University of St Andrews
Museum Collections Unit

Learning & Access
Policy & Plan
2013-2015

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Introduction
The Museum Collections Unit manages three Accredited museums (MUSA, the Gateway Galleries and the Bell Pettigrew Museum), the MUSA Collections Centre and various museum stores.

- MUSA, the Museum of the University of St Andrews, opened on 30 September 2008. It has four exhibition galleries, a ‘Learning Loft’ and viewing terrace. It attracts approximately 35,000 visitors a year.
- The Gateway Galleries opened 2005 and features two exhibition areas - a permanent display introducing the University’s history/collections and a temporary exhibition gallery (hosting four exhibitions per year). These galleries attract approximately 10,000 visitors a year.
- Bell Pettigrew Museum, a natural history museum used for teaching and research in Biology and open to the public during the summer vacation two afternoons per week. This museum attracts about 1500 visitors, in addition to student use.
- MUSA Collections Centre opened in 2010 and holds some of the 112,300 artefacts in the collections. It can be visited by members of the public on booked tours, currently the first Wednesday of the month. This open access store and research centre is also accessible by appointment for researchers and special interest groups.

A Learning & Access post was first created in 2003 as a single part-time post. Now in 2013 the team currently has two part-time Learning & Access Curators and one full-time Curatorial Trainee (Learning & Access). The team’s remit is to fulfil the objective in the Museum Collections Unit’s Statement of Purpose to make the collections accessible to all.

Statement of Purpose of Museum Collections Unit
‘The museum collections of the University of St Andrews are a central part of the heritage of Scotland’s oldest university. The Museum Collections Unit exists to develop and care for these collections and to make them accessible to all, through a variety of methods, including displays, publications, digital technology and community engagement programmes. The Unit aims to provide the highest quality facilities and services, matching the aspirations of its parent University’
Our Approach to Learning

The Learning & Access Policy and Plan sets out the strategic objectives over the period 2013-2015. The policy will be reviewed annually in line with the calendar year.

Strategic Context
The policy is influenced by significant external and internal developments that will affect the Museum Collection Unit. Influencing factors are:

Internal:
- Museum Collections Unit Strategic & Operational Plan 2013-16 (reviewed annually)
- University of St Andrews Strategic Plan 2008-18
- Annual participation targets set for Learning & Access
- Exhibition programme at Gateway Galleries
- Opportunities for collaborations and partnerships with academic Schools and other departments within the University

External:
- Curriculum for Excellence and its continued impact on schools
- Inspiring Learning for All framework
- Scottish and UK museum strategies and priorities, including Going Further - The National Development Strategy for Scotland’s Museums and Galleries (Museums Galleries Scotland, 2012)
- Opportunities for partnership and collaboration within and beyond the museum sector.
- Available funding streams, including those of Museums Galleries Scotland
- The Scottish Government’s policies and funding for arts and culture
- Local tourism priorities, impact of Visit Scotland campaigns such as 2013 ‘Year of Natural Scotland’ and shifting patterns of tourist visits
- Other cultural heritage considerations, such as the development of Scotland’s first National Youth Arts Strategy being led by Creative Scotland; sector reviews currently being undertaken by Creative Scotland looking at Theatre, Visual Arts, Crafts, Dance, Music and Film.
Learning & Access Policy

Learning & Access Policy Statement
‘To ensure that different audiences share, learn from and enjoy the heritage of the University of St Andrews’

Our Aspirations
We recognise there are potential barriers to access at all levels of the museum service. We believe however that all people have a right to engage with, use and enjoy the collections of the University of St Andrews. We are committed to providing the widest possible access. We seek to provide opportunities for learning, enjoyment, inspiration and engagement for all.

User-Groups
The museum service has a large and diverse range of users and potential users:

- **Internal** - staff, students, potential students and alumni of the University.
- **External** - educational bodies such as schools, nurseries, further education colleges, other universities, museums and related organisations. The local community and public including families, community/specialist groups, researchers, tourists and other visitors to St Andrews.

We recognise that different users have different needs. The Museum Collections Unit is committed to widening access provision to encourage current low / non-users to engage with the collections and services.
Aims

- To provide high quality learning programmes, resources and services
- To provide the widest possible access to learning opportunities, including developing programmes that encourage low / non-users to engage with the collections and services.
- To ensure that learning and access aims are embedded in all appropriate activities of the Museum Collections Unit.
- To offer high quality teaching support for the University's Museums and Galleries Studies course
- To develop and fulfill a role in supporting the wider University of St Andrews
- To tackle barriers to access identified in the Museum Collection's Unit access surveys.
- To communicate effectively with all our audiences and promote the services available

Types of Provision

The Museum Collections Unit staff are committed to increasing public access to the collections and deepening knowledge and understanding of the shared heritage of the University of St Andrews. We will provide varied means of access to the collections, including displays, digital information, publications and events. We are committed to offering a range of opening hours to suit different audiences at publicly accessible display venues.

The following services will be provided:

- Permanent and temporary exhibitions
- Teaching provision (within the University and to schools and other educational groups)
- Events such as open days, workshops, talks, tours, etc. for the general public
- Outreach Service
- Access to stored collections in particular via the MUSA Collections Centre
- Publications/online materials based on collections research
**Access Statement**

The Museum Collections Unit is committed to increasing public access to the collections. Access to collections will be balanced with appropriate care and management of the collections. To eliminate barriers and provide the widest possible access to all potential users, we will consider the following forms of accessibility in all our activities:

- **Physical** – equal access wherever possible will be provided to museum buildings, facilities and services for all visitors. Visitors with physical disabilities, the elderly and those with young children will be specifically considered.
- **Sensory** – to enable visitors with impaired vision or hearing to access the museums/collections.
- **Intellectual** – we recognise that people have different learning styles and we will provide interpretation in a range of learning styles. Interpretation methods will be designed to suit a range of learning styles and abilities ensuring visitors with learning difficulties have opportunities to engage with the museums/collections.
- **Cultural** – routes of access will be provided for visitors who do not have English as a first language or whose knowledge of Scottish/British heritage is limited. Consideration will be given to use of languages other than English. e.g. in interpretation of long-term displays in MUSA.
- **Social and attitudinal** – the museum environment and staff will be welcoming to all visitors. We aim to ensure people of St Andrews and East Fife feel the museum collections are of significance to them.
- **Financial** – the Museum Collections Unit is committed to the University’s policy of free access for all to exhibitions and museum venues. The museum shop will stock goods of varying price to take account of the range of income of visitors.
- **Geographical and technological** – we recognise that some users may find it difficult to travel to St Andrews. We will make use of IT and digital communications technology to make information on collections available e.g. via our website. We will continue to develop outreach services.

We will evaluate our services and projects to ensure they meet the provision of this policy and will continue to consult with users/non-users.
Policy Objectives

1. **Ensure learning and access is embedded in all exhibitions and interpretation produced by the Museum Collections Unit**

   **Current situation**
   A member of Learning and Access is involved in each temporary exhibition at the Gateway Galleries to a greater or lesser extent. Each year the annual ‘Young Artist Award’ produces a temporary exhibition at the Gateway Galleries that is the responsibility of Learning and Access. On other exhibitions the role is more fluid.

   **Key Strategy**
   - Develop exhibitions and interpretation with audience needs held centrally
   - Define the role of Learning & Access in each exhibition team

   **Key Action**
   - Develop programmes to support all temporary exhibitions
   - Have a member of Learning and Access on each exhibition team
   - Annually mount the ‘Young Artist Award’ exhibition
   - Consult with users/non-users and take forward findings of the 2011 & 2012 Audience Report
   - Develop resources such as activity bags, workshops and worksheets to extend the use of the 'Art Cart' in MUSA for visitors with young children
2. Develop programmes that encourage new and repeat users

Current Situation

The Learning and Access team delivers a popular programme of activities and events. This summer with increased programming the figures increased from 372 in 2011 (previous years 361 in 2009, 177 in 2010) to 1034 in 2012. The team has been building on existing successful programmes like the ‘Inspired by...’ series of talks and family bookable workshops by introducing further adult activities and experiences for all e.g. music performances in the galleries. The team also contributes to teaching on the Museum and Gallery Studies course and other university departments such as Biology, Social Anthropology, Art History, Medieval History, English (creative writing) etc.

Key Strategy

- Consult with users/non-users and take forward findings of the 2011 & 2012 Audience Report
- Increase participation in the established ‘What’s On’ programme, our six-monthly events listing leaflet

Key Action

- Pilot ‘Arty Saturdays’ drop-in art workshops at the Gateway Galleries for the first three exhibitions of 2013
- Increase opportunities for adults in the 'What’s On' guide Jan-June 2013 to test popularity based on success of 2012 activities
- Sustain ‘Music at MUSA’ in partnership with the Music Centre
- Evaluate the three projects introduced in 2012 to attract audiences identified as non-users in Audience Report: Baby MUSA Time (families with under 5’s); Youth Curators (10-17 year olds); Crafty Fridays (students)
- Reach out and offer further support to University service units by promoting what they do and offering routes of engagement with the public
- Offer a wide range of experiences such as tours, handling, workshops, etc to appeal to different learning needs
3. Deliver a dynamic schools programme in line with the Curriculum for Excellence

**Current Situation**

Anually the Learning and Access team delivers the hugely successful ‘Young Artist Award’. In 2012 over 860 pupils took part and 682 submitted entries for the competition. This is the main focus of the contact with schools and in November 2012 a pilot has been run to attract school to take part in archaeology workshops.

**Key Strategy**

- Increase participation by schools outside of the ‘Young Artist Award’
- Take forward the ‘Young Artist Award’ and secure long-term funding

**Key Action**

- Pilot a new schools programme for 2013-2014
- Develop the on-line schools pages
- Re-invigorate the teachers focus group
- Annually stage the ‘Young Artist Award’

4. Produce high quality marketing

**Current Situation**

The Learning and Access team sends out a weekly ‘What’s On’ summary to an email subscription list. The team also produces a six monthly ‘What’s On’ guide and distributes posters for specific events. The team has also developed guides within the museum that promote the services and collections of the Museum Collections Unit (Highlights, Map, Special Interests, Families & Walking Tour).

**Key Strategy**

- Implement and use the Marketing Toolkit developed for the Unit by the Audience Development post
- Reassess with the help of the University’s Lean team (IT unit dedicated to improving business practices) the email lists and booking system to improve opportunities for marketing

**Key Action**

- Update the Marketing Toolkit continuously as situations and contacts change
- Plan, produce and distribute six monthly ‘What’s On’ guide
- Send out weekly ‘What’s On’ email updates
- Reassess with the help of Lean the email distribution
- Develop the ‘What’s On’ pages online with the option to make bookings
- Build up a strong image bank of photos from workshops only taking images when have full permissions
Learning & Access Plan

The Learning & Access Plan maps out ways in which the Museum Collections Unit will take forward the Learning and Access Policy. It addresses the risks and sets a timetable for achieving the outcomes.

1. Ensure learning and access is embedded in all exhibitions and interpretation produced by the Museum Collections Unit

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Risk</th>
<th>Solution</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Assess the role of Learning &amp; Access in exhibition and the production of interpretation</td>
<td>Planned Unit restructure</td>
<td>Restructure allows roles to be defined and agreed</td>
<td>Define role/duties</td>
</tr>
<tr>
<td>2013/15</td>
<td>Consult with users/non-users and take forward findings of the 2011 &amp; 2012 Audience Report</td>
<td>Time pressures with workload results in less commitment to consulting with audiences as can be time-consuming</td>
<td>Consultation built into projects from the beginning so time factored in</td>
<td>Exhibitions and interpretation produced that is accessible for our visitors</td>
</tr>
<tr>
<td>2013/15</td>
<td>Develop resources e.g. activity bags, worksheets to extend the use of the 'art cart' for visitors with young children</td>
<td>Time pressures and drift of focus as not a core activity</td>
<td>Weekly L&amp;A meetings discussing current projects ensures project doesn’t slip out of sight</td>
<td>Activities created that are targeted specifically for visitors with young children</td>
</tr>
<tr>
<td>2013/15</td>
<td>Have a member of Learning and Access on each exhibition team</td>
<td>Planned Unit restructure</td>
<td>Restructure allows roles to be defined and agreed</td>
<td>Exhibitions and accompanying programmes that are tailored for a range of learning styles and needs</td>
</tr>
<tr>
<td>2013/15</td>
<td>Mount the 'Young Artist Award' exhibition</td>
<td>Lack of secure funding</td>
<td>L&amp;A staff seek and secure funding and go on site visits</td>
<td>An exhibition targeted specifically at families created by school pupils</td>
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</table>
### Define the role of Learning & Access in exhibition teams

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2012/13</td>
<td>Assess the role of Learning &amp; Access in exhibitions and the production of interpretation</td>
<td>Unit restructure</td>
<td>Restructure allows roles to be defined and agreed</td>
<td>Define the role/duties and present to wider Unit for approval</td>
</tr>
<tr>
<td>2013/15</td>
<td>Have a member of Learning and Access on each exhibition team</td>
<td>Time pressures with workload of delivery</td>
<td>L&amp;A team have weekly meetings following on from regular Senior Management meetings to regulate work pattern</td>
<td>Develop programmes to support all temporary exhibitions</td>
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<td></td>
<td>L&amp;A staff varied experience of exhibitions</td>
<td>L&amp;A staff seek training in areas less experienced and undertake relevant site visits</td>
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2. Develop programmes that encourage new and repeat users

### Consult with users/non-users and take forward findings of the 2011 & 2012 Audience Report

<table>
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<tr>
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<tbody>
<tr>
<td>2013</td>
<td>Evaluate the three projects introduced in 2012 to attract non-users as identified in the Audience Report: Baby MUSA Time (families with under 5’s); Youth Curators (10-17 year olds); Crafty Fridays (students)</td>
<td>Staff changes and time to evaluate these very different audiences</td>
<td>Build consultation into planning of the project</td>
<td>Evidence to inform the development and maintenance of similar projects</td>
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<td></td>
<td>Audience Development post now ended, risk L&amp;A staff don’t prioritise evaluation with delivery workload</td>
<td></td>
<td>L&amp;A staff fully familiar with work done by Audience Development Post. If unskilled in this area undertake training</td>
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<tr>
<td>2013/15</td>
<td>Implement the Audience Development Report within wider Unit</td>
<td>Unit restructure and staff changes in L&amp;A</td>
<td>L&amp;A team have weekly meetings take forward the finding of the Audience Report. Report integrated into relevant unit activities</td>
<td>Increased participation and happy visitors</td>
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<tr>
<td>Year</td>
<td>Action</td>
<td>Risk</td>
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<td>Outcome</td>
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<tr>
<td>2013</td>
<td>Pilot ‘Arty Saturdays’ drop-in art workshops at the Gateway Galleries for the first three exhibitions of 2013</td>
<td>FoH staff find new role difficult</td>
<td>Training offered to FoH and L&amp;A responding positively to FoH suggestions</td>
<td>Increased numbers to Gateway Galleries and development of a new activity for visitors with young children</td>
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<td></td>
<td></td>
<td>Staff changes and part-time work patterns</td>
<td>As a whole team L&amp;A will help with practicalities of set up/clear up</td>
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<tr>
<td>2013</td>
<td>Increase opportunities for adults in the What’s On Jan-June 2013 to test popularity based on success of 2012 activities</td>
<td>Time to market new opportunities</td>
<td>Each member of L&amp;A distributes leaflets on a monthly rota.</td>
<td>Further develop and expand adult audience</td>
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<td>Longer term role of marketing in the Unit being examined in restructure</td>
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<tr>
<td>2013/15</td>
<td>Consult with users/non-users and take forward findings of the 2011 &amp; 2012 Audience Report</td>
<td>Time pressures with workload results in less commitment to consulting with audiences as time consuming</td>
<td>Make use of existing focus groups e.g young curators.</td>
<td>Programmes developed that cater for the needs of all our visitors offering a range of learning experiences</td>
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<td></td>
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<td></td>
<td>Build consultation into projects from the start and use data in Audience Report</td>
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<tr>
<td>2013/15</td>
<td>Offer a wide range of experiences such as tours, handling, workshops to appeal to different learning needs</td>
<td>Sticking to status quo and not being experimental</td>
<td>Consulting widely across the Unit for ideas and comments.</td>
<td>Programmes developed that cater for the needs of all our visitors offering a range of learning experiences</td>
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<td>L&amp;A keep up with emerging trends through training and visits</td>
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<tr>
<td>2013/15</td>
<td>Sustain Music at MUSA in partnership with the Music Centre</td>
<td>Sufficient budget to maintain programme</td>
<td>Clear budgeting at start of financial year with estimated programme of costs</td>
<td>Expand new audience and strengthen partnership</td>
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<tr>
<td>2013/15</td>
<td>Reach out and offer further support to University Schools and Units</td>
<td>Time to develop new partnerships and fulfil commitments</td>
<td>L&amp;A team plan programme of work around ‘What’s On’ and have clear idea of work commitments</td>
<td>Development of new audiences and partnerships</td>
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</tbody>
</table>
3. Deliver a dynamic schools programme in line with the Curriculum for Excellence

### Increase participation by schools outside of the ‘Young Artist Award’

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<tbody>
<tr>
<td>2012/13</td>
<td>Pilot a new schools archaeology workshop</td>
<td>Time to market to schools</td>
<td>Initially target local schools only to cut down on administration and make use of email</td>
<td>Increased school numbers</td>
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<tr>
<td>2013/14</td>
<td>Pilot a new schools programme for 2013-2014</td>
<td>Staff changes in L&amp;A and Unit restructure</td>
<td>Plan a programme focused on the L&amp;A quieter times in Sept, Nov, May and June</td>
<td>Increase school numbers and communication with schools</td>
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<td>L&amp;A staff consult with schools and reinvigorate teachers focus group</td>
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<td></td>
<td></td>
<td>Lack of knowledge about what schools want from our museums</td>
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<tr>
<td>2013/14</td>
<td>Develop the on-line schools pages</td>
<td>Time to carry out work editing web pages and securing time from IT</td>
<td>Build project into the planning of the L&amp;A workload and consult with IT in advance</td>
<td>Easier communication with schools and increased bookings</td>
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<tr>
<td>2013/14</td>
<td>Re-invigorate the teachers focus group</td>
<td>Lack of interest from teachers</td>
<td>Make offer to schools worthwhile and make use of teacher placement schemes</td>
<td>Closer links to schools and specifically greater presence in Fife Schools</td>
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### Take forward the ‘Young Artist Award’ in its new phase without a private sponsor

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</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>Investigate sources of funding</td>
<td>Knowledge of fundraising</td>
<td>L&amp;A seek training and draw on knowledge within the Unit</td>
<td>Sustainment of Young Artist Award</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project falls outwith requirements of most funders</td>
<td>Seek to secure funding commitment from the University</td>
<td></td>
</tr>
<tr>
<td>2013/15</td>
<td>Annually stage the ‘Young Artist Award’</td>
<td>Lack of funding</td>
<td>L&amp;A seek to secure funding internally or externally for the project</td>
<td>Sustainment of Young Artist Award</td>
</tr>
</tbody>
</table>
4. **Produce high quality marketing**

### Implement and use the Marketing Toolkit

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<tbody>
<tr>
<td>2013/15</td>
<td>Plan, produce and distribute six-monthly ‘What’s On’</td>
<td>No planned programme for distribution, currently ad hoc</td>
<td>L&amp;A team set up a rota of monthly distribution until marketing looked at during restructure</td>
<td>Increase marketing presence and chance to reach new audiences</td>
</tr>
<tr>
<td>2013/15</td>
<td>Build up a strong image bank of photos from workshops only taking images when L&amp;A has full permissions</td>
<td>Access to quality camera</td>
<td>L&amp;A team to borrow collections camera</td>
<td>Refreshed bank of images available for use in marketing</td>
</tr>
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<td></td>
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<td>Permissions from users</td>
<td>L&amp;A team to have photo permission forms/posters at events. For booked groups e.g. schools photo permission will be sent in advance</td>
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</tr>
<tr>
<td>2013/15</td>
<td>Update the Marketing Toolkit continuously as situations and contacts change</td>
<td>Toolkit developed by Audience Development post, lack of clarity over who maintains the toolkit</td>
<td>L&amp;A to maintain Marketing Toolkit until marketing across the Unit addressed in restructure</td>
<td>Effective marketing</td>
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### Reassess with the help of the University's Lean team the email lists and booking system to improve opportunities for marketing

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</thead>
<tbody>
<tr>
<td>2013</td>
<td>Reassess with the help of Lean the email distribution</td>
<td>Amount of time needed to implement changes</td>
<td>Project priorities and helped asked from FoH</td>
<td>Smoother running systems</td>
</tr>
<tr>
<td>2013/15</td>
<td>Send out weekly ‘What’s On’ email updates</td>
<td>Not enough/or relevant content and those signed up unsubscribe</td>
<td>Establish regular format that is easy for those subscribed to scan</td>
<td>Better communication and increased audience numbers</td>
</tr>
<tr>
<td>2013/15</td>
<td>Develop the ‘What’s On’ pages online with the option to make bookings</td>
<td>IT systems available at a reasonable cost to make this an option</td>
<td>Work with Lean to find the best solution that IT can offer</td>
<td>More effective booking systems and increased numbers</td>
</tr>
</tbody>
</table>