

## KNOWLEDGE EXCHANGE: A VALUABLE ECONOMY



2010 - 2017

Case studies from the British Museum's Knowledge Exchange programme

# Project information

2018

## THE BRITISH MUSEUM

Great Russell Street

Bloomsbury

London

WC1B 3DG

### Lead contact

Georgia Mallin

[GMallin@britishmuseum.org](mailto:GMallin@britishmuseum.org)

## ALCHEMY CONSULTING

25 Kendal Gardens

Tockwith

York

YO26 7QR

### Report authors

Alex Lindley and Shirley Collier

[alex@alchemyconsulting.co.uk](mailto:alex@alchemyconsulting.co.uk)

## PROJECT

Case studies from the British Museum's Knowledge Exchange programme (2010 – 2017)

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## IMAGES

FRONT COVER: Nikita Andreev, [www.unsplash.com](http://www.unsplash.com)

INTRODUCTION: Gold Aureus coin of Carausius, a Roman emperor who ruled Britain and parts of Gaul. Minted in London, AD 286 – 293. Found as part of the Ashbourne Hoard in Derbyshire in 2007 (by kind permission of the British Museum).

KNOWLEDGE EXCHANGE PHOTOGRAPHS: All photographs are of participants in the programme during their placements. They have been taken from National Programmes team records and reports (by kind permission of the British Museum).

CONCLUSION: Reverse of a silver medal showing a view of Windsor Castle. Designed by Percy Metcalfe and struck to commemorate the Silver Jubilee of George V in 1935 (by kind permission of the British Museum)

# Executive Summary

This evaluation report was commissioned by The British Museum to assess the impact of the Knowledge Exchange programme on individual participants, both in the time immediately after their placement and over the longer term. It outlines key findings about the outcomes of the programme for participants and is accompanied by five case studies, which are representative of themes emerging from the evaluation and illustrative of the characteristics which have enabled successful learning and change through the programme. The report also makes a small number of recommendations for further evaluation, particularly of the organisational perspective of the programme, and for the sector.

The Knowledge Exchange programme is now entering its ninth year. During that time, the programme has undergone some refinements (primarily in response to internal learning and participant feedback) and the National Programmes team which coordinates the programme has also experienced some changes of personnel. However, overall the programme has remained consistent in its activities and aims throughout its life.

This evaluation finds that for participants from the British Museum and partner organisations, the Knowledge Exchange programme has contributed substantially to participants' learning, both about their placement subject *and* about the principles of knowledge exchange as a form of personal and professional development.

The programme has enabled participants to be both recipients of placement-specific knowledge from their host organisation *and* effective agents of knowledge exchange themselves, within their placement and more widely in the longer term.

The programme has achieved these outcomes for participants in the following ways:

## 1. Developing knowledge sharing and collaborative skills

Over a relatively short intervention (a maximum of five days for most participants, but sometimes as few as three), the programme has been instrumental in developing the skills of participants, in particular in relation to the process of knowledge sharing (how to do this effectively) and collaborative working.

## 2. Growing participants' confidence

As a result of participating in the programme, the majority of participants have grown in confidence in a number of areas, including confidence in their own capability, as well as confidence in approaching both their host organisation for further knowledge sharing, and *other* organisations for a wide range of collaborative ventures.

## 3. Providing time for reflection

Participants describe the opportunity to reflect, coupled with increased knowledge and the confidence to apply it as significant outcomes at the individual level, the benefits of which continue to be evidenced as much as eight years after their placement has taken place.

## 4. Increasing motivation

As a result of the programme, many participants have experienced increased motivation, proactively seeking opportunities to share their own learning as well as inviting others to share theirs. Many have also been more motivated to seek out further Continuing Professional Development opportunities. In short, they have become – or further developed – as self-starters; people who show initiative and take responsibility for developing their own careers and for participating in the knowledge economy which is the life blood of cultural organisations. These characteristics bode well for the future resilience and sustainability of the sector.

The table below provides a summary of key results from the evaluation, outlining areas of strength and impact.

**SUMMARY FIGURE A: KEY EVALUATION RESULTS  
OUTLINING THE IMPACT OF THE KNOWLEDGE  
EXCHANGE PROGRAMME**

Question	% of respondents who agree <sup>1</sup>
<b>Sharing knowledge with others</b>	
<i>Since taking part in the programme, I am more proactive in sharing my knowledge and expertise with others</i>	86%
<i>Since taking part in the programme, I am more proactive in asking others to share their knowledge and expertise with me</i>	76%
<i>After taking part in the programme, I am more confident about approaching my host organisation to ask for further advice and support</i>	73%
<b>Collaboration</b>	
<i>After taking part in the programme, I feel more confident about approaching my host organisation about opportunities for collaboration</i>	75%
<i>After taking part in the programme, I feel more confident about approaching other organisations about opportunities for collaboration</i>	71%
<i>Taking part in the programme has developed my skills in collaborative working</i>	68%
<b>Continuing Professional Development (CPD)</b>	
<i>Taking part in the programme has motivated me to undertake further formal CPD</i>	53%
<i>Taking part in the programme has motivated me to use more informal ways of continuing my professional development</i>	73%
<i>The programme has had a positive impact on my career progression</i>	63%

<sup>1</sup> % of respondents who selected Agree or Strongly Agree in relation to each statement

<b>Workforce engagement</b>	
<i>Taking part in the programme made me feel valued by my organisation</i>	78%
<i>Taking part in the programme gave me a better understanding of my own organisation</i>	75%
<i>Taking part in the programme gave me greater confidence in my role</i>	80%
<i>Taking part in the programme enabled me to make changes in my organisation (Figure 12)</i>	38%
<i>As a result of the programme, I developed closer relationships with people in my own organisation</i>	38%
<b>Factors affecting the implementation of learning</b>	
<i>I had enough time to implement things I wanted to do as a result of my placement</i>	38%
<i>Budgets and/or lack of resources prevented me from doing some of the things I wanted to do as a result of my placement</i>	40%
<i>I had enough support from my colleagues to get the most out of my placement</i>	73%

# Introduction

## THE KNOWLEDGE EXCHANGE PROGRAMME

The British Museum Knowledge Exchange programme has been running since 2010. An important part of The British Museum's National Programmes portfolio, over eight years the Knowledge Exchange programme has facilitated 96 knowledge sharing placements between British Museum staff and staff at 40 partner organisations around the UK.

These placements are reciprocal in nature, providing an opportunity for one member of staff at each partner organisation to spend five days at The British Museum and, in return, for each partner organisation to host a British Museum member of staff for five days. The programme has been funded by the Vivmar Foundation since its inception.

This evaluation report was commissioned by The British Museum to assess the impact of the Knowledge Exchange programme on individual participants, as well as to make recommendations for further stages of evaluation to assess the organisational and sectoral impacts of the programme.

The report is accompanied by five case studies drawn from Knowledge Exchange participants across the duration of the programme. These complement the report, drawing out key themes from the evaluation as a whole, as well as providing greater depth of understanding into the factors that enable individuals to make the most out of their placement experience.

The photographs included in this report are of participants from the Knowledge Exchange programme and have been taken from British Museum reports and records.

## THE KNOWLEDGE ECONOMY

Knowledge is the most extraordinary of human currencies. Like cash, we can use knowledge to help us to obtain a wide range of different outcomes, both tangible and intangible. However, unlike coins and notes, when we share our knowledge with others, we do not relinquish it ourselves. What's more, in sharing our own knowledge, we invite reciprocal exchange, so can often find ourselves the richer as a result of our generosity.

Within the heritage and cultural sector, knowledge is a significant driver of organisational value. The people who comprise organisations hold within and between them a wealth of knowledge – from in-depth understanding of collections, to expertise in interpretation, audiences, organisational systems and much more. In turn, this knowledge can generate both financial and non-financial benefits for organisations themselves, as individuals put their knowledge into practice in their working lives.

The Knowledge Exchange programme is designed to support UK museums and cultural organisations by building relationships, sharing expertise and investing in individuals in a way that aims to support their current job role, and allow them to explore areas of interest and professional development that may relate to their future aspirations within the sector as well. Participants are encouraged to put the learning and ideas from their exchange to use after they return to work, but the National Programmes team acknowledges that longer term benefits may come to fruition months or years after the exchange. Over the longer-term the programme may also benefit organisations beyond partner organisations, as participants move into new roles and workplaces.

This evaluation is intended to explore the nature of the programme's impacts for participants, both in the intermediate term (i.e. during and in the 12 months after placement) and in the medium to longer term.



# Framework and methodology

## PROGRAMME AIMS

Figure 1 below outlines the aims of the Knowledge Exchange programme and how these align with the aims of the National Programmes and British Museum as a whole.

## APPROACH AND SCOPE

The framework for this evaluation was developed using a Theory of Change approach to capture outcomes from the Knowledge Exchange programme, in order to understand the extent to which the programme has achieved its aims and to articulate the nature of the programme's impact on participants. The primary evaluation question which this report addresses is:

*"How has participation in the Knowledge Exchange programme contributed to the development of participants' working practices in their organisations?"*

The focus of the Knowledge Exchange programme is sector-facing, so particular attention is given to the impact of the programme on participants from partner organisations. However, since the principle of reciprocity underpins the programme, the evaluation also reviews the impacts for British Museum participants.

Since this report is about the impact of the programme on *individual* participants, it evaluates the extent to which the programme achieves aims

1, 2 and 3 (in Figure 1) directly, although this stage of the evaluation only captures individual perspectives on organisational impact. Recommendations for assessing organisational and sectoral impact (aim 4) more thoroughly are provided in the Conclusion to this report.

## EVALUATING PROGRAMME OUTCOMES

The Map of Change (Figure 2 overleaf) plots how the delivery of Knowledge Exchange placements (implementation activities) links to the intermediate and long-term outcomes that might be expected for participants of the programme.

The map forms the foundation of this evaluation and has been used as the basis for thematic analysis of the British Museum's Knowledge Exchange programme records, as well as for the design of the participant questionnaires and case study interviews.

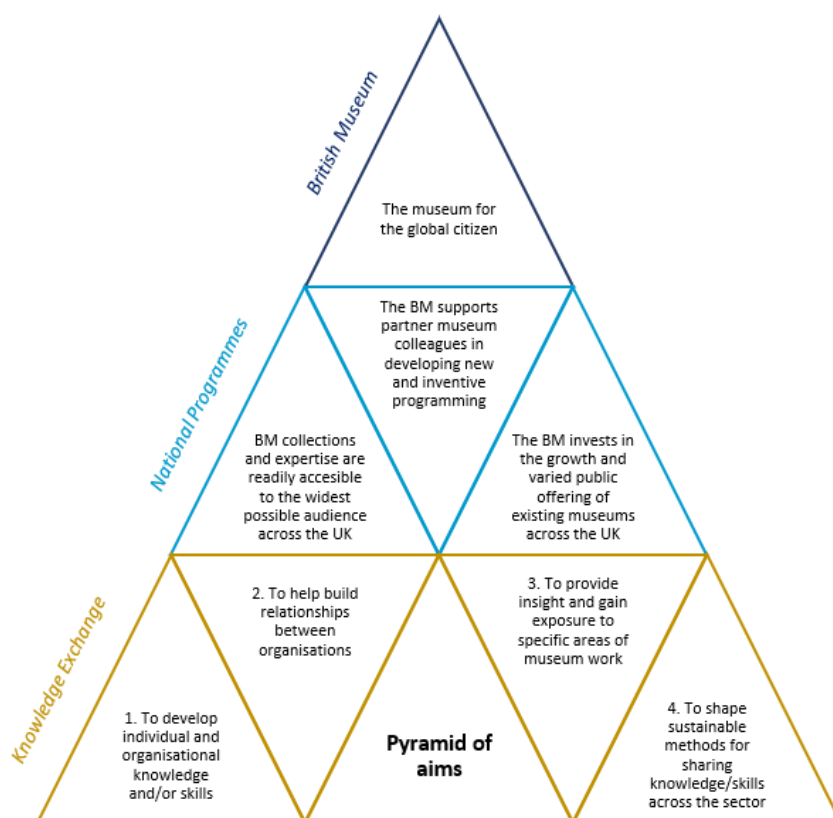


FIGURE 1: THE AIMS OF THE KNOWLEDGE EXCHANGE PROGRAMME



Of course, the extent to which individuals achieve the intermediate and long-term outcomes that might be expected from the programme (see figure 2) is not solely down to their participation in the programme itself. There is a broad body of research that demonstrates the extent to which personal and contextual factors can affect how people apply informal learning in their work.<sup>2</sup> These factors can be varied and dependent on circumstance, but might include time, budgets, organisational capacity, personal skills and motivation.

As a result, where appropriate, this report and the accompanying case studies include evidence about factors which have enabled and restricted participants in applying learning from their placements at work. Understanding more about these factors may provide insights for the design and implementation of future iterations of the British Museum's Knowledge Exchange programme.



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<sup>2</sup> Examples include:  
Ellinger, A. & Cseh, M. (2007) "Contextual factors influencing the facilitation of others' learning through everyday work experiences", *Journal of Workplace Learning*, Vol. 19 Issue: 7, pp.435-452

## RESEARCH METHODOLOGY

The following research methods have been used for this evaluation.

### THEMATIC EVALUATION OF BRITISH MUSEUM

**RECORDS** from the Knowledge Exchange programme including application forms, placement timetables, evaluation forms, participants' reflective writing about their placements and funder reports.

**AN ONLINE QUESTIONNAIRE** to assess the extent to which intermediate and long-term programme outcomes had been achieved. The questionnaire was administered via Survey Monkey and sent to 74 out of the 96 programme participants from the period 2010 - 2017 (77%). Contact details for the remaining participants were not available.

The questionnaire achieved a 55% response rate (41 responses). One respondent declined to be part of the evaluation and two did not complete the full questionnaire, but their responses have been included where appropriate.

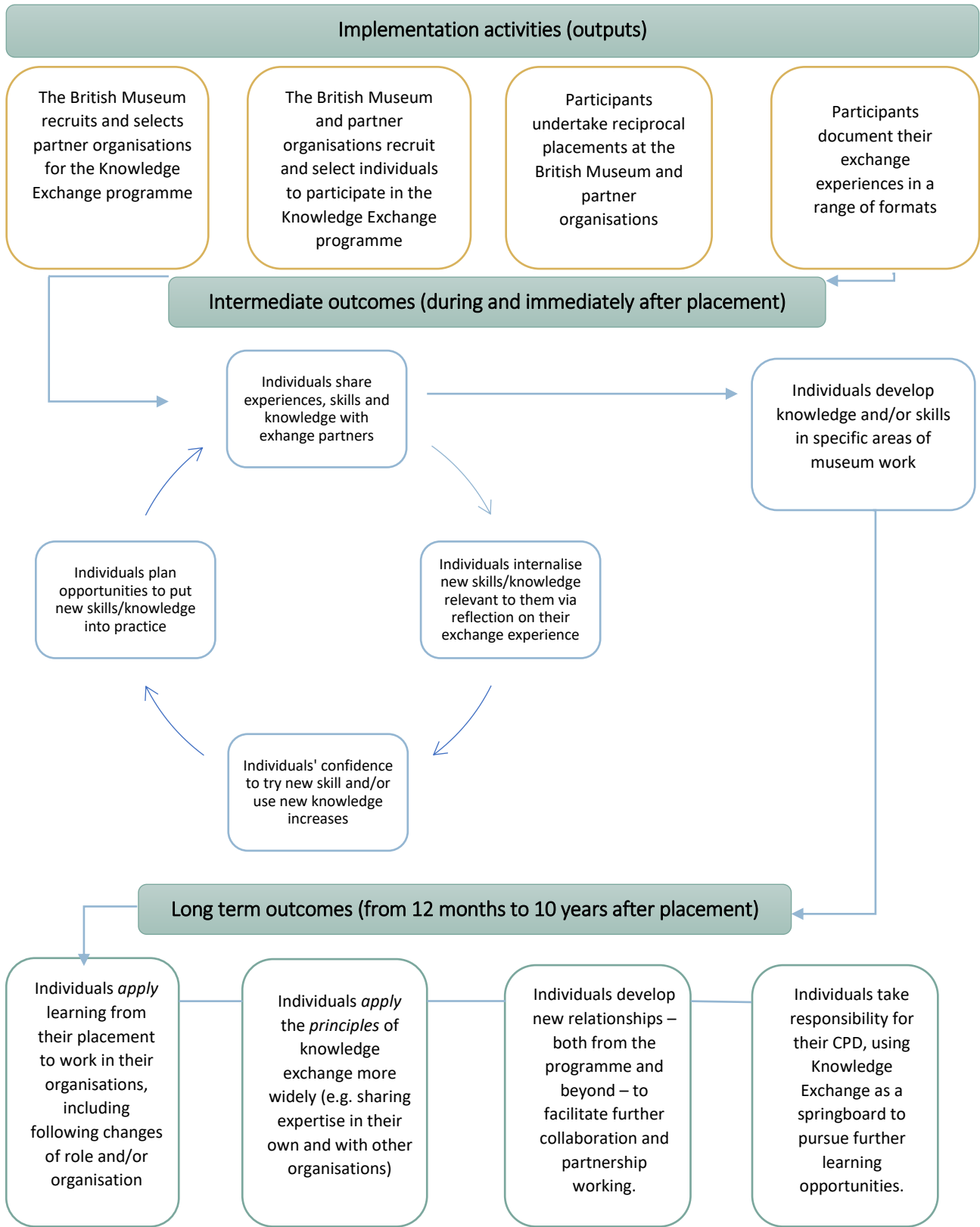
**IN-DEPTH INTERVIEWS** for five case studies illustrating the range of outcomes that Knowledge Exchange participants had experienced as a result of their placements. Case study subjects were identified from their online questionnaire responses, with four drawn from partner organisations and one from the British Museum.

**CONVERSATIONS WITH STAKEHOLDERS** including Maria Bojanowska and Georgia Mallin of The British Museum National Programmes team and Chris Lazenby, Head of Employee Engagement at The British Museum.

Skule, S. (2004). Learning conditions at work: A framework to understand and assess informal learning in the workplace. *International Journal of Training and Development*, 8(1), 8-17.



FIGURE 2: THE MAP OF CHANGE



# Demographics

## PROGRAMME PARTICIPATION

Over the course of the Knowledge Exchange programme, the British Museum worked with 40 partner organisations to deliver 96 placements. Of these, 48 were for individuals from partner organisations and 48 from the British Museum. Figure 3 (appendix 1) shows the number of participants undertaking placements in each year of the programme.

The British Museum has not collected demographic data for participants during the programme, so the demographic information in this section has been collected via the evaluation questionnaire.

## PLACEMENT YEAR

As might have been expected, the response rate to the questionnaire was highest for the most recent participants. Figure 4 (appendix 1) shows the distribution of responses by placement year. Over three quarters of respondents are from the second half of the life of the programme, with the greatest number of responses coming from last year's cohort.

The responses to the survey have been slightly higher (53%) for people who were working at the British Museum at the time of their placement than for partner organisation staff. However, this pattern is not apparent each year – for example in the 2017 cohort, 88% of partner organisation participants responded but only 62% of British Museum participants.

At the time of completing the survey, 56% of respondents were still in the same role as they had been when they participated, with similar patterns between the British Museum and partner organisation participants (figure 5, appendix 1).

## DEMOGRAPHIC FEATURES

The majority (85%) of the participants on the programme were female and 68% of those

responding to this evaluation were also female (figure 6, appendix 1). This suggests that from a gender bias perspective, the information from the survey is broadly representative of the participants.

The majority (68%) of respondents were between 25 and 44 years of age when they participated in the programme however the patterns for British Museum respondents and partner organisation respondents are significantly different. Figure 7 (appendix 1) shows that partner organisation respondents were of a wider age range, whereas over half of the British Museum respondents undertook the placement before they were 35. This broad age range for participation in the programme may reflect the non-linear nature of career paths in parts of the sector, in which people may change roles and organisations multiple times over their employment. Opportunities for continuing professional development therefore remain relevant throughout working lives.

The majority of respondents (85%) describe their ethnicity as White and a relatively high number (13%) either did not respond to the question or preferred not to say (see figure 8, appendix 1). The Museums Association's workforce diversity survey of 2008 found that in that year, the proportion of minority-ethnic people working in museums stood at around 7% at a time when the estimated proportion of minority ethnic people in the UK population was 12%<sup>3</sup>. In the intervening 10 years, the diversity of England has further increased; data from the most recent (2011) census shows that 15% of the population is minority-ethnic (non-white). Directly comparable workforce diversity figures from the Museums Association for 2018 are not available but 12.3% of staff and managers across Arts Council England's 2012-15 National portfolio organisations and Major Partner Museums in 2012/13 were minority-ethnic<sup>4</sup>. It is likely therefore that there is

<sup>3</sup> The ethnic diversity of the museum workforce Maurice Davies and Lucy Shaw, Museums Association, 2010, <https://www.museumsassociation.org/download?id=171875>

<sup>4</sup> From [https://www.artscouncil.org.uk/sites/default/files/download-file/Equality\\_and\\_diversity\\_within\\_the\\_arts\\_and\\_cultural\\_sector\\_in\\_England.pdf](https://www.artscouncil.org.uk/sites/default/files/download-file/Equality_and_diversity_within_the_arts_and_cultural_sector_in_England.pdf)

under-representation of minority-ethnic people undertaking the Knowledge Exchange programme but that the evaluation survey responses are representative of participants as a whole.

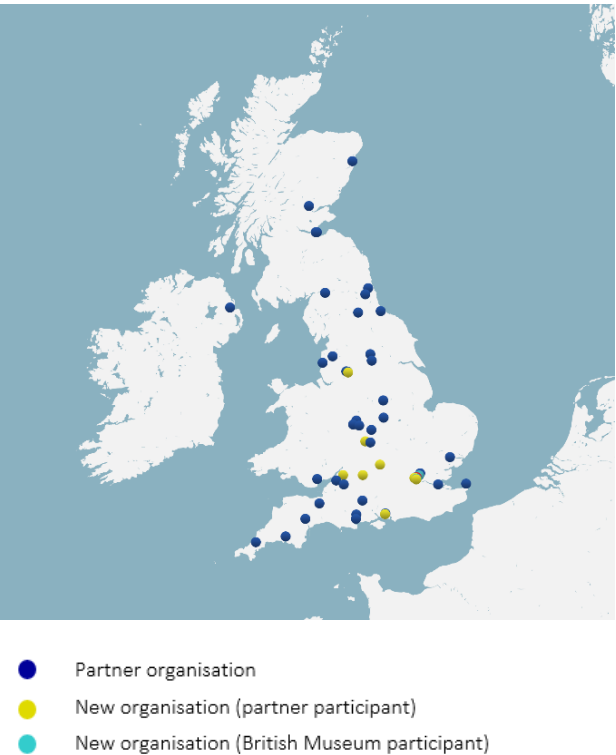
**GEOGRAPHICAL REACH**

The British Museum’s National Programmes have a focus on ensuring the organisation works with partners across all regions of the UK, so that British Museum skills and resources are shared across the country. The wide geographical reach of the Knowledge Exchange programme reflects this focus, with partner organisations being drawn from all regions of the UK (figure 9, below).

Where respondents have provided information about changes of organisation since their placement, these have also been mapped below, with a larger version of the UK map and a London map showing greater detail of participants’ moves in Appendix 1 (figures 9 and 10).

Since a great deal of learning from the Knowledge Exchange programme resides within individual participants (as opposed to being organisation specific), this shows how the geographical reach of the programme has extended beyond the original partner organisations, as participants have changed roles. It is likely that the actual extent of the programme’s geographical reach is greater, since participants who have not taken part in this evaluation may also have changed roles since their placements.

FIGURE 9: GEOGRAPHICAL REACH



# Evaluation findings

The following pages of the report outline key findings from the evaluation. The first section explores the short-term impacts of the programme for participants, whilst later sections review the medium to long-term impacts and the extent to which the outcomes anticipated by the Map of Change (figure 2) have been achieved.

## Short-term outcomes

The Map of Change (figure 2) included one main anticipated short-term outcome from the Knowledge Exchange programme – that participants would develop new skills. The learning cycle that they were likely to experience included the sharing of knowledge on placement, reflection on the experience of the placement, becoming more confident to use new knowledge/skills and then making a plan to implement something new.

### FINDINGS: IMPLEMENTING LEARNING

Analysis of the programme evaluation forms, reflective writing and questionnaire responses show that for many participants, there was considerable learning during the exchange programme; that this resulted in a lot of internal sharing of new knowledge and experiences; and that in some cases plans were then put in place to implement the new learning.

Questionnaire respondents were invited to describe up to three examples of how they had implemented their placement learning back at work. British Museum participants cited fewer implementation outcomes (response rate 53%) than partner organisation participants (67% response rate).

Figure 11, below, shows that for those British Museum respondents who did identify examples,

equal proportions of their implementation examples related to *acknowledging* their learning (23%) and *doing* something different as a result of it (22%). At the partner organisations, respondents were able to identify more active implementation of their learning (39%), as well as acknowledging their learning (12%) and continuing to share it (14%).

FIGURE 11: LEARNING OUTCOMES<sup>5</sup>

	Doing	Acknowledg-ing learning	Sharing
Partner participants	39%	12%	14%
British Museum participants	22%	23%	7%

These results correspond with respondents’ reflections about whether the Knowledge Exchange programme had enabled them to make changes in their own organisations. 29% of respondents from the British Museum felt that this was true, compared to a much higher 47% of partner organisation respondents (see figure 12, Appendix 2).

The quotations below from the questionnaire demonstrate a selection of learning outcomes identified by respondents:

*“[I] used the learning to formulate plans for a Major Partner Museum funding bid.”* Partner Organisation participant 2011

*“[I] reviewed our membership scheme and practice; reviewed staff engagement and internal communications; and reviewed governance and board reporting.”* Partner Organisation participant, 2017

*“[I] reworked documents using examples from the other museum e.g. volunteer handbook.”* British Museum participant, 2017

*“[I met] with the Head of Loans to share the hosting museum’s experience and challenges faced when*

<sup>5</sup> NB: %s do not total 100% due to participants being able to cite between 1 and 3 examples, so each is given as % of total responses.

*borrowing from National institutions.” British Museum participant, 2014*

*“[I] shared interpretation information and guidance with new Public Engagement staff.” Partner Organisation participant, 2017*

The implementation of placement learning (i.e. learning directly related to placement topic), then, is perhaps not as widespread as might be expected from the programme, since a number of respondents did not cite any examples of putting their learning into practice. In order to understand this further, evaluation of the programme at organisational level would be needed, to assess organisations’ expectations about the implementation of placement learning and the extent to which expectations were met. It may be, for example, that organisations had different motivations for participating in the programme (such as staff engagement), which do not directly relate to staff using their placement learning for organisational benefit.

## FACTORS INVOLVED IN IMPLEMENTING LEARNING

As well as asking for information about the immediate outcomes in terms of sharing of knowledge and implementing learning, the questionnaire also sought to establish factors that may affect the degree to which participants implement learning from their placement, such as whether they had the time, resources and support to make changes afterwards. The questionnaire asked respondents about their experiences immediately after their placement in each of these areas.

At the British Museum, nearly half of participants agreed that they had had time to implement their learning whereas for partner organisation participants, only a quarter of participants felt so and 42% disagreed (see figure 13, appendix 2).

Lack of budget or other resources to implement learning was also a significant factor for partner

organisation participants; 58% of them agreeing that lack of budgets and/or resources had prevented them from doing some of the things they wanted to do as a result of their placement. By comparison, less than a quarter of British Museum respondents felt constrained in this way and nearly half said that they did not agree that this was a limiting factor (see figure 14, appendix 2).

Interestingly, detailed analysis of the findings across all participants suggests that where participants did implement their placement learning (i.e. made active changes as a result of their placement learning), the majority of the implementation activities were not dependent on financial expenditure. Taken together, these findings suggest two key points about the impact of budget and resources on the Knowledge Exchange programme:

- Firstly, that much of the value of the programme for organisations arises when the learning exchanged with peers is within the remit of the individual to put into practice, without recourse to further spending.
- Secondly, that lack of budget/resources is a limiting factor for participants implementing learning from their placements (i.e. more might be achieved if these restrictions were not in place).

Responses to the question regarding whether participants felt supported by their museums when undertaking the programme show a divergence between the British Museum and partner organisations. A higher proportion of British Museum participants felt well supported (81%) than partner organisation participants (64%). What is more, 31% of partner organisation participants said that they did not feel supported (see figure 15, appendix 2).

It would be misleading to draw firm conclusions regarding time, resources and support for implementation of learning from these results since many other factors are likely to be at play including the organisations’ expectations of what participants

might implement as a result of their placement (which is not the subject of this evaluation).

However, there is evidence that amongst partner organisation participants the incidence of change (i.e. doing something different at work as a result of placement learning) has been higher than for British Museum participants, in spite of more partner organisation respondents citing constraining factors such as lack of time and resources.

## THE IMPACT ON WORKFORCE ENGAGEMENT

Learning and development opportunities can have a significant impact on staff members' engagement at work (the level of emotional commitment someone has to their organisation and its goals). Engagement is driven by a range of factors including:

- Understanding of the organisation and its goals;
- How valued one feels by the organisation;
- The quality of interpersonal relationships with colleagues; and
- Confidence in one's own role.

The questionnaire asked respondents about the impact of the Knowledge Exchange programme on these engagement factors.

The results show that the majority of participants felt valued by their organisation as a result of participating in the programme, and a large proportion had a better understanding of their own organisation. The majority grew in confidence, particularly the partner organisation participants, and for a significant number this resulted in closer relationships internally, primarily at the British Museum. Further information can be found in figures 16, 17, 18 and 19 respectively (appendix 2).

Looking at the data by cohort, some interesting dichotomies emerge. As a result of the programme, British Museum participants felt highly valued, had a better understanding of their organisation and developed closer relationships at work, with strong support from their colleagues for the Knowledge Exchange programme as indicated above.

Partner organisation participants also felt valued, but somewhat less so. They had developed a better understanding of their own organisation but experienced less development of their internal relationships. 95% of them had grown in confidence and discussions during the case study interviews suggest that this is primarily a product of having increased knowledge, being treated as equal by the partner or British Museum, and then being able to operate from a position of greater credibility.

Overall, these four indicators suggest that participating in the Knowledge Exchange programme can have a positive effect on people's engagement with their own work and organisation.

The impact of the Knowledge Exchange programme on organisations is not within the scope of this evaluation. However, it is possible to conjecture that since engagement has been shown to have a positive effect on factors such as performance, productivity and absenteeism, organisations involved in the programme may experience some of these benefits in their relationships with individual participants. Further evaluation at organisational level would be needed to explore whether this were indeed the case.





# Long term outcomes

The following sections of the report review the medium to long-term impacts of the Knowledge Exchange programme for participants and the extent to which the outcomes anticipated by the Map of Change (figure 2) have been achieved. These outcomes are that:

- Individuals *apply* learning from their placement to work in their organisations, including following changes of role and/or organisation;
- Individuals *apply* the *principles* of knowledge exchange more widely (e.g. sharing expertise in their own and with other organisations);
- Individuals develop new relationships – both from the programme and beyond – to facilitate further collaboration and partnership working;
- Individuals take responsibility for their Continuing Professional Development (CPD), using the Knowledge Exchange experience as a springboard to pursue further learning opportunities.

## APPLYING PLACEMENT LEARNING AT WORK

In addition to the short-term outcomes described above, half the respondents to the evaluation questionnaire identified further longer term uses of their placement learning. The responses from British Museum participants reveal the significance for them of developing understanding, at an empathetic level, of others' situations. For example:

*"Although I was always aware of the structural arrangements, until I spent time at a Local Authority museum, I didn't appreciate the impact on colleagues' day to day work, and how the Local Authority departmental arrangement can mean museums are expected to prioritise activity very differently to the traditional museum priorities."* British Museum participant, 2017

The greater awareness of the different contexts in which non-national museums operate has resulted in greater sensitivity and awareness of constraints. The positive experience and process of developing an understanding of difference may not only enable participants to work more effectively with that particular partner or museum, but may also make people more likely to anticipate such differences in the future and to adapt working practice accordingly.

One British Museum participant also noted that in a smaller museum she could see how the pieces fit together which made her "think in a more joined up way", an awareness which has stood her in good stead in a subsequent role in another organisation.

Participants from partner organisations identified a broader range of uses of their learning. Two themes which emerge are the longer-term impact of a slow process of reflection and the increase in confidence having spent time at a national museum.

There is evidence that the process of reflection can become an embedded way of working:

*"I still reflect on the good practice at the British Museum around digital learning...We are about to embark on a project to open up our collections data for the first time, and the possibilities this presents were something I encountered first of all on my Knowledge Exchange placement."* Partner Organisation participant, 2011

There is also long-term evidence of the impact that placement learning has continued to have for some participants as they have progressed in their careers, whether that be changing roles within one organisation, or moving on to new organisations, freelance work or further study. Increased confidence from spending time at the British Museum has enabled participants to go on to work successfully with other national museums and to advise other museums in their region, particularly regarding loans. The practical understanding of multi-site working, borrowing requirements and the long lead in times in larger institutions are all cited as aspects of increased understanding and learning.



*"The collections that I worked with during the placement also helped to inspire me to begin a research degree."*

British Museum Participant 2012

*"[During my placement, I had...insight into the operations of a multi-site organisation. This has proved invaluable to me having moved to the V&A as it develops its model to embrace other sites, including the development of V&A Dundee. [The] placement has had a significant long-term benefit on my career for which I'm most grateful."*

British Museum participant 2012



## APPLYING THE PRINCIPLES OF KNOWLEDGE EXCHANGE MORE WIDELY

It is clear that learning related to their placement topic has had a long-term impact for some participants. However, the placement experience itself is multi-layered, encompassing not only subject-based learning, but also higher-order learning about the process of sharing knowledge with others. As a result, the Map of Change anticipated that one medium to long-term outcome of participation in the programme might be that individuals were more likely to undertake further knowledge sharing within their roles – that they would apply the principles of the knowledge exchange more widely in their work.

### Sharing placement learning

It is clear from thematic analysis of evaluation forms and reflective writing pieces that a majority of

participants had either already undertaken further knowledge sharing immediately as a result of their placement or were intending to do so when they completed their forms, with the majority focusing on sharing their placement learning with internal colleagues. This is not unexpected, given the programme's emphasis on sharing placement learning back at work.

Methods for internal sharing of placement learning focused predominantly around informal discussions or meetings with colleagues, but also included articles for internal newsletters, reports for management and presentations to teams. Questionnaire responses corroborate this, but also demonstrate that some participants shared their placement learning more widely, either with other organisations or in other formats, such as blogs, vlogs and sectoral events (see figure 20, appendix 3), thereby spreading the reach of their placement learning beyond the borders of their own direct networks.

Where participants felt they had not shared their placement learning, most attributed this to organisational factors, such as a lack of opportunities, support or follow-up within their own organisations at the time, although some also cited factors within the placement itself that limited their learning (and therefore what they had to share with others). These factors included lack of reciprocity of exchange (i.e. where one party was perceived as 'learning from' the other, rather than exchanging knowledge as peers), lack of clarity over placement objectives or placement structure/activities.

At the other end of the spectrum, for some organisations, the immediate sharing of placement learning has had a lasting impact over time. Wendy May's example from Colchester and Ipswich Museums Service (see case study report) is a case in point. Here, the reports and materials she collated and shared with colleagues continue to be a source of information and inspiration for her colleagues more than two years on from her placement. This in turn has played a part in further knowledge sharing between teams, and Wendy's ongoing contribution to reviewing education workshops and resources.

## Applying the principles of knowledge sharing more widely

Beyond the topic-specific learning from their placements, 75% of respondents to the evaluation questionnaire also said that they have generally been more proactive in sharing their knowledge with others – and in asking others to share knowledge with them – since their placement (see figures 21 and 22, appendix 3).

When asked about ways in which they had shared knowledge more widely since their placement (i.e. not directly related to their placement learning), 68% of respondents could provide examples of this across a wide range of knowledge sharing activities, including:

- Presenting conference papers;
- Participating in regional and sectoral networks;
- Maintaining contact with their host organisation;
- Using placement learning to help other organisations over the longer term;
- Facilitating introductions between colleagues and contacts made during placement, to enable further knowledge sharing between them;

One participant even cited the programme as a motivating factor in their ongoing work to establish a subject-specialist network for classical archaeology collections, whilst another also became a mentor on the AMA programme and shared their learning through mentoring.

A number of respondents had also participated in or hosted further knowledge sharing events, directly applying the principles of the Knowledge Exchange programme more widely:

*“[I am] arranging for a continuation of the exchange with Black Country Museum, where myself and my equivalent there will swap for a day.”* Partner Organisation participant, 2017

*“I have hosted a knowledge sharing session for the London Interpretation Network; [and have also] given advice and support to a colleague interested in pursuing a career in interpretation; [and] agreed to host a colleague*

*from another organisation for one day, who wants to find out about our role.”* British Museum participant 2017

Some of these legacies have arisen wholly independently of the National Programmes team, whilst others, such as the exchange between the Black Country Living Museum and the Roman Baths have involved the National Programmes team in a facilitative role.

## The role of the Knowledge Exchange programme in developing knowledge sharing practices

There are two factors that are likely to be significant in enabling people to apply the principles of knowledge exchange more widely:

- Having the skills to share knowledge effectively with others (*how* you do this);
- Having relationships to draw on to facilitate further knowledge sharing.

When asked, 73% of all questionnaire respondents felt more confident in approaching their host organisation for further advice or knowledge sharing after their placement, with similar results for both British Museum and partner organisation participants (see figure 23, appendix 3). This indicates that for a majority of participants, the programme can act as a gateway to relationships with people in their host organisation, which can facilitate further knowledge sharing.

In addition, 68% of respondents agreed that the Knowledge Exchange programme had developed their skills in sharing knowledge effectively with others (see figure 24, appendix 3).

The experiential nature of the Knowledge Exchange programme, which often includes a mixture of meetings, hands-on activities, visits and reflective time not only acts as a learning experience in relation to the placement topic itself, but can also give participants the tools and understanding about *how* to effectively share knowledge with others – thereby making future knowledge sharing more likely.

*"The main benefit of the exchange was making contact with the British Museum team and the networking it provided. The Marketing Managers remained in touch throughout the years, and I'm still in touch with them now and so the learning continued."* Partner Organisation participant, 2012

*"I learnt a lot personally from the placement about sharing learnings, techniques and processes with other people. I feel like now in the long-term I am more confident in sharing my expertise."* British Museum participant, 2016

### **The role of the National Programmes team in wider knowledge sharing**

The National Programmes team at the British Museum has an important role in facilitating wider knowledge sharing in the sector beyond the Knowledge Exchange programme itself, as does the nature of Vivmar's funding for the programme, which enables the team to be flexible in meeting different needs (e.g. arranging shorter mini-exchanges where standard five-day placements are not possible).

Within the National Programmes team, there is also a high degree of social capital, stemming from the relationships that the team establish and maintain with partner organisations and others. Over the course of the programme, team members have been adept at utilising this capital to explore and facilitate knowledge sharing opportunities that do not fit into the standard Knowledge Exchange programme structure. A summary of some of these can be found in figure 25 (appendix 3).

A particularly good example of this is Rachel Davies' experience (see case study report), in which the National Programmes team not only arranged a second mini-exchange at the British Museum after she changed role and organisation, but also facilitated an introduction with a fellow Knowledge Exchange participant, Katrina Thomson at the National Trust. This relationship proved to be particularly fruitful for Rachel, as Katrina was able to

share her experience of organisational development, which was directly relevant to Rachel's new role at the Ashmolean Museum.

A key strength of the programme, therefore, is the National Programmes team itself, in which – in spite of staff changes over the course of the programme – individuals have been able to maintain, grow and use the social capital generated through the programme to extend the reach of knowledge sharing both within and beyond the programme itself.

The Knowledge Exchange programme has also inspired other legacy projects, including:

- A Knowledge Exchange inspired programme in the ACE/HLF funded 'Herefordshire's a great place' project (organised by Michael McBratney, former National Programmes team member and 2015 Knowledge Exchange participant)
- British Museum funding for staff to undertake visits to other institutions as a form of professional development;
- British Museum programming of the 'Knowledge Exchange' with the National Museums of Denmark, and the provision of centralised training sessions for trainees on the third Skills for the Future programme, Learning Museum (ensuring trainees spent time at each other's institutions).

The impact of the programme, then, on wider knowledge sharing across the sector is significant. Not only has it enabled participants to apply knowledge sharing principles and practice more widely in their roles (through providing skills and contacts vital to successful exchange); through the agency of the National Programmes team, participants and others, it has also inspired further good practice in knowledge sharing both within and outside the British Museum. At this stage, the nature of the programme's sectoral impact is not fully understood, since this evaluation has only focused on the impact made by individual participants beyond their own organisations. Further evaluation of the programme at sectoral level, reviewing the wider sector's level of awareness of

the programme and the extent to which it may have influenced other practice, could provide a greater understanding of this.



## COLLABORATION AND PARTNERSHIP WORKING

The Map of Change anticipated that another medium to long term outcome of participation in the Knowledge Exchange programme might be that individuals would develop relationships and skills that might enable further collaboration and partnership working – both with the host organisation and with other organisations.

### The contribution of the Knowledge Exchange programme to collaborative working

There is evidence that the Knowledge Exchange does indeed inspire collaborative working practices for some participants. 45% of respondents to the evaluation questionnaire agreed that they felt more confident in approaching their host organisation about opportunities for collaboration after their placement. Furthermore, 71% said they felt more confident in approaching *other* organisations about such opportunities (see figures 26 and 27, appendix 4). Finally, 68% said that the Knowledge Exchange programme had developed their skills in collaborative working (see figure 28, appendix 4).

*"[I] have more confidence in working with Nationals – I spoke at Ready to Borrow scheme event as part of a partnership with Tate, borrowing works from their collections to pair with works from our Garman Ryan Collection for a spotlight exhibition."* Partner Organisation participant, 2014

For some participants, the Knowledge Exchange programme is clearly instrumental in developing confidence and skills in collaborative working. By giving an opportunity to share knowledge and participate in the life of another organisation, placements have the potential to build skills and confidence that can be transferred to other contexts and relationships.

### Collaborations with host organisations

Collaborations between organisations are complex events, which often require a wide range of factors to be in place (e.g. budgets, programming, organisational capacity, expertise and time), not all of which are usually within one person's sphere of influence. It is therefore not surprising that only a few respondents were able to give examples of further collaborations with their host organisation following their placements, whilst others noted that they had made efforts towards further partnership projects, only to be thwarted by factors beyond their control. Rather, ongoing relationships with host organisations tend to have focused primarily on continued, informal knowledge sharing such as the exchange of ideas and documentation, facilitating introductions for other colleagues and hosting further informal visits. Whilst these are undoubtedly collaborative approaches, they are considerably smaller in scale than – for example – a co-developed exhibition or project.

However, there are some examples of larger scale collaborations between the British Museum and partner organisations, which Knowledge Exchange participants have been involved in. Examples include:

- The New Art Gallery Walsall's hosting of the British Museum's Rodin spotlight tour (see Julie Brown's case study);



- National Museums Northern Ireland multi-faceted relationship with the British Museum, including hosting part of the British Museum's International Training Programme, preparing to take its Hoards touring exhibition and continuing joint working on the Money and Medals network.

### Collaborations with other organisations

As a number of respondents noted, collaborative and partnership working with a range of organisations is something that is often already a part of the life of cultural institutions, making it difficult to attribute the Knowledge Exchange programme as a particular factor in further collaborations with third parties. However, there are a number of striking examples in which the Knowledge Exchange programme has proved decisive for participants in their partnerships with third parties.

The first of these is Julie Brown's experience (see case study report). Here, an introduction from a British Museum member of staff to a senior member of staff at VocalEyes and to regional support networks in the Midlands have resulted in the New Art Gallery Walsall collaborating with all these parties in their ongoing work to improve access. Other participants have also commented that, whilst the programme may not have directly influenced the development of new partnerships, their placement experience has had a positive impact in enhancing their own collaborative skills and thereby improving the *experience* of the collaboration for both parties. This is most notably, but not exclusively, the case for British Museum participants, rather than partner organisations.

*"The experience in Plymouth has served me to better understand the needs of UK venues, to which the Department of Prints and Drawings lends constantly."*  
British Museum participant, 2014

*"In my current role we work closely with the Royal Shakespeare Company on joint collections projects... It's quite difficult to demonstrate a direct effect from the Knowledge Exchange programme but I was impressed by*

*the willingness of the British Museum to share its expertise with me and this has influenced my approach to collaborative working."* Partner Organisation participant, 2011

*"We deal with a variety of International Partners, museums, art organisations & exhibition spaces... My experience of the Knowledge Exchange was particularly helpful in dealing with smaller museums... I could understand the limited resources they had and work around that to assist them more."* British Museum participant, 2016

### KNOWLEDGE EXCHANGE AS A SPRINGBOARD TO FURTHER LEARNING

The Map of Change anticipated that a final medium to long term outcome of participation in the Knowledge Exchange programme might be that participants took responsibility for their Continuing Professional Development (CPD) and used their programme experience as a springboard to further learning and professional development.

#### Continuing Professional Development

Figures 29 and 30 (appendix 5) show that 53% of all questionnaire respondents were motivated by the Knowledge Exchange programme to pursue further formal CPD and 73% were motivated to undertake additional informal learning as a result. When these responses are broken down by cohort, participants from partner organisations were slightly more likely to attribute the Knowledge Exchange programme with motivation for further CPD than British Museum participants.

Analysis of both the evaluation forms and questionnaire responses shows that the programme's impact on CPD motivation for some participants has been both immediate and sustained over time. Participants cited a wide range of CPD interventions that they had been motivated to seek out as a result of the programme – either directly afterwards or on an ongoing basis – including independent reading, cross-organisational job shadowing, leadership development programmes,

attending conferences and networks, and further informal knowledge sharing.

*"The placement partly inspired me to undertake a research degree."* British Museum participant, 2012

*"I have just approached another national museum to ask if I can shadow an aspect of work I am interested in."*

Partner Organisation participant, 2017

*"I arranged for myself and a Curator from my museum to visit Bury St Edmunds museum to share information with their curator about our respective Reminiscence Box schemes."* Partner Organisation participant, 2015

It is clear that in some cases, participants see that the benefits of the Knowledge Exchange programme in relation to CPD are cumulative throughout their career trajectories. For instance, when a participant gains confidence and/or is inspired to undertake further CPD as a result of the programme, those resulting CPD interventions then build additional skills and knowledge to support the participant's professional development. In these cases, the Knowledge Exchange programme can be seen as a catalyst, kick starting or building on a process of self-development (see Paul Taylor's case study). It can contribute to the development of a growth mindset and positive feedback loop, in which positive experiences of professional development feed an appetite for further growth.

*"The placement...was a key motivating factor in applying for the Clore Leadership Short Course... This was another confidence boost and helped me build up essential skills towards further career development."* British Museum participant, 2012

### Supporting professional development across the sector

A small number of participants have also used the Knowledge Exchange experience as a springboard for supporting *others* with professional development, both within their own organisations and regionally. For example, one participant has

worked with the Training Manager in their organisation to devise a Curatorial Development programme, encompassing formal and informal CPD activities for junior curators, whilst another has organised CPD for colleagues in their region with Museum Development (MD) funding. Whilst participants recognise that the Knowledge Exchange programme is not solely responsible for these 'third party' outcomes, the programme is often cited as a contributory factor in their inception and development.

Where participants have outlined the beneficial impacts that their Knowledge Exchange placement has had for their direct reports, these have encompassed encouragement for team members to undertake more CPD activities, as well as the individual themselves driving higher performance for their team at work.

*"I have been much more motivated to attend conference and to meet with other organisations to exchange ideas and learning. I'm also encouraging this more within my team."* British Museum participant, 2017

*"I found the Knowledge Exchange programme inspirational: it opened my eyes to best practice and inspired me to aspire higher and lead my team to achieve more."* Partner Organisation participant, 2017

### Career development

When asked whether the Knowledge Exchange programme had a positive impact on their career progression, 79% of respondents from partner organisations and 63% of respondents from the British Museum either agreed or strongly agreed (see figure 31, appendix 4). Participants cited a range of different impacts of the programme on career progression in the questionnaire and their reflective writing pieces, including:

- Citing Knowledge Exchange experience either during job interviews or on CVs to demonstrate commitment to CPD and to draw on relevant experience for the position;

- Using the Knowledge Exchange programme consciously to focus on growing experience and expertise in an aspect of work required for career progression;
- Using the Knowledge Exchange programme as a kick start for considering career options (see Paul Taylor’s case study);

One participant from a partner organisation also gained a freelance role with the British Museum, “which wouldn’t have happened if I hadn’t met the [British Museum] team” during the placement.

*“The Knowledge Exchange placement presented the opportunity to realise career goals by giving me more experience in the area of museum education. Following job interview’ feedback... I felt I needed to have a wealth of experience and examples to hand for [future interviews]. British Museum participant, 2015 (reflective writing)*

For some participants who have remained in the same role and/or organisation since their placement, there have also been benefits in relation to career development. For some, these have been related to raising their profile or credibility internally, whilst others recognised that the experience had driven an increase in confidence that affected their sense of place and entitlement at work. Harvinder Bahra’s case study provides a good example of this (see case study report).

*“It is difficult for Front of House staff to feel that they have a voice, however I am now more confident that my opinions are more respected within my organisation.” Partner Organisation participant, 2015*

*“After the placement I felt confident to apply for more senior positions within my organisation... I had a few interviews and I changed role 6 months after my Knowledge Exchange placement” British Museum participant, 2014*

Of course, for some participants, there have been both personal and organisational factors that have restricted the extent to which the Knowledge Exchange programme has had an impact on CPD and career progression. Respondents cited examples which included working arrangements (e.g. part time or family leave), as well as lack of organisational capacity and capability.

### Career moves

44% of respondents have changed their job or the organisation they work for since their Knowledge Exchange placement (40% of British Museum respondents and 47% of partner organisation respondents) (see figure 5, appendix 1). From the British Museum, 50% of those who had experienced a career move had left the British Museum, whilst 50% had changed roles within the museum. From partner organisations, 77% of those who experienced a career move had left their organisation, with others remaining in their organisations.

If these figures are converted into ‘turnover rates’, the results are particularly interesting. For the British Museum, four out of twenty respondents had left the organisation since their placement, equating to a turnover rate of 20%.<sup>6</sup> For partner organisations, seven out of nineteen respondents had left their organisations, equating to a turnover rate of 37%.<sup>7</sup> Whilst staff turnover rates for the cultural sector are not available for comparison, during the period 2012 – 2017, the British Museum as a whole has had a mean total turnover rate of 16.5%.<sup>8</sup> This indicates that Knowledge Exchange participants may be somewhat more likely to move organisations than the population as a whole. Self-selection may be a factor here, since those individuals putting themselves forward for the Knowledge Exchange programme may already have a greater focus on CPD and career progression than others. However, the examples above also suggest that participation in the programme itself may also

<sup>6</sup> Number of British Museum respondents leaving the British Museum ÷ total number of British Museum respondents

<sup>7</sup> Number of partner organisation respondents leaving their organisations ÷ total number of respondents from partner organisations

<sup>8</sup> Includes all leavers, including resignation, retirement, end of fixed term contracts and excluding internal moves



be a factor in enabling cross-organisational career moves.

**The contribution of the Knowledge Exchange programme to CPD and career progression**

In order for individuals to be effective agents in their own CPD and career development, they need the following three attributes:

Mindset: a growth-oriented way of thinking in which the person believes that they can develop themselves (rather than a fixed mindset that the person is born with a set of skills that they cannot change).<sup>9</sup>

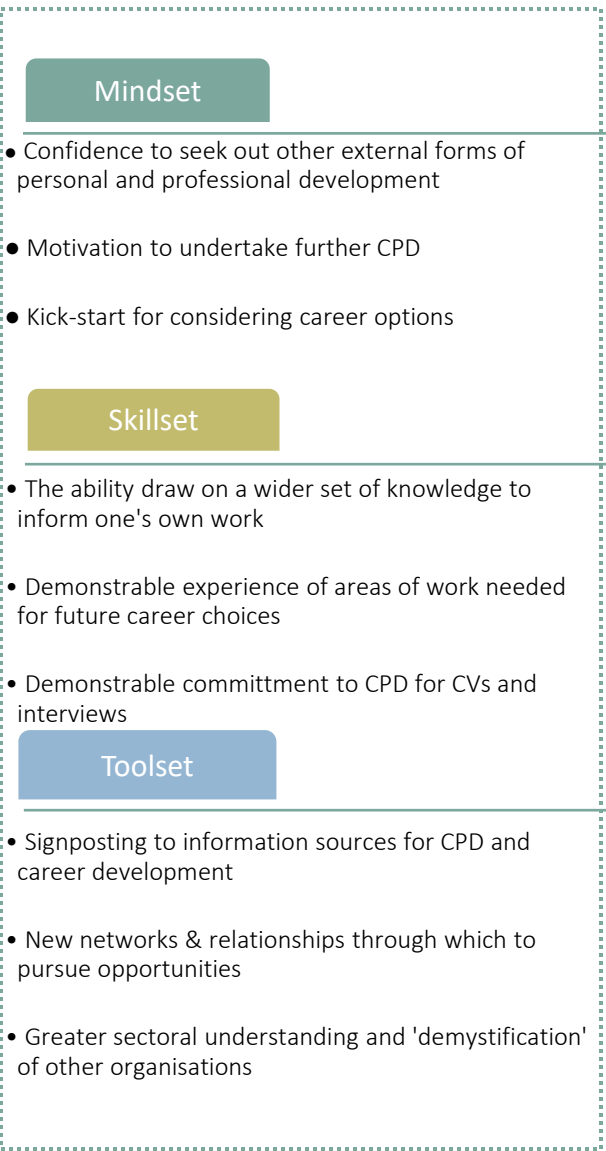
Skills set: Knowledge and capability to be able to access and make the most of CPD and career development opportunities.

Tool set: The resources needed to access and make the most of CPD and career development opportunities.

The analysis above indicates that participation in the Knowledge Exchange programme has had an impact in developing one or more of these attributes for a number of participants. Figure 32 summarises how participants have identified the programme’s contributions to each of these areas.



FIGURE 32: THE IMPACT OF PLACEMENTS ON CPD AND CAREER PROGRESSION



<sup>9</sup> DWECK, C. S. (2006). *Mindset: the new psychology of success*. New York, Random House.

# Conclusion

## SHORT TERM OUTCOMES

The anticipated **short-term outcome** of the Knowledge Exchange programme, that participants would develop new skills, has been clearly established by this evaluation. Analysis of responses shows that knowledge was shared on placements, and that following reflection and in some cases an increase in confidence, learning was implemented.

### Factors affecting the implementation of learning

The value of the placement experience has been realised most where participants were able to implement their learning without recourse to financial or other resources. In cases where funds were limited, implementation of learning may also have been constrained, particularly for partner organisation participants.

Participants perceived that time, as well as budget, can be a barrier to implementation of learning. Partner organisation participants were twice as likely as their British Museum counterparts to experience this.

A high proportion of British Museum participants felt supported by their own organisation when undertaking the exchange. A lower proportion of partner organisation participants felt this was so, and 31% felt unsupported. Despite these constraints, 47% of participants from partner organisations were able to articulate changes they had made in their organisations or things they had done differently as a result of the programme, compared to 29% of British Museum participants (who articulated greater sharing of knowledge and less application of it).

### Workforce engagement

The majority of participants felt valued by their organisations as a result of undertaking the exchange. This was particularly so for British Museum participants who also indicated that they had developed a better understanding of their

organisation and developed closer internal working relationships as a result.

Participants from partner organisations felt rather less valued and had experienced less development of internal working relationships but 95% indicated an increase in self-confidence as a result of the exchange.

From these factors it is likely that the majority of participants on the programme felt more engaged with their work as a result of participation.

## LONG TERM OUTCOMES

**In the longer term**, there is evidence that the Knowledge Exchange programme has resulted in impacts for individuals across all four outcome areas in the Map of Change:

### Applying placement learning

Individuals were able to continue to apply their learning including following changes of role and organisation. Whilst partner organisation participants indicated the impact of a slow process of reflection and greater confidence over the long term, many British Museum participants cited greater awareness of the context of non-nationals and the constraints under which they operate as key to changes in their working practices.

### Applying the principles of knowledge sharing more widely

Several participants continued to apply the principles of knowledge-sharing more widely, for example through increased attendance at conferences, facilitating introductions between colleagues and contacts made during placement, and mentoring others.

A high proportion of all participants indicated their willingness to share their *own* knowledge and a very high proportion of partner organisation participants reported proactively asking *others* to share their knowledge more broadly (i.e. beyond their placement).

For the majority of participants, the programme has acted as a gateway to relationships with people at the host museum and many participants indicated that the programme had resulted in increased confidence to approach people from the host organisation; primarily for additional knowledge exchange and also, though less frequently, for more concrete collaborations.

The National Programmes team at the British Museum has played an important role in facilitating knowledge sharing both within and beyond the programme. They have developed considerable social capital which they use to create and exploit opportunities for knowledge sharing and are able to flex the programme to meet individuals' needs. As a result of their efforts – and those of others involved – the Knowledge Exchange programme has inspired legacy projects in the UK and abroad.

### Collaboration and partnership working

A significant proportion of participants indicated that the programme had enhanced their skills in collaborative working and 89% of partner organisation participants felt confident to approach *other* organisations for collaboration, following their knowledge exchange experience.

### Continuing Professional Development and career progression

Analysis of responses to the questionnaire demonstrates conclusively that the Knowledge Exchange programme has impacted positively on participants' pursuit of both formal and informal Continuous Professional Development opportunities. This has been both immediate and sustained over time.

The benefits of participation in relation to CPD have been cumulative, with successive CPD experiences building additional skills to support ongoing career development. A positive experience of the exchange programme also appears to contribute to the development of a growth mindset and a positive feedback loop, feeding an appetite for further growth.

There is evidence that for a small number of participants the experience has acted as a springboard for their support of others' professional development, including their own teams and direct reports.

The majority of participants felt that the programme had impacted positively on their career development (internally) and progression (to new organisations). This was especially the case for participants from partner organisations. 44% of all respondents had changed jobs or employers since their exchange programme. This seems to indicate that whilst the exchange is likely to create a greater level of workplace engagement, there is also evidence that it stimulates turnover and is a factor in enabling individuals to move role and organisation.

In summary, the Knowledge Exchange programme has contributed substantially to participants' learning, both about their placement subject *and* about the principles of knowledge exchange as a form of personal and professional development. The programme has enabled participants to be both recipients of placement-specific knowledge from their host organisation *and* effective agents of knowledge exchange themselves, within their placement and more widely in the longer term. This increased engagement with the knowledge economy – the lifeblood of cultural organisations – bodes well for the future resilience and sustainability of the sector.



# Recommendations

This evaluation of the impact of the Knowledge Exchange programme on individual participants has examined some hitherto unexplored aspects of the programme and has found a great deal to celebrate. It also prepares the ground for further evaluation, which could provide a more detailed understanding of the workings of the programme.

Recommendations for further evaluation are:

## **BUILD MEDIUM TERM EVALUATION INTO FUTURE PROGRAMME ITERATIONS**

Currently, participants are asked to complete an evaluation form and reflective writing piece shortly after their placement. By this time, participants have rarely had a chance to embed their learning or to implement any changes as a result of their experience. Building in an evaluation step between 6 and 12 months after the placement could help to address this and provide the National Programmes team with improved outcomes data for the programme over time.

## **EVALUATE ORGANISATIONAL IMPACTS**

As assessment of the organisational impacts of the Knowledge Exchange programme would help to outline how partner organisations benefit from the programme holistically (e.g. in relation to benefits experienced beyond placement specific learning). It would be particularly valuable to address:

- Partner organisations' expectations (i.e. what they hope participants and the organisation would achieve from the placement);
- The extent to which organisations' expectations were met;
- The impact of the programme on participants' engagement at work;
- The impact of 'being a host' (i.e. the involvement of those interacting with the placement visitor

and the impacts of this experience on them and on the wider organisation).

This evaluation could be best accomplished via in-depth interviews or focus groups with key individuals in partner organisations, including participants' line managers, key programme contacts and those involved in hosting placements.

It may also be possible to evaluate the sectoral impacts of the Knowledge Exchange programme, to understand its broader reach outside partner organisations. This could include an assessment of the legacy programmes identified in this report, as well as an evaluation of programme awareness in the sector and the extent to which this may have influenced local knowledge sharing practices. This could be achieved through the involvement of regional Museum Development Organisations, as well as wider sector support bodies.

## **EVALUATE PROGRAMME INPUTS**

In evaluating the impacts of the Knowledge Exchange programme for participants, it has become clear that the programme inputs (e.g. the expertise of the National Programmes team, the recruitment of partner organisations, the planning of placements) are significant in enabling the programme to achieve its aims.

In order to understand this further – and to aid with the design of future iterations of the programme – an evaluation of the programme inputs would be valuable. This could be undertaken via research with partner organisations and participants – as well as unsuccessful applicants – looking at their experiences of each aspect of the placement inputs.

One outcome of all these further phases of evaluation could be the creation of a sector-facing toolkit, providing support and guidance for organisations wanting to embed knowledge exchange into their practice, including, for example, guidance on proven principles of programme design and the individual and organisational conditions that enable successful exchange.

# Appendix 1

## DEMOGRAPHICS

FIGURE 3: PARTICIPANTS BY PLACEMENT YEAR

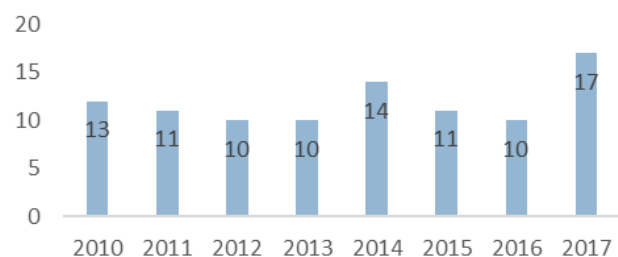


FIGURE 4: RESPONDENTS BY PLACEMENT YEAR

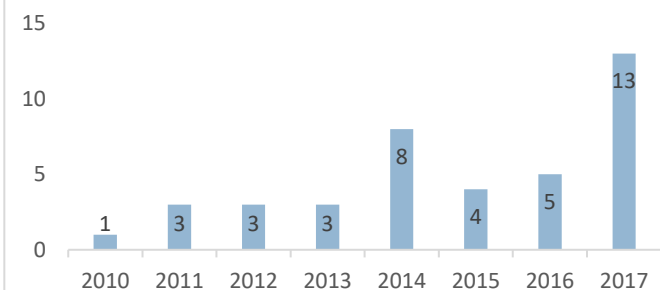


FIGURE 5: ARE YOU STILL IN THE SAME ROLE AS DURING YOUR PLACEMENT?

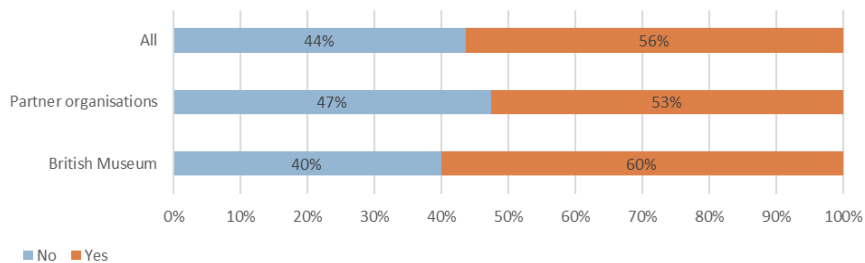


FIGURE 6: RESPONDENTS BY GENDER

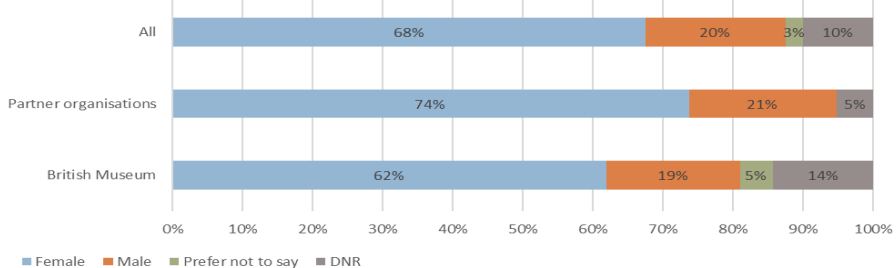


FIGURE 7: RESPONDENTS BY AGE

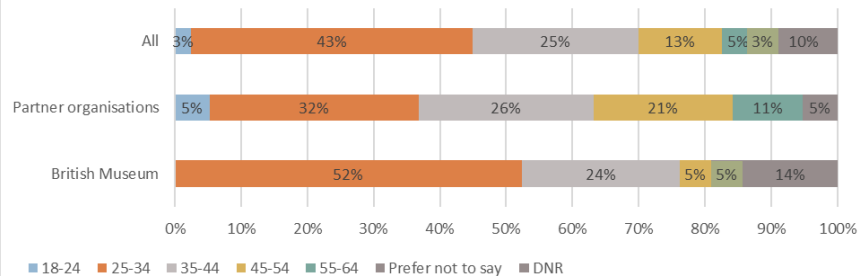


FIGURE 8: RESPONDENTS BY ETHNICITY

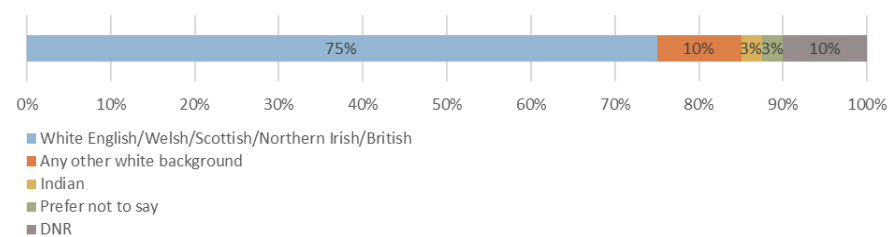


FIGURE 9: GEOGRAPHICAL REACH

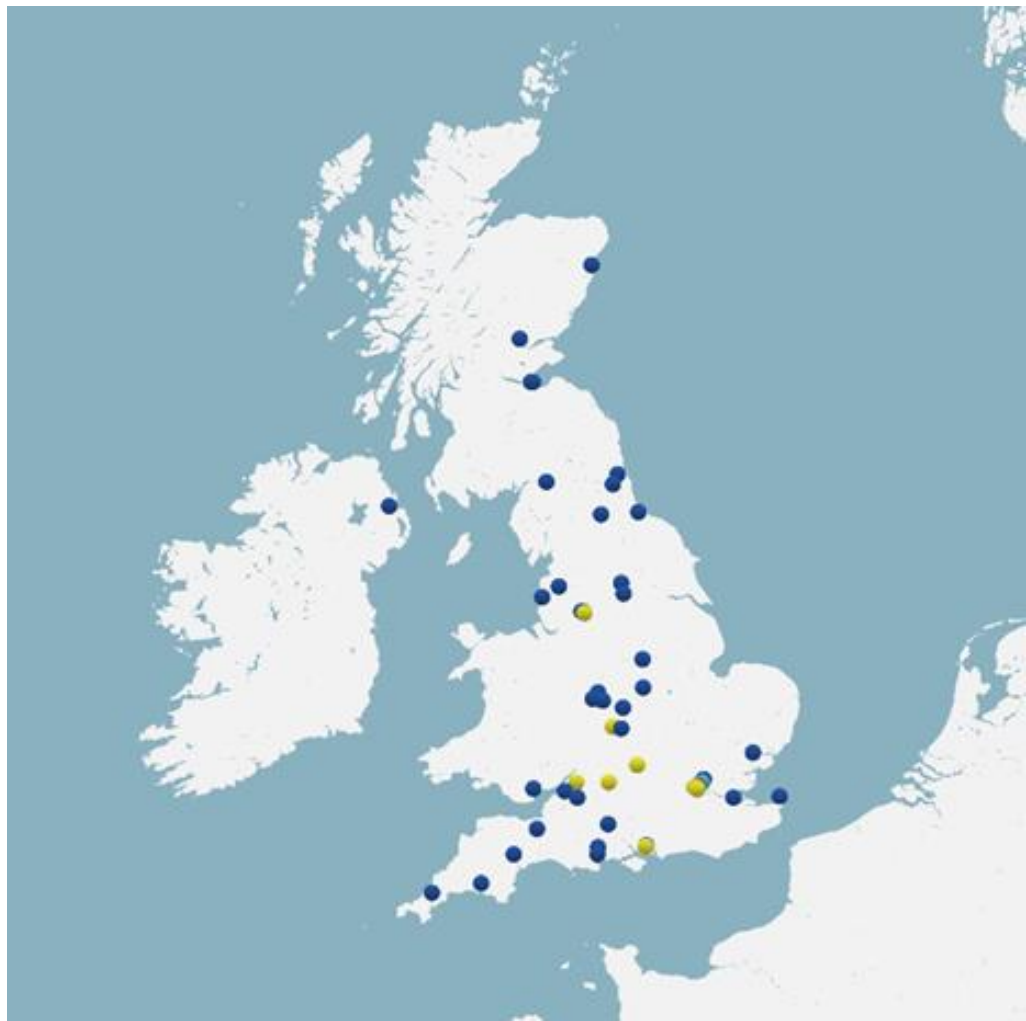
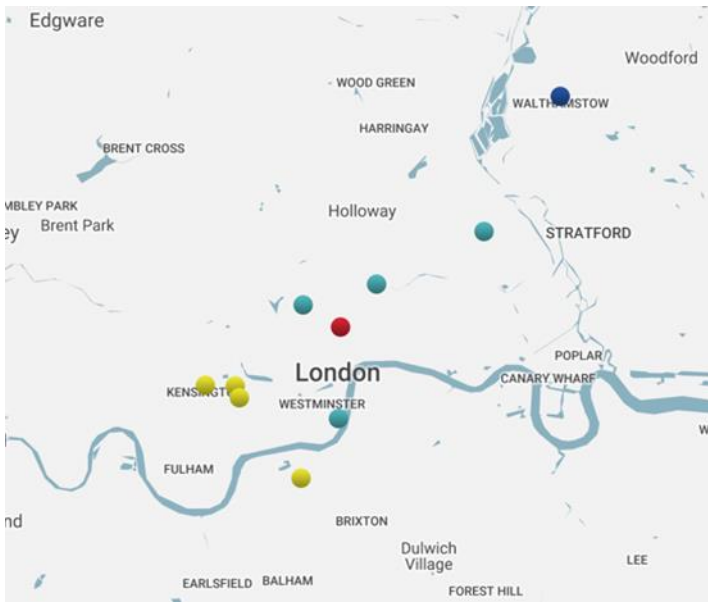


FIGURE 10: GEOGRAPHICAL REACH (LONDON)



- Partner organisation
- New organisation (partner participant)
- New organisation (British Museum participant)

# Appendix 2

## SHORT TERM OUTCOMES

FIGURE 12: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME ENABLED ME TO MAKE CHANGES IN MY ORGANISATION

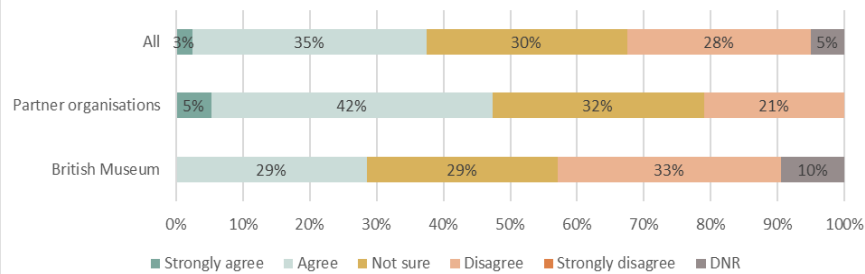


FIGURE 13: I HAD ENOUGH TIME TO PLAN AND IMPLEMENT THINGS I WANTED TO DO AS A RESULT OF MY PLACEMENT

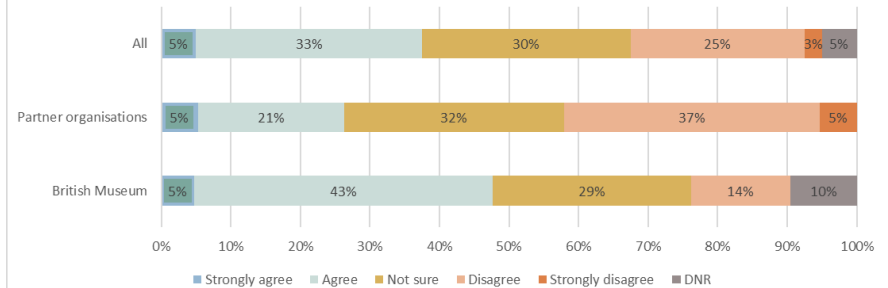


FIGURE 14: BUDGETS &/OR LACK OF RESOURCES PREVENTED ME FROM DOING SOME OF THE THINGS I WANTED TO DO AS A RESULT OF MY PLACEMENT

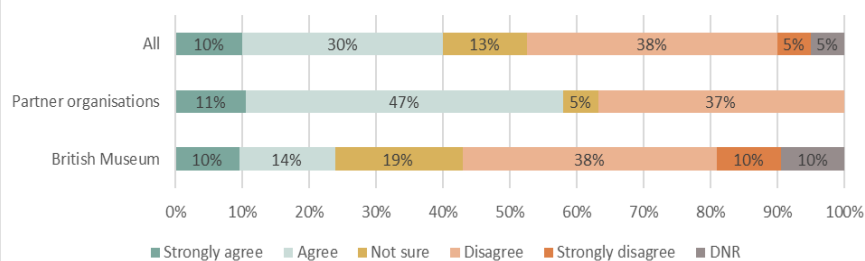


FIGURE 15: I HAD ENOUGH SUPPORT FROM MY COLLEAGUES TO GET THE MOST OUT OF MY PLACEMENT

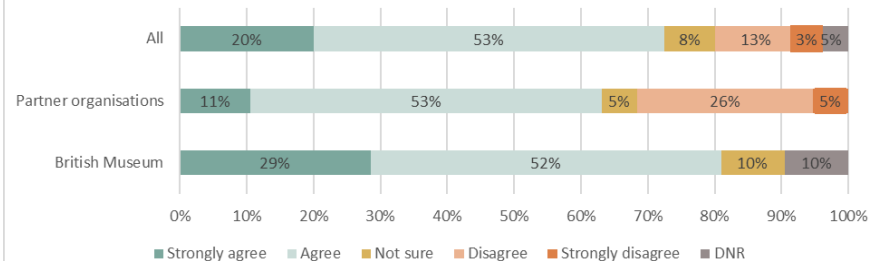




FIGURE 16: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME MADE ME FEEL VALUED BY MY ORGANISATION

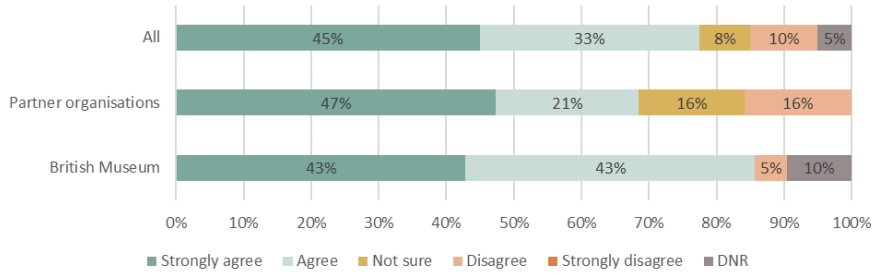


FIGURE 17: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME GAVE ME A BETTER UNDERSTANDING OF MY OWN ORGANISATION

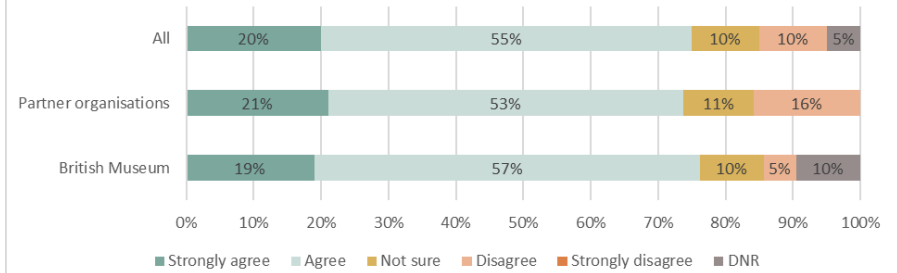


FIGURE 18: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME GAVE ME GREATER CONFIDENCE IN MY ROLE

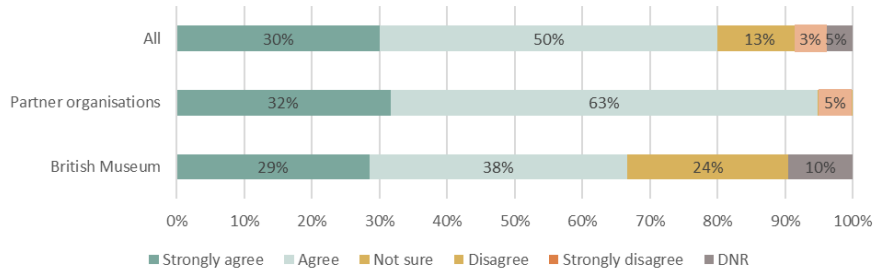
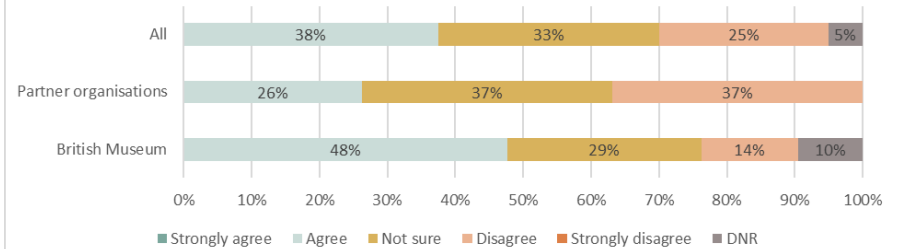


FIGURE 19: AS A RESULT OF TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I DEVELOPED CLOSER RELATIONSHIPS WITH PEOPLE IN MY OWN ORGANISATION



# Appendix 3

## LONG TERM OUTCOMES: SHARING LEARNING

FIGURE 20: IMMEDIATELY AFTER YOUR KNOWLEDGE EXCHANGE PLACEMENT, WHERE DID YOU SHARE YOUR LEARNING FROM THE PLACEMENT?

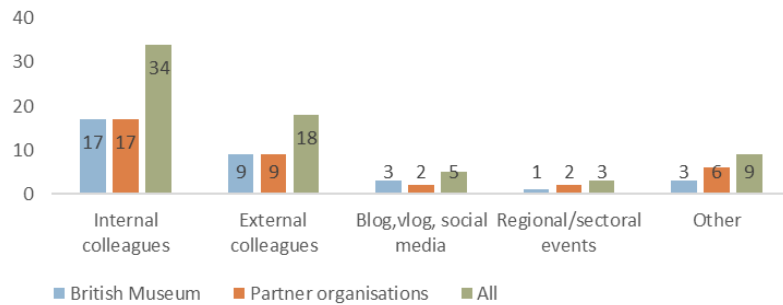


FIGURE 21: SINCE TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I AM MORE PROACTIVE IN SHARING MY KNOWLEDGE AND EXPERTISE WITH OTHERS

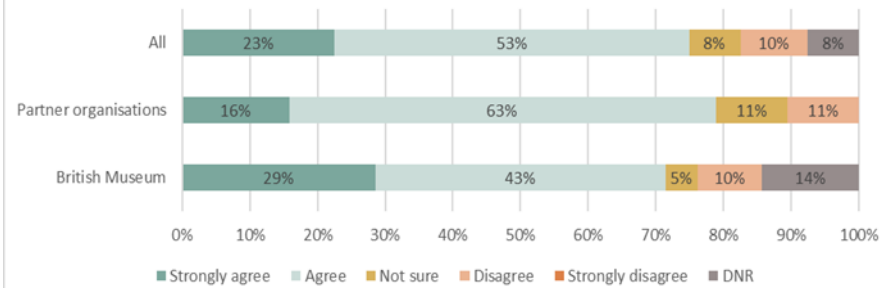


FIGURE 22: SINCE TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I AM MORE PROACTIVE IN ASKING OTHERS TO SHARE THEIR KNOWLEDGE AND EXPERTISE WITH ME

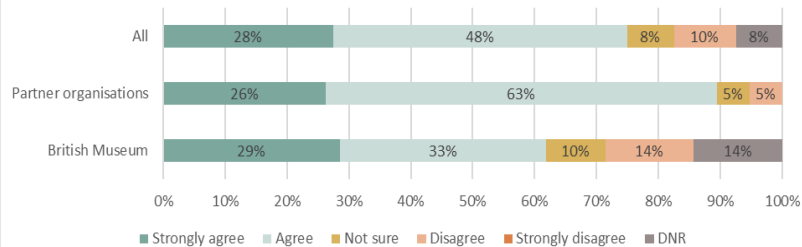
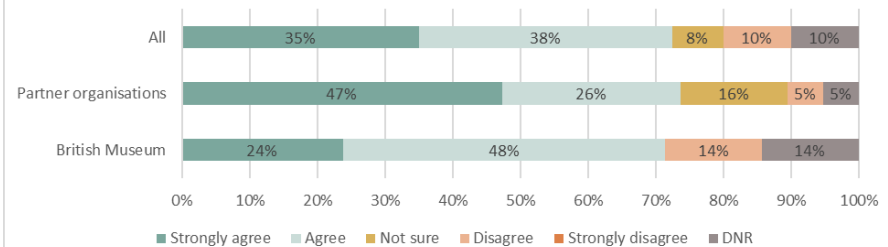


FIGURE 23: AFTER TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I AM MORE CONFIDENT ABOUT APPROACHING MY HOST ORGANISATION TO ASK FOR FURTHER ADVICE OR SUPPORT



**FIGURE 25: A SUMMARY OF LEGACY PROJECTS AND OTHER KNOWLEDGE SHARING THAT HAS TAKEN PLACE AS A RESULT OF THE KNOWLEDGE EXCHANGE PROGRAMME**

<b>2017</b>	Georgia Mallin facilitated an introduction between Knowledge Exchange programme participants from the Ahsmolean Museum and the National Trust that resulted in further direct knowledge sharing between the two (see case study report).
<b>2017</b>	The National Programmes team supported participants from the Roman Baths and the Black Country Living Museum to undertake reciprocal one day exchanges between the two organisations.
<b>2017</b>	The National Programmes team and National Trust arranged informal mini-exchanges for British Museum staff who had been unsuccessful in their Knowledge Exchange programme applications.
<b>2017</b>	The British Museum hosted the Roman Baths Visitor Services team on a day trip to the British Museum, since so many of them had applied for the exchange.
<b>2017</b>	The National Programmes team arranged knowledge sharing for staff at the South West Museum Development Programme (SWMDP), to enhance SWMDP's understanding of the British Museum's approach to working with national partners.
<b>2017</b>	The National Programmes team facilitated further contact between British Museum and National Museums Northern Ireland (NMNI), all of which had been initiated via enquiries or applications for the Knowledge Exchange programme but were more suited to an 'expert visit' approach due to the nature of areas of interest: <ul style="list-style-type: none"> <li>• Exploration of NMNI's collection of Australian and aboriginal material (scheduled for Summer 2018);</li> <li>• Exploration of further collaboration in the way public finds of treasure and archaeological material are handled;</li> <li>• Learning about NMNI's work and confirm their involvement in the British Museum's International Training Programme (ITP).</li> </ul>
<b>2017</b>	The National Programmes team facilitated a visit for a British Museum member of staff to the Brotherton Library to study their Chinese numismatic collection. This enquiry had originally come via the Knowledge Exchange programme as a request to work with Leeds Museums and Galleries (Knowledge Exchange programme partner organisation). However, the Brotherton Library is independent of Leeds Museums and Galleries so the exchange could not take place under the programme.
<b>2017</b>	The British Museum and partner organisations are exploring the possibility of a legacy knowledge sharing project for Front of House and Visitor Services staff in particular.
<b>2017</b>	The Communities team at Leeds Museums and Galleries (who hosted a British Museum Knowledge Exchange participant) are making a return visit to the British Museum to continue reciprocal sharing of ideas and best practice.
<b>2017</b>	The National Programmes team will host Leeds Museums and Galleries' Knowledge Exchange programme key contact to discuss the British Museum's partnership working approach.
<b>2014</b>	Maria Bojanowska (as a result of her Knowledge Exchange placement relationships) put Llandudno Museum in touch with Irving Finkel (curator in charge of cuneiform inscriptions on tablets of clay from ancient Mesopotamia) who provided the museum with information about a cuneiform tablet for their records.
<b>2014</b>	The National Programmes team facilitated meetings and knowledge sharing at the British Museum for members of staff from Beamish (Knowledge Exchange programme partner organisation in 2014) and Chatham Historic Dockyard (Knowledge Exchange programme partner organisation in 2013).

NB: It seems likely that further examples of wider knowledge sharing via the National Programmes team took place in other years, but records only exist for 2013/14 and 2017.

# Appendix 4

## LONG TERM OUTCOMES: COLLABORATION AND PARTNERSHIP WORKING

FIGURE 26: AFTER TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I FEEL MORE CONFIDENT ABOUT APPROACHING MY HOST ORGANISATION ABOUT OPPORTUNITIES FOR COLLABORATION

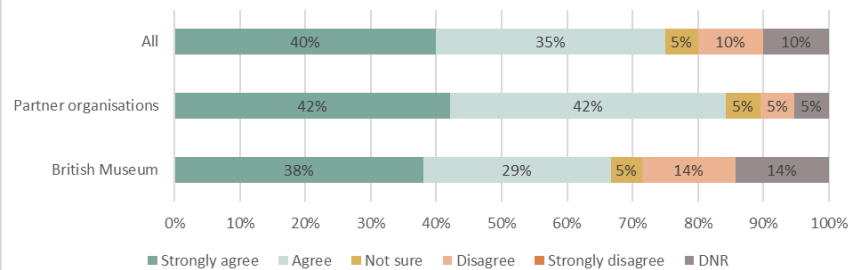


FIGURE 27: AFTER TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME, I FEEL MORE CONFIDENT ABOUT APPROACHING OTHER ORGANISATIONS ABOUT OPPORTUNITIES FOR COLLABORATION

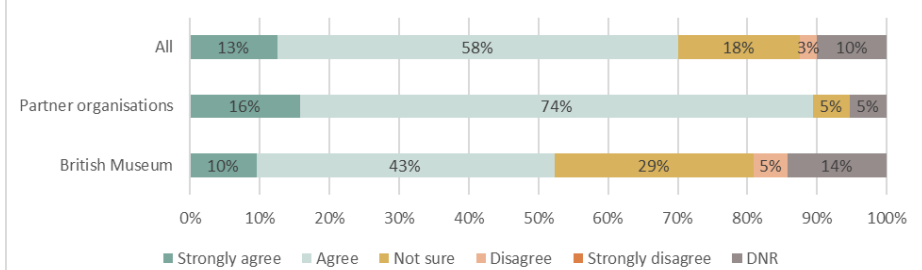
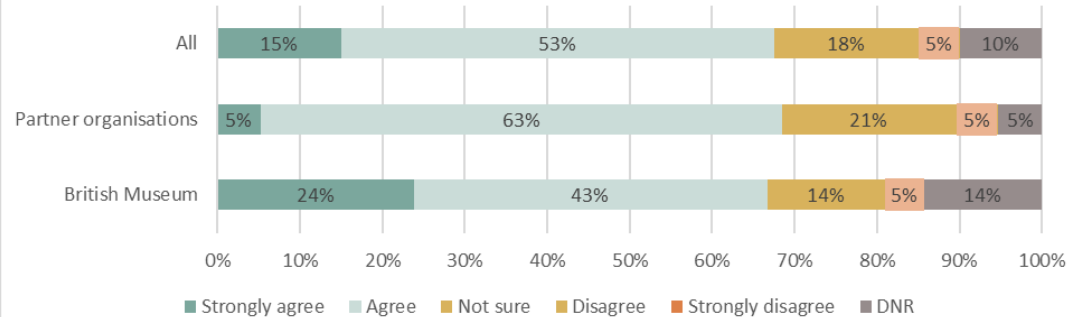


FIGURE 28: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME HAS DEVELOPED MY SKILLS IN COLLABORATIVE WORKING



# Appendix 5

## LONG TERM OUTCOMES: CONTINUING PROFESSIONAL DEVELOPMENT

FIGURE 29: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME HAS MOTIVATED ME TO UNDERTAKE FURTHER FORMAL CPD

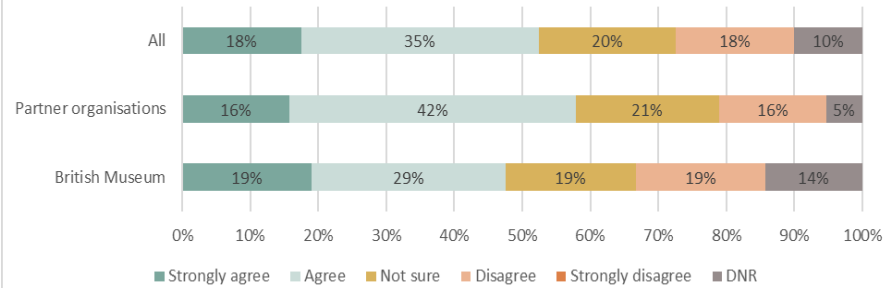


FIGURE 30: TAKING PART IN THE KNOWLEDGE EXCHANGE PROGRAMME HAS MOTIVATED ME TO USE MORE INFORMAL WAYS OF CONTINUING MY PROFESSIONAL DEVELOPMENT

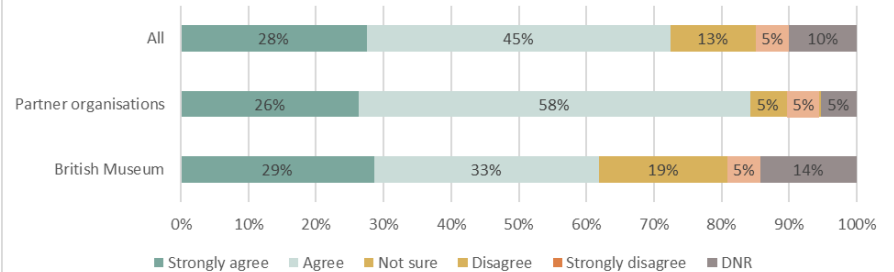


FIGURE 31: THE KNOWLEDGE EXCHANGE PROGRAMME HAS HAD A POSITIVE IMPACT ON MY CAREER PROGRESSION

