) in order to improve our own understanding of how effective we are in training museum professionals, and where problems or gaps lie.’ (Copy in Museums Association files). Unfortunately the proposal to share information to better understand effectiveness appears never to have been acted on and the main research appears to have been beyond the ability of museum-studies courses unless they could raise additional funding.
14 Other points made by respondents

‘Prospective students are more discerning and cautious given that they have stacked up more student debt than ever before.’

‘There was a notable increase in “virgins” about five years ago (students straight from their undergraduate degree), but this has settled.’

‘Part-time study has become increasingly popular… for many different reasons, including student debt [and] growing awareness of new ways of learning which integrate workplace-based experience with study.’

Applicants may be getting a little older as they ‘need to save up.’

Applicants may be applying later each year.

One course offers a two-year museum practice masters that in addition to the normal one-year masters programme includes an extra 36 weeks on-site work experience and a 6-week assignment. However, take up by students had been poor because of the extra cost and because some potential students gained paid employment before reaching the additional second year.

At another course: ‘An increasing number stay on to do the MLitt dissertation, which is academic, and some stay on to do the PhD.’

In the view of one course: ‘Increasingly numbers of mature students [are] seeking to use their high-level skills in a new context.

On one course ‘We are trying to reduce the number of applicants… so we have brought forward the indicative date for receiving applications and made it clearer that people must have good English and prior experience… I am deliberately keeping UK student numbers down.’

At another department they are introducing two new MA programmes but the aim is ‘to have smaller class sizes, not to take more people overall.’

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i For example, one course gave data that showed all UK students gaining full-time paid work in museums within 18 months, which seems unlikely. Indeed, this included data for 18 months after the end of the academic year 2004/5, which equates to early 2007, yet the data was provided in summer 2006, so is perhaps best regarded as an optimistic prediction.

ii Course 5

iii Course 6

iv Course 8

v Course 9

vi Course 10

vii Course 12

viii Course 13

ix Course 8